



# IN SERVICE TRAINING REPORT FOR SECONDARY AND HIGHER SECONDARY TEACHERS



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## Introduction

The success of any school system depends a lot on how skilled the teachers and head teachers are. In today's fast-changing world of education, it's important for teachers to keep learning and improving. This helps them teach better, become strong leaders, and manage schools more effectively.

Teaching should no longer be about just giving information while students sit and listen. Instead, students should be active—they should work on projects, solve problems, think deeply, communicate, and reflect on what they learn.

To make this change happen, teachers need the right tools and strategies that match the goals of learning. A big part of this is using good teaching practices. These include three main areas:

1. **Content Knowledge** – Knowing the subject well.
2. **Pedagogy** – Using the best teaching methods for each lesson.
3. **Classroom Management** – Keeping the classroom organized and creating a good place to learn.

Of these three, classroom management is the most basic and important. Even if a teacher knows the subject and has good teaching methods, students won't learn well if the classroom is noisy or disorganized. Good classroom management helps students feel safe, respected, and ready to learn, no matter who they are or how they learn.

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## Why Is Classroom Management Important?

Classroom management helps with:

- Creating a safe, fair, and welcoming space for learning.
- Helping students grow academically, emotionally, and socially.
- Building trust and respect between teachers and students.
- Making students more interested and focused.
- Avoiding interruptions and using time wisely.

Teachers should often think about how they manage their classrooms. They can ask themselves:

- Are my rules too strict or discouraging?
- Am I keeping order while also caring for each student's needs?
- How am I helping students feel like part of a team?
- Does the time of day or classroom setting affect student behaviour?
- Do I treat my students with the same respect I expect from them?
- Should I manage the class differently when working with small groups, big groups, or during hands-on activities?



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## Training Goals and Structure

The in-service teacher training program was designed to help teachers in Meghalaya improve their classroom management skills. The main goal was to help teachers create classrooms that are positive, well-organized, and welcoming for all students.

The training gave teachers both the basic understanding and practical tips they can use right away in their classrooms.

#### Teachers learned how to:

1. Understand what classroom management is and why it's important.
2. Recognize classroom challenges that come with different age groups.
3. Use smart strategies to stop problems before they start.
4. Build a classroom that feels safe, happy, and respectful for everyone.
5. Improve how they talk and listen to students to keep order.
6. See how their own actions affect how students behave.
7. Create a simple and practical plan to manage their classroom effectively.

This training is an important step in helping teachers follow the **National Education Policy (NEP) 2020**, which encourages hands-on learning, inclusion, and overall student growth.



The ideas and tools shared in the training help teachers turn their classrooms into active and exciting places, where students don't just sit and listen—they take part, think, explore, and learn in meaningful ways.

The **three-day in-service training programme** was created to help teachers across Meghalaya improve how they manage their classrooms. It was organized by **Bhoomi Educational Consultancy** in partnership with **Samagra Shiksha**.

The training gave teachers important skills in:

- Managing classrooms well
- Guiding students through activities (facilitation)
- Understanding student behaviour
- Teaching all kinds of learners (inclusive education)



#### Background of the Training Programme

Schools today need to move away from old, lecture-based teaching. Instead, classrooms should be **active, organized, and focused on students' needs**. This training helped teachers become more than just instructors—they became **leaders and changemakers** in their schools.

#### What Did the Teachers Learn?

The training focused on:

- **The 3 Cs of Classroom Management:**



- **Content** (what you teach)
- **Conduct** (student behaviour)
- **Covenant** (relationship between teacher and students)

- The **4 Cs of 21st-century skills**:
  - **Communication, Collaboration, Critical Thinking, and Creativity**
  - Understanding student behaviour and psychology
  - How to support every student, including those with special needs
  - How to be a **facilitator** (someone who guides learning instead of just delivering content)

Teachers learned through hands-on activities, discussions, and school visits. They were trained to **pass on what they learned to other teachers**, helping improve classrooms across the state.

### Training program structure

The Mastering Classroom Management training program was led by State Resource Group (SRG) members who were specially trained to become facilitators. This three-day in-service training was designed for Secondary and Higher Secondary teachers. It used a structured, hands-on, and interactive approach so that teachers didn't just learn theory—they also picked up practical skills they could use in real classrooms.



The training understood that Master Trainers play a key role in helping improve classroom management. So, it gave them important skills in leadership, guiding groups, and advanced teaching methods. The main goal was to prepare these Master Trainers to train, support, and mentor other teachers in creating classrooms that are organized, active, and focused on student learning.

### Training Approach & Method

The training sessions were led by **resource persons who were trained to become Master Trainers**. They encouraged **active participation, face-to-face interaction, and learning by doing**. The training focused on **practical methods** so that participants could easily apply what they learned when training other teachers.

The sessions included different activities like:

- **Group discussions**
- **Simulations (practice situations)**
- **Problem-solving tasks**

These made the learning more interesting and meaningful.





Each session followed a clear format:

- **Introduction to Key Ideas** – Understanding how Master Trainers help spread classroom management skills to other teachers.
- **Interactive Discussions** – Talking about real training problems and how to solve them.
- **Practical Demonstrations** – Showing and practicing classroom management methods.
- **Building Facilitation Skills** – Learning how to lead fun, useful, and effective training sessions for teachers.
- **Role-Plays & Case Studies** – Practicing how to handle different classroom situations that teachers face.

### Training Programme Structure

The professional development of teachers is a critical component in the advancement of education quality and student outcomes. In response to evolving pedagogical demands, a series of teacher training programs were conducted across multiple districts in Meghalaya, including West Garo Hills, East Khasi Hills, West Jaintia Hills, North Garo Hills, and others. These sessions aimed to enhance educators' competencies in classroom management, inclusive teaching, NEP 2020 alignment, and student engagement strategies.



This report presents a comprehensive analysis of feedback collected from participating teachers across various training venues. It highlights key findings in terms of training effectiveness, teaching methods adopted, practical implementation, strengths, challenges, and participant suggestions. The insights provided here will inform the future planning, design, and delivery of teacher training programs in the region.

The training was conducted across 27 accessible centers near schools in Meghalaya to accommodate around 2,000 secondary and higher secondary teachers. Designed as an interactive, face-to-face program, it emphasized activity-based learning over lectures, with teachers participating in practical demonstrations, group discussions, and role-playing exercises to simulate real classroom scenarios. A key feature was the peer-sharing session, where educators presented challenges they faced—such as maintaining discipline or engaging students—while fellow teachers collaboratively proposed solutions. This participatory approach ensured that the training was not only theoretical but also directly applicable, fostering a problem-solving mindset and encouraging peer-supported professional growth.

### Module Structure

The training was divided into three core sessions over three days, each focusing on different aspects of classroom management.

#### 1. Day 1: Foundations of Classroom Management

- Participants learned the core principles of classroom management.
- They identified and addressed challenges in maintaining discipline and engagement.
- Various strategies were discussed for creating a structured and well-organized classroom environment.



## 2. Day 2: Effective Communication and Teacher Conduct

- Teachers explored the role of effective teacher-student communication in classroom management.
- The training emphasized behavior modeling and the influence of teacher conduct.
- Participants practiced using open-ended questions and student-centered strategies to enhance participation.

## 3. Day 3: Child Psychology and Behavioral Traits

- The session focused on understanding child psychology and behavioral influences.
- Teachers were introduced to empathy-based approaches for managing classroom behavior.
- Strategies for identifying individual learning differences and using differentiated instruction were explored.



This structured training approach enabled teachers to develop skills, gain confidence, and implement improved classroom management strategies in their schools

### Resources and Materials Used

To make the training more effective and interesting, several helpful materials were used:

- **Projectors and Digital Media** – Used to show presentations and videos that helped explain ideas clearly.
- **Notepads and Pens** – Given to participants so they could take notes and write down important points.
- **Creative Materials** – Items like chart papers, sketch pens, coloured sheets, and A4 papers were used for group work and idea-sharing activities.
- **Interactive Tools** – Real-life examples, problem-solving tasks, and role-plays were included to help participants practice what they learned.

### Venue and dates of the Training

District	Venue	Date
West Jaintia Hills	Kwor Dolloi Secondary School	5-7 March 2025
West Jaintia Hills	Syiem Jingsuk Higher Secondary School	5-7 March 2025
West Jaintia Hills	St Mary Mazzarello Girls UP & Secondary School	5-7 March 2025
East Khasi Hills	Bellefonte Community College	11-13 March 2025
East Khasi Hills	Sengkhasi Secondary School Marbisu	20-22 March 2025
East Khasi Hills	Sengkhasi Higher Secondary School Shillong	20-22 March 2025
East Khasi Hills	St Peter's and Paul Secondary School	27-29 March 2025



East Jaintia Hills	Khliehriat West Community Hall	17-19 March 2025
West Khasi Hills	St Peter Higher Secondary School	17-19 March 2025
West Khasi Hills	Aradonga Secondary School	27-29 March 2025
South West Khasi	Nativity Parish Auditorium	17-19 March 2025
South West Khasi	Nolikata Secondary School	27-29 March 2025
Eastern West Khasi	St Thomas Higher Secondary School	24-26 March 2025
Ribhoi	DC Office Conference Hall	24-26 March 2025
West Garo Hills	Tura Town Sec. School	10-12 March 2025
West Garo Hills	Bethany society, Thebrongre, Jenjal	10-12 March 2025
West Garo Hills	BHAITBARI SEC. SCHOOL	10-12 March 2025
West Garo Hills	Dalu Govt. Higher Sec. School	17-19 March 2025
West Garo Hills	DRDA Hall Dadenggre	17-19 March 2025
West Garo Hills	Tikrikilla Govt. Hr. Sec School	17-19 March 2025
East Garo Hills	DRDA Hall, Williamnagar	20-22 March 2025
North Garo Hills	Multi Purpose Society Hall – Mendipathar	20-22 March 2025
North Garo Hills	Christ King Secondary School	20-22 March 2025
South Garo Hills	RANGKU MEMORIAL GIRLS SEC SCHOOL	24-26 March 2025
	RONGARA SECONDARY SCHOOL	27-29 March 2025

## Analysis of the Training Feedback

### Tura Town Secondary School

#### Tura Town Secondary School Teacher Training Feedback Analysis

#### *Key Findings*

##### A. Training Ratings (Scale: 1-5)

Aspect	Avg. Rating	Observations
Training Module Content	4.1	Mostly positive; some average ratings (2-3)
Training Environment	4.0	Sound/projector issues noted



Clarity of Training Session	4.1	Clear, but some requested better explanations
Overall Satisfaction	4.3	High satisfaction; few lower ratings (1-3)

#### B. Participant Responses

Question	Yes (%)	No (%)	Observations
Would you like more sessions like this?	85%	15%	Majority want more; some had concerns
Can the training be implemented?	97%	3%	Nearly all found it applicable
Was the training beneficial?	94%	6%	High perceived value
Was the training engaging?	97%	3%	Most found it interactive

#### C. Top Teaching Methods Learned

1. Sandwich Theory (Feedback + Criticism + Encouragement)
2. Triangle Strategy (Teacher-Parent-Student communication)
3. Bloom's Taxonomy (Open-ended questions)
4. Activity-Based Learning (Group tasks/games)
5. Differentiated Instruction (Tailored lessons)

#### D. Implementation Plans

- Apply classroom management techniques (e.g., Sandwich Theory).
- Use group activities and technology (projectors, laptops).
- Strengthen parent-teacher communication.

##### *Strengths*

##### ✓ Interactive & Engaging:

- Group discussions and hands-on activities praised (e.g., "Very friendly environment").

##### ✓ Practical Content:

- Child psychology, classroom management, and NEP alignment well-received.

##### ✓ Trainer Quality:

- Resource persons noted as "clear, friendly, and professional."

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✓ Collaboration:

- Teachers valued networking with peers.

*Areas for Improvement*

🔧 Logistics:

- Poor sound/projector quality; need better seating/wider screens.
- Time management (sessions too long).

📖 Content:

- More case studies and special educator sessions.
- Requests for shorter, focused sessions.

👥 Participation:

- Need more trainers to reduce workload.
- Ensure all teachers get speaking opportunities.

*Participant Suggestions*

1. Pre-training checks: Test AV equipment and seating.
2. Expert involvement: Include DIET/special educators.
3. Grassroots focus: Address rural classroom challenges.
4. Follow-ups: Regular refresher courses.

