

LLF

Language and Learning  
foundation

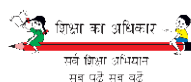
Strong Foundation, Stronger Future



ONLINE COURSE ON  
**EARLY LANGUAGE AND  
LITERACY (ELL)**  
FOR THE CAPACITY BUILDING OF  
**TEACHERS AND CACs**

25th May to 5th July 2020

COVID-19 Response in partnership with **Reach To Teach**



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## BACKGROUND

At the Language and Learning Foundation (LLF), we firmly believe that all children should have strong foundational skills and abilities of language and literacy, in both home and school languages. Based on this strong foundation, all children will learn and grow to their full potential. For the past five years, LLF has been working towards achieving this goal through its different programmes and activities.

A core focus of our work is the continuous professional development of teachers and teacher educators. We believe that providing ongoing professional development for teachers and teacher educators is imperative in bringing about a sustainable and substantial shift in classroom practices, resulting in improved language and literacy skills of children. We have been designing and implementing blended learning courses and workshops of various durations on Early Language and Literacy (ELL) and Multilingual Education (MLE) for teachers and teacher educators.

We aim to create salience and adequate capacity within the education system at all levels to support large-scale early literacy programs and sustain them in the long-term. The courses range from a 1-year flagship course to 1-month courses on specific themes within ELL. They feature self-reading modules, periodic workshops, conference calls with experts, tasks, and assignments. A subject expert mentors each participant in ELL and MLE throughout the course.

The LLF courses are approved by State governments and have received accreditation from two State universities. Apart from State governments and universities, programme staff from several non-profits like Pratham and Room to Read have enrolled for these courses.

**THIS COURSE WAS IMPLEMENTED THROUGH THE FINANCIAL SUPPORT FROM REACH TO TEACH**

## INTRODUCTION

In March 2020, the world was struck hard by the surge of COVID-19 and the country went into a complete lockdown. All education institutes were closed, and students and teachers confined to their homes. Lockdown of the education system and its continuous extension has led to the loss of valuable instructional time in the classroom. Children, especially ones from marginalised backgrounds, are at the risk of losing all learning gains made in the past year. There was an urgent need to effectively utilise the lockdown period to prepare the education community for the upcoming challenges of accelerating the learning of each child.

It was during the initial lockdown period that LLF also received requests from various district officials of Chhattisgarh to help them design a teacher engagement plan for this period. LLF, being firmly committed towards the continuous professional development of teachers and teacher educators, came up with an **Online Professional Development Course** for capacity building of teachers and academic coordinators on Early Language and Literacy. Building the capacity of teachers to deal with this unprecedented crisis was vital to help prevent the sharp drop in children's learning curves.

The first batch of the online course was rolled out on an experimental basis in three districts of

Chhattisgarh from 21st March to 19th April 2020, covering around 726 teachers. 74% of participants completed this course successfully. Based on this overwhelming response, requests started pouring in from other districts.

With the support of SCERT and Samgra Shiksha Chhattisgarh and UNICEF Chhattisgarh, LLF planned to implement the online course for all government primary teachers and Cluster Academic Coordinators (CACs) of the State. Registration drives took place across the State, where approximately **44,214 registrations were received across the 27 districts of Chhattisgarh**. Due to a large number of registrations, the course was conducted in 2 batches.

**Batch 1** started on 20th April and completed on 31st May 2020. The first batch covered 21657 teachers and academic resource persons from 14 Chhattisgarh districts. Out of the total registered (21657) participants, 20688 participants continued the course, and 15341 went on to complete the course successfully. The completion rate was 73.4%.

**Reach To Teach supported batch 2** of this course, which started on 25th May and completed on 5th July 2020.



# COURSE DESIGN AND CONTENT

As a departure from our regular professional development courses conducted in a blended model, we designed this fully online foundational course on ELL to be easily accessed by participants on their cell phones. Designed to be a structured programme of short duration, the course was disseminated through an online Learning Management System (LMS). The medium of instruction and resource materials for this course were in Hindi. The course also featured remote mentorship support by experts on ELL.



## DURATION

The course duration was five weeks, with a reading unit (module) shared with the participants every week. The course started on 25th May and completed on 5th July 2020.



## TARGET AUDIENCE

The course was specifically designed for **primary school teachers and academic coordinators** associated with Hindi Language teaching in grades 1 to 3.



## OBJECTIVE

- To develop a good understanding of concepts related to Early Language and Literacy in participants, thereby equipping them to select and implement appropriate classroom strategies and activities related to these concepts in their classrooms, including academic support for the implementation of such strategies
- To equip participants with the skills to prepare lesson plans, classroom activities, and Teaching Learning Material (TLM) around these concepts once schools re-open
- To support the teachers in facilitating student learning at home by creating channels for sharing of materials and task to their parent.



## ASSESSMENT

For course certification requirements, participants attempted the quiz based on each module and had to score 40% and above marks in each of them.

**THE PARTICIPANTS WERE CERTIFIED  
JOINTLY BY STATE GOVERNMENT, PARTNER  
AGENCIES AND LLF**

# CONTENT

The course design aimed to help teachers in developing conceptual understanding and classroom practices of language and literacy teaching in early grades, which they could introduce when schools reopen. It also seeks to equip participants with the ability to develop and implement strategies for parental support, thereby supporting and enhancing children's learning at home during and after the lockdown.

