KOLKATA MARY WARD SOCIAL CENTRE

BAREFOOT TEACHER'S TRAINING



CLOSURE REPORT

JULY 2025 – JUNE 2026

Project	**Barefoot Teachers Training Programme**
Implemented by	Kolkata Mary Ward Social Centre
Programme Duration	July 2025- June 2025
Reporting Period	July 2025 to June 2026
Area of implementation	Pan-India
Address	1 Convent Lane, Tangra Kolkata-700015
Supported by	Calcutta Rescue Swaziland (CRSL)

Overview of the project

The Barefoot Teachers Training Project was started to train teachers from poor and disadvantaged communities living in remote villages and rural areas. This idea was developed by the Loreto Sisters, who have been working in the field of education across India since 1841.

Loreto schools are well known for their efforts in social welfare and helping underprivileged people improve their lives. Inspired by this mission, the Kolkata Mary Ward Social Centre (KMWSC) was established as a not-for-profit organization under the West Bengal Societies Registration Act, 1961. KMWSC began its work in June 2014 and continues to support the good work of the Loreto Sisters.

Training and strengthening teachers is an important part of the Loreto Sisters' work. The Barefoot Teachers Training Program first started at Loreto Day School, Sealdah, and is now managed by KMWSC. The program has trained many teachers and helped them improve their teaching skills. As a result, students in remote and underserved areas have received better quality education and learning opportunities.

Need of the project

The Barefoot Teachers Training Program focuses on empowering teachers from underserved and rural communities by strengthening their teaching skills and knowledge. The program recognizes that teachers are key agents of change and play a vital role in shaping the future of children and their communities.

The primary goal of the program is to build the capacity of grassroots-level teachers so that they can provide quality education to children in remote areas. Through focused training sessions, teachers are equipped with practical tools and techniques that help them become more effective educators and leaders in their schools.

The training covers a range of important topics, including child-cantered teaching methods, classroom management, the four pillars of education, and the development of Teaching-Learning Materials (TLMs). Teachers learn how to create simple, low-cost learning resources that make lessons more interactive, enjoyable, and meaningful for children. These materials help increase student participation and improve learning outcomes.

A key component of the program is promoting inclusive education. Teachers are encouraged to understand the difference between equality and equity, helping them recognizes that while every child deserves equal respect and opportunities, some may require additional support to reach their full potential. This approach enables teachers to respond to the diverse needs of learners and create a more inclusive classroom environment.

The program also emphasizes effective classroom management strategies. Since every child has unique abilities, backgrounds, and learning styles, teachers are trained to foster positive, safe, and supportive learning spaces where all students can thrive.

By investing in teachers, the Barefoot Teachers Training Program contributes to improving the quality of education in marginalized communities and helps create a strong foundation for the next generation of learners.

Rationale behind the training programme

- To impart teaching method and techniques which are practical
- To enhance the capacity of the trainees.
- To encourage to use and prepare teaching and learning materials
- To show and guide them to make lesson plan and explain its importance
- To highlight the importance on area and culture specific language acquisitiontechniques
- To observe class room in order to get lively demonstration of child friendly teaching

Our achievements:

During the period of July 2025 to June 2026, Kolkata Mary Ward Social Centre (KMWSC) conducted 39 Barefoot Teachers' Training programmes, reaching 483 participants from both rural and urban areas. The participants came from different districts of West Bengal, including North 24 Parganas, Howrah, Kolkata, and Darjeeling. They represented various local NGOs that approached KMWSC to strengthen the knowledge and skills of their barefoot teachers through this training initiative.

Training Module:

Training in Level I: Pre-school level & class I methods (for 5 days)
Level II: Classes II, III & IV which will include (for 5 days)

Implementation strategy of this project as follows: -

A comprehensive teacher capacity-building programme will be implemented through on-site and in-house training sessions facilitated by qualified KMWSC resource persons. The training will focus on strengthening pedagogical skills, classroom management practices, and learner-centred teaching approaches. Regular follow-up visits and mentoring support will be provided to monitor classroom application and reinforce the skills acquired during training.

