TLPS | Teaching Learning Practices Survey

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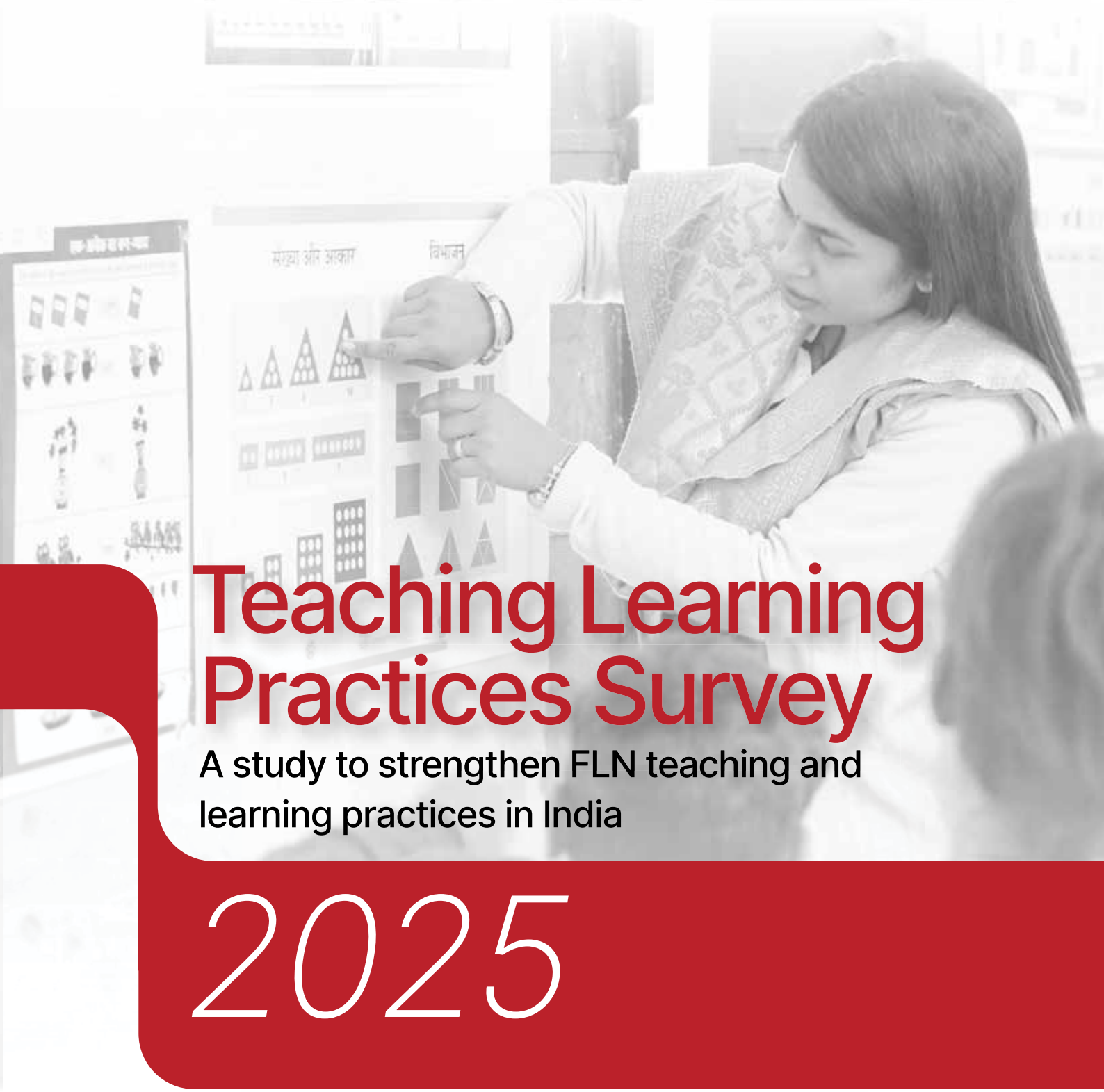

Teaching Learning Practices Survey

A study to strengthen FLN teaching and learning practices in India

2025

Implemented with

Centre for microFinance

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QUEST

Vikramshila

TLPS 2025

Teaching Learning Practices Survey 2025

December 2025

Supported by:	Tata Trusts
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Acknowledgements

The Teaching Learning Practices Survey (TLPS) is the result of a collaborative effort involving institutions, practitioners, researchers, and state governments committed to strengthening foundational literacy and numeracy in India.

We extend our sincere gratitude to Tata Trusts, whose support made this survey possible. Their long-standing commitment to early learning and evidence-based system reform has been instrumental in enabling research that moves beyond learning outcomes and examines teaching and learning practices at scale.

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We also thank the researchers, field observers, supervisors, and data teams whose meticulous work ensured the quality, consistency, and integrity of the data collected across 1,050 classrooms.

Within Language and Learning Foundation, this survey drew on the collective efforts of members of the central, state, and district teams.

About TLPS Partners

Language and Learning Foundation

Founded in 2015, Language and Learning Foundation (LLF) is an education non-profit, dedicated to improving foundational literacy and numeracy (FLN) outcomes of students in primary grades at scale, in collaboration with the national and state governments in India. LLF is a system-focused and impact-driven organisation that takes a three-pronged approach for equitable foundational learning improvements through Continuous Professional Development of teachers and mentors, District Demonstration Programmes, and System Strengthening on FLN with a focus on inclusivity and equity. Since its inception, LLF has worked in 10 states, reaching 2.18 crore children and 11.8 lakh teachers and educators through State Level Technical Support and improved learning outcomes of 14 lakh children through District Demonstration Programmes and teaching-learning practices of 2,50,000 teachers and teacher educators.

Tata Trusts

Established in 1892, the Tata Trusts are India's oldest and amongst Asia's largest philanthropic institutions. They have played a pioneering role in bringing about an enduring difference in the lives of the communities they serve, advancing equity, resilience, and shared progress. Inspired by the vision of the Founder Jamsetji Tata and guided by a legacy of proactive philanthropy, the Tata Trusts work to catalyse systemic and sustainable change across diverse areas by building institutions, strengthening public systems, and accelerating socio-economic development. The Trusts build meaningful solutions, bridging tradition and innovation, through collaborations that nurture grassroots efforts, empower change makers, and touch lives across India.

Centre for microFinance

Centre for microFinance (CmF) is a not-for-profit resource organisation established in 2007. Initially focused on microfinance and rural livelihoods, they expanded in 2015 to education, nutrition, and WASH to improve the lives of marginalised rural communities. CmF strengthens foundational learning and STEM practices in schools and Anganwadis through system-aligned partnerships with key state institutions.

Educational Initiatives

Educational Initiatives (EI), founded in 2001, is a pioneering education research and PedTech organisation that combines pedagogical research with technology-driven solutions to improve student learning and teaching practice. Working across diverse economies and demographics, EI's research and assessment work informs classroom practice and education policy, alongside the design of diagnostic, personalised, and adaptive learning solutions.

Madhi Foundation

Madhi Foundation is a systems-focused education non-profit that partners with governments to strengthen foundational learning by aligning curriculum, teacher development, assessment, technology, and monitoring to the realities of public-school classrooms. Madhi leads level-based material design, mentoring-oriented teacher support, and data-driven implementation systems, while also engaging parents as learning allies. Madhi additionally advances language and oracy through strategic programmes and translation of state-level learnings into transferable models.

Quality Education Support Trust

Quality Education Support Trust (QUEST) is a non-profit organisation founded in 2007, dedicated to enhancing early childhood and elementary education through teacher professional development and action-research-informed interventions in rural and tribal schools across Maharashtra and beyond. Its programmes focus on improving pedagogical quality and learning environments to enrich the educational experiences of underserved children.

Vikramshila Education Resource Society

Vikramshila Education Resource Society is a long-standing non-governmental organisation committed to making quality education a reality for children from marginalised communities through teacher development, curriculum support, and pedagogical resources across multiple Indian states. Its work spans early childhood to secondary education with a focus on inclusive, resilient learning environments.

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Abbreviations

ABSA	Assistant Basic Shiksha Adhikari
ACBEO	Assistant Chief Block Education Officer
ARPs	Academic Resource Persons
ASER	Annual Status of Education Report
BEOs	Block Education Officers
BRCs	Block Resource Centres
BRPs	Block Resource Person
BSA	Basic Shiksha Adhikari
CBEO	Chief Block Education Officer
CFU	Checking for Understanding
CmF	Centre for microFinance
CPD	Continuous Professional Development
CRCs	Cluster Resource Coordinators
CRO	Classroom Observation Tool
CRP	Cluster Resource Person
DIET	District Institute of Education & Training
DRGs	District Resource Groups
Ei	Educational Initiatives
ELPS	Experience, Language, Picture and Symbol
FLN	Foundational Literacy and Numeracy
GoI	Government of India
KRP	Key Resource Person
LLF	Language and Learning Foundation
LOs	Learning Outcomes
MEL	Monitoring, Evaluation, and Learning
MOE	Ministry of Education
MoI	Medium of Instruction
NAS	National Achievement Survey
NCF-FS	National Curriculum Framework for Foundational Stage
NEP	National Education Policy
NGOs	Non-Governmental Organisations
NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
OLD	Oral Language Development
PARAKH	Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
SCERT	State Council of Educational Research and Training
SRGs	State Resource Groups
TLMs	Teaching-Learning Materials
TLPS	Teaching Learning Practices Survey
ToT	Time-on-task

Executive Summary

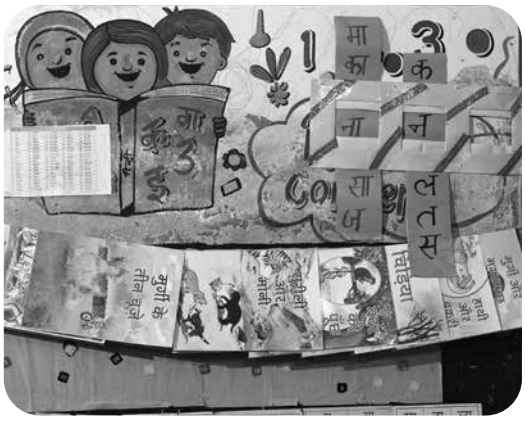
Introduction

India's National Education Policy (NEP) 2020 positioned Foundational Literacy and Numeracy (FLN) as the country's highest priority for education. This renewed focus was further strengthened by the National Curriculum Framework for Foundational Stage (NCF-FS, 2022). To operationalise this vision, the Government of India launched the NIPUN Bharat Mission with a clear national mandate: *Achieve universal FLN for all children by 2026-27*. This has catalysed unprecedented efforts across states to improve the teaching and learning of FLN.

The national and state governments are tracking progress in student learning through a range of large-scale assessments of FLN learning outcomes. This is a welcome trend. We know that FLN learning outcomes can improve in a sustained manner only when teaching and learning practices for language and mathematics in early grades improve significantly. Systematic and reliable observation of teaching and learning practices, along with analysis of the findings, can provide insights into gaps and needed improvements.

Several states have developed and implemented classroom observation tools for observing teaching and learning in Grades 1 to 3. The quality and utilisation of this extensive classroom observation-based data has been somewhat limited for a variety of reasons. More importantly, there is no reliable large-scale survey in the country that documents how teaching and learning are taking place in early-grade classrooms.

About TLPS 2025



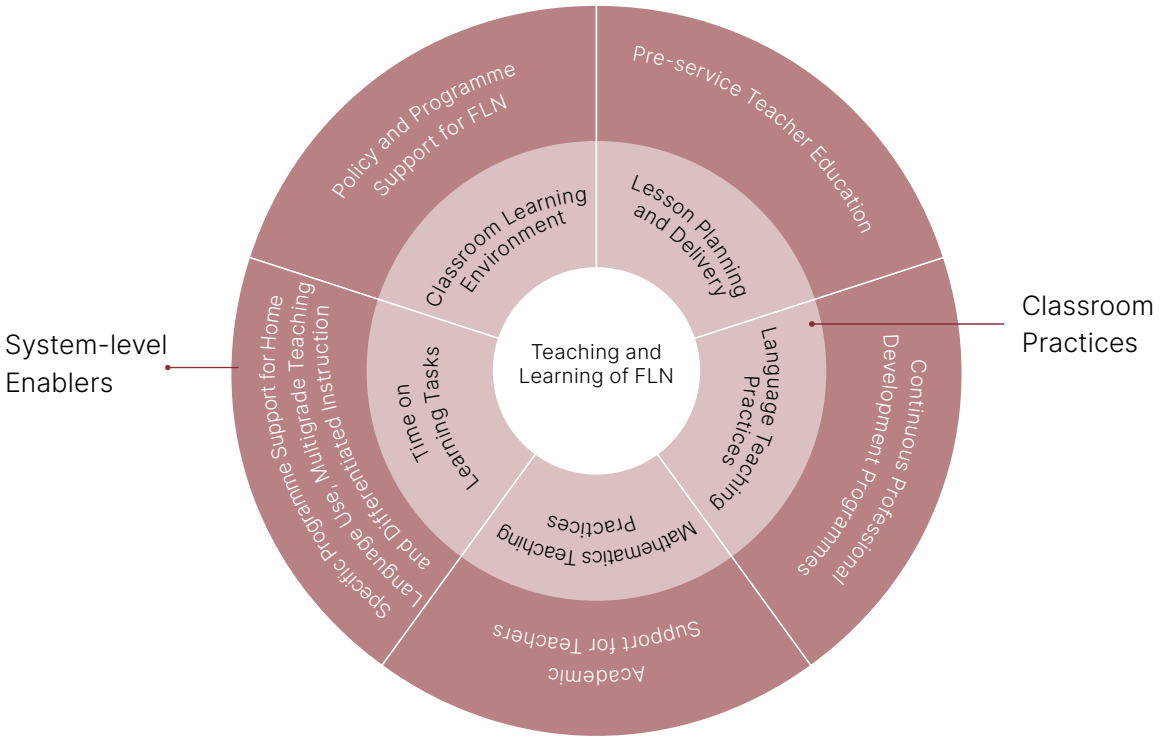
Recognising this critical gap, the Teaching Learning Practices Survey (TLPS) 2025 was conceptualised to provide systematic, national-level evidence on teaching practices for language and mathematics in Grades 1 and 2. By examining these practices in early-grade classrooms across diverse contexts, the Survey provides a direct lens into how children's learning materials, teacher training programmes, and on-site academic support are getting translated into classroom teaching and learning. It serves as a status report on the current state of teaching and learning practices—informing how system-level efforts translate into classroom-level pedagogical change and where further improvement is needed.

The Survey was conducted between November 2024 and March 2025 in nine states—Assam, Chattisgarh, Haryana, Jharkhand, Maharashtra, Meghalaya, Rajasthan, Tamil Nadu, and Uttar Pradesh—covering 21 districts and 1050 classrooms. By capturing a wide range of contexts, TLPS provides a rich national-level snapshot of the current teaching and learning practices for FLN. Anchored by Language and Learning Foundation (LLF) and supported by Tata Trusts, the Survey has been implemented in collaboration with a consortium of organisations—Centre for microFinance (CmF), Educational Initiatives (Ei), Madhi Foundation, Quality Education Support Trust (QUEST) and Vikramshila Education Resource Society (VERS)—organisations with a deep interest and commitment to working with the government education system to improve foundational learning at scale.

Findings and recommendations

The Survey presents findings under the following themes: classroom learning environment, lesson planning and delivery, language teaching practices, mathematics teaching practices, and time distribution for different classroom activities for both teachers and children. It also presents teachers' perceptions on some aspects of FLN and their professional development.

Priorities for classroom practices and system-level enablers



TLPS 2025 includes two types of recommendations:

- Recommendations for strengthening classroom teaching practices, drawing directly on the Survey's main findings. These are presented in the following section along with the related classroom-level findings.
- Recommendations for system-level changes that will enable and sustain effective teaching practices are presented in the section after the one on classroom teaching practices.

Findings and recommendations for classroom practices

Classroom learning environment

The Survey examined the following: classroom physical environment, teacher-child relationships, opportunities for children to participate, and the use of children's home languages.

Main findings

Most early-grade classrooms display print-rich materials. However, in most cases, the material is not displayed at children's eye level. In 73% of classrooms, children were seated in rows and columns, and the arrangement did not change during the observation.

In two-thirds of the classrooms, children were mostly quiet and had few opportunities to speak freely, engage in conversation with the teacher, or learn from one another.

Although 73% teachers knew the children's home languages, only 9% used them consistently to enhance children's participation and comprehension.

Recommendations

There is a need to ensure that print materials are thoughtfully placed and actively used during instruction to support learning. Teachers should be encouraged to adopt flexible seating and grouping arrangements to foster more interaction and collaboration among children.

There is a pressing need to strengthen teacher-child relationships in early-grade classrooms to help children become more confident, participate in discussions, and engage meaningfully in learning.

Using children's home or most familiar languages consistently and strategically is a critical practice for improving children's self-confidence, participation, and comprehension.

Lesson planning and delivery

The Survey examined the following: teachers' use of clear instructions with children, observation and monitoring of children's independent work, feedback on writing tasks, use of check-for-understanding strategies, and use of differentiated instruction for different learning levels in the classroom.

Main findings

Most teachers did not monitor children's work during group or individual tasks. While some teachers checked the children's written work, very few teachers provided meaningful feedback or guidance to help children improve.

Over half the teachers relied on asking questions to the whole class, which

Recommendations

Through regular and purposeful observation, teachers need to identify errors, adjust instruction, and provide timely support. Feedback practices need strengthening through regular checking of children's work, clear explanations of mistakes, and simple steps for improvement.

elicited a choral response from the children. Very few teachers checked for individual children's understanding through varied methods.

During the limited observation period, only 30% of teachers used differentiated teaching strategies to support children at different learning levels.

During lessons, teachers need to use simple and varied checks for understanding, such as asking individual children to explain their thinking or giving children a quick task to demonstrate their learning.

To support all learners, teachers need to use targeted strategies such as flexible grouping, guided practice in level-based groups, and scaffolded tasks during regular lessons. It is essential to provide extra attention and support to children who are struggling to learn, after proper identification.

Language teaching practices

The Survey examined the following: use of children's prior knowledge in discussions, asking open-ended questions, employing a variety of strategies for teaching decoding, use of comprehension strategies during read-aloud, opportunities to practice reading independently, and providing clear prompts for expressive writing.

Main findings

The use of children's real-life experiences and open-ended questions to encourage children to think and express themselves during oral language activities was limited.

The teaching of decoding was not systematic and relied either on writing letters and words or on just one activity to reinforce sound-symbol association and blending.

More than half (52%) of the teachers gave opportunities for children to practise reading independently. Only 18% teachers provided guidance and support during this time.

More than three-fourths of the teachers gave writing tasks that involved copying from the blackboard or textbook or writing letters and words.

Recommendations

Oral language activities need to encourage active engagement by connecting content and discussions to familiar contexts and experiences, asking children to predict, think, and infer, and giving them opportunities to respond more fully to open-ended questions.

Decoding needs to be taught more systematically and should include multiple activities that reinforce sound–symbol associations in different ways, including the use of simple teaching-learning materials (TLMs).

Children need adequate time to practise reading in small groups or pairs, as well as independently, with guidance from the teacher.

Writing activities should move beyond copying exercises to include meaningful opportunities for children to compose their own texts and express ideas and emotions.

Mathematics teaching practices

The Survey examined the following: use of TLMs by teachers and children, opportunities to practise mathematics tasks independently, use of children's real-life experiences for mathematics concepts, and use of 'why and how' questions by teachers.

Main findings

28% of teachers used TLMs effectively for demonstration. In 53% of classrooms, children did not use TLMs at all.

A majority of teachers (58%) did not use real-life examples to contextualise mathematical concepts and processes.

In 19% of classrooms, teachers posed 'why and how' questions somewhat effectively.

More than half the teachers gave children mathematics tasks to work independently. Overall, 16% teachers observed the children, corrected their work, and provided feedback.

Recommendations

There is a pressing need for teachers to use TLMs more consistently and in learner-centred ways. This will ensure that children have regular opportunities to explore concepts hands-on and build conceptual understanding, rather than only observing demonstrations.

During independent practice, teachers need to actively monitor children's work and provide timely guidance and feedback so that practice goes beyond mechanical repetition and strengthens conceptual understanding and fluency.

Integrating familiar, everyday contexts when introducing and practising mathematical ideas can help children see the relevance of mathematics in their daily lives and develop practical problem-solving skills.

Teachers need to ask more 'why' and 'how' questions that prompt children to explain their thinking, justify their answers, and reflect on strategies, helping shift learning from rote procedures to deeper reasoning and conceptual understanding.

Time on learning tasks

The Survey examined the time spent by teachers and children on different classroom activities.

Main finding

Children remained 'off-task' for 27% of the total class time. When they were 'on-task', mechanical, repetitive type activities consumed most of their time.

Recommendation

Teachers need to create a better balance between teacher-centred instruction and learner-centred practices to enhance children's engagement with learning. Teachers also need to plan and manage independent and group tasks more deliberately, particularly in multigrade contexts where their attention is divided.

Other findings

- There is strong awareness among teachers about FLN goals and learning outcomes.
- 83% teachers reported that they have attended an in-person training on FLN in the past year.
- Almost all teachers believe that the NIPUN/FLN Mission is having a positive impact.
- The frequency and quality of academic support received by teachers is quite varied. While 52% teachers reported receiving academic support, the remaining 48% reported irregular visits, inadequate or no support.

Recommendations for system-level changes

This section outlines key systemic levers that need to be strengthened to enable and sustain the classroom-level actions described in the previous section.

Continue and extend policy support to FLN

It is vital that policy support for FLN must continue beyond the current NIPUN Bharat Mission timeframe, viz., up to 2026-2027. While Grades 1 and 2 must remain the primary focus, the policy and programme focus for the consolidation of foundational skills also needs to extend to Grades 3 to 5 (prepatory stage). As this support is extended, there is also a need to broaden the vision of foundational learning to include critical thinking and reasoning, strong oral expression, and independent writing in language, as well as problem-solving and reasoning in mathematics. Such a shift helps move classroom practice beyond mechanical skill acquisition towards meaningful application to real-life situations.

Integrate FLN focus within pre-service teacher education programmes

In many states, pre-service teacher education requires curricular revision to include a clear focus on FLN, play-based pedagogy, teaching in linguistically and culturally diverse situations, and practical classroom strategies for multigrade and multilevel teaching. The Survey findings also show that basic pedagogical practices—such as building respectful teacher-child relationships, encouraging children's participation, giving clear instructions, and monitoring learning to provide feedback—are weak or inconsistently applied and therefore need explicit emphasis in teacher education. There is a strong need to move from lecture-based instruction towards practice-oriented and experience-based teacher preparation.

Build a coherent and practice-focused system of continuous teacher professional development

There is a need to reimagine teacher training as continuous professional development (CPD) rather than as isolated events. Effective CPD should offer multiple pathways for learning, including structured courses, blended and online programmes, in-person workshops, and simple digital supports such as WhatsApp nudges and short, on-demand learning resources.

During training sessions, a greater emphasis should be placed on practice-oriented designs—prioritising demonstrations, guided practice, collaboration among teachers, and reflection—so that teachers can apply new strategies confidently in their classrooms.

Finally, peer learning should be strengthened as a core CPD strategy. Creating opportunities for teachers to learn from one another through learning circles, peer observations, joint planning, and sharing of effective practices can help reinforce training messages and support sustained change in classroom practice.

Strengthen academic coaching and on-site support for teachers

Teacher interviews reveal that academic support for teachers is often irregular and limited in depth. There is a strong need to strengthen on-site academic coaching through regular classroom visits by academic resource persons (ARPs), cluster resource coordinators (CRCs), or equivalent roles. These visits should focus on observing classroom practice, demonstrating effective strategies, and providing concrete, actionable feedback tailored to each teacher's context. Such support is vital for helping teachers translate training inputs into day-to-day practice.

Mid-tier academic functionaries need to be relieved of excessive non-academic responsibilities so they can focus on instructional support. They also require targeted technical training to develop a strong understanding of FLN concepts, active learning classroom pedagogy, and principles of supportive supervision. In addition, cluster-level meetings should be reoriented as structured academic forums rather than administrative gatherings.

Address home language use, multigrade teaching, and differentiated instruction in a systematic manner

These challenges require planned and systematic programme support, not just general suggestions or brief training efforts alone.

Use of home language

There is a strong need to develop and support systematic multilingual approaches to foundational learning that respond to the linguistic realities of local communities. States need to create clear curricular and pedagogical frameworks to formally include children's most familiar languages in teaching and learning in the foundational years, supported by high-quality multilingual materials and assessments. Multilingual pedagogy also needs to be embedded across pre-service and in-service teacher education. Teachers who don't understand and speak the children's home languages need to be encouraged and supported to develop basic conversational skills in these languages.

Multigrade teaching

Multigrade teaching and multigrade classrooms are a widespread reality in government schools, with nearly two-thirds of classrooms in the Survey sample falling into this category. Teachers working in multigrade settings need specific curricular guidance and pedagogical tools to manage multiple groups effectively. This includes support for planning parallel activities, organising independent work, using flexible grouping, and managing time across grades.

Differentiated instruction

Teacher guides, training modules, and academic support systems should explicitly model how differentiated instruction strategies—such as flexible grouping, scaffolded tasks, and guided practice for small groups, especially for children who are struggling to learn—can be planned and implemented within everyday classroom routines. Providing extra attention and support to such children is key to reducing learning gaps within the classroom.

Introducing Teaching Learning Practices Survey

CHAPTER 1

1.1 National focus: India's foundational learning imperative

India's National Education Policy (NEP) 2020 marks a historic turning point by positioning Foundational Literacy and Numeracy (FLN) as the country's highest priority for education for Grades 1-3. The policy underscores that the ability to read with comprehension and perform basic numeracy operations forms the bedrock of all future learning. This renewed focus was further strengthened by the National Curriculum Framework for Foundational Stage (NCF-FS, 2022), which provides detailed developmental benchmarks and pedagogical guidance for children aged 3-8, ensuring curricular alignment across pre-primary and early primary grades.

To operationalise this vision, the Government of India (GoI) launched the NIPUN Bharat Mission with a clear national mandate: achieve universal FLN for all children by 2026-27. This has catalysed unprecedented efforts across states to improve teaching and learning of FLN through revised learning outcomes, children learning materials like workbooks, teacher handouts, etc., expanded teacher professional development, structured pedagogy materials, classroom-level assessments, and strengthened academic support systems.

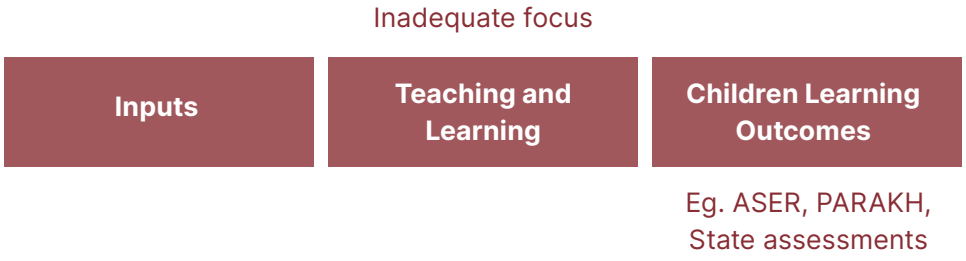
1.2 FLN learning outcomes in India

While recent learning assessments (ASER, 2024; PARAKH 2024) indicate significant learning gains in government schools, we are still far from the goal of ALL children achieving mastery in FLN. There are also vast differences in learning levels across states, districts and schools, and also within each classroom.

Learning outcomes for FLN are being tracked through national-level surveys like the Annual Status of Education Report (ASER) and Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH) (earlier National Achievement Survey [NAS]). Several states are also implementing their own large-scale surveys to measure FLN outcomes on a regular basis. In addition, many states have institutionalised classroom-based assessments of learning by teachers and spot-assessments by cluster and block level academic staff during their school visits. This strong focus on children learning at all levels in the education system is a welcome trend. Thus, there is a widespread consensus in the country around 'why' FLN matters and 'what' children should learn.

We know that learning outcomes can improve in a sustained manner only when teaching and learning practices for language and mathematics in early grades improve significantly. There is no reliable large-scale survey in the country that documents how teaching and learning is taking place in early-grade classrooms.

Most states have have developed robust, high-quality inputs including materials, teacher training, academic support and systems to measure learning outcomes. However, teaching-learning practices have not received adequate attention, despite their centrality to sustained improvement.



1.3 About the Teaching Learning Practices Survey

Recognising this critical gap, the TLPS was conceptualised to provide systematic, nationally representative evidence on classroom practices in Grades 1 and 2 for language and mathematics. By examining what actually happens in early-grade classrooms across diverse contexts, TLPS aims to complement existing assessments and provide a direct lens into how teachers and children's learning, materials, training progress, assessments and academic support are getting translated into classroom teaching and learning. It serves as a status report on the current state of teaching-learning practices informing how system-level efforts translate into classroom-level pedagogical change and where further support is needed.