## Week 1

### Balanced Approach of Language Teaching and Oral Language Development

- Language teaching and its importance
- A balanced approach to language teaching
- Oral Language Development and its importance
- Importance of children's home language in language teaching
- Strategies and activities related to Oral Language Development
- TLMs related to Oral Language Development

## Week 2

### Word Recognition Skills and Decoding

- Word Recognition and its current teaching practices
- Process of Decoding
- Emergent Literacy and Print Awareness
- Phonological awareness and activities related to building this awareness
- Systematic teaching of Decoding and related steps
- Strategies and activities related to Decoding
- TLMs related to Decoding





## Week 3

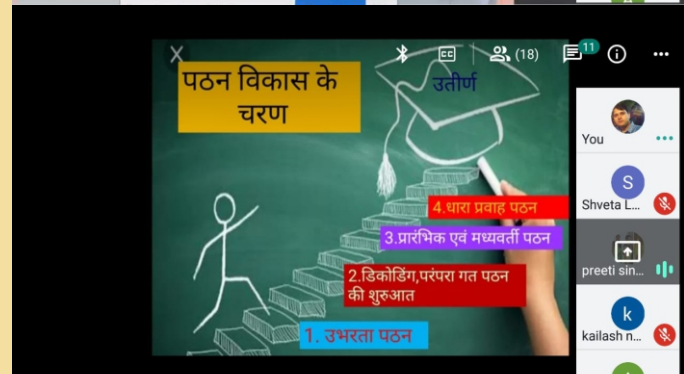
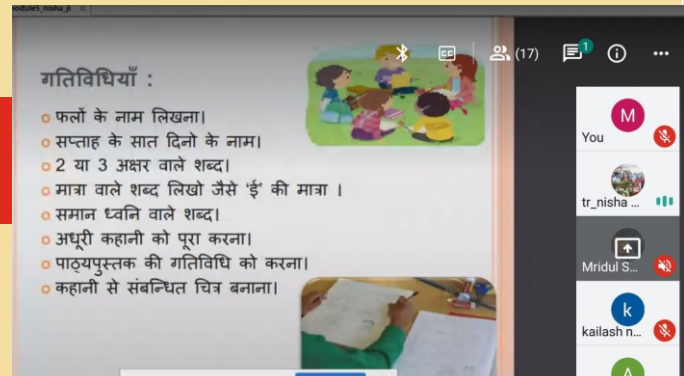
### Reading and strategies for Reading Comprehension

- Reading and its different stages
- Strategies for developing Reading Comprehension
- Teaching-Learning Strategies for Reading - Interactive Read Aloud, Shared Reading, Guided Reading and Independent Reading
- How to use these strategies in the classroom
- Different types of reading materials, examples and suggestions for development

## Week 4

### Writing and strategies for developing Writing Skills

- Writing in early grades
- Different stages of writing
- Writing Practice - different types of writing practices that should be given to the children like decoding-related writing practice, structured writing practice, and creative writing practice.
- Writing strategies that can be used by the teachers like model writing, shared writing, guided writing, and independent writing
- Activities for writing practices and related TLMs



## Week 5

### Home Based Teaching for Children

- How to build connections with parents
- Strategies used by LLF in different states
- Different apps, websites and YouTube channels available for students who have smart phones
- Strategies and services for those students who have normal phones
- Resources and activities developed and shared by LLF for students' home learning

Learning material	Online Quiz	Additional Materials
<p><b>5 Online Modules:</b> 1 week per Module . Include key readings, supplemented with video resources, reflective questions , self-assessment items , activities and TLMs guideline.</p>	<p><b>5 Weekly Quiz</b> Online quiz on each module which has multiple choice questions . For certification , all the quiz need to attempted with minimum 40% score in each quiz to</p>	<p><b>Downloadable Material</b> Additional Articles , Video links, Classroom Activities Can be saved for future use</p>
<p><b>Learning Management System (LMS) Platform for course delivery</b></p>		<p><b>Nodal Mentors</b> support &amp; guide participants and share important data</p>
Activities for Students	Online Quiz	Additional Materials
<p><b>Daily sharing of Activities</b> For Grade 1 to 5 students Sharable video links , audios and photos Can be easily sent to parents on WhatsApp Include audio and video stories with simple tasks, worksheets, activities and games</p>	<p><b>Platform for Participants sharing</b> Participant to make some Teaching Learning Materials (TLMs) and share its photos</p>	<p><b>Tollfree Helpline number and SMS alerts</b> For communicating important messages and information regarding the course</p>

## OUTREACH

Total registration – Chhattisgarh + Uttar Pradesh = 22557 + 232 = 22789

<p><b>Chhattisgarh</b> 22,557 teachers and academic resource personnel from the 13 districts of Chhattisgarh were covered under this course.</p>	<p><b>Uttar Pradesh</b> 232 teachers and Head teachers were also added from the state of Uttar Pradesh, on special request from SCERT Uttar Pradesh and Samagra Shiksha UP</p>
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### CHHATTISGARH

13 Districts covered

Districts	Total	Districts	Total
BALOD	2876	KONDAGAON	710
BALODA BAZAR	1731	KORBA	997
BEMETARA	1965	MAHASAMUND	1323
BIJAPUR	1055	MUNGELI	1674
BILASPUR	2280	SURAJPUR	2410
DHAMTARI	1676	UNICEF	167
KANKER	1844	MENTORS	18
KAWARDHA	1319	<b>TOTAL</b>	<b>22,557</b>