The programme will emphasize the development of low-cost, context-specific teaching-learning materials using locally available resources. This approach will enable teachers to create innovative and need-based learning aids that respond to the diverse learning levels of children. By the completion of the intervention, teachers will be capable of independently designing and adapting educational materials to support effective learning outcomes.

Special attention will be given to building competencies in multi-grade and multi-level teaching methodologies, equipping teachers to address varying learning needs within a single classroom and facilitate age-appropriate learning progression. In addition, partner NGOs will receive orientation and capacity-building support in programme monitoring, documentation, and community engagement to strengthen implementation quality and ensure the sustainability of project outcomes.

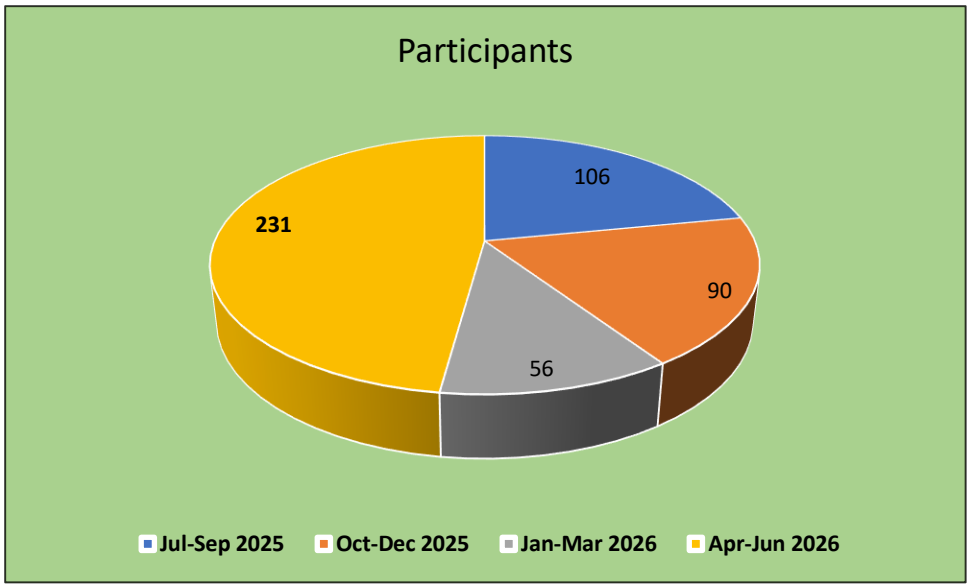
Types of beneficiaries

Direct Beneficiaries	***Indirect Beneficiaries***
Teachers of urban slum	Children of urban slum
Teachers of Rural village	Children of Rural village
Teachers of Minor community	Children of minor community
Teachers of poor economic background	Children of poor economic background

Quarterly Training Summary (July 2025 – June 2026)

Quarter	Training Type(s)	Total Days	Participants	Male	Female
July – September	Type II	13	106	21	85
October – December	Type II	10	90	10	80
January – March	Type I	4	56	8	48
April – June	Type I & II	12	231	23	208
Total	—	39	483	62	421

Total participants trained during each quarter from July 2025 to June 2026.



Topics covered under the training in details:-

The Barefoot Teachers' Training program commenced with an introductory session designed to familiarize participants with the purpose and significance of the training. All participants were warmly welcomed and introduced to one another, creating an atmosphere of openness and collaboration. The facilitators provided a detailed overview of the history and evolution of the

Barefoot Teachers' Training initiative, highlighting its contribution to improving the quality of education in underserved communities.

The aims, objectives, and expected outcomes of the training were thoroughly explained so that participants could clearly understand the purpose of their involvement and the role they would play as educators. The orientation session also emphasized the importance of child-cantered teaching, inclusive education, and the development of practical teaching skills. The training formally began with a prayer, followed by an engaging ice-breaking activity that encouraged participants to interact, build rapport, and develop a sense of teamwork. This activity helped create a positive learning environment and prepared participants for the sessions that followed.

Understanding the Qualities of an Effective Teacher

One of the key sessions of the training focused on exploring the qualities, attitudes, and characteristics that define an effective teacher. Participants were divided into small groups and encouraged to reflect on their experiences with teachers who had positively or negatively influenced their learning journey. Through group discussions, participants identified a wide range of characteristics that contribute to effective teaching.

