

A Report on
Quality Education Training for Teachers
and Child Centered Teaching Learning

2-11 April, 2011



Training conducted by
Rural Education and Environmental Development
(REED), Nepal
in co-operation with
District Education Office, Myagdi

Initiated by
Krishna Pun, Development Co-ordinator, Paudwar Village
with the support of
The Nepali Village Initiatives Association, Australia

Financially supported by
The Rotary Club of Woodend, Victoria, Australia
with a matching grant from **The Rotary Foundation**

Executive Summary

This report outlines the events and outcomes of the Teachers' Training workshops on child centered teaching learning conducted for primary teachers in Paudwar, the Myagdi District of Nepal. REED Nepal conducted the training with the cooperation of DEO (District Education Office), advisory support from Nepali Village Initiatives Association, Australia and financial support from The Rotary Club, Woodend, Australia and The Rotary Foundation. This report provides accomplishment of teacher training programme due to the initiative of the Paudwar Village Development Officer Krishna Pun with the support of Nepali Village Initiatives Association, Australia.

This report briefly describes and analyses the activities and content covered in this basic Training course held in Paudwar of Myagdi in 2nd to 11th April, 2010. The workshop was attended by 34 primary, Lower Secondary (Basic Education) and secondary teachers. The first series of training focused for the basic requirement of child-centered education such as child friendly classroom management, materials preparation and use, classroom teaching learning strategies and so on. The recommendations from teachers and head teachers are also included in this training. REED Nepal acknowledges the importance of the team approach in bringing the quality Education; child centered learning methods to the schools in the Myagdi District even though the team found difficult for the transportation of human resource and the materials to the destination.

It must be emphasized that The Rotary Club of Woodend (Victoria, Australia) and The Rotary Foundation funded the programme, and the Rural Education and Environment Development Center (REED) has implemented and monitored the training. The DEO and his staff were very positive; assisting REED and even taking classes and briefing the teachers about government policies. The cooperation between the Nepali Village Initiatives Association, the DEO, District Education Office, REED, and the teachers of Shikha VDC are the key factors for the success of this programme.

REED acknowledges the importance of the team approach in bringing the training to Myagdi District. The geography of the area and lack of transportation does however make the movement of human resources and materials quite difficult. The REED team would like to thank to all supporters for their valuable supporting of this programme.

Contents

1.	General Background: Myagdi Teacher Training Programme	1
2.	Training Team	2
3.	Visitors	2
4.	Workshop Programme	3
4.1.	The Aim and Objectives of the Workshop	3
5.	Training Contents in Brief	1
6.	Training content in detail	2
6.1.	Brain Gym®	2
6.2.	Teachers' Expectations, Visions and Goals	3
6.3.	Workshop Rules and Regulations.....	3
6.4.	Team Building Game	3
6.5.	Grouping Strategy of Children.....	4
6.6.	Active Reading	4
6.7.	Classroom Organization and Management.....	4
6.8.	Child Psychology and Behaviour Management.....	5
6.9.	Self Esteem	5
6.10.	Multiple intelligences	5
7.	Materials preparation and use	6
7.1.	Design and Printing	6
7.2.	Effective Instruction Children Book Making.....	6
7.3.	Bamboo Pen Making and Writing Practice	7
7.4.	Flash Cards Cutting, Writing Practice and Use.....	7
7.5.	Pocket Board Preparation and Use	7
7.6.	Subject Cards/Charts	8
7.7.	Attendance Board	8
7.8.	Day, Weather, Job Charts and Calendar	9
7.9.	Materials Exhibition	9
8.	Lesson plan	9
9.	Practice teaching	9
10.	Participants.....	10
11.	Course Evaluation.....	10
12.	Finding and Recommendation	10
13.	Practicing Teaching learning magterialsAppendix: I	11
13.	Appendix: I.....	11
14.	Appendix: II.....	12

1. General Background: Myagdi Teacher Training Programme

REED Nepal is an NGO has been working in the field of education since 2001 with a motto "Quality education our commitment". Basically REED focuses for quality education through training for teacher training, parents' awareness, training for School Management Committee (SMC), Parents Teachers Association (PTA), supporting teaching learning materials in mountainous region such as: Solukhumbu, Rasuwa and Taplejung districts. REED facilitators with the close coordination of District Education Office (DEO) have been working to impart quality education to poor, marginalized and disadvantaged children.

