

Teaching and Learning Practices Survey

A study to strengthen FLN teaching and
learning practices in India

2025

MAHARASHTRA

Implemented with



TLPS 2025

Teaching and Learning Practices Survey 2025. Maharashtra

December 2025

Supported by:	Tata Trusts
Implementation Partner:	QUEST
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Acknowledgements

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

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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 150 classrooms.

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 (CPD) 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 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.



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 practices. 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.



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.

मेरा कोना





About the Teaching Learning Practices Survey

The Teaching and Learning Practices Survey (TLPS) was conceptualised to provide systematic and large-scale 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, the Survey aims to complement existing assessments and provide 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-learning practices—informing how system-level efforts translate into classroom-level pedagogical change and where further support is needed.

Importantly, the Survey 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: 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, informal assessment methods 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.

The Survey, therefore, plays a dual role:

- > Diagnostic, by providing a detailed, evidence-based picture of what is happening inside classrooms today
- > 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.

The Survey elevates this often-invisible dimension, viz. teaching and learning inside classrooms to the forefront of India's foundational learning agenda.

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Abbreviations

ARP	Academic Resource Person
CFU	Check for Understanding
CmF	Centre for microFinance
CPD	Continuous Professional Development
CRC	Cluster Resource Coordinator
CRO	Classroom Observation
CSOs	Civil Society Organisations
Ei	Educational Initiatives
ELPS	Experience, Language, Pictorial, and Symbol
FLN	Foundational Literacy and Numeracy
GoI	Government of India
GRR	Gradual Release of Responsibility
LLF	Language and Learning Foundation
LS	Lesson Sequence
M&E	Monitoring & Evaluation
NCF-FS	National Curriculum Framework for Foundational Stage
NEP	National Education Policy
NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
SCF-FS	State Curriculum Framework for the Foundational Stage
TLMs	Teaching-Learning Materials
TLPS	Teaching Learning Practices Survey
ToT	Time-on-Task

Glossary

- **Blending:** Orally combining individual sounds to form a spoken word (e.g., /k/ /æ/ /t/ → “cat”)
- **Classroom learning environment:** The overall physical, socio-emotional, and instructional conditions of a classroom that shape learner participation, comfort and learning.
- **Classroom Teaching Practices:** Observable strategies and methods teachers use to engage students in learning. This includes the management of class time and activities, delivering instructional content and using techniques like using TLMs, monitoring, questioning, providing feedback, and differentiated instruction to meet the needs of all students.
- **Choral response:** the whole class or most students answer together verbally in unison.
- **Continuous Professional Development (CPD):** A sustained, ongoing system of teacher training, coaching support and reflection designed to improve teacher knowledge and their classroom practice.
- **Decoding:** Association between written symbols and spoken sounds and words by using symbol–sound correspondences in a given language.
- **Differentiated instruction:** Deliberately adapting instructional tasks, grouping and support based on different learner levels/needs within the same classroom.
- **Expressive writing:** Writing where children share their own ideas and experiences rather than only copying or reproducing content.
- **Foundational Literacy and Numeracy (FLN):** The ability of children to read with understanding, express meaning through oral and written language, and perform basic mathematical operations with conceptual understanding and application, expected to be achieved by the end of Grade 3 by India’s NIPUN Bharat Mission.
- **Foundational numeracy:** Competence in early number concepts (counting, quantity, place value), basic operations and applying mathematical reasoning to everyday contexts.
- **Home language:** The language(s) that a child acquires naturally in early childhood and uses frequently and confidently for everyday communication in the home and immediate community. This may be the child’s mother tongue or a local language or a regional language, that may or may not be the school’s medium of instruction.
- **Independent reading practice:** Time when children read on their own (or quietly in pairs/groups).
- **Instructional Time Loss:** The instructional time during which teaching–learning activities are not effectively engaged in, due to disruptions, poor classroom management, or administrative tasks.
- **Lesson plan:** A teacher’s structured preparation for a lesson, typically clarifying learning goals, sequence of activities, materials and how understanding will be checked and supported; ideally differentiated for children at different learning levels.

- **Multigrade classroom:** A classroom setup where one teacher teaches two or more grades simultaneously.
- **NIPUN Bharat Mission:** The national initiative launched by Government of India in 2021 that laid the mandate to achieve universal foundational literacy and numeracy by Grade 3 by 2026–27.
- **National Curriculum Framework for Foundational Stage (NCF-FS, 2022):** The curriculum framework for Foundational Stage (ages 3–8 years), integrating developmental goals and pedagogical guidance for early childhood and early primary education.
- **National Education Policy 2020 (NEP 2020):** India's overarching education policy that prioritises universal foundational literacy and numeracy in the early primary years and frames reforms across curriculum, pedagogy, teacher education and assessment.
- **Off-task:** Behaviour that is not aligned to the intended learning or teaching activity during instructional time [e.g., disruptive behaviour, inattention (for students); filling registers or reporting attendance for mid-day meals (for teachers)].
- **Open-ended questions:** Questions that support comprehension and language development by requiring explanation, reasoning, or elaboration rather than a single, short answer.
- **On-task:** Student or teacher behaviours that are aligned to the intended teaching-learning activity or objective at that moment.
- **Oral language development (OLD):** Strengthening of children's spoken language knowledge and skills, including listening comprehension, oral expression, vocabulary, verbal reasoning and discourse skills.
- **Place value:** The value of a digit based on its position (ones, tens, hundreds), which is essential for multi-digit number understanding and operations.
- **Print-Rich Materials:** Printed or visual resources that are purposefully displayed and used in the classroom to support print awareness and learning. Examples include number charts, story or poem posters, labels, children's books, word walls, and so on.
- **Scaffolded Tasks:** Educational activities that provide support and guidance to students at different levels of learning. Scaffolded tasks help students build on their existing knowledge by breaking down complex tasks into smaller, manageable steps, with more support at the beginning and less as students gain independence.
- **Sound-symbol association:** Understanding the relationship between sounds of a language (phoneme or syllable) with their corresponding symbols or written representation (grapheme/letter patterns/*varn* or *akshara*), forming the basis for reading and writing.
- **Time-on-task (ToT):** The proportion of observed classroom time during which learners (or teachers) are engaged in intended learning/instructional activity.



गिलहरी और गौरैया



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 (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 the teaching and learning of FLN.



The Government of Maharashtra is tracking progress in student learning through a range of large-scale assessments of FLN learning outcomes, via the NIPUN Maharashtra Mission. Launched in 2021, this initiative is a welcome step towards qualitative improvements in early primary school education in the state.

Similarly, 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, large-scale 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 teacher and 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, Chhattisgarh, Haryana, Jharkhand, Maharashtra, Meghalaya, Rajasthan, Tamil Nadu and Uttar Pradesh—covering 21 districts and 1050 classrooms. By capturing a wide range of contexts, the Survey provides a rich snapshot of the current teaching and learning practices for FLN.

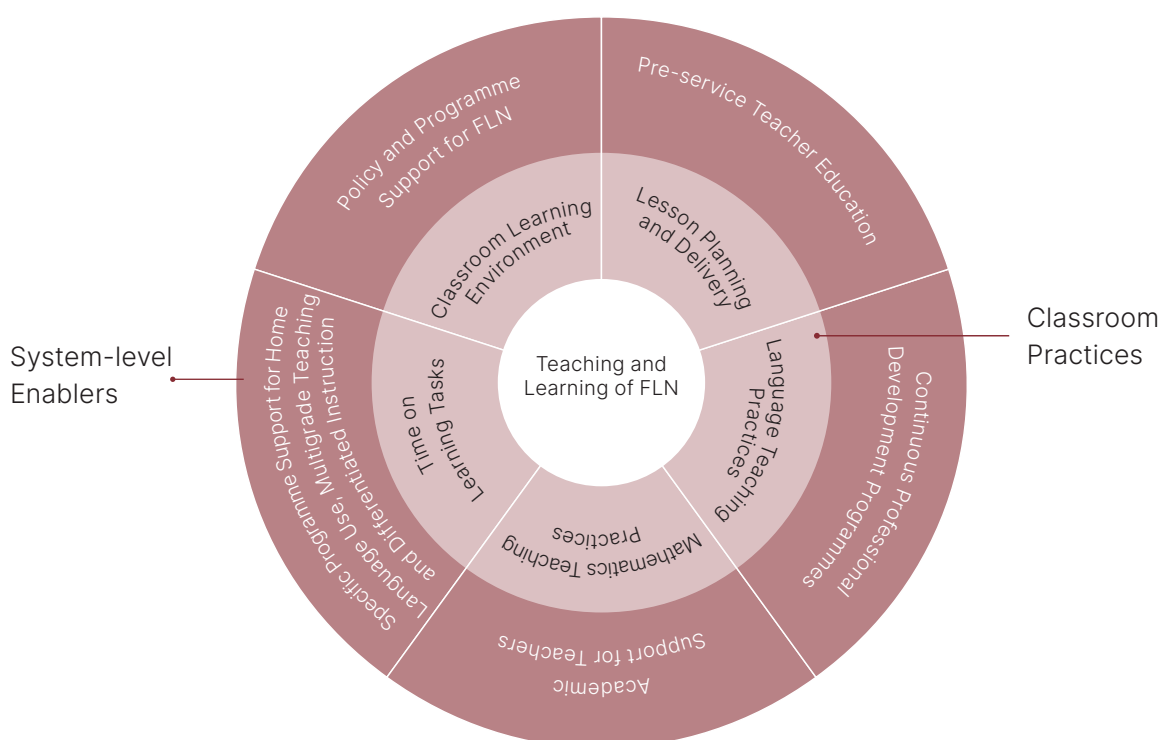


This document serves as a status report on the current state of teaching and learning practices in Maharashtra, informing how system-level efforts translate into classroom-level pedagogical change and where further improvement is needed. A total of 150 classrooms were surveyed across the Nashik, Parbhani and Gadchiroli districts of the state.

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 across 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. These 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 relationship, opportunities for children to participate, and the use of children's home languages.

Main findings

Most early-grade classrooms had a functional blackboard, but only a fifth displayed print-rich materials. In most of those cases, the material was displayed at children's eye level.

In nearly half of the classrooms, children were seated in rows and columns, and the arrangement changed in only 17% classrooms during the observation.

In almost 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. Nearly three-fourths of the teachers asked questions to individual children.

Children in the surveyed classrooms of Maharashtra speak a wide array of home languages and dialects. In two-thirds of the cases, teachers did not encourage the use of home language in the classroom.

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 relationship 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 (CFU) strategies, and use of differentiated instruction for different learning levels in the classroom.

Main findings

Most teachers plan their lessons in advance. However, teachers did not have documented lesson plans in over half of the classrooms.

Teachers in three-fourths of the classrooms did not check whether children understood the instructions.

While some teachers checked the children's written work, nearly a third also provided feedback or guidance to help children improve.

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.

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.

Over half the teachers relied on asking questions to the whole class, which elicited a choral response from the children. Very few teachers checked for individual children's understanding through varied methods.

During the limited observation period, very few teachers used differentiated teaching strategies to support children at different learning levels.

Multigrade teaching was observed in 59% of the classrooms.

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—after proper identification—to children who are struggling to learn, after proper identification.

Language teaching practices

The Survey examined the following: the use of children's prior knowledge in discussions, asking open-ended questions, employing a variety of strategies for teaching decoding, using comprehension strategies during read-alouds, providing opportunities to practise 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 them to think and express themselves during oral language activities was observed in 24% and 21% classrooms respectively.

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.

While some classrooms saw children getting the opportunity to practise independent reading, teachers offered feedback for these tasks in only a few (17%) of them.

Independent writing tasks were seldom observed.

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 to understand mathematics concepts, and use of 'why and how' questions by teachers.

Main findings

In over two-thirds of the classrooms, teachers used TLMs, though mostly unplanned. Children also used TLMs in two-thirds of the classrooms.

A majority (65%) of teachers did not use real-life examples to contextualise mathematical concepts and processes.

Teachers rarely posed 'why and how' questions to children.

Teachers in three-fourths of the classrooms gave independent tasks to children and many (39%) classrooms saw teachers observing and providing 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.

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.

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.



Time on learning tasks

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

Main finding

Children remained 'off-task' for 33% 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/multilevel contexts where their attention is divided.

Other findings

- > There is strong awareness among teachers (92%) about FLN goals and learning outcomes.
- > Nearly 65% 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 some positive impact.
- > 71% teachers reported receiving academic support at least sometimes.



Recommendations for system-level changes

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 on consolidating on of foundational skills also needs to extend to Grades 3 to 5 (preparatory 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 support 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 practices, 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 that 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 the 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 and regions. 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.



Status of Foundational Literacy and Numeracy in Maharashtra

CHAPTER

1

Maharashtra has made significant progress in implementing the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat), aiming to achieve FLN for all children by 2026–27. In alignment with the NEP 2020, the state has placed strong emphasis on improving early-grade learning outcomes, especially in Anganwadis and Grades 1 to 3.

To strengthen FLN efforts, Maharashtra has implemented the NISHTHA FLN modules, which focus on key areas such as an introduction to the FLN mission, transitioning towards Competency-Based Education, understanding how children learn, engaging parents and communities, and implementing the Vidya Pravesh and Balvatika programmes effectively.

A notable initiative is the design and pilot of Holistic Progress Cards (HPCs) for Grades 1–5, which aim to assess students' overall development rather than solely academic performance. In addition, the School Readiness Programme (शाळा पूर्व तयारी अभियान) is operational in the state, supporting children to become school-ready during their initial months of formal schooling.

Maharashtra has also developed and released its State Curriculum Framework for the Foundational Stage (SCF-FS), aligning with the NCF-FS 2022. The SCF-FS caters to children aged 3 to 8 years, covering three years of pre-schooling (Balvatika) and Grades 1 and 2. It emphasises activity-based learning, multilingual instruction, and prioritises the child's mother tongue as the medium of instruction. The framework is designed to ensure that by the end of Grade 3, children can read with comprehension, write clearly, and perform basic arithmetic operations. The state has revised its curriculum accordingly and oriented teachers to these changes.



