

**7 days of Pedagogical Teaching Learning and Materials Development (T-MI)  
Training  
Jugal Rural Municipality-Sindhupalchok**



**SCHOOL EDUCATION ENVIRONMENT AND IMPROVEMENT PROJECT**

**Training Start and End: May 08, 2025, to May 14, 2025**



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## **ABBREVIATIONS**

RM: Rural Municipality

REED: Rural Education and Environment Development Center

LEU: Local Education Unit

AI: Appreciating Inquiry

GoN:-Government of Nepal

PPT: Power Point Presentation

TLM: Teacher Learning Materials

CBO: Community-Based Organizations

HT: Head Teacher

SMC: School Management Committee

EMS: English, Math, Science

GOs: Government Organization

I/NGOs: International/National Non-Government Organization

BS: Basic School

SEEIP: School Education and Environment Improvement Project

SS: Secondary School

## **Background**

To enhance the teaching capacity of educators in Jugal Rural Municipality (RM), the SEEIP Project, in collaboration with REED Nepal, organized a seven-day training program focused on Pedagogical Teaching-Learning and Materials Development (T-MI). This training was held at Ratna Rajya Secondary School in Jugal-5, Sindhupalchok, and brought together a total of 59 basic level teachers from 12 different schools within the municipality.

The training was conducted with the mutual agreement of Jugal RM and the SEEIP Project–REED Nepal, reflecting a shared commitment to improving the quality of education in rural communities. All participating teachers actively engaged in the sessions, which were designed to be practical, collaborative, and directly applicable to their classroom environments.

The core objective of the training was to empower teachers to create and utilize low-cost and no-cost teaching materials using locally available resources. This approach not only supports resource-constrained schools but also encourages creativity and contextual learning. Additionally, the training aimed to establish a sustainable model for continuous professional development, enabling teachers to grow and change their roles over time.

By promoting integrated teaching-learning methods and hands-on material development, the training seeks to bring meaningful reform to the educational practices of Jugal RM. Ultimately, this initiative is a step toward ensuring quality education for all students in the region, fostering a more engaging and effective learning environment.

### **1.1. Introduction**

Seven-day Basic Level Teacher Training was initiated from May 08, 2025, and ended on May 14, 2025. The training venue was at Shree Ratna Rajya Secondary School in Jugal Rural Municipality (RM). The training was organized by the SEEIP Project, which is being implemented by REED Nepal with financial support from DESWOS Germany. REED Nepal also provided technical assistance for the program.

All basic level teachers from 3, 5 & 7 wards teachers (12 schools) of Jugal RM were the direct beneficiaries of this training. The main objective was to enhance the quality of education by addressing the teachers' holistic needs. The training covered key areas such as teaching strategies, curriculum mapping, classroom management, material development and classroom application, as well as fostering a positive attitude toward students and colleagues through the Appreciative Inquiry (AI) approach.

Throughout the training, REED Nepal addressed various aspects of effective teaching, including the development of teaching materials, improving the teaching-learning process, and building self-esteem to promote respect for the teaching profession. Both theoretical and practical sessions, including brain gym activities, were conducted smoothly over the seven days. These sessions aimed to challenge and change traditional mindsets among teachers. The active and meaningful participation of teachers throughout the training clearly demonstrated their

readiness to hold change and apply the knowledge and skills they gained to transform their classrooms.

## **2. Objectives:**

The training objectives were;

- a. To train on developing materials and apply them in the classroom and,
- b. Valorize the concept of the teaching-learning process and in line with this content into the curriculum
- c. Understand the pedagogical facets used in delivery skills
- d. Understand the value of being a teacher and internalize the way of self-esteem.
- e. Develop the materials like: - Hanging cards, Charts (Pocket, Attendance, Weather, Job, and Responsibility), Flashcards, and Birthday Chart and connect them to the teaching-learning process.

## **3. Methodology**

In the training, we used a learner-centered approach which was compatible with all the teachers.

During the training participatory method was used as a source of methodology.