The issue of quality education and teachers' professional development is supplementary to each other. A challenge carried out by the teachers of Paudwar (Shikha VDC) was remarkable and to meet the goal of teachers, they visualized the training. Therefore, with the expectation of bringing quality education in Myagdi district (Rural Education and Environment Development Centre) REED joined its hand with The Nepali Village Initiatives Association to strengthen the teachers. The Association secured the participation of The Rotary Club of Woodend, Australia, which agreed to fund the programme, for which it obtained a grant from The Rotary Foundation.

As REED has been contributing to impart quality education in the rural area of Nepal with its slogan "Quality Education our Commitment", it is devoted to its goal for quality education based on child rights and creating child friendly schools where active participation of children is encouraged to solve the problem themselves. The child centered teacher training to enable and make the teacher aware of the different way of learning of students according to their intelligences, the varied activities in teaching has been an essential part of teaching so that REED has its mainstream to empower the teacher for the same. Training for teachers to make them aware of various teaching methods, approaches, techniques and materials design and effective use of them are major works of REED to accelerate the pace of quality education.



Teaching practice after Training

Being aware of the poor economic status of schools, REED Nepal supports teaching materials as well to use them the real classroom situation whatever the teachers learn in training. Community involvement is one of the crucial points to make a school as a place for quality education. Many parents in the rural area are illiterate. They are happy not to send their kids in the school because if the kids do not go to school they help in the household activities. To

uplift them in the concern of their children's schooling REED thought for SMC/PTA training where there is more parent's involvement.

All the 6 schools of Shikha VDC were included in the teacher training. The themes of the workshops were Brain gym, responsibilities and accountability for teachers, child psychology and Behaviour management, team building, revised national curriculum study (class 4-5), design and printing, effective instruction, use of local materials as bamboo pen making and use of the pocket boards. The subjects wise knowledge class 1-5 was discussed in depth and the related materials were prepared during the training also practiced their use and management. Assessment and evaluation and creating child friendly atmosphere in the school was the main focus.

Two teacher trainers will provide in-school support at least 4-5 two times a year where the classes will be observed and feedback will be given for the improvement. Moreover, finding out the transfer of training and the hindrances of the transfer of training will be vitalized during in-school support program.

The training programme has been very exciting. The enthusiasm and the commitment of the teachers were obvious in the workshop; they started to develop knowledge, skills and attitudes that will make them better teachers.

2. Training Team

Rameshwar Jagadish Lekhak (REED Nepal)
Pradhan (REED Nepal)
Deepak Dulal (REED Nepal)
Rajendra Prasad Pant (REED Nepal)

3. Visitors

- 1) Megha Nath Sharma (Department of Education)
- 2) Purna Ghimire, Resource person District Education Office
- 3) Sherap Sherpa (REED Nepal)
- 4) Krishna Pun (representative Nepali Village Initiatives Association, Australia)
- 5) Jagadish Acharya, Shikha HSS, Shikha
- 6) Nil Bahadur Khadka, Narth Annapurna English School, Ghara
- 7) Chandra Bahadur Nepali, Narth Annapurna English School, Ghara
- 8) Dhan Bahadur Paija, Lali Gurans English School, Falate
- 9) Janga Bir Rai, Muktimarga HSS, Ghara
- 10) Gokul Bahadur Baruwal, Muktimarga HSS, Ghara
- 11) Raja Ram Baruwa, Muktimarga HSS, Ghara

Visitor from SMC (School Management Committees)

Paudwar Secondary School, Paudwar

- 1) Gaj Bahadur Paija
- 2) Gak Shree Tilija
- 3) Tul Bahadur Paija
- 4) Til Bahadur Paija
- 5) Rudra Bahadur Tilija

