

**CHILD FRIENDLY TEACHING STRATEGIES AT GRADE FOUR
AND FIVE: A DESCRIPTIVE STUDY**

Thesis No. 071

**A Thesis Submitted to the Department of English Education,
In Partial Fulfillment for the Master of Education in English**

Submitted By

Thakur Prasad Tripathi

Faculty of Education

Prithvi Narayan Campus

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2012

**CHILD FRIENDLY TEACHING STRATEGIES AT GRADE FOUR
AND FIVE: A DESCRIPTIVE STUDY**

**A Thesis Submitted to the Department of English Education,
In Partial Fulfillment for the Master of Education in English**

Submitted By

Thakur Prasad Tripathi

Faculty of Education

Prithvi Narayan Campus

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2012

Date of Approval of the Thesis Proposal: 2012/04/12

Date of Submission of the Thesis: 2012/11/07

T. U. Regd. No: 1-9-48-2242-2000

2nd Year Exam Roll No: 480274

Campus Roll No: 057/2064

DECLARATION

I, hereby, declare that this thesis and its content haven't been used for any other purpose and it is solely my creation and original. No part of it was earlier submitted for the candidature of research degree to any university.

Date: 5th November 2012

Thakur Prasad Tripathi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Thakur Prasad Tripathi** has prepared the thesis entitled **“Child Friendly Teaching Strategies at Grade Four and Five: A Descriptive study”** under my guidance and supervision.

I, therefore, recommend the thesis for acceptance.

Date: 6th November 2012

Mr. Parmeshor Baral

(Guide)

Teaching Assistant

Faculty of Education

Prithvi Narayan Campus,

Pokhara, Nepal.

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following research guidance committee:

Mr. Bishinuhari Timilsina

Lecturer and Head

Department of English Education

Prithvi Narayan Campus, Pokhara

Chair

Mr. Amirman Shrestha

Reader

Department of English Education

Prithvi Narayan Campus, Pokhara

Member

Mr. Parmeshor Baral (Guide)

Teaching Assistant

Department of English Education

Prithvi Narayan Campus, Pokhara

Member

Date: 6th November 2012

DEDICATION

This thesis is dedicated to my Parents: **Dilliram Tripathi** and **Gauri Tripathi** who, even under very difficult situation, have devoted a lot in making me what I am now.

Thakur Prasad Tripathi

ACKNOWLEDGEMENTS

First of all, it is my unspeakable bliss to put forward my few words to express cordial and respectful gratitude to my thesis supervisor cum guide, **Mr. Parmeshor Baral** of the Department of English Education, Prithivi Narayan Campus, Pokhara for guiding me so well that I never felt the task – a burden, instead I feel now a part of enjoyment is getting over. He also deserves thankfulness for treating me as his equal as a human being and as a learner simultaneously. I would be mean and stingy if I could forget his lively smile, co-operative friendliness and his internal drive for helping others. Moreover, I dare not coin any words for his superb hospitality. This happening was an exotic, soothing and heavenly coincidence, I have felt and cherished.

I would like to express my sincere gratitude to **Mr. Bishinuhari Timilsina**, Reader and Head of Department of English Education, the Faculty of Education, Tribhuvan University, Prithivi Narayan Campus, for his academic contribution to the department in general and for his encouragements and invaluable suggestions in carrying out this research work.

I would like to express my sincere gratitude to my teachers Dr. Tara Datta Bhatta, Mr. Amirman Shrestha, Mr. Tirtha Aryal, Mr. Nabaraj Neupane and Mr. Pritiraj Bastola of the Department of English Education for their kind help, encouragement and suggestion in carrying out this work.

I would like to express my gratitude to all the faculty members of the Department of English Education for their direct or indirect contribution in carrying out this research work. Similarly, my thanks also go to all my colleagues for their help and encouragement.

I should not forget to extend my thankfulness to all the informants for their kind co-operation and response and also for their encouragement, suggestions and request to carry out further research on different aspects of Child Friendly teaching strategies.

I would always feel joy to extend my gratefulness to Mr. Nabaraj Poudel, Mr. Kul Prasad Poudel, Navaraj subedi and Tikaram Sharma for helping me. Likewise, Mr.

Domador Timilsina also deserves my thanks for his help in providing me with supportive materials for this work .

At last but not the least, I would like to state lots of thanks to my all friends for their kind help.

3rd November 2012

Thakur Prasad Tripathi

ABSTRACT

In this **Child Friendly Teaching Strategy at Great Four and Five: a Descriptive Study**, the researcher analyzed and interpreted the different data answered by the participants. The main objectives of this study were to find out the existing physical infrastructure for child friendly teaching learning environment of selected schools, effectiveness of child friendly teaching strategies basically at class four and five and suggest some pedagogical implications. To accomplish the research, the researcher chose six schools' headteachers, teachers, students, school management committee member, parents and a school supervisor.

The research work is divided into four chapters. The first chapter introduces the work in terms of the general background of English Language, different teaching methods, general description of child friendly teaching, review of the related literature, objectives of the study, significance of the study, definition of technical terms and abbreviations.

Likewise, chapter two familiarizes with methodology for the study. It consists of sources of data, population of the study, sample population, sampling procedure, tools for data collection, process of data collection, and limitations of the study.

Similarly, chapter three presents the analysis and interpretation of the data. While analyzing the data an attempt has been made to compare and contrast different schools' physical structure, learning environment and teaching style.

On the other hand, chapter four discusses the findings of the study. The main finding is that schools don't have total child friendly teaching learning environment. Schools building, play ground, furniture, class rooms, desks and benches are not suitable to the student number, age and height. They have good water supply and availability of first aid box. Similarly, schools conduct regular extra-curricular activities to develop the child achievement. Teachers are trained with different training but not totally applied in classroom teaching as well as less use materials to teach. Paper and pencil test is used more but continuous evaluation is used less to evaluate the students' achievement therefore, it lacks internal development and creativity on the part of the children. On the other hand most of the participants are not satisfied with student achievement even after the result is analyzed. Students get punishment if they don't do homework or break the school roles.

On the basis of the findings, some pedagogical implications and recommendations are suggested for the further researcher, for educationist, teachers, and students and those who are directly or indirectly related to this work.

CONTENTS

	Page
<i>Declaration</i>	<i>i</i>
<i>Recommendation for acceptance</i>	<i>ii</i>
<i>Recommendation for evaluation</i>	<i>iii</i>
<i>Evaluation for approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Contents</i>	<i>ix</i>
CHAPTER ONE: INTRODUCTION	
1. Genera Background	1
1.1.1 Language Teaching: A Brief Introduction	2
1.1.2 A Brief History of Language Teaching in Nepal	4
1.1.3 Method of Teaching	6
a. Approach	7
b. Method	8
c. Technique	9
A. Teacher Centered Method	9
B. Student Centered Method	9
C. Mixed/Discovery Method/Technique	10
1.1.4 Child Friendly Teaching	11
1.2 Review of Related Literature	14
1.3 Objective of the Study	17
1.4 Significance of the Study	17
CHAPTER TWO: METHODOLOGY	
2.1 Source of data	18
2.1.1. Primary source	18
2.1.2. Secondary source	18
2.2. Sampling procedure	18
2.3. Tools for data collection	22
2.4. Process of data collection	22
2.5. Limitation of the study	22
CHAPTER THREE: ANALYSIS AND INTERPRETATION	
3.1. Physical structure of the school	23
3.1.1. Concept of the Head teacher's	23
3.1.2 .Concepts of the Teacher's	24
3.1.3. The Concept of the school management committee	25
3.1.4. The Concept of parents	25
3.1.5. The Students concept	26
3.1.6. The Concept of school supervisor	26
3.2. Effectiveness or child friendly teaching strategy	26
3.2.1 The Concept of Head teachers'	27
3.2.2.The Concept of teachers'	28
3.2.3. The Concept of the school management committee	30
3.2.4. The Concept of parents	31

3.2.5 The Students concept	32
3.2.6. The School Supervisors' Response	33
3.3. The Achievement of the grade five students in final exam-2068	35

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS

4.1. Findings	40
4.2. Recommendations and pedagogical implications	41
REFERENCES	43

APPENDICES

Appendix 1:	46
Appendix 2:	47
Appendix 3:	49
Appendix 4:	52
Appendix 5:	55
Appendix 6:	58
Appendix 7:	60
Appendix 8:	62

LIST OF TABLES

Table 1:	19
Table 2:	19
Table 3:	20
Table 4:	20
Table 5:	21
Table 6:	21
Table 7:	35
Table 8:	36
Table 9:	37
Table 10:	38
Table 11:	38
Table 12:	39

CHAPTER-ONE

INTRODUCTION

1 General Background

“Language is common to all and only the possession to human being in the world. It is the most unique gift that sets them apart from the rest of living beings. It is the greatest accomplishment to human civilization.” Yadava (2001, p. 3). Language, the general gift to human beings, makes us able to share our idea, to exchange it, is the language which enabled human beings to be superior to other creatures in the human society. Because of language we can talk about past, present and future.

Language is a mysterious, miraculous, precious gift (given by nature) to human. “No one yet agrees on when language was first used by human (or their ancestor). Estimates range about two millions (2,000,000) years ago, during the time of Homo habilis, to as recently as forty thousand years ago, during the time of Cro-Magnon man” Baral and Bhatta (2011, P 1).

Language is a system of arbitrary signals, such as voice, sounds, gestures or written symbols which communicate thoughts or feelings. Human spoken and written languages can be described as a system of symbols (sometimes known as lexemes) and the grammars (rules) by which the symbols are manipulated. The word ‘language’ is also used to refer to common properties of languages. (Chaudhary, 2007, P. 1). Here the language that we use with the help of our vocal organs and operators not only that it is also equally used with sign, gesture and written symbols. By which we exchange idea, feeling, emotion, desire and convey our message applying rules that is common to all human society.

Among many languages in the world English is taken as a dominant language because of its wide coverage, rich vocabulary, and large language function and so on. English language plays the role of bridge language .It is used in all sectors like science and technology, mass media, politics and in institution for teaching and learning process, etc.

The reality of world English has caused some people to become very interested in what actually happens when it is used as a lingua franca - that is between two people who

do not share the same language and for whom English is not their mother tongue, Harmer, (2007, p.20). Language which is used in human society goes on changing in course of time as a part and parcel of the society. The countries of the world have their own language which they may not understand one to another country or community language. Thus, one language is needed to communicate between these languages as a bridge which is English, and taken as an international language in most of the countries in the world.

Likewise, English language is natively spoken in many countries in the world like United Kingdom, Canada, USA, Australia, and so on whereas many of the other countries like India, Nigeria, Singapore where English has become an official or widely- used second language and countries such as Poland, Japan, Mexico, Hungary etc. where English was learnt as foreign language. English is also used as the language of the business, politics, education, and so on for performing different social functions. It is also widely used in print and electronic media too. Similarly all the university levels textbooks, reference books and most of the famous books are either written or translated into English language. Not only that instruction of teaching and languages of computer like e-mail, internet and programs are also used English language, Harmer (2007).

Therefore, it is essential to acquire the skills of this language for fulfilling various needs in personal and professional settings. English language is formally taught and learnt as second language or international language in schools and universities education. Now days not only in the formal institution but many people have been learning English informally as well for different purposes.

1.1.1 Language Teaching: A brief introduction

According to Richard and Rodgers (2001), “language teaching comes into its own as a profession in the twentieth century. The whole function of contemporary language teaching was developed during the early part of the twentieth century as applied linguistics and other sought to develop principle and procedures for the design of teaching methods and materials drawing on the developing field of linguistics and psychology to support or succession of proposal of that were thought to be more effective and theoretically sound teaching methods. Language teaching in twentieth

century was characterized by frequently change and innovation and by the development of sometime competing language teaching ideologies.”

Corder, (1973) “teaching language is and always has been thought of as developing a set of performance skill in the learner syllabuses and timetable are often expressed in terms of skills being taught. Since language is a social institution- a body of socially conditioned or culturally determined ways of behaving- in language teaching our objectives are to prepare the learners to participate in some other social group, some language community other than his/her own, to play a part of fulfill a role in that community”. Thus, our priority in language teaching operation should be on social rules, i.e. we have to decide that sort of language to teach to the learners according to their personal social objective. When objectives are fixed the methodology is incorporated accordingly. As cited in (Sharma and Phayak , 2006 ,p. 1)

Language teaching emerged before the classic period when Grammar Translation method came into practice to teach classical language such as Latin, Greek, and Sanskrit. After then many method are develop on the field of language teaching on opposition of the next method. Subedi (2005). Since then many people advocated and stress their strong points toward the different methods and techniques in the field of the language teaching one after another, which are shortly discuss here.