Importantly, TLPS aims not only to document current practices but also to identify needs for strengthening the instructional core of foundational learning. By identifying both strong practices and areas of support, the Survey contributes to building a more responsive FLN ecosystem, one in which classroom realities inform programme design, teacher support systems, and academic leadership.

The Survey focused on six themes namely classroom learning environment, lesson planning and delivery, language teaching practices, mathematics teaching practices, time distribution of teaching and learning tasks and perception of teachers on training, academic support and impact of NIPUN Bharat Mission. An array of tools were used to measure effectiveness of these themes, namely classroom observation, time-on-task, lesson sequence, pre-and post-observation, teacher interview questionnaire and profile of schools and children.

TLPS therefore plays a dual role:

- Diagnostic, by providing a detailed, evidence-based picture of what is happening inside classrooms today; and
- Developmental, by enabling governments and partners to shape teachers' professional development, mentoring structures, and instructional materials in ways that directly respond to observed classroom needs.

TLPS elevates this often-invisible dimension viz. teaching and learning inside a classroom to the forefront of India's foundational learning agenda.

1.4 **The way ahead for TLPS**

TLPS 2025 focuses on key elements of classroom practice that are centre to early grade teaching of FLN and offers actionable insights for strengthening teaching quality. This Survey will be useful for state governments, State Councils of Educational Research and Training (SCERTs) and District Institutes of Education and Training (DIETs) as well as district and block level educational administrators and academic support staff (Block Resource Coordinators, Cluster Resource Coordinators) who have the responsibility of guiding teachers for changing the teaching and learning practices.

The Survey findings also have the potential of influencing teaching practices directly if presented to teachers in an appropriate form.

Separate reports for TLPS 2025 for each of the nine states will be available by February 2026. Key findings from the national and state reports will be disseminated in collaboration with state governments. Further in-depth analysis of TLPS 2025 classroom-level data is underway. Future rounds of TLPS could be implemented in more states and districts and include additional dimensions including multilingual classroom practices, multigrade and multilevel situations, and more. Together, these datasets can gradually build a comprehensive national picture of early-grade classrooms—one that enables states to design more targeted reforms to achieve the vision of all children mastering FLN skills.

Survey Overview and Methodology

CHAPTER 2

2.1 Introduction

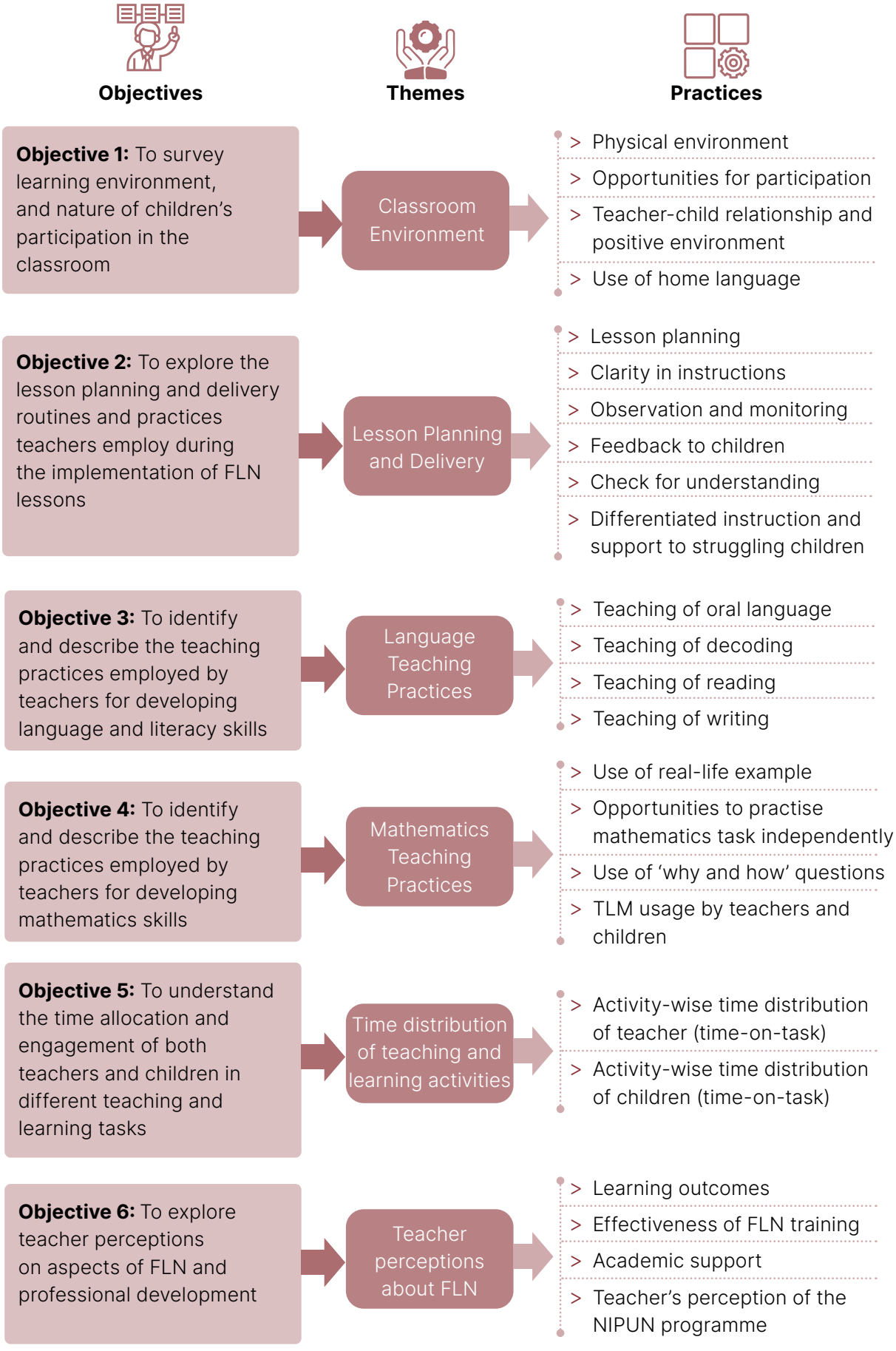
This chapter presents the methodological framework used to understand teaching and learning practices related to FLN in Grades 1 and 2 across nine states. It outlines the overall Survey design and the rationale for adopting a mixed-methods approach, describes the sampling strategy and tool development process, and details the field procedures and quality assurance mechanisms employed during data collection. The chapter also explains the analytical approach used to synthesise and interpret the findings generated from the different survey instruments.

2.2 Scope of the Survey

The Survey employed a structured mixed-methods design to generate systematic and reliable evidence on FLN practices across nine states.

Figure 2.1 presents the mapping of the Survey's objectives to the themes and core practices examined under the Survey.

Figure 2.1: ***Mapping of Survey objectives to themes and practices***



2.3 **Coverage of the Survey**

The Survey examined classroom teaching and learning practices related to FLN in Grades 1 and 2 in 1050 schools in 21 districts spanning in nine states. In each classroom, language or mathematics lessons were observed for a duration of 40 minutes to capture teaching practices and classroom interactions during regular teaching periods.

9 states

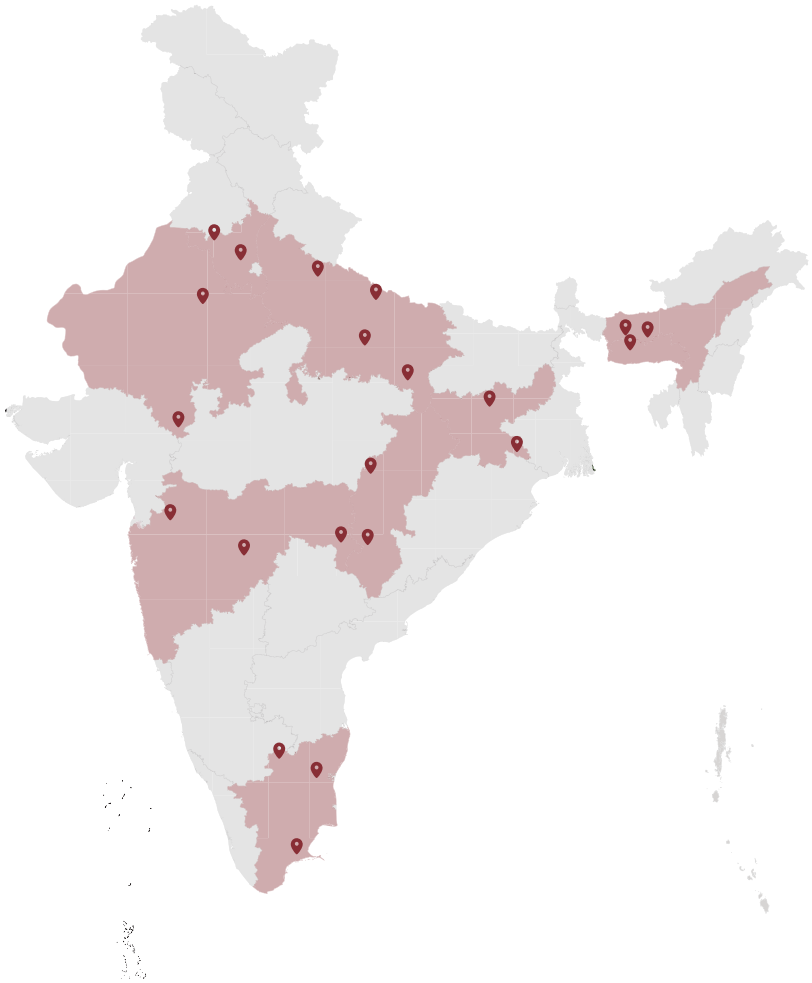
21 districts

1,050 classrooms

G1 – 509 | **G2** – 541 | **Language** – 530 | **Mathematics** – 520

Number of months for data collection	4	Tools in number of languages	5	Number of tools	6
Number of supervisors	31+	Number of field observers	200+	Number of hours of observation	2100+

Number of children present during observations: approx. 20000

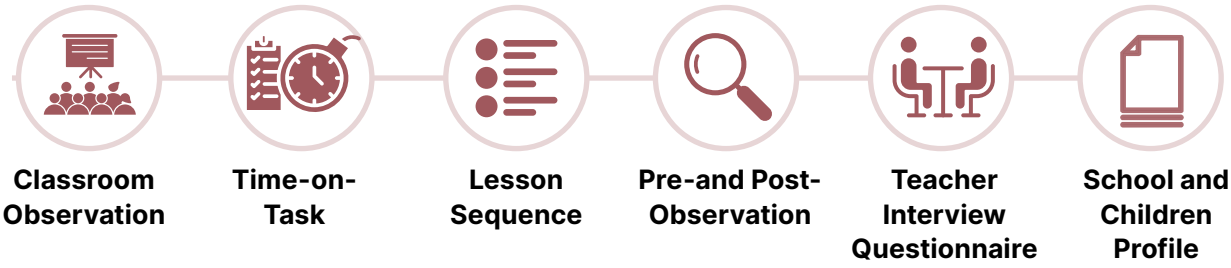


Assam	Kamrup Goalpara
Chhattisgarh	Kabirdham Narayanpur
Haryana	Rohtak Fatehabad
Jharkhand	Hazaribagh East Singhbum
Maharashtra	Nashik Gadchiroli Parbhani
Meghalaya	East Garo Hills
Rajasthan	Banswara Sikar
Tamil Nadu	Villupuram Krishnagiri Ramanathapuram
Uttar Pradesh	Bahraich Bareilly Raebareli Mirzapur

2.4 **Survey design**

The Survey combined quantitative and qualitative structured data collection tools designed to capture classroom environments, teacher-child interactions, and teaching practices for language and mathematics. A total of six tools were developed, each with clearly defined objectives.

Figure 2.2: ***Six key tools for data collection***



Sr.No.	Tool	OBJECTIVE/COMPONENTS
1	Classroom Observation (CRO)	The classroom observation tool has 21 indicators based on themes of learning environment, lesson planning and delivery, language teaching practices and mathematics teaching practices.
2	Time-on-Task (ToT)	Teacher and children's activities are recorded after every three minutes. The objective is to record the time distribution of teaching and learning tasks.
3	Lesson Sequence (LS)	The lesson sequence for language and mathematics sessions is a structured tool to capture both the flow and nature of teaching activities during a 40-minute observation. > **Part A** provides an open-ended account of the session flow, recording how teachers organise activities and engage children. > **Part B** uses a coded list of steps teachers use in classrooms to teach decoding, letter writing, matra-writing, and reading. In mathematics sessions, steps for number understanding, teaching of place value and operations are also included. > **Part C** identifies the skills and competencies targeted—such as vocabulary, comprehension, or fluency. > **Part D** documents the TLMs used, whether teacher-prepared or provided, to support instruction. In the mathmatics tool, **Part E** is also designed to record the TLMs used by children in the classroom.

Sr.No.	Tool	OBJECTIVE/COMPONENTS
4	Pre-and Post-Observation	The **Pre-Observation Sheet** captures key school-level information, including the grade and subject observed, enrolment and attendance for the grade. The **Post-Observation Sheet** records details on the classroom environment, such as seating arrangements, presence of print-rich materials, and availability of instructional materials.
5	Teacher Interview Questionnaire	Questions are included from the themes of lesson planning and delivery, language teaching practice or mathematics teaching practice. It also includes questions on teachers' beliefs and perceptions about grade-appropriate learning outcomes, academic support, trainings and impact of NIPUN Bharat Mission.
6	School and Children Profile	The profile includes information about schools' total enrolment, number of teachers and distance of the school from city centre. It also includes children's socio-economic details like age, religion, category, economic status and home language.

2.5 **Analysis framework**

The analysis was guided by the Survey's objectives, which were further organised into specific practices and indicators to structure the inquiry. Indicators drawn from the classroom observation, time-on-task, pre-and post-observation, lesson sequence, and teacher interview tools were systematically mapped to each objective to ensure analytical coherence and consistency. Triangulation across tools strengthened the robustness of interpretation and reduced the potential influence of field observer bias.

During the analysis, data from Grade 1 and Grade 2 was found to be broadly similar with no significant differences. Accordingly, the findings presented in the report combine data from both grades to provide a consolidated picture of early-grade classroom practices. To refer to grade-wise disaggregated data, please see the QR code given in Appendices.

An example of how relevant indicators from different tools were mapped to answer a specific question:

PRACTICE	INDICATOR	TOOLS
Use of TLM	Were TLMs available in the classroom?	Pre-and post-observation
	Were TLMs displayed at children's eye-level?	Pre-and post-observation
	Did children get an opportunity to practise with TLM?	Classroom observation

The analytical approach followed a mixed-methods design, combining both quantitative and qualitative techniques. The table below gives a detailed overview of the type of analytical approach with a description of the methods used.

#	Tool	Type of Analysis	Description
1.	Classroom Observation	Quantitative & Qualitative	Quantitative data were analysed descriptively (frequencies, averages) to identify patterns in classroom practices. Qualitative field observer notes were thematically analysed to capture nuances of teaching-learning interactions and classroom environment.
2.	Teacher Interview Questionnaire	Quantitative & Qualitative	Thematic analysis was applied to understand teachers' beliefs, perceptions, and instructional strategies, complementing classroom observations.
3.	Lesson Sequence	Quantitative	Time-stamped sequencing of instructional steps was analysed to highlight the common steps followed for teaching of language and mathematics.
4.	Pre-and Post-Observation	Quantitative	Descriptive analysis of classroom context, including physical setup, enrolment, seating arrangements, and availability of teaching-learning resources, was recorded both before and after observation.
5.	Time-on-Task	Quantitative	The proportion of instructional time devoted to various activities was analysed descriptively to assess engagement and efficiency of classroom processes.

2.6 Sampling framework: Selection of states, districts, blocks and schools

The Survey adopted a **multi-stage sampling design** across nine states. The sampling strategy was designed to balance methodological rigour with on-ground feasibility, while enabling a credible examination of classroom-level FLN teaching and learning practices.

Stage 1 – State selection

In the first stage, nine states were selected to ensure diversity and represent India's expanse:

- Geographic distribution across the north, south, east, west, central, and north-eastern regions of India, with Scheduled Tribe representation in states like Chattisgarh, Jharkhand and Meghalaya;
- Socio-economic indicators, including Headcount Poverty Ratio, Multidimensional Poverty Index, Human Development Index, and Female Literacy Rates;

- Learning outcomes, based on performance in large-scale assessments such as ASER 2022; and
- Availability of partners focused on strengthening the implementation of FLN across states.

Together these criteria ensured that the sample reflected a wide range of educational contexts relevant to foundational learning.

Stage 2 – District selection

Within each selected state, districts were sampled to broadly represent intra-state diversity. District selection was guided by:

- Representation of the state's different geographic and socio-cultural regions. For example, in Chhattisgarh, Kabeerdham represents the central region of the state, while Narayanpur is located in Southern Chhattisgarh with a significant Scheduled Tribe population.
- A Probability Proportional to Size (PPS) approach was used to determine the number of districts sampled per state. Larger states such as Uttar Pradesh had four districts included in the Survey, while Maharashtra and Tamil Nadu had three districts each. Assam, Chhattisgarh, Haryana, Jharkhand and Rajasthan had two districts each, and Meghalaya had one district in the sample. This approach ensured that each state's representation in the Survey broadly reflected relative population size and the scale of the educational system.
- Districts where partner organisations were actively implementing FLN-focused interventions were deliberately excluded. This allowed the Survey to capture routine classroom practices without the influence of external programme support.

Stage 3 – Block and school selection

In the third stage, blocks and schools were selected within each sampled district.

- Two blocks were randomly selected within each district.
- The sampling aimed to cover 50 schools per district.
- To balance methodological rigour with field feasibility, around half of the required schools (approximately 12-13 per block) were selected through simple random sampling. The remaining schools were selected based on geographic proximity to sampled schools to minimise travel time.

Within each sampled school:

- Classrooms were selected to ensure an approximate balance between Grade 1 and Grade 2 observations.
- Observations were evenly distributed across language and mathematics lessons within each district.
- Schools were included in the sample only if they had an enrolment of more than seven children, and classroom observations were conducted only when at least five children were present at the time of observation.

Details of the selection criteria is included in **Appendix 1**.

2.7 **Tool development**

Tool development followed a rigorous and iterative process. It involved the identification of critical FLN areas, review of existing instruments, expert consultation, multiple rounds of piloting, and refinement.

Identification of key areas for FLN: The process began with detailed brainstorming on the key classroom practices related to the learning environment, language and mathematics teaching. Two criteria were used to shortlist the practices and indicators – a. what is most necessary for practice and b. observability within a classroom setting by a field observer. This process involved close engagement with subject-matter experts along with the core TLPS team.

Review of existing tools and gap analysis: Existing tools and surveys were reviewed to match the shortlisted practices and for gap analysis. This review informed refinements to the final list of practices to be included in the Survey.

Tool creation around identified areas: Based on the identified practices and indicators, multiple tools and formats were developed to capture both quantitative and qualitative dimensions of classroom practice. Each tool was designed with a distinct objective and scope. For example – if the CRO tool was developed to include structured rating on the effectiveness of shortlisted practices, the Lesson Sequence tool was designed to document the flow and sequencing of activities during the lesson.

Multiple rounds of tool review and piloting: After each stage of tool drafting and creation, experts and partners reviewed the tools, followed by the Survey core team conducting the piloting. There were two rounds of piloting followed by an additional round involving all the partners, supervisors and consultants during a national-level workshop.

Tool finalisation: Tool finalisation was done at a national-level workshop, where partners and consultants came together for in-depth discussion on advanced iterations of the tools. During field-visit trials of the tools, they observed real-time classrooms and brought back minutest observations which enriched the practices, indicators, rating scales and articulation. Tool formats were also finalised to allow the recording of field notes alongside structured observations and to facilitate ease of administration. All tools were finalised prior to the commencement of state-level trainings. Tools are included in **Appendix 2.**

2.7.1 **Practice, indicators and rating scale**

The rating scale of the indicator is based on a well-defined framework of effective practices for classroom learning environment, lesson planning and delivery, language teaching practices and mathematics teaching practices.

For the purposes of this Survey, the terms practice, indicator, and rating scale are defined as follows:

2.7.2 **Definitions**

Practice

A specific, observable set of teacher actions that represents an identified part of a recommended pedagogical process.

Indicator

A specific, observable behaviour that provides evidence of a practice implemented in the classroom. (A practice can have more than one indicator)

Rating Scale

Each indicator was rated on a 4-point rating scale. Rating 1 indicated least effective practice, 2 – partially effective practice, 3 – effective practice and 4 – most effective practice.

An example of a practice with its indicator and rating scale from language teaching practices can be seen in the diagram below:

Practice

Teaching of oral language development

Indicator

The teacher relates the discussion to children's experiences.

Rating Scale

- No space for inclusion of real-life experiences or prior knowledge.
- Limited inclusion of real-life experiences or prior knowledge.
- Sometimes includes real-life experiences or prior knowledge.
- Frequently uses a wide range of real-life experiences and children's prior knowledge.

The indicators for each practice have been selected to include key behaviours and teaching activities.

The Survey included key practices for the learning environment and teaching of language and mathematics in early grades. Constraints such as a single 40-minute observation visit by a field observer with limited training necessitated keeping the indicators to a limited number.

2.8 **Training and field implementation**

A structured, multi-tiered training and implementation strategy was adopted to ensure consistent, reliable and high-quality administration of survey tools across all states. The training approach was designed to strengthen both conceptual understanding of FLN processes and the practical skills required for systematic classroom observation using multiple data collection instruments.

Field observers underwent intensive training and worked under close supervision throughout the data collection period. Daily debriefs, ongoing validation of observations, and systematic monitoring processes were integral to field implementation. This integrated design enabled a robust, evidence-based understanding of classroom-level instructional practices in government schools.

1

A five-day national workshop with two days of field visits for refinement of tools was conducted to orient consultants, supervisors, and partners on the Survey methodology, tool structure, indicators and rating scale of classroom observation tool along with refinement of other tools. Around 25 participants visited schools during the workshop to pre-test tools with real-time classroom observations. Insights from these field visits and structured debrief sessions were used to finalise selected indicators, clearly articulate rating scales and finalise data collection formats.

2

A two-day supervisors' training was conducted to orient supervisors on field-level quality assurance protocols and mechanisms. Experienced consultants were deployed as supervisors across the 21 districts to oversee data quality and support the standardisation in tool administration and data collection processes.

3

State-level trainings were subsequently conducted by partner organisations in their respective states. Each training was supported by a member of the LLF TLPS core team and an experienced consultant, who provided facilitation, guidance, and on-ground support. State trainings included practice sessions using real-time classroom observations and hands-on data entry exercises, enabling field observers to build proficiency across all tools. Trainers adapted sessions to local language needs and contextual variations. Quality assurance and data review mechanisms remained standardised, in line with the protocols established during the supervisors' training. Consultants from LLF also continued their on-ground support to the field teams during the entire duration of data collection.

4

Field Implementation followed a standardised operational protocol to ensure consistency in tool administration across states. On an average, a minimum of six field teams were formed in each state. Each observation team typically comprised two field observers, supported by a supervisor.

They observed the classroom for 40 minutes followed by documentation of environment-specific questions using the pre-and post-observation tool. Each school visit concluded with a 30-minute teacher interview. On average, field observers spent approximately two hours in each school. In most states (with the exception of Meghalaya), each team completed two school observations in a day. All tools were administered in silence to minimise disruption to regular teaching. Daily monitoring of field activities ensured adherence to sampling plans and enabled timely resolution of operational challenges.

Before the lesson	**During the lesson**	**After the lesson**
Field observer 2 documented in relevant sections the pre-and post-observation tool.	Field observer 1 administered CRO and L.S together for 40 minutes. At the same time, field observer 2 noted in ToT.	Field observer 1 asked questions from interview questionnaire. Field observer 2 made notes of the interview.

5

Debriefs and digitisation: Daily debrief sessions were conducted to review data collected in the schools by all teams. These sessions were facilitated by supervisors and members of the TLPS core team, who reviewed observations, clarified indicator interpretations, and validated ratings prior to digitisation. Examples were read aloud, indicators were discussed and doubts about ratings were confirmed before finalising the data. On average, debrief sessions lasted around two hours daily. Following debriefs, field observers digitised the entire data. Digitised entries were randomly checked by supervisors and members of LLF's monitoring and evaluation team to ensure accuracy and consistency.

2.8.1 **Quality assurance and supervision**

Quality assurance procedures were integrated at every stage of data collection to ensure reliability and to minimise both measurement error and potential field observer bias.

Monitoring mechanisms operated at **three levels:** field observers, supervisors, and LLF's monitoring and evaluation team.

- Field observers conducted routine self-checks and end-of-day verification to ensure completeness, accuracy and internal consistency across all tools.
- Supervisors and TLPS core team members reviewed field documentation on an ongoing basis, conducted shadow visits to observe tool administration, and provided immediate corrective feedback to strengthen protocol adherence.
- The Survey's core team, together with LLF's monitoring and evaluation team, undertook periodic data reviews, assessed error flags, and coordinated clarifications with field teams where necessary.
- A digital monitoring dashboard allowed real-time tracking of data completeness, tool usage and inconsistencies. All deviations from standard protocols and corrective actions were systematically documented to maintain methodological integrity across states.

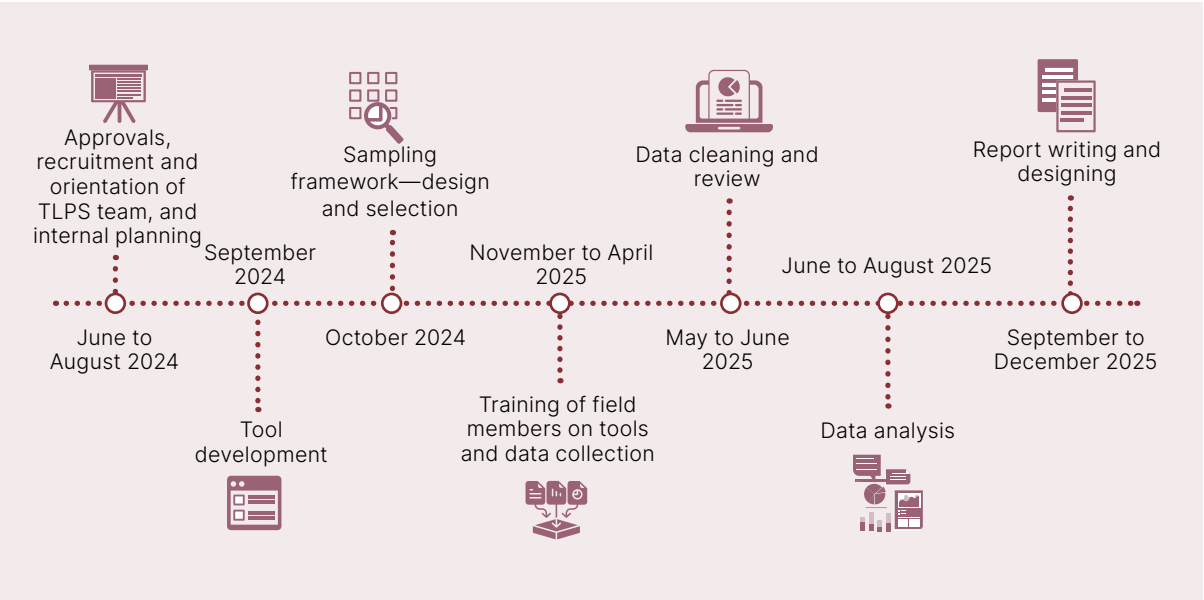
2.9 **Data review**

Following the completion of data collection, LLF and Ei implemented a structured, multi-stage review and data review protocol to ensure completeness, accuracy, and cross-state consistency.

- After initial validation at the state level, consolidated datasets then underwent centralised cleaning, duplication checks and review of score distributions.
- An in-house data review workshop enabled joint examination of outliers and alignment of coding interpretations across partners.
- Discrepancies were resolved through discussion and consensus to ensure that the final dataset reflected genuine variation in classroom practices rather than procedural or coding artefacts.

2.10 **Timeline**

The Survey's major milestones and timelines are given below.



2.11 **Partnerships**

The Survey was implemented through a collaborative, multi-organisation partnership designed to ensure both methodological rigour and operational reach across the nine participating states.

Table 2.1 ***Implementation Structure and Partnership Roles Across Participating States***

ROLES	ORGANISATIONS	STATES/FUNCTION
Technical Lead and Central Coordination	Language and Learning Foundation (LLF)	Responsible for overall Survey design, tool development, training, quality assurance, data review, analysis, and final report writing. LLF also coordinated cross-partner processes.
Field Execution Partners	Centre for Microfinance (CmF), Madhi Foundation, Quality Education Support Trust (QUEST), Vikramshila Education Research Society (VERS) Language and Learning Foundation (LLF)	Field execution was carried out by a consortium of experienced organisations. These partners were responsible for securing government permissions and conducting field-level data collection in the following states: Rajasthan (CmF); Tamil Nadu and Meghalaya (Madhi Foundation); Maharashtra (QUEST); Jharkhand and Assam (VERS); and Chhattisgarh, Haryana, and Uttar Pradesh (LLF).