1. Group discussion
2. Power-point presentation
3. Pair activities
4. Observation
5. Roleplay
6. Interaction
7. Question-Answer
8. Review and reflection
9. Team building game

## **4. Output of the training**

A total of 59 teachers received the Basic Level training to build up their capacity. They have good thoughts on their professions as well.

## 5. Activities in Details:

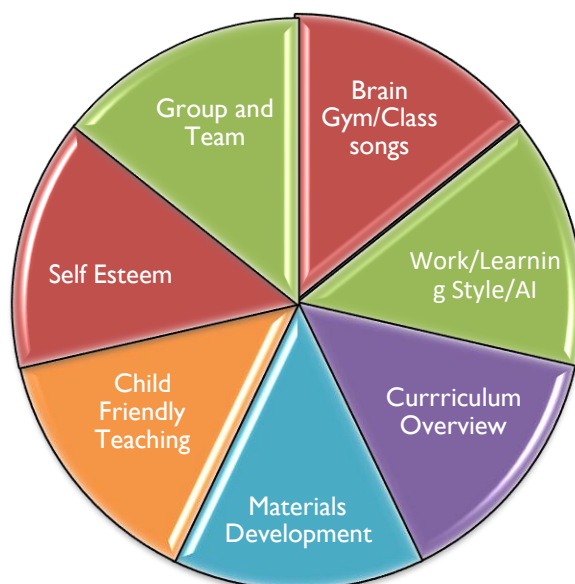
Teacher Training has been successfully accomplished in Jugal RM where 59 teachers of twelve (12) schools were equipped with teaching skills, and they have sound knowledge of materials development skills. The training content was developed in both theoretical sessions and practical sessions. Each day, Brain Gym, National Song, Class Songs, and Academic Songs were exercised routinely. They were practised very enthusiastically, which was new for them.

On the first day, a formal program was started at the very beginning where Jugal RM Chairperson, Vice-Chairperson, Chief Administrative Officer and entire GoN personnel, REED CEO and all the teachers of wards 3,5 and 7 wards 59 teachers from 12 schools presented in the 7 days training. Jugal RM Chairperson said, *“We all came here about to know and understand the techniques of teaching therefore we could be able to give the best result in our schools, and we cash 7 days leave of schools by showing the quality in children literacy.”* Similarly, the Vice Chairperson of Jugal RM gave thanks to the SEEIP project for organizing these big events in districts. In the first-day session, starting with **hush-hush** friend and provided the name tag to all the participants then sets the ground rules.

In seven days of training the major points we discussed in the training were:

### 5.1. Description of the session's topics

The details of the **Basic Level Training** are presented in the table below:



Content	Methodology	Process and description
Welcoming/Registration/Materials Distribution		<ul style="list-style-type: none"> <li>❖ Thanked all the guests -Jugal RM and the participants of 12 schools' 59 Teachers. REED Nepal CEO chaired the program and welcome speech given by Rajendra Pant-Trainer cum Project Manager Taplejung, program moderator by Min Prasad Rijal-Project Coordinator-Jugal RM</li> <li>❖ Registered the name of school's teacher and gave them name tag</li> <li>❖ Split the 12 schools' teachers into two groups and then distribute the 12 materials boxes to the 12 schools respectively.</li> </ul>
Expectation Collections and Huss.....huss and Group and Team	Interaction	<ul style="list-style-type: none"> <li>❖ Introduced each other by their value-adding name.</li> <li>❖ Collect the expectation from the participants</li> <li>❖ Ground rules setting</li> <li>❖ Huss...Huss game (Each participant picks the name from the box and keeps it secret..... find his/her Huss friend at last).</li> </ul>