Among the positive qualities highlighted were patience, empathy, honesty, creativity, dedication, punctuality, good communication skills, and a genuine concern for students' welfare. Participants also discussed negative traits that may hinder effective teaching, such as favoritism, impatience, poor communication, lack of preparation, and negative attitudes toward students.

Each group presented its findings to the larger audience, allowing participants to learn from one another's perspectives and experiences. Following the presentations, facilitators guided a discussion on strategies for overcoming negative characteristics and strengthening positive professional qualities. The session emphasized that a teacher serves not only as an instructor but also as a mentor, role model, and guide who significantly influences the overall development of children.

Exploring the Characteristics of Children

Understanding children is fundamental to effective teaching. Therefore, a dedicated session was conducted to help participants examine and understand the various characteristics of children. Participants shared their observations and experiences regarding children's behaviour, learning styles, and developmental needs.

Many participants described children as curious, energetic, imaginative, creative, cheerful, affectionate, and eager to explore their surroundings. Others pointed out certain challenges commonly observed among children, such as short attention spans, restlessness, impulsive behaviour, frequent conflicts with peers, and difficulty following instructions.

The discussion helped participants recognize that children's behaviour often reflects their developmental stage, environment, and individual experiences. Group presentations enabled participants to appreciate the diversity among children and understand that every child learns differently. The session reinforced the importance of adopting child-friendly teaching approaches that respect individual differences and encourage holistic development.

Classroom Management: Creating a Positive Learning Environment

Classroom management emerged as one of the most important themes of the training program. Effective classroom management is essential for creating an environment where learning can take place smoothly and productively. Participants were introduced to a variety of techniques and strategies that teachers can use to manage classroom activities, maintain discipline, and encourage positive student behaviour.

The session covered important concepts such as establishing classroom rules, promoting active participation, encouraging mutual respect, managing challenging behavior, and fostering strong teacher-student relationships. Participants learned that classroom management goes beyond controlling behaviour; it involves creating a supportive, inclusive, and engaging environment where every child feels safe, valued, and motivated to learn.

Practical examples and real-life classroom situations were discussed, enabling participants to explore appropriate responses to common classroom challenges. The session highlighted the importance of consistency, fairness, patience, and positive communication in maintaining an effective learning environment.

Joyful Learning: Making Education Engaging and Meaningful

A special session was devoted to the concept of joyful learning, which focuses on making the teaching-learning process enjoyable, engaging, and meaningful for children. Facilitators emphasized that young learners, especially those at the pre-primary and primary levels, are naturally active and curious. Traditional teaching methods often fail to sustain their attention and interest for extended periods.

Participants explored various methods of integrating fun and creativity into classroom instruction. Activities such as storytelling, games, songs, role plays, group work, art-based learning, and hands-on experiences were discussed as effective strategies for making lessons more interactive and enjoyable.

The session emphasized that joyful learning does not mean compromising educational objectives. Instead, it involves presenting learning opportunities in ways that capture children's interest and encourage active participation. Through joyful learning approaches, children become more motivated, confident, and willing to engage in classroom activities, leading to improved learning outcomes.

Equity and Equality in Education

The concepts of equity and equality were introduced as foundational principles for inclusive and effective classroom management. Through interactive discussions and practical examples, participants examined the differences between these two important concepts.

Equality refers to providing the same resources, opportunities, and treatment to all students regardless of their individual circumstances. While equality ensures uniformity, it may not always address the unique needs of every learner.

Equity, in contrast, recognizes that students come from different backgrounds and possess varying abilities, challenges, and learning needs. Therefore, support and resources should be provided according to individual requirements to ensure fair opportunities for success.

The facilitators used practical examples to illustrate how equitable teaching practices help create a more inclusive classroom where every child receives the support necessary to reach their full potential. Participants were encouraged to adopt teaching practices that acknowledge and accommodate diversity among learners.

Maintaining Discipline in the Classroom

Maintaining discipline is a critical responsibility of every teacher and plays a significant role in creating an effective learning environment. During this session, participants discussed the importance of establishing clear expectations, classroom rules, and routines that help students understand appropriate behaviour.

