

**BASIC LEVEL TEACHER TRAINING PROGRAM
PHASE III (Rima Resource Centre)**

Fiscal Year 2073-074 (2016)

for Creating

Child Centered and Child Friendly School Environment

CONDUCTED BY



LEARN (Lifting Education, Advancing Rural Nepal)



**IN CO-ORDINATION WITH
District Education Office, Myagdi**

**SUPPORTED BY
Nepali Village Initiative Association, Australia**

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Acronyms

CAS: Continuous Assessment System
DEO: District Education Office
ECD: Early childhood Development
HSS: Higher Secondary School
LSS: Lower Secondary School
NGO: Non-Governmental Organization
PS: Primary School
PT: Physical Training
PTA: Parents Teachers Association
RP: Resource Person (DEO)
SMC: School Management Committee
SS: Secondary School
VDC: Village Development Committee

Executive Summary

This report outlines the events and outcomes of the Teachers' Training workshops on child centered teaching learning and child-friendly school environment conducted for basic level teachers from 10 community schools under Rima resource center of Myagdi District of Nepal. LEARN (Lifting Education, Advancing Rural Nepal) conducted the training in cooperation with DEO (District Education Office), Myagdi and financial support from Nepali Village Initiatives Association, Australia. This report briefly describes and analyzes the activities and content covered in this training. The training was held in Tikot Secondary School, Tikot from 19th Oct – 28th Oct. 2016.

The workshop was attended by 60 basic level teachers. The training focused on the subject wise demand based contents which were delivered by well experienced and qualified team of trainers. LEARN acknowledges the importance of the team approach in bringing the quality Education in Myagdi District.

The training focused on Creative arts, Mathematics, Social Studies and English Language. In all the four areas participants learnt activities based learning approaches, resolved the classroom issues and problems, and experienced many strategies for effective classroom teaching. Participants highly appreciated the program and assured to implement the learning in their classroom context.

District Education Officer of Myagdi Mr. Ram Kumar Shrestha, a news reporter from one of the national news media Mr. Santosh Gautam who released the news in a local newspaper "Rupse Daily" and a national TV channel "Sagarmatha Television" and evaluation team members from SWC visited the training venue and observed the training sessions. Board member Ms. Laxmi Pun was also there at Tikot to witness the program and inspire the team. Mr. Bharat Kumar Pun, RP from DEO Myagdi provided strong support and cooperation for the success of that program. The cooperation between the LEARN, NVIA, District Education Office and the teachers of Ramche and Histan Mandal VDCs are the key factors for the success of this program.

LEARN acknowledges the hardship taken by Rotarian Mr. Peter Hall and Mrs. Ronda Hall for providing financial aid through NVIA and bringing the training to Myagdi District, despite the geographical complications. The LEARN team would like to thank to all supporters for their valuable support for this program.



Background

LEARN is an NGO, working in the field of education with a slogan “Lifting Education, Advancing Rural Nepal”. Teacher training and school support programs with the motto "Quality teaching for quality education" are the focus of the program. LEARN has been working with 24 schools from four VDCs (Ghara, Shikha, Histan Mandali and Ramche) of Myagdi District in the areas of teacher development and support. Besides teacher training LEARN has also focused on community awareness programs, awareness programs for school communities, leadership training and instructional and materials support programs in the schools of the project area.

Myagdi is one of the remotest districts of Nepal, fully covered with high hills and mountains. This is one of the best destinations for tourists and has high potential in various agricultural products including medicinal plants, fruits and animal. LEARN strongly believes that Myagdi needs quality education for sustainable economic growth of the rural people. Economic growth of the local community at Myagdi not only lifts them above the poverty line, it also helps in retention of students in those community schools. Hence education quality in the schools and economic activities in the community should go side by side in order to improve quality living of the rural Nepali.

Quality education depends on teachers’ professional development, access to instructional resources and strong commitment for change. The SMCs, head teachers and the teachers of Myagdi also identified the need of professional development for teachers as one of the major factors for improving quality of education in their schools. Therefore, to meet the expectation of quality education in Myagdi district LEARN with the support and funding of The Nepali Village Initiatives Association started developing teachers and supporting schools.

LEARN has been contributing to impart quality education in the rural area of Nepal based on child-centered teaching-learning activities and creating child friendly school environment where each child is considered capable, important and influential member of the community. LEARN’s training and support programs basically focus on active participation of children in learning and resolving problems themselves.

The teacher training and refreshers are aimed to provide knowledge and skills to teachers so that they will create welcoming school environment; understand the children and their learning styles; and involve each child and ensure their learning through real life experiences.

LEARN encourages teachers to seek the best practices, the innovative ways in teaching with varied techniques, use teaching materials to involve students in learning, involve students in group/pair works, share their innovations and creations, and encourage them to identify and solve problems in their class and the community. In order to help teachers/schools to adopt the activity based, cooperative and collaborative learning in the classroom situation, LEARN provides educational materials to those schools.

The themes of the training workshops were PT, Brain gym, class songs, responsibilities and accountability for teachers, child psychology, classroom management, team building, curriculum planning; using IT in instruction, identifying students’ interests and learning styles, designing effective instructional activities, use and construction of no cost and low cost instructional materials, involving students in creative thinking and innovation, assessment/evaluation of learning, and creating child friendly atmosphere in the school in order to provide teachers knowledge and skills for developing capable students. Teachers required enough resources to conduct effective classroom instruction with experiential activities for students. LEARN provides materials and resources for schools so that teachers will be able to adopt the expected strategies even in their classes too.

LEARN with a team of trainers and experts visits the schools in the middle of the session during the school days. The team interacts with teachers, students, PTA, SMC members, RPs and the head teachers and receives their feedback on the effectiveness of the programs launched in those schools. During the interaction, the team receives the feedback from these stakeholders. The team also witness the classroom environment and teaching – learning activities. Hence the main objective of this program is to assess the effectiveness of the program, appreciate the changes and provide instant support to teachers and schools, and integrate feedbacks/suggestions too to improve the LEARN's programs in future.

LEARN uses the best resource persons available and accomplishes the programs at high standard. Meanwhile LEARN received cooperation and support from DEO, Myagdi as well. The program was financed by LEARN's partner organization Nepali Village Initiatives, Australia (NVIA).



The Workshop

The third phase ten-days workshop was attended by 60 teachers from 10 schools under Rima resource centre (see Appendix 1). The workshop was conducted by LEARN training team from 2016/10/19 to 2016/11/28 at Tikot Secondary School, Tikot.