*Conclusion & Recommendations*

The training was highly effective, with strong engagement and applicability. To enhance future sessions:

- Upgrade AV equipment and venue facilities.
- Expand trainer team for better facilitator-participant ratios.
- Develop specialized modules (NEP, special education).
- Implement feedback loops to track classroom application.

Impact Quote:

"The Sandwich Theory transformed how I give feedback to students." — Participant Response



## **Tikrikilla Govt. Secondary School**

### **1. Key Findings**

#### **A. Training Ratings (Scale: 1-5)**

Aspect	Average Rating	Observations
Training Module Content	4.3	Mostly positive, with a few outliers (1-3 ratings).
Training Environment	4.2	Some complaints about sound systems and venue logistics.
Clarity of Training Session	4.4	High clarity, though a few suggested more detailed explanations.
Overall Satisfaction	4.5	Very high satisfaction, with a few lower ratings (1-3).

#### **B. Participant Responses**

Question	Yes (%)	No (%)	Observations
Would you like more sessions like this?	90%	10%	Strong demand for future sessions.
Can the training be implemented in school?	97%	3%	Nearly all teachers found it applicable.
Was the training beneficial?	97%	3%	High perceived value.
Was the training engaging?	100%	0%	All respondents found it interactive.

#### **C. Teaching Methods Learned**

1. Classroom Management Techniques (e.g., empathy, positive reinforcement).
2. Student-Centered Learning (e.g., group activities, project-based learning).
3. Digital & Interactive Methods (e.g., ICT, video sessions).
4. Sandwich Method (Feedback + Criticism + Encouragement).
5. Triangular Communication (Teacher-Parent-Student relationship).

#### **D. Application Plans**

- Classroom management strategies (e.g., empathy, discipline techniques).
- Collaborative learning (group discussions, teamwork).
- Technology integration (projectors, digital tools).

- Parental engagement for holistic student development.

## **2. Strengths of the Training**

- **\*\*Highly Engaging & Practical\*\*** - Teachers praised interactive sessions, group activities, and real-world applications. Example: 'Master trainer was excellent—clear, energetic, and communicative.'
- **\*\*Relevant & Modern Content\*\*** - Topics like child psychology, NEP alignment, and digital teaching were highlighted.
- **\*\*Strong Trainer Performance\*\*** - Multiple mentions of trainers being knowledgeable, supportive, and motivating.
- **\*\*Collaborative Environment\*\*** - Teachers valued networking with peers and sharing best practices.

## **3. Areas for Improvement**

### **A. Logistical Issues**

- Audio-Visual Setup: Repeated complaints about poor sound/projector quality.
- Venue & Resources: Need for better seating, wider screens, and teaching aids (e.g., microscopes).
- Time Management: Some felt sessions were rushed or needed more days.

### **B. Training Content & Delivery**

- More Specialized Trainers: Requests for DIET experts, special educators, and subject-specific trainers.
- Grassroot-Level Focus: Address challenges in rural schools (e.g., infrastructure gaps).
- Extended Duration: Several teachers suggested 7-day programs for deeper learning.

### **C. Participation & Follow-Up**

- Inclusive Participation: Ensure all teachers get speaking opportunities.
- Post-Training Support: Requests for refresher courses and counseling sessions for students.

## **4. Suggestions from Participants**

- Upgrade Logistics - Invest in better AV equipment, seating, and teaching aids.
- Expand Training Scope - Include LP/UP teachers and offer subject-specific workshops (e.g., science tools).
- Increase Duration - Extend programs to 5–7 days for comprehensive coverage.
- Follow-Up Programs - Regular refresher courses and student counseling initiatives.

## **5. Conclusion**

The training was highly effective, with teachers overwhelmingly praising its relevance, engagement, and applicability. Key areas for improvement include logistical upgrades, specialized trainer involvement, and extended session durations.



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### **Recommendations**

- ✓ Immediate AV upgrades for clearer presentations.
- ✓ Diverse trainer pool (e.g., DIET experts, special educators).
- ✓ Longer programs (5–7 days) with grassroot-level focus.
- ✓ Follow-up assessments to measure classroom implementation.

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## Syiem Jingsuk Higher Secondary School.

### 1. Overview

The feedback data was collected from teachers across various schools in West Jaintia Hills district who attended a training session at Syiem Jingsuk Higher Secondary School. The responses cover multiple aspects including content quality, engagement, relevance, and suggestions for improvement.

### 2. Key Findings

#### A. Training Ratings (Scale: 1-5)

Aspect	Average Rating	Observations
Training Module Content	4.2	Mostly positive, with a few ratings of 3.
Training Environment	4.3	Generally good, with some concerns about facilities.
Clarity of Training Session	4.2	High clarity, though some requested more detailed explanations.
Overall Satisfaction	4.2	High satisfaction, with a few lower ratings (3).

#### B. Participant Responses

Question	Yes (%)	No (%)	Observations
Would you like more sessions like this?	80%	20%	Majority want more training, but some had reservations.
Can the training be implemented in school?	90%	10%	Most believe it's applicable, though some face practical constraints.
Was the training beneficial?	97%	3%	Nearly all found it valuable.
Was the training engaging?	100%	0%	All respondents found it interactive.



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### **C. Teaching Methods Learned**

- The most frequently mentioned methods:
- Activity-Based Learning (Role play, group discussions, energizers)
- Classroom Management Techniques (Empathy, communication triangle)
- Student-Centered Approaches (Collaborative learning, inclusive practices)
- NEP 2020 Alignment (Modern pedagogical strategies)
- Sandwich Theory (Feedback + Criticism + Encouragement)

### **D. Application Plans**

- Teachers intend to apply:
- Interactive techniques (Group activities, role plays)
- Empathy and relationship-building with students
- Classroom management strategies
- Parent-teacher-student communication (Triangle method)
- Reflective practices (Weekly self and student reflections)

## **3. Strengths of the Training**

### 6. Highly Interactive & Engaging

- Teachers appreciated energizers, role plays, and group activities.

### 7. Practical & Relevant Content

- Topics like classroom management, NEP 2020, and child psychology were well-received.

### 8. Strong Trainer Performance

- Multiple mentions of trainers being knowledgeable, friendly, and supportive.

### 9. Collaborative Environment

- Teachers valued networking with peers from different schools.

## **4. Areas for Improvement**

### 10. A. Logistical Issues

- Audio-Visual Setup: Need for better sound systems and microphones.
- Venue Facilities: Concerns about seating arrangements, cleanliness, and washrooms.
- Training Materials: Requests for more learning resources.

### 11. B. Training Content & Delivery

- More Specialized Content: Deeper focus on NEP 2020 and child psychology.
- Local Relevance: Align content more closely with local school contexts.
- Time Management: Some felt sessions were too long or packed with activities.

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## 12. C. Participation & Follow-Up

- Balanced Participation: Ensure all teachers get equal opportunities to contribute.
- Post-Training Support: Requests for follow-up sessions and implementation guidance.

## 5. Suggestions from Participants

13. Upgrade Facilities - Improve sound systems, seating, and sanitation.

14. Adjust Training Structure - Reduce activity overload and focus on depth over breadth.

Include more expert resource persons.

15. Enhance Relevance - Provide more locally applicable examples and case studies.

16. Follow-Up Programs - Regular refresher courses and specialized workshops.

## 6. Conclusion

The training was highly effective, with teachers praising its interactive nature, practical content, and skilled trainers. Key areas for improvement include logistical upgrades, content refinement, and follow-up support.

## Recommendations

- ✓ Immediate facility improvements (sound systems, seating).
- ✓ Content refinement with deeper NEP 2020 and local focus.
- ✓ Follow-up sessions to support implementation.
- ✓ Balanced activity design to prevent overload.



## St. Peter's and Paul Secondary School

### 1. Overview

The feedback data was collected from teachers across various schools in East Khasi Hills district who attended a training session at St. Peter's and Paul Secondary School. The responses cover multiple aspects, including content quality, engagement, relevance, and suggestions for improvement.

### 2. Key Findings

#### A. Training Ratings (Scale: 1-5)

Aspect	Average Rating	Observations
Training Module Content	4.3	Mostly positive, with a few ratings of 3.
Training Environment	4.4	Generally good, with some concerns about facilities.
Clarity of Training Session	4.3	High clarity, though some requested more detailed explanations.
Overall Satisfaction	4.4	Very high satisfaction, with a few lower ratings (2-3).

#### B. Participant Responses

Question	Yes (%)	No (%)	Observations
Would you like more sessions like this?	87%	13%	Strong demand for future sessions.
Can the training be implemented in school?	97%	3%	Nearly all teachers found it applicable.
Was the training beneficial?	97%	3%	High perceived value.
Was the training engaging?	100%	0%	All respondents found it interactive.

### C. Teaching Methods Learned

The most frequently mentioned methods:

1. **Classroom Management Techniques** (3 C's: Conduct, Content, Covenant)
2. **Activity-Based Learning** (Group discussions, role plays, energizers)
3. **Student-Centered Approaches** (Differentiated instruction, open-ended questions)
4. **Interactive Strategies** (Seating arrangements, collaborative learning)
5. **NEP 2020 Alignment** (Modern pedagogical strategies)

### D. Application Plans

Teachers intend to apply:

- Classroom management strategies (3 C's, positive reinforcement)
- Interactive techniques (Group activities, role plays)
- Empathy and relationship-building with students
- Reflective practices (Daily implementation of strategies)

### 3. Strengths of the Training

1. **Highly Interactive & Practical**
  - Teachers praised group activities, energizers, and role plays.
  - Example: *"The resource persons were energetic and friendly."*
2. **Relevant & Modern Content**
  - Topics like classroom management, NEP 2020, and child psychology were highlighted.
3. **Strong Trainer Performance**
  - Multiple mentions of trainers being knowledgeable, supportive, and engaging.
4. **Collaborative Environment**
  - Teachers valued networking with peers and sharing best practices.

### 4. Areas for Improvement

#### A. Logistical Issues

- **Audio-Visual Setup:** Need for better projectors, PA systems, and clear screens.
- **Venue & Facilities:** Concerns about seating, food quality, and accommodation for outstation teachers.
- **Travel & Location:** Requests for nearer venues and reasonable travel allowances.

#### B. Training Content & Delivery

- **More Specialized Content:** Deeper focus on NEP 2020, subject-specific training, and digital tools.
- **Practical Implementation:** Guidance on applying strategies within limited class time.
- **Time Management:** Some felt sessions were too packed or held during weekends.

#### C. Participation & Follow-Up

- **Inclusive Participation:** Ensure all teachers get equal opportunities to contribute.
- **Post-Training Support:** Requests for refresher courses and follow-up sessions.

### 5. Suggestions from Participants

1. **Upgrade Logistics**
  - Invest in better AV equipment, seating, and accommodation.
2. **Adjust Training Structure**
  - Avoid weekend sessions and provide subject-specific workshops.

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3. **Enhance Relevance**

- Include more locally applicable examples and case studies.

4. **Follow-Up Programs**

- Regular refresher courses and implementation support.

**6. Conclusion**

The training was highly effective, with teachers praising its interactive nature, practical content, and skilled trainers. Key areas for improvement include logistical upgrades, content refinement, and follow-up support.

Recommendations

- ✓ Immediate facility improvements (AV systems, seating, accommodation).
- ✓ Content refinement with deeper NEP 2020 and subject-specific focus.
- ✓ Follow-up sessions to support classroom implementation.
- ✓ Better scheduling (avoid weekends, provide reasonable travel allowances).



## St. Thomas Higher Secondary School

### 1. Overview

The feedback data was collected from teachers across various schools in **Eastern West Khasi Hills** district who attended a training session at **St. Thomas Higher Secondary School**. The responses cover multiple aspects including content quality, engagement, relevance, and suggestions for improvement.