### Participant Profile

- The second batch of the course reached out to 22277 participants across different categories:
- Teachers & Head teachers
- Academic Resource Personnel at Cluster levels
- District and Block level Officials
- Teacher Educators - Language faculty from SCERTs/DIETs
- Others (volunteer teachers, course mentors)

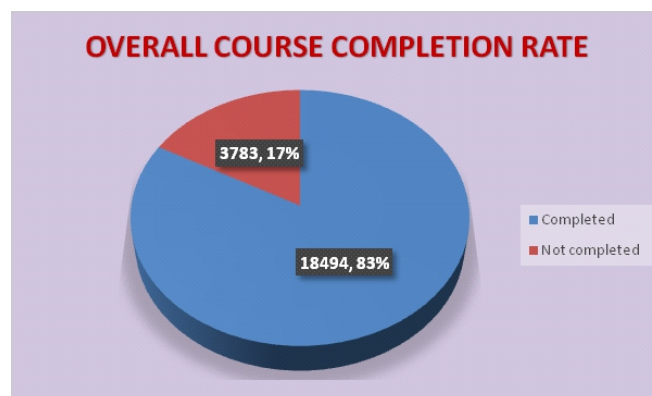
Profile	CG	UP	Total Number of Participants
Teachers & Head teachers	20888	202	21090
Cluster level Academic Resource Persons	471	12	483
District and Block level Officials	176	15	191
DIET and SCERT	27	1	28
Others	483	2	322
<b>TOTAL</b>	<b>22045</b>	<b>232</b>	<b>22277</b>

## COMPLETION

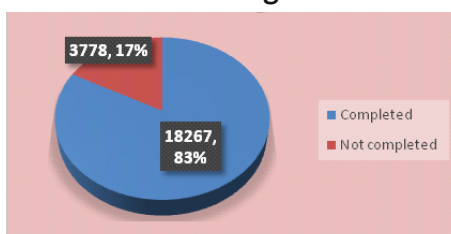
Out of the total registered (22,789) participants, 22277 participants logged into the course. From those who continued the course, 18494 participants completed the course successfully.

PARTICULARS	Number
Total number of participants who logged into the course	22277
Number of participants who completed the course (40% total score)	18494

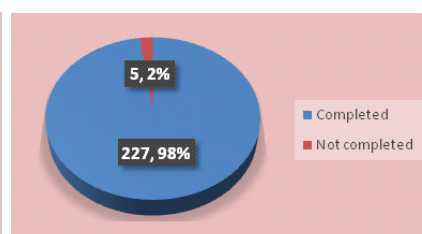
**COMPLETION RATE - 83 %**



**Course completion Rate Chhattisgarh**



**Course completion Rate Uttar Pradesh**



# EVALUATION AND IMPACT

The LLF Online Course on ELL was designed with a set of well-defined goals or outcomes. LLF set out to achieve this through a comprehensive professional development programme on language teaching in early grades. The targets set for each of these outcomes, along with the achievement rates, are shown below.

## LLF Online Course on Early Language and Literacy – Outcome and Achievement

INDICATOR	TARGET	ACTUAL
Number of participants who share feedback about the course	50%	65%
Number of respondents who find the course useful	70%	100%
Percentage of teachers who receive certification based on learning about concepts and teaching-learning strategies about early literacy	60%	83%
Percentage of teachers who support parents by sharing learning activities for children	50%	56%
Number of parents who were reached through the survey conducted for understanding participants' engagement with them for supporting students' learning at home	1,000	1,487

In addition to outcomes, data generated through the LMS was analysed per the Kirkpatrick Training Evaluation Model. The following indicators were used to measure reaction, learning, behaviour, and results of the course.

AREA OF MEASUREMENT	INDICATOR	SOURCE
Reaction	Perception about the course	Feedback forms
Learning	Course Learning Outcomes	Quiz results
Behaviour	Transfer and application of knowledge	Assignments in the course
Results	Influence outside the course paradigm	Survey conducted with parents associated with the participants

The highlights of the analysis are shown below.

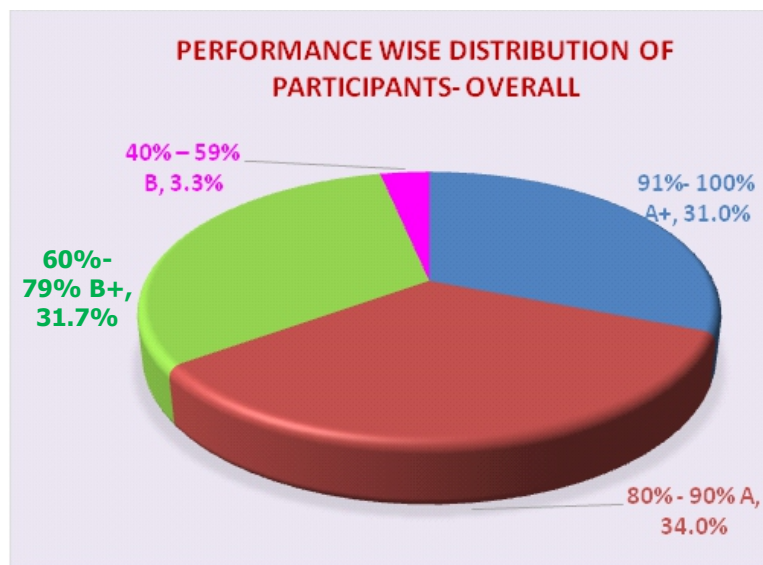
### REACTION:

- Feedback was received on the usefulness of the LLF Online Course on ELL from 78% participants. 90% of them found the course very useful
- There is a high engagement of the participants on the reading modules in the course across all modules. More than 80% of the participants have engaged with the course materials, either through the online platform (SCORM), or through offline access (PDF downloads). 40% of the participants have engaged in both online (SCORM) and offline (PDF) content.
- More than 30% of the participants completed all quizzes on the first day, although the quiz for every module is open for a week.

