

Optimising Structured Pedagogy in Haryana

High-Impact Teaching Strategies for Improved Implementation Fidelity



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Solving for better classroom adoption of Structured Pedagogy in 260 schools in Hisar district of Haryana

Overall Scale in Haryana



Kaithal -
Comparison



Hisar -
Treatment



Haryana has ensured all teachers have access to Teacher Guides, TLMs and Workbooks, complemented by continuous professional development to enable consistent adoption of Structured Pedagogy



Challenge : Moving from provision to practice - despite strong system-level support, consistent adoption of Structured Pedagogy by teachers remains a gap

~260 schools · 4 blocks
Agroha, Barwala, Hisar-I, Hisar-II

9 High Impact teaching strategies (HITS)

Rather than the full set of ~55 practices, the intervention concentrated on a focused subset of 9 practices spanning across literacy, numeracy and general practices, tracked through classroom observation.

LITERACY

1 Open-ended questioning

Prompts that push students beyond yes/no answers

2 Guided reading support

Structured, scaffolded reading practice

3 Oral Fluency assessment

Regular checks on oral reading fluency

NUMERACY

4 Usage of TLMs

Consistent use of materials to anchor mathematical concepts

5 Step by Step Modeling

Structured mathematical instructions

6 Place value

Building understanding of the value of each digit in a number

GENERAL PRACTICES

7 Participation of every child

Ensuring every child actively participates in classroom activities

8 Constructive feedback

Providing specific feedback that helps children improve their learning

9 Worksheet review

Reviewing student work to identify and address learning gaps



Reinforced through Existing channels

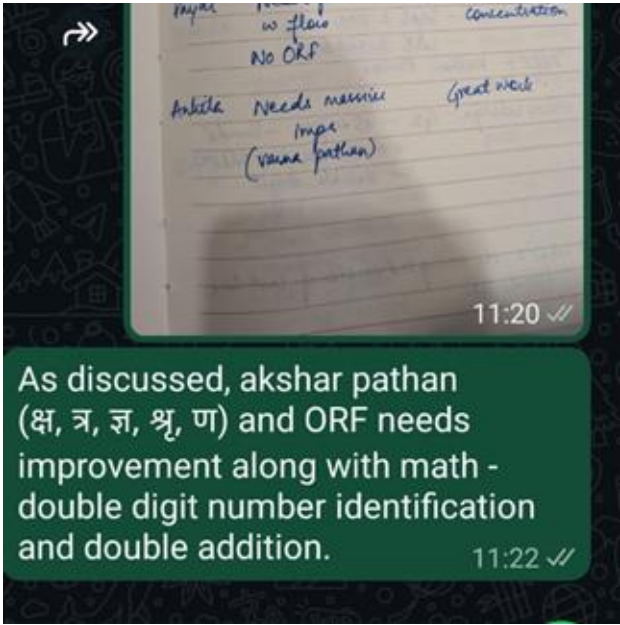
CONSISTENT REINFORCEMENT OF SAME MESSAGE THROUGH 7 EXISTING CHANNELS



Observation & Demos



Cluster meetings



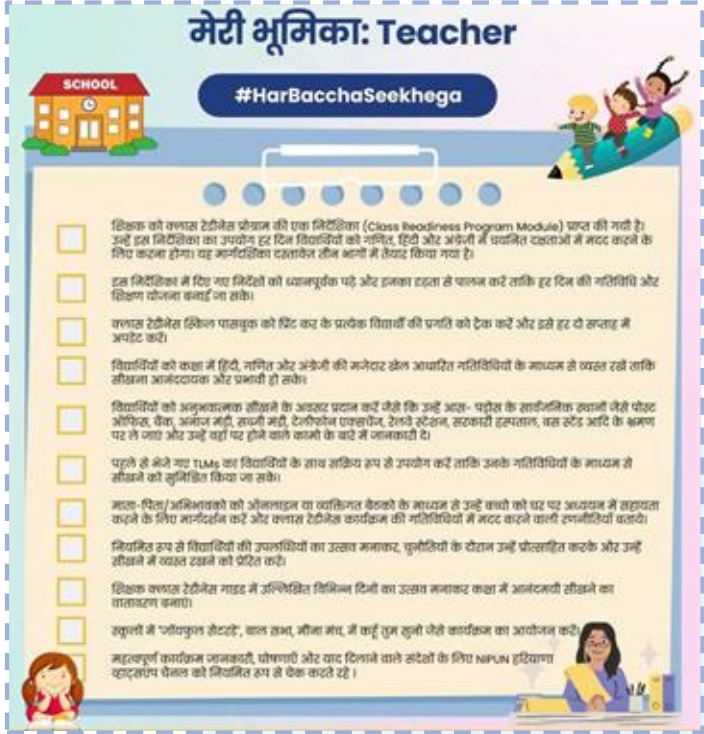
WhatsApp nudges



Mentors Training



Teacher orientation



IEC materials



District messaging



1. Design**2. Implementation****3. Monitoring****4. Evaluation**

Research organised around a continuous design → implementation → monitoring → evaluation cycle, combining routine M&E with intervention tweaking.