Grammar translation method is known as one of the classical and traditional method to teach foreign language. It got popularity during back to the late nineteen and early twentieth century. It was originally used to teach ‘dead’ language and literature such as Latin, Greek, and Sanskrit. In this method grammar of target language became more familiar with the learners native language. Thus, it helps them speak and write better in native language instead to learn target language. Larsen-freeman (2000)

Since Grammar Translation Method is not very effective to teach target language for communication then the **Direct Method** got popularity. In which translation is not allowed and conveyed the meaning directly through the use of demonstration and visual aid where no use of learners target language. It gives emphasis on sound and sentence and directly associated the language with object or person of the immediate environment. Larsen-freeman (2000, p.23)

There is revolution in language teaching coincided with World War II where American army was needed to train very fast with the target language as part of its military operation. The army method which used in language teaching is known as **Audio-lingual Method**. Richard and Rodger(2001) .Audio-Lingual Method is like direct method which is oral based but Audio-lingual is very different in that it gives emphasizing vocabulary acquisition through exposure to use in situation. It focuses on drills in the use of grammatical sentence pattern. It is based on the principle of behavioral psychology. Larsen-freeman (2000, p.37)

Likewise in language teaching **Communicative Method** came in practice in the late 1960s because the students could produce sentence accurately in class but unable to use appropriately when they need to communicate outside of the classroom. The goal of this method is to enable the student to communicate in target language through the knowledge of linguistic form function and meaning. Larsen-freeman, (2000)

Language teaching is a social phenomenon so it does not remain constant and goes on change and progress thus, the method of language teaching also change in course of time on opposition of one method to another method from the past to till now.

1.1.2 A Brief History of Language Teaching in Nepal

Nepal was developed by crossing different difficult situations of its history of educational and language development. Education in Nepal can be traced to the ancient time of Gurus. At that time, the sons of kings had to stay at Gurus and they had to serve them in the exchange of serving Guru, they used to get education based on warfare, wisdom, moral education, etc. This system of education was totally based on spoken mode of teaching and discipline, had to memorize all the hymns and teachings of Guru. It was the dominant period of Sanskrit language and person who could speak Sanskrit language was regarded as an intellectual and learnt person. The process of staying in Gurus' shelter, serving them and obtaining education was called Gurukul Sikshya (Adhikari and Poudel : 2066/067)

Formal education was slowly came into practice after regime of the Prithivi Narayan Shah who unified different states into a single Nepal. Nepali statesmen like Prithivi Narayan Shah and Bhemsen Thapa tried their best not let English flourish in Nepal; and

their residence to English remained unsettled for years. However, English was slowly widespread after the unification of Nepal. When Jung Bahadur Rana returned from Europe and realized that the primary reason behind the success of British people is because of English, he brought two Englishmen and established a school in his palace called Durbar School. His motive behind establishing the school was to educate the children of his clan. (Poudyal, 2009, p, 7)

The history of English language teaching in Nepal is about a half a century. The first English language education opened to the people was in 1951. Earlier education was limited to the members of the royal family and there were not any public schools across the country. After restoration of social equality in the nation, Tri-Chandra College started teaching English courses under the supervision of Patna University, India in the early fifties.

Tribhuvan University was established in Nepal as the first university of the country in 1959 which give highly focus to its curriculum in English. But after decade a nation-wide master plan known as National Educational System Plan 1971(NESP) declared that English as a compulsory subject from the primary to university level of education that brought drastic change in system of curriculum, textbook , examination, and so on . NESP (1971, P.76) First this plan reduced the weightage of English course (from 200 marks to 100 marks) set up by earlier system. Second it reduced the credit hours of English from 15 to 10 hours from high school to university, Malla, (1977). The plan declared that English as a 'compulsory subject' from the primary school curriculum (class 1- 3) and registered its status to 'One of the UN languages' as a compulsory subject in lower secondary and School Leaving Certificate with 100 marks and in 1981 onwards English is taken as a compulsory subject in high school level. Bista, (2011, p. 1.).

In last three decades, English language teaching has been improved largely in Nepal. The change can be noticed in terms of structure of education, pedagogies and institutions of higher learning. Nonetheless the craze of English language does not end because of which has one of the languages of rulers and elites that reached the mass from urban location to schools in the hills. Now thousands of people in market who have got exposure in eight thousand English medium school, Poudyal (2009 P,6).

Similarly, now the school level education consists of five years of primary, three years of lower secondary, two years of secondary and two years of higher secondary teaching. Likewise, in tertiary level, three to four years of Bachelor's degree, two years of Master's Degree and a research based three to five years terminal doctorate degrees are offered in the colleges and universities in Nepal.

The school level English course has 5 to 6 hours of English language teaching per week whereas the university level English has 6 to 10 hours of teaching each week (Curriculum Development Center, 2008). At the master's and Master's of Philosophy levels, the Faculties of Education, and Humanities of Social Sciences at Tribhuvan University and Purbanchal University offer a two-year specialization in English Education and English Literature, respectively.

Nepal adapted different policies for English education at various times. Sometimes English language teaching was started from class four and in some other time from class one. The system to teach English can be found different according to the nature of schools like privately run (publically known as Boarding School) and government (Public school). English is taught in nursery level in private school whereas in public schools it starts from grade four. But now in public school also have been teaching English from primary level (class one). In government school children have to study all subject in Nepali except English where as in private schools all other subjects are taught in English except Nepali. Therefore most of the children learning in government school do not know how to speak English and write nicely. However the child from private school has good command in English. (Dawadi 2010 vol. 15, November 1-2 p.45)

1.1.3 Methods of Teaching

If we glance at the past century of language teaching, it gives us an interesting picture of how varied the idea have been of the best way to teach a foreign language. We know that different schools of thought have been propagated and developed different language teaching methods. These are directly or indirectly influenced by different philosophical and linguistic schools of thoughts developed in different centuries and times and got popularity. These prescriptive are developed in different ways such as empiricism versus rationalism, behaviorism versus mentalism and structuralism versus generativism respectively. Where, empiricism focuses on experience i.e. observable

facts and states that experience is the source of knowledge. Whereas rationalism gives focus on unique linguistic mechanisms which consists of rules of grammar common to all languages acquired innately (Sharma and Phyak, 2006).

Behaviorism emphasizes on environmental/psychological factors of learning (Todd, 1987, p. 108). And, mentalism had laid its basis on rationalism and generativist in linguistics. According to Chomsky, (1965) “a child is constructing on internalized grammar in the same way s/he looks for regulating in the speech s/he hears going on around him /her then makes guess as to the rules which underlined the patterns.” (as cited in Aitchioson, 1976, p, 93-94)

Likewise, according to structuralist school of linguistics, language is equivalent to the system of structure, language is not rule governed system rather it is a collection of habits. But generativist opposed structuralism as they view that language is innate and ruled governed. Chomsky (1965) says grammatical rules should be explicit and reflect creativity of language.

Teaching is the greatest challenging profession because of the different teaching methods which are came in application of theoretical finding and opposition. This is known as ‘theory and practice’ that applied in class. In this regards approach, method, and techniques are the most frequently used terms in the field of language teaching.

Edward Anthony (1963; P 63-67) cited Richard and Rodger 2001 p, 19 define these there in this way:

a. Approach

An approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

There are different approaches for language teaching, Sharma, (2012) behaviouristic approach, nativist approach, functional approach, communicative approach, natural approach, and developmental approach. Van Ek. et el. (1984, 26) opined that “behaviourist or connectionist learning theory describes and explains behavior using S-R model .A connection is established between a stimulus or situation(S) and the organism’s response (R) to this stimulus. In behaviourist psychology, the emphasis is on behavior which may be learned by both human and animals.”

An approach is a set of assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should translate into the classroom setting. Such can be related to second language acquisition theory. There are three principal "approaches":

- a. The structural approach treats language as a system of structurally related elements to code meaning (e.g. grammar).
- b. The functional approach sees language as a vehicle to express or accomplish a certain function, such as requesting something.
- c. The interactive approach sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges. This approach has been fairly dominant since the 1980s. Richard and Rodger (2002, p.21,22)

b. Method

“...Method is an overall plan for the orderly presentation of language materials, no parts of which contradicts, and all of which is based upon the selected approach. An approach is an axiomatic, a method is procedural and within one approach there can be many methods...” Richard and Rodger, (2002).

A method is a plan for presenting the language material to be learned and should be based upon a selected approach. In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching/learning, how the content is to be selected and organized, the types of tasks to be performed, the roles of students and the roles of teachers.

Longman Dictionary of Applied linguistics (1985) defines, “Methods refers to a way of teaching a language, which is based on systematic principle and procedure, i.e. which is an application of views of how a language is taught and learnt”

In past time Grammar Translation (G. T) method came into existence first to teach the Greek and Latin language. It has got popularity during 1840s to 1940s. But having its drawback, many methods like Direct, Audio Lingual, Communicative methods, etc. were also developed to teach language in different times in the history ELT

c. Technique

...A technique is implementational- that which actually take place in a class room. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent in harmony with an approach as well. Anthony (1963, 63-67)

Within a single period we can apply different technique to teach. We can active or child or we can explain, illustrate, do demonstration, give group work, pair work, project work, role play, do simulation and many more. Thus we don't have any rule which one apply first.

In implicational point of view methods/techniques are categorized as teacher centered, student centered, mixed or discovery.

A. Teacher Centered Method

Teacher centered method is such a method in which the teacher is the authority in the class. In this method the teacher plays vital rote and s/he becomes more active. Teacher-centered learning has the teacher at its centre in an active role and students in a passive, receptive role. The students do the activities as the direction of the teacher and s/he finds or presents every subject matter in detail thus the students become less active. The subject matter goes on according to the wise of the teacher. Subedi (2005, p. 113)

Most of the classrooms activities are managed, guided, controlled and handled by the teacher. He/she presents the teaching item, explains them with illustration and examples. All the rules in order, the learner follow the teacher suggestion and the models provided. They cannot get an opportunity to foster their creative and originality. (Subedi, 2005, p, 65)

The grammar translation method, direct method, lecture method, deductive method, explanation, illustration and demonstration are some examples of teacher centered method.

B. Student Centered Method

Student-centered learning also called child-centered learning, is an approach to education focusing on the needs of the students, rather than those of others involved in

the educational process, such as teachers and administrators. This approach has many implications for the design of curriculum, course content, and interactivity of courses.

Student centered learning which keeps the role of students at the centered of the teaching learning process. It gives focus on the students need, interest, ability and learning style with the role of teacher as a facilitator. The learner may get enough opportunities for processing to the learning experience for everyone. Students be active and feel their own responsibility for learning where they get chance to self reflection and evaluation. Sharma, (2012, p 149).

Students centered method which is based on learner centered teaching approach and give emphasis students their own characteristics and activities Where given instruction focusing on subject matter. The teacher just gives guidance and activities are conducted by students until the getting result or completing tasks. The role of teacher in this method is only the helper or guide. The task is done by the students conducting with their central role. (Subedi :2005, p. 115)

Student centered method emphasizes the students their individual characteristics and activities. As they are central in conducting instruction focusing on subject matter. In this method the teacher just gives the guideline and all the activities are conducted by students until the getting result or completing the task. Teacher-centered learning has the teacher at its centre in an active role and students in a passive, receptive role. Teacher is only helper as well as guide if they need. They are individual work, group work project work group work, role play and so on (Phyak and Sharma 2006, p.117)

C. Mixed/Discovery Method/Techniques

Discovery method/techniques are the techniques in which students are given example of languages and are told to find out how they work to discover the grammar rules rather than to be told them (Hammer, 1987, P 29). It is mixed in the sense that the teacher as well as students work together to get the expected goals. This technique is used to teach new concept of language to activate their previous knowledge and share what they know. Such techniques are matching, text study, problem solving, drama, simulation, strip story and so on.

1.1.4 Child Friendly Teaching

It has more than eighty years to talk about the child right. The concept of child right started when, 'Save the Children International Organization' advocated it in 1923 AD after that 'Leg of Nation' passed the proposal about child right in 1945. Since then different program are being developed and applied by different nations in different dates. Nepal also agreed with the proposal and did signature in 1990 (Bhatarai et al: 2062, p, 22).

