

Education for All (E.F.A) Meghalaya – Teachers’ Training Report

Organized by: *NANRITAM, Education For All*

Venue: Ramakrishna Mission Sohra

Dates: 5th May – 7th May, 2026

Mode: Offline Training Programme

1. Introduction

A three-day intensive teachers’ training programme was conducted under the “Education for All” (E.F.A) initiative from 5th May to 7th May, 2026 at Ramakrishna Mission Sohra.

The programme was organized for teachers from various Ramakrishna Mission schools across Meghalaya with the objective of strengthening classroom practices through activity-based, experiential, and child-centric teaching methodologies.

The training focused on practical curriculum implementation from Kindergarten to Grade 3 through hands-on activities, collaborative learning, real-life integration of concepts, and subject-specific pedagogical discussions.

The programme also included syllabus progress review, doubt-clearing sessions, future academic planning, and teacher feedback collection to ensure continuous academic support and effective classroom implementation.

2. Objectives

- To strengthen curriculum understanding from Kindergarten to Grade 3
- To promote activity-based and experiential learning methodologies
- To support teachers in implementing child-centric classroom practices
- To provide subject-specific pedagogical guidance

- To review completed syllabus portions across schools
 - To establish continuous academic support through regular online mentoring sessions
 - To encourage joyful and meaningful classroom learning experiences
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3. Training Design and Methodology

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

- Hands-on classroom activities
- Demonstration-based teaching methodologies
- Real-life application of concepts
- Group discussions and collaborative learning
- Interactive classroom simulations
- Reflection and doubt-clearing sessions
- Subject-wise pedagogical discussions

Special emphasis was given to joyful learning, practical implementation, classroom engagement, and experiential learning approaches aligned with foundational stage pedagogy.

4. Content Overview

Curriculum Coverage

During the training programme, the following chapters and units were covered through detailed demonstrations, activity-based teaching methods, and practical classroom implementation strategies.

Kindergarten 1

- Unit 2 from:
 - Exploration
 - World of Words

Kindergarten 2

- Unit 2 from:

- Exploration
- World of Words

Grade 3 English

- Unit 2

Grade 3 SST

- Unit 2

Grade 3 Mathematics

- Chapter 3
- Chapter 4

Grade 3 Science

- Chapter 4

The sessions demonstrated how concepts can be taught through hands-on learning, interactive classroom activities, and real-life contextual learning experiences.

5. Academic Progress Review

During the training sessions, the completed syllabus portions from different schools were reviewed.

The schools reported the following progress:

KG 1 and KG 2

- Unit 1 completed from:
 - Exploration
 - World of Words

Grade 3

- English – Unit 1 completed
- SST – Unit 1 completed

- Mathematics – 2 Chapters completed
- Science – 3 Chapters completed

The review helped identify the current academic progress and enabled planning for future support and training requirements.

6. Day-wise Training Coverage

Day 1 – 5th May, 2026

Kindergarten Teachers' Training

Participants: 80 Kindergarten Master Teachers

Coverage

- KG 1:
 - Unit 2 from Exploration
 - Unit 2 from World of Words
- KG 2:
 - Unit 2 from Exploration
 - Unit 2 from World of Words

Key Focus Areas

- Hands-on learning activities
- Activity-based teaching methodologies
- Real-life classroom integration
- Demonstration of classroom activities
- Doubt-clearing sessions for Nursery to Grade 2 books

Teachers actively participated in demonstrations and discussions regarding effective classroom implementation and joyful learning strategies.

Day 2 – 6th May, 2026

Grade 3 English and SST Teachers' Training

Participants: 55 Teachers

Coverage

- Grade 3 English – Unit 2
- Grade 3 SST – Unit 2

Key Focus Areas

- Interactive language learning strategies
- Conceptual understanding through activities
- Student engagement methodologies
- Real-life integration of textbook concepts
- Collaborative classroom practices

Teachers participated enthusiastically in practical demonstrations and subject-specific pedagogical discussions.

Day 3 – 7th May, 2026

Grade 3 Mathematics and Science Teachers' Training

Participants: 59 Teachers

Coverage

- Mathematics – Chapter 3 and Chapter 4
- Science – Chapter 4

Key Focus Areas

- Hands-on Mathematics and Science activities
- Experiential learning strategies
- Practical classroom implementation
- Real-life application of concepts
- Collaborative activity-based teaching approaches

The sessions focused on making Mathematics and Science learning more engaging, practical, and learner-friendly.

7. Key Discussions and Decisions

During the interaction with the schools and authorities, several important points were discussed and finalized.

Monthly Online Training Sessions

Maharaj instructed that regular online training sessions should be conducted with the selected master trainers.

