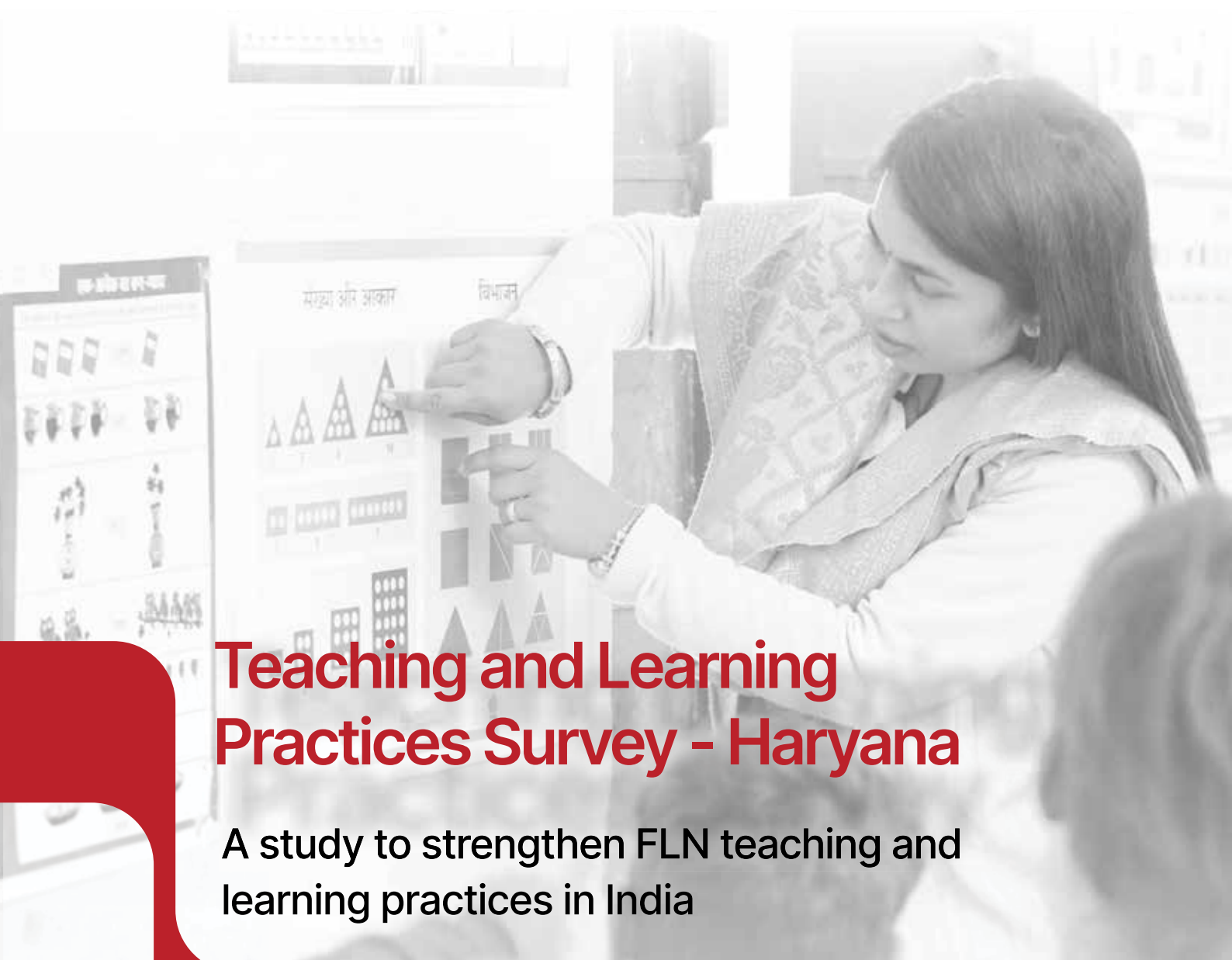




Teaching and Learning Practices Survey - Haryana

A study to strengthen FLN teaching and
learning practices in India

2025

SUMMARY

TLPS 2025

Teaching and Learning Practices Survey 2025. Haryana

December 2025

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Executive Summary

Introduction

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

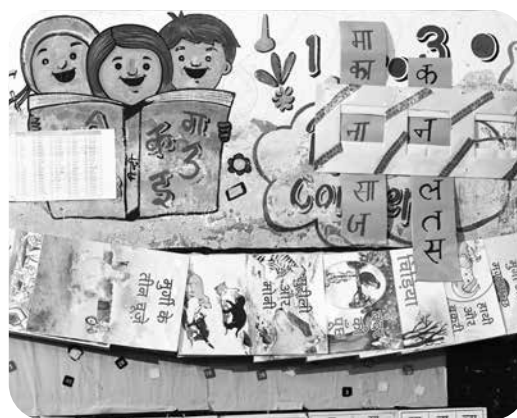


The state government of Haryana is tracking progress in student learning through a range of large-scale assessments of FLN learning outcomes, via the NIPUN Haryana Mission. Launched in 2021, this initiative is a welcome step towards qualitative improvements in early primary school education in the State. We know that learning outcomes can only be improved sustainably if significant improvements are made to the teaching-learning processes of language and mathematics in the elementary grades.