The state has also contextualised the structured, play-based curriculum called 'Aadharshila', which is being implemented across over one lakh Anganwadis, targeting approximately 30 lakh children aged 3 to 6 years. The curriculum is organised into three progressive levels:

- > **Balvatika 1:** Focus on early childhood development through play and exploration.
- > **Balvatika 2:** Introduction to basic concepts of language, numeracy, and environmental awareness.
- > **Balvatika 3:** Prepares children for formal schooling by building foundational skills in reading, writing, and arithmetic.

Maharashtra is further strengthening the Anganwadi system to support FLN outcomes. The state has conducted online training for co-located Anganwadis, implemented the Anandi Balshikshan Training, and launched a six-month certificate course for Anganwadi workers without a Grade 12 qualification. To aid their work, the state has prepared the handbook 'Maitri Balmanashi' and developed the 'Jadui Pitara' (Magic Box) kit to support activity-based learning in Anganwadis.



2.1 Introduction

This chapter presents the methodological framework used to study teaching and learning practices related to FLN in Grades 1 and 2 across within selected districts of Maharashtra. It describes the survey design and the rationale for adopting a mixed-methods approach, the sampling strategy, tool development, field procedures and the mechanism for quality assurance. The chapter also details the analytical approach used to interpret the findings generated from the different instruments used.

2.2 Scope of the survey

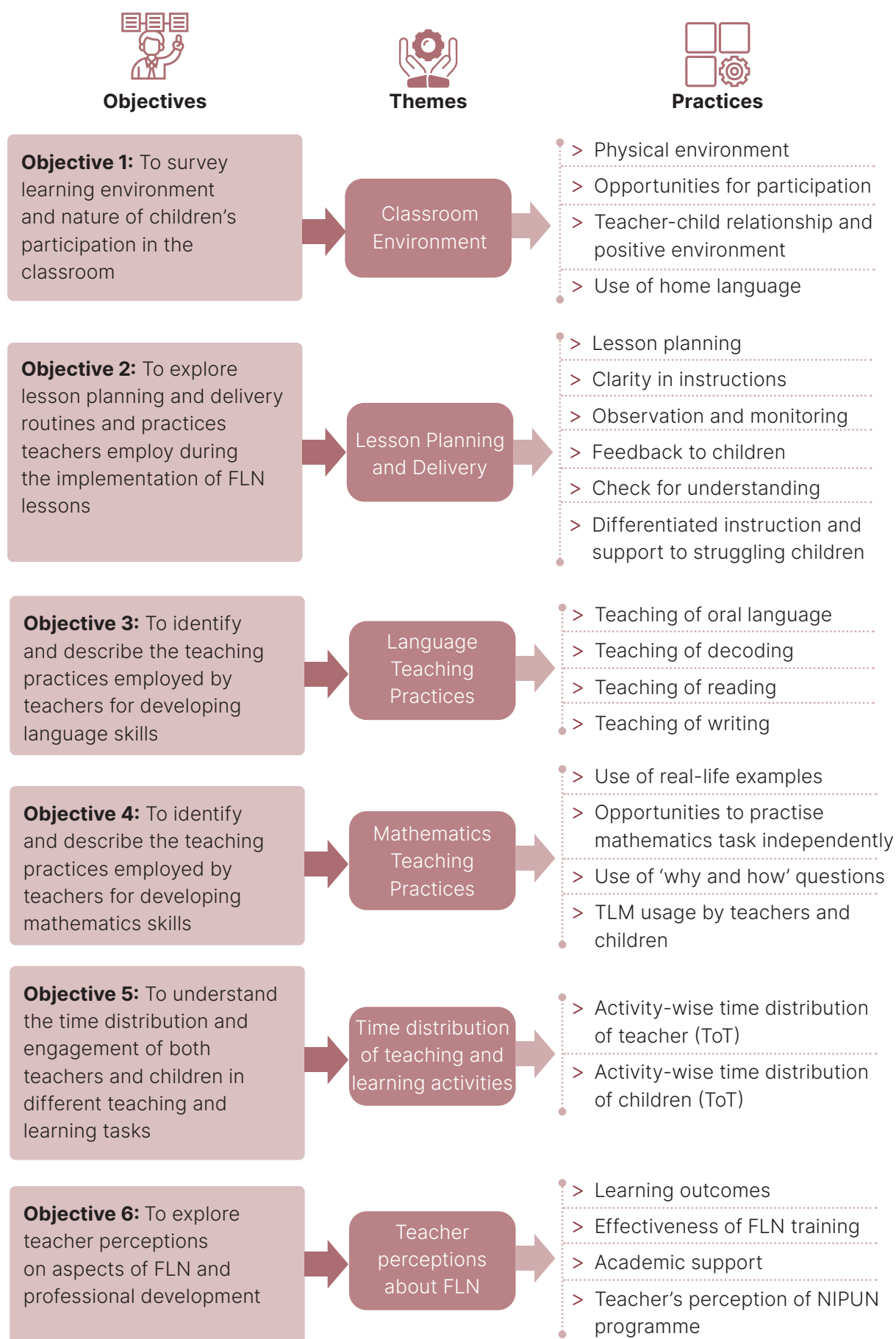
The TLPS 2025 examines classroom-level teaching and learning practices related to Foundational Literacy and Numeracy (FLN) in Grades 1 and 2 across selected schools in nine states including Maharashtra. The focus is everyday instructional processes within classrooms, categorised into the following themes: (i) Classroom Environment (ii) Lesson Planning and Delivery (iii) Language Teaching Practices (iv) Mathematics Teaching Practices (v) Time allocation of teaching and learning activities and (vi) Teacher perception of FLN and professional development.

The Survey draws on classroom observations, teacher interviews and time-on-task data to provide a detailed picture of how teaching and learning unfold in early-grade classrooms. Classroom observations were conducted during the 2024-2025 academic year.

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 student learning outcomes, measure teacher subject 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.

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

For the state of Maharashtra, the Survey examined classroom teaching and learning practices related to FLN in Grades 1 and 2 in 150 schools in six blocks of three districts. In each classroom, either a language lesson or a mathematics lesson was observed for a duration of 40 minutes to capture teaching practices and classroom interactions during regular teaching periods.



3
districts



150
classrooms



150
teachers



3000+
children

Grade 1

71 classrooms

Grade 2

79 classrooms

Language

78 classrooms

Mathematics

72 classrooms

Number of tools

6

Number of supervisors

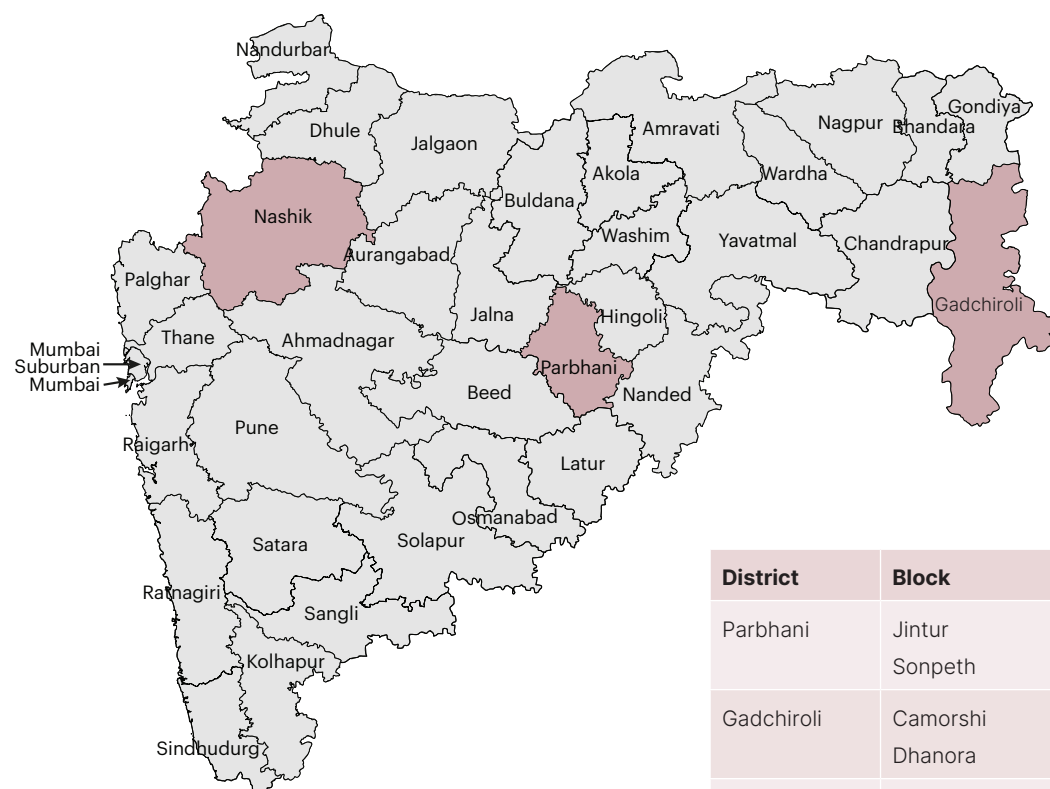
2

Number of field observers

10

Number of hours of observation

300+



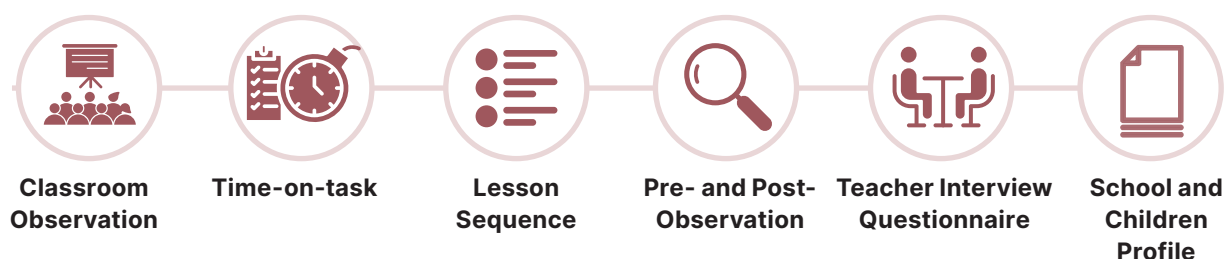
District	Block
Parbhani	Jintur Sonpeth
Gadchiroli	Camorshi Dhanora
Nashik	Sinnar Dindori

2.4 Survey design

2.4.1 Survey tools

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**



S. 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 language sessions to teach decoding, letter writing, <i>matra</i>-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 in a 40-minute session, such as vocabulary, comprehension or fluency. > Part D documents the TLMs used, whether teacher-prepared or provided, to support instruction. In the mathematics tool, Part E is also designed to record the TLMs used by children in the classroom.

S. 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 about 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 and 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.

2.4.2 Teaching-learning practices, indicators and rating scale

For each indicator, a rating scale was developed based on a clearly defined framework for the effectiveness of teaching-learning practices. These rating scales were designed for classroom learning environment, lesson planning and delivery, language teaching-learning practices, and mathematics teaching-learning practices.

Keeping the objectives of the Survey in mind, various terminologies such as practice, indicator, and rating scale were defined as follows:

Definitions



Practice

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



Indicator

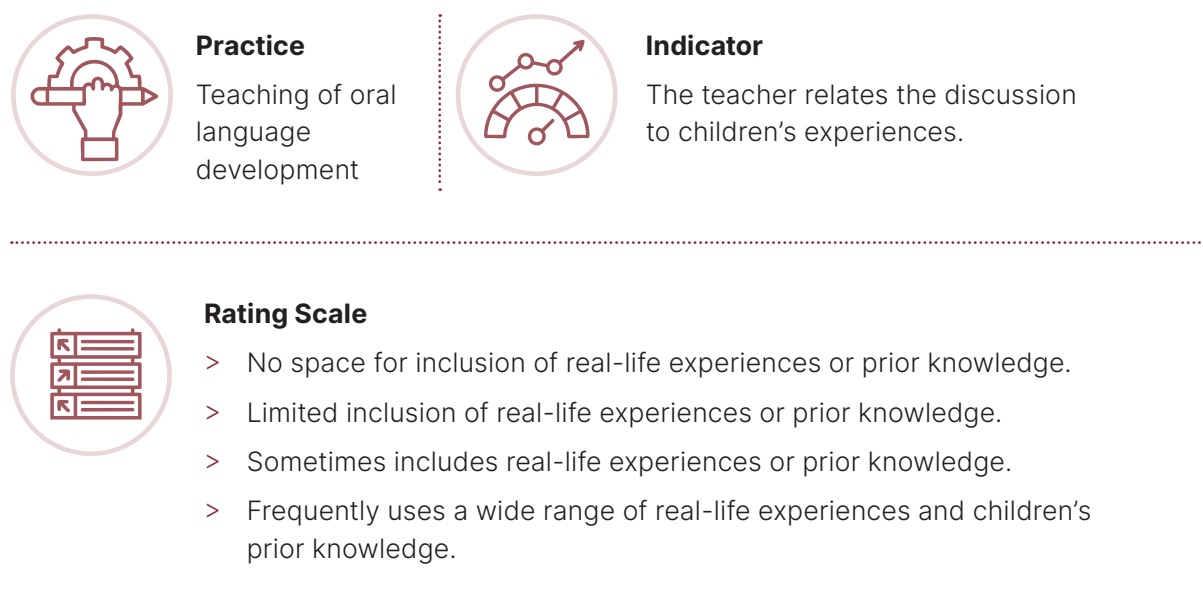
A specific, observable behaviour that provides evidence of a practice implemented in the classroom. (A practice can have more than one indicator)



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:



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.

2.5 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 CRO, ToT, pre- and post-observation, LS 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 Grades 1 and 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 the end.

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 TLMs?	CRO

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

S. No.	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 districts, blocks and schools

The Survey adopted a multi-stage sampling design. 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 – District selection

District selection was guided by:

- > Representation of the state's different geographic and socio-cultural regions.
- > Districts where partner organisations or LLF 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 2 – Block and school selection

In this 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 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.

2.7 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 the state. 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. Across all states, supervisors were directly supported by LLF's educational advisors and the TLPS core team, who maintained a continuous field presence and provided real-time support and clarifications to ensure standardisation and quality across diverse contexts.