Shikha Higher Secondary School, Shikha

- 1) Bagbir Paija
- 2) Pok Maya Pun
- 3) Dabal Shing Paija

Sarada Primary School, Falante

- 1) Bhuwan Paija
- 2) Rajan BK
- 3) Buddhabir Paija

Shikhar Primary School, Swanta

- 1) Tham Bahadur Paija
- 2) Lok Bahadur Paija

Paudar Primary School, Giwang

- 1) Purna Bahadur paija

Kindu Primary School, Kindu

- 1) Tirtha Bahadur Paija

Visitors From PTA (Parents Teachers Association) members

- 1) Krishan Kumara Tilija
- 2) Khem Bahadur Pun
- 3) Tul Bahadur Garbuja
- 4) Bhadra Bahadur Serpuja

Visitor From Parents

- 1) Buddhi Prasad Paija
- 2) Rup Prasad Serpuja
- 3) Khim Maya Tilija
- 4) Udisuwa Tilija
- 5) Deo Maya Tilija
- 6) Mau Maya Tilija
- 7) Tham Kuamari Tilija
- 8) Purna Bahadur Tilija

4. Workshop Programme

Thirty Four primary teachers from 6 different schools attended the workshop in Paudwar Secondary School. The Rotary Club of Woodend, Australia and The Rotary Foundation covered the expenditure of these teachers training workshops.

The workshop was conducted by the REED- Nepal training team. SMC chairperson and the officer of DoE (Department of Education) resource person addressed the opening and closing ceremonies

4.1. The Aim and Objectives of the Workshop

Aim

To strengthen the teaching skills and team spirit of teachers in their teaching subject areas for more effective child centered quality education activities in the Schools of Shikha VDC in Myagdi district.



Children practice pocket board during practicing Teaching

Objectives

- To improve existing teaching practice through the development of child centered teaching learning methods.
- To increase the regular attendance of teacher and student, increase girls' enrollment in the schools and reduce the dropout of children from the schools.
- Provide relevant and appropriate teaching learning materials and resources, which cater for diverse learning needs of the children in 6 schools under the programme.
- Promote mechanisms, which provide valid, reliable and fair assessment and evaluation of student achievement throughout the year.
- To analyze the learning achievements of the children in different subjects and increase in the enrollment and reduce the drop outs in the area.

5. Training Contents in Brief

- Brain gym
- Curriculum study and the importance of teacher guide
- Team building game
- Effective instruction
- Small book making
- Child psychology and behaviour management
- Multiple intelligences
- Self esteem
- Classroom organisation and management
- Expectation of teachers, parents and students
- Materials preparation and use

- Design and printing
- Chart writing
- Bamboo pen making and writing practice
- Day, weather, job chart and calendar making
- Pocket board making and use
- Flash cards cutting, writing practice and use
- Subject cards cutting, writing practice and use

6. Training content in detail

The contents dealt in the training are summarized below:

6.1. Brain Gym®



Trainers, Teachers and students doing brain Gym

We learn better when we utilize our whole brain. The exercises are designed to get both sides of the brain operating at once and to strengthen the connection between them. At the same time the brain waves are slowed down as the level of relaxation increases and the capacity to learn and perform is raised. The movements work best when we drink water to help electrical balance in the brain and eat well to keep the brain energized.

There are three types of Brain Gym® movements:

Laterality, crossing over the midline to integrate the left and right brain hemispheres for whole brain learning. This includes movement of the hands, head turning, left/right visual fields, and leg movement for walking.

Focus, Lengthening movements that involve the ability to comprehend, to make information meaningful, the integration of the back and front brain. The movements help release tense muscles and tendons so physical activity is improved.

Centering and Energizing movements that improve the ability to organize information between the top and bottom of our brain, they help improve balance, co-ordination, and whole body movements

6.2. Teachers' Expectations, Visions and Goals

The teachers' expectations were presented and compared with the objectives of the workshop. Expectations and objectives included: Subject teaching, child psychology, class 1-5 curriculum, effective use of local materials, and responsibilities within the school and community, creative arts, making of the teaching materials, and developing community relationships use of songs and games while teaching children.