The international agreement of child right in line no one defined who is within the age of 18 is a child where as child right law in Nepal 2048 line no two defined who is in the age of 16 is child ,who need to depend on their family, society, and nation for their physical, mental and social development (UNICEF/CVICT, 2063, 6).

Child friendly teaching is connected with the child right, whatever we do in child friendly teaching we don't get success until we advocate or applied the child right in teaching too.

Children are not self dependent so they need to care and protect, thus it is the responsibility to care as well as provide them basic /necessary thing such as education, health facility, happiness, game, rest, love and affection with good and portable environment, where they don't feel any types of exploitation, neglect and misbehavior. Children are not able to advocate their right so the protection should be provided to them by us (adult) (UNICEF/CVICT, 2063, 16).

Basically in gist child right is enlisted in the following rights which are related to each other.

1 Living right of the child.

This is the right from the womb of mother where they grow and protect for the birth. After the birth of the child they should get neutrinos food, love, residence, healthy environment, clean water, vaccination, treatment as well as health care. Child should live with happy feelings.

2. Right to develop.

In this regards child should get opportunity for education, happiness, playing games, equal love of parents, health facility as well as they should get the chance for physical, mental, moral and social development from their birth.

3. Protection right of child.

Similarly, in this right child should get protection from any types of misbehavior, neglect/ negligence, beating, caring them for selling and exploitation. Likewise they should not feel any discrimination, disparaged, and harassed/oppresed. They should not be made any participation in war, harmful work. Not only that, they should not be separated from the parents. They should get freedom from these problems and have advocacy for their protection.

4. Right of child for participation.

Basically the child gets the chance to give their decision if it is directly related to the child and affect their life and life style. Their voices should be respect and make participate in creative, social and cultural program with out any obstacle. They should take part in religious program according to their belief. Not only that they can express their opinion, open any organization or participation in them is their right too (UNICEF/CVICT, 2063).

Now, different Non Governmental Organizations, International Non governmental Organizations and governmental organizations have also done the work on child right. The main theme of child right is to provide the child's basic needs like education, food, shelter, health care, and so on (Bhatterai, 2061, p 29). The condition of child in Nepal is miserable 83 million children stay with their parents where 12 million children stay with only father or mother because of the second marriage, death or devours . Likewise about 55 thousand of children works in houses as domestic labor with out getting salary, about five thousand children are stayed in street and many of children are raped and killed after raped. Not only that about five thousand child are sold in India every year. About hundred children stay in jail with their parents (UNICEF/CVICT, 2063, 6).

Thus it is very necessary to provide the right of child from the every corner of the country and it is the responsibility of nation, society, school, and every individual. Where, school can play the main role to provide the right of the child.

School is miniature society. It's a mirror of society and closely related to society and social activities. Moreover, it is the second home for children which ultimately shapes their behavior and future as well. It is the school from which children many more things and learnt to behave with the people outside their community (UNICEF/CVICT, 2063).

In past children were not given freedom in schools and societies. Subjects of schools were chosen and taught according to the wish of teacher. If they got mistake or not done the task, the students were punished by giving different physical or mental tortures that made the children discouraged instead of being encouraged participating in pedagogical activities in schools. Many researches prove that giving punishment or controlling the child by punishment hinder the children's proper development physically, mentally and socially. Thus the new concept is developed in the field of teaching that is child friendly teaching. It got popularity after the world wide education conference at Dakar with slogan of 'Education for All' (Lamsal and Shrestha, 2065, p, 41.).

Child friendly teaching strategy provides an environment for the learners to learn everything in their natural environment which makes them happy to take part in learning process. It inspires own their hidden capacity, idea without any obstacle. They don't think superior and inferior, not only that they also feel their teacher as their other friend and ask anything without hesitation to him.

If each student feels himself/herself physically safe, emotionally pleasure, and psychologically or mentality strong such environment in school is child friendly school, (Bhatarai et al, 2062, p, 22) According to the social situation, the use of child right may vary. Thus, the concerned authority should take responsibility and make plan to provide the equal right and not minimize the right of others.

Poudel Gharti in CERID vol.23 (2008) explains the child centered classroom framework like this.

Curriculum	Physical Environment	Teaching	Student Participation	Evaluation
Is based on the philosophy that intellectual curiosity is natural	Seats are arranged around the tables	Brainstorming is done in the class to generate a large number of ideas quickly	The students are made more active than the teacher	Little testing, evaluation or examination is done
Is based on problem solving	Pleasing environment for learning	Teaching is done according to student's personal needs and abilities	Students construct their own knowledge from their experiences	The task of evaluation is left to the students themselves

Focuses on integrated subject matter	Furniture is comfortable for learning	External rewards and punishment are rarely used	Students learn by participating themselves in practical work	After the self assessment, students learn how to assess each other's work
Emphasis is given on cooperative group work	Walls are covered with students' projects	Teaching is not confined to classroom	Frequent hum of activities and ideas being exchanged	Teacher notes down the feedback and attaches at with the work
The subject matter is relevant and has meaning for learner	Inviting atmosphere	Teacher is typically working with students	Students recall experience and share with their classmates what they have learnt from their previous experiences	Peer assessment is done to help the student to find a second opinion and make comparisons

(Conceptual framework to understand learner-centered classroom)

1.2. Review of related literature

Several researches have been carried out on the field of language teaching which have illuminated so many hidden problems in language teaching but not a single research is found satisfactory related to the child friendly teaching strategy. In this context some of them which are related to the present study are as follows:

UNICEF has propagated a report entitled 'Asia Pacific Report' (2006) which mainly focused that a child friendly school should include the following:

1. Child seeking school

Child friendly schools search the school age group children to admit in school and busy on teaching learning process. It believes on child right and helps the nation and society to take their responsibility. And it makes conscious, helps and observes the society, to provide the right of the child.

2. Child centered school:

Child friendly school gives focus on child interest and took the leadership responsibility to help them. It gives focus and care on education, health and nutrition as well habit and behavior of the child.

3. Inclusive for all children

It always believes and respect for diversity. It give focus on all categories of child like child having household chores, physically disable, depressed, being victim of crime and conflict and provide equal opportunity for them to get capacity of education without any social, gender, cast, religious, discrimination.

4. Effective with child

It helps to develop child centered curriculum, materials, in relation to the child knowledge, skill, and capacity. Conduct different program for the development level, abilities and learning style of the students through the individual, group, and class activities. Run different program to develop their professional skill, morality, and capacity to aware with child right.

5. Healthy and protective for children

It focuses on clean drinking water and provides cleanness as well healthy class room. Provides health facility, vaccination and give suggestion about the health.

6. Gender sensitive

This title focuses on gender equity on child admission and child achievement at school without any discrimination, which provide girl friendly environment and facilities. It also provide non-violent environment for socialization and respect others rights, dignity, and equality.

7. Children participation:

It gives focus on child participation in all programs which are related to school and school environment like planning making. It makes them responsible to conduct leadership role for educational, physical, and management's reform of the school and invites child in school management committee meeting too.

Likewise, **Paudelgharti** propagated a report on 'My Understanding about Learner Centered Classroom' published on education and development CRIED vol. 23 (2008), and found varieties of explanations regarding education and concluded his discussion. He has developed conceptual framework that represents the attributes of learner centered classroom

a. Learner centered teaching

Teaching should be brainstorming with large number of idea according to the child personal need and ability and students are not punished.

b. Physical environment

Seats are arranged around tables, with pleasing environment and comfortable seating.

c. Curriculum in learner centered teaching

He had given focus on the philosophy that intellectual curiosity is natural, based on problem solving, integrated subject, and related to learner.

d. Student participation

Students should more active than teacher; construct their knowledge through their experience and participation of themselves for practical work.

e. Learner centered assessment strategies

Evaluation should done with little testing device or examination, self assessment is apply, give feedback, and peer assessment is done to find out the second option.

Similarly **Department of Education** carried out a research on 'A Study on Effectiveness of Primary Teacher Training in Nepal' (2062/063) to identify training process, teachers' presentation, problems to implement in class by the trained teacher and giving suggestions to apply the idea of training in classroom by applying class observation, interview, meeting, case study and checklist. It describes that the trained teachers are fully perfect to teach in class and use their knowledge and idea. Most of the teachers use available materials only and they don't give focus on locally made materials. They only depend on traditional evaluation system.

Similarly, **Parajuli** (2068) carried out a research on 'Use of Child Centered Teaching Methods in Primary Level School' and identified the status of child centered teaching method, effectiveness and problems seen in child centered teaching. He used questionnaire, interview, observation and group discussion as the tool for data collection. He concluded that 80% of primary teachers are trained and use child centered teaching which affect children's cognitive, psychology, mentality and bring change in their behavior. This method is also a bit expensive and technical to implement.

Sunamimagar (2068) did a research entitled 'Educational Management at child Friendly School'. His major concern was to analyze school educational management, achievement and identify how the concerned person improves it. He used questionnaire, observation, group discussion and interview, as the tool for data collection. He concluded that parents, head teacher and student co-ordination play an important role to achieve better result in child friendly school than the other school.

So far as the above mentioned research works are related to different field of language teaching and learning which focused on child's evolvment in learning process. But not a single research work has been carried out on the child friendly teaching strategy. So, this is an attempt to study and compare the child friendly teaching strategy regarding at primary level grade four and five. This gives focus on the physical structure, environment, teaching learning process related to school and school surroundings. In this way this research differs from previously carried out research.

1.3 Objectives of the Study

The general objectives of the present research will be to find out child friendly teaching strategies. But the specific objectives of the study are enlisted in the following section:

1. to find out the existing physical infrastructure for child friendly teaching learning environment.
2. to find out the child friendly teaching strategies.
3. to suggest some pedagogical implication.

1.4 Significance of the study

As this is an attempt to find out effectiveness of child friendly teaching strategies at primary level especially at grade four and five but the study can be useful to those who want to know and learn more about physical infrastructure of child friendly school, effectiveness of child friendly teaching strategies etc. Importantly this research can be significant those researcher who want to go further than this and want to have more knowledge about designing curriculum for child friendly classroom. This study may useful to those who are involved / interested in teaching learning field. It will also be significant to researcher, teacher, course book writer, syllabus designer, teacher trainers and class room instructors which are related to the study of child friendly teaching or child friendly strategy.

CHAPTER-TWO

METHODOLOGY

The following methodological procedure was adopted to accomplish the objective of the study.

2.1 Source of data

The researcher employed both primary and secondary source of data.

2.1.1 Primary source

The primary source were the people related to schools like, school administration, students and teachers at Sarangkot Village Development committee, Kaski from where researcher had collected the required data for the research.

2.1.2 Secondary source

The secondary sources of the data were the books, journals, magazines, and thesis and research reports, internet which are directly or indirectly related to the study as secondary source of data. Likewise Richards and Rogers (2000), Yadav (2001), Chaudhary (2007), Larsen-freeman (2000), Harmer (2007) and so on were also consulted for the present study.

2.2 Sampling procedure

The researcher applied random sampling technique for the data collection at selective schools that run primary level classes. He tried to select the schools inclusively at Sarangkot VDC mostly to the grade 4 and 5 students, teachers, and parents and people related to school administration. And, he has selected two higher secondary, two secondary and two primary schools for the data collection. The selected schools and people are presented in the following tables.