1 **A five-day national orientation workshop**, including two days of field visits, was conducted to orient consultants, supervisors and partner organisations to the Survey methodology, tool architecture, indicators and rating scales, particularly for the CRO instrument. The workshop was designed and facilitated by LLF's core TLPS team and combined detailed technical sessions with live classroom observations, enabling participants to apply the tools in real instructional settings and reflect collectively on their use. Out of total 24 participants, Maharashtra team also contributed and visited government schools during the workshop to pre-test tools through real-time classroom observations. Structured debrief sessions followed each field visit during which observations were reviewed in detail, interpretations were discussed, and rating scales were systematically resolved. Insights from these field trials and discussions directly informed the refinement of tools.

2 **A dedicated two-day supervision** training was conducted at national level to strengthen field level quality assurance and supervision mechanisms for supervisors' adherence. Experienced consultants were deployed as supervisors. Each state had a minimum of two supervisors, ideally one for each district. In case of more districts, additional supervisors were also oriented in this workshop.

3 **A five day training workshop** was conducted in Maharashtra in order to achieve reliability across the assessors. The field evaluators who undertook classroom and interviews with the teachers had at least one year of experience in teaching at the FLN level and were given a thorough grounding in the theoretical and practical aspects of the foundational literacy and numeracy mission.

The training structure included: Detailed tool walkthroughs with real-time CROs; practice sessions in actual school settings (two full days); hands-on data entry exercises with immediate feedback; indicator interpretation discussions using video recordings; and mock debrief sessions to prepare teams for daily review protocols. LLF supervisors continued providing on-ground support to field teams throughout the entire data collection period, ensuring adherence to Survey protocols.

The Maharashtra training team included 14 potential field observers, including one monitoring and evaluation (M&E) member and two supervisors. After the training, the final team consisted of 10 field observers—based on their performance during the training were finally selected for data collection.

Each observation team typically consisted of two field observers, supported by a supervisor who shadowed visits and monitored implementation adherence and provided on-site feedback.

Observer 1



- > CRO Tool
- > LS Tool
- > Teacher Interviewer

Observer 2



- > ToT Tool
- > Pre- and Post- Observation Tool
- > Note-taking of Teacher Interview

Before the lesson

Field observer 2 documented in relevant sections the pre- and post-observation tool.

During the lesson

Field observer 1 administered CRO and LS together for 40 minutes. At the same time, field observer 2 noted in ToT.

After the lesson

Field observer 1 asked questions from interview questionnaire. Field observer 2 made notes of the interview.

Field observers spent around two hours in each school following the protocol for CRO, note-taking, interviewing the teacher and collecting the school and children profile. The team then moved to the second school for the day to follow the same process for another grade or subject. The number of grades and subjects observed were recorded daily by the supervisor to maintain balance between the sample size. Field supervisors validated a sample of observations through shadow visits. Quality assurance was embedded into daily field routines.

Data Digitisation: Data in paper-pencil was daily digitised on an Application by the field observers. Random checks were conducted by the supervisors to identify missing data, incomplete survey forms and gaps in supporting evidence.

Across all data collection sites, daily debrief sessions of 2-3 hours were conducted during active fieldwork. These sessions, facilitated by supervisors with support from LLF consultants and in coordination with the Survey central core team, served as a space for validating interpretations and resolving ambiguities in ratings.

These sessions operated as intensive quality assurance checkpoints where:

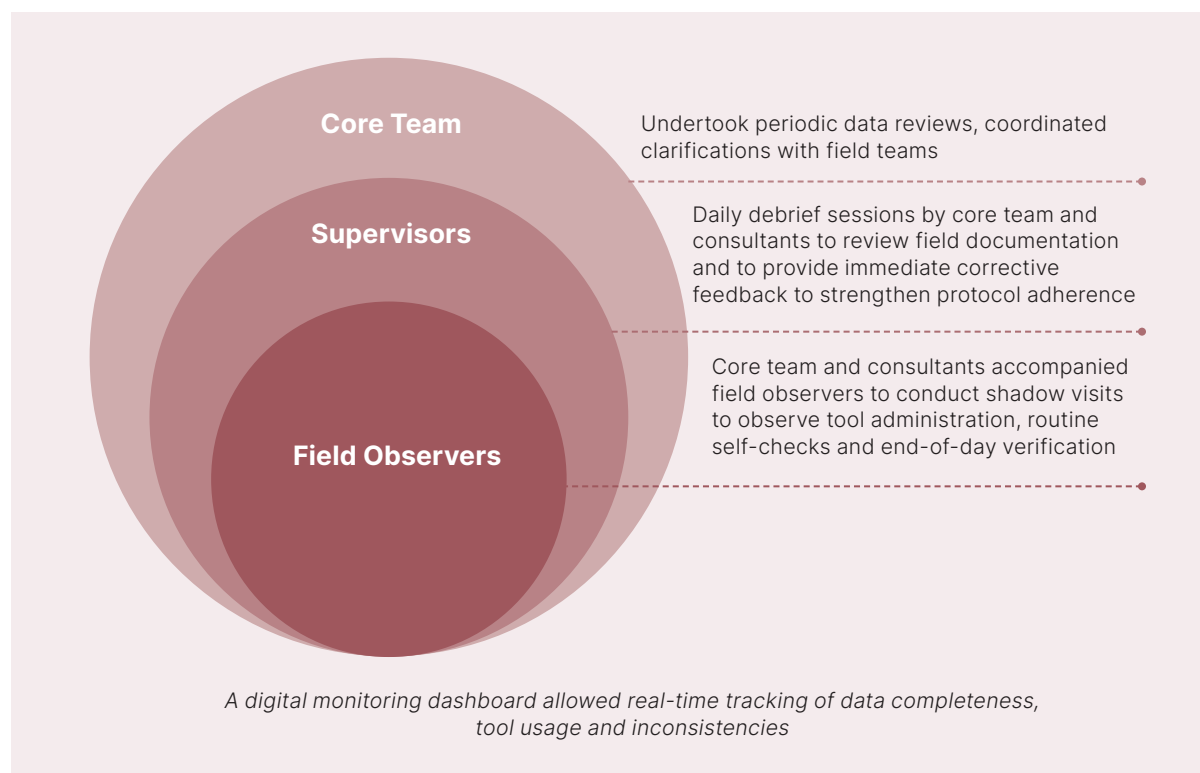
- > Every completed observation tool was reviewed in detail.
- > Field observers read examples aloud for group discussion.
- > Rating interpretations were validated against the established framework.
- > Doubts about ratings were identified and corrected before digitisation.

Following these rigorous debriefs, field observers digitised their data. All digitised entries underwent random verification by LLF supervisors and M&E team members to ensure accuracy between paper tools and digital records.

2.8 Quality assurance and supervision

To ensure the quality of the survey, an intensive monitoring system was established. Quality-checking procedures were included at every stage of data collection so that the reliability of all digital data entries could be ensured and the impact of errors in assessment and potential observer bias could be minimised.

The monitoring system was designed at three levels: at the observer level, at the supervisor level, and at the level of LLF's TLPS team and Monitoring and Evaluation (M&E) team.



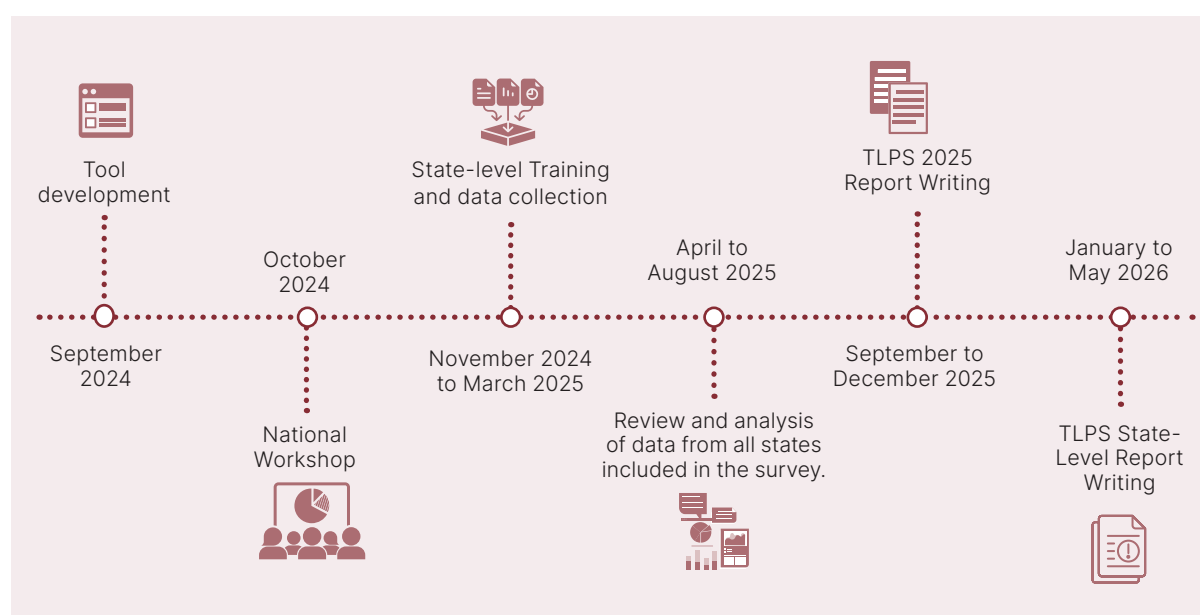
2.9 Data review

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

- > After initial validation at the state level, consolidated datasets 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 Challenges

- > Some schools were located in remote rural or tribal areas, where access was challenging due to time constraints and transportation difficulties.
 - > In a few selected schools, classroom observation could not be conducted due to low enrolment, student absenteeism, or unavailability of teachers. In such cases, nearby schools were selected as alternatives, keeping the predefined sampling criteria in mind.
 - > Obtaining permissions for the survey required additional coordination, particularly when formal approval letters for alternative schools were not available. This involved liaising with Block Education Officers, PEEOs, and the concerned school teachers to ensure continuity of observations.
-

2.12 Limitations

The scope of the Survey was limited to describing and analysing classroom teaching and learning practices at a given point in time. It did not assess children learning outcomes, measure teachers' content knowledge, or evaluate the impact of specific programmes or interventions. Aspects like the curriculum design, teacher deployment, or infrastructure were also not part of the inquiry, apart from what was directly observable in classrooms.

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

- > The districts were selected to ensure diversity in geographic location, social groups and learning outcomes, rather than being a statistically representative sample for a state. The selection of schools within a district was based on a random sampling for half the schools, the remaining half being chosen based on proximity to the randomly selected schools.
- > Classroom observations were limited to a single 40-minute language or mathematics lesson on one day. As for all such observations, the presence of observers could influence teaching practices during the period of observation. For example, many teachers may have repeated a lesson or activity which they had already done with children earlier.
- > The practices and indicators selected for observation are not exhaustive; rather, they were chosen because they are both important for effective teaching in the early grades and observable in a reliable manner within the limited scope of a single observation.

These limitations do not diminish or undermine the value of the evidence but underscore the need for cautious interpretation and the need for complementary research.

2.13 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 (QR code at the end) can be used by government and other organisations to conduct similar surveys.

To facilitate the smooth and successful completion of the data collection process, a WhatsApp group was created for observers and the state TLPS team. Members of LLF's TLPS team were also included in this group, which enabled immediate resolution of field-level queries, inconsistencies, and contextual challenges.

Quality checks were integrated into the daily field implementation process. A systematic end-of-day review ensured that the completeness and consistency of observations were verified before digitization, thereby preventing possible data-entry errors.



Summary and interpretations

Classroom observations were conducted in 150 classrooms on their learning environment, covering 71 Grade 1 and 79 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 and supplemented by data from teacher interviews, pre and post observation and time-on-task tools.

A total of four indicators were assessed to generate insights on the classroom learning environment—physical environment, teacher-child relationship, opportunities for participation and use of home language.

The Survey included key aspects of the 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.

Consolidated summary of findings across four practices



Print-rich materials were displayed in **19%** of classrooms.



In **62%** of classrooms, children remained largely silent during lessons, with children participating in discussions in the remaining **(38%)** classrooms.



In half of the classrooms, teachers included multiple children in discussions by asking them individual questions. However in only **38%** of them, teachers gave them sufficient time to process and respond.



While **65%** of teachers reported knowing children's home language, in only **34%** of the classrooms did the teachers use these language(s) in an effective manner during teaching. Around **86%** of the teachers reported that children fully understand the medium of instruction.



Almost half (**49%**) of the classrooms had a row-and-column seating style; seating was changed in very few (**17%**) classrooms to suit teaching-learning activities.

Overall, few sampled classrooms in Maharashtra had print-rich materials displayed to support learning. Encouragingly, within this sample provided opportunities for children to speak, express themselves, or learn from one another. Although many teachers reported knowing children's home languages, most observed in this study did not use these languages to enhance children's participation or comprehension.

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 the 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 multiple indicators of effective practice (see Table 3.1).

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

Practices	Indicators of Effective Practice
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 themselves 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

3.2.1 Physical environment

The physical space and arrangement of a classroom significantly influence children's engagement, behaviour, and teaching and 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 materials during teaching and learning. Children who are exposed to books and other print materials 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 opportunities to interact with various 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 reading and writing themselves.

3.2.2 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. The NCF-FS 2022 recommends that classrooms offer inclusive and enabling learning environments that provide every child freedom, acceptance, meaningfulness, belonging and challenge.

3.2.3 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 towards 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 such as think-pair-share and write-share). These approaches enable all children to engage with the question, while tempering the dominance of those who are quick to respond, 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 own pace, and developing confidence through supported participation.

3.2.4 Home language use

Using children's home languages in early schooling is essential for building a 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, and 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 using a child's home language as the medium of instruction, wherever possible, and to bridge the gap between home and school languages.

3.3 Findings of classroom learning environment

3.3.1 Physical environment

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

Functional blackboards were available in almost all (98%) classrooms. Around 49% of classrooms had a row-and-column seating style. A small number of schools (14%) followed a C-shape or U-shape seating style, with a smaller number (5%) following a mix of mat and benches. Seating arrangements were changed in a few of the classrooms (17%) as the session progressed, either to suit the nature of the activity being conducted or to support peer-learning—both strong pedagogical reasons to vary seating.

