



Teacher Training Modules Offered by AMHARTA Educare

Are We Missing the Point of Education?

Is an overemphasis on marks and grades narrowing the true purpose of schooling? Have assessments become so simplified and standardized that they no longer reflect a student's unique potential and deeper understanding? Are we fostering a culture that fears mistakes—leading students to frustration, anxiety, and self-doubt? Do teachers find themselves entangled in routine administrative and discipline related tasks, leaving little time for meaningful interaction with students to nurture their talents and inspire growth? Is relentless competition burning out students and eroding empathy, giving rise to aggressive behaviour? Has the dominance of content-heavy, teacher-led instruction begun to suppress creativity, inquiry, and critical thinking in our classrooms? And when teachers do most of the talking, are we silencing the most important voices in the room—those of our students?

If you find yourself nodding to even a few of these concerns, then it is time to reimagine your approach to education.

Amharta Educare presents a series of **innovative, research-informed teacher training modules** designed not just to improve instruction, but to transform classrooms into spaces of joyful learning, emotional connection, and intellectual engagement. These modules equip teachers to go beyond rote learning and help unlock the rich and varied potential within every learner—preparing them not just for exams, but for life.



Foundation Modules

A good teacher is, above all, a good human being—curious, compassionate, reflective, and committed to growth. Experience shows that before teachers immerse themselves in subject matter expertise or instructional strategies, they benefit immensely from stepping back and engaging with deeper questions: *Who am I? Why do I teach? What is the true purpose of education?*

These foundational modules invite teachers to explore ideas related to **self-awareness, values, purpose of life, and the holistic aims of education**. They provide a space for inner reflection, dialogic inquiry, and ethical engagement—helping educators connect their personal growth with their professional responsibilities.

Grounded in the belief that **the inner world of the teacher shapes the outer world of the classroom**, these modules lay the groundwork for more meaningful, learner-centered, and value-driven teaching practices. We consider them essential for every teacher who wishes to not only inform minds but also nurture hearts and transform lives.

S N	Module	Outline	Expected Outcome	Duration
1	Man's True Reality	This module deals with vital issues such as who we are as human beings, purpose of life, nobility of	Teachers are helped to realize that their personal beliefs shape their attitudes and worldviews, which in	2–3 days

		human nature, personal and social transformation, etc.	turn, affect their personal, social and professional decisions and actions.	
2	Aims and Objectives of Education	This module presents a different and wider definition and objective of education, while redefining the roles and responsibilities of its major stakeholders.	Going beyond limiting and outdated views on education and its purpose, teachers gain new insights into their own role as teachers and the work that they do with their students.	1 day
3	The Principles of Motivation	Principles of adult motivation are vastly different from those involving children. This module deals with elements of intrinsic and extrinsic motivation for both teachers and students.	Teachers learn more about contributors to their own motivation, such as their dominating attitudes and expectations. They also learn to help their students become more motivated learners.	1–2 days
4	Attitudes of Successful and Effective Teachers	This module includes an in-depth discussion on attitudes: what attitudes are, how they are formed, how they influence behavior and action, and finally how to acquire intended attitudes.	Teachers explore the importance of becoming more aware of their own attitudes, and how their attitudes are shaping their thoughts and actions. They also reflect on attitudes that need to change in light of their work as teachers.	1–2 days
5	An Attitude of Service	The work of a teacher is more of a service than a job or profession. This module helps teachers to assume a strong predisposition towards service, which defines more aptly a teacher's work.	Teachers are helped to reinforce the attitude of service in their work with students, and become more aware of the peace and calm that such an approach provides them in their teaching work.	2 days
6	Makings of a Professional Teacher	This training module addresses topics that include aligning personal goals with organizational goals, self-discipline, ongoing personal and professional development, time management, employee relations, loyalty towards the organization, balancing personal and professional lives, and others.	Participants are helped to become more aware of contributors to their own sense of professionalism in the work they do. They are also exposed to ideas that help them develop a feeling of pride towards their work, reflected in the changes that they engender in their students, and a sense of loyalty and belonging towards the institution they serve.	1 day

Pedagogical Modules

To be effective in the classroom, teachers must not only understand what to teach, but also *how* to teach in ways that are engaging, inclusive, and impactful. The **Pedagogical Modules** are designed to equip teachers with the practical tools, techniques, and strategies that enhance their ability to teach assigned subjects more meaningfully and effectively.