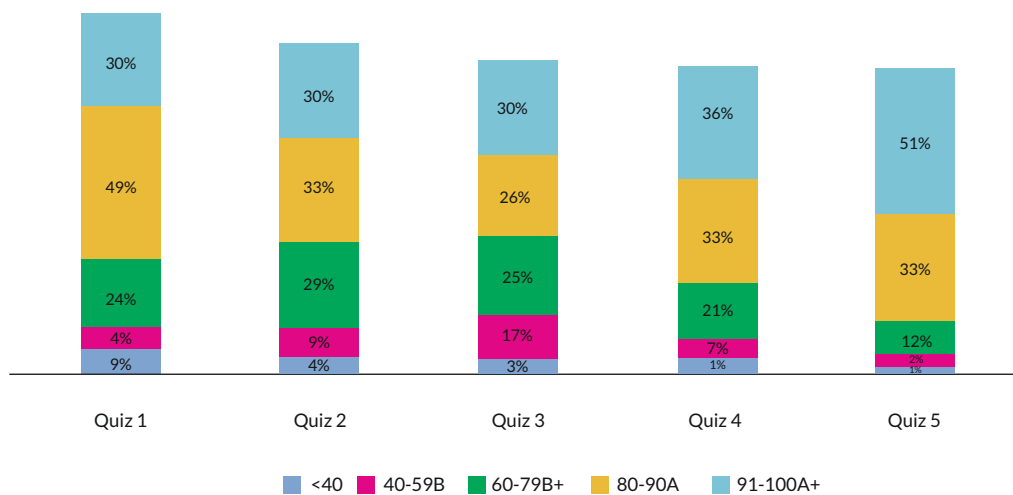
**LEARNING**

- 83% of participants completed the course by clearing all 5 quizzes and scoring more than 40% in each quiz
- Out of the participants who completed the course, 7.2% (1335 participants) scored 100% in all the 5 quizzes

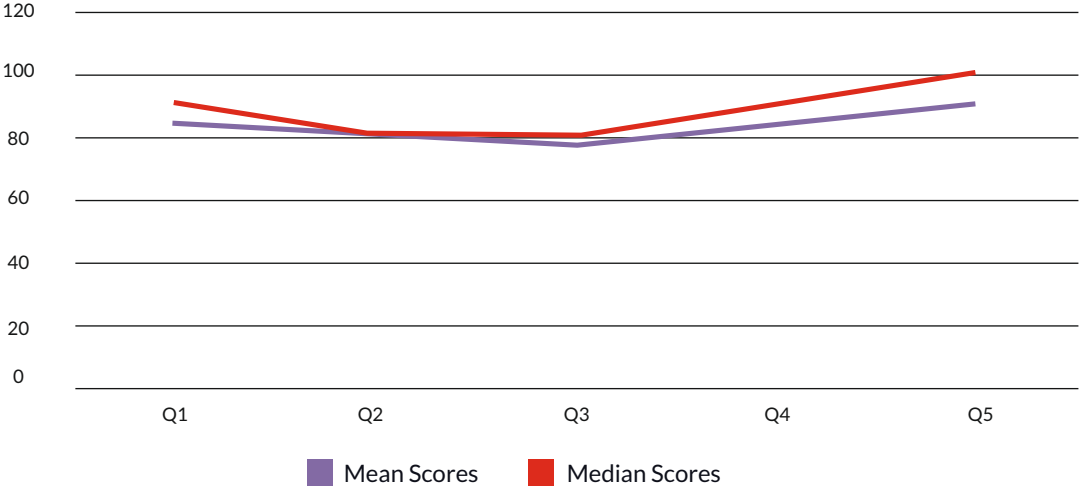
**PERFORMANCE WISE DISTRIBUTION OF PARTICIPANTS- OVERALL**



**DISTRIBUTION OF PERCENTAGE OF PARTICIPANTS ACROSS SCORE RANGES**



### QUIZ SCORES ACROSS THE 5 MODULES

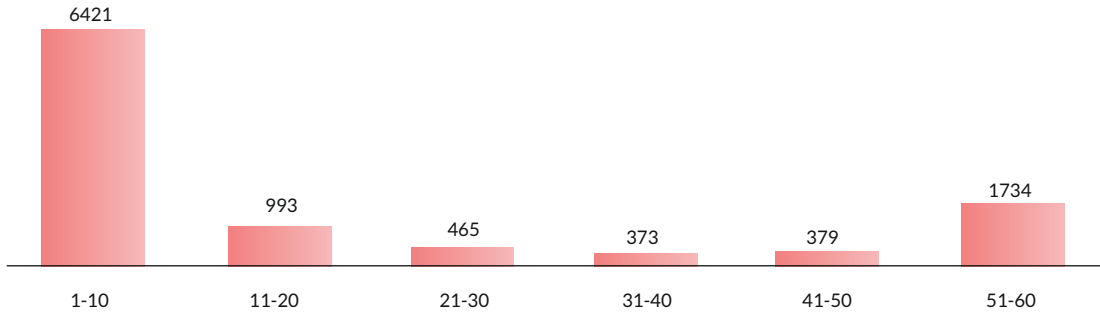


The mean and the median scores across all the quizzes have consistently remained above 70% as shown above.