Print-rich material was displayed in only 19% of the surveyed classrooms. This is much lower than the TLPS 2025 average of 48%. However, this material was displayed at children's eye-level in most of the classrooms where print-rich material was displayed. Positioning print-rich materials at eye level is a basic requirement for making the material accessible.

Overall, the findings indicate that while basic infrastructure such as blackboards is widely available, the physical space is not being used in ways that support teaching and learning. With very few teachers changing seating arrangements during lessons, they are missing opportunities to support peer learning, facilitate movement, and enable small-group or whole-class interactions aligned with lesson goals.

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 materials are 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

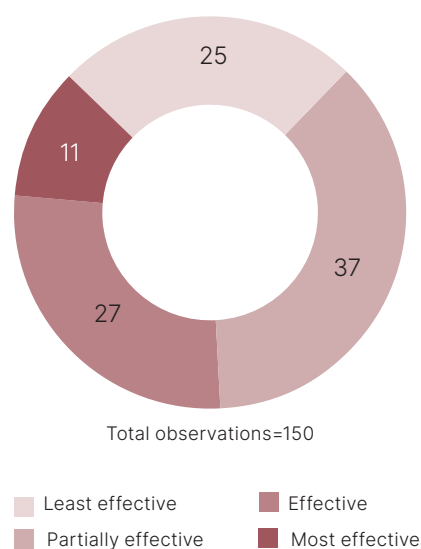
Indicator	1	2	3	4
Children feel confident and express themselves freely with the teacher and each other	Children are quiet throughout the period and do not talk to the teacher or other children	Only a few children talk/ask questions amongst each other or to the teacher	Some children look comfortable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

Only in a small proportion (11%) of classrooms surveyed, did most children appear comfortable, speak freely, and engage openly with others. 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 (62%), children either remained silent throughout the lesson or only a few children 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.

These findings highlight an urgent need to strengthen teacher-child relationships in early-grade classrooms in the state. 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.

Figure 3.1: Percentage of classrooms where children felt confident and expressed freely with teachers and each other

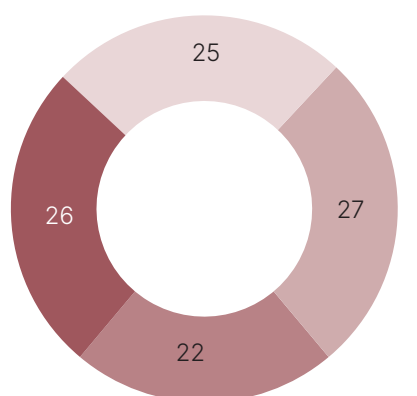


3.3.3 Opportunities for Participation

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.	Teacher occasionally waits for children's responses.	Teacher sometimes waits for children's responses	Teacher mostly waits for children's responses.

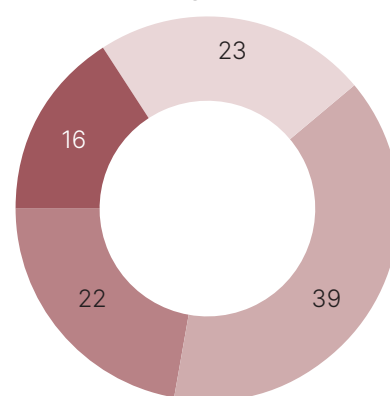
Figure 3.2: Percentage of classrooms where teachers asked questions to individual children



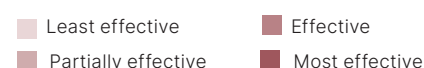
Total observations=150



Figure 3.3: Percentage of classrooms where teachers gave time to children to respond when asking individual children



Total observations=150



In about half (48%) of the surveyed classrooms in Maharashtra, teachers asked questions to individual children at least sometimes, whereas in 25% of classrooms teachers did not direct questions to individual children at all. In these latter classrooms, teachers relied on children's choral responses to their questions rather than engaging children one-on-one. Yet, the proportion of surveyed classrooms where teachers followed the effective practice of asking questions mostly to individual children (26%) was significantly higher when the TLPS average of just 11%.

A gap in following the effective practice 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 classrooms where teachers asked questions to individual children, in only 16% of them did the teachers consistently wait for children's answers, while in 23% of the classrooms, teachers 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.

The findings suggest that a considerable proportion of classrooms fail to create an inclusive environment in which 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 chapter, most teachers either lack knowledge of children's learning needs or do not plan to use any differentiated strategies.

3.3.4 Use of home language

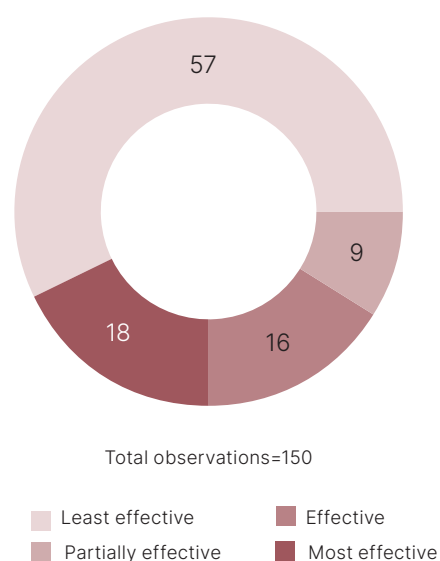
Indicator	1	2	3	4
Teacher accepts the use of home language by children and uses it in teaching	Teacher does not use children's home language in teaching and discourages/ corrects/ reprimands children for using their home language	Teacher occasionally uses children's home language in teaching and does 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)?

Marathi was the most commonly spoken language in the surveyed classrooms of Maharashtra. Around 56% of teachers reporting it to be the children's most common home language. However, as expected, there is clear evidence of rich linguistic diversity across the state. There were significant pockets of the surveyed population with Gondi (13%), Banjara (13%) and Hindi (8%) as their most common home languages respectively. Further, languages like Urdu, Konkani, Dakhini, Telugu, Madhiya, Lamani, Gormati, Chattisgarhi and Bangla were also reported as children's home languages by small proportions of teachers. Sub-regional trends within the state on use of home language for teaching warrants further examination.

Figure 3.4: Percentage of classrooms where teachers accepted the use of home language by children and used it in teaching



In the Survey, many (65%) teachers reported knowing children's home languages. However, teachers in only 34% of classrooms were observed using children's home languages to a reasonable extent for teaching.

Further, during the interviews, 86% teachers reported that children in their classrooms understood the medium of instruction (Marathi).

The use of home languages becomes especially critical in contexts where children do not understand the medium of instruction. However, even when they are aware of the school language, extensive use of children's home/familiar language in early school years may be crucial for children's active participation, self-confidence, comprehension and learning. Further, 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 findings from this chapter indicate that many classrooms in the surveyed districts of Maharashtra have made progress in establishing basic physical infrastructure and print-rich environments. However, some of these features are not yet being consistently used to support active learning. At the same time, the findings point to clear opportunities for strengthening classroom practices in ways that are both practical and contextually-grounded. More intentional organisation of classroom spaces to support learning goals, greater attention to nurturing supportive teacher–child relationships, and guided opportunities for every child to speak and participate can significantly enhance inclusion and engagement. The significant linguistic diversity observed across the surveyed classrooms makes training in the effective use of home languages in teaching crucial.



Summary and interpretation

Classroom observations were conducted in 150 classrooms for lesson planning and delivery practices, covering 71 Grade 1 and 79 Grade 2 classrooms.

This chapter presents the TLPS 2025 findings related to lesson planning and delivery. These findings draw 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 CFU strategies, use of differentiated instruction for children at different levels of learning, and engagement in multigrade, multilevel 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.

Consolidated summary of findings across six practices

-  Almost all (**95%**) teachers reported planning for the next day's lessons. Nearly **41%** of them had written lesson plans for their sessions.
-  In a quarter (**23%**) of the observed classrooms, teachers gave instructions before or during an activity. However, they ensured that all children understood their instructions at each and every stage of instruction, in very few (only **1%**) of them.
-  In as many as **54%** of the classrooms, teachers either did not observe or monitor children during group and individual tasks at all or did so only occasionally with a few children. Only in **23%** of classrooms, teachers actively observed and monitored most children during classroom tasks.
-  In almost half (**49%**) of the classrooms, teachers did not check children's written work at all. Very few teachers (**4%**) provided meaningful feedback or guidance to help children improve.
-  Only in **16%** of the classrooms, teachers used questions, prompts or other strategies to check children's understanding. In a majority of them, teachers relied on choral responses to confirm children's understanding.
-  In most (**92%**) classrooms, teachers did not use differentiated instruction to suit children's different learning levels.

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.

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 instructions 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 that 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 the following indicators for lesson planning and delivery practices: lesson planning, use of clear instructions, observation and monitoring of children's tasks, giving feedback on written work, checking for understanding, as well as use of differentiated instruction for children at different learning levels (see Table 4.1).

Table 4.1: Practices and indicators of lesson planning and delivery

Practices	Indicators of Effective Practice
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 instructions or support for children at different levels

Additionally, data was taken from teacher interviews on the following questions:

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?

4.2.1 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 developing and organising classroom tasks as per target competencies and outcomes, pedagogy to be followed, resources to be used, and assessment to be carried out. Planning also includes practice activities for children, home assignments, and classroom displays relevant to what is being taught.

4.2.2 Clarity of instructions

Clarity of instructions 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-based 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.

4.2.3 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 in making timely decisions that improve classroom learning.

4.2.4 Providing 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 what needs further attention. The NCF-FS 2022 also recommends that feedback 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.

4.2.5 Check for understanding

Regular checks for understanding (CFU) are vital for 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 does not show teachers what individual children have understood. Thus, consistent and varied CFU practices are required to ensure that teaching remains clear, inclusive and responsive to all learners.

4.2.6 Differentiated instructions and support to struggling children

Differentiated instructions are 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 both those who struggle and those 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.

4.3 Findings of lesson planning and delivery

4.3.1 Lesson planning

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)

In teacher interviews, 95% reported planning for the lesson they would teach the next day. However, documented plans were observed in 41% of teachers during classroom observations, while the rest relied on mental or informal lesson planning that was not systematically recorded.

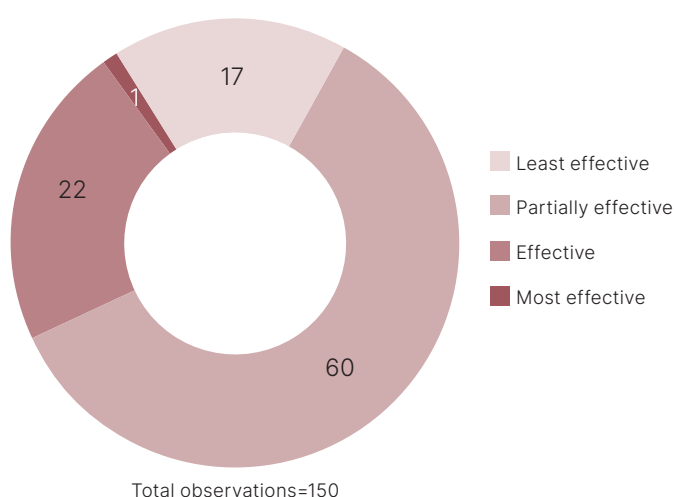
Teachers reported using various resources to plan lessons, such as textbooks, teacher guides, and online platforms like YouTube. A small number of teachers said they adapt their plans based on children's learning levels. However, because field observers did not examine the quality of these plans, it 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 nearly half of the 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 that some teachers reported 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 in instructions

Indicator	1	2	3	4
Teacher provides clear instructions before, during and after the activity	Teacher begins the activity without giving any instructions (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

Figure 4.1: **Percentage of classrooms with teachers at different levels of instructional clarity**



In a majority (83%) of the classrooms, teachers gave instructions before or during an activity. Of these, in only 23% of the classrooms, teachers also confirmed whether children understood what was expected of them.

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.

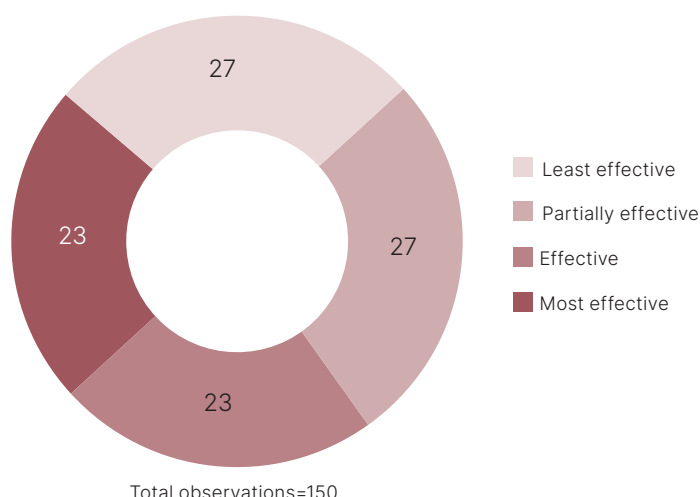
4.3.3 Observation and monitoring

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

In 27% of the surveyed classrooms, teachers did not observe or monitor children at all during independent tasks or group activities, and in an additional 27% of them, teachers did so only occasionally and with a small number of children.

In almost a quarter (23%) of classrooms teachers actively and consistently observed and monitored most children during classroom tasks, significantly higher than the corresponding TLPS 2025 average of 10%. Data from time-on-task (ToT) observations show that, on average, teachers spent 9% of lesson time (40 minutes) supervising group or individual work of children.