		<ul style="list-style-type: none"> <li>❖ Collect the Ideas of Team and Group difference in the group</li> <li>❖ Give a task to the group and ask them to prepare paper chain as given the materials. Instruct them clearly about its process.</li> <li>❖ Switch the members and as per need and then display the result and measure it on the following indicators like Quality, Length of Chain, Resource use, Rings numbers.</li> <li>❖ Facilitators integrated all the bottom to top approach in the curriculum and then</li> <li>❖ Ask them to differentiate Team and Group</li> <li>❖ Concluded the message of team and group</li> </ul>
Brain Gym/National Songs/Class Songs/Educational Songs	Roleplay, Singing, Acting	<ul style="list-style-type: none"> <li>❖ Every day each participant was actively participate in Brain Gym and they used to practice according to the instruction.</li> <li>❖ Songs like national, Class Songs, and Educational Songs, sang every day in the assembly. In Educational songs, teachers performed dance.</li> </ul>
<b>Materials Development</b> <ul style="list-style-type: none"> <li>• Hanging Cards</li> <li>• Attendance Board</li> <li>• Job Chart</li> <li>• Weather Chart</li> <li>• Responsibility Chart</li> <li>• Pocket Chart</li> <li>• Flash Card</li> <li>• Small Story Books</li> </ul>	Group work PPT Individual work Demonstration and explanation	<ul style="list-style-type: none"> <li>❖ Trainers introduced the materials in training. Expected collection from them what would be the impact of designing the materials and how it helps in the teaching-learning process?</li> <li>❖ The size <b>Hanging Cards ("5*8")</b>, <b>Flashcards ("4*5")</b>, and Cardboard paper were introduced, and let all the participants were requested to prepare subject-wise (Nepali, English, Math, Science, and Social) hanging cards even pointing the colours for papers:               <ol style="list-style-type: none"> <li>Nepali.....White</li> <li>English.....White</li> <li>Math.....Yellow</li> <li>Science..... Pink</li> <li>Social..... Sky-Blue</li> </ol> </li> <li>❖ Participants enthusiastically noted down the size and shape of hanging cards and then knew uses in the classroom (Subject wise concept).</li> <li>❖ <b>Charts like Job, Attendance and Responsibility and Weather</b> have carried</li> </ul>



		<p>multiple meanings, so the facilitators inform the significance of the attendance chart and practically demonstrate its values of it. Similarly, job charts, Responsibility charts and Weather charts have a great impact in the classroom said by the trainer. Showing its uses and children can have an idea of knowing the weather, his/her responsibility and his/her job respectively.</p> <ul style="list-style-type: none"> <li>❖ Demonstrated the <b>pocket chart</b> and drew the figure of a pocket chart on the board and let the participants requested to sketch the line both vertically and horizontally side accordingly</li> <li>❖ Gave the clothes to each school for preparing a pocket chart</li> <li>❖ Facilitators requested to keep the flash card on the pocket board (School-wise) and played a funny game to the participants from the cards they kept on a board.</li> <li>❖ Shared the ideas of uses of groups in the teaching-learning process and came closer i.e., individual (This is done for meaningful participation.)</li> <li>❖ <b>Small Book</b> has been used as reference materials to understand the readable content kept in very short, studied the key points and other idea shared to develop in the small books.</li> </ul>
Curriculum Overview	Group Work	<ul style="list-style-type: none"> <li>❖ <b>Brainstorming:</b> -Ask a couple of questions to the participants about weightage and the day you spent completing the text, materials required for the teaching content and so on.</li> <li>❖ Display class-wise <b>Curriculum</b> and introduced the content that remained under the curriculum.</li> <li>❖ Made them more familiar with the content weightage, and its assessment system, divided the day based on objectives and requested to prepare the theme wise integration in the subjects in Grade/Class 1,2 &amp;3.</li> <li>❖ Orient on curriculum as a reference to teaching the topic assigned in the textbook.</li> </ul>

