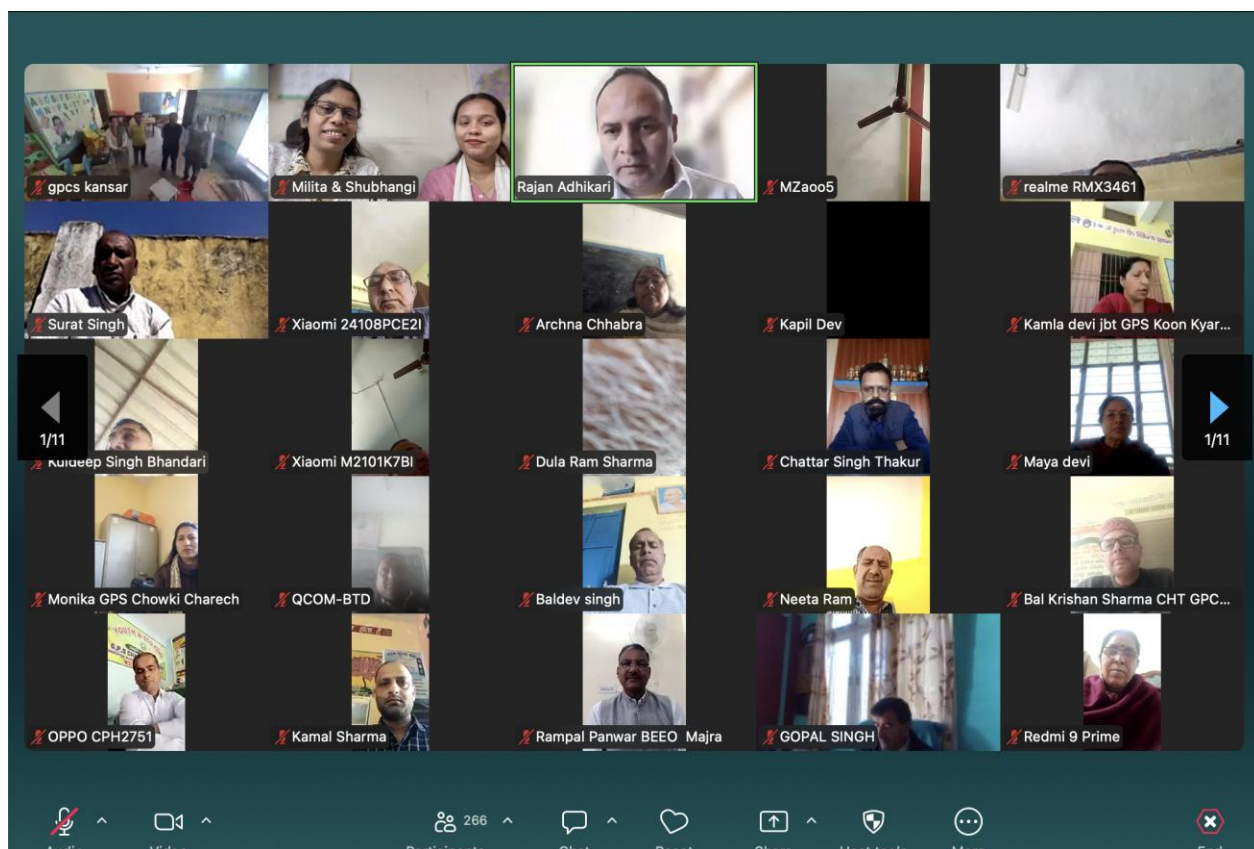


Report on the Himachal Pradesh Online ALfA Training

Training dates	23, 24, 25, 27, 28 and 30 March 2026
Districts covered	Solan, Shimla, Sirmaur, Chamba, Mandi and Kangra
Total unique quiz respondents	4,614 (as at 2 April)

Executive summary

- **Extensive participation:** Across six district sessions, the training logged over 5,000 participations and 510,221 cumulative participation minutes. That is 8,504 hours, or 354 participant-days worth.
- **Kangra** contributed the largest share of total participation time (139,105 minutes), followed by Mandi (99,058) and Sirmaur (78,280). ALfA has not been used at all in these three districts previously; indicating the
- **Strong learning:** Quiz analysis of over 5,797 raw form submissions shows strong overall learning uptake: the average score across all submissions was 9.9 out of 13, and 61% of respondents scored 10 or above. Approximately 20% of teachers took the quiz twice, indicating a strong level of interest and engagement.
- **Highly rated training:** The mean training rating was 8.5/10, the median was 9, and 78% of respondents gave a score of 8 or higher.
- **Qualitative feedback** strongly affirmed activity-based, child-centred, and peer-learning aspects of ALfA. The most common improvement requests were for more practical demonstrations, more frequent follow-up sessions, offline or shorter modular delivery, and easier access to printable materials.