Figure 4.2: **Percentage of classrooms where teachers observed and monitored independent and group activities of children**

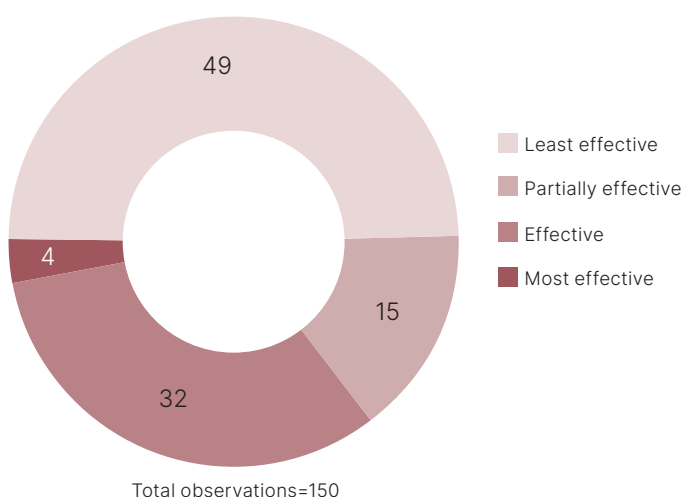


These findings show that regular and purposeful observation is not a common part of classroom practice. When teachers do not closely monitor children's work, they miss important information about what children understand and where they struggle. With only a few teachers actively monitoring most children,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

4.3.4 Providing feedback

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

Figure 4.3: **Percentage of classrooms where teachers gave feedback on written work**



Classroom observations reveal that in almost half (49%) of the classrooms, teachers did not check children's written work at all. In another 15% of them, teachers checked a few children's work and corrected errors themselves. In a further 32%, teachers went a step ahead by identifying mistakes for some children but did not provide sufficient guidance on how to correct them. In just a few (4%) of the sampled classrooms, teachers 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.

These findings suggest that constructive feedback practices, central to reinforcing learning, are largely absent in most classrooms. When 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 or approach 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 Checks for understanding

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

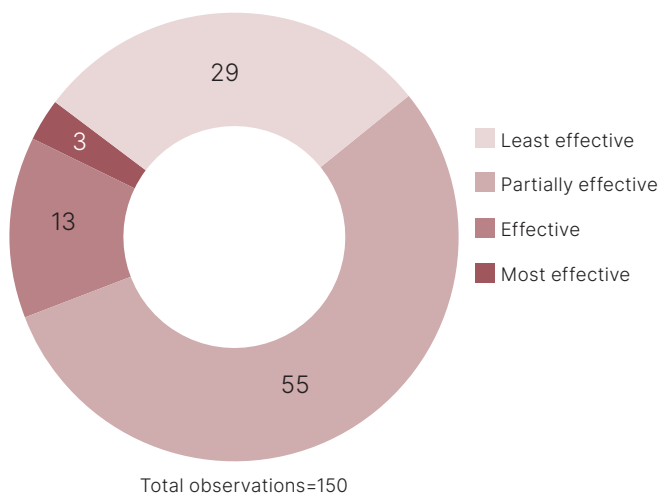
In 29% of the classrooms, teachers did not use any questions or strategies to check whether children had understood the lesson. In over half (55%) of them, teachers relied mainly on choral responses, which do not show what individual children understand. In a very small proportion (3%) of the observed classrooms, teachers regularly used questions, prompts, or other strategies to check for children's understanding actively.

In most classrooms, teachers asked questions that focused on recalling facts from the recently covered content. Very few went beyond this. In such classrooms, teachers posed questions that required children to explain their reasoning, assigned individual and group practice tasks, invited children to solve problems 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 an inconsistent use of checks for understanding (CFU) in classrooms. Many children are not getting enough opportunities to show what they have understood during a lesson. When teachers do not check if children have understood 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 lessons, such as asking individual children to explain their thinking, demonstrate how they solved a problem, give a quick task, or observe how children complete a step. Using different types of questions and short activities helps teachers catch misunderstandings early and respond before moving ahead, ensuring that all children are learning, not just the more confident ones.

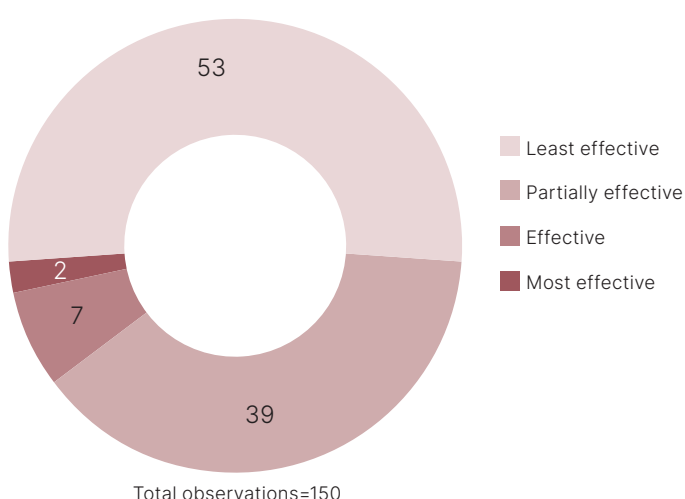
Figure 4.4: **Percentage of classrooms where teachers used questions, prompts or other strategies to check children's understanding**



4.3.6 Differentiated instruction and support for children

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

Figure 4.5: **Percentage of classrooms where teachers employed differentiated instructions or supported children at different levels**



Additional insights were drawn from teacher interviews 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?

In 52% of the classrooms, teachers did not use any differentiated strategies in their teaching. In yet another 39% of them, teachers appeared to recognise that children had varied needs, but they did not

plan or implement any differentiated instructions either. In just 2% of the sampled classrooms, 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.

Teacher interviews further highlighted the gap between awareness and practice. While 82% of teachers 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's absenteeism (41%) or a lack of parental support (35%), rather than to limitations in teaching and learning processes.

Among teachers who attempted to support children lagging behind their peers, most reported using strategies of seating them in groups or pairs for peer learning (23%) or offering additional time after class (21%). Around 17% of the teachers also gave them separate or remedial tasks while continuing instruction for the rest of the class. Other approaches like individually re-explaining concepts were used less frequently.

These findings suggest that the use of differentiated instruction is extremely limited across classrooms. While most teachers observe that some children are struggling, they either do not recognise their role in offering support to these children or are not equipped to accurately

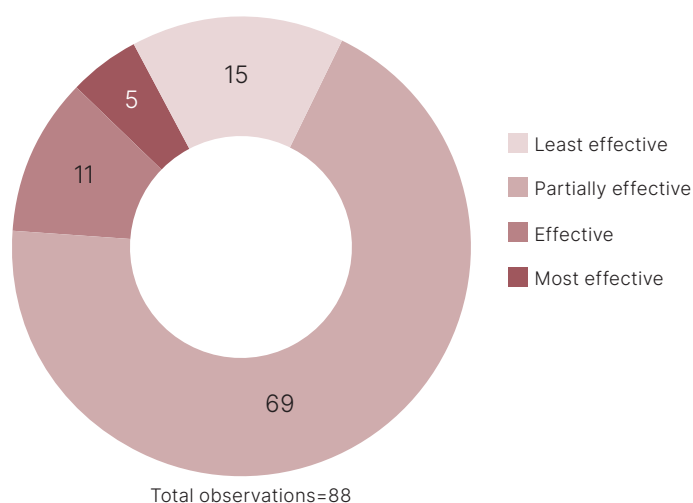
diagnose their specific learning needs and adapt instructions accordingly. The absence of a clear and systematic approach leads to inconsistent practices. To improve, teachers would need to understand children's learning levels, plan for varied needs, and use simple differentiated strategies. Even small shifts like 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, in which children from two or more grades sit together, were found in 88 (59%) of the 150 sampled schools. Children of Grades 1 and 2 were seated together in the same classroom in about 38% of the schools. Separately, Balvatika children were present in 15% of the multigrade classrooms.

The classroom observation 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'.

Figure 4.6: **Percentage of classrooms where, in a multigrade situation, teachers engaged both the grades in meaningful learning**



Teachers in only 16% of the classrooms 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, multigrade teaching situations are likely to see high prevalence. 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

Findings from the indicators of lesson planning and delivery suggest that lesson planning is often informal or undocumented, limiting continuity and preparedness, and adaptations based on children's learning levels remain sporadic. Limited monitoring of children's work, infrequent checks for understanding, and minimal use of individual responses further reduce teachers' ability to gauge learning progress during lessons. Feedback, central to strengthening learning, is provided infrequently, leaving many children without guidance on how to improve.

At the same time, the findings highlight several dimensions for strengthening instructional practice. Structured lesson planning, clear step-by-step instructions, modelling the expected response, and regular observation of children's work can help teachers respond more effectively to learners' needs and offer specific feedback to them. While differentiated instruction is currently limited and unsystematic, broad level-based grouping and providing guided practice or scaffolded tasks can help ensure that all children are meaningfully included in learning.



Summary and interpretation

Language teaching practices were systematically observed in 78 classrooms, including 37 Grade 1 and 41 Grade 2 classrooms.

This chapter presents the TLPS 2025 findings on teaching language, drawing on quantitative and qualitative insights gathered primarily through classroom observations, teacher interviews, 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 a variety of decoding strategies, use of comprehension strategies during read-aloud, opportunity to practise reading independently, and providing 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.

Consolidated summary of findings across six practices

Due to the small sample sizes for each practice, the percentages given here are only indicative.



In the 58 classrooms where oral language instruction was observed, most (**76%**) teachers struggled to relate discussions and themes to children's real-life experiences or prior knowledge and even more so to ask open-ended questions during language instruction.



In the 31 classrooms where decoding instruction was observed, most teachers (**97%**) used only one decoding activity or relied on copying letters from the board to build children's sound-symbol association.



More than half (**57%**) of the 58 classrooms observed for teaching of reading, teachers asked only factual questions or simply repeated the text by way of supporting children's understanding of the text. In another **43%** of them, teachers did not use any strategy to build children's comprehension.



In one-third (**31%**) of the 58 observed classrooms, teachers gave children opportunities for independent reading but most of it happened without any teacher observation or input.



Of the 43 classrooms where writing was observed, teachers in **84%** of them did not give any activities or prompts where children could write in their own words. The focus was on copying from the blackboard or textbooks and handwriting practice.

Overall, the classroom routines were teacher-led, with a focus on teacher talk, choral repetition, and without much support to build children's comprehension. Children's tasks and practice had limited scope for free expression, either orally or in writing. This is also supported by data on ToT data. On an average, teachers spent 62% of their time on teacher-centred activities, compared to 14% on learner-centred activities.



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 such as 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 clearly, 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 four blocks oral language development, 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 oral language, two for reading, and one each for decoding and writing (Table 5.1).

Language teaching was observed across 78¹ classrooms. Within the sampled language classrooms, different sub-indicators were observed. As a result, the sample sizes of the sub-indicators are smaller and varied.

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

Language practices	Indicators of effective practice
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

5.2.1 Teaching to develop oral language

Oral language development 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 including 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, during a lesson on seasons, the teacher could include the impact of seasons on children's food, daily routines and clothing.

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

¹ 76 classrooms were language only classrooms and 2 classrooms were observed for both language and mathematics

5.2.2 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 /ब/-/घा/ produces “बघा” (‘look’ in Marathi).

The teaching of decoding should be systematic and explicit. It is effective if teachers use a variety of decoding activities to strengthen the association between symbols and their sounds. 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 it (d) Bingo (e) Trace the letter on the floor (f) Make the letter with pebbles (g) Blend the sound of two symbols on a letter or CV grid and say it aloud (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.

5.2.3 Teaching of reading

Reading is a complex process of constructing meaning from written texts. It requires understanding of oral language, phonological awareness, decoding skills, reading fluency and comprehension. Simply put, the two broad dimensions of skilled reading are (a) fluent decoding and (b) strong language comprehension. 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’. Many important reading routines roughly map onto this sequence. Thus, the teaching of reading would begin with interactive read-aloud by the teacher, followed by shared reading by the teacher and children together, followed by guided reading where children read in small groups, pairs, or individually under the teacher’s guidance, and finally, opportunities for independent reading by children. Across all these reading routines, 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, and 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.

5.2.4 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. Teachers should share their writing samples, discuss the writing task with children and jointly compose the main points to be written. It is important for the teacher to generate prompts that are meaningful and engaging for children and to support children with feedback during the writing process.

5.3 Findings of language teaching practices

5.3.1 Teaching to develop oral language

Oral language development was observed across 58 schools in the surveyed classrooms of Maharashtra.

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

Figure 5.1: **Percentage of classrooms where teachers related discussion to children's experiences**

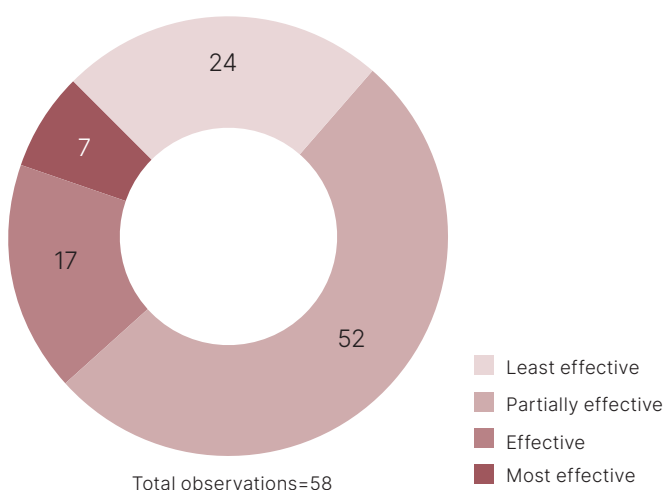
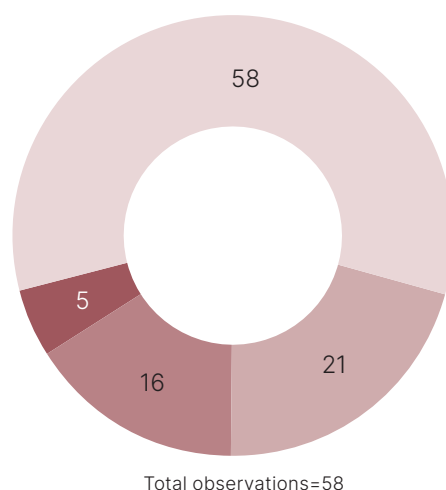


Figure 5.2: **Percentage of classrooms where teachers asked open-ended questions during lessons**



Teachers struggled to relate classroom discussions to children’s prior knowledge or real-life experiences, with most of the observed sample (76%) either not doing so at all or doing so to a very limited extent.