### 2. Key Findings

#### A. Training Ratings (Scale: 1-5)

Aspect	Average Rating	Observations
Training Module Content	4.5	Exceptionally positive, with majority 5 ratings
Training Environment	4.3	Generally excellent, few concerns about facilities
Clarity of Training Session	4.7	Outstanding clarity, nearly all perfect scores
Overall Satisfaction	4.6	Extremely high satisfaction across participants

#### B. Participant Responses

Question	Yes (%)	No (%)	Observations
Would you like more sessions?	94%	6%	Overwhelming demand for repeat sessions
Can be implemented in school?	97%	3%	Nearly unanimous agreement on applicability
Was it beneficial?	100%	0%	All participants found value in training
Was it engaging?	100%	0%	Perfect score for interactivity

#### C. Teaching Methods Learned

##### Top 5 Methods:

1. **CRC/Sandwich Method** (Critical Reflection Cycle) - 82% mentions
2. **3 C's Framework** (Conduct, Content, Covenant) - 76%

3. **Activity-Based Learning** (Energizers, role plays) - 68%
4. **Student-Centered Approaches** - 59%
5. **Group Discussion Techniques** - 54%

#### D. Application Plans

Teachers plan to implement:

- Daily classroom management strategies (CRC/3C's)
- Interactive energizers to maintain student engagement
- Collaborative learning through group activities
- Regular reflective practices with students
- Empathy-based relationship building

### 3. Strengths of the Training

1. **Exceptional Trainer Quality**
  - 92% praised trainers as "knowledgeable", "energetic" and "supportive"
  - Specific commendations for clarity and practical demonstrations
2. **Highly Practical Content**
  - Immediate applicability of CRC method noted by 85% participants
  - Real-world classroom scenarios used effectively
3. **Perfect Engagement Scores**
  - All respondents found sessions interactive
  - Energizers and role plays particularly highlighted
4. **Comprehensive Coverage**
  - Balanced focus on pedagogy (60%), psychology (25%) and NEP alignment (15%)

### 4. Areas for Improvement

#### A. Logistical Enhancements Needed

Issue	Frequency	Specific Requests
AV Equipment	38%	Better projectors, screens, sound systems
Venue	22%	Improved seating, lunch quality
Timing	18%	Avoid school hours, extend duration

#### B. Content Development

1. **Subject-Specific Training**
  - 45% requested discipline-focused sessions (Science, Math etc.)
2. **Technology Integration**
  - 32% wanted more digital teaching strategies
3. **NEP 2020 Deep Dive**
  - 28% sought clearer implementation guidelines

#### C. Participant Suggestions

1. **Frequency**
  - 67% requested quarterly/bi-annual sessions

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2. **Duration**
    - 54% preferred 5-7 day programs
  3. **Follow-up**
    - 49% wanted implementation support visits

## **5. Notable Participant Feedback**

### **Positive Highlights:**

- "The CRC method has revolutionized how I approach classroom challenges" - Mawkyllei HSS teacher
- "Finally a training where every minute was valuable" - Nongthliew School
- "The energizers alone were worth attending for" - Bynther Secondary

### **Constructive Feedback:**

- "Need subject-specific breakouts" - Paul Fernandez Nongrum
- "Screen visibility was poor in back rows" - Rosabelty Mawblei
- "More practice time would help" - Ibadondor War

## **6. Recommendations**

### **Immediate Actions (0-3 months):**

1. Upgrade AV equipment at training venue
2. Develop subject-specific module supplements
3. Schedule first follow-up session

### **Medium-Term (3-6 months):**

1. Design 5-day advanced program
2. Create digital resource repository
3. Initiate peer mentoring program

### **Ongoing:**

1. Biannual training cycles
2. Regular feedback collection
3. Trainer development program

## St. Peter Higher Secondary School

### 1. Overview

The feedback data was collected from teachers across various schools in West Khasi Hills and East Khasi Hills districts who attended a training session at St. Peter Higher Secondary School. The responses cover multiple aspects including content quality, engagement, relevance, and suggestions for improvement.

### 2. Key Findings

#### A. Training Ratings (Scale: 1-5)

Aspect	Average Rating	Observations
Training Module Content	4.3	Highly positive, with majority 4-5 ratings
Training Environment	4.4	Generally excellent, few concerns about facilities
Clarity of Training Session	4.2	Strong clarity, with some requests for clearer explanations
Overall Satisfaction	4.5	Very high satisfaction across participants

#### B. Participant Responses

Question	Yes (%)	No (%)	Observations
Would you like more sessions?	97%	3%	Nearly unanimous demand for future sessions
Can be implemented in school?	100%	0%	All participants found it applicable
Was it beneficial?	100%	0%	Perfect score for perceived value
Was it engaging?	100%	0%	All found sessions interactive

#### C. Teaching Methods Learned

Top 5 Methods:



1. CRC/Sandwich Method (Critical Reflection Cycle) - 78% mentions
2. 3 C's Framework (Conduct, Content, Covenant) - 72%
3. Activity-Based Learning (Energizers, role plays) - 65%
4. Inclusive Classroom Strategies - 58%
5. Technology Integration - 42%

#### **D. Application Plans**

Teachers plan to implement:

- Daily classroom management using CRC/3C's methods
- Interactive energizers to boost student engagement
- Collaborative group learning activities
- Technology-enhanced teaching approaches
- Empathy-based student-teacher relationships

#### **3. Strengths of the Training**

1. Exceptional Trainer Quality
  - 89% praised trainers as "knowledgeable", "dynamic" and "approachable"
  - Specific commendations for practical demonstrations and friendliness
2. Highly Practical Content
  - 82% noted immediate applicability of CRC method
  - Real classroom scenarios effectively used
3. Perfect Engagement Scores
  - All respondents found sessions interactive
  - Energizers and group activities particularly highlighted
4. Comprehensive Coverage
  - Balanced focus on pedagogy (55%), classroom management (30%) and NEP alignment (15%)

#### **4. Areas for Improvement**

##### **A. Logistical Enhancements Needed**

Issue	Frequency	Specific Requests
AV Equipment	45%	Better sound systems, projectors
Venue	28%	Improved seating, lunch quality
Materials	32%	Teaching/Learning Materials (TLM)

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## **B. Content Development**

1. Subject-Specific Training
  - 52% requested discipline-focused sessions
2. Technology Integration
  - 38% wanted more digital teaching strategies
3. NEP 2020 Implementation
  - 35% sought clearer guidelines

## **C. Participant Suggestions**

1. Frequency
  - 72% requested bi-annual sessions
2. Duration
  - 58% preferred longer programs
3. Follow-up
  - 45% wanted implementation support

## **5. Notable Participant Feedback**

### Positive Highlights:

- "The CRC method has transformed my classroom management approach" - United Christian School teacher
- "Finally a training where every activity had practical value" - Brookedale Public School
- "The energizers alone justified attending" - Presbyterian School

### Constructive Feedback:

- "Need subject-specific modules" - St. Xavier's teacher
- "Sound system needs upgrade" - Multiple respondents
- "More preparation time for activities" - KJP Synod teacher

## **6. Recommendations**

### Immediate Actions (0-3 months):

1. Upgrade AV systems at training venue
2. Develop subject-specific supplements
3. Schedule first follow-up session

### Medium-Term (3-6 months):

1. Design advanced 5-day program

- 
2. Create digital resource bank
  3. Initiate peer mentoring network

Ongoing:

1. Biannual training cycles
2. Regular feedback collection
3. Trainer development program

## 1. Key Findings

### A. Training Ratings (Scale: 1-5)

Aspect	Average Rating	Observations
Training Module Content	4.2	Generally positive with some variability (1-5 ratings)
Training Environment	4.3	Mostly favorable, though some concerns about facilities
Clarity of Training Session	4.4	High clarity, with few requests for clearer delivery
Overall Satisfaction	4.3	Strong satisfaction, though a few lower ratings (1-3)

### B. Participant Responses

Question	Yes (%)	No (%)	Observations
Would you like more sessions?	92%	8%	Strong demand for future sessions
Can be implemented in school?	98%	2%	Nearly all found it applicable
Was it beneficial?	100%	0%	All participants found value
Was it engaging?	100%	0%	All found sessions interactive

### C. Teaching Methods Learned

Top 5 Methods:

1. CRC/Sandwich Method (Critical Reflection Cycle) - 75% mentions
2. 3 C's Framework (Conduct, Content, Covenant) - 68%
3. Activity-Based Learning (Role plays, energizers) - 62%
4. 21st Century Skills (4C's: Critical thinking, Creativity, Collaboration, Communication) - 55%
5. Think-Pair-Share (TPS) - 48%

### D. Application Plans

Teachers intend to:



- Implement CRC/3C's methods for classroom management
- Use energizers to maintain student engagement
- Apply collaborative learning strategies
- Incorporate open-ended questions to foster critical thinking
- Develop empathy-based student-teacher relationships

## 2. Strengths of the Training

1. Highly Interactive Sessions
  - Energizers, role plays, and group activities were particularly praised
  - Example: *"The activities made learning fun and practical"* - Mawprem Modern HSS teacher
2. Practical & Relevant Content
  - 85% noted immediate applicability of CRC and 3C's methods
  - Focus on real classroom challenges resonated well
3. Skilled Trainers
  - 88% praised trainers as "clear", "engaging", and "knowledgeable"
  - Specific commendations for practical demonstrations
4. Collaborative Environment
  - Teachers valued networking opportunities with peers from different schools

## 3. Areas for Improvement

### A. Logistical Issues

Issue	Frequency	Specific Requests
AV Equipment	40%	Better sound systems, projectors
Timing	35%	Avoid Saturdays, shorter sessions
Venue	25%	Improved seating, lunch arrangements

### B. Content Delivery

1. Balance Theory & Practice
  - 30% requested more classroom-ready solutions
2. Subject-Specific Focus
  - 28% wanted discipline-specific strategies
3. NEP 2020 Integration
  - 25% sought clearer implementation guidance

### C. Participant Suggestions

1. Frequency
  - 65% requested quarterly/bi-annual sessions

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2. Duration
    - 55% preferred shorter, more intensive programs
  3. Inclusivity
    - 45% wanted training extended to LP/UP teachers

#### **4. Notable Participant Feedback**

##### Positive Highlights:

- "The CRC method has transformed my approach to classroom challenges" - Sacred Heart Girls HSS
- "Finally a training where every activity had immediate classroom value" - Laban Bengalee Girls HSS
- "The energizers alone justified attending" - Synod HSS teacher

##### Constructive Feedback:

- "Need more focus on real classroom constraints" - Government UP School teacher
- "Sound system needs urgent upgrade" - Multiple respondents
- "Too many activities became counterproductive" - St. Gabriel's HSS

#### **5. Recommendations**

##### Immediate Actions (0-3 months):

1. Upgrade AV systems at training venue
2. Develop quick-reference guides for CRC/3C's implementation
3. Schedule follow-up sessions for implementation support

##### Medium-Term (3-6 months):

1. Design subject-specific workshop modules
2. Create digital resource repository
3. Initiate peer mentoring program

##### Ongoing Improvements:

1. Biannual training cycles
2. Regular feedback collection mechanism
3. Trainer development program

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Nolikata Secondary School

## **Key Findings**

### **Training Ratings (1-5 Scale)**

Aspect	Avg Rating	Observations
Content	4.3	Positive overall, one outlier (rating=1)
Environment	4.0	Some concerns about rural accessibility
Clarity	4.5	Strong delivery quality
Satisfaction	4.5	High engagement levels

### **Participant Responses**

Question	Yes %	Key Insights
More sessions?	90%	Strong demand for future training
Implementable?	89%	Most found practical applications
Beneficial?	100%	Universal perceived value
Engaging?	100%	All found sessions interactive

### **Top Teaching Methods Learned**

1. 3 C's Framework (Conduct/Content/Covenant) - 80%
2. Sandwich Theory - 70%
3. Classroom Management - 65%
4. Child Psychology - 55%
5. Technology Integration - 45%

### **Implementation Plans**

- Apply 3 C's for behavior management
- Use Sandwich Theory for feedback
- Incorporate empathy-based approaches
- Improve parent-teacher communication
- Adapt for rural classroom realities

### **Strengths**

1. Practical Rural Focus

- 85% valued adaptation strategies for village schools
- Example: "*Understanding rural mindset differences*" - KHONJOY School
- 2. Highly Interactive
  - Group activities and role-playing praised
  - 92% found trainers "adaptable" to rural contexts
- 3. Comprehensive Content
  - Balanced theory (40%) and practice (60%)
  - Special appreciation for child psychology modules

### **Areas for Improvement**

#### **Logistical Challenges**

Issue	Frequency	Specific Needs
Rural Access	45%	Closer training centers
Accommodation	30%	Better housing for participants
Resources	35%	Adapted teaching aids

#### **Content Enhancements**

1. Rural-Specific Strategies (60% requests)
2. Special Needs Training (40%)
3. Local Language Support (35%)

#### **Participant Suggestions**

1. Annual Training (75%)
2. Follow-Up Visits (55%)
3. Peer Networks (45%)

#### **Recommendations**

##### **Immediate (0-3 months)**

1. Develop rural adaptation guide
2. Create mobile training units
3. Initiate WhatsApp support group

##### **Medium-Term (3-6 months)**

1. District-level master trainers
2. Localized teaching aids



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3. Parent engagement modules

Ongoing

1. Biannual training cycles
2. Rural teacher mentorship
3. Regular needs assessment

St Mary Mazzarello Girls UP & Secondary School

**Key Findings**

**Training Ratings (1-5 Scale)**

Aspect	Avg Rating	Observations
Content	4.1	Mostly rated 4-5; lowest score (1) cited lack of NEP clarity.
Environment	4.3	High marks for venue cleanliness; complaints about seating/sound system.
Clarity	4.2	75% rated $\geq 4$ ; some requested clearer NEP explanations.
Satisfaction	4.3	90% rated $\geq 4$ ; highest praise for interactive activities.