1. Background and context

Accelerating Learning for All (ALfA) is a groundbreaking pedagogy that has been used in Solan district and 6 blocks of Shimla, producing [strong learning gains](#) as measured by both third party assessments and government tests. For instance, Solan district’s Grade 3 language score jumped 18 percentage points from NAS 2021 to PRS 2024 – even higher than the state average of 16 pp. Similarly, numeracy scores have increased 23 pp compared to the state average of 19 pp.

The online ALfA training in Himachal Pradesh was designed as a live, school-embedded professional development process rather than a passive webinar. The session flow, chat behaviour, and follow-up quiz responses together suggest that teachers were actively engaging with examples, responding to prompts in real time, and translating the pedagogy into classroom practice during the school day.

The chat transcripts show repeated school- and block-level self-introductions, references to classroom connectivity, and immediate plans to use activities with children. This reinforces the user’s description that teachers joined from the school itself and that the training retained a direct classroom orientation.

“Visuals make abstract concepts more memorable by anchoring them to concrete imagery.”

Mukesh Kumar - Classes 1-5 - GPS Gambharkhad II - Mandi district

“Yes Ma'am, we will definitely introduce Tina Toto to our students.”

Shivani Sharma - Classes 1 and 2 - GPS Baroh - Kangra district

“It will break the monotonous learning and invite active participation.”

Tanvi Sharma - Classes 1-5 - GCPS Kunnu - Mandi district

2. District-wise participation

Table 1 summarises participation as measured by quiz completion and the total minutes spent in training. These figures are the basis for the overall participation estimate of 354 days.

District	Date	Unique Quiz participants	Tot. Minutes Spent in Training	Days eqv.
Solan	23 Mar 2026	830	41,913	29.1
Shimla	24 Mar 2026	796	75,763	52.6
Sirmaur	25 Mar 2026	357	78,280	54.4
Chamba	27 Mar 2026	951	76,102	52.8
Mandi	28 Mar 2026	734	99,058	68.8
Kangra	30 Mar 2026	946	139,105	96.6
Total	-	4,614	510,221	354.3

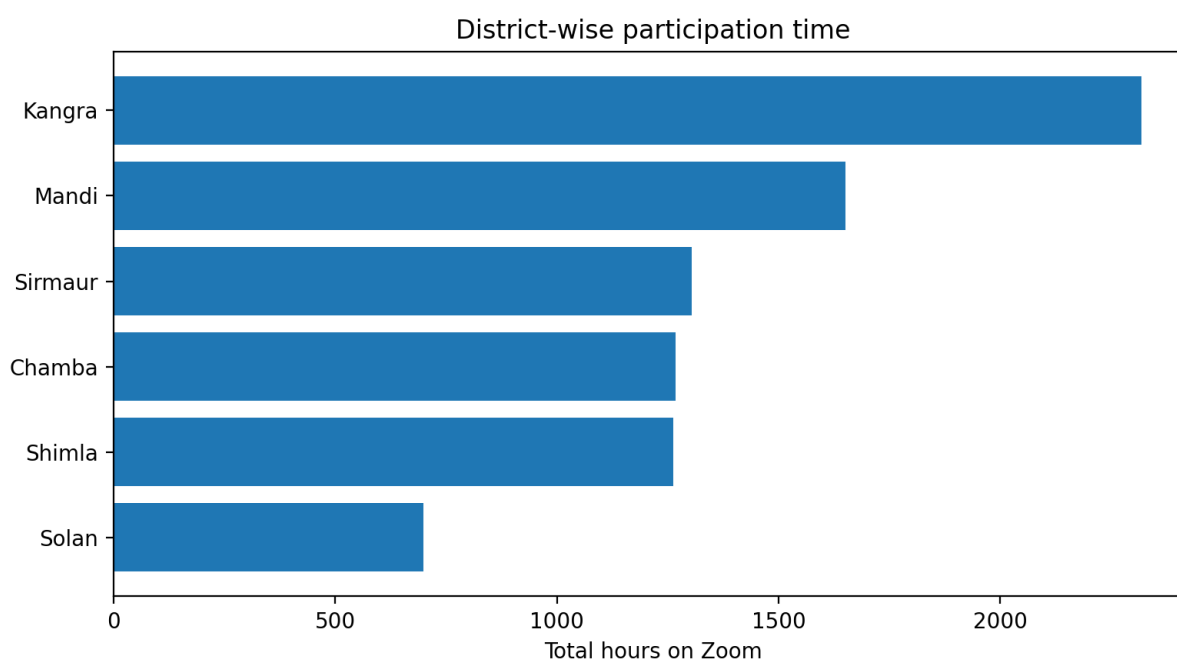


Figure 1. District-wise total participation time in hours.