A similar pattern was seen for teachers asking open-ended questions during oral conversations and discussions around texts. Around 58% of them did not ask any open-ended questions during the session. In another 21% of classrooms, teachers asked some open-ended questions but did not wait for children’s responses, which defeats the purpose of encouraging children to share elaborately on a theme. Only a handful of teachers incorporated children’s responses to build the discussion. This indicates a pattern in which oral language development activities were largely dominated by teacher talk and literal questions requiring yes/no or one-word responses, to which children usually responded in unison.

A shift is needed in the nature of oral language activities in early-grade classrooms to include those that encourage active engagement of children by relating what is being taught to their immediate contexts and experiences, and by asking them to predict, think, and infer in response to open-ended questions.

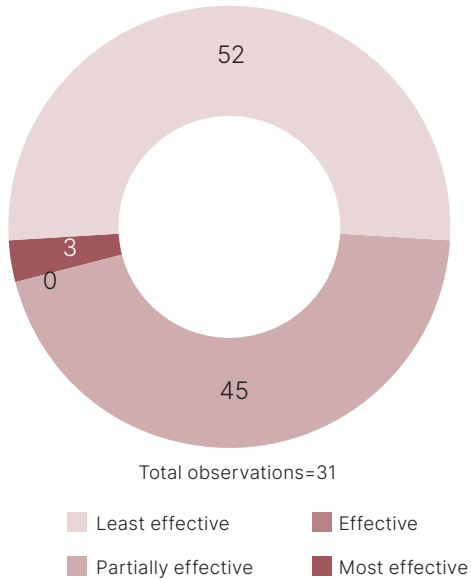
5.3.2 Teaching of decoding

Decoding was observed across 31 schools in the surveyed classrooms of Maharashtra.

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

In the surveyed classrooms, decoding strategies were taught more in Grade 1 classrooms (21) as compared to Grade 2 classrooms (10) during the observed lesson. Importantly, in half of the classrooms observed for decoding (52%), teachers simply asked children to copy letters from the board and used no other activity or strategy to reinforce symbol-sound associations and blending. This practice does not help children understand how written symbols map onto sounds or how to blend individual sounds to form meaningful words. The proportion of classrooms following this practice in the Maharashtra sample is much higher than the TLPS 2025 average of 24%. Effective decoding practices were observed in just a handful (3%) of the sampled classrooms, where teachers used two or more activities for teaching symbol-sound associations and blending.

Figure 5.3: **Percentage of classrooms where teachers used varied activities for developing sound-symbol association**



Key principles of teaching decoding include systematic teaching of sound–symbol relationships, ensuring that words are meaningful to children and using multiple activities that allow children to apply their emerging decoding knowledge to become active “word solvers”. When decoding is reduced to rote copying, children may learn to read and spell those particular words but may not develop the strategic skills needed to read unfamiliar words independently and become confident readers.

5.3.3 Teaching of reading

Reading was observed across 58 schools in Maharashtra.

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

Figure 5.4: **Percentage of classrooms where teachers read aloud and helped comprehension**

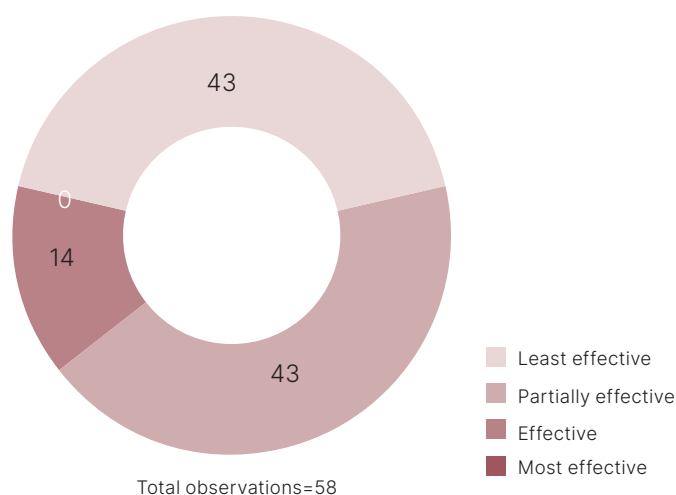
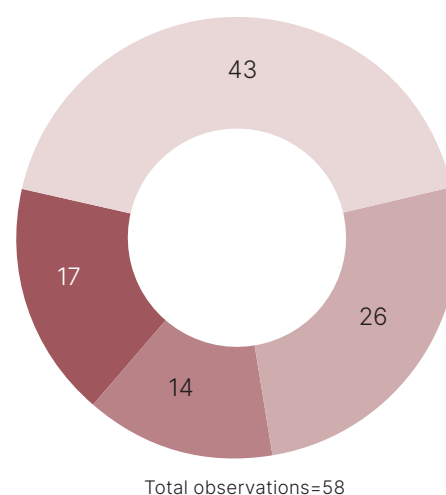


Figure 5.5: **Percentage of classrooms where children practised reading independently**



Teaching of reading was observed more in Grade 2 classrooms than in Grade 1 classrooms of Maharashtra. In 43% of the observed classrooms, teachers did not use any strategy to support children’s comprehension of the text during or after a read aloud. Further, in a majority (57%) of classrooms, teachers asked some factual questions at the end or simply repeated the text to support children’s understanding. None of the observed teachers used diverse comprehension during the read aloud.

More than half (57%) of the teachers observed provided opportunities for children to read independently, but only 17% supported children with feedback and correction during the reading practice. In many (43%) classrooms, children were not given any opportunity for independent reading practice during the observed lesson.

Overall, teachers' read-alouds focused on modelling fluent reading or sentence-by-sentence reading followed by choral repetition by the children. There was very limited focus on engaging children in the meaning-making process. Even when teachers attempted to engage children with the text, they mostly relied on factual questions. They rarely used a wider set of comprehension strategies to support collective sense-making, such as activating children's prior knowledge and setting the context before reading, asking prediction and inferential questions as the text progressed, or posing open-ended questions to encourage children to share their thinking and interpretations. The process of reading aloud to children needs to become more interactive, with engaged participation and a strong focus on building their listening comprehension and verbal expression.

Equally important, to strengthen reading proficiency, teachers must not only provide regular time for individual, paired, and group reading but also actively support children with feedback and guidance during these sessions.

5.3.4 Teaching of writing

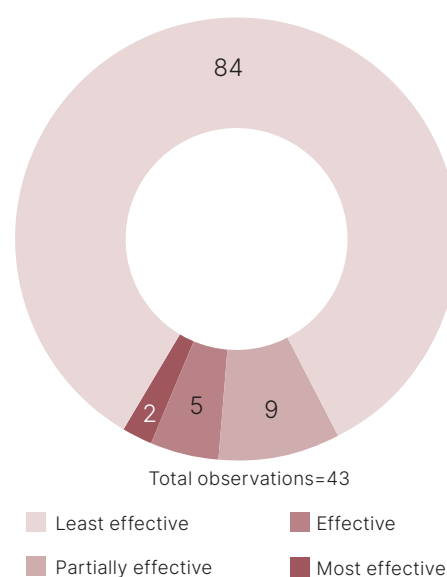
Writing was observed across 43 schools in Maharashtra.

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

In most of the observed classrooms (84%), children did not receive any prompts for writing in their own words. Copying from blackboard or textbook was the most common form of writing seen in the sessions. Very few teachers (2%) supported children with meaningful writing prompts, examples and feedback during the writing process, suggesting that writing is a neglected dimension of early literacy within the surveyed classrooms of Maharashtra.

The findings indicate that writing is largely reduced to copying, offering children little opportunity to express their own ideas or meanings.

Figure 5.6: **Percentage of classrooms where teachers gave specific prompts to children writing in their own words**



This mechanical approach neglects a crucial aspect of early literacy. Children need guided opportunities to think, plan, and put meaning into their writing, not just practise letter shapes and handwriting. To address this, teachers must play an active role in modelling writing processes—sharing examples, discussing tasks, and co-developing ideas and structure with children—along with giving feedback on their written work.

Equally important is recognising that young children progress through phases of writing development, where they use unconventional spellings early on as natural steps toward more conventional writing. When teachers provide meaningful writing tasks and respond to what children are trying to say rather than only how correctly they write, children learn to use writing to communicate and eventually develop into confident, independent writers.

5.4 Conclusion

The analysis of language teaching practices shows that while a balanced approach, covering oral language development, decoding, reading, and writing, has been introduced in many classrooms, its implementation seems uneven. Oral language and reading activities are mostly teacher-led, and children tend to be passive. Similarly, children rarely have opportunities to express their thoughts, ideas and feelings in writing. Overall, there is a need to strengthen early language teaching practices to shift from teacher-led routines to those that actively engage children in meaning-making.



Summary and interpretations

Classroom observations were conducted in 150 classrooms, with mathematics teaching practices systematically observed in 74 classrooms, including 32 in Grade 1 and 42 in Grade 2.

This chapter presents the TLPS 2025 findings on teaching mathematics, drawing on quantitative and qualitative insights gathered primarily through classroom observation and lesson sequence tools. A total of four practices were observed to generate insights into mathematics teaching practices: use of TLMs by teachers and children, opportunities to practise mathematics tasks independently, use of children's real-life experiences for teaching mathematics concepts, and use of 'why and how' questions by teachers.

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

Consolidated summary of findings across four practices



In **68%** of the classrooms, teachers used some kind of TLM during the observation period. In only a few (**12%**) of them, teachers used TLMs to explain mathematics concepts and processes effectively.



Children had the opportunity to use TLMs in about two-thirds (**63%**) of the sampled classrooms, though they were given opportunities to use TLMs effectively in only **9%** of the classrooms.



In every two of five classrooms, children were effectively working independently on mathematics tasks.



In very few (**8%**) classrooms, teachers used real-life examples to explain mathematical concepts.



Teachers asked children higher-order 'why and how' questions in only one in every ten classrooms.

Overall, mathematics teaching remains 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.

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 abstract mathematical 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 key 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	Indicators of Effective Practice
Use of 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 practice
Use of Real-life Context	Teacher uses examples from children's lives 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

6.2.1 Use of teaching learning materials

The use of TLMs is a core pedagogical practice for developing conceptual understanding in early-grade mathematics. In Grade 1 and 2, appropriate TLMs may include objects such as beads, ice-cream sticks, *ganitmala* (string beads), 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 also enables children to internalise mathematical ideas with confidence and clarity.

6.2.2 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 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 in reinforcing correct understanding and addressing 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*, 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.

6.2.3 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.

6.2.4 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.

6.3 Findings of mathematics teaching practices

6.3.1 Use of TLMs

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

Figure 6.1: Percentage of classrooms where teachers used appropriate TLMs/manipulatives to explain mathematical concepts and processes

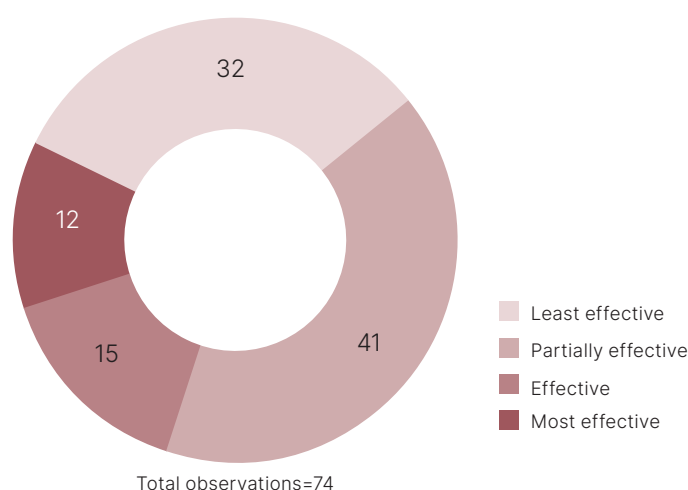
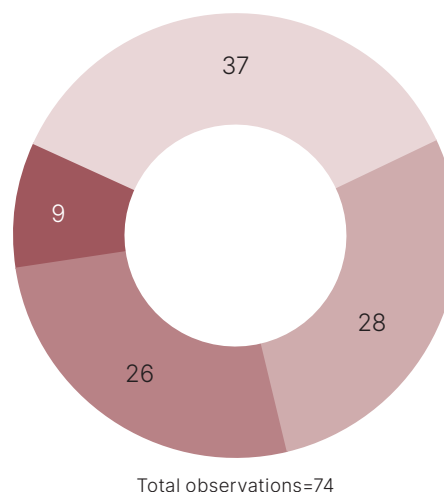


Figure 6.2: Percentage of classrooms where children used appropriate TLMs/manipulatives to understand mathematical concepts and processes



Teachers who were observed used TLMs in mathematics teaching in 68% of the classrooms. In 12% classrooms, teachers used TLMs effectively during mathematics instruction. However, in most of the classrooms, TLMs were used in an unplanned manner. Children used TLMs in nearly two-thirds (63%) of the classrooms to varying extents. In 9% of the classrooms observed, most children got opportunities to use them consistently. This limited engagement of children with TLMs can hinder building strong foundational concepts and making sense of abstract ideas, in case the new mathematical concepts are not taught associating concrete objects in early-grade classrooms.

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.

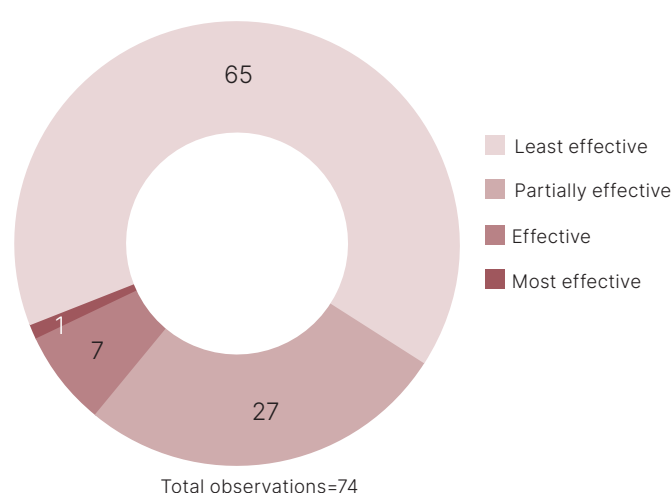
6.3.2 Use of children's real-life experiences

Indicator	1	2	3	4
Teacher uses examples from children's lives 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

Teachers' use of real-life examples while explaining mathematical ideas was either not seen at all or in most of the observed grades (92%) was seldom seen, indicating that real-life contextualisation had yet to proliferate across classrooms.