ROLES	ORGANISATIONS	STATES/FUNCTION
Strategic and Financial Support	Tata Trusts	Provided overarching strategic and financial support for the Survey
Data Analysis	Education Initiatives (Ei)	Oversight on sampling design, supporting data analysis, and preparing the initial report of findings.

2.12 **Challenges**

Field implementation across nine states presented several contextual and operational challenges. In some states, delays in obtaining administrative permissions and difficult travel conditions affected scheduling and field movement. Network connectivity constraints occasionally disrupted the digital submission processes.

Tool translation into regional languages introduced minor inconsistencies in interpretation, which were addressed through back-checking processes and support from local language speakers. Supervisors with regional language proficiency were strategically positioned to guide field observers, clarify indicators and ensure accuracy and consistency in tool administration. Observer attrition in remote locations was managed through utilising a trained standby pool of field observers to minimise dispositions.

Despite these operational challenges, the diversity of field conditions enhanced the richness of the dataset and contributed to a deeper understanding of FLN teaching-learning practices across varied geographic, linguistic and administrative contexts.

2.13 **Limitations**

The scope of the Survey is limited to describing and analysing instructional practices and classroom processes at a given point in time. It does not assess children's learning outcomes, measure teacher's subject matter knowledge, or evaluate the impact of specific programmes or interventions. Nor does it examine system-level inputs such as curriculum design, teacher deployment, or infrastructure beyond what is directly observable in classrooms.

The Survey findings should be interpreted in light of several methodological constraints.

The sampled states and districts were selected to ensure diversity rather than statistical representativeness. Classroom observations were limited to a single 40-minute lesson and the indicators captured only those aspects of instruction that could be reliably observed within this duration.

These limitations do not diminish or undermine the value of the evidence but underscore the need for cautious interpretation and complementary research. Therefore, the Survey provides illustrative insights into classroom processes across diverse contexts rather than statistically representative estimates for each state or of the country.

2.14 **Conclusion**

The Survey methodology provides a rigorous and coherent framework for the study of classroom teaching and learning practices at scale. Through the use of standardised observation and interview tools, and by combining quantitative measures with qualitative insights, the Survey generates evidence that is both comparable across states and grounded in classroom realities. The multi-tiered approach to training, supervision, and quality assurance ensured consistency in data collection and analysis, thereby strengthening the credibility of the findings. From tool development and piloting to field implementation and data review, methodological rigour was embedded at every stage of the Survey.

By foregrounding classroom processes and employing high-rigour methodology, from tool development to data analysis, the Survey offers a replicable model for studying foundational FLN teaching and learning practices at scale. The tools of this Survey (Appendices) can be used by government and other organisations to conduct similar surveys.

Classroom Learning Environment

CHAPTER 3

Summary and interpretation

Classroom observations were conducted in 1,050 classrooms for classroom's learning environment, including 509 Grade 1 and 541 Grade 2 classrooms.

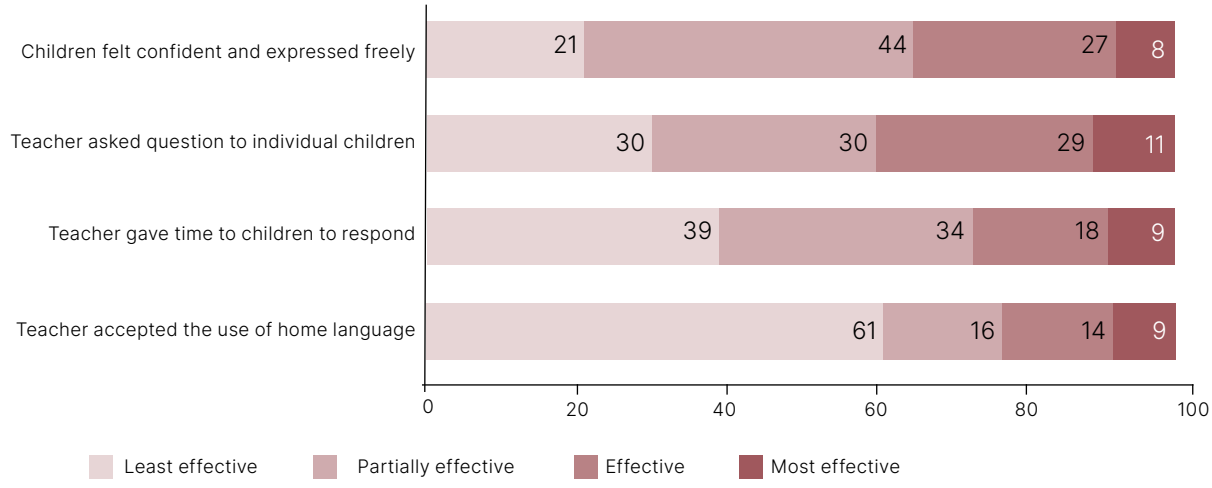
This chapter presents the TLPS 2025 findings related to classroom environment drawing on quantitative and qualitative insights gathered primarily through classroom observation, qualified by data from teacher interviews, pre and post observation and time-on-task tools.

A total of four indicators were assessed to generate insights into classroom's learning environment: physical environment, teacher-child relationship, opportunities for participation and use of home language.

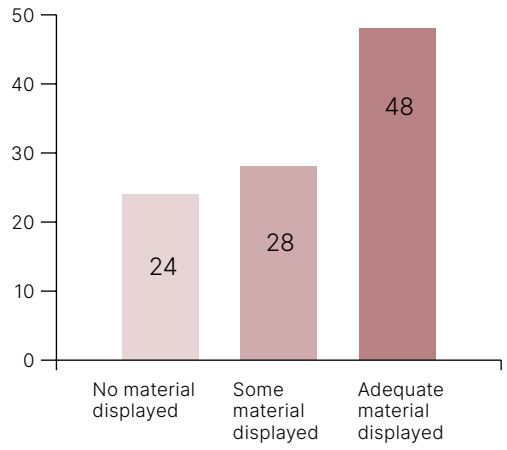
The Survey included some key aspects of a classroom learning environment in early grades. Constraints such as a single 40-minute observation visit by a field observer with limited training necessitated keeping the indicators to a minimum.

The figure below presents a consolidated summary of findings across four indicators.

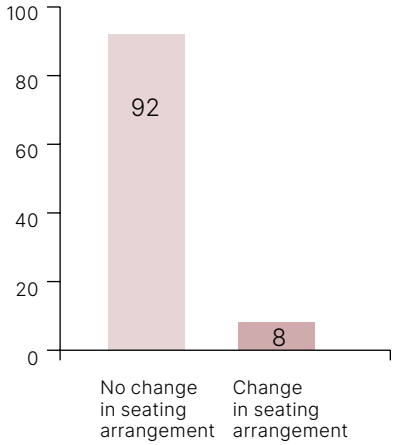
Percentage of classrooms on effectiveness of learning environment



Percentage of classrooms where print-rich materials were displayed on the walls of the classroom



Percentage of classrooms where seating arrangement was changed during observation



Print material was displayed in almost half of the classrooms (**48%**), and in about two-thirds of these classrooms (**64%**) the material was placed at the children's eye level.

Children appeared comfortable, speaking freely and engaging openly with teachers in about one-third of the classrooms (**35%**).

Two out of five teachers (**40%**) inclulded multiple children in discussion. However **11%** teachers gave sufficient time to children to process and respond.

9% of teachers regularly integrated children's home languages alongside the school language during teaching, even where children struggled to understand the medium of instruction.

73% classrooms had a row-and-column seating arrangement for children.

Overall, most classrooms do not have print-rich material displayed appropriately at children's eye-level for easy access and to support children in learning. Most classrooms were quiet, with few opportunities for children to speak, express, or learn from each other. Although many teachers know children's home languages, they did not use them to enhance children's participation and comprehension.

CHAPTER 3

Classroom Learning Environment

3.1 Overview of classroom learning environment

The classroom environment plays a crucial role in shaping children's learning experiences and overall development. A positive, accepting, well-organised, and stimulating environment not only enhances academic performance but also fosters social and emotional growth. A supportive classroom is where children feel safe, motivated, and encouraged to explore, engage, question, and collaborate. It holds the power to transform learning into an engaging and meaningful journey. NCF-FS 2022, recommends that a safe, secure, comfortable, and happy classroom environment can help children to learn better and achieve more.

3.2 Effective practices of classroom learning environment and their indicators

The Survey focused on four critical environment-building practices: physical environment, teacher-child relationship, opportunities for participation and use of home language. These components were examined through four indicators of effective practice (see Table 3.1).

Table 3.1 ***Practices and indicators of classroom learning environment***

Practices	Effective Practice Indicators
Physical Environment	Physical space and sitting arrangement
	Availability of a functional blackboard
	Availability and accessibility of print-rich material
Teacher-child relationship	Children feel confident and express freely with the teacher and each other
Opportunities for participation	Teacher asks questions to individual children
	Teacher gives time to children to respond when asking individual children
Use of home language	Teacher accepts the use of home language by children and uses it in teaching

Additional insights were drawn from teacher interviews related to the following questions:

- Do all the children of your class fully understand and speak the medium of instruction?
- Do you understand and speak the children's home language(s)?
- What strategies do you use to bridge the gap?

The subsequent sections present detailed findings for each sub-theme, along with supporting data.

3.3 **Analysis of practices**

3.3.1 **Physical environment**

The physical space and arrangement of a classroom significantly influence children engagement, behaviour and teaching-learning processes. Beyond basic infrastructure, seating arrangements that allow for flexible grouping are more effective in encouraging better interactions, teacher monitoring, and supporting learning objectives through both small-group and whole-class activities.

Another enabling factor is the display and use of a variety of classroom print material during teaching and learning. Children who are exposed to books and other print material at home often pick up basic concepts about print easily. For children who lack such exposure—a reality for many Indian children—it is even more important that classrooms have a print-rich environment at school. In a 'print-rich environment', children get many different opportunities to interact with different forms of print in meaningful contexts. This shows children that print carries meaning and that reading and writing serve real, everyday purposes. Over time, children become motivated to try to read and write themselves.

Indicators and rating scale
In the Survey, the findings for this sub-theme were derived from observations from all 1050 schools on the following indicators:

Source	Indicators
Pre- & Post-observation Survey	Physical space and seating arrangement
	Availability of a functional blackboard
	Availability, nature and accessibility of print-rich material

Findings and interpretations
Functional blackboards were available in almost all (98%) classrooms. Around 73% of classrooms had a row-and-column seating style, while a small set of schools (9%) followed a C-shape or U-shape seating style. Seating arrangements were changed in just 8% of classrooms as the session progressed, either to suit the nature of activity being conducted or to support peer-learning—both strong pedagogical reasons to vary seating.

Print-rich materials were displayed in just under half of the classrooms surveyed across the country. These materials were displayed at children's eye-level—a basic requirement for making them accessible—in 64% of such classrooms.

The findings indicate that while basic infrastructure such as a blackboard is widely available, the physical space is not being used in ways that support teaching and learning. With very few classrooms changing seating arrangements during lessons, teachers are missing opportunities to support peer learning, facilitate movement, and enable small-group or whole-class interactions aligned with lesson goals. Similarly, although in 76% of the classrooms had some form of print material, its placement and use were often ineffective. They were usually placed out of children's sight and/or not regularly integrated into instruction.

To create truly enabling classroom environments, teachers need to design flexible seating arrangements that suit the lesson objectives and the nature of the task. Ensuring that classroom print material is accessible, age-appropriate, and regularly used during lessons—and not just meant for decoration—would go a long way in supporting early language learning.

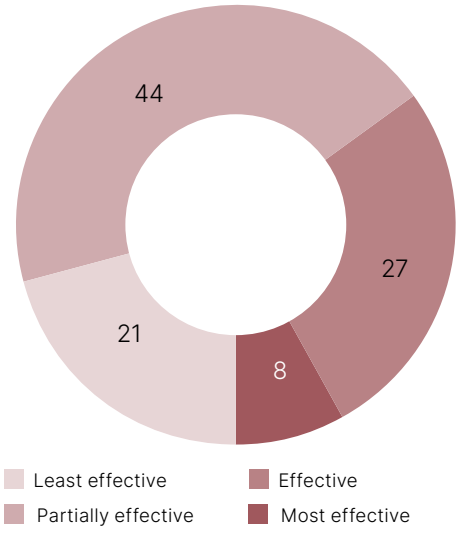
3.3.2 Teacher-child relationship

A warm, trusting teacher-child relationship is the cornerstone of a positive classroom environment. Young children who experience caring, respectful and responsive relationships with their teachers are more excited about learning, more positive about coming to school, more confident, and achieve more in the classroom. Such relationships help children feel safe to express ideas, ask questions, make mistakes, and take learning risks. This not only supports academic progress but also nurtures emotional growth, resilience, and motivation in learners. Simply put, a positive teacher-child relationship is the critical foundation affecting children's learning and progress in school, without which refinements in pedagogy, curricula and TLMs may be largely meaningless. NCF-FS, 2022 recommends that classroom must be an inclusive, enabling learning environment that provides every child freedom, openness, acceptance, meaningfulness, belonging and challenge.

Indicators and rating scale

Indicator	1	2	3	4
Children feel confident and express freely with the teacher and each other	Children are quiet throughout the period and do not talk to the teacher or other children	Only a few children talk/ ask questions amongst each other or to the teacher	Some children look comfortable in teacher's presence and talk or ask questions freely with others and the teacher	Most children are comfortable in the teacher's presence and talk freely or ask questions with others and the teacher

Figure 3.1: ***Percentage of children feeling confident and expressing freely with teacher and each other***



The findings for this sub-theme were derived from quantitative and qualitative data from all 1050 schools on the following indicator from the CRO tool:

Findings and interpretations

Only in a small proportion of classrooms surveyed (8%), did most children appear comfortable, spoke freely, and engaged openly with their teachers. In these classrooms, children actively asked and answered questions, shared personal experiences, interacted confidently with both teachers and peers (including helping one another), showed willingness to participate in activities and were unafraid to make mistakes.

In many classrooms (65%), children either remained silent throughout the lesson or only a few participated in discussions. In these settings, children quietly

followed instructions or stayed largely silent—often because teachers did not provide opportunities to speak, scolded children, or engaged with only a small group of children.

With less than one-tenth of classrooms showing high levels of children's comfort and expression—and more than half marked by silence, limited participation, and minimal interaction—the current learning environment does not adequately support children's academic or socio-emotional growth.

Any improvements in pedagogy, curriculum, or TLMs will have limited impact unless accompanied by deliberate efforts to create warm, responsive classroom relationships and address contextual factors that hinder meaningful interactions. The findings highlight an urgent need to strengthen teacher-child relationships in early grade classrooms.

3.3.3 **Opportunities for participation**

An inclusive classroom environment is one in which every child—irrespective of ability, language, gender, or socio-economic background—feels valued, heard, and able to participate meaningfully in the learning process. Such environments foster a sense of belonging and promote collaboration, empathy, and equity. Creating this environment means more than physical access to schooling; it requires classroom practices that cultivate participation, dialogue, and respect. In the Survey, two indicators were used as proxies to assess whether teachers were taking steps toward such inclusivity: first, whether they made efforts to engage individual children in discussions, and second, whether they provided adequate wait time for children to think and respond. Allowing adequate wait time after asking a question is just one strategy. Other examples include giving children the option to pass and return to the question later, or incorporating "turn-and-talk" routines (or variations like think-pair-share and write-share). These approaches enable all children to engage with the question, while also tempering the dominance of those who are quick to respond, thus creating more balanced opportunities for participation.

Both of these practices are central to an inclusive classroom environment because they ensure that children are not only present, but are genuinely involved in learning—offering ideas, processing information at their pace, and developing confidence through supported participation.

Indicators and rating scale

The findings for this sub-theme were derived from observations from all 1050 schools on the following two indicators. These findings have been reinforced by classroom observations and teacher interviews on differentiated instruction, discussed in detail in Chapter 4 ('Lesson Planning and Delivery').

Indicator	1	2	3	4
Teacher asks questions to individual children	Teacher does not ask individual children	Teacher occasionally asks individual children only	Teacher sometimes asks individual children	Teacher mostly asks individual children

Indicator	1	2	3	4
Teacher gives time to children to respond when asking individual children	Teacher does not wait for responses. *NOTE: Score 1 if teacher responds herself or does not wait*	Teacher occasionally waits for children's responses. *NOTE: Score 2 if the wait time is really short*	Teacher sometimes waits for children's responses	Teacher mostly waits for children's responses. *NOTE: Score 4 if the wait time is reasonable*

Findings and interpretations

Figure 3.2: ***Percentage of teachers asking questions to individual children***

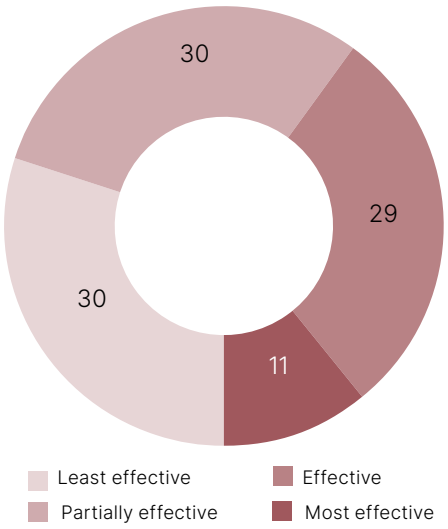
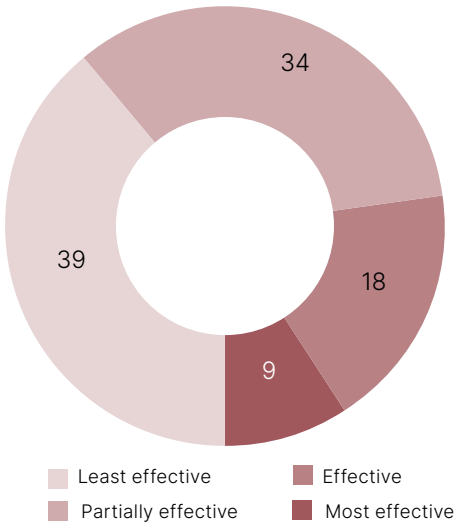


Figure 3.3: ***Percentage of teachers giving time to children to respond when asking individual children***



About 41% of teachers asked questions to individual children sometimes, indicating that most did not consistently involve different children in classroom discussions. More concerningly, nearly a third (30%) did not direct questions to individual children at all. These teachers relied on children's choral responses to their questions to the whole group rather than engaging children one-on-one.

A gap also emerged in the provision of adequate wait time—defined as allowing at least 3-10 seconds after posing a question for children to think and respond. Among teachers who did ask individual questions, only 9% consistently waited for children's answers, while almost two-fifth (39%) did not wait at all and instead supplied the answers themselves. This practice severely limits children's opportunities to think, participate, and express their ideas, particularly for learners who already struggle to keep pace.

When the two indicators are taken together, the picture becomes stark. A little over 11% (116 out of 1,050) of teachers consistently included several children in discussions and provided them sufficient time to process and respond.

The findings suggest that many classrooms still fall short of creating an inclusive environment where every child is encouraged to think, participate, and express themselves. When teachers do not actively engage individual children or allow them sufficient time to respond, children cannot contribute to shared meaning-making, weakening the foundations of an inclusive classroom environment that values every learner's voice.

Further, in an inclusive classroom, teachers would support children by adapting instruction to meet diverse learning needs so that all children can access and participate in the lesson. However, as will be discussed in the next section most teachers either lack knowledge of children's learning needs or do not plan to use differentiated strategies.

3.3.4 **Home language use**

Using children's home languages in early schooling is essential for building strong foundation in learning. When children's familiar language is used in the classroom, they understand better, they are able to express ideas, ask questions, and connect new concepts to what they already know. Language is not just a tool for instruction; it shapes children's thoughts, enhances engagement, participation and understanding. Using children's most familiar language strengthens early literacy and numeracy while affirming children's cultural identities. The National Education Policy (NEP 2020) recommends use of a child's home language as the medium of instruction, wherever possible and to bridge the gap between home and school language.

Indicators and rating scale

The findings for this sub-theme were derived from observations from 1002 classrooms on the following indicator from the CRO:

Indicator	1	2	3	4
Teacher accepts the use of home language by children and uses it in teaching	Teacher does not use children's home language in teaching and discourages/ corrects/ reprimands children for using their home language	Teacher occasionally uses children's home language in teaching and does not acknowledge or include children's use of home language	Teacher sometimes uses some vocabulary/ sentences in children's home languages while teaching and responds to children's use of home language	Teacher mostly switches between school and home language smoothly especially while teaching; and children freely use their home languages

Additional insights were drawn from teacher interviews as related to the following questions:

> Do all the children of your class fully understand and speak the medium of instruction?

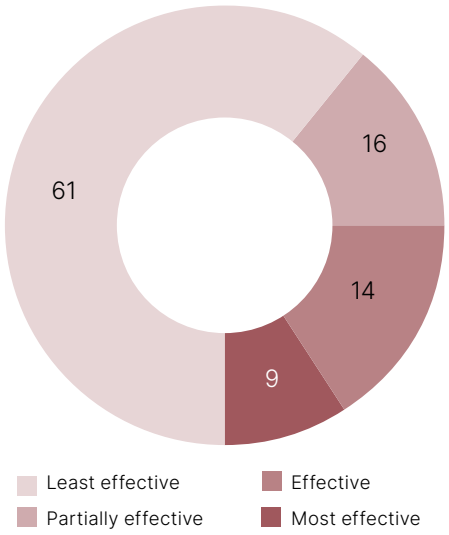
> Do you understand and speak the children's home language(s)?

> What strategies do you use to bridge the gap?

Findings and interpretations

61% of teachers did not use children's home languages in teaching and, in some cases, even discouraged, corrected, or reprimanded children for using them. Only 8% of teachers switch between school and home language smoothly while teaching; and also allow children to use their home language freely.

Figure 3.4: ***Percentage of teachers using home language***



Although most teachers (73%) knew the children's home language, the majority out of these avoided using it or using it minimally and discouraged children to use their home language (77%). Only about one-fourth (24%) of teachers reported that children struggled to understand the medium of instruction. Of these, only 8% teachers use children's home language freely.

The lack of home language use was common even among teachers who were proficient or functionally familiar with these languages. The use of home languages becomes especially critical in contexts where children do not understand the medium of instruction. When teachers dismiss or reprimand the use of home language, they inadvertently signal that children's linguistic and cultural identities are not valued, reducing their confidence and willingness to participate.

3.4 **Conclusion**

The overall picture that emerges from this chapter is that classrooms still need important changes to foster vibrant, learner-centred environments. While many classrooms now feature useful print-rich materials, these are not always placed or used in ways that actively support children's learning. Teacher-child interactions remain limited, with most classrooms marked by silence or choral responses, and minimal opportunities for children to express, think aloud, engage in dialogue, or build on each other's ideas. Further, many teachers know children's home languages but do not use this resource to support children's understanding even where children struggle with the school's MoI.

By changing how classrooms are organised, building stronger relationships with children, and making better use of home languages, classrooms can become places where every child feels seen, heard, and confident to participate meaningfully.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Lesson Planning and Delivery

CHAPTER 4

Summary and interpretation

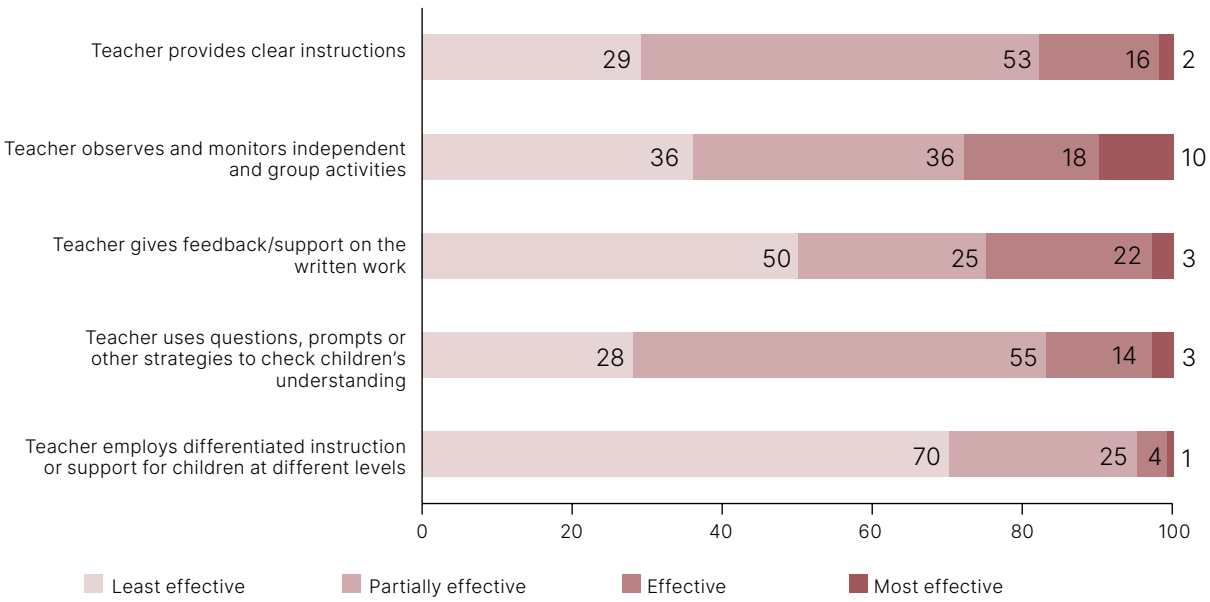
Classroom observations were conducted in 1,050 classrooms for lesson planning and delivery practices, including 509 Grade 1 and 541 Grade 2 classrooms.

This chapter presents the TLPS 2025 findings related to lesson planning and delivery, drawing on quantitative and qualitative insights gathered primarily through classroom observation, teacher interviews and pre-and post-observation tools. The following indicators were assessed to generate insights into lesson planning and delivery practices: planning for the lesson, use of clear instructions, observation and monitoring of independent tasks, feedback on writing tasks, use of check for understanding strategies, use of differentiated instruction for children at different levels of learning and engagement in multigrade, multi-level situations.

The Survey included some key teaching practices for lesson planning and delivery in early grades. Constraints such as a single 40-minute observation visit by a field observer with limited training necessitated keeping the indicators to a minimum.

The figure below presents a consolidated summary of findings across six indicators.

Percentage of teachers following lesson planning and delivery

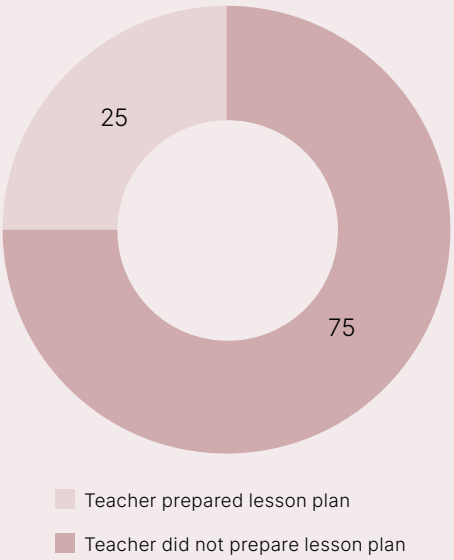


Around **51%** of teachers had documented plans available during classroom observations. Three-fourths (**75%**) of teachers reported that they prepare lesson plans.

As many as **71%** of teachers gave instructions before or during the activity. However, only **2%** of teachers gave clear and consistent instructions at all stages of an activity and confirmed that children knew what to do before, during, and after each task.

Nearly three-fourths of teachers (**72%**) either did not observe or monitor children during group and individual tasks at all or did so only occasionally and with a small number of children. Only **10%** teachers actively observed and monitored most children during classroom tasks.

Lesson plan prepared by teachers



One-fourth of teachers (**25%**) checked children's written work and identified mistakes, but few (**3%**) provided meaningful feedback or guidance to help children improve.

Over half the teachers (**55%**) relied on choral responses to confirm children's understanding, even though these do not reveal what individual children have learned.

Seven in ten teachers (**70%**) did not use any differentiated strategies according to children's learning levels in their teaching.

Overall, while many teachers value lesson planning and delivery practices, they are not consistently or effectively implemented in classrooms. Key aspects of lesson delivery—such as giving clear instructions, monitoring children's work, checking individual children's understanding, and offering meaningful feedback—are used consistently by only a small proportion of teachers. As a result, children often participate in activities without sufficient guidance or support, and individual children's learning needs remain largely unidentified. Strengthening these core teaching practices offers substantial potential to improve learning and prevent gaps from widening in the early grades.