Kangra alone accounted for 96.6 equivalent participation-days, which is more than one-quarter of the total. Mandi and Sirmaur also contributed substantial participation time. The lowest total was Solan, but Solan also had the highest average quiz score among the six districts.

3. Quiz performance overview

District	Raw quiz responses	Unique respondents	Average score	Median score	% scoring 10+
Chamba	1,176	951	9.74	10	58%
Kangra	1,163	946	9.62	10	56%
Mandi	910	734	9.85	10	61%
Shimla	1,081	796	9.88	10	61%
Sirmaur	438	357	9.73	10	58%
Solan	1,029	830	10.29	11	67%
Overall	5,797	4,614	9.88	10	61%

Overall, 3,068 respondents scored 10 or above, which corresponds to 60.6% of all quiz submissions. Score concentration was strongest at the upper end of the distribution: the single most common score was 13, followed by 12 and 11.

Score	1-4	5-7	8-9	10-11	12-13
Responses	166	763	1,064	1,426	1,642

4. Quiz item analysis

The quiz was a 13-point assessment built around ALfA pedagogy, Hindi foundational literacy, and early numeracy routines. Question 18 carried four marks, so the analysis below treats all 13 scored items independently.

Highest-correct items	% correct	Interpretation
Division direction	85.5%	Teachers were very clear on directionality in division.
Multiplication direction	85.4%	Multiplication direction was similarly strong.
Addition direction	85.0%	Place-value-based addition direction was also clear.
Subtraction direction	85.0%	Right-to-left subtraction appears well understood.
Starting point	84.2%	Most respondents understood that ALfA starts from picture-to-sound-to-word.
Lowest-correct items	% correct	Interpretation
Pair formation	57.3%	Random daily pairing remains a persistent misconception.
Lesson sequence	61.7%	Sequence of teacher-child, child-child, and whole-class work needs reinforcement.
Hindi peer-question	63.4%	Needs reinforcement.

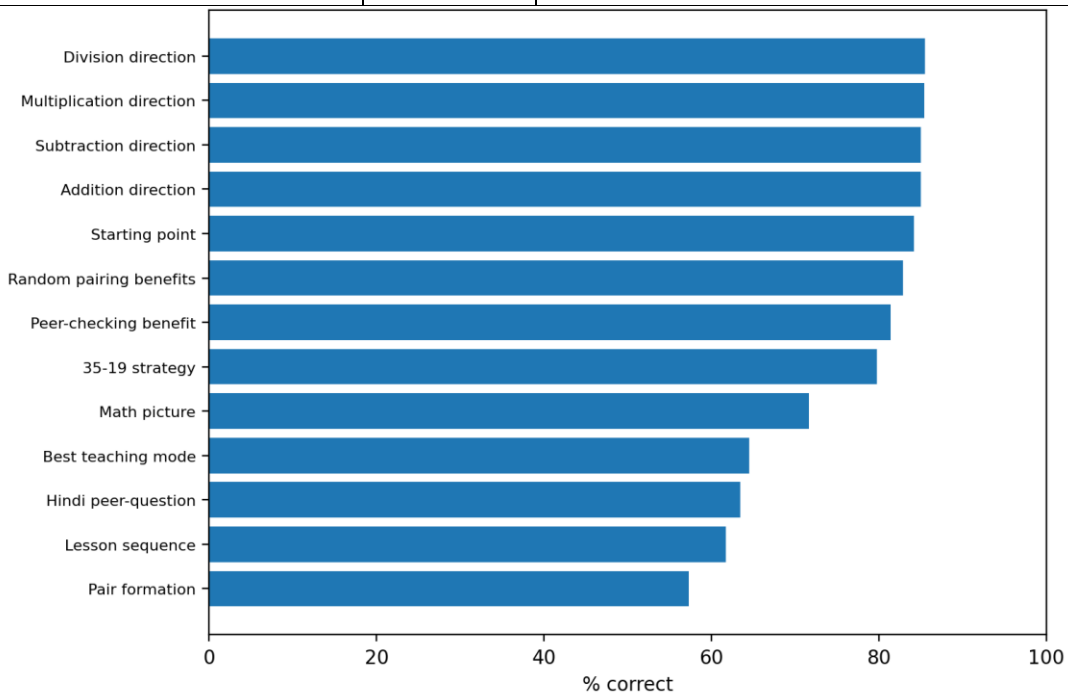


Figure 2. Accuracy by quiz item across all 5,761 submissions.

