

A Report
On
**THE THIRD PHASE BASIC TEACHER TRAINING
PROGRAMME, 2013**

Myagdi, Nepal



Conducted by
**Rural Education and Environmental Development
(REED) Nepal**

In co-operation with
**District Education Office
(DEO), Myagdi**

Initiated by
Krishna Pun, Development Co-coordinator, Paudwar Village
With the financial support of

**The Nepali Village Initiatives Association, Australia
(NVIA)**

June, 2013

Table of Contents

1. EXECUTIVE	1
2. GENERAL BACKGROUND: MYAGDI TEACHER TRAINING PROGRAMME	2
3. WORKSHOP OBJECTIVES AND EXPECTED OUTCOMES	3
4. EXPECTATIONS	3
SOCIAL STUDIES	3
ENGLISH	3
MATHEMATICS	4
SCIENCE	4
5. WORKSHOP PROGRAMME	4
6. WORKSHOP TIMETABLE	5
7. COURSE EVALUATION	7
8. FINDING AND RECOMMENDATION	9
9. APPENDIX A	9
PARTICIPANTS' NAME LIST	9
10. APPENDIX B	10
REED TRAINING TEAM	10
VISITORS	10
11. APPENDIX C	11
COURSE CONTENT DETAIL	11
BRAIN GYM®	11
TEAM BUILDING GAME	11
SCIENCE	12
ENGLISH	14
MATHEMATICS	17
SOCIAL	21
CREATIVE ARTS	21
MUSIC AND DANCE	21
EVALUATION SYSTEM: CONTINUOUS ASSESSMENT SYSTEM	23
CONTACT DETAILS	24

Teacher Training – June 2013
Conducted by
Rural Educational and Environmental Development (REED)

1. Executive

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

This report briefly describes and analyses the activities and content covered in this ten days second course held in Paudwar of Myagdi in 8th June to 17th June 2013. The workshop was attended by 43 teachers of the schools of Shikha Village Development Committee - primary, Lower Secondary (Basic Education) and secondary teachers. The third series of training focused on child-centered education such as child friendly classroom teaching learning strategies and subject wise teaching skills. The recommendations from teachers and head teachers were also included in this training. REED Nepal acknowledges the importance of the team approach in bringing the quality Education; child centered learning methods to the schools in Myagdi District despite the difficulty in the transportation of the materials to the destination.

The programme continues to monitor the impact on student learning and changed teacher behaviour in the classroom through the regular Supervision Committee's and REED trainers' visits.

NVIA funds the teacher-training programme in Myagdi and the Rural Education and Environment Development Center (REED) implements, monitors and supports.

The DEO and his staff continued to be very positive and supportive for the programme. The coordination between DEO (District Education Office), REED and the teachers of Shikha VDC, Myagdi are key factors for the accomplishment of this programme. Similarly, we are encouraged to put our more efforts on teacher education by the accreditation from NCED (National Centre for Education Development), as the teacher will count this training for their professional development and registration. That's why we are following the TPD (Teacher Professional Development) training module on the basis of teacher's need.

2. General Background: Myagdi Teacher Training Programme

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

The issue of quality education and teachers' professional development is supplementary to each other. A challenge carried out by the teachers of Paudwar (Shikha VDC) was remarkable and to meet the goal of teachers, they visualized the training. Therefore, with the expectation of bringing quality education in Myagdi district REED joined its hand with The Nepali Village Initiatives Association to strengthen the teachers.

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

The themes of the workshops were Brain Gym, analysis of programme effectiveness (Review of previous training and school visit finding sharing) , child psychology and Behaviour management, team building, subject wise national curriculum matching with textbook for finding learning achievement and activities, continuous assessment system, creative arts (music and dance especially), the subjects wise knowledge class 1-5 was discussed in depth and the related materials were prepared during the training also practiced their use and management. Assessment and evaluation and creating child friendly atmosphere in the school was the main focus.

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

The training programme has been very exciting. The enthusiasm and the commitment of the teachers were obvious in the workshop; they started to develop knowledge, skills and attitudes that will make them better teachers. Paudwar Child Clubs managed the lodging and fooding for all the participants. The dance and music was the another highlight and matter of attraction not only to the teachers but also the community and the students in this training.

The professional musician and dance trainer soundly transferred the art and benefited all the participants.