The facilitators emphasized the use of positive discipline techniques rather than punitive measures. Participants learned about strategies such as positive reinforcement, encouragement, constructive feedback, and conflict resolution techniques that help promote self-discipline among students.

The session also explored methods for addressing disruptive behaviour while maintaining respect and dignity for every child. Participants were encouraged to view discipline as an opportunity for teaching responsibility, self-control, and mutual respect rather than merely enforcing compliance.

Preparation and Use of Teaching-Learning Materials (TLMs)

The preparation and effective use of Teaching-Learning Materials (TLMs) formed an important practical component of the training. Participants were introduced to a variety of low-cost and locally available materials that can be used to make classroom teaching more interactive and effective.

During hands-on activities, participants prepared flashcards, charts, diagrams, posters, picture cards, handouts, and educational displays. They learned how these materials can simplify complex concepts, enhance student engagement, and support different learning styles.

The session emphasized that TLMs are valuable tools that help transform abstract concepts into concrete learning experiences. Participants were encouraged to use creativity and locally available resources to develop teaching materials that are relevant, attractive, and educationally meaningful.

Storytelling Session

The training concluded with an engaging storytelling activity designed to foster creativity, imagination, teamwork, and spontaneous thinking. Participants were provided with a chart and instructed to write a sentence without prior planning or discussion. Each participant contributed one sentence, gradually creating a complete and often unexpected story.

Once the story was completed, a volunteer participant read it aloud to the group. The activity generated enthusiasm, laughter, and active participation from everyone involved. Beyond being

enjoyable, the storytelling exercise demonstrated how collaborative learning activities can stimulate creativity, improve communication skills, and encourage active participation among learners.

The session also highlighted storytelling as a powerful teaching method that can be used in classrooms to enhance language development, critical thinking, listening skills, and imagination among children.

Preparation of Worksheets:

All participants actively developed worksheets for pre-primary and primary-level children in English, Bengali, and Hindi. The worksheets were designed with engaging, age-appropriate, and child-friendly activities to support children's learning and overall development. They included exercises such as fill-in-the-blanks, matching columns, identifying parents' and guardians' names, writing addresses, understanding before-and-after concepts, arranging numbers in ascending and descending order, identifying bigger and smaller numbers, and other foundational learning activities. These carefully designed worksheets made classroom sessions more interactive, strengthened children's understanding of key concepts, and promoted faster, more effective learning through active participation.

Conclusion

The Barefoot Teachers' Training program provided participants with valuable knowledge, practical skills, and innovative teaching strategies necessary for effective classroom practice. Through interactive discussions, group activities, presentations, and hands-on exercises, participants gained a deeper understanding of child development, classroom management, joyful learning, equity in education, discipline, and the effective use of teaching-learning materials.

The training successfully strengthened participants' confidence and capacity as educators while promoting a learner-cantered approach to teaching. The knowledge and skills acquired during the sessions will contribute significantly to creating inclusive, engaging, and supportive learning environments that foster the holistic development of children.

Special Training: (Training with DMWSC (Darjeeling Mary Ward Social Centre, and Loreto Rainbow Home)

In the month of August, we successfully conducted four days in house Barefoot Teachers Training from 5/8/25 to 8/8/25. Participants were from Loreto Rainbow Home, and DMWSC. This was a vital session that was held to deepen and enrich the skills of teachers. It aimed to equip them with better and advanced form of knowledge. The session focused on variety of subjects starting from language and vocabulary enhancement to preparing TLM (Teaching Learning Material). A vital portion of the session was to clear any kinds of doubt and questions in terms of various concepts. Special consideration was given to their foundational concepts so that they can have a strong base.

Further the session conducted group wise presentation. In order to make the session enjoyable and funny various games were played. Through games we could see the interest level of the

participants. Moreover, a lot of action rhymes were also done with them. A detailed explanation was done on Child Rights where they got to know regarding different rights of a child.