### BEHAVIOUR

- 20% of the participants uploaded relevant TLM created during the course and children's work received from homes
- To support children's learning at home, 46% (10365) of the course participants viewed the link on children's activities for onward sharing with parents. 62% of them viewed 10 activities or less. 17% of participants viewed all 60 activities for sharing

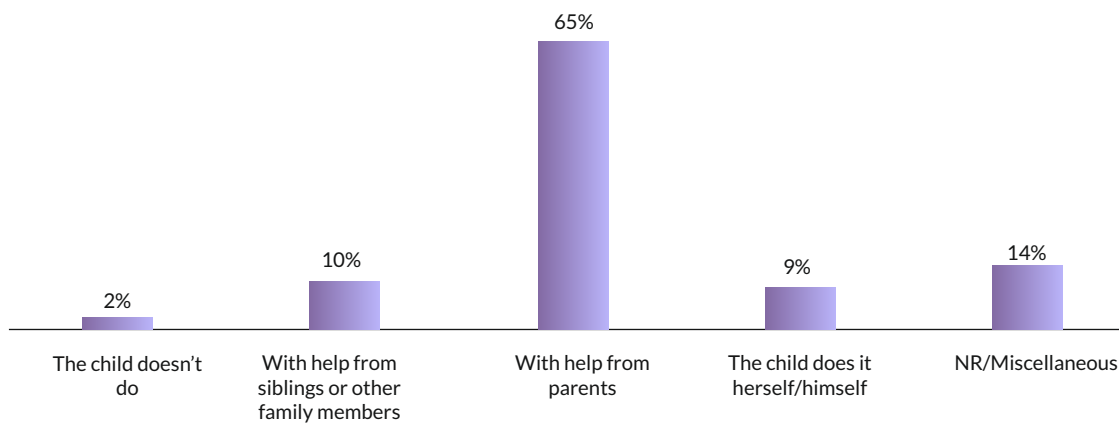
### NUMBER OF PARTICIPANTS ACCESSING CHILDREN'S ACTIVITY LINKS



## RESULTS

- 1487 parents were contacted as part of a survey conducted on the course participants (i.e. teachers). The objective was to understand the support provided by the participants for student learning at home after the course
- 61% of the respondents stated that the teacher (i.e. course participant) shares tasks for children to support the learning of Hindi at home
- 65% of the respondents who reported that teachers share tasks have also stated that they (parents) help children with these tasks at home

## HOW ARE CHILDREN DOING THE TASKS SHARED BY TEACHERS AT HOME?



## FEEDBACK

At the end of the course, feedback was sought from participants on the usefulness of the course, difficulty undertaking the course through an online mode, creation of TLM, and sharing of children's activities with parents.

A total of 14583 responses was received, accounting for 78% of the participants who completed the course. The charts and tables below present the feedback responses received.

**90%** of respondents stated that the course is useful for them

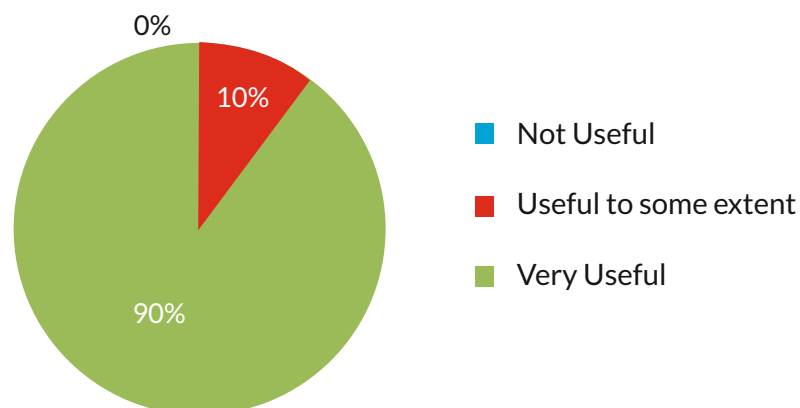
**80%** of respondents developed TLM learned from the course

**76%** of respondents reported that they shared the children's activities (shared during the course) with the parents

### Distribution of participant responses on the usefulness of the LLF Online Course

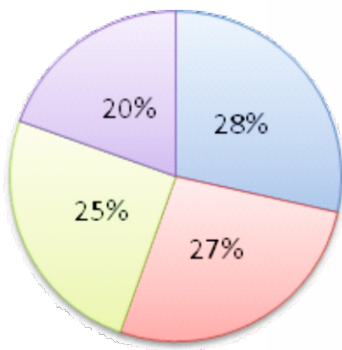
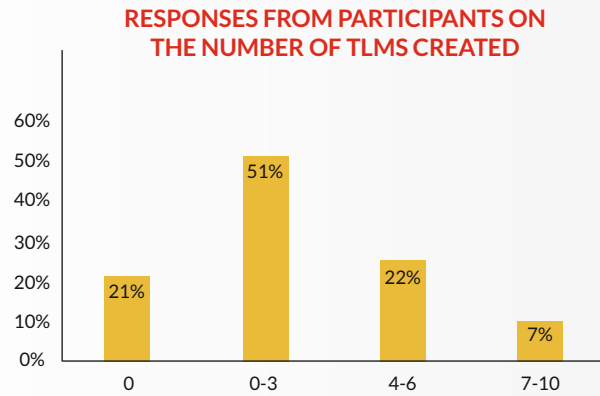
An overwhelming majority (90%) of responses received indicate that participants found the course immensely useful. The remaining 10% of the responses found the course helpful, to some extent. None of the responses indicated that the course was not useful.

