



GURU NANAK COLLEGE OF EDUCATION & RESEARCH , BHANDUP WEST

Date: 17/12/2025

Subject: FIRKI Future Teacher Program

On 17th December 2025, Guru Nanak College of Education & Research organized the FIRKI Future Teacher Program under the guidance of Ms. Aditi Rao and Mr. Sakendra Kumar, team members from Teach for India. Ms. Aditi Rao has served as a Lead for the Future Teacher Program, while Mr. Sakendra Kumar has worked as a Program Manager at FIRKI, with a specialized focus on curriculum design and teacher training modules.

The primary objective of the program was to equip future teachers with effective teaching strategies by strengthening their lesson planning abilities, classroom practices, and classroom management skills. The program aimed to enhance the overall quality of teaching and promote student-centred learning.

Ms. Aditi Rao commenced the session by outlining the overall structure of the FIRKI Future Teacher Program. She introduced the aims of the FIRKI initiative, emphasizing that the program is designed to equip future educators with the necessary knowledge, skills, and professional mindsets to set them on the path toward becoming effective and reflective teachers. She also elaborated on the course framework, including weekly modules, assignments, timelines, attendance requirements, and the certification process. Subsequently, Mr. Sakendra Kumar highlighted the significance of systematic lesson planning, effective classroom timelines, and the design of innovative lesson plans to be implemented by student-teachers at the end of the semester.

Through this program, student-teachers gained practical insights into preparing clear, structured, and outcome-oriented lesson plans that enable learners to understand daily learning objectives. The program also emphasized the importance of establishing well-defined daily and weekly timelines to ensure organized, consistent, and measurable learning experiences. It focused on fostering student growth by promoting a variety of instructional strategies that cater to the diverse learning needs of all students, rather than relying on a single teaching approach. Furthermore, the program provided an understanding of key principles of the National Education Policy (NEP), which advocates modern, inclusive, and learner-centred classroom practices.

Participants who successfully completed the program with full attendance would be awarded a certificate, acknowledging their commitment and enhancing their professional credibility. The student-teachers actively participated in the discussions and remained attentive throughout the session, reflecting their keen interest and engagement.

