

An impact study* was conducted by Oxford University Press to evaluate to what extent and how has the "Changing Classrooms to Activity-based Learning Centres at the Foundation Level" improved the pedagogical knowledge and skills of teachers.

118 teachers from across different states in India, teaching in various schools belonging to Aditya Birla Management Corporation Private Limited (ABMCPL), at the foundation level, took part in the online survey.



About the 118 participants



86% of participants have not attended any 16-hour training of Foundation, apart from the one conducted by OUP.



69% of participants have been teaching for more than 10 years, indicating that the majority of the participants had a good deal of experience.

Key findings



100%

of participants (118) either agreed (54) or strongly agreed (64) that the *Foundation course helped them make connections and improved their understanding of how different concepts in early years' education interrelate.*



100%

of participants (118) either agreed (56) or strongly agreed (62) that the *Foundation course helped them to identify activities that represent an activity-based learning approach.*



100%

of participants (118) either agreed (71) or strongly agreed (47) that the *Foundation course provided them with the skills they need to create activity-based learning tasks or adapt them for the classroom as needed.*



100%

of participants (118) either agreed (75) or strongly agreed (43) that the *Foundation course provided them with the skills they needed to use a balance of digital and hands-on experiences in the classroom.*



100%

of participants (118) either agreed (65) or strongly agreed (53) that the *Foundation course increased their understanding of how to set up and plan more interactive classes with limited budgets.*



100%

of participants (118) either agreed (58) or strongly agreed (60) that the *Foundation course improved their knowledge of how to engage learners with different learning abilities, through activity-based learning.*



100%

of participants (118) either agreed (69) or strongly agreed (49) that the *different training modules of the Foundation course have provided a stepping stone for further exploration in the area of early childhood education.*



98%

of participants (115) either agreed (47) or strongly agreed (68) that the *Foundation course provided new pedagogical ideas which improved their existing knowledge of activity-based learning.*

Accolades from the participants

The training kept throwing light on each and every aspect, related to skill building.

All modules are interdisciplinary and art-integrated, and helped in all round development of the child.

Being a mother teacher teaching all subjects at the foundation level, it helped to brush up my skills which were lacking in one way or another.

I learned a lot of creativity tasks in this session. The foundation course showed me how to keep students engaged in studies in classroom.

The training comes with new ideas and new learning for teachers as well as students. Thank you!

I feel it is beautifully shown - all the activities are inspiring and concepts are explained with different activities.

This study was planned and implemented using the Oxford Impact Framework. The Framework is a systematic approach to evaluating the impact of Oxford University Press products and services, developed through a unique collaboration with the National Foundation for Educational Research (NFER) and supported by the Oxford University Department of Education.

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This infographic summarizes the evaluation findings of an impact study on to what extent and how has the "Changing Classrooms to Activity-based Learning Centres at the Foundation Level" improved the pedagogical knowledge and skills of teachers.

*An impact study is research that investigates a particular change or outcome that a product or service has on the group of people it is intended to help or benefit.