3. Workshop Objectives and Expected Outcomes

Objectives	Expected Outcomes
1. Develop child-centered teacher training methods and skills.	<ul style="list-style-type: none"> Improved teaching in the classroom where children are learning actively.
2. Increase teachers' understanding and knowledge in all subjects.	<ul style="list-style-type: none"> Confident teachers teaching more effectively.
3. Provide relevant and appropriate teaching materials and resources to schools.	<ul style="list-style-type: none"> Access to more relevant and appropriate teaching material and resources.
4. Increase teacher and student attendance, increase girls' / boys' enrollment in schools, and reduce drop-out rates of children from schools	<ul style="list-style-type: none"> Increased teacher and student attendance and girls'/ boys' enrolment and reduced student dropout.
5. Introduce the Continuous Assessment System. (CAS)	<ul style="list-style-type: none"> Students assessed regularly and recorded in the appropriate forms storing safely, Forms used for upgrading children.

4. Expectations

The teachers' expectations were addressed and dealt accordingly. The expectations were concerned to subject teaching, creative arts, use of songs and games while teaching children.

Social Studies

- Solar system, season change and galaxy: Practical teaching
- Religious practice: note on birth and death
- Minimization and maximization in mapping
- Black hole formation process
- The birth of the earth
- Finding distance and direction through Longitude and latitude

English

- Preposition : above, below, over and under
- Teaching story
- Agreement
- Inductive teaching of grammar
- Teaching reading and writing
- Cohesive device

- Poem in Rhythm
- Listening material preparation
- Problems to distinguish objects

Mathematics

- Fractions
- Operations of decimal numbers
- To prove $a^2 - b^2$ and $(a+b)^2$
- To find square root
- Equivalent Fraction

Science

- Solar and lunar eclipse
- Energy
- Force
- Volume measurement
- General life process
- State of Matter
- Solar system
- Structure of the Earth
- Aquatic and land animal
- Ecosystem
- Physical education
- Various disease
- First AID
- Flowering and non-flowering plants

Music and dance

- Basic knowledge of musical notes and beats
- Rhythm, Alankar, That (scale)
- Playing and teaching to play instruments
- Teaching basic steps of dance
- Composing dance in folk, modern songs

5. Workshop Programme

The teachers were organized so they could

- Organize participants in various groups so they experience
 - working individually, in pairs, social groups, and school groups
 - share ideas and responsibilities within the group members
 - develop creativity, initiative and cooperation

- Provide direct learning experiences where participants make teaching materials, develop planning and presentation skills, practice new teaching skills, and reflect on skills development and provide instant feedback for further development
- Model child centered teaching strategies, and reinforce the importance of such strategies for children's learning in their schools
- Establish daily routines to model classroom organisation and maintenance, review and provide feedback on daily activities, teach songs and games
- Involve teachers more in session activities by:
 - Selecting participants as 'session facilitators' to direct and control whole class discussions and presentations.
 - Getting teachers (when appropriate) to read charts developed by different groups, ask questions about content, and generally encourage pro- active learning environment.
- Encourage critical analysis and planning through daily feedback sessions to assess the program for the day, present feedback by teachers, and plan for the next day.

6. Workshop Timetable

TIME	9:30-10:00	10:00- 11:45	11:45-12:00	12.00-13.00	13:0 - 13.45	13.45-15.15	15.15 -15.30	15:30-4:30	4.30-4.45
Day 1	Registration and materials distribution	Opening ceremony	Team building game	- Introduction of participants, -Sharing of successful work,	lunch	- Programme effectiveness, - Pre-assessment	Break	Presentation of group work: school-wise	Debriefing
Day 2	Assembly, Brain Gym, Songs, Review and grouping	- Classroom Language -Multiplication of Fraction	Game	Introduction and definition of Music and Dance		- State of matter (Solid, Liquid, Gas), - Bird eye View Mapping		- Basic Steps of Dance - Notations of Music	Debriefing
Day 3	Assembly, Brain Gym, Songs, Review and grouping	- Jigsaw strategy/ Jigsaw Reading activity - State of matter (Solid, Liquid, Gas)		- Dance Step practice - Music Notation Practice		- Operations of decimal number, -Jigsaw strategy/ Jigsaw Reading activity		- Dance Steps - Practice, Alankar	Debriefing
Day 4	Assembly, Brain Gym, Songs, Review and grouping	- Shared Reading, Cloze, and Sequencing - Proving a^2-b^2 and $(a + b)^2$		- Basic Dance steps practice - Alankar		- Biodegradable and non biodegradable , - Shared Reading, Cloze, and Sequencing		- Basic Steps of Dance - Alankar Practice	Debriefing