These modules help teachers make a crucial shift—from a **teaching-centered approach to a learning-centered one**. They provide guidance on how to design and facilitate lessons that are **conceptually sound, activity-rich, and responsive to students' developmental needs**. Teachers are encouraged to think

beyond delivering content, and instead focus on fostering deep understanding, creativity, collaboration, and critical thinking in their students.

A key feature of these modules is their **participatory and experiential nature**, all of which are aligned with the provisions of the NEP 2020 and NCF 2023. Sessions are designed to actively involve teachers in demonstration lessons, peer collaboration, lesson planning, and micro-teaching exercises. This not only builds confidence but also ensures that the strategies discussed can be directly translated into everyday classroom practice.

Ultimately, these modules aim to empower teachers to become reflective practitioners—professionals who continuously adapt, experiment, and evolve in order to make learning joyful and meaningful for every child.

S N	Module	Outline	Expected Outcome	Duration
1	Understanding the NEP 2020 and NCF 2023	Orientation to the vision, structure, and principles of the new policy frameworks.	Teachers understand the learner-centric, inclusive, and competency-based approach of the NEP and NCF.	1 day
2	Bringing Innovation and Creativity into the Classroom	This module is based on the importance of bringing innovation and creativity to their work as teachers, and the benefits that can accrue both to them as teachers as well as their students.	Teachers begin to think about the attitudes, qualities and skills required for becoming more creative, and the merits of doing things differently when traditional ways of teaching clearly prove less effective.	2 days
3	Strengthening Pedagogical Practices	Deep dive into research-informed pedagogy, including constructivism, inquiry, experiential, reflective, active, project-based and joyful learning.	Teachers learn to shift from lecture to learning-by-doing and critical reflection, aligning instructional strategies with developmental needs and learning outcomes,.	1–4 days
4	Cooperative Learning (Pairs and Groups)	Techniques for promoting peer-to-peer learning through structured collaboration.	Teachers design and facilitate group and pair activities that build skills and social cohesion.	1–3 days
5	Gradual Release of Responsibility (GRR) Model	Training in the 'I do–We do–You do' approach to scaffold learning.	Teachers learn to provide effective modeling, guided practice, and independence-building tasks	1 day
6	Competency-Based Learning	Unpacking learning outcomes and planning competency-building experiences.	Teachers plan lessons that focus on mastery of skills, not just content coverage and rote learn.	1–3 days
7	Foundational Literacy and Numeracy (FLN)	Early years' pedagogy and continuous assessment for language and math foundations.	Teachers learn to support children to achieve age-appropriate FLN goals using engaging methods.	1–3 days
8	Early Childhood Care and Education (ECCE)	Play-based, story-based, and activity-rich learning for the foundational years 3–8.	Pre-primary teachers learn to create joyful, developmentally appropriate experiences.	1–3 days

9	Integrated and Interdisciplinary Learning	Planning thematic or project-based learning across subjects, for improved conceptual understanding.	Teachers help students see connections between disciplines and engage deeply with understanding concepts.	1–2 days
10	Promoting Higher Order Thinking Skills among Students	In a scenario where students seldom think while resorting to rote learning, this module involves teachers in a discovery of methods for engaging students in higher order thinking skills, and its benefits.	Teachers learn to implement simple ways that help promote higher order thinking among students by developing the art and skills of questions framing, peer/group work, and other engaging classroom activities.	1–2 days
11	Brain-Based Learning and Constructivism	This module deals with the physiological, psychological and educational processes involved in learning, focusing on how the brain learns, and constructivism.	Teachers learn about new advancements in the fields of educational research and application, helping them become more effective in their work.	1–2 days
12	Language Foundation Building <i>(For pre-primary, and grades 1-5.)</i>	This module focuses on strategies for integrated language skills: listening, speaking, reading, and writing.	Teachers develop contextual, communicative, and multilingual approaches in English classes driven by activities.	1–2 days
13	Math Foundation Building <i>(For pre-primary, and grades 1-3.)</i>	A module based on conceptual understanding, problem-solving, and hands-on math learning helping children perform better in the subject.	Teachers learn to teach math meaningfully, using visual models, activities, and real-life contexts, making math more enjoyable.	1–2 days
14	Instructional Design and Lesson Planning	Training on designing purposeful instruction aligned to competencies, integrating pedagogy, content, and assessment.	Teachers learn to develop structured, engaging, and outcome-based lesson plans using backward design and other models for leading engaging sessions.	1–2 days
15	Assessment for Learning	Designing formative, diagnostic, and summative assessments aligned to outcomes that also recognizes students' efforts.	Teachers learn more about using assessment to inform instruction, give feedback, and support learners.	1–2 days
16	Learning Styles and Effective Learning	This module focuses on Learning Styles and how its application help children learn better.	Teachers learn to identify and recognize students' dominant learning styles, and work with them accordingly for better outcomes.	1 day