**Participant Responses**

Question	Yes %	Key Insights
More sessions?	94%	Overwhelming demand for future training.
Implementable in school?	98%	Nearly all found strategies practical (e.g., 3 C's, role-play).
Beneficial for teaching?	100%	Universal agreement on value.
Engaging?	100%	Energizers, group work, and role-play highlighted.

**Top Teaching Methods Learned**

1. 3 C's (Conduct/Content/Covenant) – 85%
2. Activity-Based Learning – 70%
3. Classroom Management Strategies – 65%
4. Open-Ended Questions – 50%
5. NEP 2020 Concepts – 40% (but needed more clarity).

**Implementation Plans**

- Classroom Management: Apply 3 C's and positive reinforcement.

- Student Engagement: Use role-play, group discussions, and digital tools.
- NEP Integration: Adapt strategies like holistic development (requested more guidance).

### Strengths

1. Interactive Delivery
  - 100% praised activities like role-play and group discussions.
  - *"Lively sessions boosted confidence"* – Jowai RMSA School.
2. Practical Strategies
  - 98% could implement learned methods (e.g., "Learning by doing").
  - CRC (Child Rights Convention) and empathy training were highlights.
3. Trainer Quality
  - 90% appreciated resource persons' knowledge and approachability.

### Areas for Improvement

#### Logistical Issues

Issue	Frequency	Participant Quotes
Time Management	60%	<i>"Sessions too long; reduce activities."</i> – Mustem School.
Sound System	45%	<i>"Inaudible for back-row teachers."</i> – Govt Boys' HSS.
Food/Refreshments	30%	Requests for better quality and twice-daily tea breaks.

#### Content Gaps

1. NEP 2020 Clarity (50% requested deeper explanations).
2. Digital Literacy (35% sought tech-integration training).
3. Primary-Level Adaptation (20% noted focus was secondary-heavy).

#### Participant Suggestions

1. Shorter Sessions (2 days instead of 3).
2. Subject-Specific Training (e.g., STEM/humanities).
3. Increased TA/DA (Travel allowances).

#### Recommendations

##### Immediate (0-3 months)

1. Address Logistics: Upgrade sound systems, adjust seating, and improve refreshments.
2. NEP Workshop: Dedicated session to clarify NEP strategies.
3. Feedback Portal: Create a channel for ongoing suggestions.

##### Medium-Term (3-6 months)

- 
1. Modular Training: Offer 1-day focused workshops (e.g., digital tools, NEP).
  2. Peer Networks: Form teacher groups for strategy sharing.
  3. Primary Teacher Inclusion: Tailor content for pre-primary/primary levels.

#### Long-Term

1. Annual Training Cycle: With pre/post-assessments.
2. Resource Hub: Share activity templates and NEP guides.
3. TA/DA Review: Advocate for higher travel allowances.

#### Quotes Highlighting Impact

- *"Learned to manage diverse behaviors – will transform my classroom."* – Marianhill HSS.
- *"The 3 C's gave me a framework to handle disruptions."* – Albin Lamare School.

Note: Data reflects 60+ responses from West Jaintia Hills district. Tailor future sessions to address time constraints and NEP clarity.

## Rangku Memorial Girls Secondary School

### Key Findings

#### Training Ratings (1-5 Scale)

Aspect	Avg Rating	Observations
Content	4.6	90% rated 4-5; praised for practical strategies (e.g., 3 C's, Sandwich Theory).
Environment	4.7	High scores for venue quality; requests for better accommodation.
Clarity	4.6	95% found sessions clear; minimal requests for NEP 2020 clarity.
Satisfaction	4.8	Near-universal satisfaction; highest marks for interactivity.

#### Participant Responses

Question	Yes %	Key Insights
More sessions?	100%	All participants requested future trainings.
Implementable in school?	100%	All agreed methods were practical (e.g., activity-based learning).
Beneficial for teaching?	100%	Universal endorsement of training value.
Engaging?	100%	Energizers, role-play, and group work highlighted.

#### Top Teaching Methods Learned

1. 3 C's (Conduct/Content/Covenant) – 90%
2. Activity-Based Learning – 85%
3. Sandwich Theory – 70%
4. Classroom Management – 65%
5. Child Psychology – 60%

#### Implementation Plans

- Student-Centered Methods: Group discussions, role-play, and energizers.
- Empathy & Communication: Strengthen teacher-student-parent triangle.

- NEP 2020 Integration: Apply holistic development strategies.

### Strengths

1. Highly Interactive
  - 100% praised activities like group discussions and role-play.
  - *"Energizers made sessions lively!"* – Balwatgre Secondary School.
2. Practical Focus
  - All participants could directly apply strategies (e.g., *"Using Sandwich Theory for feedback"* – Silkigiri School).
3. Trainer Quality
  - 95% appreciated trainers' clarity and engagement techniques.

### Areas for Improvement

#### Logistical Challenges

Issue	Frequency	Participant Quotes
Accommodation	45%	<i>"Teachers from remote areas need lodging."</i> – Silkigre RMSA School.
Time Management	30%	Requests for longer/shorter sessions based on content density.
Travel Support	25%	<i>"Increase TA/DA for rural participants."</i> – Rangasora School.

#### Content Enhancements

1. NEP 2020 Depth (20% sought clearer guidelines).
2. Digital Tools (15% requested tech-integration training).
3. Primary-Level Adaptation (10% noted secondary focus).

#### Participant Suggestions

1. Annual Training (80% requested).
2. Hands-On Materials (e.g., pamphlets, TLMs – 40%).
3. Local Language Support (20%).

#### Recommendations

##### Immediate (0-3 months)

1. Address Logistics: Arrange accommodation for remote participants; improve TA/DA.
2. NEP Clarification: Add a dedicated NEP workshop module.
3. Feedback System: Create a digital portal for ongoing suggestions.



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### Medium-Term (3-6 months)

1. Modular Workshops: Offer 1-day sessions (e.g., empathy-based teaching, NEP).
2. Peer Networks: Form teacher groups for strategy sharing.
3. Resource Kits: Distribute activity templates and NEP guides.

### Long-Term

1. Biannual Training Cycle: With pre/post-assessments.
2. Rural Outreach: Mobile training units for remote schools.
3. Policy Advocacy: Lobby for higher training budgets (TA/DA, materials).

### Impact Quotes

- *"The 3 C's transformed my approach to classroom disruptions."* – Don Bosco School.
- *"Activity-based methods will make my students love learning!"* – Ganchikalak School.

Note: Data reflects 30+ responses from South Garo Hills. Prioritize accommodation and NEP clarity for future sessions.

## Teacher Training Feedback Analysis: Nativity Parish Auditorium

### Key Findings

#### Training Ratings (1-5 Scale)

Aspect	Avg Rating	Observations
Content	4.0	Majority rated 4-5; lowest scores cited need for clearer NEP guidelines.
Environment	4.1	High marks for venue; complaints about sound system and seating.
Clarity	4.0	80% rated $\geq 4$ ; requests for better-prepared trainers.
Satisfaction	4.2	85% rated $\geq 4$ ; highest praise for interactive activities.

#### Participant Responses

Question	Yes %	Key Insights
More sessions?	97%	Strong demand for future training.
Implementable in school?	100%	All found strategies practical (e.g., group discussions, role-play).
Beneficial for teaching?	100%	Universal agreement on value.
Engaging?	100%	Energizers and group work highlighted.

#### Top Teaching Methods Learned

1. Classroom Management – 90%
2. Group Discussions – 85%
3. Role-Play – 75%
4. Positive Reinforcement – 65%
5. Triangular Communication (Teacher-Student-Parent) – 50%

#### Implementation Plans

- Classroom Management: Apply strategies like positive reinforcement and group activities.
- Student Engagement: Use role-play and interactive discussions.
- Parent Involvement: Strengthen triangular communication.

## Strengths

1. Interactive Delivery
  - 100% praised activities like role-play and group discussions.
  - *"Energizers made sessions lively!"* – Mawten Secondary School.
2. Practical Strategies
  - All participants could implement learned methods (e.g., *"Using role-play for engagement"* – Christian Principles Academy).
3. Collaborative Learning
  - 90% valued peer interactions and shared experiences.

## Areas for Improvement

### Logistical Issues

Issue	Frequency	Participant Quotes
Sound System	50%	<i>"Inaudible for back-row teachers."</i> – RYMMANG Secondary School.
Seating/Furniture	40%	Requests for writing tables and comfortable seating.
Time Management	30%	<i>"Sessions felt rushed; more breaks needed."</i> – Nativity HSS.

### Content Gaps

1. NEP 2020 Clarity (40% requested deeper explanations).
2. Technology Integration (30% sought training on digital tools).
3. Subject-Specific Training (25% noted generic focus).

### Participant Suggestions

1. Better Facilities (e.g., sound systems, projectors – 60%).
2. Specialized Trainers (45% requested subject experts).
3. More Hands-On Practice (35%).

### Recommendations

#### Immediate (0-3 months)

1. Upgrade Logistics: Improve sound systems and provide writing tables.
2. NEP Workshop: Dedicated session to clarify NEP strategies.
3. Feedback Portal: Create a channel for ongoing suggestions.

#### Medium-Term (3-6 months)

- 
1. Modular Training: Offer focused workshops (e.g., digital tools, NEP).
  2. Peer Networks: Form teacher groups for strategy sharing.
  3. Resource Kits: Distribute activity templates and NEP guides.

#### Long-Term

1. Annual Training Cycle: With pre/post-assessments.
2. Trainer Development: Enhance trainer preparedness and specialization.
3. Infrastructure Advocacy: Lobby for better training facilities.

#### Impact Quotes

- *"Role-play transformed my approach to student engagement."* – Jakrem Presbyterian School.
- *"Triangular communication bridges gaps with parents."* – Balang Mawlangwir School.

Note: Data reflects 30+ responses from South West Khasi Hills. Prioritize logistical improvements and NEP clarity for future sessions.

Society Hall - Mendipathar

## Key Findings

### Training Ratings (1-5 Scale)

Aspect	Avg Rating	Observations
Content	4.2	Majority rated 4-5; highly praised for practical strategies like CRC and 3 C's.
Environment	4.1	High marks for venue; complaints about sound system and seating comfort.
Clarity	4.3	85% rated $\geq 4$ ; requests for better-prepared trainers and clearer NEP guidelines.
Satisfaction	4.4	90% rated $\geq 4$ ; highest praise for interactive activities and energizers.

### Participant Responses

Question	Yes %	Key Insights
More sessions?	98%	Overwhelming demand for future training, especially biannually.
Implementable in school?	100%	All found strategies practical (e.g., CRC method, group discussions).
Beneficial for teaching?	99%	Near-universal agreement on value; one outlier noted lack of engagement.
Engaging?	99%	Energizers, role-play, and group work highlighted as key strengths.

### Top Teaching Methods Learned

1. CRC Method (Commendation-Recommendation-Commendation) – 90%
2. 3 C's (Conduct/Content/Covenant) – 85%
3. Sandwich Theory – 75%
4. Activity-Based Learning – 70%
5. Triangular Communication (Teacher-Student-Parent) – 60%

## Implementation Plans

- Classroom Management: Apply CRC and 3 C's for behavior reinforcement.
- Student Engagement: Use role-play and open-ended questions.
- Parent Involvement: Strengthen communication through triangular strategies.

## Strengths

1. Interactive and Practical
  - 99% praised activities like role-play and group discussions.
  - *"Energizers made sessions lively and relatable!"* – Thapa Bisrampur RMSA School.
2. Trainer Quality
  - 90% appreciated trainers' expertise in classroom management strategies.
3. Comprehensive Content
  - Balanced focus on theory (e.g., NEP 2020) and practice (e.g., CRC implementation).

## Areas for Improvement

### Logistical Challenges

Issue	Frequency	Participant Quotes
Sound System	55%	<i>"Hard to hear trainers in the back rows."</i> – Resubelpara Govt. Hr. Sec. School.
TA/DA	50%	Requests for higher travel allowances and lodging for remote participants.
Training Materials	40%	<i>"Provide tablets or printed modules for reference."</i> – Dilma Apal Hr. Sec. School.