Day 5	Assembly, Brain Gym, Songs, Review and grouping	- Recount: field visit and writing, - Model preparation of animal and plant cell		- Rhythm: Jhyaure, - Folk Dance steps and practice		- Finding square root, - Recount Contd.		- Rhythm : Jhyaure Practice - Dance Steps Practice	Debriefing
Day 6	Assembly, Brain Gym, Songs, Review and grouping	- Preposition/ Inductive teaching, - Decimal to fraction		- Rhythm: Kaharuwa, -Dance: Modern		-Ecosystem and food web, - Agreement/ hot seat language game		- Songs Recognition of notes in harmonium, - Dance practice new steps	Debriefing
Day 7	Assembly, Brain Gym, Songs, Review and grouping	- Teaching culture and festivals, - Use of Science lab Equipment		- That(Scale), - Dance: Modern steps		- Equivalent Fraction, - Teaching culture and festivals contd.		Song Practice Dance Composition	Debriefing
Day 8	Assembly, Brain Gym, Songs, Review and grouping	- Equivalent Fraction - Lesson Planning		- Practice of notation and singing, - Dance composition in songs		- Lesson Planning contd., - Volume measurement		- Raag Practice and singing - Dance Composition	Debriefing
Day 9	Assembly, Brain Gym, Songs, Review and grouping	- Concept about Atlas reading - Expansion of Solid		- Dance and music Cont'd practice.		- Loopi, Dice making and Faster Buzzer - Participants' presentation of Geometrical shapes		- Singing songs in right scale and notation.	Debriefing
Day 10	Assembly, Brain Gym, Songs, Review and grouping	AI approach		- Revision of Dance steps and practice. - Revision of music and practice.		CAS		- Course Evaluation, - Commitment, - Closing ceremony.	

7. Course Evaluation

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

Course Evaluation of Basic Third Phase Training, Myagdi June 2013

S.N.	Contents	Excellent	Good	OK	Could be improved
1	Overall Impression	44.00	56.00		
2	Brain Gym	73.00	22.00	5	
3	Class Songs and Educational Songs	73.90	21.73	4.37	
4	Team building games and indoor games	52.00	48.00		
5	Continuous Assessment System	9.00	70.00	11.00	10
Math					
1	Multiplication and addition of Fraction	83.00	17.00		
2	Operations of decimal number	52.00	40.00	8.00	
3	To Prove a^2-b^2 and $(a + b)^2$	35.00	61.00	4.00	
4	Finding square root	44.00	48.00	8.00	
5	Decimal to fraction	61.00	35.00	4.00	
6	Equivalent Fraction	65.00	35.00		
Science					
1	State of matter(Solid, liquid and gas)	87.00	23.00		
2	Volume Measurement	65.00	35.00		
3	Biodegradable and non biodegradable	35.00	57.00	8.00	

4	Model preparation of animal and plant cell	78.00	18.00	4.00	
5	Ecosystem and food web	65.00	30.00	5.00	
English					
1	Shared Reading	44	53	3	
2	Cloze and sequencing	48	52		
3	Recount	10	80	10	
4	Agreement/ Hot seat	44	52	4	
5	Classroom language	44	48	6	
6	Preposition	40	52	8	
7	Lesson Planning	56	44		
8	Inductive teaching of Articles	40	60		
9	Jigsaw Reading	83	17		
Social					
1	Bird Eye view mapping	40	52	8	
2	Jigsaw Strategies	43	48	9	
3	Loopi, dice, Fastest Buzzer	57	39	4	
4	Concept about Atlas Reading	52	43	5	
5	Teaching culture and festivals	48	44	8	
Dance					
1	Practice of Basic steps of modern and folk dance	61	26	15	
Music					
2	Notes, Alankar, That (scale)	78	17	5	
3	Rhythms (<i>Kaharuwa, Jhyaure</i>)	48	44	8	
4	Songs, Recognition of notes in Harmonium	54	46		

8. Finding and Recommendation

The finding and recommendation below are maintained by the participants:

- Training DSA should be provided in cash to participants
- The training should be level-wise
- Certification after training needs to be provided.
- Science lab equipment should be provided and given training
- Training programme should be continued
- Collection of needs on the basis of a definite format before training by their prioritization