Systematic and reliable observation and analysis of teaching-learning processes can provide useful information about shortcomings and necessary improvements.

About TLPS 2025

Recognising the critical gap in FLN outcomes for early primary grade children in the country, 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 children's learning materials, teacher training programmes, and on-site academic support are getting translated into classroom teaching and learning. This survey reflects the current state of teaching-learning processes and also reveals the extent to which efforts at the education system level are leading to pedagogical changes in classrooms and the areas that require further improvement.



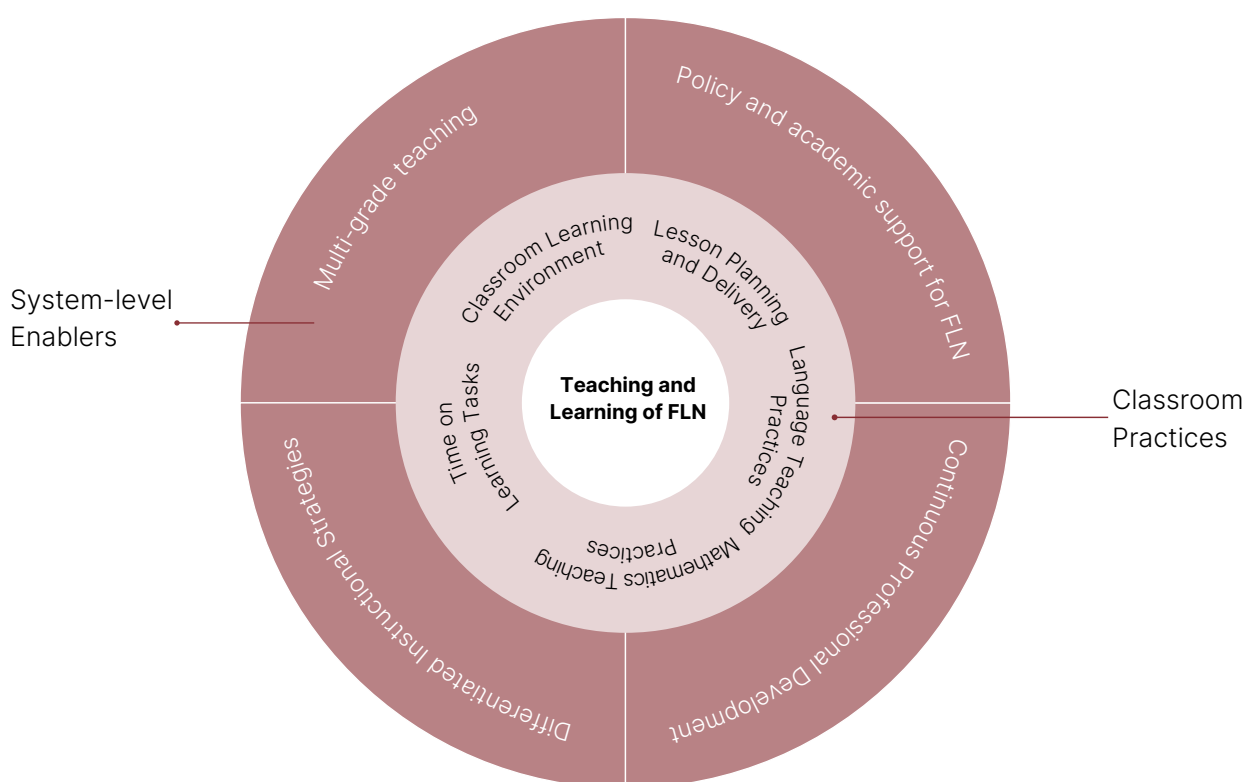
The Survey was conducted in Haryana in November 2024. A total of 100 schools from two districts (Fatehabad and Rohtak) were included in the Survey.