1 Matched design

Districts and blocks were matched to select intervention and comparison areas.

2 Power analysis

A rigorous power analysis set the minimum sample size needed to detect meaningful differences between treatment and control.

3 Baseline & endline

Baseline measured HIT adoption before the intervention; the same protocol was repeated at endline after the academic year.

4 Difference-in-Differences (DiD)

The comparative endline spanned intervention blocks and comparison district; effects were estimated via a DiD approach.

5 Intention-to-Treat (ITT)

An ITT framework kept the estimated effects conservative and unbiased.

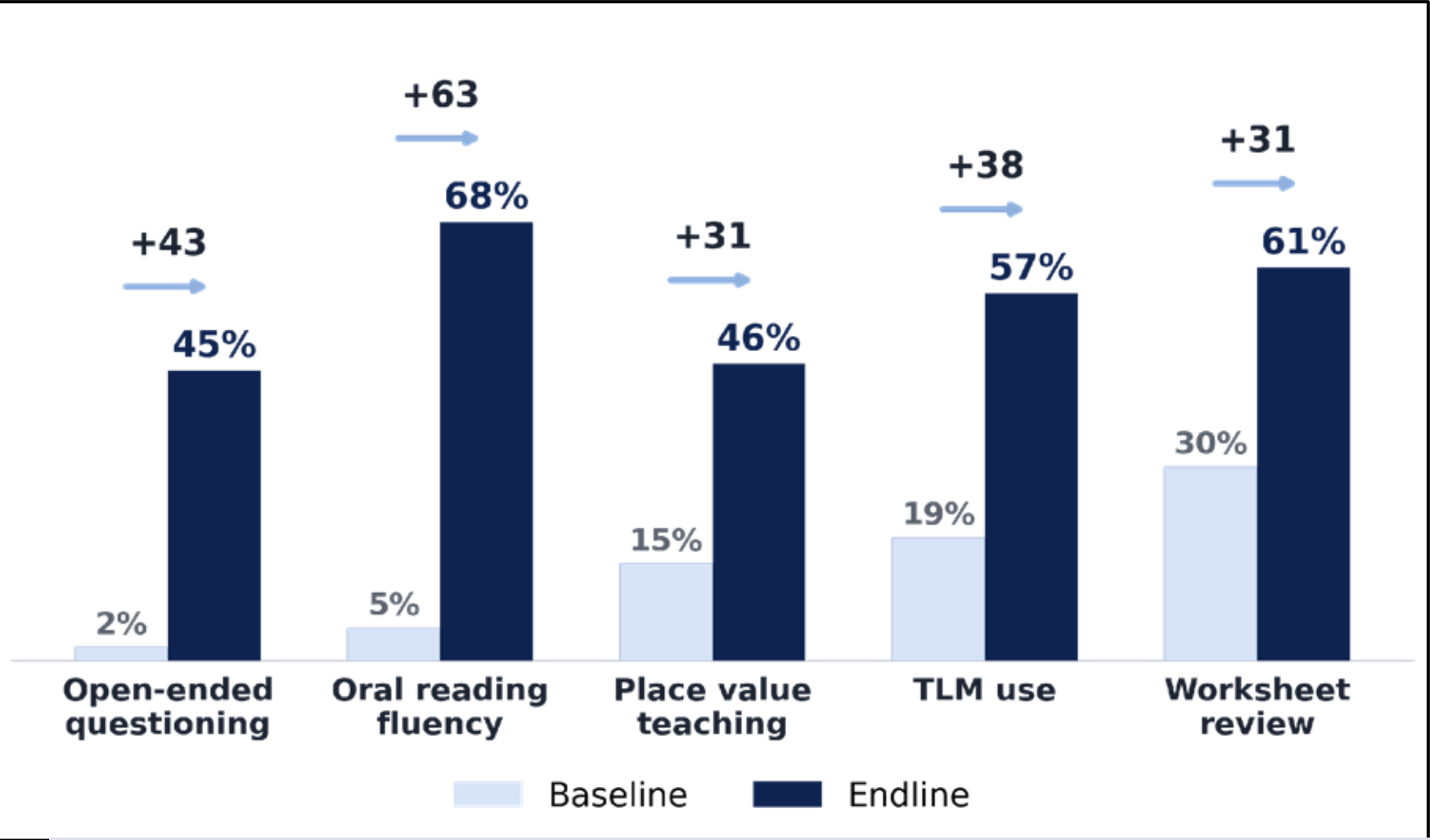
6 Scale

4 blocks in Hisar district (~260 schools), with Kaithal district added as a comparison area.