The Resource Person (RP), Mr. Bharat Kumar Pun from District Education Office and the head teachers from most of the schools were present in the program and provided support throughout. The formal inaugural program began a little late in the morning since most of the teachers were attending the training from far away distance. SMC Chairperson of the host school Mr. Bhakta Bahadur Purja Pun chaired the program. District Education Officer of Myagdi, Mr. Ram Kumar Shrestha was also present in the program as a chief guest. A news reporter from a national news media Mr. Santosh Gautam and evaluation team members from SWC Mr. Kiran Chaudhary and Mr. Sita Ram Dahal also visited the venue to witness the program and its effectiveness. The team of the trainers, LEARN team including head teachers, SMC members and some parents were present in the program.

After 10 days the program was concluded in the same manner. On the 9th day evening the community organized a cultural show to appreciate LEARN team for the effort and interventions in education. Ms. Lxmi Pun, a member of the board was present in the program for the last couple of days to inspire the training team. The local and national news media also highlighted the workshop news and LEARN's effort for quality education. The last day of the workshop also included distribution of school support materials all the participating 10 schools (see Appendix 2). The materials were handed over to the head teachers by Ms. Laxmi Pun, a member of the board of directors.

The workshop focused on English, Math, Creative Arts and Social studies considering the needs collected from the schools. The collected needs were mostly covered in the training. The objectives and the outcomes of the program were as follows:

Project Objectives and Expected outcomes

S.N.	Objectives	Expected Outcomes
1.	Develop child-centered and joyful teaching-learning methods and skills	Improvement in student's participation in learning activities
2.	Connect music and creative arts to different disciplines, and create child friendly school environment	Teachers connect creative arts and music to all the subject and develop instructional activities more enjoyable for students
3.	Manage students' behavior positively	Improvement positive approach to classroom/discipline management strategies improving students' motivation
4.	Increase teacher's understanding and knowledge in the subject matter	Teachers develop confidence in the subject matter and make the classroom teaching more effective
5.	Develop relevant and appropriate teaching materials and resources for experiential activities	Involve students in experiential learning activities such as explorations, experimentations, investigations and deal with the real life problems
6.	Extend teachers' knowledge on additional resources such as curriculum, teachers' guides, and web resources	Teachers use additional resources for improving classroom instructions
7.	Provide school supply materials	Teacher and student use provided materials



The workshop was reviewed each day during the Reflection meeting conducted at the end of the sessions. The meeting included the trainers team, RP, head teachers, room coordinators (team leader from each training hall among the participants) and the LEARN team who shared the degree of success and areas for improvements in the activities. Every day the participants also filled up the session evaluation form. The form included two parts, in one there were 7 indicators of effective workshop with “Likert scale” ranging from 1 to 5 (Excellent to Need to improve), and second part included three questions to get the participants' experience on what they appreciated the most, what they can apply in classroom and what they feel need to improve in the workshop. The training team reviewed their sessions considering the daily feedbacks provided by the participants.

The training also included the PT, Brain Gym, class songs and Team games. During the assemblies the participants practiced Brain Gym which is an exercise scientifically designed to activate both the parts of the brain (left and right brain). Teachers were expected to make students practice Brain Gym every morning for their whole body exercise that activated their both, right and left brains making them more creative and logical.

Every day the participants were involved in team games for 20 minutes. The purpose of having team games is to develop team spirit among the participants so that they learn to focus on the common goals. Such team games also help them to develop supportive nature and leadership skills. The training program also expected teachers to develop and inspire students for team works through team games.

Training Team

- Mr. Krishna Pun, CEO, LEARN
- Mr. Dwarika Nath Amgaun, CTO, LEARN
- Mr. Bharat Kumar Pun, DEO Myagdi
- Mr. Umesh Ram Khatri, Trainer
- Mr. Pradeep Bamjan, Trainer
- Mr. Dhundiraj Giri, Trainer

Workshop Procedure and Schedule

Every day, the sessions started at 9:00 am with the morning assembly, songs and Brain Gym exercise and ended at 4:30 pm with the Reflection Meeting. The days were divided into four sessions, each 1 hour, and 25 minutes long, 20 minutes long Team Game, and lunch and tea breaks in between.

The participants were divided into three groups (Language, Social Studies and Mathematics) as per their subject background. Every day, one among the four sessions was given for Creative Arts, led by Mr. Pradeep Bomjan, a senior musician and a consultant from CDC. Similarly the Language group was led by Mr. Dhundiraj Giri and Mathematics group was led by Mr. Dwarika Nath Amgaun. The program schedule is shown in Appendices 3, 4 and 5)

English Workshop

English Language workshop was led by Mr. Dhundiraj Giri, a member of “Activity Based Learning”, Nepal. There were 26 participants in this group. The participants started the sessions with group division, work division and setting the classroom rules. Facilitator collected the participants’ expectations from the workshop and discussed on the following areas.

- Activity Based Instruction
- Designing Instructional activities
- Teaching Grammar through Activity Based instruction: Article, Preposition,
- Teaching vocabulary through Activity based Instruction
- Teaching essay
- Teaching poems
- Teaching short stories
- Project Based Learning in English Language Education
- Club Based Activities: Readers’ Club, Speakers’ Club
- Writers’ Workshop
- CAS
- Micro Teaching

The session began with discussion on Activity Based Instruction in English Language. Facilitator, Mr Giri discussed with examples how to design activities that inspire students' participation and interactions. The major activities involved were:

- Who am I?
- Reporter and Celebrity
- Round Table Discussion
- Multiple Intelligence Test
- Chant
- Using story for teaching prepositions
- Mind map
- Project work: what why and how?
- Story necklace, Story cube
- Preparing tense chart and designing game for teaching tense
- Using games in language classrooms.
- Folding poetry
- Writing Acrostic poems
- Writing short Stories
- Designing Instructional Activities and its application

The focus of the English Language workshop was to improve the participants' confidence in reading, writing, speaking, listening, and grammar. Hence the workshop was fully made interactive, and activity based. Teachers got experience to apply the language skills with various diverse activities during the workshop so that they could adopt them in the classrooms easily.

The participants appreciated learning activities games, hot-seat game, vocabulary teaching through games, adjective teaching, round-table discussion, picture description, bloom' taxonomy, matching game, teaching tense with activities, making students create essays, stories and poems, and ideas on project based works. The participants also showed commitments on using some of the strategies in their classrooms too, such as: design lesson plans with games, involve students in discussions, using games, picture description and spider's web activities in teaching vocabulary, memory games in classes, and form speakers' club and writers' clubs to improve students' speaking and writing skills. They also found the coin games, mind-mapping strategies, make tense charts, picture story, and develop project works for students to improve their language skills.

Each participant awarded score 1 to 5 every day in 7 indicators of effectiveness of the training. The average score is 4.3 and in each of the indicators the participants awarded the average score more than 4 which indicate that the participants have graded the training very good. The detail score is shown in Appendix 6.