The strongest-performing items were all operational or routine in nature, especially the directionality of operations and the ALfA entry point of picture-to-sound-to-word. The weaker items were more pedagogically diagnostic: how teachers should create pairs, the correct sequence of lesson steps, and the insistence on pair work as the preferred teaching structure. Some example question items below give a flavor of the quiz:

How does ALfA begin teaching?

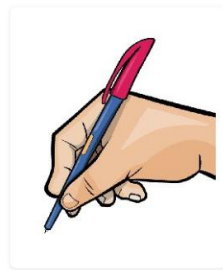
ALfA सिखाने की शुरुआत कैसे करता है? *

1 point

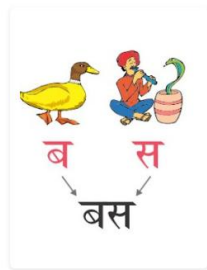
Mark only one oval.



वर्णमाला याद करना



अक्षर लिखना



चित्र से ध्वनि से शब्द

This item indicates that the vast majority of teachers have understood that teaching in a known-to-unknown fashion from the outset is key to the ALfA process.

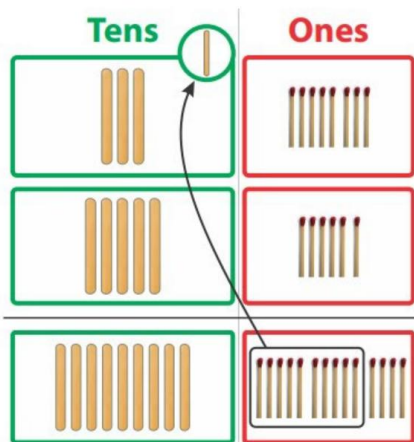
Option (English)	% respondents
Memorising the alphabet	11.1%
Writing letters	4.7%
From picture to sound to word	84.2%

Correct option: From picture to sound to word.

Which maths problem does this picture represent?

यह चित्र कौनसे गणित की सवाल को दर्शाता है? *

This visual checks whether teachers can identify the represented operation correctly. Concrete manipulables are core to ALfA numeracy.



Mark only one oval.

- 56 - 38
- 38 + 56
- 94 - 56
- 38 x 56

Option	% respondents
56 - 38	12.1%
38 + 56	71.7%
94 - 56	13.4%
38 x 56	2.9%

Correct option: 38 + 56.

5. Feedback analysis for the last 3 training days (Columns I to L)

5.1 Participant rating

The mean training rating was 8.54 out of 10 and the median rating was 9. A large majority of respondents rated the training positively: 78% gave a score of 8 or above, and 45% gave a perfect 10.