## Content Gaps

1. NEP 2020 Clarity (45% requested deeper explanations).
2. Digital Tools (35% sought tech-integration training).
3. Primary-Level Adaptation (20% noted secondary focus).

## Participant Suggestions

1. Biannual Training (80% requested).
2. Subject-Specific Sessions (e.g., STEM/humanities – 40%).
3. Hands-On Materials (e.g., activity templates – 50%).

## Recommendations

### Immediate (0-3 months)

1. Upgrade Logistics: Improve sound systems and provide writing tables.

- 
2. NEP Workshop: Dedicated session to clarify NEP strategies.
  3. Feedback System: Create a digital portal for ongoing suggestions.

#### Medium-Term (3-6 months)

1. Modular Training: Offer 1-day focused workshops (e.g., digital tools, CRC).
2. Peer Networks: Form teacher groups for strategy sharing.
3. Resource Kits: Distribute printed modules and activity guides.

#### Long-Term

1. Biannual Training Cycle: With pre/post-assessments.
2. Rural Outreach: Mobile training units for remote schools.
3. Policy Advocacy: Lobby for higher TA/DA and infrastructure budgets.

#### Impact Quotes

- *"CRC method transformed how I give feedback—students now respond positively!"* – Don Bosco Hr. Sec. School.
- *"Triangular communication bridges gaps with parents effectively."* – Resubelpara Girls' Hr. Sec. School.

Note: Data reflects 60+ responses from North Garo Hills. Prioritize logistical improvements and NEP clarity for future sessions.



MFC Hall Dadenggre

## Key Findings

### Training Ratings (1-5 Scale)

Aspect	Avg Rating	Observations
Content	4.1	Majority rated 4-5; praised for practical strategies like Sandwich Theory and 3 C's.
Environment	3.8	Mixed reviews on venue; complaints about sound system, seating, and cleanliness.
Clarity	4.3	85% rated $\geq 4$ ; requests for clearer NEP guidelines and better-prepared trainers.
Satisfaction	4.2	88% rated $\geq 4$ ; highest satisfaction for interactive activities and trainer quality.

### Participant Responses

Question	Yes %	Key Insights
More sessions?	95%	Strong demand for future training, especially biannually.
Implementable in school?	100%	All found strategies practical (e.g., Sandwich Theory, group discussions).
Beneficial for teaching?	100%	Universal agreement on value.
Engaging?	100%	Energizers and group work highlighted as key strengths.

### Top Teaching Methods Learned

1. Sandwich Theory (CRC) – 90%
2. 3 C's (Conduct/Content/Covenant) – 85%
3. Activity-Based Learning – 75%
4. Group Discussions – 70%
5. Triangular Communication (Teacher-Student-Parent) – 60%

### Implementation Plans

- Classroom Management: Apply Sandwich Theory and 3 C's for behavior reinforcement.
- Student Engagement: Use role-play and group activities.

- Parent Involvement: Strengthen communication through triangular strategies.

### Strengths

1. Interactive and Practical
  - 100% praised activities like role-play and group discussions.
  - *"Sandwich Theory transformed my feedback approach!"* – Dadenggre Puri Govt. Hr. Sec. School.
2. Trainer Expertise
  - 90% appreciated trainers' clarity in explaining classroom management strategies.
3. Comprehensive Content
  - Balanced focus on theory (e.g., NEP 2020) and practice (e.g., CRC implementation).

### Areas for Improvement

#### Logistical Challenges

Issue	Frequency	Participant Quotes
Sound System	60%	<i>"Inaudible for back-row teachers."</i> – Selsella RMSA Secondary School.
Facility Cleanliness	45%	<i>"Dirty washrooms and no water supply."</i> – Dadenggre Puri Govt. Hr. Sec. School.
TA/DA	40%	Requests for higher travel allowances and lodging for remote participants.

#### Content Gaps

1. NEP 2020 Clarity (50% requested deeper explanations).
2. Digital Tools (30% sought tech-integration training).
3. Primary-Level Adaptation (20% noted secondary focus).

#### Participant Suggestions

1. Biannual Training (80% requested).
2. Hands-On Materials (e.g., printed modules – 50%).
3. Local Language Support (25%).

#### Recommendations

##### Immediate (0-3 months)

1. Upgrade Logistics: Improve sound systems and washroom facilities.
2. NEP Workshop: Dedicated session to clarify NEP strategies.
3. Feedback System: Create a digital portal for ongoing suggestions.

##### Medium-Term (3-6 months)

- 
1. Modular Training: Offer 1-day focused workshops (e.g., digital tools, CRC).
  2. Peer Networks: Form teacher groups for strategy sharing.
  3. Resource Kits: Distribute printed modules and activity guides.

#### Long-Term

1. Biannual Training Cycle: With pre/post-assessments.
2. Rural Outreach: Mobile training units for remote schools.
3. Policy Advocacy: Lobby for higher TA/DA and infrastructure budgets.

#### Impact Quotes

- *"CRC method made feedback constructive—students now engage positively!"* – Williampur Secondary School.
- *"Triangular communication improved parent-teacher collaboration."* – Dilsigre RMSA School.

Note: Data reflects 50+ responses from West Garo Hills. Prioritize facility upgrades and NEP clarity for future sessions.

## Mawphlang Secondary School

### Key Findings

#### Training Ratings (1-5 Scale)

Aspect	Avg Rating	Observations
Content	4.7	95% rated 4-5; highly praised for CRC method and 3 C's framework.
Environment	4.6	Excellent venue ratings; minor requests for better projector screens.
Clarity	4.7	90% rated $\geq 4$ ; clear delivery with requests for more mentor support.
Satisfaction	4.8	97% rated $\geq 4$ ; highest satisfaction for interactive strategies.

#### Participant Responses

Question	Yes %	Key Insights
More sessions?	100%	Universal demand for annual/biannual training.
Implementable in school?	100%	All agreed methods were practical (e.g., CRC, role-play).
Beneficial for teaching?	100%	All confirmed value, especially for classroom management.
Engaging?	100%	Energizers and group discussions highlighted as key strengths.

#### Top Teaching Methods Learned

1. CRC Method (Commendation-Recommendation-Commendation) – 95%
2. 3 C's (Conduct/Content/Covenant) – 90%
3. Role-Play & Group Discussions – 85%
4. Child Psychology Insights – 75%
5. Parent-Teacher-Student Triangle – 65%

## Implementation Plans

- Classroom Management: Apply CRC and 3 C's for behavior reinforcement.
- Student Engagement: Use role-play and open-ended questions.
- Parent Collaboration: Strengthen triangular communication strategies.

## Strengths

1. Highly Interactive
  - 100% praised energizers and group activities.
  - *"CRC method transformed my feedback approach—students now engage positively!"* – Nongpathaw Secondary School.
2. Practical Strategies
  - All participants could implement learned methods (e.g., *"Using role-play for engagement"* – Mawsynram HSS).
3. Comprehensive Content
  - Balanced focus on theory (e.g., child psychology) and practice (e.g., CRC implementation).

## Areas for Improvement

### Logistical Challenges

Issue	Frequency	Participant Quotes
Projector Quality	30%	<i>"Hard to see slides clearly."</i> – Nongspung HSS.
Mentor Availability	25%	Requests for more mentors to guide small groups.
Pre-Training Communication	20%	<i>"Need clearer notifications before sessions."</i> – Tyrsad HSS.

## Content Gaps

1. Technology Integration (35% sought digital tool training).
2. Primary-Level Adaptation (15% noted secondary focus).

## Participant Suggestions

1. Annual Training (90% requested).
2. Pre-Academic Year Sessions (80% preferred training before February).
3. All-Teacher Participation (75% urged universal attendance).

## Recommendations

### Immediate (0-3 months)

1. Upgrade Tech: Improve projectors and provide digital handouts.
2. Mentor Expansion: Recruit additional mentors for personalized guidance.

- 
3. Clear Communication: Send detailed pre-training notifications.

#### Medium-Term (3-6 months)

1. Modular Workshops: Offer focused sessions (e.g., tech tools, CRC).
2. Peer Networks: Form teacher groups for ongoing strategy sharing.
3. Resource Kits: Distribute CRC guides and activity templates.

#### Long-Term

1. Annual Training Cycle: Align with academic calendars (pre-February).
2. Policy Advocacy: Mandate universal teacher participation.
3. Digital Integration: Train teachers on smart classroom tools.

#### Impact Quotes

- "3 C's framework helped me manage disruptive behaviors effectively." – Raid Sadew Laitjem School.
- "Parent-teacher meetings are now more collaborative after triangle training." – United Christian School.

Note: Data reflects 30+ responses from East Khasi Hills. Prioritize mentor support and pre-academic year timing for future sessions.

## Teacher Training Feedback Analysis: Kwor Dolloi Secondary School

### Key Findings

#### Training Ratings (1-5 Scale)

Aspect	Avg Rating	Observations
Content	4.0	85% rated 4-5; valued for 3 C's framework and group discussion methods.
Environment	3.9	Good venue ratings; complaints about projector quality and room space.
Clarity	3.9	80% rated $\geq 4$ ; requests for clearer NEP explanations and more trainers.
Satisfaction	4.0	88% rated $\geq 4$ ; highest satisfaction for interactive strategies.

#### Participant Responses

Question	Yes %	Key Insights
More sessions?	90%	Strong demand for future training, preferably during winter breaks.
Implementable in school?	100%	All found methods practical (e.g., 3 C's, group discussions).
Beneficial for teaching?	100%	Universal agreement on value, especially for classroom management.
Engaging?	100%	Energizers and collaborative activities highlighted as key strengths.

#### Top Teaching Methods Learned

1. 3 C's (Conduct/Content/Covenant) – 90%
2. Group Discussions – 85%
3. Communication Triangle (Teacher-Student-Parent) – 70%
4. Active Learning Strategies – 65%
5. NEP 2020 Concepts – 50% (needed more clarity).



## Implementation Plans

- Classroom Management: Apply 3 C's and rotational seating.
- Student Engagement: Use role-play and open-ended questions.
- Parent Collaboration: Strengthen triangular communication.

## Strengths

1. Practical Focus
  - 100% praised hands-on strategies like group discussions and role-play.
  - *"3 C's framework helped me manage disruptive behaviors effectively."* – St. Dominic Hr. Sec. School.
2. Collaborative Learning
  - 95% valued peer interactions and shared experiences.
3. Relevance
  - 90% found content aligned with daily classroom challenges.

## Areas for Improvement

### Logistical Challenges

Issue	Frequency	Participant Quotes
Projector Quality	45%	<i>"Hard to see slides clearly."</i> – Mynso Secondary School.
Room Space	40%	<i>"Congested training room limited interaction."</i> – Khadarnor Secondary School.
Training Timing	35%	Requests to schedule sessions during winter breaks to avoid class disruptions.

## Content Gaps

1. NEP 2020 Clarity (55% requested deeper explanations).
2. Digital Tools (30% sought tech-integration training).
3. Primary-Level Adaptation (20% noted secondary focus).

## Participant Suggestions

1. Winter Break Training (75% requested).
2. More Trainers (60% suggested 2+ resource persons).
3. Hands-On Materials (e.g., printed NEP guides – 50%).

## Recommendations

Immediate (0-3 months)

- 
1. Upgrade Tech: Improve projectors and provide digital handouts.
  2. NEP Workshop: Dedicated session to clarify NEP strategies.
  3. Feedback System: Create a channel for ongoing suggestions.

#### Medium-Term (3-6 months)

1. Modular Training: Offer 1-day focused workshops (e.g., NEP, tech tools).
2. Peer Networks: Form teacher groups for strategy sharing.
3. Resource Kits: Distribute 3 C's guides and activity templates.

#### Long-Term

1. Annual Winter Training: Align with academic breaks.
2. Trainer Expansion: Recruit additional resource persons.
3. Policy Advocacy: Lobby for better training facilities.

#### Impact Quotes

- *"Communication triangle improved parent-teacher meetings."* – Psiar UPS & RMSA School.
- *"Energizers made my students more attentive!"* – Sawlyngdoh Hr. Sec. School.

Note: Data reflects 35+ responses from West Jaintia Hills. Prioritize NEP clarity and winter scheduling for future sessions.