Scale: Excellent=5, Very Good=4, Good=3, Satisfactory=2 and Need to improve=1		
SN	Area	Average
1	Today's objectives were clearly stated and accomplished	4.3
2	Participants' participation and interaction were appreciated	4.2
3	The subject matters were useful and related to our needs	4.4
4	The facilitator was prepared and confident in the subject matter	4.6
5	The resources used/provided in the training are useful for classroom instruction	4.3
6	Time for today's training was enough	4.0
7	I am highly satisfied from today's learning achievement	4.0
	Average	4.3



Social Studies Workshop

There were 16 participants in the group of Social Studies. Mr. Umesh Ram Khatri, a book writer and a senior Social Studies trainer led the group. His wide range of information and expertise in the related subject helped the participants to clear many of their doubts related to the content and social issues that are linked with the curriculum.

After completing the initial common activities such as group division, developing job chart, and setting classroom rules, the participants provided their expectations from the workshop. In 10 days' time the contents covered were:

- Designing Instructional activities& teaching pedagogy
- Classroom management
- Teaching Civic sense
- Teaching History
- Ideas of Map Making and plotting
- Map, globe, scale and mapping skill
- Project Based Learning in Social Studies
- Data analysis
- Exploring economic activities in local context
- CAS

The sessions were full of activities and open interactions. The major activities involved were:

- Who am I? Who are we?
- Report writing
- Round Table Discussion
- Multiple Intelligence Test
- Individual presentation
- Timeline skill
- Exploring map and mapping skill
- Project work: what why and how?
- Data analysis and presentation
- Teaching through contextual event
- Using games in classroom teaching
- Designing Instructional Activities and its application

Most of the participants appreciated classroom management ideas, social norms and values, introducing self, family, community, society and nation, role play, public awareness on and resolving social problems, designing instructional activities& teaching pedagogy, developing

time-line for teaching history, ideas of map making and plotting, using atlas, map, globe, scale and mapping skill, field observation and report writing, project based learning in social studies, data analysis-charts and graphs, exploring economic activities in local context, and applying CAS in classroom.

The participants also mentioned that they can apply most of the activities learnt in the sessions such as group works in classrooms, who am I? who are we? activity to introduce self, family, community, society and nation, create norms and values in class, teaching through collecting the students' experience from their society, role play and games related to public awareness, observation skills, make students develop time-line for self or historical events of Nepal, report writing, round table discussion, presentation skills, exploring map and mapping skill, project work: what why and how, data analysis and presentation in class, and designing instructional activities and its application.

Each participant awarded score 1 to 5 every day in 7 indicators of effectiveness of the training. The average score is 4.4 and in each of the 7 indicators the participants awarded the average score more than 4 which indicate that the participants have graded the training very good. The detail score is shown in Appendix 7.

Scale: Excellent=5, Very Good=4, Good=3, Satisfactory=2 and Need to improve=1		
SN	Area	Average
1	Today's objectives were clearly stated and accomplished	4.4
2	Participants' participation and interaction were appreciated	4.4
3	The subject matters were useful and related to our needs	4.6
4	The facilitator was prepared and confident in the subject matter	4.6
5	The resources used/provided in the training are useful for classroom instruction	4.3
6	Time for today's training was enough	4.0
7	I am highly satisfied from today's learning achievement	4.2
	Average	4.4



Math Workshop

Mathematics workshop group included 18 participants. The workshop was led by CTO of LEARN Mr. Dwarika Nath Amgain. His long experience as a trainer and a book writer helped the participants to explore mathematics in real life and the lab-based teaching strategies in Mathematics. Mathematics group also followed the initial activities such as group division, job chart, classroom rules and need collection. The major areas discussed in 10 days workshop were:

- Making Tangram Puzzles and using it for creating geometric shapes and many interesting pictures
- Exploring Geometry in nature
- Investigating 2-D shapes in real life
- Line Designs
- Developing Nets and creating 3-D shapes
- Creating Measurement tools and using them
- Estimation Games
- Making base-10 blocks and using them for various mathematical calculations and concepts
- Addition, Subtraction, Multiplication and Division
- Fraction, Decimal and Percentage
- Square and Cubic numbers
- Working with data
- Pre-Algebra
- Developing Algebraic Tiles/blocks and use them in Re-inventing the algebraic formulae
- Applying CAS in Math

The workshop dealt with many students' behaviour issues, classroom management strategies, and students' motivation strategies too. The participants appreciated most of the activities including making Tangram puzzles and using it for creating geometric shapes and many interesting pictures, exploring geometry in nature and real life, measure angles, investigating 2-d shapes in real life, line designs, developing nets and creating 3-d shapes, developing skeletons of solid shapes, creating measurement tools and using them, estimation games, math Olympics activities, making base-10 blocks and using them for various mathematical calculations and concepts, addition, subtraction, multiplication and division, fraction, decimal and percentage, square and cubic numbers, working with data, pre-algebra, developing algebraic tiles/blocks and use them in re-inventing the algebraic formulae, teaching equations and applying CAS in students assessment.

The participants also mentioned that they have gained confidence to apply most of the activities in classrooms such as: develop Tangram and make geometrical and other shapes, introduce concept of 2-d and 3-d shapes , create beautiful designs in circle, triangle and square for classroom decoration , measure and construct angles, make students to explore the geometrical shapes in nature and real life, use shapes to create a new shape, involve students to create solid shapes, teach solid geometry with real activities, use paper to make teaching materials, guessing activities, make students to create the basic measurement tools and use them, estimation games, design math Olympics, develop base-10 blocks and use in addition, subtraction, multiplication, division, fraction, percentage and many more..., exploring fractions, develop fraction kits and use them, developing multiplication table with beans, teaching multiplication and division skills operations on fractions with materials, concept of square and cubic numbers and their roots, using materials for fiving the concept of equations, working with positive and negative terms , and use readily available and low-cost materials in teaching math.

The participants got fully engaged during the sessions. They even used many of the breaks in completing the projects, and they completely changed their hall environment – full of mathematics displays of wonderful creations in 10 days. They responded their reflection in daily training evaluation form too.

Each participant awarded score 1 to 5 every day in 7 indicators of effectiveness of the training. The average score is 4.4 and in each of the 7 indicators the participants awarded the average score more than 4 which indicate that the participants considered the training very effective. The detail score is shown in Appendix 8.

Scale: Excellent=5, Very Good=4, Good=3, Satisfactory=2 and Need to improve=1		
SN	Area	Average
1	Today's objectives were clearly stated and accomplished	4.4
2	Participants' participation and interaction were appreciated	4.4
3	The subject matters were useful and related to our needs	4.5
4	The facilitator was prepared and confident in the subject matter	4.6
5	The resources used/provided in the training are useful for classroom instruction	4.4
6	Time for today's training was enough	4.2
7	I am highly satisfied from today's learning achievement	4.3
	Average	4.4



Creative Arts

The purpose of having Creative Arts in this training was to integrate music, dance, songs and arts with all the other subjects so that students start enjoying all the subjects and their schools, and in long run their learning gain significantly improved. Hence all the 60 participants were involved in this training.