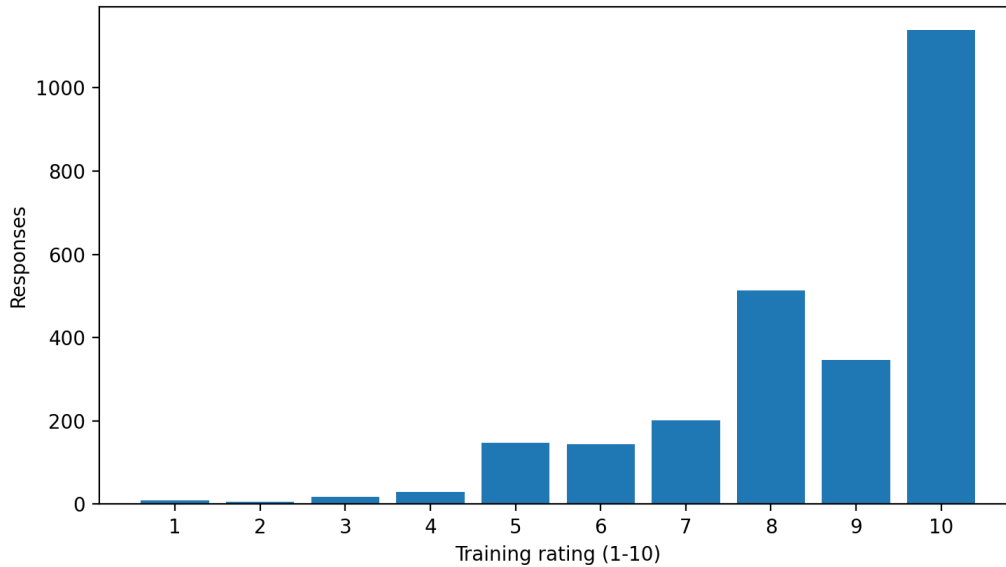


Figure 3. Distribution of training ratings in Chamba, Mandi and Kangra.

5.2 How useful teachers think ALfA will be?

Teachers were overwhelmingly optimistic about ALfA's usefulness. 45% said ALfA would lead to बहुत अधिक प्रगति (much more progress) and another 43% selected अधिक प्रगति (more progress). Only one response across over 2,500 submissions selected the option that there would be no progress.

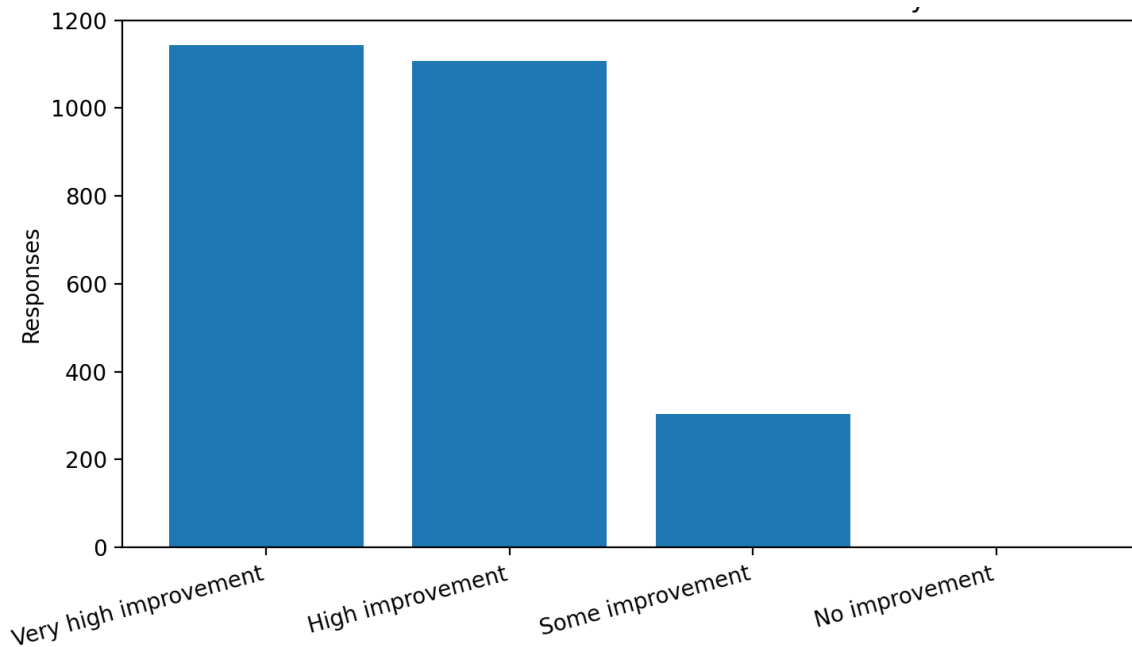


Figure 4. Perceived usefulness of ALfA

5.3 What participants liked most in ALfA

A light thematic coding of responses shows that teachers most often appreciated four aspects. These themes were often expressed together rather than in isolation:

- Activity-based / play-way learning was the most visible coded theme (434 mentions in the coded pass).
- Interaction / participation / peer learning appeared repeatedly (230 mentions).
- Maths and numeracy-specific appreciation was common (139 mentions), especially around place value and operations.
- A smaller but important set of responses explicitly mentioned inclusivity, slower learners, and the simplicity of the approach.

“ALfA पद्धति में सीखने का तरीका बहुत रोचक और सहभागितापूर्ण लगा। बच्चों की सक्रिय भागीदारी, खेल-खेल में सीखना और गतिविधि आधारित शिक्षण सबसे अच्छा लगा। इससे समझ जल्दी और बेहतर होती है।” (Translation: The ALfA pedagogy has a very interesting and participatory learning approach. Children’s active, play- and activity- based education is the best, it improves understanding swiftly.)