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

Figure 6.3: Percentage of classrooms where teachers used examples from children's lives to explain mathematical concepts and processes



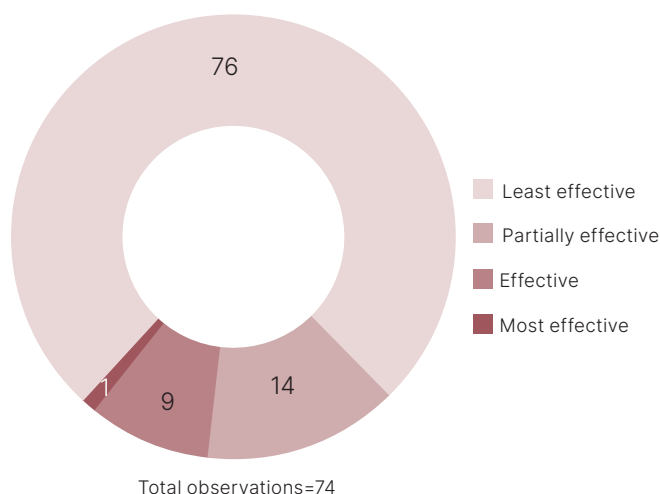
6.3.3 Asking 'why and how' questions

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	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' questions and includes children's responses to build the discussion

It was observed that in many (76%) classrooms, teachers did not ask any 'why' and 'how' questions, slightly lower than the TLPS 2025 average of 81%. In a small proportion (10%) of classrooms, teachers asked probing 'why and how' questions or incorporated children's responses in building the discussion around the concept, indicating preliminary emergence of reasoning-oriented questioning within early mathematics teaching.

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 concepts and processes.

Figure 6.4: **Percentage of classrooms where teachers asked ‘why and how’ questions to deepen mathematical thinking of the children**



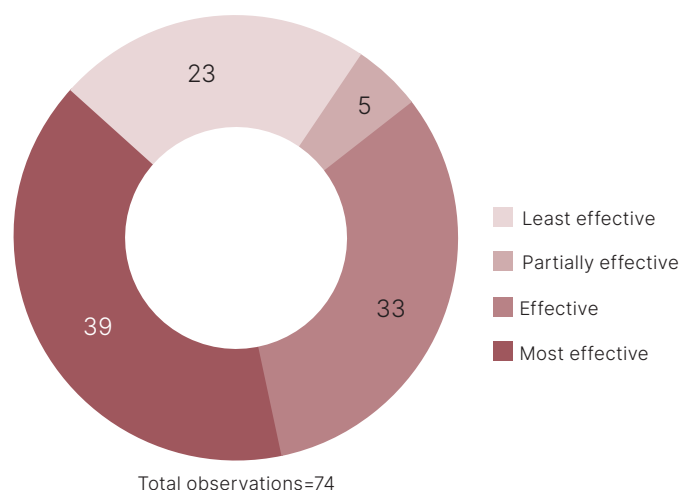
6.3.4 Providing opportunities for independent practice

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. The teacher observes mistakes, corrects and models; and asks the child to solve again

Overall, children were doing independent mathematics tasks in 76% of the sampled classrooms, significantly higher than the TLPS 2025 average of 55%.

Teachers observed and guided children in a smaller proportion (39%) of classrooms, which was higher as compared to the TLPS 2025 average (16%).

Figure 6.5: **Percentage of classrooms where children were given independent mathematics tasks for practice**



These findings highlight that teachers allocate time for independent practice. A few of them actively observe children’s work and provide timely feedback, so that practice moves beyond mechanical repetition and effectively strengthens conceptual understanding, fluency, and confidence.

6.4 Conclusion

For basic concepts like introducing numbers and counting, most teachers used concrete materials or pictorial representations. However, when moving to 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 and consistently allocate time for practising independently.





7.1 Overview of time-on-task and instructional time

TOT is the proportion of instructional time during which the teacher and children are actively engaged in meaningful activities related to teaching and learning. It was observed that instructional activities constituted a significantly smaller proportion of time than the allocated teaching time. To ensure quality learning, teachers should plan and structure lesson routines to maximise children's ToT. A high ToT does not by itself ensure that learning will occur, but it is a basic condition for effective teaching and learning. Children's learning time can be enhanced by better classroom management and by including activities that increase children's 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 Language and Learning Foundation (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 nine activities, obtained by combining a few similar activities, can be seen in Table 7.2. The 'on-task' list included both 'mechanical' activities like copying from the blackboard, choral repetition and some clearly more 'learning' activities like working in a small groups, and doing a class assignment.

7.3 Findings 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 1050 observations of teachers' activities were noted.

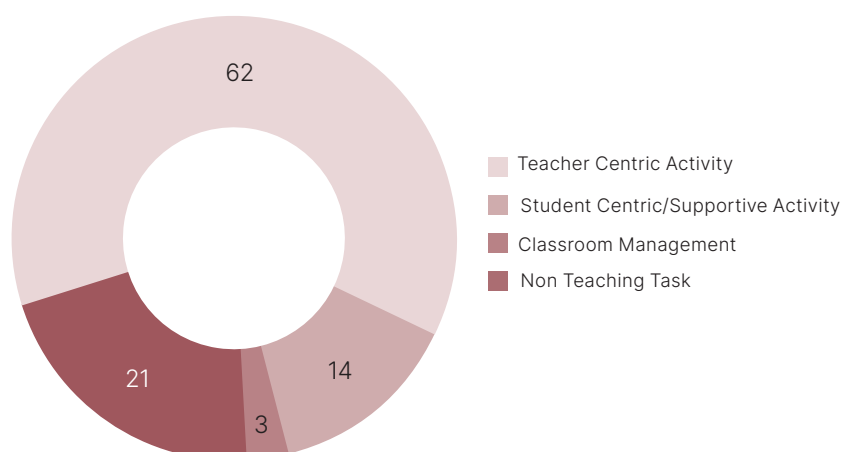
Table 7.1 **Below shows the percentage of time distribution of teachers' activities**

Teacher-centric activity	Percentage of time
Explaining the concept/topic to children orally or by using TLM	16%
Teacher asking questions to the whole class or individual child(ren)	15%
Giving homework/assignment/test/dictation or any other tasks	8%
Teaching a topic by writing on the blackboard	8%
Correcting homework, test papers or class work	6%
Instructing children to engage in classroom activities	5%
Reading from a textbook, workbook or other material	4%
Total	62%
Children centric/supportive activity	%
Supervising group work or children's individual work	9%
Replying to question/providing clarifications and giving feedback	3%
Conversation with children without a lesson's context	1%
Encouraging and motivating students to become involved learners	1%
Total	14%
Classroom management	%
Class management for teaching-learning—dividing groups, giving instructions like forming a queue, taking a break, helping students in transition activity	2%
Teacher scolding/reprimanding child/children	1%
Teacher is looking at the planning for the next topic	0%
Total	3%
Non-teaching task/Off-task	%
In the classroom, but no activity	12%
Using mobile phone during teaching time or talking with parents/school staff/PRI members	4%
In another class (multigrade) or with another levelled group	3%
Teacher is not in the class	2%
Total	21%

Of the teacher-centred activities observed (62%), the most prevalent were:

- > Explaining the concept/topic to children orally or by using TLM (16% of time)
- > Teacher asking questions to whole class or individual child(ren) (15% of time)
- > Teaching a topic by writing on the blackboard and giving homework/assignment/test/dictation or any other tasks (8% of time each)

Figure 7.1: Percentage of time spent by teachers on average in different classroom activities



This indicates that when teachers explain concepts to children, they are also making an effort to engage them by asking questions. However, the questions mostly tend to be of literal/factual type that elicit a choral yes/no or one-word response (see Chapter 6 - Language Teaching Practices) from the children. The ToT analysis generally 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 children-centred activities conducted by the teachers (14% of the teaching time) shows that of this, teachers supervise group work or children's individual work 9% of the time.

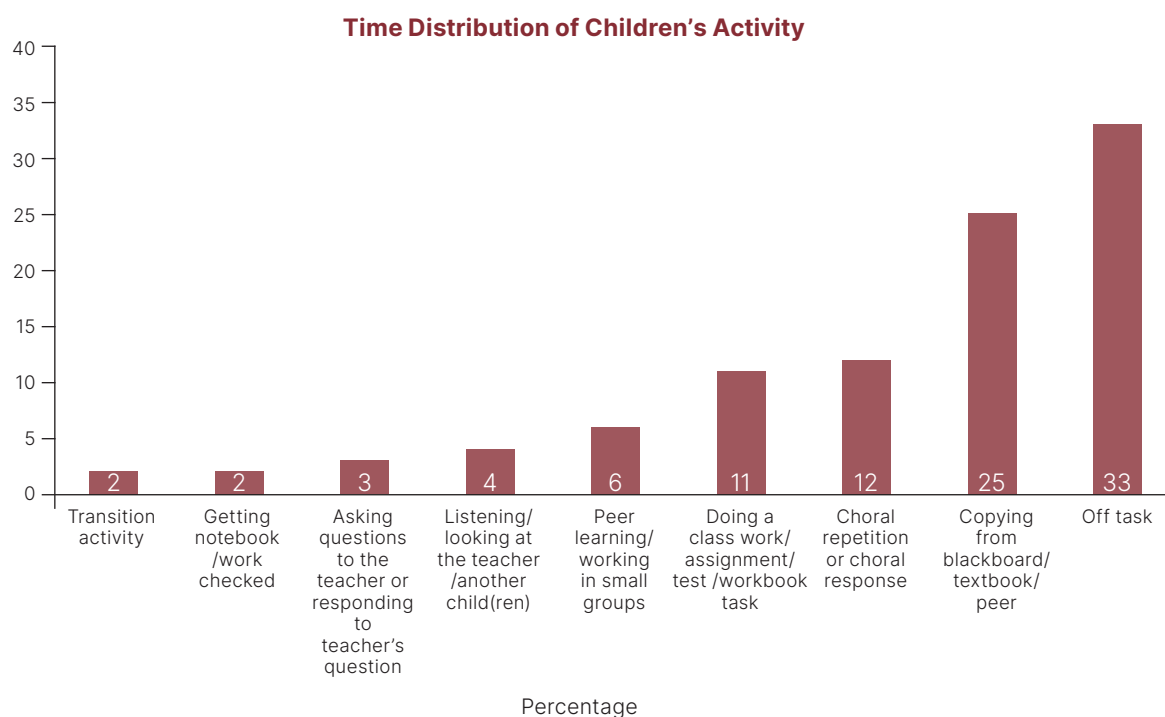
Teachers are engaged in 'non-teaching' tasks or 'off-task' activities for 21% of the observed class time.

7.3.2 Time distribution of children's activities

Five children were observed in each classroom 13 times each, every 3 minutes during each period of observation of 40 minutes. A total of 6,447 children' observations were made.

CHILDREN'S ACTIVITY	%
Off-task	33%
Copying from the blackboard/textbook/peer	25%
Choral repetition or choral response	12%
Doing class work/assignment/test/workbook task	11%
Peer learning/working in small groups	6%
Listening/looking at the teacher/another child	4%
Asking the teacher questions or responding to the teacher's question	3%
Getting notebook/work checked	2%
Transition activity	2%

Figure 7.2: **Percentage of time spent by children on average in different classroom activities**



The analysis of children's activity reveals that they remained 'off-task' for 33% of the class time. This is a significant finding because it indicates that an average child might not be engaged in learning for at least 30% of the class time on a regular basis.

Even when children were 'on-task,' they spent a lot of the class time in activities like copying from the blackboard (25% of class time) and giving choral responses (12% of class time) which require least or inconsistent active engagement in learning.

7.4 Conclusion

When children remain 'off-task' or spend 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 ToT can also be enhanced through clear guidance to teachers on strategies of multigrade teaching.

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 150 schools. Classrooms of all interviewed teachers were also observed using the Classroom Observation (CRO) tool, allowing teacher-reported perceptions to be examined alongside classroom practices.

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

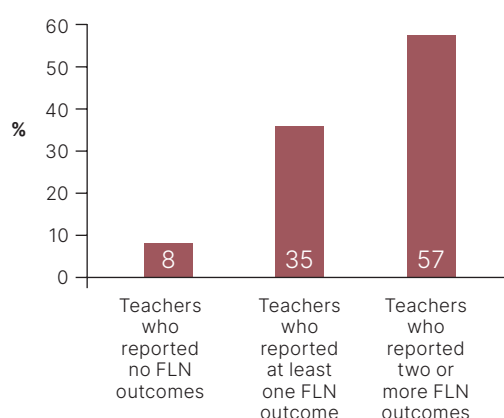
Teacher perceptions were explored on four key dimensions:

- > 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
- > Assessment methods followed and maintenance of record by teachers

Findings from Teacher Interviews

8.1 Teachers' awareness of FLN outcomes

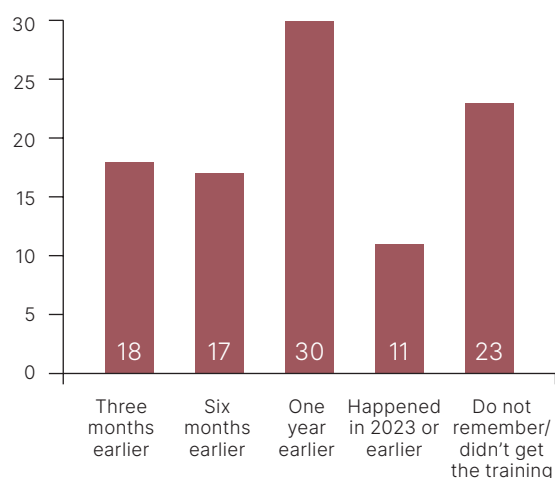
Figure 8.1: Percentage of teachers by their awareness of FLN outcomes



- > Over half (57%) of the surveyed Grade 1 and 2 teachers were able to recall and articulate at least two grade-appropriate FLN learning outcomes.
- > Almost all teachers believe that the NIPUN/FLN Mission has had at least some positive impact.