CHAPTER 4

Lesson Planning and Delivery

4.1 Overview of lesson planning and delivery

Thoughtful lesson planning and purposeful lesson delivery form the bedrock of effective teaching. They are central to creating meaningful learning experiences for young children. When teachers plan with intention, communicate expectations clearly, observe how children engage with tasks, and respond to their needs through timely guidance and support, they create classrooms where every child has a genuine chance to learn. These practices help teachers understand what children know, where they struggle, and how to adjust instruction so that all learners can progress.

Just as a supportive classroom environment is essential, strong lesson planning and delivery practices form the foundation for more specific teaching strategies to build early language and mathematics skills.

4.2 Effective practices of lesson planning and delivery and their indicators

Classroom observation in TLPS 2025 focused on following indicators for lesson planning and delivery practices: planning for the lesson, use of clear instructions, observation and monitoring of independent tasks, feedback on writing tasks, use of check for understanding strategies, use of differentiated instructions for different learning levels and engagement in multigrade, multi-level situations. These components were examined through six indicators of effective practice (see Table 4.1).

Table 4.1: ***Practices and indicators of lesson planning and delivery***

Practices	Effective Practice Indicators
Lesson planning	Teacher plans for the lesson
Clarity in Instructions	Teacher provides clear instructions before, during, and after the activity
Observation and Monitoring	Teacher observes and monitors independent and group activities of children
Feedback	Teacher gives feedback/support on written work done by children
Check for Understanding	Teacher uses questions, prompts or other strategies to check children's understanding
Differentiated Instruction and Support to Struggling Children	Teacher employs differentiated instruction or support for children at different levels

Additionally, data is also taken from teacher interviews

- Lesson planning
  Do you plan the lesson you will teach the next day?
  If yes, how do you plan for the lesson? If no, why?
- Differentiated instruction
  Do you have children who have not learnt some of the basic skills that have been taught?
  What do you think could be the reasons for some children not being able to learn well?
  How do you support children who have not yet learnt?

The subsequent sections present detailed findings for each indicator, along with supporting data.

4.3 Analysis of practices

4.3.1 Lesson planning

Planning for a lesson is an essential part of teaching practice. It helps to ensure that teaching is purposeful, coherent and aligned with children's developmental and learning needs. When teachers plan, they are better able to select and sequence activities, anticipate challenges, and create meaningful learning experiences that build on what children already know. The NCF-FS 2022 highlights that planning includes construction and organisation of classroom tasks as per competencies and outcomes to be achieved, pedagogy to be followed, resources to be used and assessment to be carried out. Planning also includes support activities for children, home assignments, and displays in the class relevant to what is being taught.

Indicators and rating scale

The findings for this sub-theme were derived from observations from all 1050 schools on the following indicators:

Source	Indicators
Teacher Interviews	Do you plan the lesson you will teach the next day?
	If yes, how do you plan for the lesson? If no, why?
Pre-and post-observation tool	Teacher has a documented lesson plan/strategy for the period. (Yes/No with explanation and comments)

Findings and interpretations

In teacher interviews, 75% of teachers reported planning for the lesson they would teach the next day. However, documented plans were observed in 51% of teachers during classroom observations, while the rest relied on mental or informal lesson planning that was not systematically recorded.

Teachers used various resources to plan lessons, such as textbooks, teacher guides, and online platforms like YouTube. A small number of teachers said they adapt their plans based on

children's learning levels. However, because field observers did not examine the quality of these plans, it is not possible to draw conclusions about the effectiveness of planning practices.

Overall, the findings suggest that many teachers recognise the importance of lesson planning, but there is a gap between intent and actual practice. The fact that one in three teachers did not have written lesson plans indicates that planning may be inconsistent, informal, or overly dependent on memory, which can limit the quality and continuity of teaching. It was encouraging to see some teachers adapting plans based on children's learning levels. Still, this practice appears limited, suggesting that differentiated instruction is not yet widespread—a finding discussed in greater detail later in this chapter.

4.3.2 Clarity of instructions

Clarity of instruction is a key part of good teaching, especially in the early years of schooling. Many young children take time to learn how school works and may not understand the expectations of formal, classroom learning. When teachers give clear, step-by-step instructions, children know what they are supposed to do, how to do it, and what a good result looks like. In addition to giving clear directions, teachers also need to show examples and model the task for young children. When teachers give clear instructions and reinforce them through modelling, children are more likely to stay focused, complete tasks, and learn better.

Indicators and rating scale

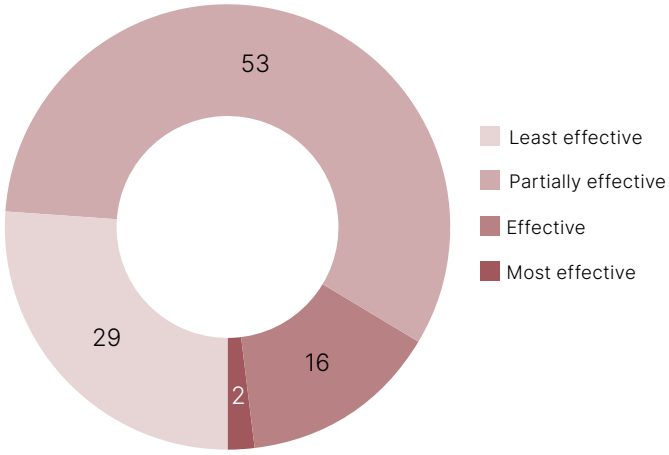
The findings for this sub-theme were derived from observations from all 1050 schools on the following indicator from the classroom observation tool:

Indicator	1	2	3	4
Teacher provides clear instructions before, during and after the activity	Teacher begins activity without giving any instruction (before, during or after)	Teacher gives instructions before or during an activity but does not confirm if all children understand them	Teacher gives instructions before or during an activity, and confirms with some children if they have understood them	Teacher clearly communicates instructions to ensure all children understand them at each stage—before, during, and after every activity

Findings and interpretations

More than two-thirds (71%) of teachers gave instructions before or during an activity. A little over half (53%) provided some instructions before or during the activities, but did not check whether children understood what was expected of them. A very small proportion—about 2% of teachers—gave clear and consistent instructions at all stages of an activity and ensured that children knew what to do before, during and after each task.

Figure 4.1: ***Teacher provides clear instructions***



The findings reveal wide variations in how teachers communicate instructions during classroom activities. Although some teachers provide directions before or during classroom activities, very few do so in a structured and complete way. As a result, many children may be engaging in tasks without fully understanding what they are expected to do or why. In early-grade classrooms where children are still developing familiarity with classroom routines and academic language, unclear or incomplete instructions can cause children to become confused, go off-task and lose learning time. These gaps highlight the need for teachers to give clear, step-by-step instructions, model expected responses, and verify that children have understood so that they can participate meaningfully and learn successfully.

4.3.3 Observation and monitoring

Observation and monitoring are essential parts of good lesson delivery. When teachers watch how children work—both on their own and in groups—they gain valuable insights into what children understand, how they think and apply new learning and where they need help. Such information helps teachers adjust their explanations, change activities, or provide extra support when needed. In this way, observation not only helps identify learning gaps but also guides teachers to make timely decisions that improve classroom learning.

Indicators and rating scale

The findings for this sub-theme were derived from observations from all 1050 schools on the following indicator from the classroom observation tool:

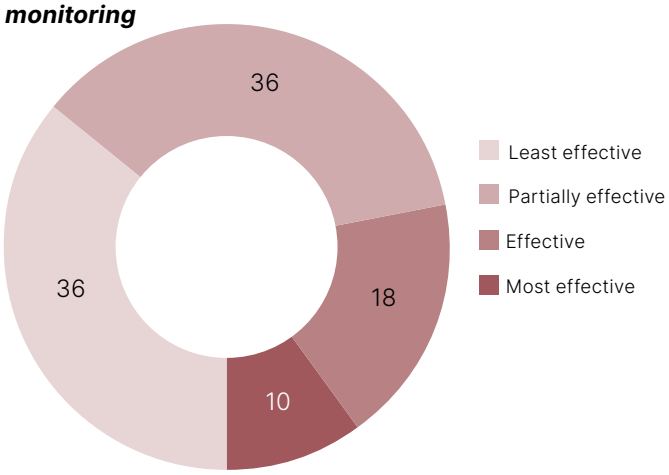
Indicator	1	2	3	4
Teacher observes and monitors independent and group activities of children	Teacher does not observe or monitor during independent or group activities of children	Teacher occasionally observes and monitors a few children	Teacher sometimes monitors during independent/group activities of some children	Teacher mostly observes and actively monitors the group activities or independent work of most children

Findings and interpretations

Nearly a third of teachers (36%) did not observe or monitor children at all during independent tasks or group activities, and an additional 36% did so only occasionally and with a small number of children.

A small proportion of teachers (10%) actively observed and monitored most children during classroom tasks. Data from Time-on-Task observations show that teachers spent 10% of lesson time (40 minutes) supervising group or individual work of children.

Figure 4.2: ***Percentage of teachers observing and monitoring***



These findings show that regular and purposeful observation is not a common part of classroom practice. When teachers do not closely monitor children's work, they miss important information about what children understand and where they struggle. With only 10% of teachers actively monitoring most children, there are very limited opportunities to adjust instruction, offer timely feedback, correct errors, or provide other forms of support that strengthen learning.

4.3.4 Feedback

Providing feedback on children's work is an important aspect of effective lesson delivery. When teachers comment purposefully on children's work, they not only acknowledge children's efforts but also help them understand how and why their responses can be improved. Timely, balanced, and specific feedback enables children to recognise what they have done well and clarifies what needs further attention. The NCF-FS 2022 also emphasises that feedback should be constructive and focused on effort and growth rather than merely evaluating outcomes. By directing children's attention to strategies, concepts, or steps they may have missed, effective feedback guides learners to reflect on their work, improve their skills, and take ownership of their learning over time.

Indicators and rating scale

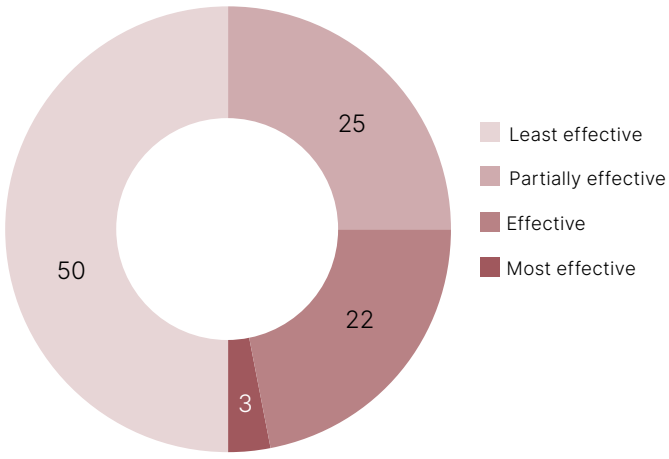
The findings for this sub-theme were derived from observations from all 1050 schools on the following indicator from the Classroom Observation tool:

Indicator	1	2	3	4
Teacher gives feedback/support on written work done by children	Teacher does not check any children's work	Teacher checks a few children's work and corrects it himself/herselfbut does not share the feedback	Teacher checks some children's work and defines the mistake	Teacher gives constructive feedback to most of the children based on the mistakes, explains the concept again, asks to rework and re-checks

Findings and interpretations

Classroom observations reveal that half of the teachers did not check children's written work at all. Another 25% checked a few notebooks and corrected errors themselves. A further 22% went a step ahead by identifying mistakes for some children but did not provide sufficient guidance on how to correct them. A small proportion of teachers (3%) demonstrated effective feedback practices—reviewing most children's work, explaining errors, revisiting the concept where needed, and asking children to redo and resubmit their work.

Figure 4.3: ***Percentage of teachers giving feedback/ support on written work***



These findings suggest that constructive feedback practices—central to reinforcing learning—are largely absent in most classrooms. When half of the teachers do not check children's work at all, and many others only identify or correct errors without explanation, children miss the support they need to learn from their mistakes. Without timely and specific feedback, children continue to complete tasks without fully knowing how to improve or deepen their learning.

Teachers can strengthen feedback practices by regularly checking most children's work, clearly explaining why an answer is incorrect, and providing simple steps to improve. Encouraging children to reflect on, correct, and resubmit their work helps them apply the feedback and see their own progress.

4.3.5 **Check for understanding**

Regular checks for understanding (CFU) are vital to effective lesson delivery, especially in the early years, when children are still building foundational skills. CFU helps teachers know whether children have understood key ideas before moving on, allowing them to identify misconceptions and provide support when needed. Simple strategies—such as asking questions, using quick tasks, or observing children's responses—give teachers real-time insight into children's learning.

Choral responses can help build participation, but they often mask individual differences. A few confident voices may lead, while other children simply repeat without understanding. Relying only on group responses do not show teachers what individual children understand. Thus, consistent and varied CFU practices are required to ensure that teaching remains clear, inclusive and responsive to all learners.

Indicators and rating scale

The findings for this sub-theme were derived from observations from all 1050 schools on the following indicator from the Classroom Observation tool:

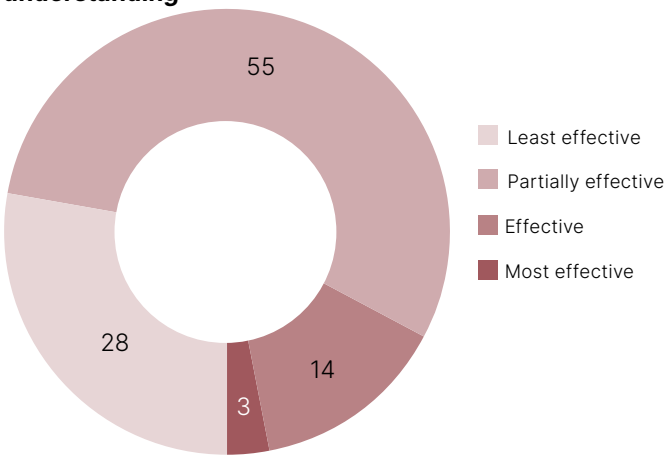
Indicator	1	2	3	4
Teacher uses questions, prompts or other strategies to check children's understanding.	Teacher does not use any question or other strategies to check children's understanding.	Teacher accepts choral response to confirm children's understanding	Teacher sometimes confirms through questions, prompts or other strategies for children's understanding	Teacher mostly confirms children's understanding through questions, prompts and other strategies

Findings and interpretations

More than one in four teachers (28%) did not use any questions or strategies to check whether children had understood the lesson. More than half (55%) relied mainly on choral responses, which do not show what individual children understand. Only a small proportion of teachers (3%) regularly used questions, prompts, or other strategies to check for understanding actively.

Most teachers asked questions that focused on recalling facts from the just-covered content. Very few went beyond this. Such teachers posed questions that required children to explain their reasoning, assigned individual and group practice tasks, invited children to solve problems

Figure 4.4: ***Percentage of teachers using questions, prompts or other strategies to check children's understanding***



on the board, or checked classwork during the lesson. In a few classrooms, teachers also used hands-on activities—such as showing numerical reasoning with bundles of tens and ones or sequencing story pictures—to see whether children had understood concepts or story events correctly.

These findings reveal a low and inconsistent use of checks for understanding in classrooms. Many children are not getting enough opportunities to show what they have understood during a lesson. When teachers do not check for understanding or rely only on choral responses, they cannot see which children are confused or need extra help. As a result, lessons may continue even when key ideas are not clear to many children.

To improve this, teachers can use a few simple checks during the lessons, such as asking individual children to explain their thinking, to demonstrate how they solved a problem, to give a quick task, or to observe how children complete a step. Using different types of questions and short activities helps teachers notice misunderstandings early and respond before moving ahead, ensuring that all children are learning, not just the more confident ones.

4.3.6 Differentiated instruction and support to struggling children

Differentiated instruction is essential for effective lesson planning and delivery. In the foundational years, especially, classrooms include learners with varied backgrounds and developmental levels, making it important for teachers to adjust their teaching so all children can participate meaningfully. This means planning lessons that modify content, methods, or activities to support those who struggle as well as those who are ready to move ahead. As highlighted in the NCF-FS 2022, teachers are expected to use multiple pedagogical approaches so that no learner is left behind and every child can access learning successfully.

Indicators and rating scale

The findings for this sub-theme were derived from observations from all 1050 schools on the following indicator from the Classroom Observation tool:

Indicator	1	2	3	4
Teacher employs differentiated instructions or support for children at different levels.	Teacher does not know children's learning needs and does not use any differentiated instructions.	Teacher knows the learning needs of children but does not have a plan to use differentiated instructions.	Teacher knows the learning needs of the children but can apply differentiated instructions on only some children.	Teacher knows the learning needs of the children, forms group/ groups based on the needs and gives level-based instructions and need-based support to most children.

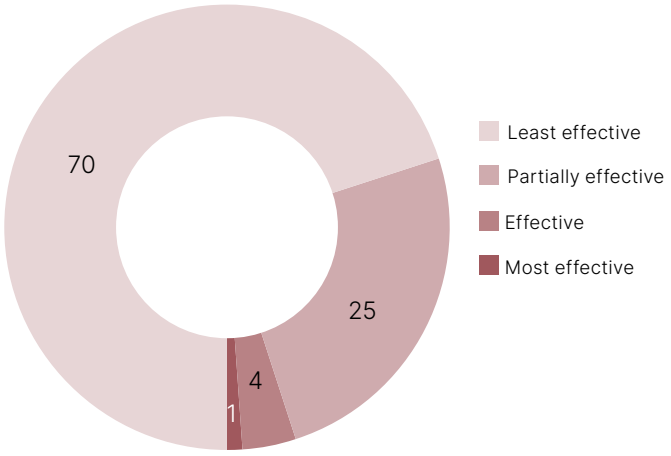
Additional insights were drawn from teacher interviews as related to the following questions:

- Do you have children who have not learnt some of the basic skills that have been taught?
- What do you think could be the reasons for some children not being able to learn well?
- How do you support the children who have not learnt yet?

Findings and interpretations

Nearly 70% of teachers did not use any differentiated strategies in their teaching. Another 25% of teachers appeared aware that children had varied needs but did not plan or implement differentiated instruction during lessons. Only about 1% of teachers demonstrated full awareness and practice by grouping children according to ability and offering targeted support—such as guided reading, individualised writing tasks, or graded mathematics activities—tailored to children's learning levels.

Figure 4.5: ***Percentage of teachers employing differentiated instructions or support for children at different levels***



Teacher interviews further highlighted the gap between awareness and practice. While 92% acknowledged having children who were struggling with basic language and mathematics skills, almost all attributed these learning gaps to factors outside the classroom—such as children absenteeism or a lack of parental support—rather than to limitations in teaching and learning processes.

During interviews, many teachers recognised the presence of struggling learners. When teachers attempted to support children lagging behind their peers, they reported to mostly use strategies of giving them separate or remedial tasks while continuing instruction for the rest of the class (33%) or assigning extra practice work (26%). Around 20% teachers also reported offering additional time after class or individually re-explaining concepts, though these approaches were used less frequently.

These findings suggest that the use of differentiated instruction is extremely limited across classrooms. While most teachers recognise that some children are struggling, they are not equipped to accurately diagnose their specific learning needs or adapt instruction accordingly. They also tend to attribute children's learning difficulties to absenteeism or home circumstances. As a result, teachers do not realise their role in ensuring that every child learns, and struggling learners continue to participate in lessons without receiving the targeted guidance they require.

While full-fledged differentiated instruction involving levelled support to all children is rarely seen, several teachers attempt to support struggling children. However, the absence of a clear and systematic approach leads to inconsistent practices. To improve, teachers would need

to understand children's learning levels, plan for varied needs, and use simple differentiated strategies. Even small shifts—such as flexible grouping, guided practice in level-based groups, or providing scaffolded tasks during regular lessons—can help ensure that all children are meaningfully included.

4.3.7 **Multigrade teaching**

Multigrade teaching situations, including classrooms where children of two or more grades were sitting together, were found in two-thirds (66%) of the schools (693 out of 1050). Children of Grades 1 and 2 were seated together in the same classroom in about one-fourth (24%) of the schools. Wherever a pre-primary or Balavatika class had been added to the primary school (24% schools), the children were seated in the same classroom as Grade 1 children.

The CRO included an indicator about 'teacher engaging both the grades in meaningful learning' with performance ranging from 'the teacher giving no attention to any grade' to 'effectively engaging both grades in a meaningful way'.

Teachers in 19% of the schools were able to engage Grades 1 and 2 to some degree of effectiveness. Owing to small class and school sizes in several states and districts, the multigrade teaching situations are likely to continue in 60-70% of government primary schools. Better teacher deployment can help improve the problem to some extent. Teachers working in multigrade and multilevel settings need specific guidance and pedagogical support to manage more than one grade or group effectively.

4.4 **Conclusion**

Taken together, the findings present a picture of classroom practice where teachers recognise the importance of planning and supporting children learning, but key elements of effective lesson delivery are either inconsistent or largely absent. While most teachers report preparing for lessons, written plans are often missing. Instructions to children are frequently unclear or incomplete, monitoring is limited, and checks for understanding are not used in ways that reveal what individual children know. Feedback—central to strengthening learning—is rarely provided, leaving many children without guidance on how to improve. Most importantly, teachers have limited awareness of children's learning needs and rarely differentiate instruction, despite acknowledging that many children are struggling.

Overall, there is significant scope to strengthen children's learning and prevent large learning gaps by more systematically and effectively using the lesson planning and delivery practices discussed in this chapter.

CHAPTER 5

Language Teaching Practices

Summary and interpretation

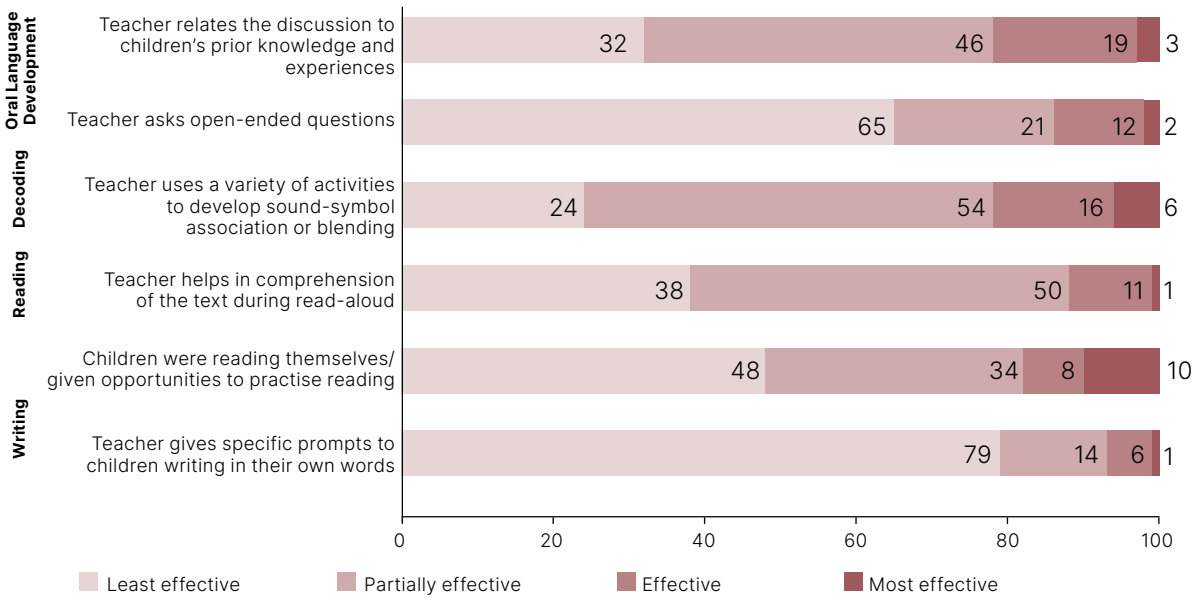
Classroom observations were conducted in 1050 classrooms, of which language teaching practices were systematically observed in 530 classrooms, including 280 Grade 1 and 250 Grade 2 classrooms.

This chapter presents the TLPS 2025 findings related to teaching language, drawing on quantitative and qualitative insights gathered primarily through classroom observation, teacher interview and lesson sequence tools. A total of six indicators were assessed to generate insights into language teaching practices: including children's prior knowledge in discussion, asking open-ended questions, employing variety of decoding strategies, use of comprehension strategies during read-aloud, opportunity to practice reading independently and providing with clear prompts for expressive writing.

The Survey included some key practices for language teaching in early grades. Constraints such as a single 40-minute observation visit by a field observer with limited training necessitated keeping the indicators to a minimum.

The figure below presents a consolidated summary of findings across six indicators.

Percentage of teachers following language practices and their effectiveness



- Nearly one-fourth (**22%**) of teachers related the discussion to children's real-life experiences.
- **14%** of teachers used open-ended questions and incorporated children's responses in discussions.
- Almost three in four teachers (**76%**) used one decoding activity or relied on copying letters as a decoding strategy.
- More than half (**52%**) of teachers gave children opportunities for independent reading; **18%** observed the sessions or provided guidance.
- Over three-fourths (**79%**) teachers gave writing tasks that involved only decoding-based writing or simple copying from the blackboard or textbooks.

Overall, classroom routines were teacher-led, with a focus on teacher talk, choral repetition, and reading aloud by the teacher. Children's tasks and practise had limited scope for free expression, either orally or in writing. This is also supported by data on time-on-task. Distribution of teachers' time on teacher-centred activities was 66% as compared to 15% for learner-centred activities.

CHAPTER 5

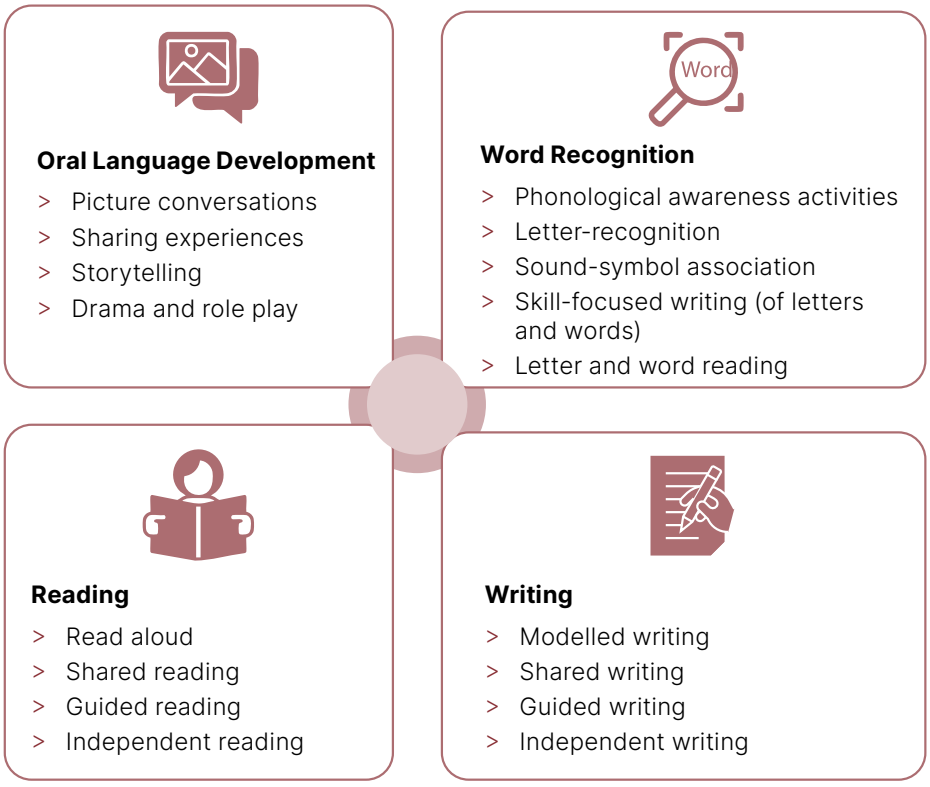
Language Teaching Practices

5.1 Overview of language teaching practices

Language is the medium of all learning. Talking, thinking and reasoning, reading and writing—all involve the use of language. Developing higher order comprehension skills like reasoning, analysing and forming opinions in the early years is critical to all future learning. The basic purpose of early language teaching is to enable all children to read fluently with comprehension, respond to questions about what they read, and express themselves with clarity, both orally and through independent writing. In addition, children should develop an interest in the habit of reading.

A balanced approach to early language and literacy requires teaching to focus on all the four blocks of OLD, decoding, reading and writing, as recommended in NCF–FS 2022.

Figure 5.1: ***Four components of language teaching***



Source – NCF-FS 2022, page 114

5.2 Effective practices of language teaching and their indicators

The Survey examined language teaching across the four practices using six indicators of effective practice—two for OLD, two for reading, and one each for decoding and writing (Table 5.1).

Table 5.1: ***Language practices and indicators of language teaching***

Language practices	Effective practice indicators
Teaching to develop oral language	Teacher relates the discussion or theme to children's prior and contextual knowledge and experiences
	Teacher asks open-ended questions during language instructions, for example oral language sessions, or reading lessons
Teaching of decoding	Teacher uses a variety of activities to help children develop sound-symbol association and blending
Teaching of reading	Teacher reads aloud and supports comprehension of the text
	Children are given opportunities to practise reading independently
Teaching of writing	Teacher provides prompts that encourage children to write in their own words

5.3 Analysis of practices

5.3.1 Teaching to develop oral language

Oral language development (OLD) is the foundation for learning to read and write. Classroom activities such as conversations, storytelling, interactive read-alouds, narration, retelling, and role-play help develop skills such as vocabulary, listening comprehension, verbal thinking, reasoning, and oral expression.