Uttam Singh - Classes 4 and 5 - GPS Rathiar - Chamba district

“It utilizes a peer-led, activity-based, and child-led learning model that helps children transition from illiteracy to basic reading and numeracy quickly.”

Dinesh - Classes 1 and 5 - GPS Ali-Pabo - Mandi district

“No Rote Memorization / Rapid Results / Peer Learning / Child Centric / Skill Building”

Anjana Kumari - Class 1 - GCPS Bhalei - Chamba district

5.4 Suggestions for improving the training

Suggestions were constructive rather than critical. Roughly one-fifth of non-empty responses said that no improvement was needed or wrote only brief appreciation. Among the substantive suggestions, three themes stood out most clearly:

- Offline or face-to-face delivery was almost equally frequent (209 coded mentions), usually linked to connectivity or attention constraints.
- Respondents also asked for regular follow-up or periodic sessions (75 coded mentions).
- A smaller but important set of suggestions focused on printable materials, better connectivity, and support for multi-grade or single-teacher situations.

“Training should include more practical activities demo classes and periodic followup sessions”

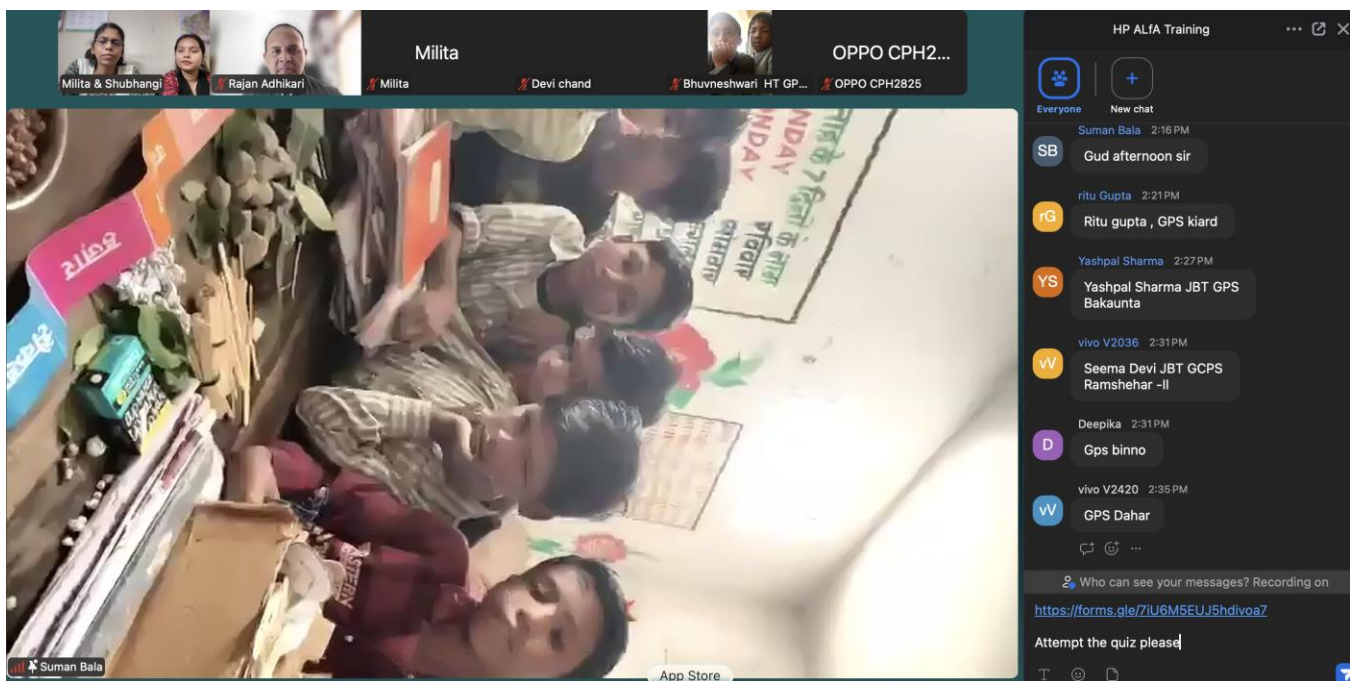
Ravinder Kumar - Classes 2 and 5 - GPS Upper Julakari - Chamba district

“Provide physical or digital handouts that summarize key points future reference”