Very popular musician, singer and educator, Mr. Pradeep Bomjan led the participants. His long experience of working in curriculum development centre, experience of designing Creative Arts curriculum for school level provided enormous learning opportunities for the participants. Mr. Bomjan began the sessions with inspiring sharing of integrating Creative Arts in other subjects too, and making the classes fun and motivating for students. Since he is good at singing, playing musical instruments and dancing the participants had similar expectations from him. They wanted to learn singing, playing madal and keyboard, and learn the popular/common dance steps in rhythm.

In 10 days the participants learnt the basic movements of the parts of their body (hands, legs, and whole body) in different rhythm. They learnt the sounds in music, singing and dancing in various Tals. They learnt to sing children's songs and class songs with dance and actions. They learnt the different tals such as "asare" tal, tamang selo tal, "Khyali" tal ... They even got time to learn dance steps, and play madal and keyboard. Many of the teachers were dancing for the first time in their life. On the last day, the three groups (Math, Social Studies and Language) had a competition of cultural show, where they had to perform a dance with music. All the participants did well and Language group won the competition.

Mr. Bharat Pun helped in guiding the participants in Visual Arts. He made teachers to create several decorative items through Origami.

The participant awarded average score of 4.4 in their self-assessment on effectiveness of Creative Arts workshops. In each of the indicators the participants awarded the average score more than 4 which indicate that the participants considered the training very effective. The detail score is shown in Appendix 9

Scale: Excellent=5, Very Good=4, Good=3, Satisfactory=2 and Need to improve=1		
SN	Area	Average
1	Today's objectives were clearly stated and accomplished	4.4
2	Participants' participation and interaction were appreciated	4.4
3	The subject matters were useful and related to our needs	4.4
4	The facilitator was prepared and confident in the subject matter	4.6
5	The resources used/provided in the training are useful for classroom instruction	4.4
6	Time for today's training was enough	4.0
7	I am highly satisfied from today's learning achievement	4.2
	Average	4.4



Conclusion

The workshop emphasized on using Creative Arts-music and dance in classroom teaching and connecting with other key subjects too, developing and using instructional materials in classrooms, adopting new teaching strategies and games, making students responsible in their works, and making child-friendly schools. Mr. Bharat Kumar Pun, Resource Person from DEO, Myagdi was observing the program and helping LEARN members for the success of the program. Ms. Laxmi Pun, a board member was also there to inspire the LEARN team and participants. The program went very smoothly and the participants highly appreciated the program.

Scale: Excellent=5, Very Good=4, Good=3, Satisfactory=2 and Need to improve=1		
SN	Area	Average
1	Today's objectives were clearly stated and accomplished	4.4
2	Participants' participation and interaction were appreciated	4.3
3	The subject matters were useful and related to our needs	4.5
4	The facilitator was prepared and confident in the subject matter	4.6
5	The resources used/provided in the training are useful for classroom instruction	4.4
6	Time for today's training was enough	4.1
7	I am highly satisfied from today's learning achievement	4.2
	Average	4.3

Achievements

- 60 teachers from 10 schools participated the program very actively
- The participants learnt created many teaching materials for experiential and investigative learning activities.
- Participants discussed on almost all the issues and problems that they had faced in their classrooms
- Including Creative Arts in the training has provided lots of ideas to make the classes more fun and joyful that is going to help for creating child friendly schools
- Teachers got inspired to adopt the learning from the training and change school environment
- Had an in-depth discussion on continuous assessment system (CAS) and how to adopt it in student evaluation, and cleared the doubts the participants had.

Challenges /Recommendations

- DEO and even higher education authorities have some dilemma regarding Continuous Assessment System and its consistency. Hence implementing CAS in all the schools still could be a question
- Adopting the student-centered activities in classrooms may depend on the school culture too. It is important to have a healthy and positive school culture that inspired teachers for the better students' learning
- Small number of students in most of the schools is a challenge to sustain the school systems for increasing the number of students other aspects of social life including economic activities in villages to retain the people may be necessary
- Students are shifting to cities in search of English medium schools, if those community schools will not go for English medium turnout rate still may raise
- Most of the teachers including the English language teachers are weak in English communication so they still need more intensive language training
- ECD teachers and high school teachers should have special training separately
- Due to the difficult landscape and long travel distance between the schools most of the teachers have to reside in rent during the training period, and DSA provided is too little to meet that cost



Appendices

Appendix 1: Participants

S.No.	Name of the School	Name of participants	G
1	Adarsha SS	1 Kumar Garbuja	M
2		2 Min Bahadur Pun	M
3		3 Balaram Rantija	M
4		4 Malshree Purja	F
5		5 Nirmala Purja	F
6		6 Pariwartan B.K.	M
7		7 Bal Kumari Pun	F
8		8 Sirjana Paija Pun	F
9		9 Kum Bahadur Pun	M
10		10 Jaya Bahadur Armaja	M
11		11 Bholanath Lamichhane	M
12	Deurali LS	1 Rama Pun	F
13		2 Gaushree Garbuja	F
14		3 Gim Bahadur Khatri	M
15		4 Tek Bahadur Purja	M
16		5 Krishna Subedi	M
17	Shiwalaya PS	1 Om Bahadur Paija	M
18		2 Phul Bahadur Pun	M
19		3 Anusha Garbuja	F
20		4 Takraj Armaja	M
21		5 Tham Mati Paija	F
22	Tikot SS	1 Yam Bdr Pun	M
23		2 Govinda Sunar	M
24		3 Govinda Garbuja	M
25		4 Ganga Bahadur Paija	M
26		5 Durga Purja	M
27		6 Bhukumari Garbuja	F
28		7 Shivalal Acharya	M
29		8 Yubaraj Pun	M
30		9 Bednath Acharya	M
31		10 Bimala Kumari Pun	F
32		11 Thak Raj Pun	M
33		12 Tek Bahadur Pun	M
34		13 Laxmi Tilija	F
35		14 Lila Pun	F