Selected School for data collection

S.N.	Name of the school	Address	Given Name
1	Shree Shanta Higher Secondary school	Sarangkot 4 Bhakunde	A
2	Janagarit Higher secondary school	Sarangkot 2 Paadali	B
3	Amarjyoti Lower Secondary School	Sarangkot 5 Bhangon	C
4	Manijyoti Lower Secondary School	Sarangkot 8	D
5	Srigana Primary School	Sarangkot 9	E
6	Parvat Primary School	Sarangkot 7 sedibagar	F

Table: 1

Selected Headteacher for data collection

S.N	Name of Headteacher	Schools Name and address	Given name
1	Damodar Timilsina	Shree Shanta Higher secondary school Sarangkot 4 Bhakunde	A
2	Bishinu Pd. Timilsina	Janagarit Higher secondary school Sarangkot 2 Paadali	B
3	Hem Prasad. timilsina	Amarjyoti Lower Secondary School Sarangkot 5 Bhangon	C
4	Chhetra Bahadur Bhujel	Manijyoti Lower Secondary School Sarangkot 8	D
5	Dilliram Adhikari	Srigana Primary School Sarangkot 9	E
6	Govinda Prasad .Baral	Parvat Primary School Sarangkot 7	F

Table: 2

Selected Teacher for data collection

S.N	Name of the teacher	Schools Name and address	Given name
1	Navaraj Subedi	Shree Shanta Higher secondary school Sarangkot 4 Bhakunde	A
2	Krishna Bahadur Thapa	Janagarit Higher secondary school Sarangkot 2 Paadali	B
3	Dil Bahadur Thapa	Amarjyoti Lower Secondary School Sarangkot 5 Bhangon	C
4	Krishna Prasad Timilsina	Manijyoti Lower Secondary School Sarangkot 8	D
5	Kamakshi Karki	Srigana Primary School Sarangkot 9	E
6	Parbati Koirala	Parvat Primary School Sarangkot 7	F

Table: 3

Selected School management member for data collection

S.N	Name of the S.M.C. members	Schools name and Address	Given name
1	Surya Bahadur Khadka	Shree Shanta Higher secondary school Sarangkot 4 Bhakunde	A
2	Min Bahadur Thapa	Janagarit Higher secondary school Sarangkot 2 Paadali	B
3	Ratna Prasad Timilsina	Amarjyoti Lower Secondary School Sarangkot 5 Bhangon	C
4	Sobit Baniya	Manijyoti Lower Secondary School Sarangkot 8	D
5	Puspha Bahadur Karki	Srigana Primary School Sarangkot 9	E
6	Krishna Prasad Koirala	Parvat Primary School Sarangkot 7	F

Table: 4

Selected Parents for data collection

S.N	Name of the parents	Schools name and address	Given name
1	Ranganath Koirala	Shree Shanta Higher secondary school Sarangkot 4 Bhakunde	A
2	Yam Bahadur Thapa	Janagarit Higher secondary school Sarangkot 2 Paadali	B
3	Pimila Nepali	Amarjyoti Lower Secondary School Sarangkot 5 Bhangar	C
4	Gita Thapa Magar	Manijyoti Lower Secondary School Sarangkot 8	D
5	Prakash Thapa	Srigana Primary School Sarangkot 9	E
6	Kopila Thapa	Parvat Primary School Sarangkot 7	F

Table: 5

Selected Students for data collection

S.N	Name of the students	Schools name and Address	Given name
1	Suraj Dhungana	Shree Shanta Higher secondary school Sarangkot 4 Bhakunde	A
2	Manisha Karki	Janagarit Higher secondary school Sarangkot 2 Paadali	B
3	Kharika Timilsina	Amarjyoti Lower Secondary School Sarangkot 5 Bhangar	C
4	Bishal Nepali	Manijyoti Lower Secondary School Sarangkot 8	D
5	Prabin Thapa	Srigana Primary School Sarangkot 9	E
6	Shandhya Rai	Parvat Primary School Sarangkot 7	F

Table: 6

And one school supervisor **Nabaraj Poudel** From district Education office Kaski

2.3. Tools for data collection

The researcher collected data by observation, structured interview and questionnaire and all of them were administered to students, teacher and people related to administration.

2.4. Process of data collection

The researcher collected the data by visiting all selected primary, lower secondary, secondary and higher secondary schools that run grade 4 and 5 and conducted interview, administered questionnaire and made observation that repeated until required information was collected by the researcher.

2.5. Limitation of the study

The study has following limitations:

- a. The present study is confined to study about child friendly teaching.
- b. It is included only in two primary, two lower secondary and two higher secondary schools of grade 4 and 5.
- c. The study is limited to only Sarangkot Village Development Committee.
- d. The research was limited to questionnaire and informal interview schedule.
- e. The study incorporated inclusive selective sampling procedure.
- f. The study is limited to the answer from the interview and questionnaire.
- g. This is limited only in six schools among the ten schools at Sarangkot Village Development committee.
- h. This study has also time limit to accomplish it.

CHAPTER-THREE

3. ANALYSIS AND INTERPRETATION OF DATA

The data collected from the different groups of informants were analyzed and interpreted to compare and contrast the Child Friendly teaching at grade four and five. In the course of analysis, the responses of the respondent were analyzed separately that was included in different paragraphs. Here physical infrastructure, child friendly teaching strategy and achievement of the children were analyzed.

Education is the part of our life and different national and international organizations are continuously involved in the field of education and tried to educate more and more people. So Nepal also made a plan related to it and trying to make all people literate within 2015. So the ministry of education runs a program to meet the objective to make all people literate with in 2015 which is, 'education for all'

The present research is done by using different methods, observation, interview, and checklist. The collected data is presented herewith in a descriptive way. Here the researcher observed the physical infrastructures of the schools as well as the teaching strategies that schools applied to teach children. Much more the researcher analyzed and presented the collected answer from the interview and questionnaire as exactly as possible. Not only that he compared different schools environment and teaching styles that represent different persons' view like headteachers, teachers, parents, students, etc. separately in paragraphs and tables accordingly what the researcher got information on the field.

3.1. Physical infrastructure of the school

Government of Nepal has proposed minimum infrastructure for the school and classroom that they should meet that requirement. According to that requirement the primary school should have the following requirement where, 0.75 square meter area for per student, height of class should be 9 feet and the class should be well ventilated for the air and light. Likewise there must be separate toilets for boys and girls students, clean drinking water, sufficient playground and materials should be provided accordingly to the number of the students.

3.1.1 The Concept of Headteachers.

Most of the headteachers of the selected schools revealed that their schools possess 'good' physical infrastructures when the total number of students in each school is taken into considerations. Similarly, the headteacher of 'F' School answered that the physical infrastructures in his school are sufficient. But, the headteachers of 'A' School and 'B' school revealed that their schools have insufficient physical infrastructures.

The condition of clean drinking water is 'good' in most of the schools. Similarly, the headteacher of 'D' school answered that his school has provided sufficient drinking

water. But the headteachers of 'A and B' schools said that their schools have insufficient drinking water. The source of water they used from direct pipeline or reservoir tank where they used euro guard or filter to filter the water. All headteachers agreed about provision of separate toilet for girls and boys. The toilets are cleaned by peon in most of the school and by child club activities in some schools, by using toilet cleaner with water supply. Most of the headteachers of selected school agreed that their schools have the availability of first aid box. Likewise, headteacher 'E' said that his school has no availability of first aid box. But headteacher of 'A' school reported that his school has insufficient materials for the first aid treatment. Most of the headteachers said that the classrooms are 'simple' in relation to bright, ventilated, and space for classroom activities. Similarly, headteacher of 'A and B' schools advocated that their schools' classroom are good proportionate to the students numbers. Almost all the participated headteachers agreed that the furniture they provided to the students are 'sufficient' in relation to the number, height and age of the student. Whereas headteacher of 'A' school said that some classes have the furniture in right height according to the students' height but not in all classes.

I have found most of the schools' infrastructure good in general but some schools have the proper building but not sufficient furniture. I also observed that the schools' toilets are faced its cleanings problem in some schools. Likewise drinking water is good in all schools and they have the availability of first aid box too.

3.1.2 The Concept of Teachers.

Most of the teachers of selected schools advocated that the physical infrastructure school is 'not sufficient' in relation to the students number. Whereas, the teacher of 'B' school reported that school building is simple. But teachers of 'C and D' schools reported that they have sufficient physical infrastructure in relation to students' number. According to the teachers the facilities of drinking water is 'good' in most of the schools. Likewise, the teacher, of 'E' and 'F' schools said that it is simple. But the teacher of 'A' school said they have insufficient drinking water. He added that the source of water is pipeline or reserve tank. All teachers said that their school have separate toilet for girls and boys as which they are cleaned by peon or child club activities. All the teachers told that their schools have availability of first aid box. But the teacher of 'E' school said that they do not have sufficient materials for it. Most of the teachers agreed that classrooms are 'suitable' for students to seat; fresh air and place for classroom activities. Similarly the teacher of 'A and E' schools added it is just 'simple' it mean not very good and very bad. Most of the teachers agreed that the furniture are 'accordingly' in relation to the height and age of student. Likewise the teacher of 'A' school said that they are not appropriate to the students' height and age in few classes.

But I found that the furniture are good in most of the schools but some schools have their problem in its height because they are equal in size. There are separate toilets for

boys; and girl's students where one school has the common toilets for ladies staff and girls, gent's staff and boys students.

3.1.3. The Concepts of School Management Committees.

Most of schools management committee (SMC) member of the selected school revealed that the physical infrastructure of their school is 'good' in comparison to the student number. Whereas the SMC members of 'A' and 'E' schools reported that the physical infrastructure of their school is insufficient in comparison to students' number. They told that their school provides clean drinking water for the students. The source of water is pipeline in most of the schools. They used filter, or euro guard to filter the water. But SMC member of 'D' school said that his school collected rain water for drinking purpose and use electronic purifier to filter the water.

In relation to the furniture of school, most of the school management committee said that they are 'appropriate' in consideration to the students' age, height and number. Similarly, the SMC member of 'C' school said that the furniture are normal. But the SMC member 'A' said that the furniture are not suitable and sufficient according to students which his school is trying to provide them accordingly.

Whatever they have said all the school lack the sufficient playground because of the geographical location. School were reported to have good physical infrastructure and furniture but not according to age and height of the students.

3.1.4 The Concept of Parents

Most of the parents of selected schools said that the school building, garden and play ground are 'sufficient' in relation to the student numbers. Similarly the parents of 'B and F' schools said that their schools physical infrastructure is ordinary. But, the parents of 'A and E' schools said that the infrastructure of their school is insufficient. Parents 'C, D and F' said that their schools provided pure drinking water sufficiently to the students. Likewise, parents of 'A and B' schools are satisfied with water supplies. But parents of 'E' school said that there is not sufficient provision of drinking water in school. The water provided to the students in school filtering from euro guard and electric purifier. Most of the parents advocated that the main source of water came from pipeline. Where the parents of school 'D' said that their school collected rain water for drinking purpose. All the parents said that their school have the facilities of first aid box and teacher use it to treat students in case they got injured. Parents 'D and F' added if students got bad injury teacher took the student nearest health post / hospital or health volunteer. Most of the parents agreed that their schools provided the desk and bench 'accordingly' to students in relation to the height, age and number of the students. Whereas parent of 'A' school said that desk and bench are not suitable for students' height because they are equal size in all classes.

I have found that most of the schools used pipeline water for drinking purpose but one school has the technology to collect the rain water in reserve tank and use electric

purifier to filter the water and they drink. The schools have first aid materials in their schools for the basic treatment

3.1.5 The Concepts of Students

The selected students from each school said that there are separate toilets for boys and girls student. All the students except student 'E' said that his school has the availability of first aid box for simple illness or treatment where as 'E' said that there is no availability of first aid box in his school. All the selected students said that there is sufficient furniture in school for the students to seat in classroom. They said that there is space in classrooms for extra activities. But, student 'A' said that the classrooms are simple and not sufficient space for classroom activities in his school.

3.1.6 The Concept of School Supervisor

The school supervisor said that the schools building are sufficient in relation to students' number so far as play ground and open ground are concerned it is not sufficient due to the geographical location of area covered by school. He said that there is provision of separate toilet for girls and boys students in those schools. He added that these schools faced problem for their cleanness because of insufficient water supply. He revealed that the class rooms are healthy for students in few schools only. He agreed that the furniture are normal in comparison to height, number and age of the students.

By analyzing the selected people's answer and the researcher's field visit, he had found and concluded that the schools' physical infrastructure like building, classroom, open ground, garden and desk and bench are generally normal in all schools. But, some schools have the desks and benches in equal size in all classes so it is a bit problematic for the small child for their comfortable seating. Most of the schools have the playground but it is not sufficient in comparisons to the students' number. There are normal water supplies in all schools but that also faced problem sometimes basically in secondary schools because of the large students' number. Where, I found school 'D' collected rain water in reservoir tank for drinking purpose, by filtering electric purifier. Almost all schools have separate toilets for boys and girls students and faced problems in its cleanness. I also found that there are common toilets for students and teachers in school 'A' where the toilet is seems clean.

Most of the schools have the first aid box but not having sufficient medicine /materials for basic treatment. All the schools classes are wide ventilated and bright but not having the space for classroom activities in front of the class.

3.2. Effectiveness of child friendly teaching strategy

According to the government of Nepal the teachers who teach at primary school should pass minimum 10+2 or proficiency certificate level and should have training of 10 month teacher training, not only that they need to have teaching license too. The evaluation system of schools should not be only paper and pencil test they should

evaluated continuously with different aspects of the child behaviors. In this regard, Nepal has proposed and applied no fail system up to grade five where it gives focus on 100% continues evaluation up to grade three and 50% at grade four and five. To respect the need and interest of the child, teacher should apply child friendly teaching and implemente different teaching strategies. Child right should be protected and student are not to be punished, even it is not implemented. Different researches find out that the physical punishment affects psychosocial behavior of child totally thus, the students feel bore to study.

