

Education for All_Meghalaya_January,2026 – Teachers’ Training Report

Organized by: NANRITAM, Education For All

Venue: Filix School of Education, Nanritam Campus

Dates: 28th January – 1st February 2026

Participants: 15 Master Teachers from Ramakrishna Mission Schools across Meghalaya

1. Introduction

Nanritam conducted a five-day intensive residential training program under the “**Education for All**” (E.F.A) initiative at Filix School of Education, Nanritam Campus.

The training focused on strengthening teachers’ capacity through **curriculum-based, activity-oriented teaching methodologies** from Nursery to Grade 3, ensuring alignment with NEP and foundational stage learning.

2. Objectives

- To provide a comprehensive understanding of the curriculum from Nursery to Grade 3
 - To strengthen subject-specific pedagogy across all subjects
 - To promote activity-based and experiential learning
 - To enable implementation of child-centric classroom practices
 - To integrate reflection and Holistic Progress Card (HPC) practices
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3. Training Design and Methodology

The sessions were conducted through an **experiential and participatory approach**, including:

- Demonstration of subject-wise classroom activities
- Hands-on practice sessions

- Group work and peer demonstrations
 - Game-based learning strategies
 - Reflection-based HPC sessions
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4. Content Overview

Curriculum Coverage (Key Highlight)

During the training, the following chapters were **specifically covered in detail through demonstration and practice**:

- **Grade 3:**
 - First **2 chapters of Mathematics**
 - First **2 chapters of Science**
 - First **2 chapters of English**
 - First **chapter of SST**
- **Nursery:**
 - First **chapter of Mathematics**
 - First **chapter of World of Words**
- **Kindergarten 1 & Kindergarten 2:**
 - First **chapter of Exploration**
 - First **chapter of World of Words**

These chapters were used as **model units** to demonstrate how to conduct activity-based lessons, integrate skills, and implement classroom strategies effectively.

Day-wise Coverage

Day 1 – 28th January 2026

- Grade I Mathematics
 - Grade II Mathematics
 - Explorations (KG–II)
 - Grade I English
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Day 2 – 29th January 2026

- Grade III SST
 - Grade III Mathematics
 - World of Words (KG–I)
 - Grade II English
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Day 3 – 30th January 2026

- Grade II Mathematics
 - Grade III Mathematics
 - Grade III English
 - Grade III Science
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Day 4 – 31st January 2026

- KG–II Mathematics
 - Grade III English
 - Grade III Science
 - KG–II English
 - HPC Session
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Day 5 – 1st February 2026

- Centre Visit
 - HPC Session (Recap, Doubt Clearing, Closing)
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5. Assessment and Evaluation

- Pre-session: Teachers were largely following traditional textbook-based methods
 - During session: Active participation through hands-on and group activities
 - Post-session: Improved confidence in activity-based teaching and curriculum delivery
 - Feedback collected through reflections and discussions
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6. Key Insights

- Shift from **rote learning** to **experiential learning**
 - Importance of **child-centric teaching approaches**
 - Understanding of **continuous assessment through observation and activities**
 - Increased focus on **joyful and meaningful learning**
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7. Participation Profile

- 15 Master Teachers from Meghalaya
 - Mixed teaching experience levels
 - Strong engagement and peer learning
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8. Geographical Context

Participants came from Meghalaya, where schools face:

- Remote locations and accessibility challenges
- Limited resources in some areas

Despite this, teachers showed strong commitment and adaptability.

9. Facilitators / Trainers

Training was conducted by subject experts from Filix School of Education across Maths, English, Exploration, Science, and HPC.

10. Impact and Outcome

Teacher-Level

- Shift to activity-based teaching
- Increased confidence and engagement
- Better observation and understanding of students

Student-Level (as reported by teachers)

- Increased curiosity and participation
 - Improved communication skills
 - Reduced fear of subjects
 - More joyful classroom environment
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11. Challenges and Limitations

- Time constraints for deeper coverage
 - Need for continuous support
 - Adjustment to new pedagogy
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12. Recommendations

- Follow-up training sessions
 - Continuous mentoring
 - Classroom observation support
 - Advanced training modules
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13. Conclusion

The E.F.A training successfully enabled teachers to adopt **activity-based, child-centric teaching practices**. The structured curriculum coverage combined with practical training has prepared teachers to implement effective classroom strategies across Meghalaya schools.

ANNEXURE

 Educator Reflection Questionnaire (Responses)