Classroom Management Training Modules

A well-managed classroom is not one marked by silence and control, but by **respect, engagement, and emotional safety**. These training modules are designed to help teachers develop practical, research-informed strategies to **create positive, inclusive, and well-regulated learning environments**.

The focus is on building **strong teacher-student relationships** rooted in trust and empathy, while also equipping teachers with tools to prevent and address disruptions constructively. Teachers learn how to establish **clear routines, fair expectations, and consistent responses** that foster a culture of cooperation and responsibility—without resorting to fear or punitive discipline.

All too often, the human dimension of classroom management is underestimated or overlooked. These modules help educators recognize that **a humane, reflective, and consistent approach to classroom management is foundational to joyful, meaningful learning**. When classrooms are emotionally safe and well-structured, students are more likely to take risks, express themselves, and actively participate in the learning process.

Through practical simulations, role plays, and reflective exercises, teachers will gain the confidence and insight to handle real-world challenges and build classrooms where every child feels seen, respected, and ready to learn.

S N	Module	Outline	Expected Outcome	Duration
1	Effective Classroom Management	Practical strategies for building respectful, engaging, inclusive, and orderly classrooms for creating an appropriate and conducive learning environment.	Teachers learn to use proactive routines, manage transitions smoothly, and foster a safe, inclusive and joyful learning space where students begin to assume greater ownership for learning.	1–2 days
2	A New Approach to Classroom Discipline	The module introduces teachers to the principles and skills involved in common causes of misconduct, and salient features of preventive, supportive and corrective discipline.	Teachers gain learn techniques for preventing indiscipline, and dealing with it when it occurs. Teachers are helped to stop seeing themselves as enforcers of discipline, but as stimulators of discipline that emerges from within their students.	1–2 days
3	Physical Environment of the Classroom	Students work best in classrooms that are welcoming, comfortable and safe. This module includes insights and approaches on how teachers can create and maintain such classrooms.	Teachers learn about practices such as general classroom upkeep, lighting, temperature, ease of sight and hearing, physical comfort, classroom displays, and other factor contributing to a warm and welcoming classroom.	1 day
4	School and Classroom Socialization	Schools and classrooms promote socialization in students. This module deals with role of the hidden curriculum, peer pressure, friendships, gender, competition, and diversity in fostering socialization.	Teachers are helped to become aware of their important role in supporting socialization among students at school, and to understand that only a limited window of opportunity is open to them for helping them develop socialization related abilities.	1 day
5	Classroom Communications	This module deals with the all-important topic of classroom communication, the manner in which it is carried	Teachers are helped to learn more about different forms of communication, including non-verbal, and through their	1 day

		out, and its impact on student learning.	blackboard management, and the pitfalls of faulty communication.	
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Socio-Emotional Learning and Value Education Modules

Education is not only about intellectual development—it is equally about nurturing **character, empathy, ethical discernment, and emotional resilience**. The **National Education Policy (NEP) 2020** affirms this by calling for the integration of **value education and life skills** into the heart of school curricula. In a world increasingly marked by stress, polarization, and emotional disconnect, such integration is not just important—it is essential.