S.No.	Name of the School	Name of participants	G
36	Chandra PS	1 Indra B.K	M
37	Mandali PS	2 Buddhi Bahadur Purja	M
38		1 Tok Bahadur Pun	M
39		2 Shanti Pun	F
40		3 Khima Pun	F
41	Himanchal HSS	4 Om Prasad Pun	M
42		1 Hem Kumari Garbuja	F
43		2 Krishna Bahadur Pun	M
44		3 Toya Ram Pariyar	M
45		4 Maya Pun	F
46		5 Om Bahadur Purja	M
47		6 Mina Pun	F
48	Kaphaldanda LS	1 Jag Bahadur Pun	M
49		2 Hemala Roka	F
50		3 Sudhi Maya Pun	F
51		4 Khemraj Pun	F
52		5 Chhem Prasad Garbuja	M
53		6 Kamala Garbuja	F
54	Shanti Kalika PS	1 Maya Pun	F
55	Gharamdi LS	1 Tek Bahadur B.K	M
56		2 Khari Maya Garbuja	F
57		3 Rupa Purja Pun	F
58		4 Khari Maya Pun	F
59		5 Padma Garbuja	F
60		6 Om Maya Purja	F

Appendix 2: Material List per School

Phase III training Rima, Myagdi 2073-074					
School supply Rima RC for each of the school					
S.NO.	Particular	Unit	Qty	Rate	Total
1	A4 paper	rim	2	340	680
2	Ball pen	pkt	2	150	300
3	Card board paper sheet		72	9.5	684
3	cello tape	pcs	3	60	180
4	color paper	rim	1	720	720
5	croyn	pkt	2	110	220
6	Duck tape	pcs	2	85	170
7	Eraser 20pc	pkt	1	85	85
8	paper clip	pkt	2	35	70
9	Globe inflatable	pcs	1	450	450
10	Glue stick, Am	pcs	2	70	140
11	graph paper	pad	1	95	95
12	litho paper	rim	1	225	225
13	marker perman	pkt	1	420	420
14	marker board	pkt	1	420	420
15	Masking tape 3	pcs	4	45	180
16	Mount cut blad	pcs	1	120	120
17	news print paper	sheet	50	1.4	70
18	news print 20*3	sheet	50	1.4	70
19	Electric Piano, C	pcs	1	6,200	6200
20	paint brush	set	1	216	216
21	pencil	pkt	4	60	240
22	scale 60	pcs	1	85	85
23	scale 30	pcs	2	30	60
24	Scissors 6010	pcs	2	90	180
25	Sketch pen, 12	pkt	1	204	204
26	Stappler machi	pcs	1	60	60
27	String twin ball	pcs	4	30	120
28	sharpner	pcs	1	365	365
29	water poster co	pkt	1	180	180
30	adopter	pcs	1	350	350
31	battery	pair	6	150	900
	Total				14459

4,200 for small

for small piano

Received by 
 श्री. वहादुर पुन प्रधानाध्यापक
 श्री. कामलडाडा वि. मा. वि. राम्चे म्याग्दी

Appendix 3: English Language

Days	9:00-9:15	9:15-10:40	10:40-10:50	10:50-12:15	12:15-12:55	12:55-2:20	2:20-2:40	2:40-4:00	4:00-4:30
1	Inauguration Ceremony				Break	Need assessment & Introduction	Game	Designing Instructional Activities	Reflection Meeting
2	Assembly	Creative Arts	Break	Designing Instructional Activities	Break	Designing Instructional Activities	Game	Teaching Grammar and Vocabulary through Activities	Reflection Meeting
3	Assembly	Teaching Grammar and Vocabulary through Activities	Break	Creative Arts	Break	Teaching Grammar and Vocabulary through Activities	Game	Teaching Essay through Activities and Speakers' Club	Reflection Meeting
4	Assembly	Teaching Essay through Activities and Speakers' Club	Break	Teaching Essay through Activities and Speakers' Club	Break	Creative Arts	Game	Teaching Story through Activity Based Instruction	Reflection Meeting
5	Assembly	Teaching Story through Activity Based Instruction	Break	Teaching Story through Activity Based Instruction	Break	Teaching Poem through Activity Based Instruction	Game	Creative Arts	Reflection Meeting
6	Assembly	Creative Arts	Break	Teaching Poem through Activity Based Instruction	Break	Project Based Learning in English Lg. Classroom	Game	Project Based Learning in English Lg. Classroom	Reflection Meeting
7	Assembly	Project Based Learning in English Lg. Classroom	Break	Creative Arts	Break	Project Based Learning in English Lg. Classroom	Game	Readers' Club	Reflection Meeting
8	Assembly	Readers' Club	Break	Writers' workshop	Break	Creative Arts	Game	Writers' workshop	Reflection Meeting
9	Assembly	Micro Teaching Practice	Break	Micro Teaching Practice	Break	CAS in Practice	Game	Creative Arts	Reflection Meeting
10	Assembly	Creative Arts	Break	CAS in Practice	Break	Review and Feedback	Closing Ceremony		

Appendix 4: Social Studies and Creative Arts

Days	9:00-9:15	9:15-10:45	10:45-10:55	10:55-12:25	12:25-12:50	12:50-2:20	2:20-2:40	2:40-4:10	4:10-4:30
1	Inauguration Ceremony			Need assessment and Introduction	Break	Creative Arts	Team Game	We and our community	Reflection Meeting
2	Assembly	Social norms and values	Break	Setting social norms and values	Break	Social evils	Team Game	Creative Arts	Reflection Meeting
3	Assembly	Creative Arts	Break	Civic sense: Constitutional provisions	Break	Civic sense: Constitutional provisions	Team Game	Learning from the Past	Reflection Meeting
4	Assembly	Learning from the Past	Break	Creative Arts	Break	Geography	Team Game	Geography	Reflection Meeting
5	Assembly	Map and Globe	Break	Creating maps	Break	Creative Arts	Team Game	Exploring map	Reflection Meeting
6	Assembly	Exploring map	Break	Demography	Break	Demography	Team Game	Creative Arts	Reflection Meeting
7	Assembly	Creative Arts	Break	Population in context	Break	Population in context	Team Game	Economic activities	Reflection Meeting
8	Assembly	Economic activities in context	Break	Creative Arts	Break	Planning the Economic activates for this community	Team Game	Planning the Economic activates for this community	Reflection Meeting
9	Assembly	CAS in Social Studies	Break	CAS in Social Studies	Break	Creative Arts	Team Game	CAS in Social Studies	Reflection Meeting
10	Assembly	Creative Arts	Break	Review and Feedback	Break		Closing Ceremony		