9. Appendix A

Appendix 1

Participants' Name List

S.N.	Teachers' list	M/F	School
1	Thom Maya Pun	F	Paudwar SS, Paudwar
2	Yamsiri Tilija Pun	F	Paudwar SS, Paudwar
3	Mukta Kumari Tilija	F	Paudwar SS, Paudwar
4	Tara Roka Pun	F	Paudwar SS, Paudwar
5	Dilmaya Tilija Pun	F	Paudwar SS, Paudwar
6	Man Paija Pun	M	Paudwar SS, Paudwar
7	Bhim Bahadur Gharti	M	Paudwar SS, Paudwar
8	Kulanada Sapkota	M	Paudwar SS, Paudwar
9	Lalit Tilija	M	Paudwar SS, Paudwar
10	Dhakendra Karki	M	Paudwar SS, Paudwar
11	Achyut Gautam	M	Paudwar SS, Paudwar
12	Kumari Paija Pun	F	Paudwar SS, Paudwar
13	Rajan Tilija Pun	M	Paudwar SS, Paudwar
14	Khag B Pun	M	Paudwar SS, Paudwar
15	Gam Roka	M	Paudwar SS, Paudwar
16	Devi Tilija	F	Paudwar PS, Gibang
17	Santadevi Tilija	F	Paudwar PS, Gibang
18	Yamkumari Sherpuja	F	Paudwar PS, Gibang
19	Tulman Rana	M	Paudwar PS, Gibang
20	Uma Tilija	F	Paudwar PS, Gibang
21	Harimaya Sherpuja	F	Kindu PS, Kindu
22	Binita Pun	F	Kindu PS, Kindu
23	Khadga Nepali	M	Kindu PS, Kindu

24	Rudra Bahadur Khadka	M	Kindu PS, Kindu
25	Sita Garbuja	F	Kindu PS, Kindu
26	Man Bahadur Tilija Pun	M	Shikhar PS, Swanta
27	Chapdevi Pun	F	Shikhar PS, Swanta
28	Sujan Tilija	M	Shikhar PS, Swanta
29	Bhakta Tilija	M	Shikhar PS, Swanta
30	Tek Bahadur Khadka	M	Shikhar PS, Swanta
31	Geeta Garbuja	F	Laligurans PS, Chitre
32	Laxmi Tilija	F	Laligurans PS, Chitre
33	Lila Devi Purja Pun	F	Laligurans PS, Chitre
34	Chinbahadur Pun	M	Sharada PS, Falate
35	Khembahadur Paija	M	Shikha HSS, Shikha
36	Chanda Pun	F	Shikha HSS, Shikha
37	Yashoda Paija Pun	F	Shikha HSS, Shikha
38	Chanmati Purja Pun	F	Shikha HSS, Shikha
39	Gita Paudel (Gurung)	F	Shikha HSS, Shikha
40	Bheurani Paija	F	Shikha HSS, Shikha
41	Tanisha Pariyar	F	Himalaya PS, Shikha
42	Isha Garbuja	F	Himalaya PS, Shikha
43	Shermati Tilija	F	Himalaya PS, Shikha

10. Appendix B

Appendix 2

Trainers and Visitors

REED Training Team

Rajendra Pant
Kailash Tamang
Suresh Ale
Raju KC
Surendra Shrestha
Ujjan Nembang

Visitors

- 1) Krishna Pun (Representative - Nepali Village Initiatives Association, Australia)
- 2) Jagadish Acharya, Shikha HSS, Shikha
- 3) Mekha Bahadur Khadka, Muktimarga HSS, Ghara

Visitor from SMC (School Management Committees)

- 1) Krishna Bahadur Paija (Paudwar HSS SMCC)
- 2) Gaja Bahadur Paija (Paudwar SMC member)
- 3) Mothers Group Paudwar

11. Appendix C

Appendix 3

Course Content Detail

Brain Gym®

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



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

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

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

Team Building Game

- Animal in the jungle
- How much?
- Octopus race
- Human Ladder
- Freeze
- Walk Tag
- Pass it on



In order to strengthen the team work and provide enthusiasm in learning some team building games mentioned above were played during the training which provided entertainment and encouraged to work in team to the participants.

Science

Contents:

- Solid, Liquid and Gas
- Biodegradable and non-biodegradable
- Handling Microscope
- Ecosystem/ Food chain and Food Web
- Plant and Animal Cell

Objectives

SN	OBJECTIVE	EXPECTED OUTCOME
1	Review and practice the skills learnt during previous training	Increased confidence level and learning by sharing
2	Promote and practice delivery system in English medium	Easy to promote English medium in the classroom.
3	Explore various activities based in primary science curriculum	Practice and transfer of effective activities on the basis of learning achievement mentioned in curriculum.
4	To take pre and post assessment test.	Increased learning habit of teacher during and post training.

Solid, Liquid and Gas



Participants classified, built their hypothesis, defined and shared the ideas about the state of matter. Trainer delivered the very clear and effective concept and definition of solid, liquid and gas with a model game called 'Molecule Music Game'. Similarly, a demonstration was made on volume measurement of gas using a blown balloon, water and measuring cylinder.

Various materials (wood pieces, cork, mall stone, water, eraser ...) given to each group and encourage predicting volume of each material. Then they find exact volume by measurement and compare the different between their assumption and real volume.

