TLPS | Teaching Learning Practices Survey

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Teaching and Learning Practices Survey - Meghalaya

A study to strengthen FLN teaching and learning practices in India

2025 | SUMMARY

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TLPS 2025

Teaching and Learning Practices Survey 2025. Meghalaya

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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 Meghalaya prioritises seamless transition between pre-primary and early primary schooling, treating the foundational period (ages 3–8) as a single pedagogical unit, as envisioned under the NCF-FS.

About TLPS 2025

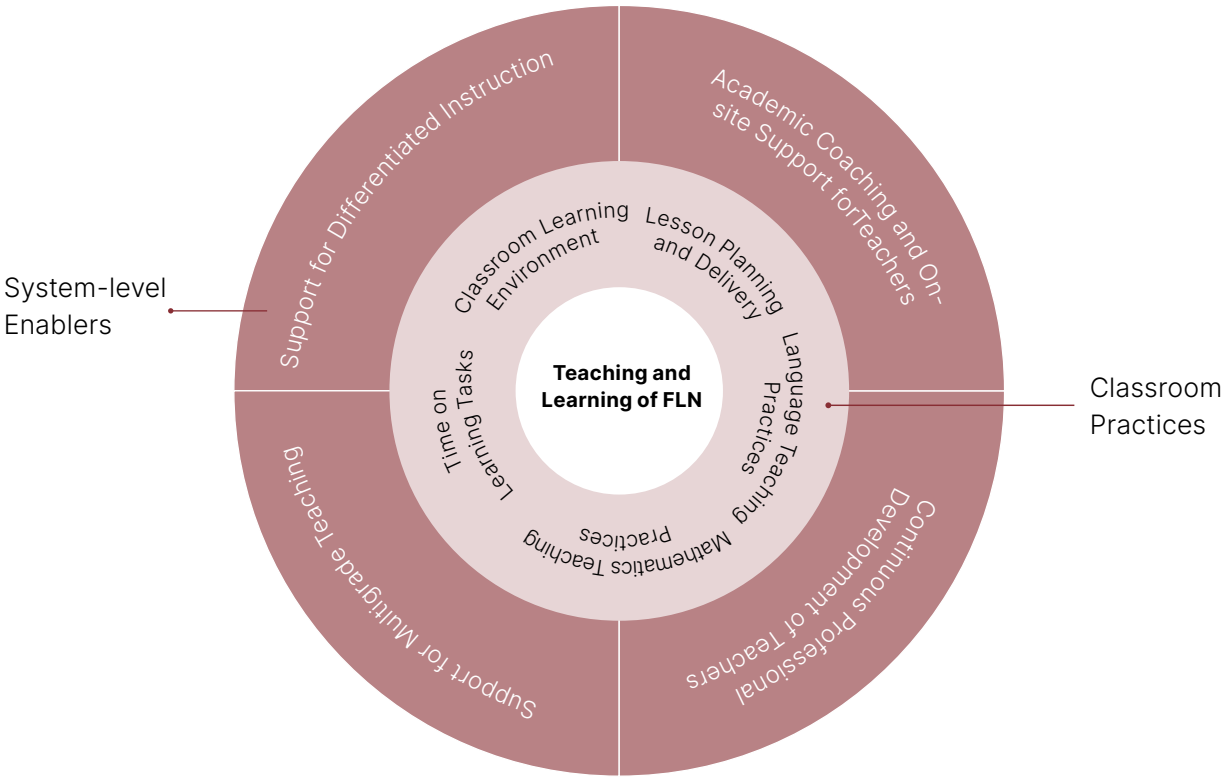
The Survey was conducted between November 2024 and March 2025 in nine states: Assam, Chhattisgarh, Haryana, Jharkhand, Maharashtra, Meghalaya, Rajasthan, Tamil Nadu, and Uttar Pradesh, covering 21 districts and 1050 classrooms. In addition to the broader nation-wide TLPS 2025 report, state-specific reports have been prepared to provide more granular and contextual insights to policy makers, educators, civil society organizations and other stakeholders, on FLN outcomes in each of the surveyed states.

This document serves as a status report on the current state of teaching and learning practices in the sampled schools in Meghalaya, informing how system-level efforts translate into classroom-level pedagogical change and where further improvement is needed. A total of 50 classrooms were surveyed across East Garo Hills district 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 for different classroom activities for both teachers and children. It also presents teachers' perceptions on some aspects of FLN and their professional development.

Priorities for classroom practices and system-level enablers



TLPS 2025 includes two types of recommendations:

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

Findings and recommendations for classroom practices

Classroom learning environment

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

Main Findings	Recommendations
All observed early-grade classrooms had a functional blackboard. Out of 50 observed classrooms, six classrooms displayed print-rich materials.	There is scope for improving availability of print materials in classrooms and placing them thoughtfully and actively using during instruction to support learning.
In all observed classrooms, children were seated in rows and columns, and the arrangement was changed in one classroom during the observed lesson.	Teachers should be encouraged to adopt flexible seating and grouping arrangements to foster more interaction and collaboration among children.
In 50% of the observed classrooms, few children talked/asked questions amongst each other or to the teacher. Teachers asked questions to individual children sometimes in 22% (11) of the classrooms.	Teacher-child relationships should be strengthened in early-grade classrooms to help children become more confident, participate in discussions, and engage meaningfully in learning.
Children in sampled schools spoke predominantly in Garo (96%). Minuscule proportions of native speakers of languages like Hindi and Bangla were reported.	Using children's home or most familiar languages consistently and strategically is a critical practice for improving children's self-confidence, participation, and comprehension.