When teachers relate discussions to children's real-life experiences, it enhances children's participation and engagement. It provides opportunities to construct knowledge with reference to their familiar contexts and to move from the known to the unknown. For example, the teacher could include the impact of seasons on their food, daily routines, and clothing, or their first experience on a bus to go outside their village/town.

Similarly, when teachers ask open-ended questions (for example, 'Why?' 'How?' or 'What do you think?') during oral discussions/interactions for any theme or lesson being taught and build the discussion by including children's responses, it helps to improve deep comprehension, reasoning and other higher-order thinking skills.

Indicators and rating scale

Observation of OLD was based on two indicators, each rated on a four-point scale. Oral language activities were observed in 351 classrooms, including 184 Grade 1 and 167 Grade 2 classrooms.

Indicator	1	2	3	4
Teacher relates discussion to children's experiences	No space for inclusion of real-life experiences or prior knowledge	Limited inclusion of real-life experiences or prior knowledge	Sometimes includes real-life experiences or prior knowledge	Frequently uses a wide range of real-life experiences and children's prior knowledge
Teacher asks open-ended questions during lessons	Does not ask open-ended questions	Asks a few open-ended questions without waiting for children's responses	Asks a few open-ended questions and includes some responses	Builds discussion through children's responses to open-ended questions

Findings and interpretations

Figure 5.2: ***Percentage of teachers relating discussion to children's experiences***

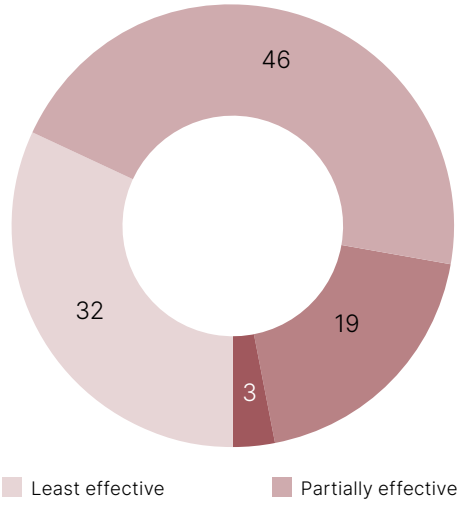
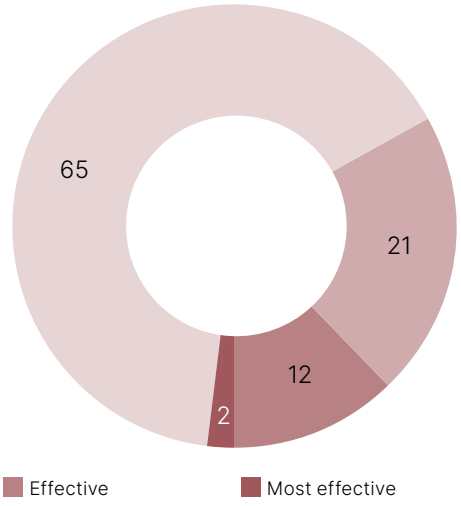


Figure 5.3: ***Percentage of teachers asking open-ended questions during lessons***



Only 3% of teachers regularly included children's real-life experiences during discussions. However, 11% self-reported doing so during teacher interviews, suggesting a gap between perception and practice.

While 35% of teachers asked some open-ended questions, only 14% incorporated children's responses, indicating limited wait time.

Oral language development activities are dominated by teacher talk and literal questions that require yes/no or one-word responses, to which children usually respond in unison.

A huge shift is needed in the nature of oral language activities in early-grade classrooms to include activities that encourage active engagement of children by relating what is being taught

to their immediate contexts and experiences, and asking them to predict, think, infer, and respond to open-ended questions.

5.3.2 Teaching of decoding

Decoding is a foundational reading skill that helps children convert written text into spoken language. It begins with learning sound-symbol associations and progresses to blending—the ability to combine individual sounds to form meaningful words. For example, joining /म/-/ट/-/का/ produces "मटका" (earthen pot), /ब/-/घा/ produces "बघा" ('look' in Marathi), स/क/ली/ produces "सकली" ('bird' in Wagdi); reading words like "பறவை" ('bird' in Tamil), "கதவு"/"வாசல்" ('door' in Tamil).

The teaching of decoding should be systematic and explicit. It is effective if teachers use variety of decoding activities to help fix symbols and sound association. A combination of activities like: a. Identify the letter in the print material and pronounce it, b. Pick a letter-card (*varn*/flash card) and tell the letter to your friend, c. Find the letter and encircle, d. Bingo, e. Trace the letter on floor, f. Make the letter with pebbles, g. Blend the sound of two symbols on a letter or CV grid and say it aloud; and h. Using TLMs like letter wheel, dice or grids for practice by children.

Providing varied, guided practice—especially for children who need additional help—can strengthen decoding fluency and prevent early reading difficulties. Using a variety of activities to teach decoding ensures that all children, irrespective of background or learning style, develop fluent decoding skills.

Indicator and rating scale

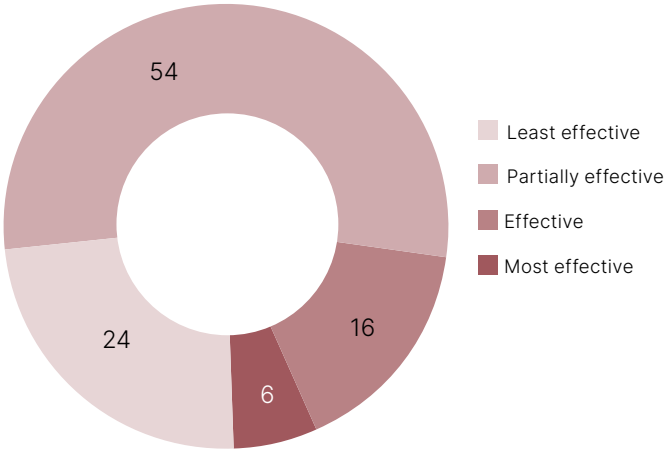
Observation of decoding practice was based on one indicator, rated on a four-point scale. Decoding activities were observed in 318 classrooms, including 209 Grade 1 and 109 Grade 2 classrooms.

Indicator	1	2	3	4
Teacher uses varied activities for sound-symbol association or blending	Children copy letters from the board only	Uses one activity type	Uses two activity types	Uses more than two activity types

Findings and interpretations of teaching decoding

Most teachers (over three-fourths) instructed children to copy or used only a single activity for decoding teaching-learning. Fifty-four percent of teachers relied only on asking children to copy letters and words from the blackboard/textbook while 22% of teachers used two or more decoding activities.

Figure 5.4: ***Percentage of teachers using varied activities for sound-symbol association or blending***



Most common activities for teaching decoding

> Teacher writes letters on the board or shows letter cards, and children repeat aloud in chorus.
> Teacher asks for words starting with the target letter
> Children form or write words directly from the blackboard, often without attention to sound-symbol blending.

Findings show that the teaching and learning of decoding tends to be limited to copying or using a single activity, offering children little practice of sound-symbol association or blending. Children struggle to blend *matras* (vowel markers) to read words.

The teaching of decoding needs to become more systematic including multiple activities that reinforce sound-symbol association and integrating simple TLMs for demonstration by teachers and practice by children, e.g. letter and consonant-vowel (CV) grids.

5.3.3 Teaching of reading

Reading is a complex process of constructing meaning from written texts. There can be no reading without comprehension. Learning to read requires instruction for OLD, phonological awareness, decoding, reading fluency and comprehension. The two broad dimensions of skilled reading are (a) fluent decoding and (b) strong language comprehension. An effective teaching and learning of reading could follow the gradual release of responsibility (GRR) process of 'I do it' followed by 'We do it', and then 'You do it together and later 'You do it alone'. Thus, the teaching of reading would begin with interactive read-aloud by the teacher followed by shared reading by teacher and children together, guided reading where children read in small groups, pairs or individually under the guidance of the teacher and opportunities for independent reading by children. Across all these stages, comprehension should be at the heart of the process.

During the interactive read-aloud process, the teacher must use various strategies to promote comprehension before, during and after the read-aloud process by activating background knowledge, asking factual and open-ended questions, encouraging children to make predictions.

Reading skills improve by reading. Children who read more are better readers. Children must get opportunities to practise their reading skills in groups, pairs and individually, with support from the teacher as needed.

Indicator and rating scale

Observation of reading practice was based on two indicators, each rated on a four-point scale. Reading activities were observed in 268 classrooms, including 105 Grade 1 and 163 Grade 2 classrooms.

Indicator	1	2	3	4
Teacher reads aloud and helps comprehension	No strategy for comprehension	Only factual questions or repetition	Limited factual and open-ended questions at the end of reading	Builds context before reading, asks prediction and open-ended questions throughout
Children practise reading independently	No opportunities for practice	Reading independently without observation	Paired reading with limited teacher input	Independent reading with teacher feedback and correction

Findings and interpretations

Figure 5.5: ***Percentage of teachers helping in comprehension of the text during read aloud***

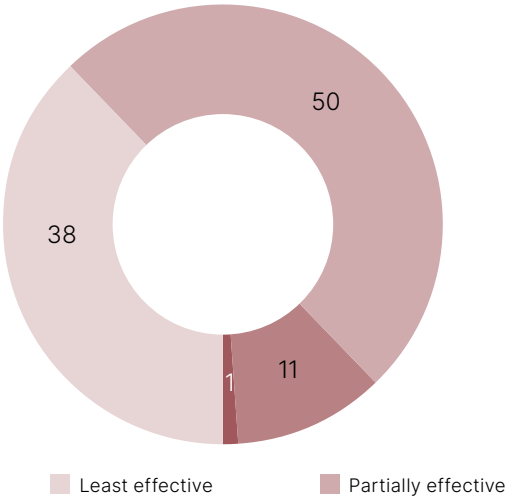
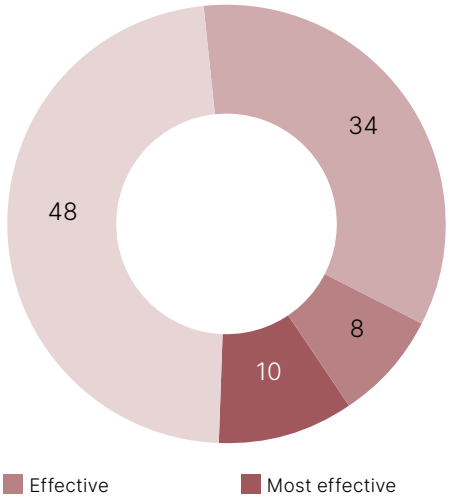


Figure 5.6: ***Percentage of teachers giving opportunity to practise reading***



More than one-third (38%) of teachers did not use any strategy to help children with text comprehension during reading aloud. Only a few teachers (1%) used diverse comprehension strategies like activating background knowledge, asking children to predict and asking open-ended questions throughout the discussion on the text.

Half (52%) of the teachers observed provided opportunities for children to read independently, but only 10% supported children during independent reading practice.

Most common activities for teaching of reading

- Teacher reads the story from the book or blackboard using appropriate voice modulation.
- Teacher calls a few children one by one to read aloud, while the rest of the class repeats chorally, line by line.
- Teacher reads the story while the children follow along, sentence by sentence.

The teacher's reading aloud is focused on fluent/model reading and/or word-by-word or sentence-by-sentence reading, with choral repetition by the children. There is limited focus on children's comprehension and engagement in meaning-making.

The process of reading aloud to children needs to be more interactive, with active participation of children and a strong focus on listening comprehension. Children need to be given adequate time to practice their reading skills in small groups or pairs and independently with guidance from the teacher.

5.3.4 Teaching of writing

Writing is the process of expressing thoughts and ideas through written symbols in a structured, meaningful way that others can understand.

The focus of instruction for writing in the early grades has to be both on: a. basic writing skills, viz. letter shapes, spellings, grammar, syntax, and b. composing skills including thinking and drafting in a logical manner. By the end of Grade 2, children should be able to write short/simple sentences to express their thoughts (NCF-FS 2022).

Early writing requires extensive support from the teacher. Teacher and children should discuss the writing task and jointly construct the main points to be written. It is important for the teacher to generate prompts for writing by children and to support them with examples and feedback during the writing process.

Indicator and rating scale

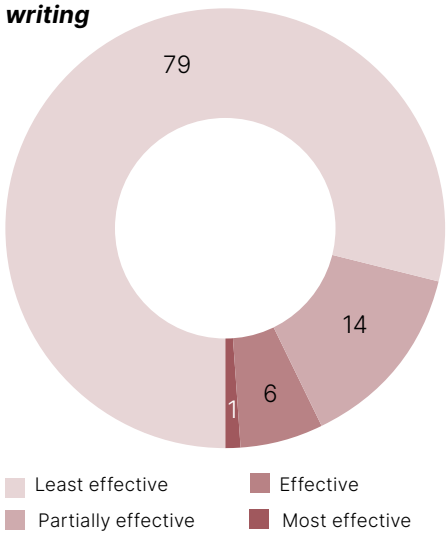
Observation of writing practice was based on one indicator, rated on a four-point scale. Writing activities were observed in 244 classrooms, including 120 Grade 1 and 124 Grade 2 classrooms.

Indicator	1	2	3	4
Specific prompts to children writing in their own words	No writing in own words	A few unplanned prompts	Specific but inconsistent prompts	Clear prompts with examples and feedback

Findings and interpretation

Copying from blackboard or textbook was the most common form of writing in the observed classrooms (79%). Examples of prompts used by teachers for writing are: "write the word *tamatar* (tomato) ten times in your notebook" or "copy the words written on the board". Very few teachers (1%) supported children with prompts, examples, and feedback during the writing process.

Figure 5.7: ***Percentage of teachers providing prompts for expressive writing***



Overall, writing emerged as a neglected dimension of early literacy. The emphasis on copying and handwriting practice is ubiquitous. Without guided opportunities to put their own ideas into words, children struggle to move beyond mechanical writing and to build the skills needed for later independent writing. More time needs to be devoted to helping children write in their own words for conveying meaning.

5.4 **Conclusion**

The analysis of language teaching practices shows that while a balanced approach— covering OLD, decoding, reading, and writing—has been introduced, implementation remains uneven. Oral language and reading activities are mostly teacher-led and children tend to be passive. Children do not get adequate opportunities to write in their own words. There is a need to strengthen early language teaching practices to enable the shift from teacher-led routines to practices that actively engage children in meaning-making.

Mathematics Teaching Practices

CHAPTER 6

Summary and interpretation

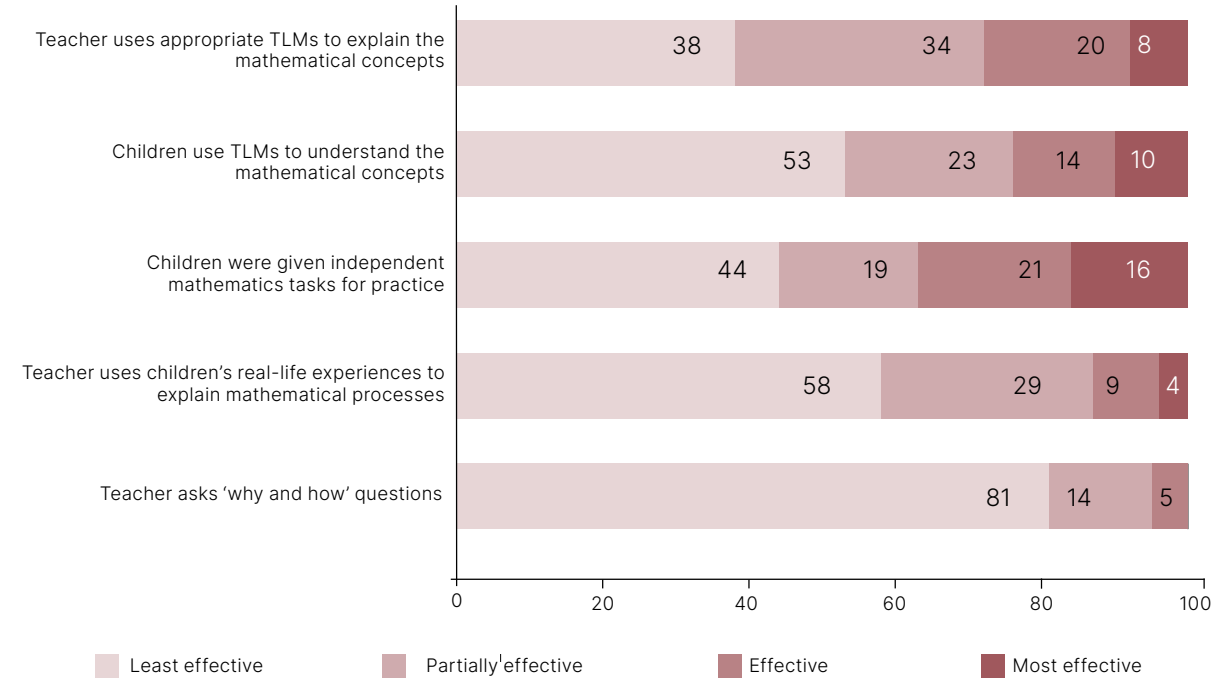
Classroom observations were conducted in 1,050 classrooms, of which mathematics teaching practices were systematically observed in 520 classrooms, including 229 Grade 1 and 291 Grade 2 classrooms.

This chapter presents the TLPS 2025 findings related to teaching mathematics, drawing on quantitative and qualitative insights gathered primarily through classroom observation and lesson sequence tools. A total of five indicators were assessed to generate insights into mathematics teaching practices: use of teaching-learning materials by teachers and children, opportunities to practice mathematics task independently, use of children's real-life experiences for mathematics concepts and use of 'why and how' questions by teachers.

Survey included some of key teaching practices of Mathematics, constraints such as a single 40-minute observation visit by a field observer with limited training necessitated keeping the indicators to a minimum.

The figure below presents a consolidated summary of findings across five indicators.

Percentage of teachers following mathematics teaching practices and their effectiveness



- 37% of teachers provided children with opportunities for independent practice.
- 28% of teachers demonstrated first effective use of TLMs. In 53% of classrooms, children did not use TLMs at all.
- A majority of teachers (58%) did not employ real-life examples to contextualise mathematical concepts and processes.
- 81% of teachers did not engage children through higher-order ‘why and how’ questions. In 19% of classrooms teachers posed such questions somewhat effectively.

Overall, mathematics teaching remained largely teacher-directed, with limited emphasis on real-life connections, reasoning-based questioning, and hands-on engagement with concrete materials. Opportunities for children to think aloud, respond to ‘why and how’ questions, or practise independently were limited. The use of TLMs by children was particularly limited. Together, these patterns highlight a clear gap between recommended pedagogy and actual classroom practice.

CHAPTER 6

Mathematics Teaching Practices

6.1 Overview of mathematics teaching practices

In early mathematics teaching, it is important to develop both conceptual understanding and procedural fluency in the foundational skills. NCF-FS 2022 defines the curricular goal for mathematics as enabling children to develop mathematical understanding and to make sense of the world through quantities, shapes, and measures. Specifically, this includes competence in counting, numbers, basic operations, shapes and spatial relations and measurement.

NCF-FS 2022 recommends effective approaches such as developing mathematical abstract ideas through the concrete Experience, Language, Pictorial, and Symbol (ELPS) progression, connecting learning to children's real-life experiences and prior knowledge, promoting mathematical talk and reasoning, and developing a positive attitude towards mathematics.

The ELPS sequence begins with the use of concrete materials, enabling learners to construct deep and robust conceptual understanding. Encouraging children to explain their thinking using mathematical language strengthens reasoning, communication, and procedural fluency. Purposeful questioning—particularly through 'why and how' questions—and meaningful problem-solving tasks further help children see mathematics as relevant and useful, deepening learning and engagement. Children also require ample opportunities to practise numeracy skills, both teacher-supported and independent.

6.2 Effective practices of mathematics teaching and their indicators

The Survey focused on four critical teaching practices: the use of teaching-learning materials (TLMs) to teach mathematical concepts, such as counting, numbers, basic operations, the use of real-life examples, asking why and how questions, and giving opportunities for independent practice. These components were examined through five indicators of effective practice (see Table 6.1).

Table 6.1: ***Effective practices of mathematics teaching and their indicators***

Practices	Effective practice indicators
Use of teaching learning materials (TLMs)	Teacher uses appropriate TLMs/manipulatives to explain mathematical concepts and processes.
	Children use TLMs/manipulatives to understand the mathematical concepts and processes.
Independent practices by children	Children are given independent mathematics tasks for practise.

Practices	Effective practice indicators
Use of real-life context	Teacher uses examples from children's life to explain mathematical concepts and processes.
Asking 'why and how' questions	Teacher asks 'why and how' questions to deepen mathematical thinking of children while teaching mathematical concepts and processes.

6.3 Analysis of practices

6.3.1 Use of TLMs

The use of teaching-learning materials (TLMs) is a core pedagogical practice for developing conceptual understanding in early-grades mathematics. In Grade 1 and 2, appropriate TLMs may include objects such as beads, ice-cream sticks, ganitmala, counters, bottle caps, dice, place-value cards, number cards, shape cards, etc. Teachers use these materials to demonstrate concepts such as addition with counters, modelling tens and ones with bundled sticks, or illustrating shapes with classroom objects. Children, in turn, use the manipulatives themselves to practise counting, composing and decomposing numbers, solving addition or subtraction tasks, exploring shapes, or representing quantities. Such hands-on engagement helps make abstract ideas concrete, visible, and easier to understand.

NCF-FS 2022 reinforces this through the ELPS approach, which emphasises guiding children from hands-on experiences to pictorial and symbolic representation of numbers and problems. Both teachers and children must actively engage with TLMs—teachers to model concepts and processes, and children to explore and practise. This shared engagement not only strengthens procedural fluency but enables children to internalise mathematical ideas with confidence and clarity.

Indicators and rating scale

Observation of use of TLMs was based on two indicators, each rated on a four-point scale.

Indicator	1	2	3	4
Teacher uses appropriate TLMs/manipulatives to explain mathematical concepts and processes	TLM is not used	TLM is used in an unplanned manner	TLM is used in a planned manner but is not used every time	TLM is used in a planned way to explain the concept several times
Children use TLMs/ manipulatives to understand the mathematical concepts and processes	TLM is not used by children	A few children use TLMs	Some children use TLMs	Most children get opportunity to practise with TLMs

Findings and interpretation

Figure 6.1: ***Percentage of teachers using appropriate TLMs***

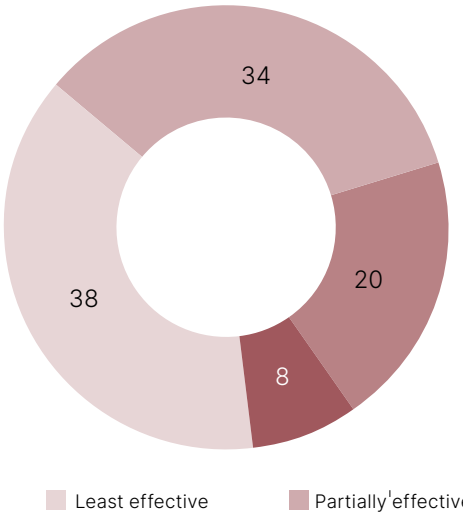
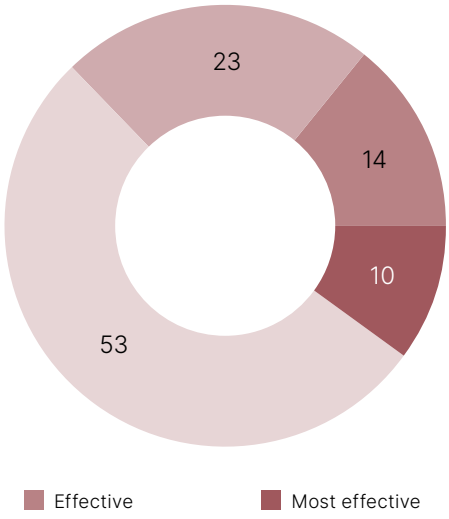


Figure 6.2: ***Percentage of children using TLMs***



Although 62% of teachers used TLMs during mathematics instruction, only 28% used them effectively. While children interacted with TLMs in nearly half of the classrooms (47%), in only around 10% classrooms did most children get opportunities to use them consistently. This limited engagement of children with TLMs can hinder building strong foundational concepts and making sense of abstract ideas.

These findings suggest a need to shift from infrequent or teacher-led use of TLMs towards more consistent, child-centred engagement with manipulatives, for hands-on learning in early grades.

6.3.2 Providing opportunities for independent practice

Independent and repeated practice is essential for helping children consolidate mathematical learning. Such practice supports the transfer of knowledge from working memory to long-term memory, improving accuracy and automaticity. After demonstration and guided practice, children therefore need adequate time and space to practise on their own for learning to take hold. During this phase, teacher support through observation and timely feedback remains crucial to reinforce correct understanding and address errors.

In Grades 1 and 2, opportunities for independent practice may take different forms. These include answering oral questions individually, completing short written tasks, solving problems from workbooks or textbooks, using worksheets, practising independently with manipulatives such as *ganitmala* (string beads), and engaging in simple real-life tasks, such as counting objects or making amounts with play money. Such activities allow children to apply what they have learned, build procedural fluency, and gain confidence in solving problems independently, thereby deepening and internalising mathematical understanding through active engagement.

Indicator and rating scale

Observation of independent practice was based on one indicator, rated on a four-point scale.

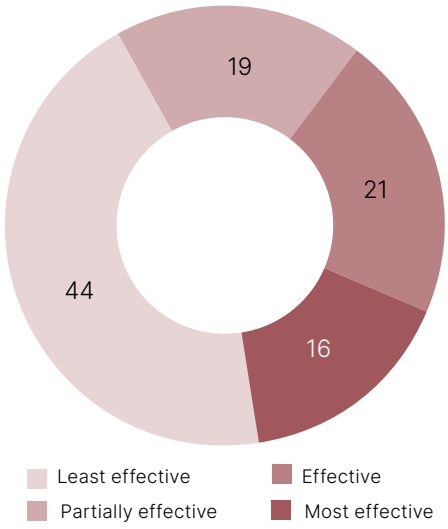
Indicator	1	2	3	4
Children are given independent mathematics tasks for practice.	Children are not given any opportunity to practise independent mathematics tasks.	Children are doing independent mathematics tasks, but the teacher does not observe the practice.	Children are doing independent mathematics tasks and the teacher observes them without any inputs.	Children are given opportunities to practise independent mathematics tasks; and the teacher observes mistakes, corrects and models; and asks the child to solve again.

Findings and interpretation

While 56% of teachers provided children with opportunities for independent practice, only 16% supported it with observation, feedback, and follow-up.

These findings highlight the need for teachers to not only allocate time for independent practice but also actively observe children's work and provide timely feedback, so that practice moves beyond mechanical repetition and effectively strengthens conceptual understanding, fluency, and confidence.

Figure 6.3: ***Percentage of teachers providing opportunities for independent practice***



6.3.3 Use of children's real-life experiences

Real-life examples are the everyday situations, objects, and experiences that children already know and understand. Teachers use them to make mathematical ideas meaningful and connected to children's lives rather than abstract or disconnected. Since solving real-life problems is a core goal of mathematics, this helps children make sense of abstract symbols and develop practical problem-solving skills.

In Grades 1 and 2, such examples may include counting objects in the classroom, comparing the water in two bottles to understand 'more' or 'less', bundling sticks to explore tens and ones, identifying shapes such as plates (circle) or books (rectangle), or using play money for simple transactions. These contexts help children grasp abstract ideas by seeing mathematics at work in everyday situations.

NCF-FS 2022 emphasises the use of real-life examples to deepen understanding and support problem-solving, noting that mathematical symbols become meaningful only when linked to everyday experiences.

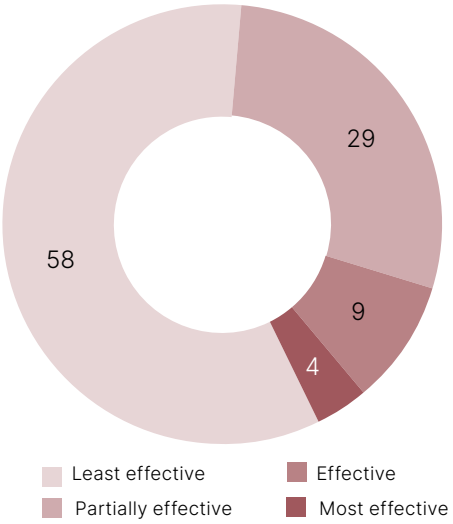
Indicator and rating scale

Observation of the use of real-life context was based on the indicator below, rated on a four-point scale.