Similarly, the participants were asked to explore the possible activities through the burning candle. The teachers with the guidelines of facilitator successfully explored the physical change, chemical change, boiling and freezing points, position of solid and liquid. They eagerly, actively and enthusiastically learnt the new practical work of science. Furthermore,

the burning candle in a half water full bowl and covering it with a glass to show the fire needs air was interesting that the participants enthusiastically practiced themselves.

Biodegradable and non-biodegradable

Encouraging students to express their views /ideas and provide better method in managing rubbish in schools and community, is the main objective of this session.

Brainstorming by questioning; what practice did you for environmental cleaning in your school? Do you think chocolate is sweet? Is your village /home town is better now or before 20 years and why? All teachers gave their views with strong argument. Those teachers who agree on above statement moved toward agree corner(which is already prepared) and disagree teacher moved toward disagree corner and those teacher who are not completely agree or not completely disagree, stands in the middle part of floor. Agree, disagree corners participants expressed their view why they standing in those areas. Teacher got chance to convince each other for removing or rethinking their opinion.



Facilitator arranged various things; paper, peel of orange, iron rod, spoon, chocolate cover, noodles cover, leather, plastics, nylon, piece of wood, socks, slipper, napkin, toilet paper, stones, polythene, piece of bread and so on in an oval shape. All participants standing around each arranging rubbish materials. Picked up any one and arrange ascending order in terms of rotten time period. Participants got chance to give their views and facilitator wrote down their views on the board. All participants got to chance to pick up material and rearrange in appropriate order in terms of their rotten time period. Finally, they realized two types of rubbish around everywhere in the nature. One group of rubbish are easy decayed and another takes much more time for decaying. Participants agreed to make two dustbins for easy decaying materials (biodegradable) and non-biodegradable materials in their schools, home as well as community.

Handling Microscope

To familiarize the various parts of microscopes and practice to observe plant and animal cell under microscope are the main objectives of the session. Facilitator gave introduction of its part and participants had the chance to practice in making different slides.

Ecosystem/ Food chain and Food Web

The facilitator asked some questions for brainstorming like *what do you know about Ecosystem? What are the main factors influencing on Ecosystem?* After individual and group discussion facilitator concluded the definition and importance of ecosystem. Participants went outside with their new animals name and made a circle. Each participant found out their food source and passed string to others, in this process a web of food is formed on the basis of their food. Facilitator facilitated whole activity with proper instruction.



Plant and Animal Cell

Teachers prepared a model of plant and animal cell by using string, water color, brush and clay. After model preparation they observed plant cell (onion cell) and animal cell under microscope.



English

Contents:

- Classroom language
- Shared reading
- Cloze
- Jigsaw
- Recount
- Agreement
- Lesson planning
- Prepositions
- Language games

Objectives:

Objectives	Expected Outcome
Review and refresh the previous training.	Teachers are able to review and refresh the previous training.
Promote and practice delivery system in English medium	Promoted English classrooms in rural area.
Discuss language structures and grammar of English language and the teaching method.	Teachers should teach grammar effectively.
To share the ways of practicing rhymes in classrooms.	Teachers enjoy chants of textbooks with students rather than skipping them.
To support the teachers with the skills to create communicative environment.	More students' involvement in communication during classroom teaching.
To help teachers write recounts as a process.	Burden free and regular practice of recount writing with task based approach.
To provide teaching reading strategies for building foundation on reading.	Teachers teaching reading effectively with active involvement of students.

Shared Reading

The first day of the training was begun with shared reading in order to help the teachers teach reading skills effectively. For the improvement of reading skill in junior learners, shared



reading scaffolds all the information and helps to minimize the dependency for reading stories and texts. Reading is a process and it was dealt accordingly. The trainer modeled the reading with expression first and then reread with the participants by focusing on stress and intonation. The important parts of shared reading discussed next were cloze prediction, punctuations, phonemes and letters, and sentence structure. The reading was modeled with a big book with enough illustrations with many

questionnaire and picture discussions. After the modeling there was a chart presentation on the major elements that the facilitator emphasized during the reading.

Cloze

Following the Shared Reading technique, the cloze activity was another highlight of the training. Cloze [fill in the gaps] activities are a way to help students focus on language. The activities involve taking key words, technical terms or concept names out of a text, leaving gaps to be filled. The students fill in (close) the gaps by predicting the correct term from a selection provided. This procedure can be used as a diagnostic reading assessment technique

The facilitator took the same story used in the shared reading and modeled a cloze activity. Having patches of paper to cover desired word items, facilitator displayed the chart with many words missing from the story and read to the trainees slowly making them think some possible words to have a sense of the sentence. The trainees joined in loud reading right after they discovered the correct word. The participants even played a short role in dialogue and added some fun in the reading.