This report presents the current status of teaching–learning processes observed in 100 classrooms across two districts of Haryana. It shows how system-level efforts are reflected in classroom-level instructional changes and identifies areas where further improvement is needed.

Findings and recommendations

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

Priorities for classroom practices and system-level enablers



TLPS 2025 includes two types of recommendations:

- > Recommendations for strengthening classroom teaching–learning processes, which are directly based on the key findings of the Survey. These are presented in the next section alongside the classroom-level findings.
- > Recommendations for system-level change in the education system, which will support the implementation and sustainability of effective teaching–learning processes. These recommendations are presented in the section following the recommendations related to classroom teaching–learning processes.

Findings and recommendations for classroom practices

Classroom learning environment

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

Main Findings

Approximately two-thirds of the classrooms observed displayed print-rich materials for classroom teaching-learning processes. In 66% of classrooms where materials were displayed, these materials were placed at children's eye level.

In 66% of classrooms, children were seated in rows and columns, and the arrangement did not change during the observation.

In most 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. They had very few opportunities to speak openly, interact with the teacher or learn from each other.

Recommendations

The survey found that print-rich materials were accessible to children. There is a need to ensure that print materials are thoughtfully placed and actively used during instruction to support learning.

Teachers should be encouraged to adopt flexible seating and grouping arrangements to foster more interaction and collaboration among children.

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

Lesson planning and delivery

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

Main Findings

Most teachers (86%) did not regularly monitor children's work during group or individual activities.

While some teachers (44%) reviewed children's written work, very few provided meaningful feedback or guidance that would help children correct their mistakes.

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.

More than half of the teachers (52%) asked questions to the whole class at the same time, resulting in children responding collectively.

Nearly two-thirds of teachers (63%) neither understood children's learning needs nor used any form of differentiated instructional strategy.

To support all learners, teachers need to use targeted strategies such as flexible grouping, guided practice in level-based groups, and scaffolded tasks during regular lessons.

It is essential to provide extra attention and support to children who are struggling to learn, after proper identification.

Language teaching practices

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

Main Findings

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

The teaching of decoding was not systematic and relied either on writing letters and words or on just one activity to reinforce sound-symbol association and blending (in 81% of classrooms).

More than half of the teachers (56%) provided children with opportunities to practise reading independently, but only 12% of teachers provided guidance and support during this process.

The observations found that most teachers (94%) assigned writing tasks that involved copying from the blackboard or textbook, or writing only letters and words.

Recommendations

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

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

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

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

Mathematics Teaching Practices

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

Main Findings

In around 61% of the classrooms, teachers used TLMs though mostly unplanned. In most of the classrooms (74%), children did not use TLMs at all.

