

## Graded Learning Program (GLP) based on Teaching at the Right Level (TaRL) in Uttar Pradesh

### Summary:

The Graded Learning Program (GLP) was based on Teaching at the Right Level (TaRL) principles to improve the reading and numeracy skills of children in grades 1-5 (primary classes) in Uttar Pradesh. The program was initiated in a sample of school in August 2018 and was scaled up across all primary schools by January 2019.

### Objectives and Rationale:

Children in the grades 1 to 5 were observed to have low levels of reading and numeracy skills. This was found to in turn impede the learning of any additional grade specific prescribed curriculum. The Graded Learning Program (GLP) sought to leverage evidence backed practices to improve the students' basic reading and numeracy levels.

The primary objectives of the program were defined as follows:

- a. Improving the foundational reading and numeracy levels of students in grades 1 to 5
- b. Introducing and ensuring usage of innovative teaching learning practices in schools
- c. Developing support at the block and district levels for monitoring, mentoring and providing academic support

### Key Stakeholders:

The program was undertaken by Pratham, through a partnership with the Uttar Pradesh Basic Education Department.

### Implementation Strategy:

A 3,500-member ground level team comprising District Resource Persons (DRPs), Block Resource Persons (BRPs) and Assistance Block Resource Coordinators (ABRCs) were trained on implementation of the TaRL methodology by practising it on children for 20 days. The team members in turn trained and mentored the 2.3 lakh teachers to practice it in their respective schools. The program was conducted for every two hours in each school across the grades by grouping the children according to their existing reading and mathematics levels instead of age, syllabus or curriculum levels. The foundational reading and numeracy skills were strengthened by using appropriate activities and material for each group. A mobile based android application was used to upload daily progress by teachers across the schools. Overall progress was tracked basis analytics and dashboarding features using the data collected. The program was undertaken by over 2.3 lakh teachers in over 1.13 lakh government primary schools impacting over 84 lakh children.

### Resource Utilization:

Apart from the training, teachers were equipped with locally sourced material and teaching tools. Booklets with simple stories in large font along with practice assignments were provided for children. The additional material was procured at INR 1000 per school.

### Impact:

Within 3 months of implementation, over 1.7 million children in grades 4 and 5 were able to read basic grade 1 level Hindi text.

**Key Challenges and Lessons Learnt:**

Challenges in implementation were faced due to teachers being tasked with additional administrative duties such as invigilation for board exams and election duties. However, the teachers were found to be motivated to implement the program despite these challenges.

**Replicability and Sustainability:**

The program in Uttar Pradesh was scaled from pilots in 50 to 500 schools to large scale implementation in 1.13 lakh government schools in all 75 districts in the state. Further, the TaRL pedagogical approach has been successfully implemented by J-PAL and Pratham for over 50 million children in India and Africa.