3.2.1. The Concept of Headteacher

Most of the headteachers said that their schools conducted extra curricular activities like quiz contest, poem recitation computation, essay writing, drawing, and games (every week) to develop the students' talent except regular class. Similarly, headteacher of 'A' school added that they have conducted morning assembly quiz and mobilization of different child club for curricular activities. Headteacher of 'D' school said that they have provided scholarship and school uniform to the students. Most of the headteachers said that they have managed the entertainment materials like music set, football and volleyball. Similarly, headteacher 'E' added that they have provided caremboard ludo. Whereas the headteacher of school 'F' said that his school provided madal, dancing custome, skipping and sliding ladder to the students for their entertainment. Most of the headteachers said that most of their teachers have already trained with the child friendly/ related to child centered teacher training. Where headteacher of 'A' school added that teachers are not implementing it properly in classroom teaching. The headteachers reported that students are given emphasis on their responsibility in classroom to promote the students co-operation for students teaching learning process. Group work, project work, interaction and suggestion are given to the student while teaching.

The of these schools said that the result/ achievement of students is re-analyzed and discussed in staff meeting on how to progresson in it. Most of the headteachers said that they have organized meetings and interaction with parents, welcome program for students to admit at the school. Likewise, headteacher 'D' added that they distribute school uniform and stationary for the students during the admission program. They said that the students' attendance record is discussed in staff meeting, and talk to parents about attendance if necessary. I have inquired about drop outs and class doubling rate of the students at schools where, most of the headteachers said that there is very low rate of class doubling case. They took the case of drop-out students from school very seriously. The headteacher 'D' said that the causes of dropout of students from schools are migration, civil servant transfer, NGO, INGO's scholarships. I have found mix answer of the participated headteacher about students' participation in discussion, planning, meeting and planning development. The headteachers of 'B and D' school said that students sometimes participate, 'E and F' said no participate and 'A and C' said they participated.

Most of the participated headteachers said that they have applied the continuous, written, oral, and practical exams in schools to evaluate the students' achievement. Likewise, school 'B and C' only used continuous evaluation where headteacher of school 'E' said that they don't use practical exam. All of them advocated that they use exam, unit test, oral test, class test and homework to test the student achievement where exams are the most used tools for it. Among the participated headteachers 50% of them said that they are satisfied with student achievement and 50% of them are not and said that they need to progress in it. They also said that they have conducted different activities to promote less active students in class. Among the headteachers, headteacher 'D' focused on self counseling and new method for teaching, 'F' said that to treat them psychologically, 'A' added to encourage their voice what they want to learn, 'C' focused on the learning environment and 'B' says divide them poor and sharper group to improve their participation in learning.

I have asked the reason for ups and down in students achievement where they give mix answer. They say irregular attendance, poor, economic condition and migration of parents. Similarly the headteacher 'E' said that long vacation/ holidays and strikes, 'F' said carelessness of child and parents and 'C' said educational system are the main cause of ups and down the students achievement. They advocated that regular attendance and involvement of child in learning is needed to improve the students achievement. Most of the headteacher said that child friendly teaching brings good affect in psychological aspect of child which encourages their voice and activities in learning. Headteacher 'B' said that they have faced economical and co-operative problem, 'E' said schools' socio, psychological, child health and parents awareness, headteacher 'A and F' said that insufficient materials, not doing homework and lack of student mobilization idea and headteacher 'C' said that the gender difference are the problems to apply the child friendly teaching in school. All headteacher said that parents commented and suggested to give punishment for the students if there is poorness in student study. Parents also said that to give focus on English even the students are poor in other subject. At last all headteachers said that that no one student left school due to fail in primary level. Likewise, headteacher 'B' said that if they fail in exam school have conducted parents and teacher meeting for counseling them.

The researcher found that the school has conduct good effort for the student achievement. Some schools have started to teach in English medium most of the subjects. The researcher found one school has conducted assembly quiz everyday. Whatever they have said the result is rarely analyzed and discuss with parents and the students in most of the school. And the students are got punishment if they got mistake in most of the school.

3.2.2 The Concept of Teachers

Most of the teachers said that they have conducted painting picture, playing football, ludo, dolls, skipping; ring ball, bat minting, dancing and singing completion for

extracurricular activities to fasten the students' creativities. Similarly, teacher 'A' added that students watch movies for entertainment and to fasten their creativities too.

Most of the teachers said that they are not trained with child friendly teaching training. But they said that they are trying to teach students focusing in child friendly way. Most of the teachers said that they made mentally or short plan for teaching and using teaching materials while teaching. Similarly, teacher 'B' said that he taught the students by preparing daily lesson plan with sufficient materials and the teacher 'F' said that he made annual plan too. Almost teachers said that students got involved in classroom activities. They said that they have provided more time for interaction, play games, role play, group work, pair work for the students. All the teachers said that they don't put the students' result record only but also they analyzed it to reform their behavior. All of them said that they check homework applying different methods, like direct copy checking, black board correction, and oral correction. Most of the teachers said that they tried to encourage and suggest to the students who don't do their homework. Likewise, teacher 'F' said that if the students don't do homework regularly he punished them with up and down. They said that the school conducts admitting program for the children at school areas with free admission program. All teachers said that if any student is irregular in class they give suggestion and encourage them for being regular at school. The teacher 'A' said that there is no class doubling and dropout of students at his school. Where other teachers said that there is less then 2% class doubling and dropouts rate. The teacher 'B' said that causes of it are poverty, less or weak interest in study, geographical satiation, and illiterate guardians. The teacher 'B and C' said that there is participation of students in schools meeting ,discussion and plan making where as teacher 'D, E and F' said that they sometimes participated and teacher 'A' said that there is not any participation in it.

All the teachers agreed in continuous evaluation except 'B', as he said that his school conducted only written examination and no one of the schools applied experimental evaluation system. Most of the teachers said that they used unit test, terminal and annual exam to measure the students' achievement. But the teacher 'E' said that his school focused on goal based, mode based, and approach based tests. Half of the teachers said that they are satisfied with the students' achievement where as the teacher 'B, D and E' said that they are not satisfied with the students' achievement and said need to progress on it.

Most of the teachers said that they give focus on role play, pair work, and easy task, to make the students more active in class. Similarly, the teacher 'F' added that he tells jokes, provide sweet for the less active students in classroom activities.

Most of the teachers agree that students are not serious in their study. Where the teacher 'B' added that economic condition, family educational background, knowledge level of the students, educational environment and teaching styles of the teacher are the main cause for ups and down the student level of achievement. They advocated that child friendly teaching strategy basically affect psychological, social sector, and progress in

child. Likewise, teacher 'C' added that child friendly teaching effective in nursery class but teacher 'D' said that it is effective in primary level too. All teachers are agreed that child friendly teaching strategy bring good affect/result in student achievement at junior classes. Similarly, teacher 'D' added that it creates problem in senior classes basically at secondary level, where the students don't obey the teacher. Likewise, the teacher 'A' focused that it is problematic in non facilitated school too. Half of the teachers said that the students drop out from school due to fail in exam where as the teachers 'D, E and F' said that not a single student is found drop out from school due to fail in exam. At last most of the teachers are agreed that child friendly teaching strategy is the best way to teach children.

The researcher have found most of the teachers are familiarer about child friendly and child right however they do not protecte their right. They themselves become active instead to make the student active in learning by doing. Some of them and I also agree that it is difficult to apply the child friendly teaching in school totally because of the environment, less awareness of parents and social structure and concept.

3.2.3. The Concept of School Management Committee.

All the school management committee (SMC) members said they have conducted meeting and discussion with parents for promotion, betterment and awareness for the students' learning. Most of the committee members said that they have read or trained with child friendly teaching or environment. But the SMC members of 'E and F' schools are not literate and trained with child friendly teaching. Two of the SMC members i.e. 'B and C' said that they applied stick free environmental zone at school, 'C' said that they selected lady teachers, 'E' said that educated the students according to need and interest of the child and SMC member 'F' said that need to prepare materials for learning by doing to promote child friendly teaching at their school. Most of the schools SMC members said that they give suggestion to the teacher sometimes and discussed with strategy of the teacher about students achievement, homework and result. They provide training and request to the teacher to give more emphasis on students learning. Most of the SMC member said that students are absent at school because of lack of education awareness, carelessness as well as domestic problem. Similarly, SMC member 'B' said that he don't find any student absent at school. All SMC members said that their schools conduct extracurricular activities every week and their schools have established red- cross or child club organization in school for the child mobilization as well as fasten their creativity except regular class in schools.

Almost SMC member said that their teachers don't give punishment to the students in general. They said that teachers simply give punishment if the students don't obey the teachers or school rules time and again.

They also advocated that if the schools develop child friendly teaching environment, students will have facilitated in teaching learning. According to the SMC members it is

problematic to develop child friendly teaching environment because of the geographical location, social structure, awareness of parents and students, co-operation between students and teachers, materials, and economic condition of school and parents. They said that to solve these problem related to students learning, need awareness program, trained teacher, sufficient materials, application of different method to teach, cooperation between SMC members and parents and local student (permanent residence) is required.

To analyzing the SMC members' view and field visit I found that most of them are not familiar to the child friendly environment. They have conducted meeting for betterment for the students' achievement but they don't have made any discussion about the child friendly environment. They have a doubt on discipline of the students if the schools apply child friendly environment. I concluded that awareness program is needed for all to apply child friendly teaching environment in schools.

3.2.4 The Concept of Parents

All the parents from selected schools said that their children go to school happily because of student centered teaching, students' care, sufficient furniture, wide classroom and having good environment at school. All the Parents advocated that their Schools conducted/organized extra curricular activities (ECA) and different programs to fasten student creativities where their children were awarded in such program. Most of them added that the schools organized discussion and meeting with parents in relation to the students' progress report and students study level. Similarly, parent 'A' added that his schools conducts programme discussion basically about the extra class of nine and ten. Among the selected parents in this research, most of them said that they know about child friendly teaching little bit, but parent 'E' said that he doesn't know about it. Similarly parents 'C' added that his child studying school is child friendly school. Most of the parents said that they are satisfied with the teaching style of teacher. Likewise parents 'B and E' said that they have given suggestion for the teacher to use more materials to make the learning interesting. Parents 'D' revealed that the teachers are qualified and trained in his school.

All the parents said that their children completed their homework in about 2 hours or more according to their task. Most of the parents said that teacher discuss and give suggestions in relation to result or achievement of students but parent 'B' said that they don't discuss about it. Among them the participated parents, parents 'A, C and F' said that they don't find any neighbors' child absent/left school but 'B, D and E' said that they found such child. Similarly they added that the reasons behind it are that parents go for working far and they don't care child study. All parents inform that child absent in school by sending letter/application. Likewise, parents 'E and F' said that the teachers wanted to know about absence of student too. All selected parents were satisfied with studying level of their child because they stand in good or satisfactory position. They said their schools conduct different extra curricular activities like, dancing, drawing,

quiz, spelling, balloon blast shack race and other games except regular class to fasten children's creativity.

The answer is varying for the question 'What have been done by School to improve the students study level?' Parents of school 'B' said that they applied new types of text book, parents of 'C and F' school said that they have given focus to weak students, provide more opportunity and give suggestion to learn new thing, while parents of 'A' school said that they teach with student oriented method and parent of 'D' school said that they focused to select good teacher. Parents 'A, B, C, and D' said that child friendly environment, proper use of teaching materials, provide more suggestion, and encouragement is required for the betterment in study' respectively, whereas 'F' said that he doesn't have any idea about it. All the parents said that their child got punishment if they don't follow the school rules and don't do their homework. They also advocated that building, ground, insufficient teacher, desk bench, playground and road to go school are the major common problems of their child studying school. Likewise, parents 'D' added that quality education too. Parents of 'C' school advocated parents, teacher and school management committee did discussion, parents of 'D and E' school give focus on English medium teaching and sufficient teacher, parents of 'A and B' school focused to conduct ECA program more and parents of 'F' school said if school provide Tiffin, stationery and dress for the students then the school get quality education and its improvement.

The researcher found that parents are also given their answer according to the other participants. There is only different between their answer that most of the parents have the positive attitude towards students' punishment and some of them also complain their child behavior and suggested to the teacher to give the punishment.