40% of teachers provided children with opportunities to work independently on mathematics tasks. However, only 10% of teachers observed children's work and provided feedback to help them improve.

Most teachers (82%) did not use real-life examples to explain mathematical concepts and procedures.

96% of the teachers rarely posed 'why and how' questions somewhat effectively.

Recommendations

There is a pressing need for teachers to use TLMs more consistently and in learner-centred ways. It should also be ensured that children have adequate opportunities to learn by doing and to develop conceptual understanding themselves, rather than only observing others perform tasks.

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 procedural fluency.

Integrating familiar contexts and children's real-life experiences when introducing and practising mathematical concepts can help children understand 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 their strategies. This can help move learning beyond rote memorisation and support the development of deeper understanding and logical reasoning.



Time on learning tasks

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

Main Findings

The observations found that teachers spent 71% of instructional time on teacher-centred activities, while only 13% of the time was spent on learner-centred activities.

Children remained 'off-task' for 31% of the total class time. When they were 'on-task', mechanical, repetitive type activities consumed most of their time.

Recommendations

Teachers need to create a better balance between teacher-centred instruction and learner-centred practices to enhance children's engagement with learning.

Teachers also need to plan and manage independent and group tasks more deliberately, particularly in multigrade contexts where their attention is divided.

Other findings

- > There is strong awareness among teachers about FLN goals and learning outcomes.
- > 74% teachers reported that they have attended an in-person training on FLN in the past year.
- > Almost all teachers believe that the NIPUN/FLN Mission is having a positive impact.
- > 71% teachers reported receiving academic support regularly.



Recommendations for System Level Changes

Deepening Policy and Academic Support for FLN

There is a need to move beyond administrative compliance and focus on pedagogical depth so that classroom practices are more closely aligned with the vision of foundational learning. There is a need to broaden the vision of foundational learning beyond mechanical skills such as choral repetition and copying, and towards teaching practices that help children develop higher-order skills such as reasoning, explanation and meaning-making.

Extending FLN-aligned instructional support to Grades 3 to 5 will help sustain children's learning progress and ensure continuity in their learning experiences. Findings related to teachers' academic support suggest the need to further strengthen ABRCs and BRPs so that their role goes beyond observation and routine monitoring to include demonstrating effective teaching-learning practices in classrooms. Such support can particularly focus on helping teachers monitor children's independent work and increase active participation in classroom learning processes.

Reimagining Continuous Professional Development (CPD)

Findings from Haryana suggest that, while significant progress has been made in expanding training programmes, training inputs are not yet consistently translating into sustained changes in classroom practice. There is a need to move beyond lecture-based formats and towards practice-oriented models of CPD. Approaches such as classroom demonstrations, guided classroom practice, and reflective practice cycles can help teachers internalize learner-centred approaches rather than understanding them only at a theoretical level.

To reduce reliance on in-service training, pre-service teacher education needs to more explicitly embed practical strategies for play-based and multi-grade teaching. Early exposure to these approaches can help teachers adopt them more naturally before entering the school system.

