

## Report on Karadi Path Workshop for Primary Teachers

**Date of the Event:** 24 March 2025

**Venue:** 3B

**In-charges:** Ms Aqsa Praveen (Trainer)

**Introduction:** The Karadi Path Workshop for Primary Teachers was held with the aim to introduce and train educators in the innovative Karadi Path modules. The workshop served as a professional development session designed to equip teachers with the knowledge and skills necessary to implement the Karadi Path methodology in their classrooms effectively.

**Purpose:** The workshop was initiated with the purpose to orient teachers with the Karadi Path approach, emphasizing its unique methodology that integrates auditory learning and physical activities to make language learning a fun, engaging, and natural process.

**Highlights of the Event:** The core of the workshop was a hands-on demonstration of the Karadi Path modules. Teachers participated in activities from the modules, experiencing how the learning materials are structured and how they can be adapted to their classrooms. The trainer highlighted key features of the modules, such as the use of audio stories and accompanying visuals, which are crucial for creating a multi-sensory learning experience.

Through the demonstration and hands on training teachers were explained the way Karadi Path uses stories and characters to encourage interaction and active participation from children, helping them develop their language skills in an organic and stress-free environment. This approach not only caters to different learning styles but also keeps students engaged and motivated throughout the lessons.



Teachers were also trained to use the audio stories of Karadi Path to enhance students' listening skills and pronunciation, allowing them to grasp new words and phrases in context. The workshop also covered techniques for using songs and rhymes to make language learning more enjoyable, as these tools help improve retention and comprehension.

At the conclusion of the workshop, teachers were given materials and resources to begin implementing Karadi Path modules in their own classrooms. They were also encouraged to engage in follow-up sessions for further support and guidance. Teachers left the workshop feeling empowered with a better understanding of how to effectively use Karadi Path to enhance their students' English language skills.

**Conclusion:** Overall, the Karadi Path Workshop was a success, providing primary teachers with valuable insights and practical tools to improve their teaching methods and support their students' language development. The program's unique approach to English learning is designed to make a significant difference in the way language is taught in primary classrooms.

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