3.2.5 The Students Concepts

According to the selected students answer on this research questionnaire, almost all of them said that their schools conduct different programs like telling jokes, poem, intelligent question, play games, drawing, singing, dancing and games for their entertainment except regular class. They added that they participated in such programs. All students said that they put their picture or materials on the wall of the classroom except student of 'D' school as he said that they put them in library. Most of them said that teacher use book, chalk, duster, pen as teaching materials. Likewise, student of 'B' school said real object and student of 'C' school said flashpanel is also used while teaching. Most of the students said that their teacher checks their homework daily and individually. Similarly, student 'C' said that teacher also give suggestion. The students agreed that they got punishment if they don't do homework. Similarly, students of 'B and D' school said that they got punishment sometimes and student of 'E' school added that some teachers give punishment to them. Students use application letter or message sent with friends to inform about their absent at the school. All represented students said that teacher asked them the reason being absent at school. All of them reported that illness, important work or house hold problems are the causes to be absent at

school. All of them said that they preferred to go school instead to stay at home. Most of the students have experienced that they have taken part in school meeting and staff meeting. Similarly, students 'E and F said that they don't have such experience. All selected students said that, class test, unit test monthly test, written and oral examination are the examination that their school/teacher took. Most of the students said that they don't have complained about teaching style of teacher. Whereas student 'B' said that they feel bored and monotonous if the teacher talk more or used lecture method. All of the students agreed that their parents help them to study, do homework, send school and provided materials for their study.

The researcher also found that the students do not got freedom to learn and got punishment. Teachers are using lecture method more and students participation is less in classroom activities because of the teacher centered teaching. They are rarely participated in school meeting. They are evaluated by using paper pencil test.

3.2.6 The School Supervisor's Response

The school supervisor said that the teachers at Sarangkot V.D.C. are trained with short term training and child friendly teaching training but the application is not 100% in their classes. He added that schools made education planning like annual plan, weakly plan, institutional plan and SIP (School Improvement Plan). In School, pair work and class room practice is conducted to promote learning by doing. He said about the result of student that the train seemed to be putting in record only but the practice is being started to analysis of the result because it is connected with teachers' preference.

He said that schools conduct, welcome program, door to door visiting program, to admit the student at school. He focused that class repeating (doubling) rate is less then 4% and the rate of drop out students is vary from 2 to 10 percent.

He added that the participation of child in school meeting, discussion, and planning making is normal at primary level.

He further commented that the provision is made 100% continuous assessment system as evaluation up to grade 3 and 50% up to grade 5 but this practice is being started and written examination is still in existence. He added that observation and oral test can be used to measure student achievement, but paper pencil test is used more. He said that students' achievement is analyzed according to score they obtained. He strongly agreed to improve the student achievement at schools. He said that to go ups and down in student achievement have many causes, they are evaluation system, test item, frequency of test are the main causes. He advocated that child friendly teaching can be applied day to day teaching in class if we provide more teachers according to classrooms, make commitment and increase participation of parents in school.

He said a few students drop out due to fail in exam but the government is going to apply liberal promotion policy, provided incentive as well as instructional materials. He said that parents don't pay attention towards their children's reading and writing due to engagement in working and they don't go to school to know about their children's studying. He added that parents want their child pass in exam with good marks. He doesn't have any experience that complains and suggestions provided by parents about teaching learning activities in general. At last he said so far as the topic is concerned the first basic line should be made clear with the participants of astronomic stakeholders. Teacher should be oriented on child friendly teaching strategies. Training should be focused on how we can transfer teaching skill in class rooms. Monitoring and supervising should be strictly implemented. Reference materials should be supplied. Instructions materials should be made locally and used properly. Continuous assessment system for evaluation should be implemented. Communication between parents and school should be established and child centered teaching strategies is the best should be applied.

At last the researcher concluded that all the school have conducted different program to fasten the students creativity and learning. They also conduct many programs to admit the students at their school but the condition is miserable. Because there is not more than 10 students in each class at primary classes in most of the school and education level of the students is not very good in comparison to the student number at schools. The schools don't take the students attendance seriously. Some of the school want to know about the absent of school but they don't do any meeting about the absent of the student to the parents.

The teacher are trained with different training even they are not applying it 100% in teaching. The training they have taken is not related to child friendly teaching even the government apply stick free zone at school. With out knowing the child friendly teaching it is difficult to abolish the punishment system at school. So it's the necessary to provide training related to the child friendly teaching to the teacher. The teachers are also opposition to child punishment but it is not seem because parents also complain to the teacher about mistake done by child and suggested to give punishment them in many schools.

We have seen some students are dropout from the school because of less awareness in education. Which create the problem in many government schools. Students did not fail in primary level's classes because of the liberal promotion policy of government. Government planed and focused on continuous evaluation system at primary level in which students' participation, behavior and activities are measured to evaluate. Not only that written examinations are totally neglected at primary level but most of the school used it to promote the students class even now.

Teachers, parents, students and school management committee are agreed on child friendly teaching is the best method to teach the student. They said that it bring rapid change in quality of education and behavior of child. They added that it is problematic

in such school where teachers are not trained about it, social condition, schools economic condition, awareness of parents, contemporary society, and large number of students.

Most of the teacher do not prepare planning and materials to teach the students. And they teach as their wish which is the main cause to go ups and down the students achievement so the school supervisor give focus on monitoring and supervision to the teacher, school and system of education. It is necessary to supply reference materials to the school and teacher and focused to make the materials locally.

3.3 Achievement of grade five students in final exam 2068

Six schools were selected for data collection in this study. In the next part of the research, the achievement of grade five students in the final examination was assessed as an attempt to understand the effectiveness of child-friendly teaching learning activities. In the following section, the result of that inquiry has been presented:

Shree Shanta Higher Secondary School

The following table presents the achievement of students of fifth grader from Shree Shanta Higher Secondary School:

Table 7

Distribution of Grade Five Students of Shanta HSS by Achievement in the Final Exam 2068

S.n.	Name of the students	Full marks	Pass marks	Obtained Marks	Division	Percent	Remarks
1.	Ankit Koirala	600	192	478	I st	79.6	Passed
2.	Sagar G.C.	600	192	487	Dist.	81.1	Passed
3.	Sangita Bhujel	600	192	478	I st	79.6	Passed
4.	Sushil Bhujel	600	192	399	I st	66.5	Passed
5.	Susila Lamichhane	600	192	396	I st	66	Passed
6.	Sital B. K.	600	192	401	I st	66.8	Passed
7.	Abinash G. C.	600	192	353	II nd	58.8	Passed
8.	Suraj Thapa	600	192	364	I st	60.6	Passed
9.	Kiran Jalari	600	192	238	III rd	39.8	Passed
10.	Anjana Nepali	600	192	305	II nd	50.8	Passed
11.	Pabitra B.K.	600	192	326	II nd	54.3	Passed
12.	Ganesh lamichhane	600	192	278	II nd	46.3	Passed
13.	Pabitra Adhikari	600	192	330	II nd	55	Passed
14.	Kalpana G. C.	600	192	279	II nd	46.5	Passed
15.	Abeshek Jalari	600	192	261	III rd	43.5	Passed
16.	Saraswati Jalari	600	192	269	III rd	44.8	Passed

Source: Shanta HSS, School Record, 2068.

Shree Shanta Higher Secondary school had sixteen students in class five in the academic year 2067/68. Among them only one student got distinction, while six students got first division and six students got second division. Likewise, three of them got third division. No one was failed. This achievement of the school looks impressive in the sense that none of the students got failed; however, there appeared adequate room for improvement as three students out of the total of sixteen passed in third division. Since the number of students is relatively low; one tends to expect much improved result as compared to this.

Shree Janagagrit Higher Secondary School

The following table presents the achievement of students of fifth grader from Shree Janagagrit Higher Secondary School

Table 8

Distribution of Grade Five Students of Janagagrit HSS by Achievement in the Final Exam 2068

S. n.	Name of the students	Full marks	Pass Marks	Obtained Marks	Division	Percent	Remarks
1.	Dhiran Thapa	600	192	496	Dist	82.66	Passed
2.	Milan Thapa	600	192	476	I st	79.33	Passed
3.	Parbha Dhakal	600	192	332	II nd	55.33	Passed
4.	Apasara G. C.	600	192	342	II nd	57	Passed
5.	Kabita Thapa	600	192	244	III rd	40.66	Passed
6.	Ram Thapa	600	192	320	II nd	53.33	Passed
7.	Swastika Thapa	600	192	226	III rd	37.36	Passed
8.	Aarati Thapa	600	192	211	III rd	35.16	Passed
9.	Gangakumari Pahari	600	192	210	III rd	35	Passed
10.	Sagar B. K.	600	192	194	III rd	32.33	Passed
11.	Suman Dhakal	600	192	196	III rd	32.66	Passed
12.	Mahadev G. C.	600	192	198	III rd	33	Passed
13.	Bindu Dhakal	600	192	199	III rd	33.16	Passed
14.	Praktshya Thapa	600	192	395	I st	65.83	Passed
15.	Ishor Timilsina	600	192	227	III rd	37.83	Passed

Source: Janagarit HSS, School Record, 2068.

Shree Janagarit Higher Secondary School had fifteen students in grade five in the academic year 2067/68. Among them only one student got 'Distinction', two students got first division 'three students got second division and rest of all passed in third

division but no one was failed. This achievement of the school looks satisfactory in the sense that none of the students got failed; however, there appeared adequate room for improvement as nine students out of the total of fifteen passed in third division. Since the number of students is relatively low; one tends to expect much improved result as compared to this.

Manijyoti Lower Secondary School

The following table presents the achievement of students of fifth grader from Shree Manijyoti Lower Secondary School

Table 9

Distribution of Grade Five Students of Manijyoti Lower Secondary School by Achievement in the Final Exam 2068

S. n.	Name of the students	Full marks	Pass marks	Obtained Marks	Division	Percent	Remarks
1.	Ashika Rana	600	192	410	Ist	68.33	Passed
2.	Laxmun Dhakal	600	192	349	IIInd	58.16	Passed
3.	Asmita Nepali	600	192	376	Ist	62.66	Passed
4.	Samjhana Nepali	600	192	252	IIIrd	42	Passed
5.	Tika Thapamagar	600	192	230	IIIrd	38.33	Passed
6.	Mamata Thapa	600	192	238	IIIrd	39.66	Passed
7.	Sapana Nepali	600	192	218	IIIrd	36.33	Passed
8.	Aasha Nepali	600	192	203	IIIrd	33.83	Passed
9.	Rasmi Thapamagar	600	192	303	IIInd	50.5	Passed
10.	Bijita Thapa	600	192	223	IIIrd	37.16	Passed

Source: Manijyoti LSS, School Record, 2068.

In this school there are ten students in the academic year 2067/68 in grade five. Among them two students got first division two got second and rest of six students got third division. This achievement of this school looks good in the sense that none of the students got failed; however, there need for improvement as seven students out of the total of ten passed in third division. Since the number of students is relatively low; so it expect much improved result as compared to this.

Amar Jyoti Lower Secondary School

The following table presents the achievement of students of fifth grader from Amar Jyoti Lower Secondary School

Table 10

Distribution of Grade Five Students of Amar Jyoti Lower Secondary School by Achievement in the Final Exam 2068

S. n.	Name of the students	Full marks	Pass marks	Obtained Marks	Division	Percent	Remarks
1.	Asmita K.C.	600	192	461	I st	76.83	Passed
2.	Binita Adhikari	600	192	359	II nd	59.83	Passed
3.	Sushil Adhikari	600	192	298	II nd	49.66	Passed
4.	Kharika Timilsina	600	192	217	III rd	36.16	Passed

Source: Amar Jyoti LSS, School Record, 2068.

Amar Jyoti has four students in class five in academic year 2067/68. Among them one is passed in first division, two second and one passed in third division. This achievement looks in this school satisfactory in the sense that none of the students got failed; however, the number of students is relatively very low; one tends to expect much improved result and increase student number compared to this.

Pravat Primary School

The following table presents the achievement of students of fifth grader from Pravat Primary School

Table 11

Distribution of Grade Five Students of Pravat Primary School by Achievement in the Final Exam 2068

S.n	Name of the students	Full marks	Pass marks	Obtained Marks	Division	Percent	Remarks
1.	Sagesh Pariyar	600	192	482	Dist	80.33	
2.	Saradha Bhandari	600	192	356	II nd	59.33	
3.	Sumitra Pariyar	600	192	351	II nd	58.6	
4.	Aman Thapamagar	600	192	265	III rd	44.16	
5.	Rajkumar Bhandari	600	192	347	II nd	57.83	

Source: Pravat Primary School Record, 2068

The final result of academic year 2067/68 grade five at Pravat Primary School is one student got distinction three second and one got third division. This achievement in this school looks good in the sense that none of the students got failed; however, the number

of students is relatively very low; thus it needs much improved result and increase student number compared to this.