This set of training modules is designed to help teachers **implement meaningful programs in socio-emotional learning (SEL), moral reasoning, and peace education**, with a specific focus on *The Foundation of Peace* curriculum. Teachers are introduced to both the **content and the pedagogy** of SEL and values education, equipping them to guide students through real-life ethical dilemmas, nurture emotional intelligence, and foster a culture of mutual respect and dialogue.

Through these modules, teachers will come to see that values cannot be "taught" in the conventional sense—they must be **lived, modeled, and facilitated** in a spirit of openness and trust. These trainings offer not only strategies for classroom implementation, but also opportunities for teachers to reflect on their own values and emotional frameworks—an essential first step in inspiring those qualities in their students.

By empowering educators to become facilitators of ethical, emotionally intelligent learning spaces, these modules contribute to building classrooms—and eventually societies—grounded in **peace, dignity, and shared humanity**.

S N	Module	Outline	Expected Outcome	Duration
1	Comprehensive Approach to Structuring Value Education in Schools	This module presents ideas on the 'direct', 'integrated' and 'whole-school' approach to education in values and life skills, introducing schools to an array of result oriented practical initiatives.	Teachers are provided with step-by-step guidelines on what they can do beyond the periodic moral classes to help students imbibe essential values and life skills, elements essential to students' preparation for life.	1 day
2	Values and Life Skills Integration	Embedding ethics, empathy, teamwork, and SEL in the curriculum.	Teachers learn to build moral reasoning and life skills through daily classroom activities.	1–2 days
3	Implementing the 'Foundation for Peace'	This module helps schools implement the "Foundation of Peace", a school-based program based on universal values and peace education, which is particularly important in context of the increasing conflicts and violence all around.	Teachers are introduced to the content and unique pedagogy of the 'Foundation of Peace', a program that seeks to help develop children into peacemakers, endowed with the knowledge, values, attitudes and skills for preventing conflicts, and resolving them when they occur.	3–5 days



Details of Training Sessions

Duration

Each training module is conducted through full-time, in-service sessions, typically delivered during school hours. Module durations range from **6 to 30 hours**, with an average of **6 hours per day** of instruction and activity excluding breaks.

Method of Delivery

All training modules are offered **on request** and organized by the **host school**. Sessions are conducted **in person**, within the regular **school working hours**, and are held **on school premises**. These are **classroom-based sessions** facilitated face-to-face by experienced trainers.

The training programs follow a **participatory and experiential learning approach**, ensuring sessions are **highly interactive and engaging**. A variety of structured activities help participants better relate to and internalize key concepts, making learning both meaningful and enjoyable.

While most modules are designed to be delivered as **standalone sessions**, schools may request customized programs by combining two or more related modules—either fully or partially—depending on their specific needs and goals.

Each training includes the use of **specially developed, copyrighted resource materials**, which will be provided to all participants.

Training Methodology

Training sessions are rooted in **interactive, hands-on learning**. A typical session includes:

- Ice-breakers and energizers
- Group activities and games
- Role plays and simulations
- Small group discussions and presentations

This structure minimizes passive participation and maximizes teacher engagement, making the sessions lively, dynamic, and reflective.

For **skill-based modules**, teachers engage in **in-session practice** to build confidence and competence. Techniques such as **micro-teaching** are used to support mastery of specific classroom strategies, ensuring teachers are ready to apply what they've learned immediately and effectively.

Group Size

There is **no strict upper limit** to the number of participants; however, for optimal interaction and participation, it is recommended that sessions include **no more than 30 teachers at a time**. Larger groups can dilute individual engagement unless session durations are proportionally increased.

Physical Facilities

Given the **interactive nature** of these sessions, the training venue should provide:

- **Adequate space** for small-group activities and plenary discussions
 - **Essential equipment:** LCD projector, desktop or laptop, whiteboard or writing board, marker pens
 - **Training materials:** Chart paper, drawing and writing materials, and copies of the training course material for participant use
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Training Charges

Training fees are charged **per participant**, and details will be shared with interested schools upon request. Fees are **all-inclusive**, covering travel, boarding, lodging, and training materials.