6.3. Workshop Rules and Regulations

The rules and the regulations were prepared from among the participants for the workshop period which was strictly observed by both the trainers and the trainees. This helped the team of the trainers and the trainees to be regular, punctual, participative and effective coordination in the group. The importance of punctuality, work with in the boundary of code of conduct was imaged by the participants as well which has given them a sight to be the same in schools. The same lesson can be forwarded in the school too.

6.4. Team Building Game

Paper Chain



Teachers practicing Team building Games

Each group was given the required materials and 15 minute's time to make minimum 150 chains in one line. After the half time one of the members is changed within the group and each group had one observer to see the work strategies.

Some of the group reached close to the target, but maximum groups constructed much less than the target. The maximum number was 104 chains and the minimum was 38 only.

String Shapes

The other game was to make the geometrical shapes with the string in the group and construction of four triangles with the help of 6 sticks.

The theme of the team building game was later related to the present situation of the School where the teachers SMC and parents have no good relation, and they lack team work.

Balloon Race

Another team building game played in the training was balloon race. Participants were given to fill a balloon with air. The air- filled balloon had to place touching the stomach and the back of person standing in front. The whole without blasting and dropping the balloon had to reach in the destination.

After the game the importance of team building game was discussed in relation to schools and the classroom.

Under and over, human Ladder, longest chain, secret path, fork over chocolates were played during training with the objectives of team building like communication, leadership, group work, initiation, critical thinking, ideas and tricks greater than strength and many more,

6.5. Grouping Strategy of Children

The teachers had the group work where they had to find out the possible grouping systems of the children in the classroom and the benefit of those types of grouping. The participants came up with different types of grouping like age group, interest group, gender group, Ability group and so on. The trainers added other possibilities and explained that the grouping helps the children to learn fast and share their ideas which make the learning easy and long lasting. During the training too, the participants were kept in different groups as they learnt about group formation.

6.6. Active Reading

The traditional thinking of textbook, the sufficient materials is being discouraged now. To make teaching learning activities effective various, teaching learning materials, reference books and many more are required along with the textbook. To give the same ideas to the participants clearly and the effective use of reference books was discussed in this session. Facilitator demonstrated a model class using a reference book to develop the listening, speaking, reading and writing power of students in fun. Teachers learnt to read the book esp. stories with the enthusiastic environment.

6.7. Classroom Organization and Management

What is classroom management and organization? Defined and the way to improve it with the available facilities, the importance of the classroom organization & management were

discussed. A group work was done where the participants had to draw a classroom with the required materials the sitting arrangement of the children in the classroom of their existing situation. On the other hand, participants were asked to list out the basic requirement to make a classroom learnable. Later on, the organization and management including, seating arrangement, group formation and group work, pair work, whole class discussion, discipline control etc. were clarified. The teachers realized that the classroom organization and the management play a vital role to provide the quality education to the children in the school.

6.8. Child Psychology and Behaviour Management

Participants were asked to recall their childhood days. The need, interest and psychology were explored involving in a group work. The next activity was done listing the good and bad behaviour have been shown by the students in the schools. The cause for the bad behaviour of students was discovered by the participants and the solution as well. Facilitator cleared about the behaviour management with the help of charts and action in the class.

6.9. Self Esteem

This session focused on the self- esteem of teachers and students. To make clear about it, one of the participants was sent out. And he was scolded by facilitators. He was given a piece of paper and unknowingly he tore the paper while the facilitator scolded him. With the reference of the incident, the feature of low self- esteem, high self-esteem was discussed. The activities were asked from the participants and asked them to analyze whether those activities help to improve the self-esteem of the students or frustrate the children. The strategies to improve the self-esteem of teachers and students were discussed at the end.

- Awareness of teacher and student self esteem building programmes, positive reinforcement activities, and peer support.
- Stages of child development from conception to 18 years, managing behaviour, and planning for students with learning difficulties.
- Knowing how to plan in subject areas using the eight intelligences so students with varied abilities and strengths have the chance to learn in their preferred learning style or intelligence strength.