Appendix 5: Mathematics and Creative Arts

Days	9:00-9:15	9:15-10:40	10:40-10:50	10:50-12:15	12:15-12:55	12:55-2:20	2:20-2:40	2:40-4:00	4:00-4:30
1	Inauguration Ceremony				Break	Making Tangram Puzzles	Team Game	Using Tangram Puzzles	Reflection Meeting
2	Assembly	More Tangram Puzzles, Exploring Geometry	Break	Investigating 2-D shapes	Break	Creative Arts	Team Game	Line Designs	Reflection Meeting
3	Assembly	Developing Nets	Break	Creating 3-D shapes	Break	Creating Measurement tools	Team Game	Creative Arts	Reflection Meeting
4	Assembly	Creative Arts	Break	Creating Measurement tools	Break	Estimation Games	Team Game	Making base-10 blocks	Reflection Meeting
5	Assembly	Comparison of Numbers	Break	Creative Arts	Break	Addition and Subtraction	Team Game	Multiplication	Reflection Meeting
6	Assembly	Division	Break	Fraction and Decimal	Break	Creative Arts	Team Game	Fraction and Decimal	Reflection Meeting
7	Assembly	Square and Cubic numbers	Break	Working with data	Break	Pre-algebra and Algebraic Tiles/blocks	Team Game	Creative Arts	Reflection Meeting
8	Assembly	Creative Arts	Break	Pre-algebra and Algebraic Tiles/blocks	Break	Using Algebraic tiles Re-inventing the algebraic formulae	Team Game	Using Algebraic tiles Re-inventing the algebraic formulae	Reflection Meeting
9	Assembly	CAS in Math	Break	Creative Arts	Break	CAS in Math	Team Game	CAS in Math	Reflection Meeting
10	Assembly	Issues and Problems	Break	Review and Feedback	Break	Closing Ceremony			

Appendix 6: Daily Reflection of the Participants-English Group

Scale: Excellent=5, Very Good=4, Good=3, Satisfactory=2 and Need to improve=1

Fi: Feedback from ith form

SN	Area	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	F14	F15	F16	F17	F18	F19	F20	F21	F22	F23	F24	F25	F26	F27	F28	F29	F30	F31	F32
1	Today's objectives were clearly stated and accomplished	4	5	4	5	4	5	4	5	4	4	5	4	4	4	4	5	4	4	4	5	5	5	5	4	5	4	3	5	5	4	5	5
2	Participants' participation and interaction were appreciated	5	5	4	4	4	5	4	5	5	5	5	5	4	4	4	4	4	4	4	5	4	4	4	5	5	5	4	4	5	5	5	5
3	The subject matters were useful and related to our needs	4	5	5	5	3	5	5	5	4	4	5	5	5	5	5	5	5	4	3	5	5	5	5	5	5	4	3	5	5	5	5	5
4	The facilitator was prepared and confident in the subject matter	4	5	5	4	5	5	4	5	5	4	4	5	5	4	4	4	5	5	4	5	5	5	5	5	5	4	4	5	5	4	5	5
5	The resources used/provided in the training are useful for classroom instruction	5	5	4	4	4	5	5	5	4	5	4	5	4	4	4	5	5	4	4	5	5	5	4	4	5	4	4	5	5	4	5	5
6	Time for today's training was enough	4	5	4	5	5	4	4	4	4	4	4	3	4	4	4	5	4	3	4	5	4	5	5	4	5	4	4	4	4	4	3	5
7	I am highly satisfied from today's learning achievement	4	5	4	5	4	4	3	3	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	5
	AVG	4.3	5.0	4.3	4.6	4.1	4.7	4.1	4.6	4.3	4.3	4.6	4.4	4.3	4.1	4.1	4.6	4.4	4.0	3.9	4.9	4.6	4.7	4.6	4.4	4.9	4.1	3.6	4.6	4.7	4.3	4.6	5.0

F33	F34	F35	F36	F37	F38	F39	F40	F41	F42	F43	F44	F45	F46	F47	F48	F49	F50	F51	F52	F53	F54	F55	F56	F57	F58	F59	F60	F61	F62	F63	F64	F65	F66	F67	F68	F69	F70	F71	F72
4	5	5	4	4	5	4	4	5	5	5	5	4	4	5	4	4	4	5	5	3	3	4	4	4	5	4	4	4	4	4	4	5	5	5	4	4	4	5	
4	5	5	4	4	5	4	4	5	3	5	5	5	4	4	4	5	5	4	5	3	4	4	5	4	5	4	4	5	4	5	4	4	5	5	4	5	5	5	
4	5	5	4	4	5	4	3	5	4	4	4	4	5	5	5	5	5	4	5	4	4	5	5	5	5	3	5	4	5	4	5	4	5	5	4	4	4	5	5
4	4	5	5	5	5	4	4	5	3	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	4	5	4	4	5
5	4	5	5	5	5	3	5	5	4	4	4	5	5	5	5	4	4	5	5	5	4	4	5	5	5	3	4	5	4	4	4	5	5	5	4	5	5	4	5
5	4	5	4	4	4	4	4	5	4	5	5	4	4	3	4	5	4	4	4	3	4	4	4	5	4	4	4	4	2	4	5	4	4	5	3	5	4	3	4
4	5	4	4	4	4	4	4	4	3	4	4	5	4	2	4	4	4	4	5	3	3	4	4	4	4	3	4	4	4	4	4	4	4	5	4	5	4	4	5
4.3	4.6	4.9	4.3	4.3	4.7	3.9	4.0	4.9	3.7	4.6	4.6	4.6	4.4	4.1	4.3	4.6	4.4	4.4	4.9	3.7	3.9	4.1	4.6	4.6	4.7	3.6	4.3	4.4	4.0	4.3	4.4	4.3	4.7	5.0	4.0	4.7	4.3	4.1	4.9

F73	F74	F75	F76	F77	F78	F79	F80	F81	F82	F83	F84	F85	F86	F87	F88	F89	F90	F91	F92	F93	F94	F95	AVG
3	3	4	5	4	5	4	4	4	4	4	4	4	5	3	4	5	4	4	4	4	4	4	4.3
4	4	4	4	4	5	5	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4.4
4	5	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5	4	5	4	3	5	4.6
4	5	5	5	4	5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	4	5	4.7
4	4	5	4	5	5	5	5	4	4	5	4	4	5	4	5	4	4	5	4	5	3	5	4.5
3	5	4	3	4	5	3	4	3	4	4	3	4	4	5	4	3	2	4	5	4	4	4	4.1
3	4	4	4	5	5	5	4	3	4	4	3	4	4	4	4	4	4	4	4	4	3	4	4.0
3.6	4.3	4.4	4.3	4.4	5.0	4.6	4.4	3.7	4.3	4.4	3.7	4.3	4.7	4.3	4.4	4.3	4.0	4.4	4.4	4.3	3.6	4.4	4.4