AI Approach	PPT, Group Work	<ul style="list-style-type: none"> <li>❖ The whole sessions of AI comprised intensifying the positivity toward their job and professions.</li> <li>❖ Brushing the illusion of negativity and thinking good way to get quality results on each content/subject/work.</li> </ul>
Self-Esteem	Group work PPT Demonstration and explanation	<ul style="list-style-type: none"> <li>❖ Concept was given to the low and high self-esteem</li> <li>❖ Based on the esteem, facilitators had to mobilize the groups and</li> <li>❖ Find out the high and low self-esteem values and explicitly show respect to teachers.</li> </ul>
Behaviour Management	Group work PPT Demonstration and explanation	<ul style="list-style-type: none"> <li>❖ Examined people/students' attitudes, they were not similar. As a good facilitator, you read out all the behaviours of the people/students and kept them in the right place and taught them good lessons gradually.</li> <li>❖ Internalize each individual by showing the animals' behaviour and taught them a lesson about what would be the best for them to manipulate behaviour.</li> </ul>
Learning Style	Group Mobilization Game PPT	<ul style="list-style-type: none"> <li>❖ Facilitators were requested to choose the best answers for the participants either 2nd or 3<sup>rd</sup> (1<sup>st</sup> has multiple question sets), they should stand until the next questions came, asking multiple questions and their movements were funny. Lastly, they realized what types of readers we are.</li> <li>❖ They unfolded the pasted numbers from the wall and found the readers' categories like tactile, audio and visual.</li> <li>❖ Trainers emphasized choosing the best style for the children not imposing do or don't do that.</li> </ul>
Effective instruction and small book making	Instruction Individual practice Presentation	<ul style="list-style-type: none"> <li>❖ <b>The trainer explained about the FOUR C'S of Effective Instruction.</b> <ul style="list-style-type: none"> <li>• CLEAR</li> <li>• CONSISTENT (steady)</li> <li>• CORRECT</li> <li>• CONNECTED</li> </ul> </li> <li>❖ After that activity was done regarding to make the small book to develop learners' creativity.</li> </ul>

## 5.2. Monitoring and Support

Education Unit and Palika team were accountable on monitoring the process. At the same time, Jugal RM chairperson and Education Officer observed the training classroom.



## 5.3. Participants Details (Jugal RM)

S.N.	Ethnic/ Social Group	Total	Male	Female
1	Brahmin	14	7	7
2	Kshetri	3	0	3
3	Janajati	37	12	25
4	Dalit	5	2	3
5	Total	59	21	38

This table shows that during the seven-day's Pedagogical and Teaching Learning Materials (T-MI) Training, the total participants were 59, comprising 21 males and 38 females. The representation of different ethnic/social groups is as follows: Brahmin had 14 participants (23.73% of total), with 7 males (33.33% of males) and 7 females (18.42% of females). Kshetri had 3 participants (5.08% of total), with no male participants and 3 females (7.89% of females). Janajati had the highest representation with 37 participants (62.71% of total), including 12 males (57.14% of males) and 25 females (65.79% of females). Dalit participants numbered 5 (8.47% of total), with 2 males (9.52% of males) and 3 females (7.89% of females). Overall, the training program demonstrated a diverse representation across both ethnic/social groups and genders.

## 6. Quotations:



Quotation	"The implementation of the SEEIP Project, with financial support from DESWOS Germany, in the education sector of Jugal Rural Municipality has inspired us to reflect more deeply on the needs of our children. Programs like teacher training and initiatives to ensure quality education are helping to cultivate a strong culture of learning and growth."
Name and identity of the speaker, including his/her	Reshham Syangbo Chairperson of Jugal RM-Sindhupalchock

relationship to the project	
Month and year the photo of the speaker was taken	
Quotation	<p>"The classrooms were beautifully decorated—flourished and adorned with teaching-learning materials that attracted both children and parents to attend school regularly. Inspired by this environment, children began sketching pictures and searching for local materials to display in the classroom. All credit goes to the Basic Level Training conducted by the SEEIP Project. It has helped develop a culture of reading and has become a key driver in bringing innovative ideas into teaching."</p>
Name and identity of the speaker, including his/her relationship to the project	<p>Mr. Pradip Prajuli- Education Officer-Jugal Rural Municipality.</p>
Month and year the photo of the speaker was taken	
Quotation	<p>"The strong collaboration and continuous support from the SEEIP Project have awakened us to think seriously about sustaining the impactful programs it has introduced. It's a wake-up call for us to maintain their quality and effectiveness even after the project ends. As a Palika, while we take responsibility for</p>

	<p>education, child wellbeing, and resilience, we also recognize the need to seek strategic guidance from SEEIP to make our efforts more fruitful in the days ahead. Although the current coverage is limited, I am committed to expanding these initiatives to all wards in the near future."</p>
Name and identity of the speaker, including his/her relationship to the project	Himal Kumar Shrestha, Vice-Chairperson of Jugal RM
Month and year the photo of the speaker was taken	 
Quotation	<p>"Learning materials have become the key to starting each school day meaningfully and improving the overall learning environment. In the past, I struggled to communicate the importance of innovative teaching methods to parents. But after receiving training from REED Nepal, I truly understood the value of instructional materials. It empowered our teachers with effective teaching strategies and helped us create a more engaging and inspiring classroom experience."</p>
Name and identity of the speaker, including his/her relationship to the project	Tika Poudel Principal/Head Teacher of Ratna Rajya Secondary School.