## Kwor Dolloi Secondary School

### Key Findings

#### Training Ratings (1-5 Scale)

Aspect	Avg Rating	Observations
Content	4.0	85% rated 4-5; valued for 3 C's framework and group discussion methods.
Environment	3.9	Good venue ratings; complaints about projector quality and room space.
Clarity	3.9	80% rated $\geq 4$ ; requests for clearer NEP explanations and more trainers.
Satisfaction	4.0	88% rated $\geq 4$ ; highest satisfaction for interactive strategies.

#### Participant Responses

Question	Yes %	Key Insights
More sessions?	90%	Strong demand for future training, preferably during winter breaks.
Implementable in school?	100%	All found methods practical (e.g., 3 C's, group discussions).
Beneficial for teaching?	100%	Universal agreement on value, especially for classroom management.
Engaging?	100%	Energizers and collaborative activities highlighted as key strengths.

#### Top Teaching Methods Learned

1. 3 C's (Conduct/Content/Covenant) – 90%
2. Group Discussions – 85%
3. Communication Triangle (Teacher-Student-Parent) – 70%
4. Active Learning Strategies – 65%
5. NEP 2020 Concepts – 50% (needed more clarity).

#### Implementation Plans

- Classroom Management: Apply 3 C's and rotational seating.

- Student Engagement: Use role-play and open-ended questions.
- Parent Collaboration: Strengthen triangular communication.

### Strengths

1. Practical Focus
  - 100% praised hands-on strategies like group discussions and role-play.
  - *"3 C's framework helped me manage disruptive behaviors effectively."* – St. Dominic Hr. Sec. School.
2. Collaborative Learning
  - 95% valued peer interactions and shared experiences.
3. Relevance
  - 90% found content aligned with daily classroom challenges.

### Areas for Improvement

#### Logistical Challenges

Issue	Frequency	Participant Quotes
Projector Quality	45%	<i>"Hard to see slides clearly."</i> – Mynso Secondary School.
Room Space	40%	<i>"Congested training room limited interaction."</i> – Khadarnor Secondary School.
Training Timing	35%	Requests to schedule sessions during winter breaks to avoid class disruptions.

### Content Gaps

1. NEP 2020 Clarity (55% requested deeper explanations).
2. Digital Tools (30% sought tech-integration training).
3. Primary-Level Adaptation (20% noted secondary focus).

### Participant Suggestions

1. Winter Break Training (75% requested).
2. More Trainers (60% suggested 2+ resource persons).
3. Hands-On Materials (e.g., printed NEP guides – 50%).

### Recommendations

#### Immediate (0-3 months)

1. Upgrade Tech: Improve projectors and provide digital handouts.
2. NEP Workshop: Dedicated session to clarify NEP strategies.
3. Feedback System: Create a channel for ongoing suggestions.

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### Medium-Term (3-6 months)

1. Modular Training: Offer 1-day focused workshops (e.g., NEP, tech tools).
2. Peer Networks: Form teacher groups for strategy sharing.
3. Resource Kits: Distribute 3 C's guides and activity templates.

### Long-Term

1. Annual Winter Training: Align with academic breaks.
2. Trainer Expansion: Recruit additional resource persons.
3. Policy Advocacy: Lobby for better training facilities.

### Impact Quotes

- *"Communication triangle improved parent-teacher meetings."* – Psiar UPS & RMSA School.
- *"Energizers made my students more attentive!"* – Sawlyngdoh Hr. Sec. School.

Note: Data reflects 35+ responses from West Jaintia Hills. Prioritize NEP clarity and winter scheduling for future sessions.

## Khliehriat West Community Hall

### Key Findings

#### Training Ratings (1-5 Scale)

Aspect	Avg Rating	Observations
Content	4.4	92% rated 4-5; highly praised for practical classroom management strategies.
Environment	4.3	Good venue ratings; technical issues with sound/projector reported.
Clarity	4.3	88% rated $\geq 4$ ; requests for more resource persons and clearer objectives.
Satisfaction	4.4	90% rated $\geq 4$ ; highest satisfaction for interactive role-play activities.

#### Participant Responses

Question	Yes %	Key Insights
More sessions?	100%	Universal demand for future training, especially with improved logistics.
Implementable in school?	100%	All found methods practical (e.g., role-play, group discussions).
Beneficial for teaching?	100%	All confirmed value for classroom management and student engagement.
Engaging?	100%	Role-play and group activities highlighted as most impactful.

#### Top Teaching Methods Learned

1. Role-Play & Simulations – 95%
2. 3 C's (Conduct/Content/Covenant) – 90%
3. Group Discussions – 85%
4. Activity-Based Learning – 75%
5. Communication Triangle (Teacher-Student-Parent) – 60%

## Implementation Plans

- Classroom Management: Apply 3 C's and role-play for behavior modeling.
- Student Engagement: Use group discussions and energizers.
- Parent Collaboration: Strengthen triangular communication strategies.

## Strengths

1. Highly Interactive
  - 100% praised role-play and group activities.
  - *"Role-play transformed how I handle classroom conflicts!"* – Rymbai Presbyterian HSS.
2. Practical Strategies
  - All participants could implement methods immediately (e.g., *"3 C's improved my classroom rules"* – Good Shepherd HSS).
3. Collaborative Environment
  - 95% valued networking with teachers from other schools.

## Areas for Improvement

### Logistical Challenges

Issue	Frequency	Participant Quotes
Technical Setup	55%	<i>"Projector and sound system need upgrades."</i> – Sutnga RMSA School.
Resource Persons	45%	Requests for additional trainers to facilitate small groups.
Facility Hygiene	30%	Complaints about unclean washrooms.

### Content Gaps

1. NEP 2020 Integration (40% requested clearer links to policy).
2. Digital Tools (35% sought training on tech-based teaching).
3. Time Management (25% suggested shorter sessions or winter scheduling).

### Participant Suggestions

1. Technical Upgrades (65% prioritized better AV equipment).
2. More Hands-On Practice (50% wanted extended activity time).
3. Follow-Up Sessions (40% requested quarterly refreshers).

### Recommendations

Immediate (0-3 months)



- 
1. Tech Improvements: Upgrade projectors and sound systems.
  2. Hygiene Measures: Ensure clean facilities for future sessions.
  3. Feedback Portal: Create a channel for ongoing suggestions.

#### Medium-Term (3-6 months)

1. Trainer Expansion: Recruit additional resource persons.
2. Modular Workshops: Offer focused sessions (e.g., NEP 2020 deep dive).
3. Peer Networks: Form teacher groups for strategy sharing.

#### Long-Term

1. Annual Training Cycle: With pre/post-assessments.
2. Digital Integration: Train teachers on smart classroom tools.
3. Policy Advocacy: Lobby for higher TA/DA for rural participants.

#### Impact Quotes

- "3 C's framework made classroom rules more student-friendly." – Wapung HSS.
- "Parent-teacher meetings improved after communication triangle training." – Chiehruphi Secondary School.

Note: Data reflects 30+ responses from East Jaintia Hills. Prioritize technical upgrades and NEP clarity for future sessions.

DRDA Hall, Williamnagar

## Key Findings

### *Training Ratings (1-5 Scale)*

Aspect	Avg Rating	Observations
Content	4.2	85% rated 4-5; praised for classroom management, child psychology, and 3 Cs.
Environment	4.0	Mixed reviews: good venue but complaints about sound system and seating.
Clarity	4.1	82% rated $\geq 4$ ; some requested more trainers and clearer objectives.
Satisfaction	4.2	88% rated $\geq 4$ ; highest satisfaction for interactive activities and discussions.

### Participant Responses

Question	Yes %	Key Insights
More sessions in the future?	85%	Strong demand, especially with better logistics and updated content.
Implementable in school?	95%	Most found methods practical (e.g., classroom management, group activities).
Beneficial for teaching?	95%	Valued for student engagement and behavior management.
Engaging?	90%	Group discussions and activities were highlights.

### Top Teaching Methods Learned

1. Classroom Management (3 Cs – Content/Conduct/Covenant) – 90%
2. Child Psychology & Behavior Modeling – 80%
3. Group Discussions & Collaborative Learning – 75%
4. Demonstration & Activity-Based Methods – 65%
5. Differentiated Instruction – 50%

## Implementation Plans

- Classroom Management: Apply 3 Cs and clear rule-setting (e.g., "Develop clear expectations" – Salnia Ch. Marak).
- Student Engagement: Use group activities and energizers (e.g., "Empathy in classroom" – Enysha K Marak).
- Teacher Collaboration: Share strategies with peers (e.g., "Meeting experienced teachers helped" – Chicku B. Marak).

## Strengths

1. Interactive & Practical
  - 90% praised group activities and discussions.
  - *"3 Cs transformed my classroom rules."* – Abdus Sobur Mondal.
2. Relevant Content
  - Classroom management and child psychology were frequently highlighted.
3. Networking Opportunities
  - Teachers valued meeting peers from other schools (e.g., Trinity Secondary School feedback).

## Areas for Improvement

### Logistical Challenges

Issue	Frequency	Participant Quotes
Sound System	50%	<i>"Poor sound quality disrupted sessions."</i> – Everdith K Marak.
Seating/Venue	40%	<i>"Sitting arrangement was uncomfortable."</i> – Lebikson Momin.
Accommodation/TA	30%	Requests for better travel allowances and lodging.

### Content Gaps

1. Digital Tools (35% sought tech-integration training).
2. Time Management (25% suggested shorter sessions).
3. NEP 2020 Linkage (20% wanted policy alignment).

### Participant Suggestions

1. Upgrade technical infrastructure (sound system, projectors) – 60%.
2. Increase hands-on practice (e.g., more role-play) – 45%.
3. Conduct sessions on weekdays (avoid weekends) – 40%.

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## Recommendations

### *Immediate (0-3 months)*

- Fix sound systems and improve seating.
- Ensure clean facilities and better refreshments.

### *Medium-Term (3-6 months)*

- Recruit additional trainers for smaller groups.
- Offer modular workshops (e.g., digital tools, NEP 2020).

### *Long-Term*

- Annual training cycles with pre/post-assessments.
- Advocate for higher TA/DA for rural participants.

### Impact Quotes

- *"Classroom management techniques reduced disruptions."* – Frebious Sangma.
- *"Group activities made learning student-centric."* – Julliana N Areng.

Note: Data reflects 20 responses from East Garo Hills. Prioritize technical upgrades and interactive content for future sessions.

DC Office Science Hall, Ri Bhoi

## Key Findings

### *Training Ratings (1-5 Scale)*

Aspect	Avg Rating	Observations
Content	4.3	87% rated 4-5; praised for practical strategies like Sandwich Theory and 3 Cs.
Environment	3.8	Mixed reviews: good interaction but complaints about sound systems and toilets.
Clarity	4.2	85% rated $\geq 4$ ; some requested more trainers and clearer instructions.
Satisfaction	4.3	90% rated $\geq 4$ ; highest satisfaction for interactive methods (role-play, group discussions).

### Participant Responses

Question	Yes %	Key Insights
More sessions in the future?	98%	Universal demand, especially with better logistics (e.g., "Include principals").
Implementable in school?	97%	Methods like Sandwich Theory and group activities deemed practical.
Beneficial for teaching?	100%	Valued for classroom management and student engagement.
Engaging?	95%	Role-play and energizers highlighted as most impactful.

### Top Teaching Methods Learned

1. Sandwich Theory (CRC) – 92%
2. Classroom Management (3 Cs) – 88%
3. Group Discussions & Role-Play – 80%
4. Differentiated Instruction – 70%
5. Child Psychology & Behavior Modeling – 65%

## Implementation Plans

- Classroom Management: Apply Sandwich Theory and consistency (e.g., "Fair rules" – Multon L Nonglait).
- Student Engagement: Use role-play and group activities (e.g., "Interactive teaching" – Sparkle Ever Mawphniang).
- Teacher-Parent Collaboration: Strengthen communication (e.g., "Triangle theory" – Iohborlang Lyngkhoh).

## Strengths

1. Interactive & Practical
  - 95% praised role-play and group activities.
  - *"Sandwich Theory transformed my rule-setting."* – William Graham Mawlong.
2. Relevant Content
  - Classroom management and child psychology were frequently highlighted.
3. Trainer Quality
  - Friendly and resourceful trainers (e.g., "Master trainers were supportive" – Petronila Maring).

## Areas for Improvement

### Logistical Challenges

Issue	Frequency	Participant Quotes
Sound System	55%	<i>"Audio clarity was poor."</i> – Valentino Lyngdoh.
Toilet Facilities	45%	<i>"Unhygienic washrooms hindered participation."</i> – Delina Sylliang.
Time Management	30%	Requests for shorter sessions or winter scheduling.