Appendix 7: Daily Reflection of the Participants-Social Studies Group

Scale: Excellent=5, Very Good=4, Good=3, Satisfactory=2 and Need to improve=1

Fi: Feedback from ith form

SN	Area	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	F14	F15	F16	F17	F18	F19	F20	F21	F22	F23	F24	F25	F26	F27	F28	F29	F30
1	Today's objectives were clearly stated and accomplished	5	5	5	5	5	4	5	5	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	4	5	4	5	4	4	5
2	Participants' participation and interaction were appreciated	5	4	5	5	5	4	4	4	5	4	5	5	4	4	5	5	4	5	5	5	4	4	5	4	5	5	5	4	4	5
3	The subject matters were useful and related to our needs	5	5	5	5	5	4	4	4	5	4	5	4	4	4	5	5	5	5	5	5	4	4	5	5	5	4	5	4	4	5
4	The facilitator was prepared and confident in the subject matter	5	4	5	5	5	3	5	4	4	4	5	5	4	3	5	5	5	5	5	5	4	5	5	6	5	4	5	4	5	5
5	The resources used/provided are useful for classroom instruction	5	5	5	5	5	4	3	4	5	4	5	5	4	4	5	5	5	5	5	5	5	3	5	4	4	5	5	4	5	5
6	Time for today's training was enough	4	5	4	4	5	3	4	4	4	5	5	4	5	4	5	4	5	4	4	4	4	4	4	3	5	4	5	5	5	4
7	I am highly satisfied from today's learning achievement	4	5	5	5	4	4	4	4	5	4	5	5	4	4	4	4	4	4	4	5	4	5	3	4	5	5	5	4	4	5
AVG		4.7	4.7	4.9	4.9	4.9	3.7	4.1	4.1	4.6	4.1	5.0	4.7	4.1	3.9	4.9	4.7	4.7	4.7	4.7	4.9	4.3	4.3	4.6	4.3	4.9	4.4	5.0	4.1	4.4	4.9

F31	F32	F33	F34	F35	F36	F37	F38	F39	F40	F41	F42	F43	F44	F45	F46	F47	F48	F49	F50	F51	F52	F53	F54	F55	F56	F57	F58	F59	F60	F61	F62	F63	F64	F65	F66	F67	F68	F69	F70	F71	F72
5	5	4	4	5	5	5	5	4	4	5	4	4	4	5	3	5	4	5	4	4	5	4	4	4	4	5	4	4	5	4	4	4	5	4	4	5	4	4	4	4	
5	4	4	3	5	5	4	4	4	4	5	4	5	4	5	4	5	3	5	4	5	5	4	5	5	5	5	5	4	5	5	5	3	4	5	3	5	3	4	4	4	
5	5	4	4	5	5	5	5	5	4	5	4	4	4	5	4	5	4	5	4	5	5	5	3	5	4	5	3	5	4	5	5	4	4	5	5	4	5	5	4	4	5
5	4	5	4	5	4	5	5	5	4	5	4	5	4	5	4	5	4	5	5	4	5	4	4	5	4	5	3	4	4	5	4	5	3	5	4	4	5	4	5	3	4
5	4	5	4	5	4	5	5	5	5	5	4	4	3	4	4	5	3	5	4	4	5	3	3	4	3	5	2	5	4	5	4	4	4	4	4	5	3	5	4	3	
4	3	4	4	5	5	4	4	5	4	5	4	4	4	3	3	4	4	4	4	5	4	4	4	5	3	5	4	4	4	5	5	4	5	3	4	4	5	5	3	4	
4	4	5	4	5	4	5	4	4	4	5	4	4	4	4	4	3	4	4	4	4	4	5	4	4	3	5	4	4	5	5	4	3	5	5	5	4	5	3	4	5	
4.7	4.1	4.4	3.9	5.0	4.6	4.7	4.6	4.6	4.1	5.0	4.0	4.3	3.9	4.4	3.7	4.7	3.6	4.7	4.1	4.4	4.7	4.1	3.9	4.6	3.7	5.0	3.6	4.4	4.1	4.9	4.4	4.3	3.9	4.7	4.3	3.9	4.9	3.9	4.4	3.7	4.1

F73	F74	F75	F76	F77	F78	F79	F80	F81	F82	F83	F84	F85	F86	F87	F88	F89	F90	F91	F92	F93	F94	F95	F96	F97	F98	F99	F100	F101	F102	F103	F104	F105	F106	F107	F108	F109	F110	F111	F112	F113	F114	
4	4	4	5	4	4	4	5	4	4	4	5	5	4	4	5	5	5	5	5	4	5	4	5	4	4	4	5	5	5	5	5	5	5	5	4	5	4	5	4	5	5	
5	5	5	5	5	5	4	5	5	5	3	4	5	4	4	5	5	4	5	5	3	5	4	4	4	4	4	5	5	5	5	4	5	4	4	4	5	5	5	5	5	5	5
3	5	4	5	3	5	4	5	5	4	4	5	4	4	4	5	5	5	5	5	4	5	4	5	4	4	4	5	5	4	5	5	5	5	4	4	4	5	5	4	4	5	
4	5	4	5	3	4	4	5	4	5	3	5	5	4	3	5	5	5	5	5	4	5	5	4	4	4	4	5	5	5	5	5	3	5	3	5	4	5	5	5	5	5	
3	4	3	5	2	5	4	5	4	4	4	4	5	4	4	5	5	5	5	5	3	5	4	5	4	4	4	5	5	5	5	5	4	5	3	4	5	5	4	5	5		
4	5	3	5	4	4	4	4	5	5	4	5	4	5	4	5	4	5	4	4	4	4	4	5	3	4	3	4	5	5	4	4	4	4	1	3	5	5	5	5	4	4	
4	4	3	5	4	4	5	5	4	3	5	5	5	4	4	4	4	4	4	3	4	4	5	4	4	4	4	5	5	5	4	5	4	4	4	5	5	5	5	5	4		
3.9	4.6	3.7	5.0	3.6	4.4	4.1	4.9	4.4	4.3	3.9	4.7	4.7	4.1	3.9	4.9	4.7	4.7	4.7	4.7	3.6	4.7	4.1	4.7	3.9	4.0	3.9	4.7	5.0	4.9	4.9	4.7	4.7	4.3	4.1	3.6	4.7	4.7	5.0	4.6	4.7	4.7	

F115	F116	F117	F118	F119	F120	F121	F122	F123	F124	F125	F126	F127	F128	F129	F130	F131	F132	F133	F134	F135	AVG
4	4	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	4	4	4	4	4.5
4	5	5	4	5	5	5	4	5	5	5	4	5	5	5	5	4	4	4	4	4	4.5
4	5	4	5	5	5	4	4	5	5	4	5	5	5	5	5	5	4	4	4	4	4.5
4	4	5	5	5	5	5	4	5	4	5	5	5	5	5	3	5	3	4	4	4	4.5
4	5	5	4	4	5	4	4	5	5	5	4	4	5	5	4	5	3	4	4	4	4.4
4	4	4	5	5	4	5	4	5	4	4	5	5	4	4	4	1	3	3	4	3	4.2
4	4	4	4	5	4	4	4	5	4	4	4	5	4	4	4	5	4	4	4	4	4.3
4.0	4.4	4.6	4.6	4.9	4.7	4.6	4.0	5.0	4.4	4.6	4.6	4.9	4.7	4.7	4.3	4.1	3.6	3.9	4.0	3.9	4.4

