

TOOLS OF TLPS 2025



Selection criteria of states, districts, blocks and schools

APPENDIX

1

State selection criteria

The first iteration of the Survey was conducted across nine states represented not just geographically varied regions across the country, but also with significant demographic and education variables.

The following criteria were used for state selection:

- a. Geographical distribution: States were selected from the Northern, Western, Central, Southern, Eastern and Northeastern regions of the country.
- b. Headcount Poverty Ratio (HCR) and Multidimensional Poverty Index (MPI): The states chosen for the Survey represent a diverse set based on HCR and MPI data. While three states have HCR and MPI above the national average and Rajasthan is almost at the national average, five states have HCR and MPI below the national average.
- c. Human Development Index (HDI): While five (Tamil Nadu, Maharashtra, Haryana, Rajasthan, Meghalaya) of the nine states selected have an HDI score above the national average, the remaining four are below the national average.
- d. Female Literacy Rate (Census 2011): Five of the selected states (Assam, Haryana, Tamil Nadu, Maharashtra, Meghalaya) had female literacy rates above the national average (65.46%), the remaining four had rates below the national average.
- e. Learning Outcomes (LOs) (ASER 2022): Percentage of Children (Grades 3 to 5) who can read Grade 2 level text. The selected states have different levels of ASER scores for this indicator.
- f. Availability of partners focused on work in early learning/FLN: Since the objective of this Survey is to draw attention to the state of teaching and learning across the country, it was important to involve partners across the country who are deeply engaged in working on improving early learning in collaboration with state governments. The selection of states has also been guided by the availability of such partners in different regions of the country.

District selection criteria

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

- a. Geographic distribution: The districts for each state represent somewhat different regions of the state. For example, in Chhattisgarh, Kabeergham is a district in the central part of the state, while Narayanpur is located in Southern Chhattisgarh.
- b. Diversity in learning outcomes: Based on the two ASER indicators of (i) percentage of children in Grades 3-5 who can read a Grade 2 text and (b) percentage of children in

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

- c. HDI (2022): HDI measures the level of human development across India's 707 districts with a corresponding rank assigned to each district - only seven of the 21 districts selected for this survey ranked higher than 350, with most districts ranking between 300 to 600. While Rohtak (50) ranked the highest, followed by Fatehabad (87) and Ramanathapuram (158), Bahraich (705) and West Singhbhum (698) rank significantly lower.
- d. Social group composition: Where possible, districts with different social group composition (SC and ST) have been selected. Overall, seven (out of 21 districts) have a significant scheduled caste population and nine districts have a significant (higher than the national average) scheduled tribe population.
- e. Female Literacy Rates (2011): The districts represented a wide range of female literacy rates, with six (out of 21 districts) having a higher female literacy rate than the national average while 15 have a below national average female literacy rate.
- f. Rural-urban distribution: The effort has been to include some districts that have a significant urban population, e.g. Rohtak, Bareilly, Nashik, Ramanathapuram etc.
- g. FLN intervention: During the district selection process, consideration was given to ensure that, as far as possible, there are no partner-led FLN interventions in place in the selected districts. This was done to maintain consistency in our selection criteria and minimise potential overlaps with ongoing FLN initiatives led by partner organisations to present a real snapshot of the state of teaching and learning practices.

Sampling within a district

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

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

Sample covered in each grade and subject by district

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

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

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

Classroom Observation Tool

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

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

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

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

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

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

PART A: Lesson Sequence

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



PART B: Steps Followed During Teaching of Addition/Subtraction

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

Steps Followed During Teaching of Addition/Subtraction

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

Steps Followed During Teaching of Addition/Subtraction

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

PART C: Skills

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

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

PART D: TLMs

Which TLMs were used by teachers in Math?

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

PART E: TLMs

Which TLMs were used by children in Math?