Training Structure

- Online sessions will be conducted for 4 days every month
- Sessions will be held every Friday

Kindergarten to Grade 2

(Two weeks every month)

Two groups will be formed:

- a. English
- b. Exploration and Mathematics

Grade 3

(Other two weeks every month)

Two groups will be formed:

- a. English and SST
- b. Mathematics and Science

Selection of Master Trainers

Each school selected:

- 1 Master Trainer for Arts
- 1 Master Trainer for Science

Alternative master trainers were also selected in case the primary trainers remain absent.

The schools will prepare and share the final list of master trainers through email.

Submission of Syllabus Breakdown

The hardcopy of the syllabus breakdown was submitted to the office during the training programme.

Request for Half-Yearly Question Papers

The schools requested support for preparing question papers for all Grade 3 subjects for their Half-Yearly Examination.

8. Teacher Feedback and Reflections

Feedback was collected from teachers after each day of the training programme.

The responses reflected active participation, positive engagement, and strong interest in implementing experiential and activity-based teaching methodologies.

Key Feedback Highlights

Teachers reported feeling more confident about implementing:

- Hands-on learning strategies
- Activity-based classroom methodologies
- Real-life integration of concepts
- Interactive teaching-learning processes

Teachers appreciated the practical orientation of the training and the direct classroom applicability of the activities demonstrated during the sessions.

Most Appreciated Activities

Kindergarten Sessions

Teachers appreciated:

- Traffic Signal Activity
- Dress-up for Weather Activity
- Real-image based learning
- Exploration activities

Grade 3 English & SST Sessions

Teachers appreciated:

- Dancing with Poetry
- Poetry and Prose comparison activities
- Vocabulary-building activities
- Rhyming activities
- Paper Boat Activity

Grade 3 Mathematics & Science Sessions

Teachers appreciated:

- Fraction activities
 - Pictorial explanation methods
 - Living and Non-living Things activities
 - Hands-on Mathematics activities
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Suggestions from Teachers

Teachers requested future sessions on:

- Advanced classroom activities
- Innovative teaching strategies
- Writing skills development
- Phonics and language development
- Support strategies for slow learners

Many teachers also emphasized the importance of continuous mentoring and regular follow-up training sessions.

9. Participation Profile

- 80 Kindergarten Master Teachers participated on Day 1
 - 55 Grade 3 English and SST teachers participated on Day 2
 - 59 Grade 3 Mathematics and Science teachers participated on Day 3
 - Teachers attended from different Ramakrishna Mission schools across Meghalaya
 - Strong collaboration and peer learning were observed throughout the programme
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10. Geographical Context

The participating schools represented different regions of Meghalaya, where many institutions face:

- Remote geographical locations
- Accessibility challenges
- Limited educational resources in certain areas

Despite these challenges, the teachers demonstrated remarkable enthusiasm, adaptability, and commitment towards improving classroom learning practices.

11. Facilitators / Trainers

The training programme was conducted by the academic team and subject experts from Filix School of Education across:

- English
 - Mathematics
 - Science
 - Exploration
 - SST
 - Foundational learning pedagogy
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12. Impact and Outcome

Teacher-Level Outcomes

- Increased confidence in activity-based teaching
- Better understanding of experiential learning methods
- Improved classroom engagement strategies
- Enhanced understanding of curriculum implementation

Student-Level Outcomes (Expected)

- Increased participation and curiosity among students
- More joyful classroom environments
- Better conceptual understanding through activities
- Improved communication and collaborative learning skills

The training created a strong foundation for continued academic collaboration and pedagogical support across Ramakrishna Mission schools in Meghalaya.

13. Challenges and Limitations

- Limited time for deeper chapter-wise coverage
 - Need for continuous mentoring and follow-up support
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14. Recommendations

- Continue regular monthly online training sessions
 - Provide continuous mentoring and classroom support
 - Conduct advanced subject-specific training programmes
 - Support schools with assessment and question paper preparation
 - Organize regular classroom implementation reviews and follow-up sessions
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15. Conclusion

The three-day E.F.A teachers' training programme successfully strengthened teachers' understanding of activity-based, experiential, and child-centric teaching methodologies from Kindergarten to Grade 3.

The training created a collaborative platform for teachers from different Ramakrishna Mission schools across Meghalaya to share experiences, strengthen pedagogical practices, and plan effective classroom implementation strategies.

The active participation and positive feedback from teachers reflected their strong commitment towards creating joyful, meaningful, and engaging learning environments for children.

The programme also established a structured roadmap for continuous academic support through regular online mentoring and future training initiatives.

ANNEXURE

Participant Reflection

 Meghalaya Registration and Feedback Form