6.10. Multiple intelligences

To make the teachers aware about the various learning strategies of students, they were categorized according to their interest. According to the interest they were asked to flourish any capacity. Some danced, some recited the poem, some sang, some talked to the people politely, some gave the religious preaching etc. the eight multiple intelligences were discussed with the activities done during the training and listing the activities under the intelligences column. Teachers got the point that they are knowingly or unknowingly practicing the activities in the class but unknown about the learning strategies of students. They are committed to do different activities in a lesson which may help for all the children though they have different intelligences.

7. Materials preparation and use

To create the child friendly atmosphere in the class, materials play a vital role. Materials are important in various aspects. Teaching learning materials directly and indirectly help to teach language directly by transmitting information overtly to the learners and indirectly by helping the learners discover things for themselves. Instructional materials arouse learner's curiosity, interest and attention towards language learning, including making learners feel easy. They contribute to the simplification process of subject matter to be learnt that results in the enhanced perception, moreover, learners achieve readiness in order to learn developmental features and get opportunity to be expressed to language in authentic use.

Most teachers do not realize it but the truth is that most students fall asleep or yawn in class because they are tired of listening to the monotonous talking of the teachers. Visual aids, keep them awake and they take interest in whatever happening in the class.

Knowing the importance of teaching learning materials participants we involved the participants in preparing materials form the very first step and use practice in the classroom.

7.1. Design and Printing

In the design and printing we discussed about the importance points such as be clean and clear, pleasing layout, appropriate colour and illustration, promote desire to learn, create an image of professionalism, purpose of the material, relevance, consistency, proportion, direction, simplicity and visual contrast.

Using these instructions of design and printing, participants were asked to write a chart in their related subject. Participants were making child friendly charts and presented in the class for which the trainers gave the feedback for further development.

7.2. Effective Instruction Children Book Making

The trainer made the participants to practice bad and good instruction. First, the trainer only said and the participants followed the instruction without questioning and came out with different results, second, the trainer demonstrated and the participants' understanding was checked and asked them to make small book, and all the participants came out with the same result of making a small book from the plain paper. The book which is made up of A4 paper is very effective for the beginners to write whatever they like. The same insight was transferred to the participants they can apply in their real class situation.

7.3. Bamboo Pen Making and Writing Practice



The participants were introduced the bamboo pen the making process and the way of using it to write on the cards and charts. Trainer explained the size of the bamboo and the cutting technique demonstrated and participants practiced. Also the group had the discussion of other local materials that could be used during the teaching in the classroom. All the participants made the bamboo pen and had made the flash cards, which can be used in the classroom with the children. This activity was later related with the use of the pocket board

7.4. Flash Cards Cutting, Writing Practice and Use

The trainer explained the size and the cutting technique. The participants did the practice by cutting the cards in the group. So, that they became able to make flash cards wherever they need during their teaching learning activities in their schools. The different size of the cards was made for the use in the pocket board. The bamboo pen and ink was use to write letters, words and numbers in the flash cards rather than marker and pen.

7.5. Pocket Board Preparation and Use



Pocket Board making and demonstration

Each school's teachers were grouped together and the process of making the pocket board was introduced and explained thoroughly. Each school had to make two pocket boards, which was given to their schools after it was stitched by the tailor, which could be the

effective material to in the classroom. The use of pocket board was practiced during the training period and micro teaching with the children in the last day.

7.6. Subject Cards/Charts

The participants were explained about the use of different colour cards and the charts for the different subjects. Such as white for Nepali and English, yellow for mathematics, green/blue for Social Study and the pink for picture cards and science so as the cards will not be lost or mixed with other subjects. This ensures the teachers to recognise the cards easily and they have made enough cards for their use in the schools. The bamboo pen was used, even though the schools were supplied with markers.

7.7. Attendance Board



Attendance Board practicing

At First, trainer described about importance and use of attendance board for attendance of the students and can be used in teaching geometrical shapes. Each school groups were given the 18"x16" size ply wood board and all the necessary things were supplied to them to make the board. This attendance boards motivates the children to come to school regularly because do the attendance themselves. It was show the use practiced during the training by trainers. The participants were presented themselves using the attendance board regularly for ten days and learnt how to make the students to use attendance board.