Nimisha Awasthi - Classes 2 and 4 - GPS Salan - Kangra district

6. Conclusions and recommendations

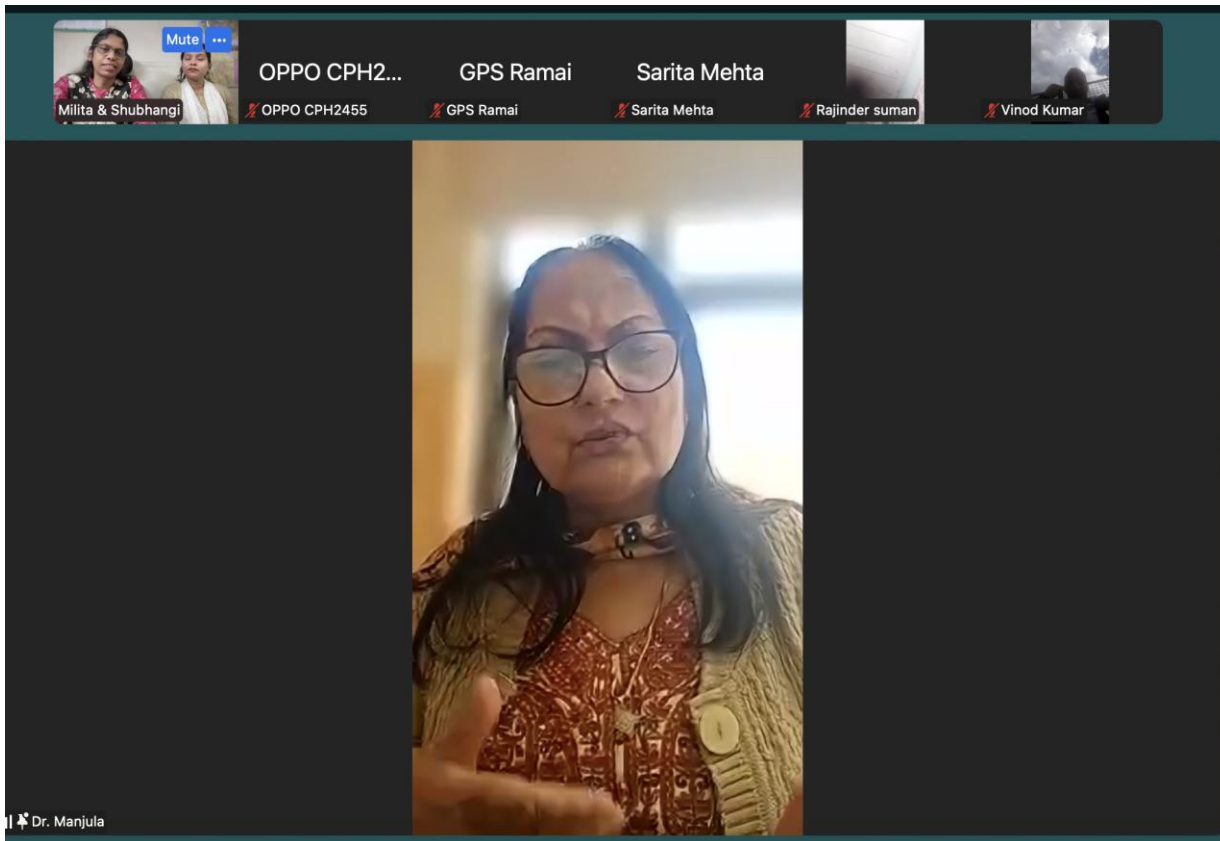
- The online model achieved scale: over 5,000 participants engaged for an average of almost 2 hours.
- Learning uptake was strong: 60.6% of quiz submissions scored 10 or above, and average performance stayed near or above 9.6 in every district.
- The most important pedagogy refreshers for future sessions are random pair formation, the sequence of lesson steps, and the primacy of pair work.
- Future training design should retain the participatory, demonstration-heavy structure but reduce delivery friction through shorter modules, more offline or cluster-level follow-up, and easier access to printable or downloadable materials.
- For districts with single-teacher or multi-grade realities, a differentiated implementation support package would likely improve both confidence and classroom transfer.



Students participating in the training as part of a live demonstration, using natural hands-on maths materials.