Indicator	1	2	3	4
Teacher uses examples from children's life to explain mathematical concepts and processes.	Teacher uses no examples from real life to explain mathematical concepts and processes.	Teacher seldom uses examples from real life to explain mathematical concepts and processes.	Teacher sometimes uses examples of real life to explain mathematical concepts and processes.	Teacher mostly uses examples from real life to explain mathematical concepts and processes.

Findings and interpretation

Figure 6.4: ***Percentage of teachers using children's real-life experiences***



Most teachers (87%) either did not use or seldom used real-life examples while explaining mathematical ideas.

A small proportion (13%) incorporated such examples sometimes or consistently, indicating that real-life contextualisation was very limited across observed classrooms.

The findings suggest that mathematical ideas are mostly taught in ways that remain abstract and disconnected from children's lived experiences. In the absence of familiar contexts, young children in Grades 1 and 2 may struggle to see the relevance of mathematics in their daily lives, limiting the development of practical problem-solving skills and meaningful understanding.

6.3.4 Asking 'why and how' questions

Teacher's use of purposeful questioning—especially 'why and how' questions—promotes reasoning, explanation, and deeper understanding of mathematical ideas. In early mathematics, 'why' questions prompt children to justify their answers and strengthen numerical reasoning. For example, "Why is 8 bigger than 6?" or "Why do we add these numbers?". 'How' questions help children explain the steps they used, such as "How did you get 7?" or "How did you count on from this number?," supporting procedural clarity and communication skills. The use of such questions also encourages children to think about their own reasoning and explore alternative strategies, rather than simply recall and apply procedures.

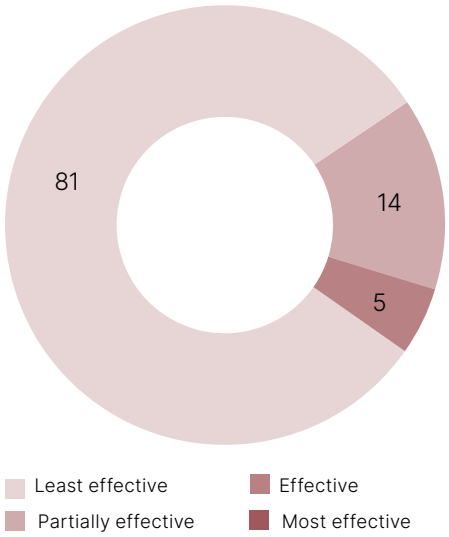
Indicator and rating scale

Observation of 'why and how' questions was based on the indicator below, rated on a four-point scale.

Indicator	1	2	3	4
Teacher asks 'why and how' questions to deepen mathematical thinking of the children	Teacher does not ask 'why and how' questions	The teacher asks 'why and how' questions but does not wait for children's responses	Teacher asks a few 'why and how' questions and includes some children's responses	Teacher asks some 'why and how' and includes children's responses to build the discussion

Findings and interpretation

Figure 6.5: ***Percentage of teachers asking 'why and how' questions***



Most teachers (81%) did not ask reasoning-based questions.

A very small proportion (5%) askedprobing 'why and how' questions and included children's responses in building the discussion around the concept.

These findings indicate a significant gap in the use of reasoning-focused questioning in early mathematics classrooms. When teachers do not ask 'why and how' questions, children have limited opportunities to explain their thinking, justify their answers, or develop conceptual understanding. Encouraging teachers to use simple probing questions—such as "How did you get this answer?" or "When there are more than nine ones, why do we regroup them into tens?"—could move children's focus beyond rote procedures towards deeper reasoning and meaningful engagement with mathematical ideas.

6.3.5 **Steps commonly observed in classrooms**

Steps of addition commonly observed in classrooms

- The teacher explained and the children performed addition of two-digit numbers (in symbolic form) on the board (13% classrooms).
- The teacher explained single-digit addition using concrete objects or pictures.
- Children practised single-digit addition (in symbolic form) on the board, in workbooks, or in notebooks (12% classrooms).

Steps of subtraction commonly observed in classrooms

- Children solve single-digit subtraction problems (in symbolic form) on the board, in notebooks, or in workbooks (16% classrooms).
- The teacher explains subtraction of two-digit numbers (using symbols) without borrowing, and the children practise it (13% classrooms).
- The teacher gives additional subtraction problems to solve on the board (11% classrooms).

Steps of place value commonly observed in classrooms

- The teacher calls different children to the board to identify and read the numbers (13% classrooms).
- Children understand numbers in terms of ones and tens and write them symbolically (12% classrooms).
- Children write the place value of digits in the given numbers (11% classrooms).

6.4 **Conclusion**

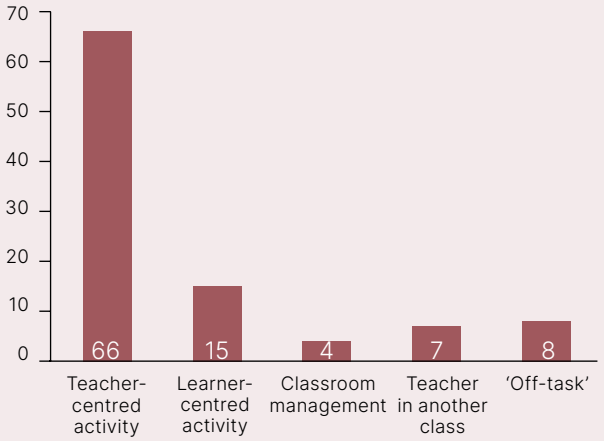
For basic concepts like introducing numbers and counting, most teachers used concrete materials or pictorial representations. However, when moving to higher-level addition and subtraction, teaching relies largely on mathematical symbols with minimal use of concrete representations. A majority of classrooms demonstrated limited use of varied practices that support conceptual understanding in mathematics. Strengthening early mathematics instruction will require sustained support to help teachers contextualise mathematical concepts and processes, encourage reasoning, design meaningful practice tasks, and provide opportunities for children to explore concepts through TLMs. These practices—when used consistently—can build stronger number sense and deepen children's engagement with mathematics in the foundational years.

Time Distribution on Teaching and Learning Tasks

CHAPTER 7

Summary and interpretation

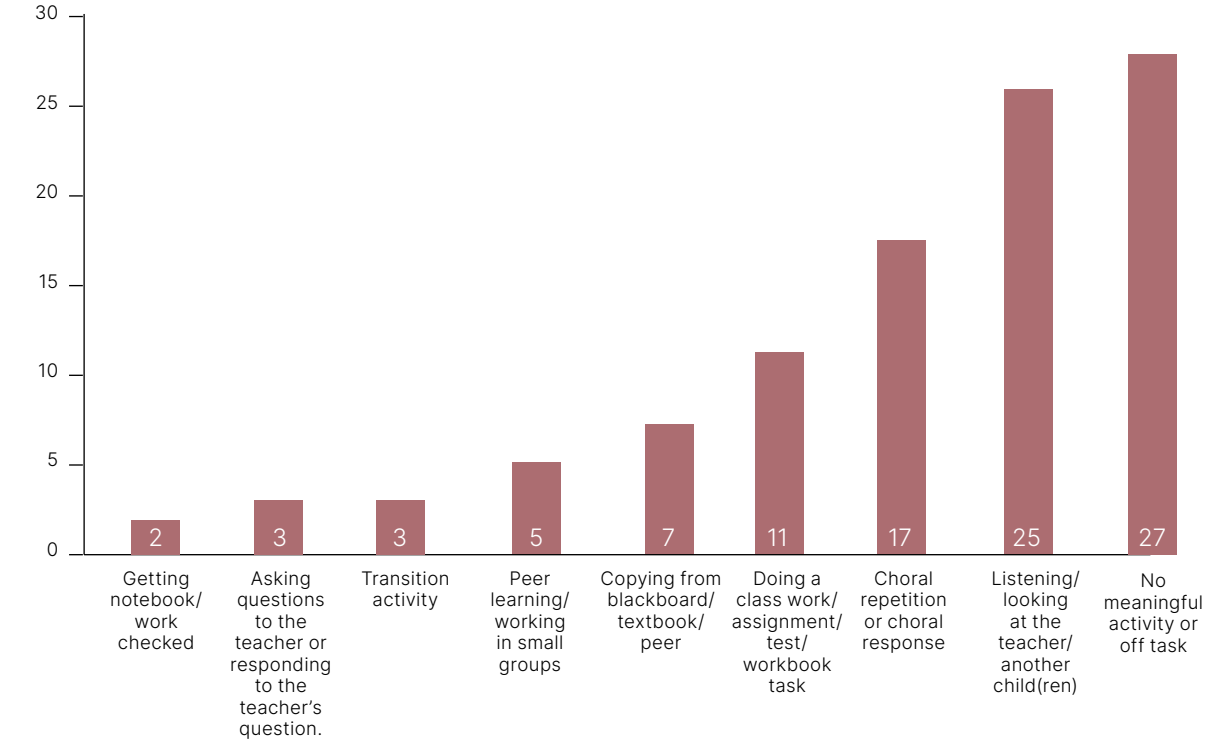
Percentage of time distribution of teachers' activities



Time-on-task (ToT) analysis was conducted in all 1050 classrooms, including 509 Grade 1 and 541 Grade 2 classrooms. The time-on-task analysis is based on 13,650 snapshots of teachers and 68,250 snapshots of children in all nine states.

This chapter presents the Survey findings related to the time distribution of teachers and children on different teaching and learning tasks. Insights of these findings are gathered primarily through 'time-on-task' tool during classroom observation. Figures shown present a consolidated summary of findings of time distribution of teachers' and children's activities.

Percentage of time distribution of children's activities



- About two-thirds (**66%**) of teaching time was spent on teacher-centred activities while **15%** of the time was spent on children-centred activities.
- Children were off-task or not engaged in any activity for **27%** of the total observed time.
- Children spent half of the time (**49%**) in potentially mechanical activities like listening/looking at the teachers or in choral repetition or copying.
- Children were engaged in individual or group activities and asking/ responding to questions for less than one-fifth (**19%**) of the time of observation.

Overall, ToT analysis shows that classroom instruction was primarily teacher led. Children actively engaged in learning tasks for only a small part of the teaching time.

Time Distribution on Teaching and Learning Tasks

CHAPTER 7

7.1 Overview of time-on-task and instructional time

Time-on-task is the proportion of instructional time during which the teacher and children are actively engaged in meaningful activities related to teaching and learning. It is significantly less than the allocated teaching time. To ensure quality learning, teachers should plan and structure lesson routine to maximise children's 'time-on-task'. A high ToT does not by itself ensure that learning will occur, but it is a basic condition for effective teaching and learning as it increases meaningful engagement of children in the learning tasks. Children' time on learning can be enhanced by better classroom management as well as by including activities that increase children' active engagement.

7.2 Nature of teacher and children's activities

The ToT analysis presented below has two main strands related to observations of a 40-minute class, viz. (a) Time distribution of teachers' activities and (b) Time distribution of children's activities.

The Survey observed classroom activities of every teacher and five children in each classroom by recording "snapshots" every third minute, e.g., at the 0, 3rd, 6th of the minute and so in each classroom over a 40-minute period of observation.

A set of 21 teaching activities were identified through analysis of other ToT studies and modified for an FLN focus through several rounds of field work by LLF and partner organisations. A list of 18 such activities, arrived at by combining a few activities can be seen in Table 7.1. These have been further clubbed into four major categories, viz. 'teacher-centred', 'learner-centred', 'classroom management', 'non-teaching' or 'off-task.'Classroom activities were classified into 'on-task' (teacher/child was "on some task") and 'off-task' (teacher/child was "not engaged in any teaching/learning tasks") activities.

A set of 21 children's classroom activities were identified through a similar process. A truncated list of 9 activities, by combining a few similar activities can be seen in Table 7.2. The 'on-task' list included both 'mechanical' type activities like copying from the blackboard, choral repetition and some clearly more 'learning' type activities like working in small group, and doing a class assignment.

7.3 Analysis of time distribution of activities

7.3.1 Time distribution of teachers' activities

Teacher Activity was observed 13 times in each classroom at intervals of 3 minutes (each period of observation was 40 minutes. A total of 13650 teachers' activities observations were made. Table 7.1 below shows the percentage of time distribution of teachers' activities.

Table 7.1: ***Percentage of time distribution of teachers' activities***

Teacher-centred activities	Percentage of time
Teaching a topic by writing on blackboard	14
Explaining the concept/topic to children orally or by using TLM	14
Instructing children to engage in the classroom activities	5
Giving homework/assignment/test/dictation or any other tasks	8
Correcting homework or test papers or class work	6
Teacher asking questions to whole class or individual child(ren).	14
Reading from a textbook or workbook or other material	5
Total	**66**
Learner-centred activities	
Supervising group work or children's individual work	10
Replying to question/providing clarifications and giving feedback	3
Conversation with children without lesson's context	1
Encouraging and motivating children to become involved learner	1
Total	**15**
Classroom management	
Teacher scolding/reprimanding child/children	1
Class management for teaching-learning	2
Teacher is looking at the planning for the next topic	1
Total	**4**
Off-task	
Teacher is not in the class	2
In classroom, but no activity	5
Using mobile during teaching time or talking with parents/school staff/PRI members.	1
Total	**8**
Teacher was in other class in multigrade situation	**7**

Findings and interpretations

Of the teacher-centred activities observed (66%), the most prevalent were:

- Teacher asking questions to the whole class or individual children (14% of time)
- Teaching a topic by writing on the blackboard (14% of time)
- Explaining the concept or topic by explaining to children orally or by using TLM (14% of time)

This indicates that when teachers explain concepts to children, they are also making an effort to engage children by asking questions. The questions mostly tend to be of like literal/factual type that elicit a choral yes/no or one word response (Chapter 6-Language Teaching Practices) from the children.

The ToT analysis corroborates the findings from the 'classroom observation tool' for Language and Mathematics, which showed that much of the classroom process is teacher-led.

Analysis of the learner-centred activities conducted by the teachers (15% of the teaching time) shows that:

- Teachers supervise group work or children's individual work 10% of the time
- Respond to questions or provide clarifications and give feedback 3% of the time

8% of the observed time was categorised as 'non-teaching' time or 'off-task', which included the teacher not being in class (2%), being in the classroom but not teaching (5%), or using mobile during teaching time or talking with parents/school staff/PRI members (1%).

When children were found to be not engaged in any meaningful task, i.e. they were 'off-task', almost 60% of the time the teacher was 'not teaching' or 'off-task.'

7.3.2 Time distribution of children's activities

Five children were observed in each classroom 13-time every 3 minutes each during each period of observation of 40 minutes. A total of 67,557 children' observation was made.

Table 7.2 ***Percentage of time distribution of children' activities***

Children's activities	Percentage of time
Copying from blackboard/textbook / peer	7
Choral repetition or choral response	17
Listening / looking at the teacher / another child(ren)	25
Peer learning/working in small groups	5
Doing a class work/assignment/ test /workbook task	11
Getting notebook / work checked	2
Asking questions to the teacher or responding to the teacher's question.	3
Transition activity	3
'Off task' including child is not engaged in meaningful activity or playing, child left the class, seeking permission to go out / to eat, waiting for the teacher to resume the class, looking towards teachers or students blankly	27

Findings and interpretations

The analysis of children' activity reveals that children remained off-task for over a fourth (27%) of the class time.

When children were 'on-task' (73% of time), they spent 32% of the class time listening to or looking at either the teacher or another child reading or copying from blackboard. They also spent 17% of the time in choral repetition or choral response.

7.4 **Conclusion**

When children remain 'off-task' and spent time on activities that are not 'learning-centred', the active learning time gets reduced. A major shift is needed to enhance classroom activities that are more 'learner-centred' as well as 'learning-centred.' Children's 'time-on-task' can also be enhanced through clear guidance to teachers on strategies of multigrade teaching.

Teacher Perceptions

CHAPTER 8

Findings and interpretation

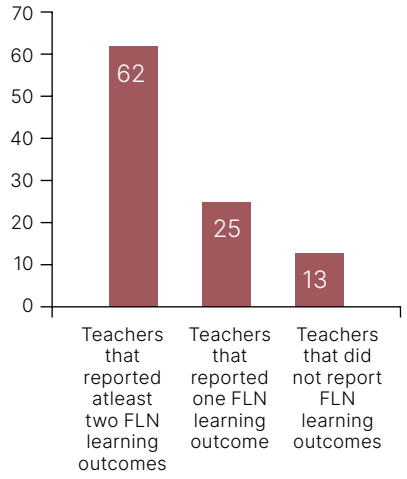
This chapter presents findings from the TLPS 2025 related to teachers' perceptions of FLN. The analysis draws on quantitative and qualitative insights gathered primarily through structured teacher interviews in all 1,050 schools. All interviewed teachers were also observed using the CRO tool, allowing teacher reported perceptions to be examined alongside classroom practices.

Teachers' perceptions offer valuable insights into teachers' awareness of grade-appropriate FLN learning outcomes for language and mathematics, their experiences and perceived usefulness of in-person FLN training, and the nature of regular academic support they receive at the cluster and block level to improve teaching practices.

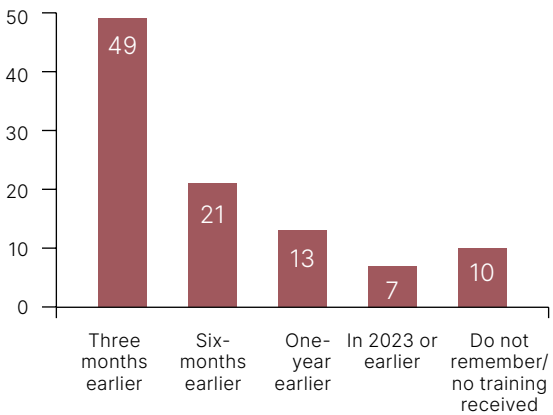
Teacher perceptions were explored on three key dimensions:

- Teacher awareness of FLN learning outcomes for language and mathematics
- Reported effectiveness of FLN training
- Academic support received by teachers from cluster and block personnel

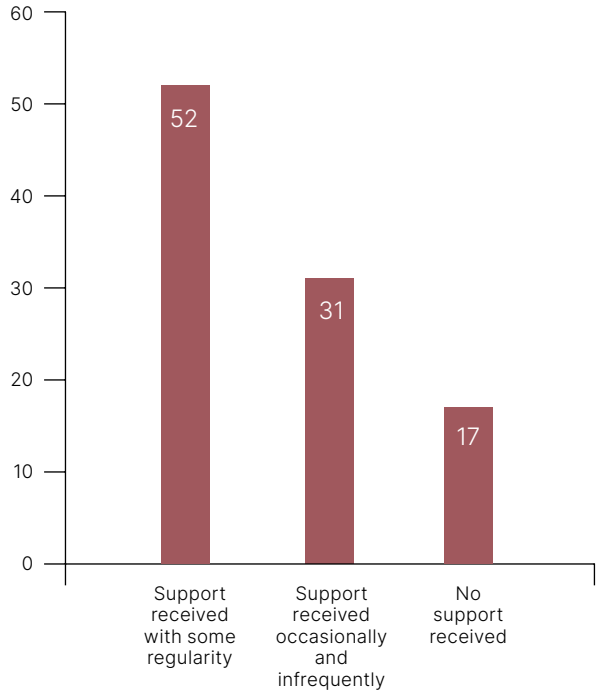
Percentage of teachers aware of FLN learning outcomes for language and mathematics



Percentage of teachers that attended in-person training on FLN



Percentage of teachers who received academic support



- **62%** Grade 1 and 2 teachers were able to articulate at least two grade-appropriate FLN learning outcomes.
- Almost all teachers believe that the NIPUN/FLN Mission is having a positive impact.
- **83**% teachers reported attending an in-person training within the past year, with **49%** teachers attended an in-person FLN training in the 3 months prior to data collection.
- The frequency and quality of academic support received by teachers is quite varied as **52%** teachers reported receiving academic support with some regularity, the remaining **48%** reported irregular visits or inadequate support.

Overall, teacher perception findings indicate a strong awareness of FLN learning outcomes with a vast majority of teachers reporting improvements in practices and outcomes. There are exist variations in the recency and intensity of training, along with varying frequency and quality of academic support from cluster and block level resource persons.

Recommendations

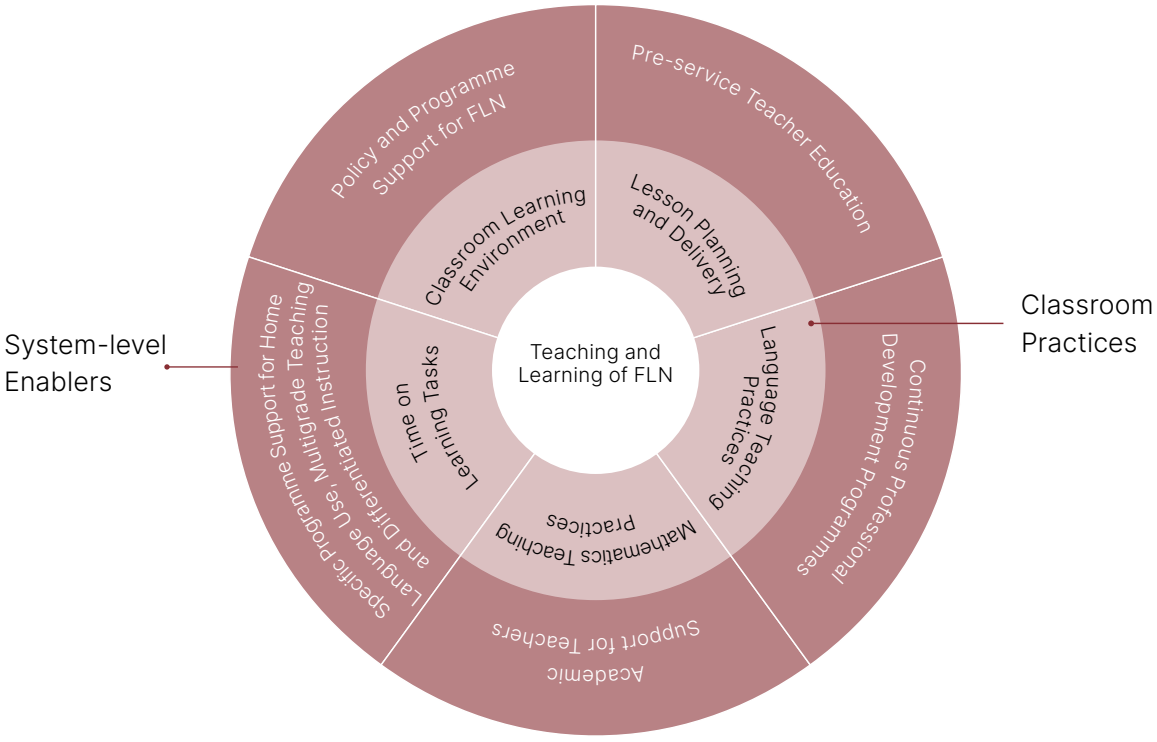
CHAPTER 9

9.1 Introduction

The Survey was conceptualised to provide systematic, national-level evidence on teaching practices for language and mathematics in Grades 1 and 2. Beyond documenting existing practices, the Survey identifies critical gaps and areas for strengthening the instructional core of FLN. The recommendations of the Survey are divided into two main sections:

- Section 9.2 presents key recommendations for strengthening classroom teaching practices, drawing directly on the Survey's main findings.
- Section 9.3 outlines recommendations for system-level changes that will enable and sustain the actions proposed in the first section.

Priorities for classroom practices and system-level enablers



9.2 Recommendations for classroom practices

This section presents theme-wise actions to strengthen teaching and learning of FLN, based on the Survey. These actions are not meant to be uniform prescriptions; their effective use requires decentralised and context-sensitive approaches that respond to local linguistic, cultural, and institutional realities.

9.2.1 **Classroom learning environment**

Classrooms can become places where every child feels seen, heard, and confident to participate by changing how classrooms are organised, building stronger relationships with children, and including children's home languages.

- States have made commendable progress in establishing print-rich environments. The next step is to ensure that print materials are thoughtfully placed and actively used during instruction to support learning.
- Teachers should be encouraged to adopt flexible seating and grouping arrangements to foster more interaction, collaboration, and alignment between classroom activities and learning goals.
- There is a pressing need to strengthen teacher-child relationships in early grade classrooms to help children become more confident, participate in discussions, and engage meaningfully in learning.
- Teachers need to engage individual learners and provide adequate wait-time for responses.
- Using children's home or most familiar languages is a critical practice to help improve children's self-confidence, participation, and comprehension.

9.2.2 **Lesson planning and delivery**

Teachers recognise the importance of planning and supporting children's learning, but there is significant scope for more systematic and effective use of key lesson planning and delivery practices.

- Teachers need to give clear, step-by-step instructions, model expected responses, and verify that children have understood so that they can participate meaningfully and learn successfully.
- Through regular and purposeful observation, teachers need to identify errors, adjust instruction, and provide timely support.
- Feedback practices need strengthening through regular checking of children's work, clear explanations of errors, and simple steps for improvement. Encouraging children to reflect on, and revise their work helps them apply the feedback and see their own progress.
- During lessons, teachers need to use simple and varied checks for understanding, such as asking individual children to explain their thinking or giving children a quick task to demonstrate their learning. This helps teachers notice and respond to misunderstandings early.
- To support all learners, teachers need to understand children's learning levels and use targeted strategies such as flexible grouping, guided practice in level-based groups, and scaffolded tasks during regular lessons.

9.2.3 **Language teaching practices**

There is a need to strengthen language teaching practices in most early-grade classrooms and shift the norm from teacher-dominated routines to practices that actively engage children in meaning-making.

- Oral language activities need to encourage active engagement by connecting content and discussions to familiar contexts and experiences, asking children to predict, think, and infer, and giving them opportunities to respond more fully to open-ended questions.
- Decoding needs to be taught more systematically and should include multiple activities that reinforce sound-symbol associations in different ways.
- Read-alouds need to be more interactive, with greater participation from children and a strong focus on building comprehension. Children also need adequate time to practise reading in small groups or pairs, as well as independently, with guidance from the teacher.
- Writing activities should move beyond copying exercises to include meaningful opportunities for children to compose their own texts and express ideas and emotions. This is what will help children build the skills needed for later independent writing.

9.2.4 **Mathematics teaching practices**

Strengthening early mathematics teaching requires moving beyond procedural routines towards practices that support conceptual understanding and reasoning. When such practices are used consistently, they can support stronger number sense and more confident engagement with mathematics.

- There is a pressing need for teachers to use TLMs more consistently and in learner-centred ways. This will ensure that children have regular opportunities to explore concepts hands-on and build conceptual understanding, rather than only observing demonstrations.
- During independent practice, teachers need to actively monitor children's work and provide timely guidance and feedback so that practice goes beyond mechanical repetition and strengthens conceptual understanding and skill building.
- Integrating familiar, everyday contexts when introducing and practising mathematical ideas can help children see the relevance of mathematics in their daily lives and develop practical problem-solving skills.
- Teachers need to ask more 'why and how' questions that prompt children to explain their thinking, justify their answers, and reflect on strategies. This helps shift learning from rote procedures to deeper reasoning and conceptual understanding.

9.2.5 **Time on learning tasks**

The time-on-task analyses from the Survey highlight important opportunities to strengthen how classroom time is used to support children's learning. A better use of instructional time can help make classroom processes more interactive, responsive, and learning-focused.

- Teachers need to create a better balance between teacher-centred instruction and learner-centred practices to enhance children's engagement with learning. This includes strengthening active monitoring of children's work to provide timely clarification and feedback, and moving beyond questions that elicit factual responses towards approaches that make children's thinking visible.
- Teachers also need to plan and manage independent and group tasks more deliberately, particularly in multigrade contexts where their attention is divided.
- Teachers need to design more interactive learning opportunities to increase children's active engagement during classroom time. This includes creating regular opportunities for children to ask and respond to questions, work in small groups, engage with learning materials, and receive feedback from the teacher.

9.3 Recommendations for system-level enablers

Teachers play a critical role in shaping classroom processes. However, their ability to adopt and sustain effective practices depends on several system-level enablers, such as supportive programmatic interventions, strong pre-service teacher preparation, ongoing professional development, and robust academic support structures. This section outlines key systemic levers that need to be strengthened to enable and sustain the classroom-level actions described in the previous section.

Recommendations for system-level changes

- Continue and extend policy support to foundational literacy and numeracy
- Integrate FLN focus within pre-service teacher education programmes
- Strengthen academic coaching and on-site support for teachers
- Build a coherent and practice-focused system of continuous professional development
- Address home language use, multigrade teaching, and differentiated instruction in a specific and systematic manner.

9.3.1 Continue and extend policy support to FLN

The Survey findings indicate that although many states have taken important steps to prioritise FLN, consistent improvements in classroom practices have yet to take firm root at scale. This suggests that the current policy momentum around FLN needs to be sustained over a longer period to allow meaningful pedagogical change to stabilise in classrooms.

