

Notification Number—594/2026

Dated-17.02.2026

Student's Name- NIDA FATIMA

Supervisor's Name- Dr Quazi Ferdoushi Islam

Name of the department- Department of Educational Studies

Title of the Thesis- A Study of Language- Rich Classroom Practices and its Effectiveness on Language Skills at Primary Level in Government Schools.

Key Words- Language , Classroom Practices, Language-Rich, Effectiveness, Language Skills, Primary, Government Schools

FINDINGS

The findings highlight a blend of prescribed resources (such as “Santoor”- official textbooks provided by N.C.E.R.T), teacher-created materials, limited digital resources, and a reliance on contextual aids. The strategies employed range from traditional methods like repetition and translation to more interactive techniques such as dialogic teaching, storytelling, songs, and group work.

Interactive strategies created a livelier classroom environment compared to textbook recitation only. Children responded enthusiastically. Such practices align closely with experiential and activity-based learning recommended in NEP 2020 and NCF-SE 2023, demonstrating that teachers recognize the need for oral interaction and playful pedagogy in language learning. However, these practices were sporadic and teacher-dependent, rather than systemically embedded. Many teachers reported time constraints, pressure to finish the syllabus, and lack of materials as reasons why they could not consistently incorporate interactive methods. Nevertheless, their presence indicates the potential for classrooms to shift toward language-rich practices when teachers exercise creativity and flexibility.

The findings of the study suggests that while teachers are aware of NEP (2020) policy expectations, their enactment in classrooms remained subjective and unbalanced. The coexistence of progressive elements (like print-rich displays) alongside traditional methods (like rote repetition and centrality of textbook) reflects the intricacy of classroom practices in government schools. Teachers appeared to selectively adopt practices that were feasible within their resource and time constraints, while reverting to conventional strategies under

pressure to complete syllabus requirements. This selective and subjective adaptation explains why policy aspirations and classroom realities often diverge in reality.

The findings suggest that language learning challenges are not only cognitive or personal but are deeply embedded in classroom practices, teacher strategies, and institutional limitations. Addressing these challenges requires systemic interventions such as creating print-rich, activity-based classrooms, enhancing teacher pedagogical skills, and involving families and communities in supporting literacy practices.