Explanation of ALFA numeracy book with live demonstration



Dr Manjula Devi, Himachal Pradesh FLN Coordinator, addressing the gathering

Appendix A. Block-wise quiz respondents and average score

District	Block	Quiz respondents	Average score
Chamba	Chamba	210	9.97
Chamba	Hardaspura	145	9.78
Chamba	Sundla	134	10.19
Chamba	Kiani	120	9.20
Chamba	Kalhal	102	9.59
Chamba	Bharmour	72	8.64
Chamba	Salooni	69	9.70
Chamba	Chowari	58	9.74
Chamba	Mehla	58	9.79
Chamba	Banikhet	56	10.05
Chamba	Tissa	36	9.17
Chamba	Sihunta	30	11.17
Chamba	Garola	1	11.00
Chamba	Gehra	1	13.00
Kangra	Indora	144	9.72
Kangra	Raja Ka Talab	102	8.51
Kangra	Panchrukhi	62	9.69
Kangra	Dadasiba	58	9.95
Kangra	Rakkar	57	9.75
Kangra	Fatehpur	52	9.85
Kangra	Thural	52	10.48
Kangra	Dheera	31	10.45
Kangra	Lambagaon	30	9.13
Kangra	Baijnath	28	9.46
Kangra	Jawali	25	9.76
Kangra	Nurpur	17	9.65
Kangra	Bhawarna	14	8.79
Kangra	Chadhiar	14	9.21
Kangra	Dharamsala	7	11.43
Kangra	Kangra	6	10.17
Kangra	Palampur	4	10.00
Kangra	Dehra	3	9.00
Kangra	Khundian	2	7.00

District	Block	Quiz respondents	Average score
Kangra	Kotla	1	11.00
Kangra	Nagrota Bagwan	1	12.00
Kangra	Rait	1	12.00
Mandi	Dharampur-2	97	8.82
Mandi	Aut	92	9.67
Mandi	Chauntra-1	91	10.63
Mandi	Chachiot-1	52	10.35
Mandi	Karsog-2	50	9.32
Mandi	Seraj-2	50	9.28
Mandi	Sadar-2	46	10.67
Mandi	Karsog-1	40	9.40
Mandi	Nihri	38	9.71
Mandi	Balh	33	9.48
Mandi	Sadar-1	33	9.73
Mandi	Salwahan	30	10.70
Mandi	Dharampur-1	28	10.75
Mandi	Rewalsar	21	10.29
Mandi	Drang-2	17	10.76
Mandi	Chachiot-2	15	10.60
Mandi	Gopalpur-1	8	9.62
Mandi	Saigloo	8	9.38
Mandi	Drang-1	1	7.00
Mandi	Seraj-1	1	10.00
Mandi	Sundernagar-2	1	9.00
Shimla	Jubbal	185	9.21
Shimla	Rampur	142	10.32
Shimla	Rohru	101	10.32
Shimla	Sarahan	96	9.66
Shimla	Nerwa	84	9.21
Shimla	Ransar	70	10.30
Shimla	Matiyana	69	10.01
Shimla	Kupvi	63	9.94
Shimla	Chhohara	58	9.24
Shimla	Kusumpati	48	10.29

District	Block	Quiz respondents	Average score
Shimla	Deha	44	10.16
Shimla	Nankhari	31	10.13
Shimla	Chopal	20	10.35
Shimla	Shimla	18	10.22
Shimla	Kotkhai	17	10.94
Shimla	Kumarsain	8	10.50
Shimla	Mashobra	5	12.20
Shimla	Dodra Kwar	4	11.00
Shimla	Theog	3	10.67
Shimla	Tikkar	3	9.33
Sirmaur	Rajgarh	97	9.63
Sirmaur	Dadahu	85	9.18
Sirmaur	Surla	77	9.14
Sirmaur	Nahan	57	10.25
Sirmaur	Kafota	43	9.98
Sirmaur	Sangrah	26	10.50
Sirmaur	Bakras	11	11.00
Sirmaur	Sataun	11	11.09
Sirmaur	Majra	7	11.29
Sirmaur	Nohradhar	7	10.43
Sirmaur	Sarahan	6	8.83
Sirmaur	Narag	5	9.80
Sirmaur	Paonta Sahib	3	10.00
Sirmaur	Ronhat	3	10.00
Solan	Nalagarh	162	10.08
Solan	Solan	128	10.38
Solan	Baddi	115	10.50
Solan	Kandaghat	105	9.91
Solan	Dharampur	103	10.44
Solan	Arki	95	10.37
Solan	Kuthar	83	10.76
Solan	Dhundand	75	10.43
Solan	Patta Mehlog	73	10.11
Solan	Ramshehar	60	10.02