Systematic Use of Differentiated Instructional Strategies

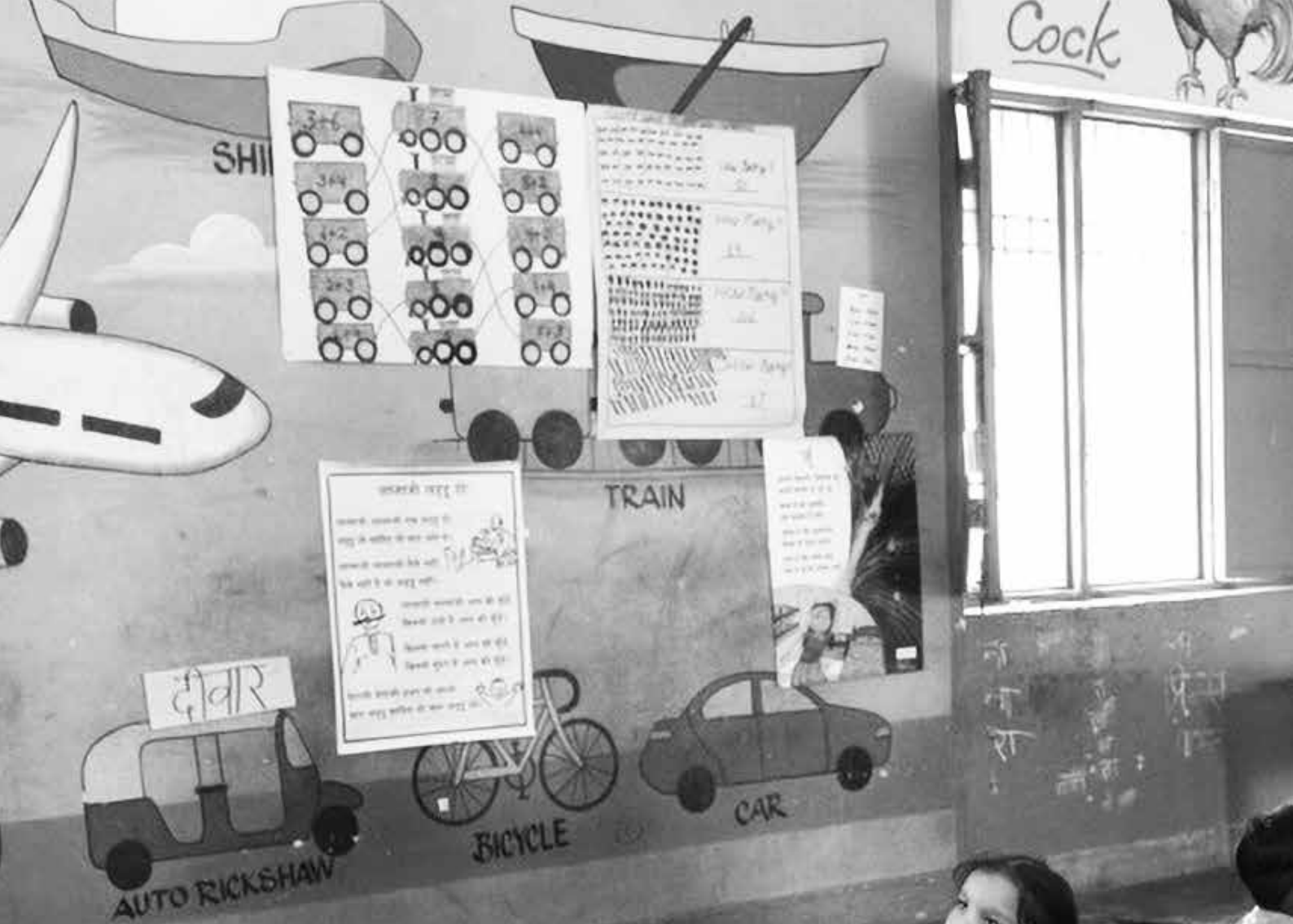
Teacher handbooks, training modules and academic support systems need to explicitly demonstrate how differentiated instructional strategies—such as flexible grouping and guided practice in small groups, particularly for children who are experiencing learning difficulties—can be planned and implemented as part of daily classroom practice.

Providing additional attention and support to such children is critical for reducing learning gaps within the classroom.

Addressing Multi-Grade Teaching Systematically

As in the rest of the country, multi-grade teaching is a common reality in Haryana. Despite this, most curricula, teacher handbooks and training programmes continue to be designed with a single-grade classroom in mind.

Teachers working in multi-grade settings require specific curricular guidance and instructional strategies to effectively manage multiple grades within the same classroom. This includes planning simultaneous learning activities, organising self-directed tasks, forming flexible groups, and managing instructional time across different grades.





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