Feedback from participants on the usefulness of the course



### Number of TLM created by participants

Approximately 80% of the responses indicated that participants had created at least 1 TLM. Maximum participants (51%) reported having created 1-3 TLM in the duration.



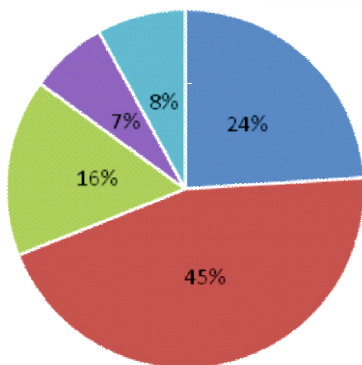
### Concept based TLM created by participants

Oral Language Development (OLD) was the most popular theme for creating TLM, as indicated by the participants' responses presented in the chart below. 28% responses indicated OLD, while 27% indicated Reading related TLM.

- Oral Language Development related
- Reading related
- Decoding related
- Writing related

### Sharing of activities for children with parents

76% of responses indicated that participants shared activities with parents to support students' learning at home. A maximum number of participants (45%) reported to have shared with parents of 1-5 students, and a further 16% responses indicated sharing with parents of 6-10 students.



- Was not shared
- Parents of 1-5 students
- Parents of 6-10 students
- Parents of 11-15 students
- Parents of more than 15 students



## LEARNINGS FROM THE COURSE

### 1. Trials are critical:

Due to lack of time, a thorough trial of the new LMS could not be conducted, causing several challenges in the initial stage. The course started a day late since load testing could not take place and resulted in a collapse of the server. It took almost a week to resolve the load issue, which affected the participants' learning.

Glitches with the quiz score proved to be an area of concern. A few participants scored more than 100% and this needed correcting from the backend each time. Additionally, participants faced difficulties in returning to the main page of the website after opening the online module (SCORM Files), as it opened into another window instead.

Initially, there were also challenges while downloading PDF files. The backend data did not come as expected, and a lot of work needed doing manually. SCORM-related data was incorrect (SCORM Completion and SCORM Time), quiz data was inaccurate for many users, and the login count data was not available for all participants.

However, with continuous feedback and support of the nodal mentors and helpline desk, most of these issues were rectified immediately.



## 2. Need for offline content:

Lack of internet connectivity in the rural areas of Chhattisgarh became a significant issue for reading the modules online. As a backup, the PDF files of the modules and additional reading were given to the participants so that they can download and read at their convenience. We found that 50% of all registered participants did not attempt any online SCORM files.

In the review calls, participants mentioned that due to erratic internet connections, they either downloaded the module themselves or asked their CAC/fellow teacher for the downloaded version. However, it becomes difficult to track the engagement on downloadable content.

## 3. Doing away with certain conditionalities:

As per the initial design plan, the participants could only attempt the quiz if they do not read the complete module online. However, we realized in batch 1 that most participants (around 40%) read the modules on PDFs. Therefore, this condition was removed.

To ensure that participants read the entire module and do not skip sections, conditionalities were added in the online modules making it mandatory for a participant to read a section to be able to proceed to the next. However, immediately after the first module of batch 2, we removed these conditionalities since participants began losing interest and were leaving the readings in between.

## 4. Have a selection criterion:

Similar to other LLF courses, there was no selection criterion for the participants of this online course. Without a selection criterion, several participants signed up but found the course was not suitable for them - this might have well contributed to dropouts in the initial phase.

## 5. Knowing your target audience:

An initial survey for an understanding of participants' familiarity with online content would be beneficial. It is crucial to know your target audience while designing a course, and this holds even while creating an online course. The same online class that works well with an urban audience familiar with online content might not have the same results with an audience who is new to this technology.

To make the online reading more interactive and exciting, we added numerous interactivities in the online module, such as drag and drop features, flip the cards to see the content, slide shows etc. However, we

found that interactivities proved to be a hindrance for many participants in the initial phase of the course, since they did not know how to use them. Several calls and messages from participants stated that they are not able to move forward in the course.

As a measure, detailed instructions were added everywhere on how to use these interactivities as they appeared in the module. These measures helped decrease the number of complaints during the latter half of the course. The participants had also become accustomed to using these tools by then.

## 6. Lack of exposure to online courses

Lack of exposure to online courses and training created issues for many participants. For instance, seemingly basic tasks were not evident for many participants: clicking on a link for viewing, or how wherever there is a folder one must click on it to open it. Therefore, detailed instructions such as 'click here' were required everywhere. Additionally, some participants did not know where to access a downloaded PDF on their mobile.