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

PART A: Lesson Sequence

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

PART B: Steps in Decoding

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

Part B: Steps in Decoding

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

Part B: Steps in Reading

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

PART C: Skills

Please tick which skills of the language class were observed:

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

PART D: TLMs

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

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



Time-on-task

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

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

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

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

Pre-Post Observation

Guidelines

1. **Introduce yourself, team and the Study:** “(Names). We have come from the (organisation’s name). This is about a large-scale study on teaching-learning practices of language and math in Grades 1 and 2. We are doing this survey in 50 schools of this district.
2. **Introduce the Research Study and its process:** Today in your school, we will do a 40- minute classroom observation of language/math in grade (1 or 2). We will sit quietly in the classroom. The teacher does not have to clarify or ask us anything. We will not demonstrate any activity or interrupt the class. After completion of the classroom observation, we would also like to take half an hour with the teacher of the class observed for a one-on-one interview. We will also click some photos of the print-rich classroom and seating arrangement. We will not take pictures of the teacher or children.
3. **Teacher must follow her lesson plan:** We do not want to disturb your teaching routine. Please continue with your lesson plan. Whatever you had planned for the day in (language or maths), please do not make any changes in your planning because of our visit.
4. **Refuse politely for any food or hospitality during classroom observation.** We have a request. We have many sections and pages of the tool which need to be observed. So, we request to not being disturbed during classroom observation. We shall come back during break time for any discussion.
5. With due permission, enter the classroom and **fix a place ideal for observation. The ideal seating would be from where both – the teacher and children can be observed.** Do not prefer to sit behind the children since they cannot be observed clearly or in front of the children since they can get distracted and the teacher cannot be observed.
6. **Do not disturb the class** – Avoid talking with your team member during classroom observation. Also **avoid talking to children** and divert their attention from the lesson.
7. Strictly avoid using phone inside the classroom.
8. Fill in the Pre-classroom observation information sheet.

Pre-Classroom Observation Information Sheet

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

If Teacher Teaches only One Grade:

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

In Case of Multigrade Situation:

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

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

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

Please Write Grades Sitting Together in the Following Table

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

In Case of Seating According to Learning Levels:

How are learning level groups formed:

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

On what basis are the groups formed?

i. Children's understanding
ii. Baseline
iii. Bringing learning and non-learning children together
iv. Others, please specify _____

Post-Classroom Observation Information Sheet

Guidelines

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

Physical Environment

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

a. Select seating arrangement: the dot is teacher

i. C-shape or U-shape	ii. a circle with T in between	iii. Rows and columns	iv. Tables and few chairs around them like small groups	v. Mix of mat and desk-benches

OR draw the arrangement:

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

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

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

If yes,

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

Availability of Resource Material

1. **There is a functional blackboard.** (Tick relevant one) i ☐ Yes ii. ☐ No
2. Instructional material available in class
 - i. **Check workbooks of 5 random children** (Tick relevant one)

☐ 5 children, ☐ 4 children, ☐ 3 children, ☐ 2 children, ☐ 1 child, ☐ 0 child
 - ii. **Check Textbooks of 5 random children** (Tick relevant one)

☐ 5 children, ☐ 4 children, ☐ 3 children, ☐ 2 children, ☐ 1 child, ☐ 0 child
 - iii. **Check Notebooks of 5 random children** (Tick relevant one)

☐ 5 children, ☐ 4 children, ☐ 3 children, ☐ 2 children, ☐ 1 child, ☐ 0 child
3. What is the status of completion of the following:
 - i. **Notebooks** (Tick relevant one)

☐ Partly completed - ☐ 5 children, ☐ 4 children, ☐ 3 children, ☐ 2 children, ☐ 1 child, ☐ 0 child

☐ All complete - ☐ 5 children, ☐ 4 children, ☐ 3 children, ☐ 2 children, ☐ 1 child, ☐ 0 child

☐ Corrected by the teacher - ☐ 5 children, ☐ 4 children, ☐ 3 children, ☐ 2 children, ☐ 1 child, ☐ 0 child
 - ii. **Workbooks** (Tick relevant one)

☐ Partly completed - ☐ 5 children, ☐ 4 children, ☐ 3 children, ☐ 2 children, ☐ 1 child, ☐ 0 child

☐ All complete - ☐ 5 children, ☐ 4 children, ☐ 3 children, ☐ 2 children, ☐ 1 child, ☐ 0 child