Month and year the photo of the speaker was taken	 
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## 7. Best Practices

S.N.	What is the best Practice? (Measurable and evidence-based)	Why it is best practice? (Reflection with evidence and data)	Evidence/Indicator (Insert Stories/Impact Stories, Photos, Minutes, News cuttings)
I	Collaboration and Partnership financial in the Basic Level Training	<ul style="list-style-type: none"> <li>Jugal Rural Municipality has demonstrated a strong commitment to quality education by allocating 20% of its education budget specifically for teacher training programs. This significant investment reflects the trust placed in REED Nepal and its funding partner, DESWOS Germany, and highlights the shared vision for educational improvement.</li> <li>By prioritizing teacher development, Jugal RM has sent a powerful message: that investing in educators is investing in the future of its children. The support and collaboration with REED Nepal have not only strengthened our training initiatives but also validated our plans and activities with respect and recognition. This partnership stands as a valuable experience and a model for sustainable educational progress.</li> <li>After receiving the REED training (7 days-Teacher training) the teachers have a positive attitude towards their</li> </ul>	  <p>(Chief Administrative Officer-Jugal RM-Lok Bahadur BK welcome the Program and Palika should invest the plan an quality education)</p>

		profession. This would work as an incinerator in quality education and it spreads the message of using abundant materials in the classroom, and students would understand what the teachers taught in the classroom.	
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## 8. Challenges:

Every task is challenging from the very beginning yet it is to be considered the following challenges in teacher training. They were:

1. Customizing the 10 days training downsizing into 7 days would be hard to cover all the Basic steps package.
2. As per the limitation fund, the items given to the school for developing the materials would not be enough.
3. Lacking subject-wise Experts in the schools.
4. Schools have no more resources for Supplementary materials and focusing on that curriculum was very tough.
5. Palika has not yet developed the Local Education Sector Plan (LESP). It has no good path to tie up the program by the Community-Based Organisations (CBO).
6. Most of the participants said the duration of the session of training was short for the teaching-learning materials construction. The training schedule was tight.

## 9. Recommendation and suggestions

The training was highly beneficial. On the first day, participants attended the opening ceremony, registered, and received an overview of the seven-day module. They appreciated the Child-Friendly Learning approaches to be used in schools.

After the training, they applied the new methods in their classrooms and reflected on their commitment to using them effectively.

To following steps are taken for recommendation:

- Teachers should build stronger confidence in their subject matter.

- Lesson planning should integrate the curriculum, teacher's guide (TG), and textbooks.
- Training content and schedules should be shared with participants in advance.
- Teachers need support to consistently apply child-friendly methods instead of reverting to traditional practices.
- A bi-monthly monitoring and support system should be established in coordination with the respective RM.



## Annexes-I

### Training Schedule

Day	10:00-10:45	Session 1	Break	Session 2	Break	Session 3
		10-45-12:15	12:15-12:30	12:30-2:00	2:00-2:45	2:45-4:15
1	ASSEMBLY & DAILY REVIEW	Registration and opening ceremony	Various games	Introduction Group division, Norms setting, RC, need collection Pre assessment, making Hush-Hush friend- -	Break for tea and snacks	Introduction Group division, Norms setting, RC, need collection. pre- test Pre assessment, making Hush-Hush friends, # Team building linkage in line with curriculum (ice-berg principle)
2		Integrated Curriculum		Effective instruction (book making)		Designing and printing (concept will be given with demonstration)
3		AI Approach (how we can link it in daily classroom teaching learning)		AI Approach		AI Approach (how we can link it in daily classroom teaching learning)
4		Materials development Instruction and Paaper cutting process		Effective instruction (book making)		Effective instruction (book making)
5		Learning Style		Learning Style		Develop TL materials (MATRA card and subject wise materials).
6		Behavior Management		Develop TLM materials (Weather chart, calendar, job responsibility and its usages – Plywood, birthday chart, Making TLM (loopy, birthday chart), attendance board		Cont.... Develop TLM materials (Weather chart, calendar, job responsibility and its usages –Plywood)
7		Review, course evaluation, and hush-hush friend Instruct the materials and use in classroom teaching-Stall Management		TLM Exhibition		Administrative work and closing ceremony