7.8. Day, Weather, Job Charts and Calendar



Day, weather, job chart practicing

Participants were instructed well to prepare and use of day, weather, job chart and calendar with model prepared by trainer. Teacher were grouped according to their schools and had to prepare two sets of day, weather, job chart and calendar which could help the students to know the date, day and the weather themselves. Participants used the chart and calendar during training and learnt the use of it and they will teach the student for the effective use and know the requirement themselves.

7.9. Materials Exhibition

At the end of the day there was the materials exhibition which was prepared during training. The school with the more attractive and effective materials was awarded with a gift hamper. It was already announced so that the participants tried to award their schools and made materials as effective as possible they could with good team spirit. This session gave a lesson to the participants that unity has power and the importance of group work. They also got chance to observe materials made by other schools.

8. Lesson plan

The lesson plan one of the tools to make the teaching learning activities systematic, achievable and interesting was practiced to make. The components and the activities guided by the specific objectives were discussed with a sample lesson plan. The teachers got ideas of preparing lesson plan and started. Facilitator moving to different groups helped to prepare lesson plan with the help of which, participants had to do a micro teaching in a real class situation using the knowledge, skills and attitude they learnt.

9. Practice teaching

In the last day teaching practice was organized and the teachers practiced their lesson plan in real classroom situation. The materials developed during the training were used while teaching the children. All the materials like the flash cards, pocket board, charts were emphasized. At last feed back session was organized and the individual strong points and the points to improve were discussed.



10. Participants

Thirty four participants from six different schools attended in the training. They all were eager, enthusiastic, active to learn new knowledge, skills and attitude. They were seeking new approaches, methods and strategies of teaching as well as the preparation and effective use of materials. The new experience of teachers was wonderful that they every time were curious and wanted to involve in activities. The name list of participants (*Name list in the appendix I*)

11. Course Evaluation

To analyze the effectiveness of training each day at the end of sessions, participants were given a form to fill with the skills they learnt in the training, their feeling about the training and suggestion for the facilitators. In addition the day coordinator selected among the participants had to sit in the debrief representing the whole group and summarize the training. The final day to see the overall impression of training as a whole and subject wise effectiveness, a form was distributed to the participants covering all the contents dealt in the training. The response of the participants has encouraged us to support them on coming days. (*Detail in appendix II*)

12. Finding and Recommendation

The finding and recommendation below are maintained by the participants;

- Training is practical and effective which is an essential to gain the intended aim of quality education in the schools of Myagdi district.
- Subject-wise training to the teachers should be delivered to the teachers in English medium form the next time.
- Training period/ days should be longer up to 15 (fifteen)
- This kind of training should continue in future for long time
- Regular supervision and support should be provided to the schools

13. Appendix: I Teacher Participants

S. N.	Name of Participants	School	Remarks
1	Tulaman Rana	Paudwar PS, Gibang	
2	L:ila Dhoj Khadja	„	
3	Devi Tilija Paudwar PS,	„	
4	Uma Tilija	„	
5	Rudra Khadka	Kindu PS, Kindu	
6	Dhan Bahdaur Baruwal	„	
7	Sita Garbuja	„	
8	Hari Maya Sherpuja	„	
9	Tek Bahadur Khadka,	Sikhar PS, Swant	
10	Chap Devi Tilija	„	
11	Bhakta Tilija,	„	
12	Tak Maya Tilija	„	
13	Man Bahadur Tilija	„	
14	Chin Bahadur Pun,	Sarada PS, Falate	
15	Geeta Ram Rantija	„	
16	Santa Sherpuja	Shikha HSS, Shika	
17	Khem Bahadur Paija	„	
18	Bhew Rani Paija	„	
19	Chana Mati Tilija	„	
20	Tham Maya Pun	Paudwar SS, Paudwar	
21	Siva Ram Acharya	„	
22	Dilli Ram Adhikari	„	
23	Mani Ram Tilija	„	
24	Khaga Bahadur Pun	„	
25	Bhim Bahadur Pun	„	
26	Gam Bahadur TRoka	„	
27	Kumari Paija	„	
28	Dil Maya Tilija	„	
29	Yam Shree Tilija	„	
30	Man Bahadur Paija	„	
31	Mukta Kumari Tilija	„	
32	Yam Kumari Sherpuja	„	
33	Bhagawati Tilija	„	
34	Tulak Sherpuja	„	