8.2 Trainings of FLN

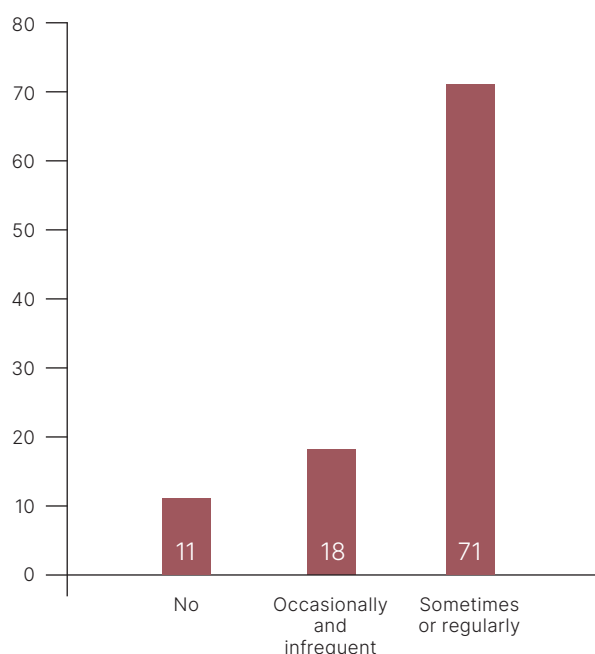
Figure 8.2: **Percentage of teachers by their attendance of FLN Training**



- > Almost two thirds (65%) of teachers reported attending in-person training within the past year, of whom 35% had attended the FLN training within the six months preceding data collection.
- > Close to half (46%) of teachers attended an FLN training lasting five days or more.
- > Nearly four in ten (41%) of teachers found the FLN training to be very useful.

8.3 Academic support to teachers

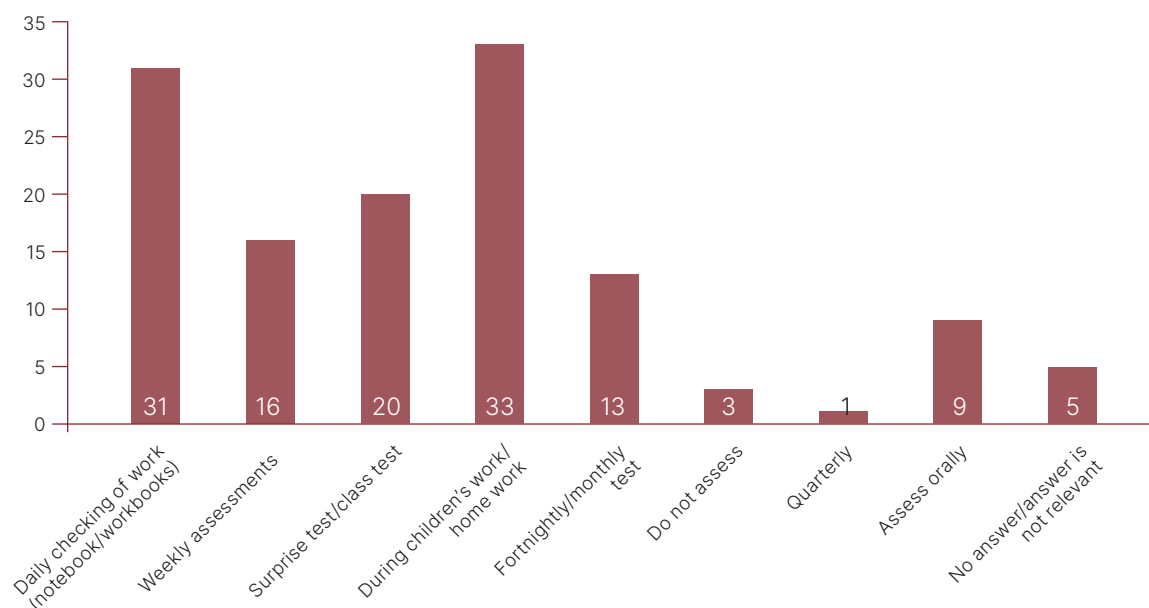
Figure 8.3: **Percentage of teachers by their reported frequency of receiving academic support**



- > Teachers in the surveyed districts of Maharashtra claimed receiving academic support from a diversified set of sources like Block Resource Coordinators, Additional Block Resource Coordinators and Cluster Resource Coordinators.
- > The frequency and quality of academic support received by teachers is higher than the TLPS 2025 average, with 71% teachers receiving academic support at least sometimes. In comparison, to the TLPS 2025 level, 52% teachers reported to receive similar academic support.
- > Only 29% of teachers reported academic support to be very useful. 45% teachers reported that the Kendra Pramukh provides regular academic support, followed by 25% reporting support from BEO/BSA/ABSA/CBEO/ACBEO.

8.4 Assessment of children's learning

Figure 8.4: **Percentage of teachers by different assessment methods followed**



- > Almost all (97%) the teachers reported assessing children's learning.
- > A majority (over 80%) of teachers reported maintaining records of children's assessment to track their learning, including entering in a register, filling in a tracker in a teacher handbook or a teacher's diary, maintaining a diary, etc.

8.5 Conclusion

Overall, teacher perception findings indicate strong awareness of FLN learning outcomes and the NIPUN Mission. Cascade training of teachers for FLN is well established, though there is variation in the frequency and duration of the training programmes. The frequency and quality of academic support from cluster and block-level resource persons are also quite varied.

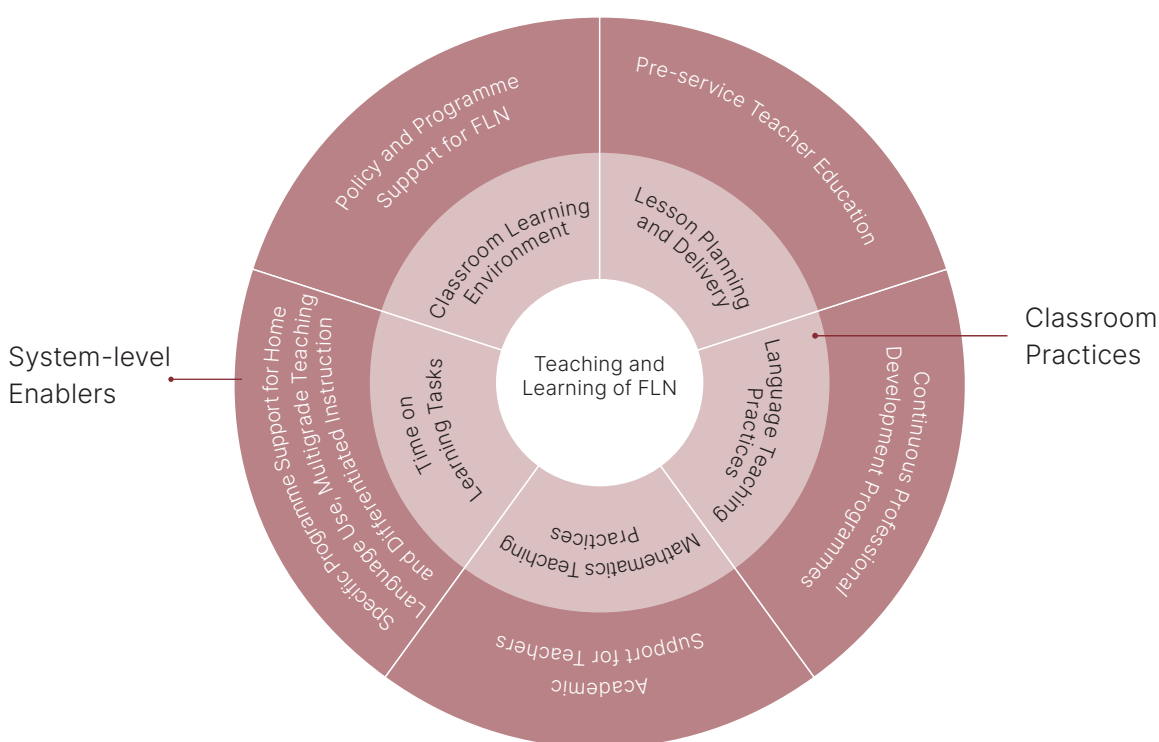


9.1 Introduction

The Survey was conceptualised to provide systematic evidence on teaching practices for language and mathematics in Grades 1 and 2 within the surveyed districts of Maharashtra. Beyond documenting existing practices in these areas, 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.

- > Observations show that the state is yet to make significant progress in establishing print-rich environments and ensuring that print materials are accessible to children. Examples of useful print material in early grades include poem and story posters, children's books, number and *akshara* charts, labels for things, word cards and place-value cards. It is recommended that the state takes steps to ensure that these print-rich materials are available in classrooms and actively and meaningfully used during instruction to support learnings.
- > The sampled schools in Maharashtra already show a reduced trend of rigid row-and-column seating than other schools in TLPS 2025. Teachers should be further 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 in the state so that all children feel comfortable and confident, participate in discussions, and engage meaningfully in learning.
- > The surveyed classrooms of Maharashtra are showing slight gains (as compared to the TLPS average) in teachers actively engaging individual learners and allowing them sufficient time to think and respond. This practice should be further strengthened, as it helps children participate in shared meaning-making and helps teachers get a sense of children's understanding.
- > Marathi is the primary medium of instruction in classrooms in the surveyed classrooms of Maharashtra even though there is significant linguistic diversity in the state. Therefore, an in-depth examination of language profiles of children in early school grades across sub-regions of Maharashtra is necessary. Using children's home or most familiar languages is a critical practice to help improve children's confidence, participation and comprehension, and this should be actively supported by the State in primary schools.

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.
- > A quarter of sampled schools in Maharashtra had teachers actively observing and monitoring most children's work. This practice needs to be more widespread. Through regular and purposeful observation, teachers will be able to identify gaps in learning, adjust instruction, and provide timely support to children individually and in group settings.
- > 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 differentiated instruction 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 to shift the norm from teacher-dominated routines to practices that actively engage children in meaning-making.

- > Oral language activities need to encourage children's active engagement by connecting content and discussions to familiar contexts and experiences and by asking children to think, predict and infer. Particularly, teachers need to give children opportunities to respond more fully to open-ended questions.
- > Many teachers in the surveyed classrooms simply asked children to copy letters from the board and used no other activity or strategy to teach decoding. Decoding instruction needs to be more systematic and include multiple activities that reinforce sound-symbol associations in different ways.
- > While teacher read-alouds are being conducted in some classrooms, they need to be more interactive with greater participation of children and a stronger 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.
- > Supporting writing for expression should be a clear priority area for early-grade classrooms. 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 includes both teacher demonstration and children's use of TLMs. 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.

- > There is still a gap in the use of reasoning-focused questioning in early mathematics classrooms. Therefore, there is a pressing need to encourage teachers to ask ‘why and how’ questions that prompt children to explain their thinking, justify their answers, and reflect on strategies. This helps transition learning from rote procedures to deeper reasoning and conceptual understanding.

9.2.5 Time on learning tasks

The ToT analyses from the Survey highlight important opportunities to strengthen how classroom time is used to support children’s learning. 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.
- > There is a need for teachers to move towards better lesson planning and more efficient utilisation of classroom time to reduce off-task activities for both themselves and the children.
- > 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 strengthening to enable and sustain classroom-level actions described in the previous section.

Recommendations for system-level changes

- > Continue and extend policy support to FLN
- > 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 the state has 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 on consolidating 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 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, including Maharashtra. As a result, many teachers in the surveyed classrooms enter classrooms without sufficient preparation to teach early literacy and numeracy in developmentally appropriate and meaningful ways.

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 student-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 loss of quality 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 18% of teachers reported infrequent academic visits, and 11% teachers reported receiving no academic support at all.

There is a strong need to strengthen on-site academic coaching through regular classroom visits by ARPs, 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, pedagogy that supports effective learning, 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 14% of children in the surveyed classrooms do not fully understand the language used in 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 and regions of Maharashtra. This requires more than encouraging teachers to use the home language when possible. States need to develop 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, so that teachers are equipped with sound theoretical knowledge and concrete strategies for classroom use. Appropriate deployment of teachers with specific 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 60% 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 have 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 to plan and implement differentiation within everyday classroom routines.







"I am happy to see the release of this Survey, the Teaching and Learning Practices Survey (TLPS). The findings provide a strong evidence base. Given the scale of the sample, the insights emerging from this can be seen as reflective of teaching and learning practices across the country. Classrooms must move beyond one-way teaching. Education thrives when children are encouraged to question, explore and keep their curiosity alive. ”

**- Shri Sanjay Kumar, IAS, Secretary,
Department of School Education
and Literacy, Ministry of Education,
Government of India**



"Children learn best when learning is joyful and rooted in their real experiences. As the National Curriculum Framework reminds us, play must remain at the core of early learning. When children learn in familiar languages and meaningfully use teaching-learning materials, classrooms become spaces where every child can truly engage. My best wishes to LLF for the study, we will take inputs from it. ”

**- Smt. Archana Sharma Awasthi,
Additional Secretary, Department of
School Education and Literacy, Ministry
of Education, Government of India**



"TLPS is a significant study for its sharp focus on understanding teaching-learning practices of language and mathematics in Grades 1 and 2. The findings provide vital pointers for improving instruction in early grades by keeping meaning-making at the centre. It is time for us to join hands to support teachers in bringing about the much-needed shifts in classroom practices. ”

**- Ms. Amrita Patwardhan, Head,
Education, Tata Trusts**



"We are really happy to have completed India's first large-scale survey of teaching and learning practices for foundational learning in partnership with several other organisations. Student learning can improve only when children are actively engaged in learning. We hope this report can trigger a nation-wide discourse on the need for transforming teaching and learning for young children in early grades in primary schools in India. ”

**- Dhir Jhingran, Founder & Executive
Director, Language and Learning
Foundation**

About TLPS 2025

The Teaching and Learning Practices Survey (TLPS) 2025 provides systematic, large-scale 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 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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Tools for TLPS 2025 and grade-wise data-tables can be accessed from the QR Code above