### Participants Details Jugal RM-12 Schools

[illegible]

पराधीन क्षेत्र - १। मध्यम क्षेत्र - २। तीव्र क्षेत्र - ३। मुख्य - ४। मध्यम अन्य क्षेत्र - ५। पराधीन क्षेत्र - ६। मध्यम प्रमुख क्षेत्र - ७। पराधीन क्षेत्र - ८। नगर - ९। Others (अन्य) - १०।





### Annexes-3

Trainer's list as training venue

**Venue: Jugal RM, Sindhupalchock**

**Date: Chaitra 20-29, 2079 (April 3 to 12, 2023)**

Lead Trainers			Assistant Trainers			Remarks
SN	Name	Project	SN	Name	Project	
1	Min Prasad Rijal	SEEIP	1	Shradda Rai	NAFA	
2	Rajendra Pant	HTUK-REED	2	NA	-	
3	Rishikesh Acharya	INTENT-REED	3	NA	-	

### Annexes-4

#### Some Glimpse of training in Jugal RM



**Figure 1** Opening ceremony of teacher training in Ratna Rajya Secondary School





Figure 2 Day-I-Name Registration of Teachers in the training (REED CEO supported in registration process)



Figure 3 Commitment songs of making better school singing by RM and all the teachers together



Figure 4 Expectation Collection from the Participants and decorated it into artistic tree



Figure 5 Starting the session with National Anthem, Class Songs and Education songs and Brian Gym



Figure 6 Facilitator demonstrated the Board (Job/Weather/Calendar) and instructed its uses



Figure 7 Chosen Room Coordinator and Reporter each day turn by turn





Figure 8 REED CEO-Bhim Bpgati observed the training session



Figure 9 Team Building Game played by participants



Figure 10 Facilitator assisted in preparing materials by cutting the paper



Figure 11 Chairperson Jugal RM-Resham Syangbo observed the exhibition at the last day of the training



Figure 12 Education Officer-Jugal RM-Pradip Prajuli observed, and instruction given to the teachers



Figure 13 Color the Board by the teachers themselves for preparing the weather/Attendance/Job and calendar board



Figure 14 Exhibition stall observed by the Chairperson, Trainer and Head Teacher of Ratnarajya SS



Figure 15 Awarded best performer of materials decoration and win the board-Rameshwor SS



Figure 16 Win the top prize of the training (Ratna Rajya SS) and handover by Chairperson of Jugal RM



Figure 17 Group Photo after closing the training

## Annexes-5

### Participants Details

Module I- Teacher Training Participants							
						Total	
S.N.	Name of the Participants	School's Name	Contact No.	Ethnicity/Social Group	Disability (Y/N)	M	F
I	Laxmi Thapa	Panchakanya BS		Janajati	N		F