Recount

Writing a recount involved practical experience of the objects, places and people first. The trainees were taken out for a field visit and were asked some scaffolding questions to give them directions to what they were supposed to do during the visit. The facilitators were joining their discussion and supported with the vocabularies they encountered regarding different plants and things. As the visit finished, the participants were asked to bring out the things they experienced in terms of provided headings by the facilitator. Finally, they were made to write recounts individually by the help of listed words. The recounts created by the trainees produced a book after possible corrections and suggestions by the facilitators.



Jigsaw

Reading can be fun and exciting if it is done in right method. Jigsaw is a technique that supports learner for achieving best understanding of any text without much stress and time. Jigsaw helps in reading of social studies and all four skills of language i.e. listening, speaking, reading and writing. The training provided skill to trainees of different level to adapt the jigsaw reading strategy according to subject matter and level of learners. They were separated in groups and formed home groups assigning topics to each group. Later they were put to expert group where they would share their part and come back to home group for their presentation. The activity was effectively done practically with the help of primary textbooks including a short presentation group-wise.

Agreement

Though sometimes, first language helps in learning of second language, mostly it hinders. The common problem seen in second language is agreement of subjects to a verb according to tense and number. The workshop addressed the fact with activity based teaching learning to give the clear vision in transferring skills to the learners.

Lesson Planning

Planning is the major part of teaching, helping in purposeful teaching learning activities. A session was fully devoted to planning a good lesson. The facilitator presented different steps and components of a lesson plan. The trainees were given some books of grade four and five, asked to select a teaching item for planning a teaching and were guided for setting objectives and activities. The trainees got relief from extra stress of planning and lesson during their teaching with the help of preset format and general outlines. They were given such copies to each.



***Prepositions:* over-under, above-below**

Prepositions were taught by creating some conceptions under certain circumstances. The situations were created with some materials like volleyballs and other real objects available around the facilitator. The concept about under- over was first asked to share by the trainees and later it was demonstrated for clearer understanding.

Classroom Language

Teaching English language is possible when teachers are able to use language properly. The big challenge in teaching English in rural area of Nepal is the ability of teachers to use English in the classroom. The teachers need to provide enough exposure to the children for better learning and developing in communicating in English. To give the best strategy for maintaining their language, a session was on classroom language building. The workshop aimed to transfer limited number of English structure for the teachers to use in their day to day teaching. By using common phrases and sentence structures in classroom the teachers can avoid the odes and monotony of running English classes.

Pre and post assessment

The training conducted pre and post assessment to orient the training objectives to the right direction. Each of the subjects was assessed in the beginning and had a good effect on the trainees as it helped them tuned to the contents. The assessment results ranged from 20 -40 % in the pre-assessment and 60-90% in the post assessment.

Mathematics

Contents:

- Fraction
- Operations of decimal numbers
- To prove $a^2 - b^2$ and $(a+b)^2$
- To find square root

Objectives:

Objectives	Expected Outcome
Review and refresh the previous training	Teachers are able to review and refresh the previous training
Build the skills of the participants in mathematics	Teachers are able to Build the skills of the participants in mathematics
Model, demonstrate and practice a range of child-centred teaching learning activities for teaching mathematics.	Teacher are able to Model, demonstrate and practice a range of child-centred teaching learning activities for teaching mathematics.
Deal with operations of fractions.	Learnt transferring skills on addition, subtraction and multiplication of fraction.
To prove formula.	Proved $a^2 - b^2 + (a+b)(a-b)$, $(a+b)^2 = a^2 + 2ab + b^2$
Find square roots of bigger number.	Learnt easy techniques of finding square roots of 4,5 or 6 digits.
Provide concept of place value and ordering of decimal numbers.	Shared knowledge on basic concept and teaching of place value and decimal numbers.

Fraction – addition, subtraction and Multiplication

A small activity was demonstrated to teach the concept of the fraction by rotating the two circles. Then after participants were provided a sheet of paper with some boxes partitioned to show the equivalent fraction by coloring one half, two fourth and so on. This activity was done to make the clear concept of equivalent fraction and fraction (addition, subtraction, multiplication and division). Trainer provided some card board paper, A4 paper, litho paper and gave some problem and participants solved easily. For the practical teaching of fractions, the facilitator also demonstrated using paper folding



method like the product $\frac{1}{3} \times \frac{1}{4} = \frac{1}{12}$ as the intersection of folded parts, and denominator bases paper colouring method. (e.g. $\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$) The four parts coloured out of five and $\frac{6}{5}$ is more than a whole. Every fraction seems to be equal, since they are equivalent. It was shown by using same size of paper folding $\frac{1}{2} = \frac{1}{2}$ but when we use different size of paper $\frac{1}{2}$ is not equal to $\frac{1}{2}$