Srijana Primary School

The following table presents the achievement of students of fifth grader from Srijana Primary School

Table 12

Distribution of Grade Five Students of Srijana Primary School by Achievement in the Final Exam 2068

S.n	Name of the students	Full marks	Pass marks	Obtained Marks	Division	Percent	Remarks
1.	Monika B. K.	600	192	428	I st	71.33	
2.	Sagar Tamang	600	192	371	I st	61.83	
3.	Surakshya Tamang	600	192	304	II nd	50.66	
4.	Rabita B. K.	600	192	322	II nd	53.66	
5.	Puja Thapamagar	600	192	319	II nd	53.16	

Source: Srijana Primary School Record, 2068

The final result of academic year 2067/68 grade five at Srijana Primary School is two students got first and three students got second division. This achievement in this school looks satisfactory in the sense that none of the students got failed; however, the number of students is relatively very low; one tends to expect much improved result and increase student number compared to this.

Here the students are not failed in final exam of all school but analyzing the result there is not satisfied result. There is vast different in score between the first students and the last students. Very few students have got the distension and first division score and most of the students are passed in second and third division. There are less than 10 students in most of the school.

CHAPTER-FOUR

4. FINDINGS AND RECOMMENDATIONS

This unit deals with the main findings of the study where the researcher applied different technique to analyse the data and present some recommendation to the related authority.

4.1 Findings

After analyzing and interpreting the data the findings are summarized and on the basis of the findings, some pedagogical implications and recommendations are stated.

- a. In schools there is sufficient building, wide, ventilated and bright classrooms as well as which are protected from rain and direct sun light but there is not sufficient space to do classroom and group activities.
- b. All schools have materials for entertainment and game but not proper play ground according to the students' number.
- c. There is no lack of desk and bench in schools but they are not accordingly to the students' height and age for their comfort seating.
- d. Teacher are preparing annual and daily teaching plan but they have used teaching materials use intheir classes.
- e. Teachers are familier about child centered /friendly teaching but they are not applying child friendly teaching strategy totally in classroom teaching.
- f. Students are given punishment less but it is not abolished.
- g. Students' number is less in all schools even they conduct different program to increase the student.
- h. Child club and Red Cross committee are formed as well they conduct programs and participated in staff meeting too.
- i. All schools have the availability of first aid box but there are not sufficient materials or medicine to treat the students.
- j. Teachers are trained by different training practices but they have not trained with sufficient knowledge related to child friendly teaching strategy so it is not applied totally.
- k. Paper and pencil test is used more in school and less use of continuous evaluation to test the students' achievement.

- l. Parents, students, teacher are not satisfied with the students' achievement and said need to improve it.
- m. Strike, irregular attendance, economic condition, less number of students, students and parents' awareness about education, and migration of children are the causes of students' achievement ups and down in school.
- n. Extra curricular activities are conducted every week to increase the students' achievement as well as to foster their creativity.
- o. All students were passed in class five final examinations in the academic year 2068.
- p. Teachers are not implementing child friendly teaching totally because of non facilitated school environment, lack of sufficient knowledge, lack of sufficient materials and the social environment.
- q. To increase the student's number and admitting rate at school, they (schools) conduct visiting parents and welcome program for students.
- r. There are separate toilets for boys and girls but some school face problem for its cleanness because of the water supply.
- s. Class doubling rate is not seen at primary level.
- t. Student are dropped out from school because of temporary residence and migration of the parents.
- u. Teacher use less teaching aids while teaching so the student feel monotonous in study and class.

4.2. Recommendations and Pedagogical Implications

On the basis of the findings of the present study, the following recommendations have been made for pedagogical implication.

1. This study will be helpful to both Language teachers as well as teachers who teach other subject except english
2. It is also helpful for the teacher, administrators, students, parents, planning maker, trainer, and the researcher to apply the child friendly teaching.
3. It is recommended that there should be space in class for classroom activities like group work, project work and pair works in the classroom.
4. Schools playground should be made suitable for outdoor games or extra curricular activities for students.

5. Desk and bench should be provided according to the height and age of the students for their comfort seating to make teaching and learning long last.
6. Teachers are recommended that they should apply child friendly teaching strategy to teach the students basically in primary classes.
7. Giving punishment to the students should be abolished from the school and provide them free to learn environment.
8. Concerned people should give focus to increase the student number and better achievement of the students result.
9. School should manage to provide sufficient materials and medicine for the first aid treatment.
10. The training related to child friendly teaching/ training and child right should be given to the all teachers who teach at primary level.
11. Continuous evaluation should be used more instead of paper pencil test.
12. Strike should not be organized that affect in educational institute.
13. Students and parents should give awareness program related to child study and child right.
14. Teachers should implement child friendly teaching and administration should provide facility and awareness program needed for it because it is difficult to implement in less facility school, lack of sufficient knowledge, source, lack of sufficient materials and the social environment.
15. Parents should send their child at school regularly and not to change their residence time and again.
16. Teachers are recommended to use more materials while teaching.
17. Provision of training related to child friendly teaching method, construction of child friendly materials should be made.
18. All educational stakeholders should be made aware about child friendly school environment.

REFERENCES

- Adhikari, B.P. and Poudel, A. (2066/67). *Sikshyashastrara Nepalma Sikshya*. Kathmandu: Aasish Book House.
- Aggarawal, J. C. (1996). *Principal, Method and Techniques of Teachings*. New Delhi: Vikash Publication House.
- Aitichison, J. (1976). *The Articulate Manual*. London: Hutchinson.
- Asia Pacific Report (2006). Kathmandu: UNICEF
- Baral P. and Bhatta T.D (2011). *Foundation of language and linguistics*. Kathmandu Intellectual's Books Palace.
- Bhatarai, K. et. al. (2062). *Book for Child Friendly Teaching training*. Kathmandu: Department of education, Save the Children Alliance:
- Bista, K. (2011). *Teaching English as a Foreign / Second Language in Nepal; past present and future*. Arkansas State University Issued 32 vol.11.2o11
- Brown, H. D. (1994). *Principal of Language Learning and Teaching*. New Jersey: Prentice Hall.
- Child Friendly Education, (2010). in [http //www. teachers. org](http://www.teachers.org).
- Child Friendly School Manual, (2009). in [http//www. unicef. org](http://www.unicef.org).
- Chomsky, N. (1965). *Aspect of the Theory of Syntax*. Massachusetts: MIT press.
- Corder, S. pit. (1973). *Introducing Applied Linguistics*. Harmondsworth: Penguin.
- Curriculum Development Centered (2008). *Secondary Curriculum Introductory Training Booklet*. : Bhaktapur.
- Dawadi , E. P. (2010,November Vol.15). *Nenglish: An Inevitable Reality or Development*. Kathmandu: NELTA
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oup.
- Gautam, R.B. (2008). *Research Methodology In Language Education*.(2nd ed). Kritipur: Sunlight Publication.
- Harmer, J. (1987). *Teaching and Learning Grammar*. London: Longman
- Harmer, J. (2007) *English Language Teaching* (2nded) Person Longman.
- Kumar, R. (2006). *Research Methodology*. (2nd Ed). New Delhi: Pearson Education.

- Lamsal, H. and Shrestha, D. (2065) .*Primary Education and Language*.
Kathmandu: Sunlight publication.
- Larsen- Freeman, D. (2000), *Techniques and Principles inn Language Teaching*
London: Oxford University Press.
- Lyons, J. (1981). *Language and linguistic An introduction* Cambridge: CUP
- Malla, K. P. (1977). *English in Nepali Education* Kathmandu: Patna Pustak Bhandar
- Merely a Mirage. *Journal of NELTA* 15, 1-2 Education: Kathmandu.
- Nepal Education System Plan (1971) Saikshik Janakshati Bikash Kendra
- Pande, T, (2065). *Saichaksamangri*. Kathmandu: Department of Education .
- Parajuli, N. (2068). *Use of Child Centered Teaching Method in Primary School*. An
Unpublished M. Ed. Thesis Pokhara: Tribhuwan University
- PoudelGharti, B.U.,(2008). *Education and Development*: Kathmandu: Tribhuwan
University CERID,
- Poudel, G. (2063).*Sichakdarpan* , Pokhara: District Education Office.
- Poudyal, M. (2009, July 19). *English in Nepali Education System*. Republican, P.7.
- Rai ,V. S. (1999). *English Language Teaching Materials and Practice*. Kathmandu:
Bhunipuran Prakashan.
- Richard, J. et al. (1985) *Longman Dictionary of Applied Linguistic*. Essex: Longman.
- Richards, J.C. and T. S. Rodger.(2001). *Approach and Method in Language Teaching*.
(2nded) Cambridge: Cambridge university press.
- Sahajkarta Nirdishika (2063) *Samankasath Sikshanra Sikai* Kathmandu:
UNICEF/CVICT .
- Sapir, E. (1921). *Language on Introduction to the Study of Speech*. London: New work
press.
- Second Language Acquisition.(2012) [http//www.wikipedia,freeencylopedia](http://www.wikipedia,freeencylopedia).
- Sharma, B and Phyak, P.B. (2006).*Teaching English Language*. Kathmandu: Sunlight
Publication.
- Sharma, B. (2012). *Advanced English Language Teaching Methodology*. Kathmandu:
Sunlight Publication.
- Sharma, G.(1999)*Educational history of Nepal* .Kathmandu:Lumbani PustakBhandar.

- Student centered learning. (2012). <http://www.wikipedia,freeencyclopedia>
- Subedi, H. (2005). *English Language Teaching Method*. Kathmandu: Pardhan books House .
- Sunamimagar, T. B. (2068). '*Educational Management at child Friendly School*'. An Unpublished M. Ed. Thesis Pokhara: Tribhuwan University
- Todd, L. (1987). *An Introduction to Linguistics*. England: Longman
- Van, Els. Et .el.(1984). *Applied Linguistic and the Learning and Teaching of Foreign Languages*. London: Edward Arnold.
- Village Profile, (2067).Sarangkot Village Development Committee: Kaski.
- Yadava, Y. P. (2001) *Linguistics*. Kathmandu: New Heera Books Enterprises.

Appendix-1

Student achievement collection form

School's name:

Academic year:

Types of exam:

Class:

S. N.	Name of the students	Full marks	Pass marks	Obtain marks	Result	Division	Rank	Position	Remarks
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
17									
19									
20									
21									
22									
23									
24									
25									

Name of Researcher:

Date:

Source:

Appendix – 2

Observation form (check list)

School's name:

Date:

Observer's name:

Time:

Indicators	Yes	No
1. Students are learning in group with co-operation and participating in direct practices/exercise		
2. All students are participating in school activities according to their capacity and wish.		
3. Students are getting chance to learn happily without forcing in competition		
4. Any kinds of dominating and tossing activities are not happened in school.		
5. School is not giving any physical and psychological punishment to the students.		
6. Teacher and students both take care of each other properly.		
7. The school listen and care for any complain and depressed students with out delay.		
8. The school is ranking the students result according to their achievement publically.		
9. The school is providing equal opportunity with any discrimination to all the students.		
10. If student needs any special protection does the school conduct helping program.		
11. The learning/teaching subject matter is taught according to the use of their daily life.		
12. School is helping to the teacher student and other staff member for their health and fitness.		
13. Tiffin is taken in school with the help of parents		
14. School is free from the drug abuse, drinking alcohol, smoking, and cards, playing environments.		
15. School management committee is continuously involved in school development.		
16. School believes in parents' co-operation and co-ordination and its significance for the school development. School provides to the parents		

school activities, achievement and students progress regularly.		
17. Child club, junior red-cross are established in school.		
18. The school building/classrooms are protected from direct sunlight, air, water and outer environments.		
19. Classrooms, toilets and drinking water facilities are provided according to the number of the students.		
20. Teachers are as according to the students numbers		
21. School has proper play ground, garden and library.		

Appendix -3

Interview schedule (for the school supervisor)

This interview questionnaire has been prepared in order to accomplish a research work entitled "Child Friendly Teaching Strategies at Grade Four and Five: A Descriptive study" This research is being carried out under the guidance of Mr. Parmeshor Baral, Lecturer Department of English Language Education, Faculty of Education, Prithvi Narayan Campus, Pokhara. It is hoped that your kind co-operation will be of a great contribution in the accomplishment of this valuable research.