From this perspective, it is vital that policy support for FLN must continue beyond the current NIPUN Bharat Mission time frame, viz., up to 2026-2027. While Grades 1 and 2 must remain the primary focus, the policy and programme focus for the consolidation of foundational skills needs to extend to Grades 3 to 5 (preparatory stage) to prevent learning gaps from widening over time.

As this support is extended, there is also a need to broaden the vision of foundational learning itself to include critical thinking, strong oral expression, and independent writing for language, as well as problem-solving and reasoning for mathematics. Such a shift helps move classroom practice beyond mechanical skill acquisition towards meaningful application to real-life situations.

9.3.2 Integrate FLN focus within pre-service teacher education programmes

Despite the emphasis on FLN in NEP 2020, NCF-FS 2022, and the NIPUN Bharat Mission, it is not yet adequately embedded in pre-service teacher education in most states. As a result, many teachers enter classrooms without sufficient preparation to teach early literacy and numeracy in developmentally appropriate and meaningful ways.

In many states pre-service teacher education requires curricular revision to include a clear focus on early language and numeracy learning, play-based pedagogy, teaching in linguistically and culturally diverse situations, and practical classroom strategies for multigrade and multilevel teaching. The Survey findings also show that basic pedagogical practices—such as building respectful teacher-child relationships, encouraging children's participation, giving clear instructions, and monitoring learning to provide feedback—are weak or inconsistently applied and therefore need explicit emphasis in teacher education.

There is a strong need to move from lecture-based instruction towards practice-oriented and experience-based teacher preparation. Teacher education institutions should model effective FLN pedagogy through activity-based learning, demonstrations of effective teaching practices, and reflective practice. Strengthening internships through structured mentoring, classroom observation, and feedback can help ensure that children-teachers are better prepared to support foundational learning from the start.

9.3.3 Build a coherent and practice-focused system of continuous teacher professional development

The Survey findings suggest that the current once-a-year, presentation or talk-dominated trainings—often focused on textbook coverage or teacher guide orientation—are insufficient to support sustained improvement in teaching practices. There is a need to reimagine in-service teacher training as continuous professional development (CPD) rather than as isolated events. Effective CPD should offer multiple pathways for learning, including structured courses, blended and online programmes, in-person workshops, and simple digital supports such as WhatsApp nudges and short, on-demand learning resources. These pathways should allow flexibility for states and districts to adapt content to local institutional and socio-linguistic realities, rather than relying on uniform, top-down designs.

State-led training programmes also need significant improvements to reduce quality loss during cascade implementation. This includes better preparation of facilitators, shorter gaps between cascade levels, and mechanisms for monitoring and feedback to ensure that the intent of training is retained. At the session level, greater emphasis should be placed on practice-

oriented designs—prioritising demonstrations, guided practice, collaboration among teachers, and reflection—so that teachers can apply new strategies confidently in their classrooms.

Finally, peer learning and communities of practice should be strengthened as a core CPD strategy. Creating opportunities for teachers to learn from one another through learning circles, peer observations, joint planning, and sharing of effective practices can help reinforce training messages and support sustained change in classroom practice.

9.3.4 Strengthen academic coaching and on-site support for teachers

Effective classroom change requires regular, supportive academic guidance. Teacher interviews reveal that academic support for teachers is often irregular and limited in depth. Nearly 40% of teachers reported infrequent academic visits, and one in seven reported receiving no academic support at all.

There is a strong need to strengthen on-site academic coaching through regular classroom visits by academic resource persons (ARPs), cluster resource coordinators (CRCs), or equivalent roles. These visits should focus on observing classroom practice, demonstrating effective strategies, and providing concrete, actionable feedback tailored to each teacher's context. Such support is vital for helping teachers translate training inputs into day-to-day practice.

For this to be effective, significant system-level investment is required. Mid-tier academic functionaries need to be relieved of excessive non-academic responsibilities so they can focus on instructional support. They also require targeted technical training to develop a strong understanding of FLN concepts, active learning classroom pedagogy, and principles of supportive supervision. Data collected by mid-tier academic staff should be available to them in a simple, analysed form to help them take follow-up action to support teachers more effectively.

In addition, cluster-level meetings should be reoriented as structured academic forums rather than administrative gatherings. With clear agendas centred on FLN pedagogy, classroom challenges, and shared problem-solving, these meetings can become an important platform for collective professional learning.

9.3.5 Address home language use, multigrade teaching, and differentiated instruction in a systematic manner

The Survey findings show that three important classroom challenges need special and sustained attention: the use of children's home languages, teaching in multigrade classrooms, and responding to different learning levels. These challenges require specific and systematic programme support, not just general suggestions or brief training efforts alone.

Use of home language

The Survey findings, mirrored by other estimates, indicate that around one-quarter of children in the country do not fully understand the language used for classroom instruction when they first join primary school. This language mismatch directly affects classroom participation, confidence, comprehension, and learning outcomes. There is a strong need to develop and support systematic multilingual approaches to foundational learning that respond to the

linguistic realities of local communities. This requires more than encouraging teachers to use the home language when possible. States need to develop clear curricular and pedagogical frameworks for including children's most familiar languages formally during teaching and learning in the foundational years, supported by high-quality multilingual materials and assessments. Multilingual pedagogy also needs to be embedded across pre-service and in-service teacher education, so teachers are equipped with sound theoretical knowledge and concrete strategies for classroom use. Appropriate deployment of teachers with particular language backgrounds based on a language mapping exercise can help reduce the language mismatch. The national and state governments could consider institutionalising 'language quotas' for recruitment of local teachers in some districts where there is an acute shortage of teachers who know the children's home languages. Teachers who don't understand and speak the children's home languages need to be encouraged and supported to develop basic conversational skills in these languages.

Multigrade teaching

Multigrade teaching and multigrade classrooms are a widespread reality in government schools, with nearly two-thirds of classrooms in the Survey sample falling into this category. Despite this, most curricula, teacher guides, and training programmes continue to assume single-grade and monolingual classrooms. Teachers working in multigrade settings need specific curricular guidance and pedagogical tools to manage multiple groups effectively. This includes support for planning parallel activities, organising independent work, using flexible grouping, and managing time across grades. Addressing multigrade teaching systematically—rather than treating it as an exception—can help teachers use these classrooms more productively, even in less-than-ideal conditions.

Differentiated instruction

The Survey findings show minimal use of differentiated instruction, despite teachers' awareness that children in their classrooms are at different learning levels and home backgrounds. Many teachers lack clarity about what differentiation looks like in practice and how to implement it in regular lessons. System-level efforts are needed to help teachers understand children's learning levels, recognise the value of targeted support, and use simple differentiation strategies—such as flexible grouping, scaffolded tasks, and guided practice for small groups, especially for the children who are struggling to learn. Providing extra attention and support to such children is key to reducing learning gaps within the classroom. Teacher guides, training modules, and academic support systems should explicitly model how differentiation can be planned and implemented within everyday classroom routines.

APPENDICES

APPENDIX 1 : **Selection criteria of states, districts, blocks and schools**

APPENDIX 2 : **Tools of TLPS 2025**

> Classroom observation tool
> Lesson sequence
> Time-on-task
> Pre-post observation
> Teacher interview questionnaire for the TLPS

Grade-wise data-tables can be accessed from the QR Code above

Selection criteria of states, districts, blocks and schools

APPENDIX 1

State selection criteria

The first iteration of the survey was conducted across 9 States - these represented not just geographically varied regions across the country, but also with significant demographic and education variables.

The following criteria were used for state selection:

a. Geographical distribution: States were selected from the Northern, Western, Central, Southern, Eastern and Northeastern regions of the country.

b. Headcount Poverty Ratio (HCR) and Multidimensional Poverty Index (MPI): The states chosen for TLPS 2025 represent a diverse set based on HCR and MPI data. While three states have HCR and MPI above the national average and Rajasthan is almost at the national average, 5 states have HCR and MPI below the national average.

c. Human Development Index (HDI): While five (Tamil Nadu, Maharashtra, Haryana, Rajasthan and Meghalaya) of the nine states selected have an HDI score above the national average, the remaining four are below the national average.

d. Female Literacy Rate (Census 2011): five of the selected states (Assam, Haryana, Tamil Nadu, Maharashtra, Meghalaya) had female literacy rates above the national average (65.46%), the remaining 4 had rates below the national average.

e. Learning Outcomes (ASER 2022): Percentage of Children (Stand III-V) who can read Std II level text. The selected states have different levels of ASER scores for this indicator.

f. Availability of partners focused on work in early learning/FLN: Since the objective of this survey is to draw attention to the state of teaching and learning across the country, it was important to involve partners across the country who are deeply engaged in working on improving early learning in collaboration with state governments. The selection of states has also been guided by the availability of such partners in different regions of the country.

District selection criteria

Within these states, proposed districts were selected through a collaborative exercise between LLF and the other partners based on educational and demographic indices as well as geographic distribution to ensure a well-rounded and representative study. The following criteria was used to identify districts in the selected states:

a. Geographic distribution: The districts for each state represent somewhat different regions of the state. For example, in Chhattisgarh, Kabeerdham is a district in the central part of the state, while Narayanpur is located in Southern Chhattisgarh.

b. Diversity in learning outcomes: Based on the two ASER indicators of (i) percentage of children in Grades 3-5 who can read a Grade 2 text and (b) percentage of children in Grade

3 who can do subtraction, an attempt has been made to select districts that have learning levels that are quite different from each other, one representing higher learning level and the other a lower level. For example, Banswara and Sikar in Rajasthan.

c. Human Development Index (2022): HDI measures the level of human development across India's 707 districts with a corresponding rank assigned to each district - only seven of the 21 districts selected for this survey ranked higher than 350, with most districts ranking between 300 to 600. While Rohtak (50) ranked the highest, followed by Fatehabad (87) and Ramanathapuram (158), Bahraich (705) and West Singhbum (698) rank significantly lower.

d. Social group composition: Where possible, districts with different social group composition (SC and ST) have been selected. Overall, seven (out of 21 districts) have a significant scheduled caste population and nine districts have a significant (higher than the national average) scheduled tribe population.

e. Female Literacy Rates (2011): The districts represented a wide range of female literacy rates, with six (out of 21 districts) having a higher female literacy rate than the national average while 15 have a below national average female literacy rate.

f. Rural-urban distribution: The effort has been to include some districts that have a significant urban population, e.g. Rohtak, Bareilly, Nashik, Ramanathapuram etc. We will need to decide about taking a specific proportion of sample schools in these and other districts from urban areas.

g. FLN intervention: During the district selection process, consideration was given to ensure that, as far as possible, there are no partner led FLN interventions in place in the selected district. This was done to maintain consistency in our selection criteria and minimize potential overlaps with ongoing FLN initiatives led by partner organizations to present a real snapshot of the state of teaching and learning practices.

Sampling within a district

Each district included a sample of 50 classrooms, adjusted where needed to reflect local diversity. While the sample size limited detailed stratification, efforts were made to ensure representation across rural and urban areas, ST and non-ST contexts, multigrade and monograde settings, and varying levels of remoteness.

Additional schools were included to allow for replacements and to cover larger districts or added strata. Sampling followed a partly random approach: blocks and half the schools were selected randomly, and the remaining schools were randomly drawn from these blocks. Classroom allocations for literacy and numeracy were planned in advance but adjusted on-site when necessary. All sampling decisions were coordinated centrally with support from a statistician.

Sample covered in each grade and subject by district

State	District	G1	G1	G2	G2	Language	Math	Total	Total for district
		Math	Language	Math	Language				
AS	Kamrup	9	14	14	13	27	23	50	100
	Goalpara	6	20	17	7	27	23	50	
CG	Kabeerdham	12	10	14	14	24	26	50	100
	Narayanpur	11	13	14	12	25	25	50	
HR	Rohtak	12	13	13	12	25	25	50	100
	Fatehabad	13	13	13	11	24	26	50	
JH	Purbi Singhbhum	10	9	18	13	22	28	50	100
	Kodarma	6	16	19	9	25	25	50	
MG	East Garo Hills	11	14	16	9	23	27	50	50
RJ	Sikar	6	16	17	11	27	23	50	100
	Banswara	14	11	11	14	25	25	50	
TN	Krishnagiri	12	12	13	13	25	25	50	150
	Viluppuram	13	12	13	12	24	26	50	
	Ramanathapuram	15	13	9	13	26	24	50	
MH	Gadchiroli	13	14	10	15	29	23	52	150
	Parbhani	7	11	16	14	25	23	48	
	Nashik	13	13	13	11	24	26	50	
UP	Mirzapur	12	12	13	13	25	25	50	200
	Raebareli	10	13	15	12	25	25	50	
	Bahraich	12	16	12	10	26	24	50	
	Bareilly	11	13	12	14	27	23	50	
	Total	**228**	**278**	**292**	**252**	**530**	**520**	**1050**	**1050**

Tools of TLPS 2025

APPENDIX 2

The TLPS has the following instruments and tools. Their sections are as follows:

Sr. No.	Tools	Sections
1.	**Classroom observation tool** The tool can be used for either: (Learning Environment with Language) (Learning Environment with Numeracy)	A. **Learning Environment** i. Inclusion ii. Instructions iii. Multigrade situations B. **Language** i. Oral language Development ii. Decoding iii. Reading iv. Writing C. **Numeracy**
2.	**Lesson Sequence** The lesson sequence is separate for Language *(Decoding and Reading)* Numeracy *(Place value and Operations)*	A. **List of activities observed** B. **List of TLMs used** C. **Lesson sequence list** – *List in phrases and short sentences in what sequence did the period flow.* D. **Steps followed for** – Language (Decoding and Reading) and Numeracy (Place value and Operations) *List of steps are provided under the steps with some blank space. Put numbers in front of the list items in the order followed by the teacher. If the teacher does an additional / new activity, please add them in order under "Other, please specify".*
3.	**Time on Task**	**The tool is divided into 2 sections:** A. A list of on-task and off-task codes of teachers and children. B. A format to take note of readings of randomly-selected 5 children and the teacher.
4.	**Pre and Post Observation Sheet** The "Pre-Observation sheet" The "Post-Observation sheet"	A. **Pre-Observation Sheet includes** Information on the school's name, grade and subject observed, enrolment and attendance of the grade observed. B. **Post-Observation Sheet includes** Information on the seating arrangement, print-rich material, availability of workbooks, notebooks and textbooks and lesson plan.
5.	**Teacher Interview Questionnaire**	**The questionnaire includes themes as follows:** A. Teaching and learning of FLN B. Language and Literacy C. Math D. Assessment and remediation E. Professional Development and Support F. NIPUN/ FLN impact

Classroom Observation Tool

(Note: The original tool had ample space under each indicator to record field observations/examples)

Indicators		1	2	3	4
Learning Environment					
Inclusion					
1	Teacher asks questions to individual children.	Teacher does not ask individual children.	Teacher occasionally asks individual children only.	Teacher sometimes asks individual children.	Teacher mostly asks individual children.
	Give tally marks for the number of times teacher asked individual children				
2	Teacher gives time to children to respond when asking individual children.	Teacher does not wait for responses.	Teacher occasionally waits for children's responses.	Teacher sometimes waits for children's responses.	Teacher mostly waits for children's responses.
	Please share an example of the wait-time. *For example: If the teacher waited for a reasonable time, between 3 to 10 seconds for children's response*				
3	Children feel confident and express freely with the teacher and each other	Children are quiet throughout the period and do not talk to the teacher or other children.	Only a few children talk/ ask questions amongst each other or to the teacher.	Some children look comfortable in teacher's presence and talk or ask questions freely with others and the teacher.	Most children are comfortable in the teacher's presence and talk freely or ask questions with others and the teacher.
	Please share an example if most children felt confident and expressed freely in the classroom. *For example: Children ask questions to clarify their understanding, children share about the absent children's reasons, children share their personal anecdotes about family or give background from real life instances with reference to the lesson etc.*				
	Share an example if children did not express freely in the classroom. *For example: Children did not speak at all, children only quietly followed*				
4	Teacher accepts the use of home language by children and uses it in teaching	Teacher does not use children's home language in teaching and discourages / corrects / reprimands children for using their home language.	Teacher occasionally uses children's home language in teaching and does not acknowledge or include children's use of home language.	Teacher sometimes uses some vocabulary / sentences in children's home languages while teaching and responds to children's use of home language.	Teacher mostly switches between school and home language smoothly especially while teaching; and children freely use their home languages.
	Please share an example of positive use of multiple languages (including children's home language) to enhance understanding and learning. *For example: Teacher first tells the story in home language orally followed by a lot of discussion and question-answer in home language with children. This is followed by reading the same story in Hindi. She / he lets the children retell the story in home language if they are still not confident to use Hindi.*				
	Please share an example (if observed) of discouragement of use of home language. *For example: Teacher silences the child instantly if she / he uses home language. OR Teacher stops or discourages children at any use of home language vocabulary.*				

Indicators		1	2	3	4
Instructional Strategy					
5	Teacher employs differentiated instruction or support for children at different levels.	Teacher does not know children's learning needs and does not use any differentiated instruction.	Teacher knows the learning needs of children but does not have a plan to use differentiated instruction.	Teacher knows the learning needs of the children but can apply differentiated instruction on only some children.	Teacher knows the learning needs of the children, forms group / groups based on the needs and gives level-based instruction and need-based support to most children.
	Please share an example of the nature of differentiated instructions / support to differently-levelled child ren.				
6	Teacher observes and monitors independent and group activities of children.	Teacher does not observe or monitor during independent or group activities of children.	Teacher occasionally observes and monitors a few children.	Teacher sometimes monitors during independent / group activities of some children.	Teacher mostly observes, actively monitors the group activities or independent work of most children.
	Please give example of how did the teacher observe. *For example: Teacher moved around the class and spent a few minutes with each group, looking into their work.*				
7	Teacher provides clear instructions before, during and after the activity	Teacher begins activity without giving any instruction (before, during or after).	The teacher gives instructions before or during an activity but does not confirm if all children understand them.	The teacher gives instructions before or during an activity, and confirms with some children if they have understood them.	The teacher clearly communicates instructions to ensure all children understand them at each stage—before, during, and after every activity.
	Please give example of some instructions				
8	Teacher uses questions, prompts or other strategies to check children's understanding.	Teacher does not use any question or other strategies to check children's understanding.	Teacher accepts choral response to confirm children's understanding.	Teacher sometimes confirms through questions, prompts or other strategies for children's understanding.	Teacher mostly confirms children's understanding through questions, prompts and other strategies.
	Please give an example of the question(s) asked that drew a choral response Please give examples of strategies used by teacher				

Indicators		1	2	3	4
9	Teacher gives feedback / support on the written work done by children.	Teacher does not check any children's work.	Teacher checks a few children's work and corrects it him/herself but does not share the feedback.	Teacher checks some children's work and defines the mistake.	Teacher gives constructive feedback to most of the children based on the mistakes, explains the concept again, asks to re- work and re-checks.
Multigrade Situation					
10	In a multigrade situation, the teacher engages both the grades in meaningful learning	Teacher does not engage any grade meaningfully and all children are distracted.	Teacher engages at least one grade in meaningful learning activities while the other grade is occupied in less- engaging tasks.	Teacher makes effort in engaging both grades but struggles to maintain consistent, meaningful engagement / learning for all children.	The teacher skilfully integrates activities to engage children from both the grades meaningfully.
	Example of strategies used for MGT and how did the teacher manage both the grades. For example: teacher spends a few minutes with children of one grade, then gives them a task and goes to the other grade etc.				
Language					
Oral Language Development					
11	Teacher relates the discussion / theme to children's prior & contextual knowledge and experiences.	Teacher provides no space for inclusion of real-life examples/ experiences and children's prior knowledge.	Teacher seldom provides space for inclusion of real-life examples/ experiences and children's prior knowledge.	Teacher sometimes provides space for inclusion of real-life examples/ experiences and children's prior knowledge.	Teacher always provides a wide-range of space for real-life examples/ experiences and children's prior knowledge.
	Please give examples of real-life experiences teacher uses				
12	Teacher asks open-ended questions during language instruction, oral language sessions or reading lessons (For example: prediction,	Teacher does not ask open- ended questions.	The teacher asks a few open-ended questions however does not wait for children's responses.	Teacher asks a few open-ended questions and includes some children's responses.	Teacher asks some open-ended questions and includes children's responses to build the discussion.
	Give tally marks for the number of questions asked				
	Please give an example of how the teacher included children's responses in case 4 is chosen.				

Indicators		1	2	3	4
Decoding					
13	Teacher uses a variety of activities to help children develop sound-symbol association or blending.	Teacher asks the children to copy letter writing from the blackboard only without exposing them to sound- symbol association.	Teacher uses one kind of activity to teach sound- symbol association / blending to children.	Teacher uses 2 kinds of activities to help children practice sound-symbol association / blending.	Teacher uses more than 2 activities to help children practice sound-symbol association / blending.
READING					
14	When the teacher reads aloud, she / he helps in comprehension of the text.	Teacher does not use any strategy for comprehension.	Teacher asks only factual questions or repeats sentences for comprehension.	Teacher explains and asks factual and open-ended questions a few times for comprehension at the end.	Teacher builds context before reading, asks 1-2 prediction questions during reading and asks factual and open-ended questions after reading.
15	Children were reading themselves / given opportunities to practice reading.	Children were not given any opportunity to practise reading.	Children were reading on their own, but the teacher did not observe the practice.	Children were reading in pairs and the teacher observed them without any inputs.	Children were given opportunities to practice reading independently; and the teacher observes mistakes, corrects and models; and asks the child to read again.
Writing					
16	Teacher gives specific prompts to children writing in their own words.	No work on writing in own words was done. Eg.: Only decoding-based writing was done. Or only copying was done.	Teacher gives a few prompts in an unplanned manner for an expressive writing task.	Teacher gives specific prompts but not consistently.	Teacher gives clear prompts for writing work, uses examples when children do expressive writing.
	Please share examples of prompts				
Numeracy					
17	Teacher uses appropriate TLMs/ manipulatives to explain the mathematical concepts and processes.	TLM was not used.	TLM was used in an unplanned manner.	TLM was used in a planned manner but it was not needed every time.	TLM was used in planned way to explain the concept several times.
	Please give examples of TLM used. *For example – teacher used ganit mala for teaching numbers etc.*				

Indicators		1	2	3	4
18	Children use TLMs/ manipulatives to understand the mathematical concepts and processes.	TLM was not used by children.	A few children used TLMs.	Some children used TLMs.	Most children get opportunity to practise with TLMs.
	Then please give examples of TLMs used by children				
19	Teacher uses examples from children's life to explain mathematical concept and processes.	Teacher uses no examples from real-life to explain mathematical concepts and processes.	Teacher seldom uses examples of real-life to explain mathematical concepts and processes.	Teacher sometimes uses examples of real-life to explain mathematical concepts and processes.	Teacher mostly uses examples from real-life to explain mathematical concepts and processes.
	Please give examples of real-life experiences teacher uses. *For example: How many children have come today? If this is the total of our class then how many children are absent?*				
20	Teacher asks 'why and how' questions to deepen mathematical thinking of the children while teaching math concept or process.	Teacher does not ask why and how questions.	The teacher asks why and how questions however does not wait for children's responses.	Teacher asks a few why and how questions and includes some children's responses.	Teacher asks some why and how and includes children's responses to build the discussion.
	Please share examples of the questions asked by the teacher. *For example: how did you reach the solution? Why did you write the number here?*				
21	Children are given independent math tasks for practice.	Children were not given any opportunity to practise independent math tasks.	Children were doing independent math tasks, but the teacher did not observe the practice.	Children were doing independent math tasks and the teacher observed them without any inputs.	Children were given opportunities to practice independent math tasks; and the teacher observes mistakes, corrects and models; and asks the child to solve again.

PART A: Lesson Sequence

Subject: Numeracy			
Sr. No.	**Start time**	**End time**	**Teacher's Activity** **Tick on Appropriate - Grade 1/Grade 2** *(only write the steps for the focused grade)*
Examples	09:00 AM	09:20 AM	T writes 1 to 9 on the BB. She explains ascending order with different synonyms like "chadhna, badhte kram mein, chhote se badaa". T writes few random numbers on the BB. She calls few children one-by-one on the BB. They write numbers in ascending order, except one C. T asks another C. to solve it correctly and to explain the child who got it wrong. C. writes but does not explain. T. comes to the BB and explains again. Shows which number comes first, which comes later, which is bigger and smaller. T. asks the child who got it wrong to come on the BB and do it again. Child solves, gets stuck in one number again. T prompts and the child writes.
1			
2			
3			

PART B: Steps Followed During Teaching of Addition/Subtraction

(In case the teacher follows any steps from the list below, then please write numbers in the order of the steps teacher followed. If not, write below with correct numbers in order)	Serial Order
The teacher explains the importance of forming bundles and forms bundles of 2, 5, and 10 objects.	☐
The teacher explains counting objects up to 100 in groups of tens (numbers like 20, 30, 40, etc.).	☐
Children practice. Counting objects in groups of tens.	☐
The teacher demonstrates and children use zero in the place value system for numbers like 10, 20, 30, etc. concretely, pictorially, and symbolically.	☐
The children practice, count and understand numbers with the help of bundles and units.	☐
The children understand numbers in units and tens, concretely and pictorially.	☐
The children understand and write numbers in units and tens, symbolically.	☐
The children write place values of the digits of a given number.	☐
The teacher directly wrote numbers on the board.	☐
The teacher first wrote “Ones” and “Tens” on the board and then wrote numbers below them.	☐
The teacher asked students to read the numbers written on the board. The students answered together.	☐
The teacher called individual students to identify and read the numbers from the board.	☐
Using materials like math mala, sticks-bundles, or other tools, the teacher demonstrated numbers by explaining ones and tens.	☐
Students individually or in groups created numbers using math mala, sticks-bundles, or other materials.	☐
The teacher wrote numbers on the board while explaining ones and tens.	☐
Students copied the numbers from the board into their notebooks.	☐
Students solved place value-related questions from their workbooks or textbooks.	☐
While students worked individually or in groups, the teacher helped them as needed.	☐
Others, please specify below:	☐
	☐
	☐

Steps Followed During Teaching of Addition/Subtraction

(In case the teacher follows any steps from the list below, then please write numbers in the order of the steps teacher followed. If not, write below with correct numbers in order)	Serial Order
The teacher asked addition questions orally.	☐
The children answered collectively.	☐
The teacher asked each child individually, and the children answered.	☐
The teacher wrote addition questions on the board.	☐
The teacher called each child to the board to solve the questions.	☐
The teacher asked the children how they added the numbers (verbally or in writing).	☐
The teacher explained the concept of addition using matchsticks, bundles, or other materials.	☐
The teacher explained the concept of addition using pictures on the board.	☐
The teacher explained addition using the standard algorithm, whether the concept was understood or not.	☐
The teacher asked the children to solve addition questions in their notebooks or workbooks.	☐
Others, please specify below:	☐
	☐
	☐

Steps Followed During Teaching of Addition/Subtraction

(In case, the teacher follows any steps from the list below, then please write numbers in the order of the steps teacher followed. If not, write below with correct numbers in order)	Serial Order
The teacher asked subtraction questions orally.	☐
The students answered together as a group.	☐
The teacher asked individual students, and they gave their answers.	☐
The teacher wrote subtraction questions on the board.	☐
One by one, students were called to the board to solve the questions.	☐
The teacher asked the students to explain how they solved the subtraction (orally or in writing).	☐
The teacher used materials like sticks-bundles or other tools to explain the concept of subtraction or borrowing.	☐
The teacher explained subtraction or borrowing using drawings on the board.	☐
The teacher demonstrated subtraction with and without borrowing using the standard algorithm.	☐
The students were asked to solve subtraction questions in their notebooks or workbooks.	☐
Others, please specify below:	☐
	☐
	☐

PART C: Skills

Please tick which concepts/skill teaching were observed in the math class:

Pre-number concept	☐	Concept of Zero "0"	☐
Number recognition	☐	Number understanding up to 999	☐
Number understanding up to 99	☐	Number comparison	☐
Number Place value	☐	Addition of double-digit numbers with carry over	☐
Addition of single-digit numbers	☐	Subtraction of double-digit numbers with Borrow	☐
Subtraction of single-digit numbers	☐	Subtraction of Three-digit number with Borrow	☐
Addition of three-digit numbers with Carry over	☐	Spatial Understanding	☐
Size/Shape	☐	Measurement	☐
Pattern	☐	Remedial learning	☐
Data Handling	☐	OTHERS, please specify	☐
Number Understanding up to 9	☐	.....	

PART D: TLMs

Which TLMs were used by teachers in Math?

Stones & Pebbles / Local concrete objects	☐	Number cards	☐
Dienes Blocks	☐	Shapes Cards	☐
Number Strip	☐	Counting on fingers	☐
Place Value Card	☐	Number Chart	☐
Ganit Mala	☐	Currency	☐
Tilli Bundles	☐	OTHERS, please specify	☐

PART E: TLMs

Which TLMs were used by children in Math?