☐ Corrected by the teacher - ☐ 5 children, ☐ 4 children, ☐ 3 children, ☐ 2 children, ☐ 1 child, ☐ 0 child
4. **Are print rich materials displayed on the walls of the classroom?** (Tick relevant one)
 - i. ☐ Yes
 - ii. ☐ No
 - iii. ☐ Some
5. **Language OR Math related print rich material in the classroom at children's eye level.** (Tick relevant one)
 - i. ☐ Yes
 - ii. ☐ No
 - iii. ☐ Some

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

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

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

- i. ☐ Yes ii. ☐ No

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

- i. Less than 20 minutes
ii. 20-25 minutes
iii. 40 minutes
iv. Others, please specify

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

- i. ☐ Yes ii. ☐ No

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

Teacher Interview Questionnaire for the Survey

Guidelines for the Interviewer:

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

SCRIPT before observation (related to the interview):

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

SCRIPT before the interview:

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

SCRIPT after the interview:

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

Grade 1		Grade 2	
Language	Math	Language	Math

I. TEACHING AND LEARNING OF FLN

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

- i. ☐
- ii. ☐
- iii. ☐

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

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

II. LANGUAGE AND LITERACY

We will now discuss some questions based on language.

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

Strategies to Teach Reading with Comprehension

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

4. a. **The next few questions are about children's home languages.**

Do all the children of your class fully understand and speak in Hindi/_____ (medium of instruction)?

- i ☐ Yes ii ☐ No iii ☐ Partially

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

- i.
- ii.
- iii.

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

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

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

- i.
- ii.
- iii.

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

Tick any one

- i. ☐ Most chapters are difficult for most children
- ii. ☐ Most chapters are difficult for some children
- iii. ☐ Some chapters are difficult for most children
- iv. ☐ Some chapters are difficult for some children
- v. ☐ It is easy

III. NUMERACY/MATH

SCRIPT: Now we will discuss few questions related to math

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

STRATEGIES TO TEACH NUMBER UNDERSTANDING

- i. ☐ Use a variety of TLMs and concrete objects
- ii. ☐ Connect with real-life examples
- iii. ☐ Follow the ELPS approach (Experience, Language, Picture and Symbol)
- iv. ☐ Give opportunities to practice to every child
- v. ☐ Bundles and sticks to help understand place value – tens and ones
- vi. ☐ Practice of place value by calling children on the board; and reconfirming what is the value of tens and ones digits
- vii. ☐ Teacher explains single-digit addition or subtraction by drawing pictures on the board; and giving practice to children
- viii. ☐ During addition and subtraction of double-digit numbers, teacher explains carry-over and borrowing with place-value understanding
- ix. ☐ Others, please specify:

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

Tick any one

- i. ☐ Most chapters are difficult for most children
- ii. ☐ Most chapters are difficult for some children
- iii. ☐ Some chapters are difficult for most children
- iv. ☐ Some chapters are difficult for some children
- v. ☐ It is easy

IV. ASSESSMENT AND REMEDIATION

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

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

- i ☐ Yes ii ☐ No

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

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

.....

Assessment Methods

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

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

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

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

- i ☐ Yes ii ☐ No

b. How many are they?

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

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

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

- i ☐ Yes ii ☐ No iii ☐ May be

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

- i. ☐ Give them 5 mins after class
- ii. ☐ Give them separate tasks and continue to teach the others
- iii. ☐ Ask questions based on the learning levels
- iv. ☐ Give them additional practice work in the notebook
- v. ☐ Call them to the table and explain to them the concept separately
- vi. ☐ After each activity, pay special attention to them to explain and give work, to check and reconfirm their understanding
- vii. ☐ Others, please specify:

.....

V. PROFESSIONAL DEVELOPMENT INCLUDING ACADEMIC SUPPORT

The department organizes state or district-level FLN-based trainings for grades 1 to 5 and Bal Vatika.

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

LAST TRAINING

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

DURATION

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

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

.....
.....

- c. How useful was it?

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

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

Change in practice:
.....

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

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

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-
-
-
-