## 7. Participants expectations from an online course:

In the name of online courses, most participants seemed familiar with shorter courses which required only a few hours of engagement and are mostly video-based or animated. A programme that required reading of modules, with additional references, videos, and activities was new for the participants. It required habit formation and additional support.

## 8. Course Duration and Design:

There is a need to reflect on the course duration and the length of the modules. A period of 5 weeks for a completely online course with no human interaction seems longer than necessary. The duration of the modules could be shorter to increase engagement. It would be worthwhile to redesign modules with a blend of other elements to break the monotony. For example, replacing some of the written content with animated videos and explanatory audios and videos. Focusing on a few concepts in-depth instead of addressing a variety of ideas superfluously would be helpful.

An entirely online course for a new audience with no additional support might work well if it comprises a single component. For instance, watching a video to understand the content followed by a quiz requires minimal know-how of technology.

## 9. Engagement on a component correlates directly to Assessment or Certification:

The components that often gain participants' attention the most are ones marked and linked to course completion criteria. Additional elements, however interesting and essential, receive less attention. In the current course, too, we found that the participants were more concerned about completing the quiz linked with course certification. Other components, like daily activities shared for children, and the TLM upload section (where participants had to upload their TLM) were neglected by many.

It was only a small percentage of the participants who engaged in the additional components: 3,182 (14%) participants uploaded TLM, 2,821 (13%) uploaded children's work, and 44% of the participants forwarded a few external links.

## 10. Mentoring support and peer interactions increase engagement:

One of the major reasons for the high completion rate (83%) of this online only course was the continuous push provided by the Nodal Mentors. These were a group of LLFs alumni who supported LLF in the running of the course. For each district, a group of nodal mentors were designated who were in touch with the district officials and the participants through WhatsApp / Telegram groups. Mentors shared the daily login data, contacted the participants who did not login in the first week. Post the first week the mentors regularly shared the quiz completion data with the district officials and the participants. Random calls and reminders proved helpful.

LLF also conducted the same online course for a small group of 232 teachers in Uttar Pradesh, where 17 mentors supported 10 -15 teacher participants under them. Mentors had to organise two conference calls/webinars for discussions on each module and evaluate the tasks submitted by their participants. The completion rate of this group was 98% with 93.5 % of them scoring 80% and above aggregate scores in all the five quizzes.

A course with a blended model, smaller batch size, some mentoring support and platform for peer interaction proves more effective.

## 11. Challenges of ensuring learning in a purely online course:

Analysing participant understanding only through self-assessment and quizzes proved to be difficult. Through random interviews, we discovered that many participants attempted the quizzes by discussing the answers in groups. In some cases, the quiz answers were shared on WhatsApp by those who completed them early. Also, several participants who were high-scorers could not explain content-related topics on the calls.

Some ways to avoid cheating could be to have multiple sets of the assessment and randomise the sequence of questions.

Additionally, the backend data does not present an accurate picture. For example, backend data collected around time spent on a module does not reflect if it is the actual time spent on reading.

## 12. Assessment attempts:

Multiple attempts in a quiz make analysis difficult since scores increase and time spent decreases. In terms of content design feedback, this is not helpful. Extra attempts could be considered only for those who do not pass the quiz.

## 13. Standardisation and review of Assessment items:

There is a need to standardise the quiz items. Even a self-assessment question should be reviewed and made more exciting and effective.

## 14. Technical Support System:

For an online course, it is helpful to have a technical support system in place that people can approach in case of any issues.

SMS messages at the beginning of a module or quiz with the website link helped many participants. The data shows that the number of logins immediately after such messages was high. Alert messages a day or two before the last dates of the quiz were also equally helpful.

# TESTIMONIALS FROM OFFICIALS

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**Dr. M. Sudhish**  
Assistant Director (Pedagogy)  
Samagra Shiksha Chhattisgarh

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Teachers teaching in the primary schools of Chhattisgarh have shown considerable interest in the online course created by the Language Learning Foundation. Around 44,500 teachers are doing the course in 2 batches. I too did this course myself and I felt that this course is very systematic and helpful for the teachers. There is a good support system that makes the course easy for all the teachers. The self-assessment questions are well framed and the supporting videos in the course helps in deeper understanding of the concepts. I am very confident that the teachers doing this course will be able to better support the language learning of the children in their schools. They will be able to have meaningful discourse on principles, concepts and techniques related to early language and literacy.”



**Mr. Sheshagiri K Madhusudan**  
Education Specialist  
UNICEF Chhattisgarh

“

“I would like to congratulate our valued partner, the Language and Learning Foundation for having responded so quickly to the Covid-19 emergency by designing a short course on early language learning for teachers and others connected with education. Just as we recognize the need for continuity of learning for children, it is equally important for teachers to be supported in their learning and professional development during these challenging times. LLF's course comes at an opportune moment, as evidenced by the huge number of teacher registrations in Chhattisgarh: 44,500 teachers!”

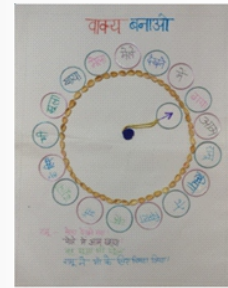
# STORIES FROM THE FIELD



**Priyanka Singh, Assistant Teacher**  
Shaskiya Prathamik Shala,  
Kanya Ashram Sivpur, Ramanuj Nagar,  
Surajpur, Chhattisgarh

“

I always wanted my students to be affectionate towards their language and I really liked the way the course emphasised the use of children's language in the classroom. I found this course an opportunity to learn new things and the pedagogy of teaching language. The resource materials shared in the course are useful for my classroom. There are good readings and videos. I liked the self-evaluation part in the modules which helps to evaluate myself and confirm my understanding.”