Researcher
Thakur Prasad Tripathi
Prithvi Narayan Campus, Pokhara.

Service year
Date:
Name :
Please fill up this Questionnaire given below.

Resource center:
Place:
Time:

Questionnaire

1. How long have you been working in this resource center?
a.....Years
2. Do you have similar responsibility in other resource center also?
.....
.....
3. Do you find sufficient building, garden and open ground, according to the number of the students in your resource center schools?
.....
.....
4. Are there different toilets for girls and boys? What has been done for the toilet cleaning?
.....
.....
5. Are the class rooms healthy for the student to learn and is there sufficient space for other class room activities.
.....
.....
6. Are the furniture appropriate according to the age and height of the students?
.....
.....
7. How are the classroom materials managed?

.....
.....
8. Are the teachers at Sarangkot VDC trained by the child centered technique or child friendly teaching training? Have you found them applying it in the classroom teaching?
.....
.....

10 Do the schools and teacher prepare any educational planning, and what are they?
.....
.....

11 What types of activities are being organized for learning by doing, promoting and co-operation in school?
.....
.....

12 Is result of students reanalyzed or just to put into record only by school?
.....
.....

13 What are the programs run by the school for admitting the new student at school?
.....
.....

14 What is the class doubling and drop-out students' ratio at Sarangkot VDC School?
.....
.....

15 Is there any participation of children in meeting, discussion, and planning of educational activities?
.....
.....

16 How about the evaluation system in the school where you are resource person? Does it continuous or written examination only?
.....
.....

17 What are the tools to measure the student's achievement and which are used most?
.....
.....

18 How do you analyze the achievement of the students in total? Are you satisfied with the result?

.....
.....

19 What is the cause behind up and down in student's achievement?

.....
.....

20 What is the importance of child friendly teaching? How does it bring change in achievement and student learning process?

.....
.....

21 What are the problems to apply the child friendly approach in teaching? Is it possible to apply everyday classroom activities?

.....
.....

22 How many students are dropped-out from school due to failing in annual exam? What have been done by the school for such students' continuous study?

.....
.....

23 What is the parent feeling towards reading and writing of their children?

.....
.....

24 What types complain or suggestions do they give?

.....
.....

25 At last is there any thing left that you want to discuss the proposal topic?

.....
.....

This is the end of questionnaire. Thank you very much for your kind cooperation!

Thank you

Appendix – 4

Questionnaire (for headteacher)

This interview questionnaire has been prepared in order to accomplish a research work entitled "Child Friendly Teaching Strategies at Grade Four and Five: A Descriptive study" This research is being carried out under the guidance of Mr. Parmeshor Baral, Lecturer Department of English Language Education, Faculty of Education, Prithvi Narayan Campus, Pokhara. It is hoped that your kind co-operation will be of a great contribution in the accomplishment of this valuable research.

Researcher
Thakur Prasad Tripathi
Prithvi Narayan Campus, Pokhara.

Name : Address:
School's name: Level:
Qualification: Service year:
Please fill up this Questionnaire given below.

Questionnaire

1. How long have you been as the headteacher of this school?
.....
2. Do you find sufficient building, garden and open ground, according to the number of the students in your resource center schools?
a..... sufficient b.good c. not sufficient
3. Does your school provide the students sufficient clean drinking water? a.....
sufficient b. good c.not sufficient
4. What have you done for it?
Process done to provide for pure drinking water
a.
b.
c.
4. Are there different toilets for boys and girls students?
a. Yes b. ...No c. No toilets
5. What has your school done for its cleanliness?
Process done for its proper use of cleanliness
a. c..
b. d.
5. What are the entertainment materials that you use and how do you manage there for children entertain?

-
-
16. Is there any participation of the children in discussion, meeting, and planning of educational activities at school?
- a.They participated
 - b.Not participated
 - c.Sometimes participated
 - d.Any others

17. What types of evaluation system is used by the school?
- a.Continuous
 - b.written exam
 - c. Oral exam
 - d. practical exam

18. What are the tools to measure the students' achievement and which are is used more?

Used tools	Most used tools

19. Do you satisfy with the students' achievement or need to progress in it?
- a.Yes satisfied
 - b. need to progress.

20. What types of activities are conducted for the students who are less active in class?
-
-

21. What are the causes behind up and down in students' achievement?
-
-

22. In which sector of the child does the child friendly teaching strategy affects?
-
-

23. What are the problems to apply child friendly teaching?
-
-

24. What are the parent's complain, suggestion and feeling towards the child study?
-
-

27. Do you found any student who left school due to fail in exam and what have you done for their continued study?

Appendix – 5

Questionnaire (for parents)

This interview questionnaire has been prepared in order to accomplish a research work entitled "Child Friendly Teaching Strategies at Grade Four and Five: A Descriptive study" This research is being carried out under the guidance of Mr. Parmeshor Baral, Lecturer Department of English Language Education, Faculty of Education, Prithvi Narayan Campus, Pokhara. It is hoped that your kind co-operation will be of a great contribution in the accomplishment of this valuable research.

Researcher
Thakur Prasad Tripathi
Prithvi Narayan Campus, Pokhara

Name :

Address:

School's name:

Qualification:

Number of child:

Please fill up this Questionnaire given below.

Questionnaire

1. How many of your child studies in school?
.....
2. Do you find the school building, garden and play ground sufficient in comparison to the student number?
 - a. Sufficient
 - b. ordinary
 - c.not sufficient
3. Do your school provided pure/safety drinking water for student?
 - a.Yes pure water
 - b. satisfactory/good
 - c. not sufficient
4. What is done for clean drinking water?.
 - a.
 - b.
5. Do your children feel happy to go school? What are the causes of being happy or sad while going school?
 - a. Yes.....happy
 - c. nobored

Cause

6. Does the school conduct any program to fasten the student creativity?
.....
.....
7. Does the school have the facilities of first aid box and what have done if the child got injured on accident?
a. b.
.....
.....
8. Are the furniture according to the number, age and height of the students?
.....
.....
9. Is there any discussion and meeting have been made with the parents in relation to the students' protection?
.....
.....
10. Do you know about the child friendly teaching?
.....
.....
11. How do you feel the teaching style of the teacher? Have you any complain or suggestion for them?
.....
.....
12. How long do your children take time do homework and do they complete it?
.....
13. Does your child studying school discuss about the result or teacher meets you to give suggestion about them?
.....
.....
14. Do you know any neighbor child not go to school and what is the reason behind it?
.....
.....
15. How do you notice the school when you are unable to send your child at school and do the school wanted to know about it?
.....
.....
16. How about the study level of your child, in which position do they pass?
.....
.....
17. What are the programs conducted in school to fasten the student talent except the regular class?
.....
.....
18. What types of environment is needed at school to progress your child study level?

.....
.....
19. Does the teacher/school give punished to your child? In which condition do they punished?

- a.yes b.no

.....
.....
20. What are the problems at school to apply the child friendly teaching where your children study?

.....
.....
21. What types of program are needed to solve the problems related to study level of students at school?

.....
.....
This is the end of questionnaire. Thank you very much for your kind co-operation.

Thank you

Appendix – 6

Questions (for school management committed)

This interview questionnaire has been prepared in order to accomplish a research work entitled "Child Friendly Teaching Strategies at Grade Four and Five: A Descriptive study" This research is being carried out under the guidance of Mr. Parmeshor Baral, Lecturer Department of English Language Education, Faculty of Education, Prithvi Narayan Campus, Pokhara. It is hoped that your kind co-operation will be of a great contribution in the accomplishment of this valuable research.

Researcher

Thakur Prasad Tripathi

Prithvi Narayan Campus, Pokhara

Name:

Address:

School:

Designation:

Qualification:

Please fill up this Questionnaire given below.

Questionnaire

1. Does your school have sufficient school building, garden and play ground in comparison of student number.
 - a.Yes sufficient
 - b.Not sufficient
2. Does the school provide sufficient clean drinking water to the students and what are the water sources?
.....
.....
3. What are the programs held to fasten the creativeness of the child and how often do they conduct?
.....
.....
4. Is the furniture sufficient and according to the age, height and number of the student at school?
.....
.....
5. Is there any discussion and meeting have been made with the parents in relation to the students' protection?
.....
.....
6. Do you take training or read any materials that are related to child friendly environment?
.....

7. Does your school prepared or made any plan for child friendly teaching or child help?
.....
.....
8. Have you given suggestion to the teacher being a school management committee in relation to the teaching strategy and what are they?
a.Yes b.....no
.....
.....
9. Have you made any types of discussion with parents and teachers about the achievement of the students?
.....
.....
10. Do you found any neighbor children absent in school? What are the reasons behind it?
.....
.....
11. Do your schools conduct any program except regular teaching to fasten the student creativeness and what are they?
.....
.....
12. Have you found any teachers who give punishment to student? What is the cause to given punishment?
a.Yes b.No
.....
.....
13. Do you think the students got facility if the school develop child friendly environment?
.....
.....
14. What are the problems faced by school to develop child friendly environment?
.....
.....
15. What types of program are needed to solve the problems of students' level of learning?
.....
.....

This is the end of questionnaire. Thank you very much for your kind co-operation.

Thank you

Appendix – 8

Questions (for teacher)

This interview questionnaire has been prepared in order to accomplish a research work entitled "Child Friendly Teaching Strategies at Grade Four and Five: A Descriptive study" This research is being carried out under the guidance of Mr. Parmeshor Baral, Lecturer Department of English Language Education, Faculty of Education, Prithvi Narayan Campus, Pokhara. It is hoped that your kind co-operation will be of a great contribution in the accomplishment of this valuable research.

Researcher
Thakur Prasad Tripathi
Prithvi Narayan Campus, Pokhara

Name:
School's name:
Qualification:

Address:
Level:
Service year:

Please fill up this Questionnaire given below.

Questionnaire

- How long have you been taught in this school?
..... years.
- Is the school building, garden, and play ground are sufficient according to the number of the students?
a. sufficient b.simple c. not sufficient
- What is the condition of clean drinking water?
a. good b.simple c. not sufficient
- What are the sources of drinking water?
.....
- Is there separate toilet for boys and girls?
a.Yes b.no
- How does your school manage to clean the toilet?
.....
.....
- What are the materials used for entertainment and how the materials are managed?

Materials	Management	Their use
- What are the activities conduct by school fasten the children creativity?
a. b. c.
- Are there availability and use of first aid box for the basic treatment at school how they treat if they badly injured?

- a.Yes b.No c.Any other

.....

10. Are the classrooms suitable for student's seat, fresh air, light, and place for the classroom activities?

- a.yes according b. ... simple c. not so good

11. Are the furniture according to the age and height of children/students?

- a.Yes b.No

12. Have got any training that is related to child centered and child friendly strategy? Do you implement it in classroom teaching?

.....
.....

13. Do you prepare any plan for teaching and what are they?

.....
.....

14. Do you teach with daily lesson plan or with out it as your wish?

.....
.....

15. What are the activities done for the co-operation and promoting students' experiences in teaching learning process?

- a.
b.

16. Is the result of students re-analyzed or just keep it record only?

.....
.....

17. How do you check homework and class work?

.....
.....

18. What do you do to those students who don't do their homework?

.....
.....

19. Does your school conduct any program for the students' admission?

.....
.....

20. What have you done for the irregular student to make them regular?

.....
.....

21. What is the cause behind it?

.....
.....

22. How many students are drop-out due to fail in exam?

23. Is there any participation of children in meeting, discussion and planning making of educational activities?
 a.yes participated c.No
 b.some times d.any others
24. Which evaluation systems are applied in your school and which are used more?
 a. Continuous Evaluation c. written Exam
 b.oral Exam d.experimental Exam

25. Do you satisfy with students' achievement or need to improve it?
 a.satisfy b.Not, need to improve
26. What do you to improve participation of children who are less active in classroom activities?

27. What are the reasons to go ups and down the students achievement?

- 26 Does the of child friendly teaching, bring change in students achievement?

28. What is the result/affect of child friendly teaching in student achievement?
 a.Good affect/result c. General/simple
 b. Not so affect/ result
29. What are the problems to implement the child friendly teaching in classroom?

30. What are complains or suggestions given by parents in relation to the study of their children at school?

31. Have you found any student drop-out from school due to falling in exam?
 a.Yes b.No
32. At last do you have any thing that you want to tell about child friendly teaching?

Thank you