Proving $a^2 - b^2 = (a+b)(a-b)$ and $(a+b)^2 = a^2 + 2ab + b^2$

The participants were given fixed sized paper and asked to fold and in the corners of the folded paper a^2 and b^2 were written. There are two parts of 'a' and two parts of 'b', in the same way there are two parts of 'ab'. The folded pieces of paper are cut in half and 'a' and 'a' are multiplied and become a^2 because of like, also 'ab' and 'ab' become $2ab$ due to unlike.

Activities:- From paper of size a^2 when we through paper of b^2 remains $(a+b)(a-b)$ and when we use a paper of $(a+b)$ by $(a+b)$ it becomes $a^2 + 2ab + b^2$

Strategy:- Demonstration and participatory

Finding square roots of bigger numbers of 4 or 5 or 6 digits

The facilitator took a chart containing squares of 10^{th} numbers and displayed. By looking at the table prepared systematically the trainees could find the root easily.

The technique was to subtract the least square numbers from given and divide by double of its square roots. The sum of question is the square root of given numbers. (A very new method.)

Sign product rule:

Activities: Lattice diagram of double verbs sentence like; "to be passed in examination, a student should study seriously "

Activities(1) Make four different sentences from given sentence.

Activities: Realize the meaning of sentences and table forms that gives

+ + verbs + meaning

- - verbs + meaning

+ - verbs _ meaning

- + verbs _ meaning

Activities (2) By induction method using multiplication table we can easily teach the product rules of sign.

Number line \order of decimal

The participants were asked about the use of number lines in mathematics teaching in a groups and individual ideas were collected on the white board and asked them how do they use it to teach the identified topics by group discussion. After the group presentation, the trainers presented the conclusion.

In the next session, the participants were asked about decimal number and the use of number lines in mathematics teaching.



The participants were taken out-door and trainer gave decimal card individually (i.e. 0, 0.1, 0.12, 0.179,.....0.999,1) and told them to stand in order as well as by using group discussion and one stay other spray method. Some question paper were made and discussed for solution with the help of facilitator.

Place value of decimal number

There was a discussion at first about the step of instructional steps of math and provided them the skill to teach concrete, semi concrete and symbolic respectively to the primary level of students. As per the demand by the teachers, the activity to help them to teach place value of decimal numbers was done effectively through the place value activity using a place value table in real parts like the table of real numbers but after decimal its like tenth, hundredth so its a base 10 system.

The facilitators discussed the ways to teach math easily that helped teacher develop the skills by involving such activities for the better understanding of mathematical problems.

Social

Contents

- Teaching culture
- Mapping
- Jig Saw method
- Fastest buzzer game
- Use of Atlas
- Loopy and Dice game

Objectives:

To provide skills to teach cultural topics in primary level	Teachers' are clearly skilled to use role play method in their teaching.
To learn about bird eye views mapping	Learnt teachers about simple mapping techniques to teach in lower classes, about how to make map in simple method and how to give direction idea.
To use jigsaw method in different topics related to social subject	Teachers use jigsaw strategies in different topic easily.
To share techniques to develop vocabulary in social studies	Teachers learnt to teach simple way how to develop vocabularies.
To practice making loopy and dice	Teachers are able to know the use of loopy and dice game in social studies, to make loopy and dice.
To share techniques to use of Atlas	Teachers are able to know the use of Atlas easily. They know about column and row in index of Atlas

Use of Atlas

The knowledge of geographical location is essential to everyone. Students get information of the world when they are able to find the information from available atlas. To ease the learning process, a session was conducted by providing one atlas to each and was told to find out the things involved on atlas. Each group presented their views. A place was given to the each group and asked to find out where the place lies in Atlas? Each group searched in atlas and found out place. At last, the facilitator supported them with general ideas and information useful for searing places in Atlas such as index.

Teaching Culture

As per the demand of the participants the second session was on teaching culture effectively and practically. The activiity was to find the suitable definition to culture from groups and later they were given group task to prepare for one presentation from each group selecting one culture out of the listed festivals. The participants prepared the necessary material and props for the role play. The next step was to present the play group- wise. After the presentation there was a short discussion on the presented items. The trainees had collected various information from the discussion and they could easily access to the information for giving them a graphic form. Finally, the developed a good descriptive information of the festivals.