**Ravi Dongre, Assistant Teacher**  
Prathamikshala, Badradeeh,  
Kawardha, Chhattisgarh

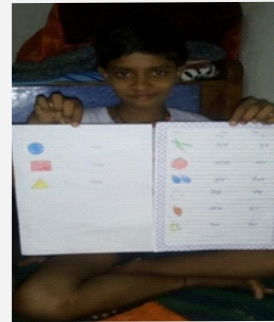
“

I've been a primary school teacher for the past 7 years and this course was a good opportunity for me to improve my teaching skills. I learned some good techniques and strategies from the course that will help me in making my classroom teaching more effective. During the course, I learnt and prepared some good TLMs for my students. The balanced approach of teaching language is something I would like to implement in my classroom. I find this course very useful for my personal growth”.





*"The daily activities for the children shared during the course were interesting and I shared them regularly with the parents. Parents appreciated these activities and made the children do it. They also shared the children's work."*



**Mrs Neelam Verma, Assistant Teacher**

LB, Primary school Darchura,  
Block: Sigma, Distt: Balodabazar,  
Chhattisgarh



*"Some themes in the course were insightful, such as oral language development. I understood that conversation inside the classroom plays a crucial role in the language development of the children, and hence it should be promoted. Another area that impressed me was the importance and role of a print-rich environment in the classrooms. The TLM section, collection of activities on different topics, and the classroom videos were very helpful. Big Book and its use were new to me, and I will surely use it in my classroom."*



**Karnal Tiwari, Assistant Teacher**

Shaskiya Rathmik Shala Pouni,  
Kawardha, Chhattisgarh



*"I joined this course so that I can help improve the teacher training programme in my area. I felt enriched after completing the course. The reading materials and videos in the course made me understand the various strategies that can help us in improving the learning levels of the children in our schools. I also learnt how to develop good TLMs and activities for the students."*



**Goutam Kumar Sharma, Assistant Teacher**

Sashkiya Prathmik Shala Jharpaara,  
Ramanujnagar, Surajpur, Chhattisgarh



**Mrs. Kiran Banjare, Assistant teacher (LB),**  
Bemetra, Chhattisgarh



*"This course was different, as it focuses on improving the learning of children at different learning levels. It helped me understand what type of activities should be done with the children at the beginning of the session. Not only did I get to know new activities, but the attached videos helped me understand the way they should be transacted in the classroom. In language classrooms, we mainly focus on the skills of listening, reading, writing and speaking. LLF helped me understand that thinking is the most important skill that we need to focus as it forms the basis of all learning."*



**Alpa Nigam, Principal**  
Primary School Tilouli, Sardar Nagar,  
Gorakhpur, UP Mentored a  
group of 15 teachers in UP



*"This online course on Language is very useful for all the teachers as it discusses different strategies of language teaching that are new to many of them. The resource materials and ideas shared during the course period were of practical use, like the TLMs on different concepts and the pool of classroom activities.*

*I really liked the way the course addressed the current need of the teachers by providing them with ready-to-use activities for children learning at home. Also, the different apps and weblinks shared to help the self-learning of the students were very interesting."*



**Mridul Sharma Head Teacher,**  
Primary School Babugarh, Mathura, UP  
Mentored a group of 15 teachers in UP



*"LLFs 9-month course had really helped me in improving my teaching learning practice and that was the reason I volunteered to be a mentor of this online course. This mentoring experience had been wonderful. Not only it helped in refreshing my concepts of ELL by it helped me in exploring my potential as a facilitator. The weekly calls on Google Meet were fruitful, most of the participants came prepared with PPT slides to discuss the modules. The concept of inviting LLFs course alumni from other states not only increased the interest of the participants but the rich experience they brought with them made the concepts more useful for the participants."*



*“The weekly design of the course, where each week a concept is introduced has helped in understanding the concepts well. I learned how to make classroom teaching child centric in primary classes. As a CAC, my role is to build the capacity of the teachers of my cluster and through this course I have learned new ways to enhance my trainings. The different resources used in the course, like course modules, videos, TLMs, and activities are really good and I can use them in my trainings.”*

**Mr. Rakesh Kumar Kaushaik - CAC**  
in Kartala block in Korba District, Chhattisgarh



*“The course helped me understand that there is more than just teaching of 'Varna Akshra' in the early grades. Children should know to express themselves. They should be able to think and make meaning. Concepts of phonological awareness were new to me.”*

**Mrs. Nandni Rajput, Assistant teacher**  
Govt. Primary Sch. Nanpulani,  
Korba, Chhattisgarh



*“As a Nodal Mentor, I realized that most of the teachers want to learn new things to improve their teaching process. Through the course they got to know about many language strategies and activities, which were new for many of them. The activities suggested and shared in the course are easy to understand and use in the classrooms, which make them feel more prepared.”*

**Ms. Pushpa Shukla, Nodal Mentor,**  
CG 5 Week Online Course



LLF

**Language and Learning**  
f o u n d a t i o n

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