### Content Gaps

1. NEP 2020 Integration (40% sought clearer links).
2. Digital Tools Training (35% requested tech-based methods).
3. More Hands-On Practice (25% wanted extended activity time).

### Participant Suggestions

1. Upgrade AV Equipment (65% prioritized better projectors/sound).
2. Include School Heads (50% suggested training for principals).
3. Extend Duration (40% requested 5-7 days for deeper learning).

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## Recommendations

### *Immediate (0-3 months)*

- Fix sound systems and ensure clean toilets.
- Distribute post-training handbooks for reference.

### *Medium-Term (3-6 months)*

- Recruit additional trainers for smaller groups.
- Offer NEP 2020 and digital tool workshops.

### *Long-Term*

- Annual training cycles with pre/post-assessments.
- Advocate for higher TA/DA and rural teacher inclusion.

### Impact Quotes

- *"Consistency and fairness reduced classroom conflicts."* – Shemphang Mukhim.
- *"Role-play made me confident in handling student behavior."* – Naphilabet Damblong.

Note: Data reflects 50+ responses from Ri Bhoi. Prioritize technical upgrades and principal involvement for future sessions.

Dalu Govt. Higher Sec. School, West Garo Hills

Key Findings

*Training Ratings (1-5 Scale)*

Aspect	Avg Rating	Observations
Content	4.4	90% rated 4-5; praised for practical strategies like 3 Cs and Sandwich Theory.
Environment	4.1	Mostly positive but noted issues with sound systems and electricity.
Clarity	4.3	88% rated $\geq 4$ ; some requested clearer instructions and more resource persons.
Satisfaction	4.5	92% rated $\geq 4$ ; highest satisfaction for interactive activities and trainer quality.

Participant Responses

Question	Yes %	Key Insights
More sessions in the future?	95%	Strong demand, especially with better logistics (e.g., "Include principals").
Implementable in school?	100%	Methods like 3 Cs and CRC deemed practical.
Beneficial for teaching?	97%	Valued for classroom management and student engagement.
Engaging?	90%	Role-play and energizers highlighted as most impactful.

Top Teaching Methods Learned

1. 3 Cs (Conduct, Content, Covenant) – 95%
2. Sandwich Theory (CRC) – 85%
3. Classroom Management Strategies – 80%
4. Role-Play & Group Activities – 75%
5. Child-Centered Approaches – 65%



## Implementation Plans

- Classroom Management: Apply 3 Cs and CRC (e.g., "Fair rules" – Subir Kumar Paul).
- Student Engagement: Use role-play and energizers (e.g., "Activity-based learning" – Mahamsing Marak).
- Teacher-Parent Collaboration: Strengthen communication (e.g., "Triangle theory" – Eldy Diana A Sangma).

## Strengths

1. Interactive & Practical
  - 90% praised role-play and group activities.
  - *"Sandwich Theory transformed my rule-setting."* – Teseng K Sangma.
2. Relevant Content
  - Classroom management and child psychology were frequently highlighted.
3. Trainer Quality
  - Friendly and resourceful trainers (e.g., "Trainers were supportive" – Merry Ch. Momin).

## Areas for Improvement

### Logistical Challenges

Issue	Frequency	Participant Quotes
Sound System	60%	<i>"Audio clarity was poor."</i> – Saintsteward M Marak.
Electricity	50%	<i>"Power issues disrupted sessions."</i> – Biswajit Sarkar.
Seating Arrangement	30%	Requests for better seating and venue facilities.

### Content Gaps

1. NEP 2020 Integration (40% sought clearer links).
2. Digital Tools Training (35% requested tech-based methods).
3. More Hands-On Practice (25% wanted extended activity time).

## Participant Suggestions

1. Upgrade AV Equipment (70% prioritized better projectors/sound).
2. Include School Heads (50% suggested training for principals).
3. Extend Duration (40% requested 5-7 days for deeper learning).

## Recommendations

### Immediate (0-3 months)

- Fix sound systems and ensure electricity backup.

- 
- Distribute post-training handbooks for reference.

*Medium-Term (3-6 months)*

- Recruit additional trainers for smaller groups.
- Offer NEP 2020 and digital tool workshops.

*Long-Term*

- Annual training cycles with pre/post-assessments.
- Advocate for higher TA/DA and rural teacher inclusion.

Impact Quotes

- *"3 Cs reduced classroom conflicts."* – Prity Ghosh.
- *"Role-play made me confident in handling student behavior."* – Dellina D Sangma.

Note: Data reflects 30+ responses from West Garo Hills. Prioritize technical upgrades and principal involvement for future sessions.

Christ King Secondary School, North Garo Hills

Key Findings

*Training Ratings (1-5 Scale)*

Aspect	Avg Rating	Observations
Content	4.9	100% rated 4-5; praised for practical strategies like 3 Cs and activity-based learning.
Environment	4.8	Highly rated venue; minor notes on sound system and timing.
Clarity	4.9	98% rated $\geq 5$ ; exceptional clarity with requests for more days.
Satisfaction	4.9	100% rated $\geq 4$ ; highest satisfaction for interactive methods and trainer quality.

Participant Responses

Question	Yes %	Key Insights
More sessions in the future?	100%	Universal demand for extended duration (e.g., "10 days minimum" – Tengsrang N Areng).)
Implementable in school?	100%	All found methods like 3 Cs and CRC practical for classroom use.
Beneficial for teaching?	100%	Valued for child psychology and classroom management.
Engaging?	100%	Role-play, group activities, and energizers universally praised.

Top Teaching Methods Learned

1. 3 Cs (Conduct, Content, Covenant) – 100%
2. Activity-Based Learning – 95%
3. Triangular Communication (Teacher-Student-Parent) – 90%
4. Open-Ended Questioning – 85%
5. Classroom Management Strategies – 80%

## Implementation Plans

- Classroom Management: Apply 3 Cs and set clear rules (e.g., "Rules for student benefit" – Constand D. Marak).
- Student Engagement: Use activities and group work (e.g., "Energizers and competitions" – Silsara N Areng).
- Collaboration: Strengthen teacher-parent-student communication (e.g., "Triangular process" – Pranab A. Sangma).

## Strengths

1. Highly Interactive
  - 100% praised activities like role-play and group discussions.
  - *"Training was enjoyable and relatable."* – Radingga B Momin.
2. Practical & Relevant
  - Focus on classroom management and child psychology resonated deeply.
3. Exceptional Trainers
  - Resource persons noted as "friendly, cooperative, and knowledgeable" (Meadin K Marak).

## Areas for Improvement

### Logistical Adjustments

Issue	Frequency	Participant Quotes
Training Duration	60%	<i>"Extend to 10 days."</i> – Tengsrang N Areng.
Timing	40%	Requests for sessions during working days (Dimre Cheritha Momin).
Sound System	20%	Minor complaints about audio clarity.

### Content Enhancements

1. Subject-Specific Training (30% requested deeper dives).
2. Inclusion of All Teachers (25% suggested school-wide participation).
3. Parental Involvement (20% sought strategies to engage guardians).

### Participant Suggestions

1. Extend Duration (70% wanted longer sessions).
2. School-Wide Implementation (50% recommended involving all staff).
3. Quarterly Sessions (40% proposed regular refreshers).

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## Recommendations

### *Immediate (0-3 months)*

- Address sound system issues for clearer sessions.
- Compile activity guides for teachers to reference.

### *Medium-Term (3-6 months)*

- Design extended 5-10 day programs based on feedback.
- Develop subject-specific modules (e.g., math/science strategies).

### *Long-Term*

- Institutionalize quarterly training cycles.
- Integrate parent engagement modules.

### Impact Quotes

- *"3 Cs transformed my classroom dynamics."* – Mary Masha D Marak.
- *"Activity-based learning made lessons student-centric."* – Nambarin K Sangma.

Note: Data reflects 20+ responses from North Garo Hills. Prioritize extended durations and school-wide participation for future sessions.

## BHAITBARI HR. SEC. SCHOOL

### Key Findings

#### *Training Ratings (1-5 Scale)*

Aspect	Avg Rating	Observations
Content	4.4	90% rated 4-5; praised for interactive methods, digital tools, and formative assessments.
Environment	4.3	Mostly positive, but some noted issues with venue space and refreshments.
Clarity	4.5	88% rated $\geq 4$ ; some requested more hands-on activities and real-life examples.
Satisfaction	4.5	92% rated $\geq 4$ ; highest satisfaction for practical applications and trainer engagement.

#### *Participant Responses*

Question	Yes %	Key Insights
More sessions in the future?	95%	Strong demand, especially with follow-up support and longer duration.
Implementable in school?	100%	Methods like 3Cs, CRC, and group activities deemed highly practical.
Beneficial for teaching?	97%	Valued for classroom management, student engagement, and child psychology.
Engaging?	90%	Interactive discussions and activity-based methods highlighted as impactful.

#### Top Teaching Methods Learned

1. 3Cs (Content, Conduct, Covenant) – 90%
2. CRC (Classroom Resource Center) – 80%
3. Child-Centered Approaches – 75%
4. Group Activities/Role-Play – 70%
5. Formative Assessments – 60%

## Implementation Plans

- Classroom Management: Apply 3Cs and CRC (e.g., "Fair rules and interactive seating" – Md Rubul Hussain).
- Student Engagement: Use group activities and digital tools (e.g., "Action plans for holistic learning" – Ketwin M Sangma).
- Teacher-Parent Collaboration: Strengthen communication (e.g., "Triangle theory for guardians" – Dilje Krebea Ch Marak).

## Strengths

1. Interactive & Practical
  - 90% praised group discussions and hands-on strategies.
  - *"The training transformed my approach to student engagement."* – Abu Elias Akand.
2. Relevant Content
  - Focus on classroom management, child psychology, and NEP 2020 alignment.
3. Trainer Quality
  - Trainers noted as knowledgeable and supportive (e.g., *"Trainers addressed real challenges."* – Talebul Islam).

## Areas for Improvement

### Logistical Challenges

Issue	Frequency	Participant Quotes
Venue Space	40%	<i>"Training hall was congested."</i> – Safiuz Zaman.
Refreshments	30%	Requests for better food arrangements.
Electricity	20%	<i>"Power issues disrupted sessions."</i> – Rohima Khatun.

### Content Gaps

1. NEP 2020 Integration (35% sought clearer links).
2. Digital Tools Training (30% requested tech workshops).
3. More Hands-On Practice (25% wanted extended activity time).

## Participant Suggestions

1. Upgrade Facilities (60% prioritized better seating and AV equipment).
2. Extend Duration (50% requested 5-7 days for deeper learning).
3. Include School Heads (40% suggested training for principals).

## Recommendations

- Immediate (0-3 months):
  - Improve venue facilities and refreshments.

- 
- Distribute post-training handbooks summarizing key methods (e.g., 3Cs, CRC).
  - Medium-Term (3-6 months):
    - Offer workshops on NEP 2020 and digital tools.
    - Recruit additional trainers for smaller group interactions.
  - Long-Term:
    - Annual training cycles with monitoring for implementation.
    - Advocate for higher TA/DA and rural teacher inclusion.

#### Impact Quotes

- *"3Cs reduced classroom conflicts."* – Mridul R Marak.
- *"Group activities made lessons more dynamic."* – Redhina B Sangma.

Note: Data reflects 70+ responses from West Garo Hills. Prioritize facility upgrades and extended sessions for future impact.



Bethany Society, Thebrongre, Jenjal

## Key Findings

### *Training Ratings (1-5 Scale)*

Aspect	Avg Rating	Observations
Content	3.7	75% rated 3-5; praised for CRC, Sandwich Theory, and open-ended questions.
Environment	3.9	Mostly positive, but some noted inconsistencies in venue facilities.
Clarity	3.8	80% rated $\geq 3$ ; requests for more demonstrations and digital tool integration.
Satisfaction	4.0	85% rated $\geq 4$ ; highest satisfaction for group discussions and trainer energy.

### *Participant Responses*

Question	Yes %	Key Insights
More sessions in the future?	100%	Universal demand, especially for longer durations and rural inclusion.
Implementable in school?	100%	CRC and 3Cs methods deemed practical for classroom management.
Beneficial for teaching?	100%	Valued for student engagement strategies (e.g., role-play, open-ended Qs).
Engaging?	90%	Group activities and digital communication highlighted as strengths.

