

Education for All – Teachers’ Training Report (Ladakh)

Organized by: NANRITAM, under the initiative of Education For All Project

Venue: Filix School of Education, Nanritam Campus

Dates: 11th February – 23rd February 2026

Participants:

- **Batch 1:** 38 Teachers (Kargil)
 - **Batch 2:** 32 Teachers (Leh)
 - **Total:** 70 Teachers
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1. Introduction

Nanritam conducted an intensive teacher training program under the **Education for All (E.F.A)** initiative for teachers from Ladakh at Filix School of Education, Nanritam Campus.

The training was conducted in **two batches** to ensure effective participation and deeper engagement. The program focused on strengthening classroom practices through **activity-based learning, curriculum understanding, and hands-on implementation of Holistic Progress Card (HPC)** for foundational years.

2. Objectives

- To provide comprehensive curriculum understanding from Nursery to Grade 2
 - To train teachers in activity-based and experiential teaching methodologies
 - To develop practical skills in implementing **Holistic Progress Card (HPC)**
 - To strengthen classroom practices through hands-on learning
 - To build teacher confidence in continuous assessment and observation
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3. Training Design and Methodology

The training followed an **experiential and practice-oriented approach**, including:

- Demonstration of chapter-wise classroom activities
- Hands-on practice of all activities by participants
- Daily practice sessions on **HPC implementation**
- Group work and collaborative learning
- Reflection and feedback discussions

A strong emphasis was placed on **learning by doing**, ensuring teachers could directly apply strategies in their classrooms.

4. Content Overview

Curriculum Coverage (Key Highlight)

The training covered **all first chapters of books from Nursery to Grade 2**, including:

- **Nursery, Kindergarten, and Grade 1–2:**
 - All subjects (Literacy, Numeracy)
 - Complete **hands-on demonstration of activities** from each chapter
- Each chapter was used as a **model unit** to demonstrate:
 - Activity-based teaching strategies
 - Classroom implementation techniques
 - Integration of skills and concepts

Holistic Progress Card (HPC) – Core Focus

A major focus of the training was on **Hands-on HPC implementation**:

- Daily demonstration of HPC usage
- Participants practiced **recording observations and assessments**
- Understanding of **continuous and formative assessment**
- Shift from traditional testing to **observation-based evaluation**

Teachers were given repeated opportunities to **practice and reflect**, ensuring clarity and confidence.

5. Assessment and Evaluation

- **Pre-session:** Teachers had limited exposure to structured holistic assessment practices
 - **During the session:** Active engagement in hands-on activities and HPC practice
 - **Post-session:** Participants demonstrated improved confidence in:
 - Conducting activity-based classes
 - Using HPC for assessment
 - Feedback was collected through discussions and reflections
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6. Key Insights

- Teachers understood the importance of **activity-based and experiential learning**
 - HPC was recognized as an effective tool for **continuous assessment**
 - Classroom practices should focus on **child participation and engagement**
 - Assessment is most effective when integrated with daily classroom activities
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7. Participation Profile

- Total Participants: 70 Teachers
 - Representation: Principals and Coordinators from Government Primary Schools in **Kargil and Leh regions of Ladakh**
 - Two-batch structure enabled:
 - Better interaction
 - Individual attention
 - Strong peer learning
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8. Geographical Context

Participants came from Ladakh, a region characterized by:

- Remote and high-altitude locations
- Limited access to educational resources
- Extreme weather conditions affecting schooling

Despite these challenges, teachers showed **high commitment and enthusiasm**, reflecting their dedication to improving learning outcomes.

9. Facilitators / Trainers

The training was conducted by educators from Filix School of Education with expertise in:

- Foundational curriculum
 - Activity-based pedagogy
 - Holistic Progress Card (HPC)
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10. Impact and Outcome

Teacher-Level Impact

- Improved understanding of curriculum from Nursery to Grade 2
- Increased confidence in **conducting activity-based classes**
- Strong clarity on **HPC implementation**
- Enhanced ability to **observe and assess students continuously**

Classroom-Level Impact (Expected)

- Shift from traditional to **child-centric classrooms**
 - Increased student engagement through activities
 - More **joyful and meaningful learning environment**
 - Better tracking of student progress through HPC
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11. Challenges and Limitations

- Time constraints for deeper exploration of all chapters
 - Need for continued support during classroom implementation
 - Adaptation of activities to local context
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12. Recommendations

- Conduct regular **follow-up online sessions**
 - Provide continuous **mentoring and support**
 - Encourage **peer learning among teachers**
 - Plan advanced training sessions for deeper curriculum coverage
 - Support contextual adaptation for Ladakh classrooms
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13. Conclusion

The Ladakh E.F.A training program was highly successful in equipping teachers with **practical teaching strategies, curriculum clarity, and hands-on experience in holistic assessment.**

The training created a strong foundation for implementing **activity-based, child-centric, and observation-driven learning practices** in Ladakh schools. With continued support, these teachers are well-positioned to transform classroom experiences and improve learning outcomes in their regions.

ANNEXURE

- https://drive.google.com/drive/folders/1fnnsfEpJn0tWT8S3SW18hNC_52Vn5M-y