2	Aruna Lama	Panchakanya BS		Janajati	N		F
3	Bhagawati Shrestha	Panchakanya BS		Janajati	N		F
4	Bhim Bdr. Tamang	Panchakanya BS		Janajati	N	M	
5	Dhana Raj Tamang	Jalakanya SS		Janajati	N	M	
6	Rita Shrestha	Jalakanya SS		Janajati	N		F
7	Sunita Thapa	Jalakanya SS		Janajati	N		F
8	Sudil Tamang	Jalakanya SS		Janajati	N	M	
9	Lal Dorje Tamang	Jalakanya SS		Janajati	N	M	
10	Sarita Tamang	Kyabluthang BS		Janajati	N		F
11	Nani Maya Tamang	Kyabluthang BS		Janajati	N		F
12	Dawa Dolma Bomjan	Kyabluthang BS		Janajati	N		F
13	Shanti Nepali	Kyabluthang BS		Dalit	N		F
14	Sanjana Tamang	Kyabluthang BS		Janajati	N		F
15	Sita Tamang	Dobongpokhari BS		Janajati	N		F
16	Chetnarayan Poudel	Dobongpokhari BS		Brahamin	N	M	
17	Dinanath Adhikari	Dobongpokhari BS		Brahamin	N	M	
18	Ram Chandra Poudel	Dobongpokhari BS		Brahamin	N	M	
19	Saraswoti Poudel	Dobongpokhari BS		Brahamin	N		F
20	Sher Bahadur Tamang	Seti Devi SS-Ward-3		Janajati	N	M	
21	Manu Tamang	Seti Devi SS-Ward-3		Janajati	N		F
22	Sanu Kanchhi Tamang	Seti Devi SS-Ward-3		Janajati	N		F
23	Suman Lama	Seti Devi SS-Ward-3		Janajati	N	M	
24	Shirjana Lama	Seti Devi SS-Ward-3		Janajati	N		F
25	Jeevan Tamang	Bolde BS		Janajati	N	M	
26	Sanjaya Thapa	Bolde BS		Janajati	Y	M	
27	Susila Devi Bista	Bolde BS		Kshetri	N		F
28	Santosh BK	Bolde BS		Dalit	N	M	
29	Prajita Shrestha	Bolde BS		Janajati	N		F
30	Tika Dutta Poudel	Ratna Rajya SS		Brahamin	N	M	
31	Pushpa Raj Timilsina	Ratna Rajya SS		Brahamin	N	M	
32	Eka Kumari Shrestha	Ratna Rajya SS		Janajati	N		F
33	Jina Maharjan	Ratna Rajya SS		Janajati	N		F
34	Baburam Paudel	Ratna Rajya SS		Brahamin	N	M	
35	Janaki Paudel	Ratna Rajya SS		Brahamin	N		F
36	Punya Mata Bhandari	Ratna Rajya SS		Brahamin	N		F



37	Asmita Sapkota	Ratna Rajya SS		Brahamin	N		F
38	Sabita Tamang	Ratna Rajya SS		Janajati	N		F
39	Kamala Silwal	Gondegaun BS		Kshetri	N		F
40	<a href="#">Anju Nepali</a>	Gondegaun BS		Dalit	N		F
41	Ranjita Raya	Seti Devi SS-Bramchi		Kshetri	N		F
42	Sharada Nepal	Seti Devi SS-Bramchi		Brahamin	N		F
43	Laxmi Dhungana	Seti Devi SS-Bramchi		Brahamin	N		F
44	Laxmi Maya Lama	Seti Devi SS-Bramchi		Janajati	N		F
45	Smirti Tamang	Seti Devi SS-Bramchi		Janajati	N		F
46	Dev Bahadur Thapa	Rameshwor SS		Janajati	N	M	
47	Sabtri Acharya	Rameshwor SS		Brahamin	N		F
48	Hisila Tamang	Rameshwor SS		Janajati	N		F
49	Sajana Thapa	Rameshwor SS		Janajati	N		F
50	Samjhana Thapa	Rameshwor SS		Janajati	N		F
51	Sirjana Tamang	Kalangsha BS		Janajati	N		F
52	Sunita Tamang	Kalangsha BS		Janajati	N		F
53	Ganga Prasad Thapa	Kalangsha BS		Janajati	N	M	
54	Brijalal Bhattra	Kalangsha BS		Brahamin	N	M	
55	Alisha BK	Kalangsha BS		Dalit	N		F
56	Jivan Lama	Tembathang BS		Janajati	N	M	
57	Surendra Bahadur Agri	Tembathang BS		Dalit	N	M	
58	Sujan Shrestha	Tembathang BS		Janajati	N	M	
59	Dawa Lama Sherpa	Tembathang BS		Janajati	N		F
					N	21	38

**Thank You!!!**