Stones & Pebbles / Local concrete objects	☐	Number cards	☐
Dienes Blocks	☐	Shapes Cards	☐
Number Strip	☐	Counting on fingers	☐
Place Value Card	☐	Number Chart	☐
Ganit Mala	☐	Currency	☐
Tilli Bundles	☐	OTHERS, please specify	☐

PART A: Lesson Sequence

LESSON SEQUENCE_TLPS Subject: Language			
Sr. No.	**Start time**	**End time**	**Teacher's Activity** **Tick on Appropriate - Grade 1/Grade 2** ***(only write the steps for the focused grade)***
Examples	09:00 AM	09:05 AM	T. recites two poems on elephant "dhammak-dhammak" and "ek haathi". C. follow line-by-line in chorus
	09:05 AM	09:08 AM	T. discusses about elephant's body parts, its size and pet and wild animals. C. share their pet animals T. emphasizes on elephant as a wild animal.
	09:08 AM	09:16 AM	T. writes "haathi" on the BB. Introduces first sound and symbol "g" on the BB. T. writes more words starting with "g". Asks C. to come to the BB to circle.
1			
2			

PART B: Steps in Decoding

STEPS FOLLOWED DURING LETTER WRITING (In case, the teacher follows any steps from the list below, then please write numbers in the order of the steps teacher followed. If not, write below with correct numbers in order)		Serial Order
STEPS	T. asks C. for words beginning with "u".	☐
	She / he writes them on the BB and says them aloud too.	☐
	She / he encircles the first letter "u" and asks C. to come to the board one by one to encircle "u" in different words.	☐
	C. excitedly come to the BB and mostly all circle "u" correctly, except few children.	☐
	Every time a child circles "u", T. asks to say it aloud. She / he also repeats "u".	☐
	Teacher asks those few C. to be at the BB and calls another child to show which is the correct letter to circle.	☐
	C. circles and teacher repeats this is "u"	☐
	T. asks the 2 C. to again circle on a new pair of words she / he writes on the Black Board.	☐
	One C. does it correctly.	☐
	T. asks her to teach the other child.	☐
	T. writes a group of letters on the BB and C. copy.	☐
	T. writes letters on the BB and C. do choral response.	☐
	T. asks C. to write letters in the workbooks / BB / notebook independently.	☐
	C. come to the BB and recognize and circle letters.	☐
	Others, please specify below:	☐
STEPS		☐

Part B: Steps in Decoding

STEPS FOLLOWED DURING MATRA WRITING (In case, the teacher follows any steps from the list below, then please write numbers in the order of the steps teacher followed. If not, write below with correct numbers in order)		Serial Order
STEPS	The teacher showed matra cards or added matras to letter cards to help students identify the matras.	☐
	The teacher wrote letters on the board and added matras to teach their identification.	☐
	The teacher explained how adding matras to letters changes their sound.	☐
	The teacher wrote letters with matras on the board and read them aloud for the students.	☐
	The teacher called students one by one to the board to identify and explain letters with matras.	☐
	The students collectively repeated the letters with matras written on the board.	☐
	The students copied the letters with matras from the board/cards/grid into their notebooks.	☐
	The students practiced matra-related exercises in their workbooks.	☐
	The teacher checked the students' work in their notebooks or workbooks.	☐
	During group or individual activities, the teacher moved around to assist students as needed.	☐
	Others, please specify below:	☐
STEPS		☐
STEPS		☐
STEPS		☐

Part B: Steps in Reading

STEPS FOLLOWED DURING READING (In case, the teacher follows any steps from the list below, then please write numbers in the order of the steps teacher followed. If not, write below with correct numbers in order)		Serial Order
STEPS	Teacher shows the illustration on the cover page and asks all children what can they see? She / he accepts all responses from children.	☐
	She / he asks them to predict the title of the story. Some children name characters on the cover page.	☐
	Teacher points at the name and reads aloud the name of the story.	☐
	She / he shows each page's illustrations and takes children's responses on what they think is happening.	☐
	Most of the children give choral responses, few are quiet.	☐
	She / he begins to read the story with voice modulation.	☐
	Children listen to the story engagingly.	☐
	During story reading, she / he takes one or two prediction questions of what would happens next.	☐
	After completing the story, teacher asks few factual and few open-ended questions and accepts responses from different children	☐
	She / he asks children to retell the story in their own words.	☐
	Teacher reads the story and children follow her sentence-by-sentence.	☐
	Teacher reads the story and takes pauses every few sentences to retell / explain the chunk.	☐
	Teacher makes small groups of children and asks them to read on their own. She/he spends some time in every group to observe and guide children where they need support.	☐
	Teacher makes pairs and asks children to read aloud one-by-one. They help each other where the other child needs support.	☐
	Teacher reads a familiar story in a comparatively slower speed and asks children to try to read with her. Some children read few words with her / him; and some follow.	☐
	Children pick books of their choice and spend time with them. Some flip pages, some do pretend-reading, some look at illustrations, and some make up their story and retell a small group. Some read aloud alone.	☐
	Teacher gives reading time to children and does not observe.	☐
	Teacher reads aloud and children follow with choral repetition line-by-line.	☐
	T calls a few children one by one to read aloud. Remaining children follow with choral repetition line-by-line.	☐
	Children read in pairs or small groups and T supports.	☐
	Children read independently and the teacher or other children help them wherever needed.	☐
	Others, please specify below:	☐
STEPS		☐
STEPS		☐

PART C: Skills

Please tick which skills of the language class were observed:

Vocabulary development	☐	Responding to discussion and questions	☐
Oral expressions	☐	Letter recognition	☐
Blending and word-reading	☐	Reading comprehension	☐
Reading independently	☐	Copying of letters / words	☐
Drawing	☐	Writing in own words	☐
OTHERS, please specify			☐

PART D: TLMs

Which materials/TLMs were used for the activities selected above:

Story book	☐	Poem poster	☐	Picture poster	☐
Story-poster	☐	Labels	☐	Grid	☐
Varn / Akshar card	☐	Barakhadi chart / Barakhadi on the Blackboard	☐	Word cards	☐

Time-on-task

Basic Information
Name of School -
Medium of Instruction -
Date -
Time of Visit -

Time on Task Format						
Teacher and Children	**Teacher**	**Child 1**	**Child 2**	**Child 3**	**Child 4**	**Child 5**
Grades						
Description of the children						
Time Slot	**Activity Code for Teacher**	**Activity Code for Children**				
0 Minute						
3rd Minute . . .						
40th Minute						

On-Task Activity Codes			
Codes	**Teacher's Activity**	**Codes**	**Students' Activity**
1	Teaching a topic by writing on blackboard	1	Copying from blackboard/textbook / peer
2	Teacher is explaining the concept to children by using TLM	2	Actively listening / looking at the teacher / another child(ren)
3	Supervising group work or children's individual work	3	Peer learning/working in small groups without TLM
4	Replying to question/providing clarifications and giving feedback on children's responses or work.	4	Teacher and children or children working in small groups with TLM
5	Instructing one or more children to engage in the classroom activities	5	Choral repetition after the teacher or another child
6	Giving homework or assignment or test/ class work on blackboard / notebook.	6	Doing a class work/assignment/ test / workbook task or writing on board given by teacher on their own (without copying)
7	Correcting homework or test papers or class work	7	Getting notebook / work checked
8	Explaining the topic being taught orally and reciting poem	8	Asking questions to the teacher related to lesson
9	Teacher asking questions to whole class or individual child(ren).	9	Individual child(ren) responding to teacher's question.

On-Task Activity Codes			
Codes	**Teacher's Activity**	**Codes**	**Students' Activity**
10	Reading from a textbook or workbook or other material	10	Giving choral response
11	Giving dictation, numbers to arrange in an order, or any oral language and math tasks for children to do	11	Checking each other's notebook
12	Conversation with children without lesson's context	12	Helping other children in their work
13	Teacher scolding / reprimanding child / children	13	Watching Lesson related videos from application / TV/ mobile
14	Encouraging and motivating students to become involved learner	14	Getting scolded or remains silent
15	Class management for teaching-learning— dividing groups, giving instructions like - forming queue, take a break, helping students in transition activity	15	Conversation with teacher without lesson's context
16	Teacher is looking at the planning for the next topic.	16	Transition activity (Taking out notebook/ workbook, forming queue, Operating Tab)
17	Teacher is not in the class	NA	
Off-Task Activity Codes			
18	In classroom, but no activity	18	Child(ren) distracted: Not engaged in meaningful activity or playing
19	In other (multigrade) class	19	Child(ren) left the class
20	Using mobile during teaching time	20	Seeking permission to go out / to eat
21	Conversation with parents/school staff/PRI members.	21	Waiting for the teacher to resume the class
22 (On Task Code)	Teacher teaching another levelled group in the same classroom.	22	Looking towards teachers or students blankly

Pre-Post Observation

Guidelines

1. **Introduce yourself, team and the Study:** "(Names). We have come from the (organisation's name). This is about a national-level study on teaching-learning practices of language and math in Grades 1 and 2. We are doing this survey in 50 schools of this district.

2. **Introduce the Research Study and its process:** Today in your school, we will do a 40- minute classroom observation of _(language/ math) in grade _(1 or 2). We will sit quietly in the classroom. The teacher does not have to clarify or ask us anything. We will not demonstrate any activity or interrupt the class. After completion of the classroom observation, we would also like to take half an hour with the teacher of the class observed for a one-on-one interview. We will also click some photos of the print-rich classroom and seating arrangement. We will not take pictures of the teacher or children.

3. **Teacher must follow her lesson plan:** We do not want to disturb your teaching routine. Please continue with your lesson plan. Whatever you had planned for the day in (language or maths), please do not make any changes in your planning because of our visit.

4. **Refuse politely for any food or hospitality during classroom observation.** We have a request. We have many sections and pages of the tool which need to be observed. So, we request to not being disturbed during classroom observation. We shall come back during break time for any discussion.

5. With due permission, enter the classroom and **fix a place ideal for observation. The ideal seating would be from where both – the teacher and children can be observed.** Do not prefer to sit behind the children since they cannot be observed clearly or in front of the children since they can get distracted and the teacher cannot be observed.

6. **Do not disturb the class** – Avoid talking with your team member during classroom observation. Also **avoid talking to children** and divert their attention from the lesson.

7. Strictly avoid using phone inside the classroom.

8. Fill in the Pre-classroom observation information sheet.

Pre-Classroom Observation Information Sheet

DATE OF OBSERVATION:	OBSERVER NAMES:
STATE:	TIME IN:
DISTRICT:	TIME OUT:
BLOCK:	SUBJECT OBSERVED: Language or Math
SCHOOL:	
SCHOOL CODE:	

If Teacher Teaches only One Grade:

GRADE OBSERVED	ENROLMENT		ATTENDANCE	
	BOYS:	GIRLS:	BOYS:	GIRLS:

In Case of Multigrade Situation:

Are there any Bal Vatika children sitting in the class? i. ☐ Yes ii. ☐ No

Which Grades the Observed Teacher Teaches? *(Please TICK the relevant boxes below)*

i. ☐ BalVatika ii. ☐ Grade 1 iii. ☐ Grade 2 iv. ☐ Grade 3 v. ☐ Grade 4 vi. ☐ Grade 5

Please Write Grades Sitting Together in the Following Table

MGT-Situations	Grades
Children from different grades sitting in the same room as the class observed	
Sitting separately, clearly demarcated	☐ ☐ ☐
No separation of children	☐ ☐ ☐

In Case of Seating According to Learning Levels:

How are learning level groups formed:

i. G1 and G2 ☐ ii. G1 and G3 ☐ iii. G1, G2 and G3 ☐ iv. G2 and G3 ☐
v. Others please specify _____

On what basis are the groups formed?

i. Children's understanding

ii. Baseline

iii. Bringing learning and non-learning children together

iv. Others, please specify _____

Post-Classroom Observation Information Sheet

Guidelines

1. Fill in the **"Time Out"** after completion of th+e observation under "PRE-OBSERVATION" on page 1.
2. Confirm if all the sections in all the instruments are complete.
3. Confirm any incomplete information from the teacher / school.
4. Confirm with the team member if all information is complete.
5. Request for a half an hour interview with the teacher.
6. ***Check last one week's work in the notebook of 5 children randomly-selected.***
7. ***Check last one week's work in the workbook of 5 children randomly-selected.***
8. ***Click photos of the***
   a. *1 photo of School with name* ***LINK of the photo***
   b. *1 photo of Blackboard* ***LINK of the photo***
   c. *1 Seating arrangement photo from behind (avoid children's faces)* ***LINK of the photo***
   d. *4 Print-rich photos of all 4 walls* ***LINK of the photo***

Physical Environment

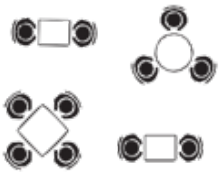
1. **Seating Arrangement** *(Please click a photo of the seating arrangement from behind)*
2. **Where is the seating arrangement?**
   i. Classroom ii. Corridor / Verandah iii. Ground iv. Others, please specify_____
3. **Do classrooms have** (Tick relevant one)
   1. desk-bench arrangement
   2. floor seating

a. **Select seating arrangement: the dot is teacher**

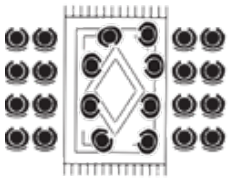
i. C-shape or U-shape

ii. a circle with T in between

iii. Rows and columns



iv. Tables and few chairs around them like small groups



v. Mix of mat and desk-benches

OR draw the arrangement:

	If changed for any activity, use this box: Activity:

Was the seating arrangement changed during the observation? (Tick relevant one)

i . ☐ Yes ii. ☐ No iii. ☐ Other, please specify:

If yes,

Original Seating Arrangement	**Re-Arranged** (tick the relevant one)	**Purpose** (tick the relevant multiple choices)
☐ Boys/girls separately	☐ Boys / girls separately	☐ Peer-learning
☐ Random	☐ Random	☐ Activity-demand
☐ Learning-level	☐ Learning-level	☐ Unavailable books / material
	☐ Small Group	☐ Others, please specify
		.....
		.....

Availability of Resource Material

1. **There is a functional blackboard.** (Tick relevant one) i ☐ Yes ii. ☐ No
2. Instructional material available in class
   - i. **Check workbooks of 5 random children** (Tick relevant one)
     ☐ *5 children,* ☐ *4 children,* ☐ *3 children,* ☐ *2 children,* ☐ *1 child,* ☐ *0 child*
   - ii **Check Textbooks of 5 random children** (Tick relevant one)
     ☐ *5 children,* ☐ *4 children,* ☐ *3 children,* ☐ *2 children,* ☐ *1 child,* ☐ *0 child*
   - iii. **Check Notebooks of 5 random children** (Tick relevant one)
     ☐ *5 children,* ☐ *4 children,* ☐ *3 children,* ☐ *2 children,* ☐ *1 child,* ☐ *0 child*
3. What is the status of completion of the following:
   - i. **Notebooks** (Tick relevant one)
     ☐ *Partly completed -* ☐ *5 children,* ☐ *4 children,* ☐ *3 children,* ☐ *2 children,* ☐ *1 child,* ☐ *0 child*
     ☐ *All complete -* ☐ *5 children,* ☐ *4 children,* ☐ *3 children,* ☐ *2 children,* ☐ *1 child,* ☐ *0 child*
     ☐ *Corrected by the teacher -* ☐ *5 children,* ☐ *4 children,* ☐ *3 children,* ☐ *2 children,* ☐ *1 child,* ☐ *0 child*
   - ii. **Workbooks** (Tick relevant one)
     ☐ *Partly completed -* ☐ *5 children,* ☐ *4 children,* ☐ *3 children,* ☐ *2 children,* ☐ *1 child,* ☐ *0 child*
     ☐ *All complete -* ☐ *5 children,* ☐ *4 children,* ☐ *3 children,* ☐ *2 children,* ☐ *1 child,* ☐ *0 child*
     ☐ *Corrected by the teacher -* ☐ *5 children,* ☐ *4 children,* ☐ *3 children,* ☐ *2 children,* ☐ *1 child,* ☐ *0 child*
4. **Are print rich materials displayed on the walls of the classroom?** (Tick relevant one)
   i. ☐ Yes ii. ☐ No iii. ☐ Some
5. **Language OR Math related print rich material in the classroom at children's eye level.** (Tick relevant one)
   i. ☐ Yes ii. ☐ No iii. ☐ Some

6. **What is the print rich materials displayed? (Tick relevant one)**

i.	☐ Poem poster	ii.	☐ Number chart
iii.	☐ Place Value Card	iv.	☐ Alphabet chart
v.	☐ Pictures	vi.	☐ Poem poster
vii.	☐ Picture poster	viii.	☐ Story-poster
ix.	☐ Labels	x.	☐ Grid
xi.	☐ Barakhadi chart	xii.	☐ Labels

xiii. ☐ Others, please specify - .....

.....

7. **If 2 teachers are present in the classroom during classroom observation.**

i. ☐ Yes ii. ☐ No

8. **Total minutes spent by teacher in observed classroom**

i. Less than 20 minutes

ii. 20-25 minutes

iii. 40 minutes

iv. Others, please specify .....

9. **Teacher has a documented lesson plan/strategy for the period.** (Tick relevant one)

i. ☐ Yes ii. ☐ No

Comment s/he has given along with the Yes or No.

Teacher Interview Questionnaire for the TLPS

Guidelines for the Interviewer:

> Please follow the script of the questions.
> You may ask follow-up questions, if needed – related to the observation.
> Please do not prompt for the answers.
> In case of no or partial response, please move to the next question.
> Be mindful of the guidelines from the manual.
> No group discussion – only the observed teacher.

SCRIPT before observation (related to the interview):

> We request for a one-on-one interview for 20-30 minutes after the classroom observation.
> This is a Study and all the information collected will be used only for the research purposes. No names will be quoted. All data will be anonymized.

SCRIPT before the interview:

> It was nice to be able to observe your teaching today. Thank you for the opportunity.
> As mentioned before the observation, this is a Study of classroom teaching and learning practices. One part of the study was classroom observation. Another important part is an interview of the teacher whose classroom teaching was observed.
> The scope of the questions is restricted to the class we observed – in your case it is grade 1 or 2.
> Few questions will be based on language and some on math. In some cases, we will discuss them both together. And the last three sections will be about assessments, professional capacity building and the FLN / NIPUN Mission.
> Please feel free to use examples / anecdotes from your class for any reference to the question.

SCRIPT after the interview:

> Thank you, ma'am / sir for giving time to speak to us. The interview helps us understand and know more about the observations we made – for example – that child who was quiet or your reason of not asking some types of questions to some children or the sequence of lesson you followed.
> We will now cross-verify the data filled, then digitize it. If we find some gaps, we may need to call or visit you once again to confirm that information. Please support us one more time, if there arises a need.
> The data analysis will take few months. We will share the research findings with you.

Grade 1		Grade 2	
Language	**Math**	**Language**	**Math**

I. TEACHING AND LEARNING OF FLN

1. **From last few years, there is a lot of focus on improving learning of children at foundational stage. What do you think are the 3 important FLN outcomes for language / math** *(please ask for the grade and subject you observed)?*

   i. ☐ .....
   ii. ☐ .....
   iii. ☐ .....

Please refer to annexures for the list of Learning Outcomes of language and math for grades 1 and 2. Please tick the ones teacher mentions from them OR Add in "Others" if mentions additional points)

2. **Based on your experience in this class, out of the outcomes you mentioned, which 2-3 competencies in** language / math in grade 1/ 2 (refer to the grade and subject we observed) **do children find difficult to learn?**

II. LANGUAGE AND LITERACY

We will now discuss some questions based on language.

3. **What strategies do you use to ensure that children are able to read well with good comprehension? Please name 2 to 3 strategies. Please focus on how you develop their comprehension when reading a text.**

Strategies to Teach Reading with Comprehension

i. ☐ Teacher uses a variety of storybooks
ii. ☐ Pre-During and Post discussion on stories
iii. ☐ Asking a combination of close and open-ended questions
iv. ☐ Asking questions
v. ☐ Give opportunities to children to read themselves
vi. ☐ Give opportunities to children to summarize/retell the story in own words
vii. ☐ ***Others, please specify:***
viii. ☐ .....

4. **a. The next few questions are about children's home languages.**
Do all the children of your class fully understand and speak in *Hindi / _____(medium of instruction)?*

i ☐ Yes ii ☐ No iii ☐ Partially

b. What are children's most common home languages? List 2 to 3 at most.

i. .....
ii. .....
iii. .....

c. Do you understand and speak the children's home language(s)?

i. ☐ *Do not know*
ii. ☐ *Very limited understanding*
iii. ☐ *Functional understanding*
iv. ☐ *Proficient*
v. ☐ *Multilingual – knows more than two children's languages with proficiency or intermediate level*
vi. ☐ ***Others, please specify:*** .....
.....

5. **What strategies do you use to bridge the gap, if any between the children's home/most familiar language and the language used as medium of instruction? Please name 2 to 3 strategies.**

   i. .....

   ii. .....

   iii. .....

6. **Do you think the difficulty level of the language textbook is appropriate for children?** (refer to the grade and subject we observed)

   Tick any one

   i. ☐ Most chapters are difficult for most children

   ii. ☐ Most chapters are difficult for some children

   iii. ☐ Some chapters are difficult for most children

   iv. ☐ Some chapters are difficult for some children

   v. ☐ It is easy

III. NUMERACY / MATH

SCRIPT: Now we will discuss few questions related to math

7. **For this grade, what strategies do use to help children understand numbers, meaning – if they recognize numbers and understand them. For example: if a number say 26 is given to them, how do you make sure they understand that it is 20 and 6 together and not 2 and 6. Please give 2 to 3 strategies.** *(Sankhya ki samajh ke liye aap kya kya karte hain?)*

   STRATEGIES TO TEACH NUMBER UNDERSTANDING

   i. ☐ *Use a variety of TLMs and concrete objects*

   ii. ☐ *Connect with real-life examples*

   iii. ☐ *Follow the ELPS approach (Experience, Language, Picture and Symbol)*

   iv. ☐ *Give opportunities to practice to every child*

   v. ☐ *Bundles and sticks to help understand place value – tens and ones*

   vi. ☐ *Practice of place value by calling children on the board; and reconfirming what is the value of tens and ones digits*

   vii. ☐ *Teacher explains single-digit addition or subtraction by drawing pictures on the board; and giving practice to children*

   viii. ☐ *During addition and subtraction of double-digit numbers, teacher explains carry-over and borrowing with place-value understanding*

   ix. ☐ *Others, please specify:* .....

   .....

8. **Do you think the difficulty level of the math textbook is appropriate for children?** *(refer to the grade and subject we observed)*

   Tick any one

   i. ☐ Most chapters are difficult for most children

   ii. ☐ Most chapters are difficult for some children

   iii. ☐ Some chapters are difficult for most children

   iv. ☐ Some chapters are difficult for some children

   v. ☐ It is easy

IV. ASSESSMENT AND REMEDIATION

SCRIPT - We have reached the last three sections – let us talk about assessments now.

10. **Do you plan for the lesson you would teach the next day?**

    i ☐ Yes ii ☐ No

11. **If yes, how do you plan for the lesson? If no, why?**

11. **What are the assessment methods you follow? How often do you assess the children? Please do not include the centrally-conducted assessments.**

    .....

    Assessment Methods

    i. ☐ *Daily checking of work (notebooks/workbooks)*
    ii. ☐ *Weekly assessments*
    iii. ☐ *Surprise Test*
    iv. ☐ *During children's work*
    v. ☐ *Monthly tests*
    v. ☐ ***Others, please specify:*** .....
    .....

12. **Are you able to maintain records of assessment of each child? What are those records of assessment that you maintain?**

    i. ☐ *A register*
    ii. ☐ *A tracker in the workbook/teacher guide*
    iii. ☐ *Teacher's diary*
    vi. ☐ *Each child's portfolio*
    v. ☐ ***Others, please specify:*** .....
    .....

13. **a. In your class there must be some children who are still lagging behind. Do you have such children who have not learnt some of the basic skills that have been taught?** *(refer to the grade and subject we observed)*

    i ☐ Yes ii ☐ No

    b. How many are they?

    c. What do you think could be the reasons for some children not being able to learn well?

    i. ☐ Frequent absenteeism
    ii. ☐ Unsupportive parents
    iii. ☐ Some children cannot learn
    vi. ☐ Late admission
    v. ☐ ***Others, please specify:*** .....
    .....

    d. Do you believe they can catch up and master the basic skills of literacy and numeracy before the end of the year?

    i ☐ Yes ii ☐ No iii ☐ May be

    e. How do you support the children who have not learnt yet?

    i. ☐ Give them 5 mins after class
    ii. ☐ Give them separate tasks and continue to teach the others
    iii. ☐ Ask questions based on the learning levels
    iv. ☐ Give them additional practice work in the notebook

v. ☐ Call them to the table and explain to them the concept separately

vi. ☐ After each activity, pay special attention to them to explain and give work, to check and reconfirm their understanding

vii. ☐ *Others, please specify:* .....

.....

V. PROFESSIONAL DEVELOPMENT INCLUDING ACADEMIC SUPPORT
The department organizes state or district-level FLN-based trainings for grades 1 to 5 and Bal Vatika.

14.**a. When was the last in-person training you attended on FLN (from G1, 2 and 3) and what was its duration? Please tick the relevant option or note under "Others"**

LAST TRAINING

i. ☐ 3 months earlier
ii. ☐ 6-months earlier
iii. ☐ 1-year earlier
iv. ☐ Happened in 2023 or arlier
v. ☐ Do not remember
vi. ☐ Others: .....

DURATION

i. ☐ 1-day
ii. ☐ 2-day
iii. ☐ 3-day
iv. ☐ 4-day
v. ☐ 5-day
vi. ☐ Others: .....

b. What were the 3 most important things you learnt from FLN (literacy / numeracy) training?

.....

.....

c. How useful was it?

i. ☐ Not useful at all
ii. ☐ Occasionally
iii. ☐ Moderately useful
iv. ☐ Very useful

d. Any one specific practice that you changed based on that training?

Change in practice: .....

.....

Sr. No.	Language	Math
i.		
ii.		
iii.		

15.**a. Do you get regular academic support from the cluster / block-level to improve teaching?**

i. ☐ No
ii. ☐ Occasionally and infrequent
iii. ☐ Sometimes
iv. ☐ Yes, regularly

b. Who provides regular academic support to you?

i. .....

ii. .....

c. Has that been helpful to you to improve your teaching practices for FLN?

i. ☐ Not useful at all
ii. ☐ Occasionally
iii. ☐ Moderately useful
iv. ☐ Very useful

d. Do they demonstrate specific teaching practices for Language or Math when they observe the classroom?

i. ☐ No
ii. ☐ Occasionally and infrequent
iii. ☐ Sometimes
iv. ☐ Yes, regularly

e. How can their support be improved? (Optional to ask; based on time availability)

i. ☐ They can demonstrate specific ..... during the observation.
ii. ☐ They can provide me with regular feedback based on the observation
iii. ☐ They can observe a whole period
iv. ☐ They can explain a concept in the feedback after class
v. ☐ They can share some hand-out / literature based on a specific topic
vi. ☐ They can identify common gaps in a concept / competency; and address them at block / cluster / district-level meetings
vii. ☐ They can share good practices on our formal WhatsApp groups
viii. ☐ Others, please specify: .....
.....
.....

VI. NIPUN/FLN Programme
For the below question, please use the local name the state adopted for the FLN Mission:
Haryana – NIPUN Haryana, UP – Mission Prerna / CG – FLN Mission

16. **What has been the impact of NIPUN / FLN Mission on the teaching and learning in grades 1,2 and 3 and improving children's learning?**

.....

.....

.....

.....

.....


MONDAY
TUESDAY
THURSDAY
SATURDAY
चित्र - पटि पर बातचीत

About TLPS 2025

The Teaching Learning Practices Survey (TLPS) 2025 provides systematic, national-level evidence on teaching practices for language and mathematics in Grades 1 and 2. The Survey was conducted between November 2024 and March 2025 in nine states—Assam, Chhattisgarh, Haryana, Jharkhand, Maharashtra, Meghalaya, Rajasthan, Tamil Nadu, and Uttar Pradesh—covering 21 districts and 1,050 classrooms. By capturing a wide range of contexts, TLPS provides a rich national-level snapshot of the current teaching and learning practices for foundational literacy and numeracy (FLN).

Anchored by Language and Learning Foundation (LLF) and supported by Tata Trusts, the survey has been implemented in collaboration with a consortium of organisations: Centre for microFinance, Educational Initiatives, Madhi Foundation, QUEST, and Vikramshila Education Resource Society.

The TLPS 2025 Report presents findings that describe and analyse the classroom learning environment, lesson planning and delivery, selected teaching practices for language and mathematics, and time on learning tasks for both teachers and children. It also explores teachers' perceptions of some aspects of FLN and their professional development. The recommendations of TLPS suggest how classroom teaching practices can be improved and the system-level changes that can enable and sustain this change in FLN teaching and learning practices.

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