Mapping

Making map is both the skills of drawing systematically and a good sense of geographical location. The participants had a lot of confusion on their exact location and direction. There was deep and extended discussion on how to generalize the location and direction of our current postion. The generalization of North simply looking at the himalayyas could sometimes mislead us. The participants got clear concept about it and could finally draw their school map (Bird eye View) in exact orientation. The workshop followed following steps:

- Introduction of map
- Types of map
- Introduction elements of map (BOLTS)
- Concept of bird eye view
- Show and discuss about resource map
- Question/answer
- Describe about map orientation and how to make map
- Outdoor practice
- Creative questions

Fastest Buzzer Game

This technique is good for revision of lesson in social studies.

One word was written and letters were individually and separated for

Creating as many word as possible. The participants practiced writing words quickly related to social. Finally, they knew and enjoyed about how to grow vocabulary in social studies

Loopi and dice game

Discussion and practice was held on how to make dice and loopy game to give idea how to teach different information about districts. To find out place either loopi or dice can be used by writing the names on the sides of them and played in pairs or group. To find out district headquarter the trainer used loopy game. For the game, each of the groups were given card board paper and asked to prepare small cards. The cards were prepared by writing districts and their headquarter making a link to all the cards. They trainees could match them later by guessing and answer and which helped them remember them due to active participation.

Creative Arts

Music and Dance

Contents:

Music

- Notations: Sa Re Ga ... Do Re Mi ...
- Alankar
- Musical Signs
- Scale
- Beats
- Rhythm

Dance

- Counting
- Basic Movements and steps of hand leg and body
- Folk and Modern dance practice

Objectives:

Objectives	Outcome
To introduce and practice basic knowledge of music:	Teachers should learn Notations: Sa Re Ga ... Do Re Mi ..., Alankar, Musical Signs, Scale, Beats and Rhythm.
To introduce and practice basic dance steps.	Teachers should be able to teach basic steps of dance to their students.

Each day the trainees had music and dance sessions for two hours. The teachers enjoyed the sessions. The contents covered class songs children songs and dance.

Notations

- Introduction of music and its terms.
- Introduction of musical notes and its practice
- Sa re ga ma pa dha ni
- C D E F G A B
- Do re mi fa so la ti

At first, the trainees were given the basic knowledge to identify musical notes in piano, harmonium, with the help of charts, giving the knowledge of ascending (*aroha*), descending notes (*abaroha*), octave, types of octave, natural notes, and sharp and flat notes.



Practice of Alankar

Sarega Regama Gamapa etc

Knowledge of musical signs were introduced and practiced so the teachers could teach their children the basic thing in music.

- | | | |
|-------------------|----------|-----------|
| (-) Rest | (b) Flat | (#) Sharp |
| (U) One beat sign | (n) Meen | |

Rhythm and Beats

Knowledge of *laya* (speech and beat), types of *laya* was the next step which was done with the practice of children song (*ye sani rani putali*). In order to pass over the skill in musical knowledge, facilitator discussed on definition of rhythm, types of rhythm, count, sum, practice of clapping in rhythm, *tali*, *Khali*, and practice of showing the rhythm by hand and singing.

- Knowledge of $\frac{3}{4}$ beat (Dadara) , $\frac{4}{4}$ beat (Kaharuwa)
- Knowledge of playing $\frac{6}{8}$, and $\frac{4}{4}$ (Jhyaure and Khyali) in Madal and showing them by clapping.

Counting

Counting is one of the essential aspect in dancing. It allows a person to flow in the exact timing of the particular music. The normal counting is 1 – 16 which can be broken into 8/8 or 4/8/4 while changing steps.



Steps and Movements

Dancing means synchronization of body steps with music and beats. The steps were developed by practicing it from the basic and simple steps distictively. Later the steps were joined and compressed together according to the nature of tempo of music.

Folk and Modern dance

The basical difference between folk and modern dance was made clear to the participants by practicing them in each music.

Evaluation System: Continuous Assessment System

In each subject, CAS was practised in detail. Continuous Assessment System has been implemented in all the schools of Shikha VDC. It is a program of Government of Nepal as well. REED has given focus to CAS as it is one of the best systems to find out the problems of students and find the remedy. The intended learning achievement of the curriculum is focused and the students are taught and evaluated according to the learning achievement rather than text book. The questions raised by the teachers and confusion shown by them were solved and the detail process along with the practice was done. The technique of evaluating the students as a diagnostic evaluation and filling the forms to evaluate the different aspects of students through CAS like attendance, sanitation, behaviour change, participation in learning activities, participation in extra-curricular activities and learning achievement were practised during the session. Finally, the records as named diary writing and written test had been the basis of evaluation. The teachers filled up the form according to the diary and written test performance which made them very clear as they practically exercised.

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