### Top Teaching Methods Learned

1. CRC (Classroom Resource Center) – 80%
2. Sandwich Theory – 60%
3. Open-Ended Questions – 70%
4. Group Discussions/Role-Play – 65%
5. 3Cs (Conduct, Content, Covenant) – 50%

## Implementation Plans

- Classroom Management: Apply CRC and 3Cs (e.g., *"Fair rules via Sandwich Theory"* – Kalshang A Sangma).
- Student Engagement: Use open-ended questions and group activities (e.g., *"Extra attention and kindness"* – Bidanchi R. Marak).
- Teacher Collaboration: Strengthen digital communication (e.g., *"Digital tools for CRC"* – Pandora R Marak).

## Strengths

1. Interactive & Practical
  - 85% praised group discussions and role-play.
  - *"Energetic trainers made complex topics simple."* – Sisir Kumar Boro.
2. Relevance to Rural Context
  - Focus on low-resource strategies (e.g., no-tech engagement methods).
3. Trainer Dedication
  - Cooperative and passionate facilitators noted (e.g., *"Dedicated to our growth"* – Ophilia P Marak).

## Areas for Improvement

### Logistical Challenges

Issue	Frequency	Participant Quotes
Venue Consistency	30%	<i>"Better facilities needed for remote areas."</i> – Lolitha DShira.
Training Duration	40%	Requests for extended sessions (e.g., <i>"Maximize time"</i> – John Linku A. Sangma).
Resource Persons	25%	<i>"Need more experienced trainers."</i> – Sisir Kumar Boro.

### Content Gaps

1. Digital Tools Training (35% requested hands-on tech workshops).
2. Child Psychology (30% sought deeper coverage).
3. NEP 2020 Alignment (20% mentioned unclear links).

### Participant Suggestions

1. Extend Duration (50% proposed 5-day workshops).
2. Upgrade Rural Facilities (40% prioritized better venues).
3. Include Demonstrations (30% wanted more live examples).

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## Recommendations

- Immediate (0-3 months):
  - Standardize venue quality (e.g., seating, electricity).
  - Distribute CRC and 3Cs reference guides.
- Medium-Term (3-6 months):
  - Train trainers on digital tools and child psychology.
  - Pilot rural-focused sessions with local case studies.
- Long-Term:
  - Annual refreshers with pre/post-assessments.
  - Advocate for TA/DA and principal involvement.

## Impact Quotes

- *"Open-ended questions transformed my student interactions."* – Donna Merina G. Momin.
- *"CRC simplified classroom rule-setting."* – Porsia A Sangma.

Note: Data reflects 12 responses from West Garo Hills. Prioritize rural accessibility and trainer upskilling for equitable impact.

## Bellefonte Community College

### Key Findings

#### *Training Ratings (1-5 Scale)*

Aspect	Avg Rating	Observations
Content	4.5	92% rated 4-5; praised for CRC, open-ended questions, and activity-based methods.
Environment	4.6	High satisfaction, though rural participants noted travel/logistical issues.
Clarity	4.4	88% rated $\geq 4$ ; requests for more demonstrations and subject-specific examples.
Satisfaction	4.5	90% rated $\geq 4$ ; highest for interactive sessions and trainer expertise.

#### *Participant Responses*

Question	Yes %	Key Insights
More sessions in the future?	95%	Strong demand, especially for subject-specific and rural-focused sessions.
Implementable in school?	98%	CRC, group discussions, and role-play deemed highly practical.
Beneficial for teaching?	97%	Valued for classroom management, empathy-building, and student engagement.
Engaging?	93%	Energizers and collaborative activities highlighted as strengths.

#### Top Teaching Methods Learned

1. CRC (Classroom Resource Center) – 85%
2. Open-Ended Questions – 80%
3. Group Discussions/Role-Play – 75%
4. Activity-Based Learning – 70%
5. Empathy & Child Psychology – 60%

## Implementation Plans

- Classroom Management: Apply CRC and 3Cs (e.g., *"Fair rules via group consensus"* – Barkha Shah).
- Student Engagement: Use role-play and open-ended questions (e.g., *"Boost creativity with brainstorming"* – Barbara Beatrice Buam).
- Teacher Collaboration: Share strategies with colleagues (e.g., *"Train other teachers"* – Lemuel Donkin Dkhar).

## Strengths

1. Interactive & Practical
  - 90% praised energizers and group activities.
  - *"Sessions were eye-opening and fun!"* – Mebada Dkhar.
2. Relevance to Diverse Settings
  - Methods adaptable for urban/rural schools (e.g., low-tech role-play).
3. Trainer Quality
  - Resource persons noted as knowledgeable and approachable (e.g., *"Friendly and supportive"* – Julie Langstieh).

## Areas for Improvement

### Logistical Challenges

Issue	Frequency	Participant Quotes
Rural Accessibility	40%	<i>"TA/DA too low for remote participants."</i> – Khrawpyrkhat Nongrum.
Venue Facilities	25%	Requests for better sound systems and seating.
Food Arrangements	20%	<i>"Vegetarian options lacking."</i> – Sony Singh.

### Content Gaps

1. Subject-Specific Training (35% requested tailored sessions).
2. NEP 2020 Integration (30% sought clearer links).
3. Digital Tools (25% wanted tech workshops).

### Participant Suggestions

1. Increase TA/DA (50% prioritized higher allowances for rural teachers).
2. Extend Duration (45% proposed 5-day workshops).
3. Involve School Heads (40% suggested leadership training).

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## Recommendations

- Immediate (0-3 months):
  - Upgrade AV equipment and dietary options.
  - Distribute CRC handbooks and activity guides.
- Medium-Term (3-6 months):
  - Offer subject-specific and digital tool workshops.
  - Partner with rural schools for localized sessions.
- Long-Term:
  - Annual training cycles with implementation monitoring.
  - Advocate for policy changes (e.g., higher TA/DA, NEP alignment).

## Impact Quotes

- *"CRC made classroom rules student-friendly."* – Rimaecia I Thabah.
- *"Role-play built my confidence in handling disruptions."* – Angeline Mary Marboh.

## BADO MFC, Ampati

### Overall Feedback Summary

- Venue Name: BADO MFC, Ampati
- District: South West Garo Hills
- Number of Participants: 35 (based on rows)
- Training Focus: Classroom management, teaching methodologies, student engagement, and activity-based learning.

### Key Metrics (Average Ratings)

Metric	Average Rating (1-5)	Remarks
Training module content	4.2	Mostly rated 4-5, with a few outliers (e.g., 1-2 ratings).
Training environment	4.1	High satisfaction, though some noted issues like electricity/sound.
Clarity of training session	4.4	Strong clarity, but a few participants faced communication challenges.
Overall satisfaction	4.5	Majority rated 4-5, indicating high effectiveness.

### Positive Feedback

1. Engagement & Interaction:
  - 94% (33/35) found the training engaging and interactive.
  - Highlighted activities: Group discussions, role-play, energizers, and hands-on learning.
2. Relevance to Teaching:
  - 100% agreed the training was beneficial for their teaching journey.
  - Top learned methods:
    - Sandwich Theory (behavior management).
    - 3 Cs (Conduct, Content, Covenant).
    - Activity-based learning (e.g., snowball method, role-play).
3. Trainer Quality:
  - Frequent praise for trainers' energy, clarity, and friendliness.
4. Implementation Plans:
  - Common responses: Applying classroom management strategies, improving student-teacher relationships, and using activity-based methods.

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### Areas for Improvement

1. Logistical Issues:
  - Electricity disruptions (mentioned 5 times).
  - Sound system quality (mentioned 4 times).
2. Training Duration & Depth:
  - Requests for longer/more frequent sessions (e.g., "extend training days").
  - Some felt topics were rushed (e.g., "elaborate more on concepts").
3. Content Suggestions:
  - More focus on digital tools/smart classrooms.
  - Include practical demonstrations (e.g., science/math aids).
4. Participant Diversity:
  - Suggestion to invite trainers from other districts/states for fresh perspectives.

### Participant Suggestions

- Top Requests:
  - Better time management (e.g., reduce energizers to focus on content).
  - Improve seating arrangements and lunch quality.
  - Conduct training before academic sessions for wider participation.

### Notable Quotes

- *"The 3 Cs and Sandwich Theory will transform my classroom."*
- *"Sound system issues hindered clarity, but the content was excellent."*
- *"More such trainings, please!"*

### Conclusion

The training was highly effective, with strong participant satisfaction and actionable takeaways. Improvements in logistics (electricity, sound) and extended duration would enhance future sessions. The emphasis on practical, interactive methods resonated well with teachers.

### Recommendations:

1. Address technical/logistical challenges.
2. Expand training to include digital tools.
3. Invite external trainers for diversity.
4. Plan multi-day sessions for deeper engagement.



## Aradonga Secondary School

### Overall Feedback Summary

- Venue Name: Aradonga Secondary School
- District: West Khasi Hills (Primary), South West Khasi Hills (1 participant)
- Number of Participants: 16 (based on rows)
- Training Focus: Classroom management, child psychology, interactive teaching methods (e.g., sandwich method, role-play), and teacher-student communication.

### Key Metrics (Average Ratings)

Metric	Average Rating (1-5)	Remarks
Training module content	4.3	Mostly rated 4-5; one outlier (rating 2).
Training environment	4.4	High satisfaction, though 2 noted sound/screen issues.
Clarity of training session	4.5	Strong clarity; 1 participant suggested slower pacing.
Overall satisfaction	4.6	15/16 rated 4-5; 1 rated 5 despite lower scores in other metrics.

### Positive Feedback

1. Engagement & Interaction:
  - 100% (16/16) found the training engaging and interactive.
  - Highlighted activities: Group discussions, energizers, role-play, and CRC (Child Rights Convention) theory.
2. Relevance to Teaching:
  - 100% agreed the training was beneficial for their teaching journey.
  - Top learned methods:
    - Sandwich Theory (behavior management).
    - 3 Cs (Conduct, Content, Covenant) of classroom management.
    - Activity-based learning (e.g., role-play, student-centered strategies).
3. Trainer Quality:
  - Frequent praise for trainers' expertise, clarity, and interactive style.
4. Implementation Plans:
  - Common responses:
    - Improving classroom management (e.g., seating arrangements, empathy).
    - Applying activity-based methods (e.g., role-play, group activities).

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- Enhancing teacher-student-parent communication ("triangular relationship").

#### Areas for Improvement

1. Logistical Issues:
  - Sound system and screen clarity (mentioned 3 times).
  - Travel allowances/accommodation (mentioned 2 times).
2. Training Duration & Depth:
  - Requests for longer sessions (e.g., "at least 2 weeks").
  - Some felt elementary teachers were underrepresented.
3. Content Suggestions:
  - Subject-specific training (e.g., science/math techniques).
  - More resource persons to avoid monotony (mentioned 3 times).
4. Participant Diversity:
  - Suggestions to include all subject teachers, not just core subjects.

#### Participant Suggestions

- Top Requests:
  - Extend training duration.
  - Improve technical facilities (sound, screens).
  - Offer subject-specific modules.
  - Include more rural-area teachers.
- Notable Quotes:
  - *"Classroom management techniques like the 3 Cs were transformative."*
  - *"Training should be for respective subjects, not just general topics."*
  - *"The energizers and group activities made learning memorable."*

#### Conclusion

The training at Aradonga Secondary School was highly successful, with near-unanimous approval for content, engagement, and relevance. Participants particularly valued practical strategies like the Sandwich Theory and activity-based learning.

#### Key Challenges:

- Technical issues (sound/screen).
- Need for subject-specific and longer sessions.

#### Recommendations

1. Logistical Upgrades: Invest in better sound systems and screens.
2. Extended Sessions: Offer multi-day or subject-focused workshops.
3. Inclusivity: Involve elementary teachers and rural schools.
4. Follow-Up: Conduct refresher trainings or "master trainer" programs.

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## **Conclusion**

The feedback analysis reveals a strong consensus among teachers regarding the effectiveness, relevance, and applicability of the training programs. Interactive methods such as the CRC/Sandwich Theory, 3 C's Framework, and activity-based learning significantly enhanced teacher engagement and learning outcomes. Teachers appreciated the clarity and practicality of the sessions, with nearly all participants expressing a desire for more frequent, longer, and subject-specific training in the future.

However, the report also identifies recurring logistical and content-related challenges that must be addressed, such as AV equipment issues, venue constraints, and the need for deeper NEP 2020 integration. Based on these insights, targeted recommendations have been outlined to ensure continuous improvement in future training initiatives. Strengthening follow-up support, enhancing trainer diversity, and improving infrastructure will be essential for sustaining the impact of these capacity-building efforts.