Lesson planning and delivery

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

Main Findings	Recommendations
Teachers reported planning for their lessons the next day in 22% (11) of the 50 observed classrooms. However, only one teacher had documented plans.	In addition to giving clear instructions, teachers should model expected responses and verify that children have understood so that they can participate meaningfully and learn successfully.
Teachers in over half of the observed classrooms (30) gave instructions before or during an activity, out of which in seven classrooms they also confirmed with at least a few children whether they understood what was expected of them.	Through regular and purposeful observation, teachers need to identify errors, adjust instruction, and provide timely support.
Teachers in 22% of classrooms (11) observed and monitored children during independent or group activities at least sometimes.	There is scope for strengthening feedback practices through regular checking of children's work, clear explanations of mistakes, and simple steps for improvement.

In 22% (11) of the observed classrooms teachers checked a few children's work and corrected errors themselves. In another 11 classrooms, teachers went a step ahead by identifying mistakes for some children.

In almost half of the observed classrooms, teachers relied on choral responses to confirm children's understanding. Few teachers checked for individual children's understanding through varied methods.

During the limited observation period, only a few of the teachers were seen using differentiated teaching strategies to support children at different learning levels.

64% of the observed classrooms (32) were multigrade in Meghalaya. Balvatika children were present in seven multigrade classrooms.

During lessons, teachers should 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.

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

Note: *Since Language Teaching practices were observed in only 23 classrooms (with observations for individual indicators limited to 13 or less), their findings are not included in the Executive Summary.*

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. T*eaching of Mathematics was observed in fewer than 30 classrooms, so results are only indicative.*

Main Findings

In eight out of 27 observed classrooms, teachers used TLMs to explain mathematical concepts at varying levels of effectiveness. In 23 of the observed classrooms, children did not get any opportunity to use TLMs.

In 22 of 27 classrooms, teachers did not use real-life examples to contextualise mathematical concepts and processes.

The use of 'why and how' questions was limited with teachers in 25 of 27 classrooms not using such questions to encourage mathematical reasoning and justification.

Children were given independent tasks for practice in close to half (13) of the observed classrooms. Teachers provided active feedback in eight of these classrooms.

Recommendations

Teachers should use TLMs more consistently and in planned, 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.

Mathematical concepts should be introduced using familiar and everyday contexts so that young children can relate mathematics to their daily experiences and develop practical problem-solving skills.

Teachers should ask questions that encourage children to explain their thinking and reasoning, helping shift learning away from rote mathematical procedures to deeper conceptual understanding.

During independent practice, teachers should 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 spent by teachers and children on different classroom activities.

Main Findings

In sampled classrooms, children remained 'off-task' (i.e., not engaged in any learning activity) for 23% of the total class time. When they were 'on-task', mechanical or repetitive activities consumed the majority of their time.

Recommendations

There is scope for creating a better balance between teacher-centred instruction and learner-centred practices to enhance children's engagement with learning.

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

Other findings

- In the survey sample, 62% of the teachers were aware of two or more FLN goals and learning outcomes.
- 32% of the interviewed teachers reported that they had attended an in- person training on FLN.
- 50% of the teachers reported receiving academic support occasionally or infrequently

Recommendations for system-level enablers

Strengthen academic coaching and on-site support for teachers

Teacher interviews reveal that academic support for teachers has scope to be more regular and instructionally strong. On-site academic coaching can be strengthened through regular classroom visits by block resource coordinator (BRC), CRCs, or equivalent roles. These visits should focus on observing classroom practice, demonstrating effective strategies, and providing concrete, actionable feedback tailored to each teacher's context. Such support is vital for helping teachers translate training inputs into day-to-day practice.

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

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). Effective CPD should offer multiple pathways for learning, including structured courses, blended and online programmes, in-person workshops, and simple digital supports such as WhatsApp nudges and short, on-demand learning resources. During training sessions, a greater emphasis should be placed on practice-oriented designs—prioritising demonstrations, guided practice, collaboration among teachers, and reflection—so that teachers can apply new strategies confidently in their classrooms.

Multigrade teaching support

Teachers working in multigrade settings need specific curricular guidance and pedagogical tools to manage multiple groups effectively. Teacher handbooks and student workbooks could be designed taking into account the multigrade landscape of government schools and support teachers in 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 are key to reducing learning gaps within the classroom.

Using assessment to track and support learning

Assessments should focus on a defined set of critical FLN learning outcomes and be implemented periodically across all schools to ensure consistency. Given the prevalence of multigrade classrooms, assessments should be differentiated by learning level rather than grade alone. Findings from these assessments should feed directly into instructional planning, flexible grouping, and targeted remediation.

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