Finally, we delvedinto another crucial area of the session i.e. the preparation of TLM in their first language. All the participants were instructed to prepare Teaching Learning Material in their mother tongue. Another significant area was the intensification of the vocabulary. This empowers our teachers to deliver dynamic and effective lessons every day. On the last day all the participants were given certificates for level 1. In the end of the session all the participants were overwhelmed by the training. They gifted cards and even sung songs for all of us. Finally at the end a group photograph was taken.

T.L.M use in Training:

Teachers Friendly Corner:
The Teacher's corner offers all teachers explore popular topics resources and articles like how to become a good teacher- the complete guide, Teaching methods and strategies–complete guide. Flippedclassroomguide, game-basedlearningguide,holisticeducationguide,Howtoadaptteaching to differentteachingstyle,developprocessofchildren centric classroomguideonteachingsofskill, learns build a positive and productive learning environment, In an effort to increase understanding about specific subject areas or themes, So, In Barefoot Training Resource person has thought to teachers how they prepared Child friendly corner in their classroom.

Art &Craft Corner: This, some educators believe, takes place through arts education. Drawing, painting and working with clay are aspects of arts education for young children. Not limited to hand crafts and visuals, music is also a significant element. So, with the corner teachers learn how to make joyful learning for children.

Library Corner: A library corner is a distinct area of the classroom with a variety of board books, picture books, early readers and comfortable seating. Create a library corner in order to promote critical thinking skills and to enhance creative and social development.

Certification:

The session wrapped up with certification. All the participants were given certificated for level I and Level II.

Challenges:

Constraints and Challenges in Conducting Training Programmes

- **Household Responsibilities:** Ensuring regular participation was challenging, as many trainees from grassroots communities had household responsibilities, daily livelihood commitments, and care giving duties, particularly for young children. These competing responsibilities often affected consistent attendance and limited participation in training sessions.
- **Travel and Accessibility:** Conducting training programmes in remote areas, especially the Sundarbans, involved significant travel challenges. The journey from Kolkata typically takes

5–6 hours, making it difficult to adhere to planned schedules and increasing logistical constraints.

- **Language Barriers:** Participants in some training sessions spoke both Bengali and Hindi. To ensure equal understanding and active participation, facilitators conducted the sessions bilingually, which required additional coordination and extended facilitation time.

Despite these challenges, the project team continuously adapted its training strategies to ensure effective participation, maintain the quality of the sessions, and successfully implement the planned training programmes.

Special Days:

Christmas celebration

The arrival of the Christmas season, following Thanksgiving, fills the atmosphere with celebration, happiness, and togetherness. Thanksgiving is observed as a special occasion where people express gratitude to the Almighty for the blessings received in life, including a fruitful harvest and the presence of loved ones. It is a time to appreciate the goodness and support that surrounds us. Christmas, on the other hand, is celebrated with joy and hope, as people come together to share greetings, spread kindness, and pray for peace and prosperity. The spirit of Christmas symbolizes love, compassion, and the beginning of positivity, encouraging people to move forward with happiness and optimism.

Key Learning from the Project:-

- **Better Teaching Skills:** Training grassroots teachers improves their teaching skills and helps children learn better.
- **Regular Follow-up is Important:** Regular mentoring, classroom visits, and follow-up support help teachers use the new teaching methods with confidence.
- **Understanding Children's Learning Levels:** Assessing children's learning levels before teaching helps teachers provide the right support and improve basic reading, writing, and maths skills.
- **Long-term Community Benefit:** Training local community members as teachers creates lasting change because they continue to support children's education in their own communities.
- **Training for Everyone:** Conducting training in local languages and using methods suitable for the participants helps everyone understand better and take part actively.
- **Working Together:** Partnering with local NGOs and community organisations helps reach more teachers and ensures the programme continues successfully in the future.

Future Plan:-

- **Expand Programme Coverage:** Extend the Barefoot Teachers' Training programme to reach more teachers from remote, rural, urban slum, and marginalized communities.
- **Promote Innovative Teaching Practices:** Encourage the preparation and use of low-cost, locally available Teaching-Learning Materials (TLMs) and activity-based learning methods to make classrooms more engaging and inclusive.
- **Strengthen Partnerships:** Collaborate with more NGOs, schools, and community-based organisations to expand the reach and sustainability of the programme.
- **Develop Community Resource Teachers:** Encourage experienced Barefoot Teachers to mentor new teachers and serve as resource persons within their communities.
- **Enhance Monitoring and Documentation:** Strengthen monitoring, documentation, and impact assessment systems to measure improvements in teaching practices and children's learning outcomes.