14. Appendix: II Course Evaluation

Sn	Contents	Excellent	Good	Ok	Could be improved
1	Overall impression	80.95	14.29	4.76	0
2	Brain Gym	71.43	19.05	4.76	4.76
3	Assembly Song and class song	71.43	28.57	0.00	0
4	Team building game	76.19	19.05	4.76	0
5	Training objectives	71.43	28.57	0.00	0
6	Paper chain game	50.00	35.00	15.00	0
7	Need collection	45.00	50.00	0.00	5
8	School visit sharing (base line survey report)	36.84	47.37	10.53	5.26
9	Prepare teaching activities using curriculum and teacher guide and importance of Curriculum and Teacher guide	64.71	23.53	11.76	0
10	Effective instruction and making small book	64.71	35.29	0.00	0
11	Expectation of teacher from SMC, expectation of PTA/parents and students from teachers	60.00	35.00	0.00	5
12	Quality of teachers (who is important?)	70.00	30.00	0.00	0
13	Grouping strategy and its importance	73.68	26.32	0.00	0
14	Ways of learning (8 intelligency) practice	70.59	29.41	0.00	0
15	Child psychology and Behaviour Management	68.42	15.79	10.53	5.26
16	Cooperative learning	57.89	36.84	5.26	0
17	Classroom organisation and management	78.95	21.05	0.00	0
18	Multiple use of pocket board	83.33	16.67	0.00	0
19	Pocket board making	78.95	21.05	0.00	0
20	Pprinting and desing with chart making	66.67	16.67	11.11	5.56
21	Making bamboo pen and writing practice	76.19	14.29	9.52	0
22	Cuttig appropriate Flash card and hanghing cards and writing practice	66.67	23.81	9.52	0
23	Making subject wise flash and hanghing cards	52.63	42.11	5.26	0
24	Self esteem (Teachers, Students)	65.00	30.00	5.00	0
25	Advantages and disadvantages of Text book	38.10	57.14	4.76	0
26	Making attendance board, job chart, day weather charts	95.24	4.76	0.00	0
27	making and use of bingo, loopi, snake ludo and base ten block	80.00	20.00	0.00	0
28	Basic skill about drowing pictures and practice	57.89	42.11	0.00	0
29	Colour mixing and tracing skills	80.00	15.00	5.00	0
30	map work and practice of making country map	40.00	45.00	15.00	0

Teacher Training -Quality Education Programme 2011, Myagdi

31	Making level of questioniong skills	60.00	35.00	5.00	0
32	Concept of MGML, multigrade and grade teaching	47.37	42.11	10.53	0
33	Child friendly school and quality education	70.00	20.00	10.00	0
34	Use prctice of making materials	84.21	5.26	10.53	0
35	Active reding practice	35.00	50.00	15.00	0
36	Micro teraching	50.00	30.00	20.00	0
37	Provide materials	70.00	25.00	5.00	0



Practicing Teaching learning materials



Materials exhibition on last day

Contacts:

Nepal

Bhim Bahadur Bogati
Chairperson
Rural Education and Environment Development Center (REED)
P.O. Box: 8260 Anamnagar, KathmanduNepal
Email: reed@mail.com.np
info@reed.org.np
Web site WWW.reed.org.np
Tel. 00977 1 4212647

New Zealand

Project Coordinator
Jim Strang
32 Hawford Road
Christchurch 2
New Zealand
Email: j.strang@paradise.net.nz
Tel. 0064 9802121

Australia

Nepali Village Initiatives Association
460 Springhill Road, Spring Hill 3444
Victoria Australia
Ph: +61 3 5424 8274
Email: nepalaid@gmail.com; pjthall@fastmail.fm