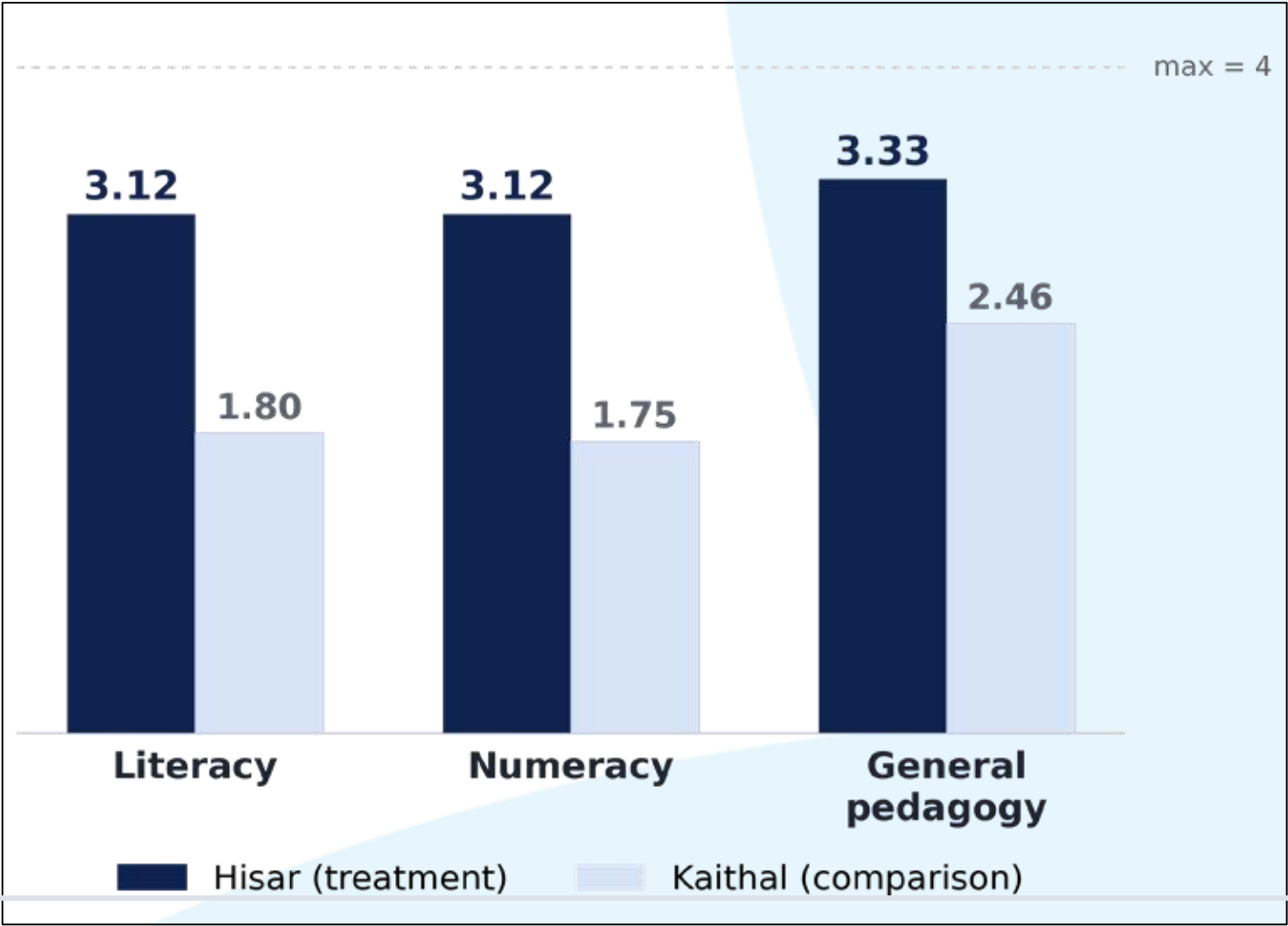
Practice adoption improved — and the gains held.



MOVEMENT WITHIN TREATMENT — HISAR (BASELINE → ENDLINE)



TREATMENT vs. COMPARISON — POST-INTERVENTION



Every Teaching Practice in the 9 HIT strategy for structured pedagogy moved toward Level 4(Consistent and Effective) - gains of 30 to 63 points in under a year.

Kaithal (comparison district) stays stuck between Not Present & Emerging (1.75–2.46) on these teaching practices, while Hisar (treatment district) climbs to Mostly Consistent or above (3.12–3.33)

Thank you

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