Case Studies:

Name- Kundan Kumar
Age-20

From Struggle to Strength: Kundan Kumar’s Journey as a Community Teacher

Kundan Kumar’s journey is a powerful example of how the Barefoot Teachers’ Training of Kolkata Mary Ward Social Centre (KMWSC) can transform not only an individual but also the learning journey of an entire community.

Growing up in a small slum community with limited resources, Kundan faced numerous challenges from an early age. Despite financial hardship, he remained determined to continue his education and build a better future. While pursuing his B.Com degree in the morning’s college, he worked as a Blinkit delivery agent from 4:00 p.m. to 10:00 p.m. to support himself. Balancing studies, work, and personal responsibilities required immense dedication, yet he never gave up on his passion for learning.

When Kundan enrolled in KMWSC's Barefoot Teachers' Training, he demonstrated exceptional enthusiasm, discipline, and a genuine commitment to becoming an effective educator. During both Level 1 and Level 2 of the training, he actively participated in every session and learned child-centred, activity-based teaching methods, classroom management, lesson planning, and techniques for assessing children's learning levels.

After completing the training, Kundan began conducting tuition classes for children in his community. Instead of following conventional rote-learning methods, he applied the skills and teaching techniques acquired through the Barefoot Teachers' Training. He first assessed each child's learning level and then planned activities accordingly, ensuring that every child received support based on their individual needs.

Particular attention was given to pre-primary and primary-level children, helping them build strong foundational skills in literacy and numeracy. Through interactive worksheets, learning materials, games, storytelling, and activity-based teaching, children developed a clear understanding of basic concepts from the very beginning. As a result, they became more confident, actively participated in classroom activities, and demonstrated noticeable improvements in reading, writing, number recognition, and overall learning outcomes.

Kundan has become a trusted community teacher and a role model for local children and parents. His journey illustrates how equipping local youth with quality teacher training can create sustainable educational change within underserved communities. By empowering grassroots educators like Kundan, KMWSC is helping build a strong foundation for the next generation, ensuring that children receive quality learning support from the earliest stages of their education.

Today, Kundan's story stands as a testament to the impact of the Barefoot Teachers' Training programme—demonstrating that when committed community members are equipped with the right knowledge and skills, they can become catalysts for improving children's learning levels and creating lasting change in their communities.

PHOTO GALLARY



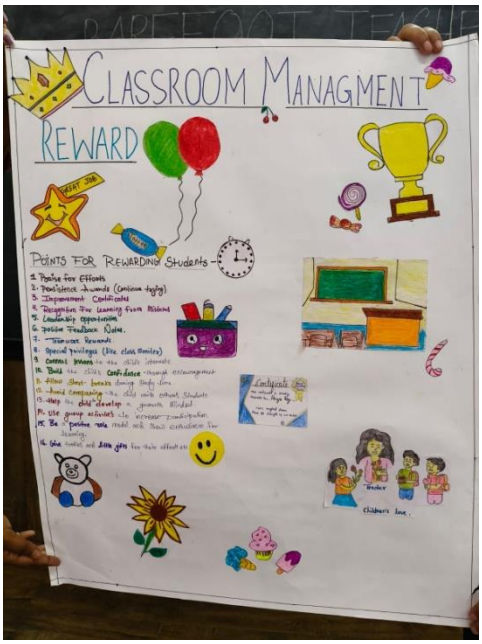







BAREFOOT TEACHER'S TRAINING
DAY-3
DURGA PAUL


SEASONAL CHART
SUN IS A STAR
IT GIVES US LIGHT
SPRING BRINGS BEAUTIFUL FLOWERS AND FRESH LEAVES TO THE TREE
AUTUMN
DAY - 2
realme 15 Lite 5G
Kolkata | 20 May 2026 at 14:44


CLASSROOM MANAGMENT
REWARD
POINTS FOR REWARDING STUDENTS


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