

Education for All_Meghalaya_March,2026 – Teachers’ Training Report

Organized by: NANRITAM, Education For All

Venue: Ramakrishna Mission School Sohra

Dates: 9th March – 11th March 2026

Resource Persons: Filix School of Education Team

1. Introduction

Following the intensive residential training conducted at Nanritam Campus (January–February 2026), a **three-day follow-up offline training** was organized at Ramakrishna Mission School, Sohra (Cherrapunji), Meghalaya.

The objective of this training was to **review classroom implementation, address subject-specific challenges, and strengthen practical teaching strategies** across Kindergarten to Grade 3.

This training focused on bridging the gap between **training and real classroom practice**, ensuring effective execution of the E.F.A curriculum.

2. Objectives

- To review the implementation of curriculum in classrooms
 - To strengthen subject-specific pedagogy across grades
 - To address teacher doubts and challenges
 - To reinforce activity-based and child-centric teaching methods
 - To plan continuous support through structured follow-ups
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3. Training Design and Methodology

The training followed a **subject-focused, practical, and discussion-based approach**, including:

- Demonstration of selected chapters
 - Subject-wise focused training sessions
 - Doubt clearing and open discussion
 - Experience sharing by teachers
 - Reinforcement of activity-based pedagogy
 - Planning for continuous academic support
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4. Content Overview

Day 1 – 9th March 2026 (Mathematics & Science)

Participants: 38 teachers

- Coverage of **first two chapters of Grade 3 Mathematics and Science**
 - Discussion and doubt clearing on **Grade 1 and Grade 2 Mathematics**
 - Hands on concept clarity, activity-based teaching, and classroom execution
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Day 2 – 10th March 2026 (English & SST)

Participants: 57 teachers

- Coverage of **first chapter of Grade 3 English and SST**
 - Discussion and doubt clearing on **Grade 1 and Grade 2 English**
 - Hands on language development, comprehension, and classroom strategies
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Day 3 – 11th March 2026 (Kindergarten)

Participants: 62 teachers

- Comprehensive coverage of **Kindergarten curriculum**
 - Special focus on:
 - **World of Words (Foundational Literacy)**
 - **Exploration (Activity-based thematic learning)**
 - Emphasis on play-based and experiential learning approaches
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5. Assessment and Evaluation

Pre-Training Observation

- Teachers had begun implementing E.F.A strategies
- Some challenges in subject-specific execution and consistency

During Training

- High participation across all three days
- Active engagement in doubt clearing and discussions
- Teachers shared real classroom challenges

Post-Training Outcome

- Improved clarity in subject-specific teaching
 - Better understanding of curriculum implementation
 - Increased confidence in conducting activity-based classes
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6. Key Insights

- Teachers benefit significantly from **subject-specific focused training**
 - Continuous doubt clearing is essential for effective implementation
 - Activity-based teaching improves student engagement across all grades
 - Kindergarten teachers require **special emphasis on play-based learning**
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7. Participation Profile

- **9th March:** 38 Mathematics and Science teachers
 - **10th March:** 57 English and SST teachers
 - **11th March:** 62 Kindergarten teachers
 - Wide participation across subject domains ensured **focused and relevant learning experiences**
 - Teachers represented diverse school contexts across Meghalaya
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8. Geographical Context

- The training was conducted in Sohra (Cherrapunji), Meghalaya, a region with:
 - Challenging terrain and weather conditions
 - Remote school locations
 - Limited access to resources in some areas
 - Despite these challenges, teachers showed strong commitment and active participation
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9. Facilitators / Trainers

The sessions were conducted by the Filix School of Education team, focusing on:

- Mathematics and Science pedagogy
 - English and SST teaching strategies
 - Kindergarten curriculum implementation
 - Activity-based and child-centric learning
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10. Impact and Outcome

Teacher-Level Impact

- Improved clarity in subject-wise teaching approaches
- Increased confidence in handling curriculum across grades
- Better ability to address student learning needs

Student-Level Impact (as anticipated)

- More engaging and interactive classrooms
- Improved participation and communication
- Enhanced understanding through activity-based learning

Progress from Previous Training

- Transition from **training** → **classroom implementation** → **refinement stage**
 - Teachers are now moving towards **effective and confident execution**
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11. Challenges and Limitations

- Need for continuous subject-wise support
 - Variation in implementation across schools
 - Time constraints in covering all topics in depth
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12. Recommendations

- Conduct **weekly online subject-based training sessions**
 - Provide structured academic support for each subject
 - Continue regular follow-up visits
 - Strengthen classroom observation and feedback mechanisms
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13. Way Forward

- Weekly **online subject-specific training sessions** will be conducted
 - Planning for the **next offline training in the first week of May**
 - Continuous mentoring and academic support will be ensured
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14. Conclusion

The follow-up training at Sohra was highly effective in strengthening classroom implementation of the E.F.A curriculum.

It provided teachers with clarity, confidence, and practical strategies to improve teaching-learning processes. The structured follow-up plan ensures sustained impact and continuous improvement in classroom practices.

ANNEXURE

 Meghalaya Registration and Feedback Form