Appendix 8: Daily Reflection of the Participants-Mathematics Group

Scale: Excellent=5, Very Good=4, Good=3, Satisfactory=2 and Need to improve=1

Fi: Feedback from ith form

SN	Area	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	F14	F15	F16	F17	F18	F19	F20	F21	F22	F23
1	Today's objectives were clearly stated and accomplished	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4	4	5	4	5	4	5	5	5
2	Participants' participation and interaction were appreciated	5	5	4	5	5	4	5	5	4	5	3	5	5	5	5	4	5	4	5	5	5	4	5
3	The subject matters were useful and related to our needs	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5
4	The facilitator was prepared and confident in the subject matter	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5
5	The resources used/provided are useful for classroom instruction	5	5	4	5	4	5	5	4	5	5	4	5	5	5	5	5	5	5	5	4	5	5	5
6	Time for today's training was enough	4	4	4	4	4	4	4	4	4	4	3	5	5	5	4	4	5	4	5	4	4	5	4
7	I am highly satisfied from today's learning achievement	5	4	5	4	4	5	4	5	4	5	4	5	5	5	4	4	5	4	5	4	5	5	4
AVG		4.9	4.7	4.6	4.7	4.6	4.7	4.7	4.7	4.6	4.9	4.0	5.0	5.0	5.0	4.6	4.4	5.0	4.4	4.7	4.4	4.9	4.9	4.7

F24	F25	F26	F27	F28	F29	F30	F31	F32	F33	F34	F35	F36	F37	F38	F39	F40	F41	F42	F43	F44	F45	F46	F47	F48	F49	F50	F51	F52	F53	F54	F55
5	5	4	4	5	4	4	5	5	5	4	5	5	5	5	5	5	4	4	5	4	5	5	4	4	4	5	5	5	5	5	5
5	5	5	5	5	5	4	4	5	5	4	5	5	5	4	5	5	5	4	5	4	5	5	5	5	4	5	5	4	5	4	5
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5
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5	3	4	4	5	4	3	4	4	4	4	5	5	5	4	5	4	4	4	3	4	5	4	4	3	4	5	3	4	4	3	5
4	5	4	4	5	4	4	5	4	5	4	5	5	5	5	4	5	4	4	5	3	5	5	4	4	4	5	5	4	4	5	5
4.9	4.7	4.6	4.6	5.0	4.4	4.3	4.7	4.7	4.9	4.4	5.0	5.0	4.7	4.7	4.7	4.9	4.6	4.4	4.7	4.1	5.0	4.9	4.6	4.3	4.3	5.0	4.7	4.4	4.7	4.6	4.9

F56	F57	F58	F59	F60	F61	F62	F63	F64	F65	F66	F67	F68	F69	F70	F71	F72	F73	F74	F75	F76	F77	F78	F79	F80	F81	F82	F83	F84	F85	F86	F87	F88	F89
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4.4	4.4	5.0	5.0	5.0	4.1	4.4	4.1	3.3	3.4	3.1	3.6	4.3	4.7	4.7	4.9	4.4	5.0	5.0	4.7	4.7	4.7	4.9	4.6	4.4	4.7	4.1	5.0	4.9	4.6	4.3	4.3	5.0	4.7

F90	F91	F92	F93	F94	F95	F96	F97	F98	F99	F100	F101	F102	F103	F104	F105	F106	F107	F108	F109	F110	F111	F112	F113	F114	F115	F116	F117	F118	F119	F120	AVG	
5	5	5	5	5	5	4	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	4	4	4.6	
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4	4	5	5	4	4	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	4	4	4	4	5	5	4	4	4	5	4.5
4.4	4.7	4.6	4.6	4.7	4.7	4.6	4.9	4.7	4.9	4.9	4.6	4.4	4.7	4.6	5.0	5.0	5.0	5.0	5.0	5.0	4.9	4.9	4.7	4.4	4.9	4.7	4.9	4.6	4.4	4.6	4.6	

Appendix 9: Daily Reflection of the Participants-Creative Arts Group

Scale: Excellent=5, Very Good=4, Good=3, Satisfactory=2 and Need to improve=1

Fi: Feedback from ith form

SN	Area	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	F14	F15	F16	F17	F18	F19	F20	F21	F22	F23	F24	F25	F26	F27	F28	F29	F30
1	Today's objectives were clearly stated and accomplished	4	5	4	4	5	4	5	5	5	4	4	4	4	5	5	5	5	5	4	4	4	5	3	4	4	5	4	5	5	4
2	Participants' participation and interaction were appreciated	4	5	5	4	4	5	5	5	4	5	4	5	4	5	4	5	5	4	4	5	5	5	4	5	5	4	5	5	5	4
3	The subject matters were useful and related to our needs	4	5	4	4	5	4	5	5	5	4	4	4	5	5	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	5
4	The facilitator was prepared and confident in the subject matter	5	5	5	4	5	5	4	5	4	4	4	5	4	5	5	5	5	4	5	5	5	5	5	4	5	5	4	5	5	5
5	The resources used/provided are useful for classroom instruction	5	5	4	4	4	4	5	5	4	4	4	5	5	5	4	5	5	5	5	4	4	4	4	5	5	4	5	5	4	5
6	Time for today's training was enough	5	5	4	4	4	4	5	4	4	4	4	3	5	5	3	4	5	5	4	4	3	4	3	5	4	4	4	1	3	3
7	I am highly satisfied from today's learning achievement	4	5	4	4	4	4	4	5	5	4	4	3	5	5	2	3	5	4	4	4	4	3	4	4	4	5	5	5	5	4
AVG		4.4	5.0	4.3	4.0	4.4	4.3	4.7	4.9	4.4	4.1	4.0	4.1	4.6	5.0	4.0	4.6	5.0	4.6	4.4	4.3	4.3	4.6	3.9	4.6	4.6	4.6	4.4	4.4	4.6	4.3

F31	F32	F33	F34	F35	F36	F37	F38	F39	F40	F41	F42	F43	F44	F45	F46	F47	F48	F49	F50	F51	F52	F53	F54	F55	F56	F57	F58	F59	F60	F61	F62	F63	F64	F65	F66	F67	F68	F69	F70	F71	F72
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4.1	4.7	5.0	5.0	4.0	4.7	3.9	4.1	4.1	5.0	4.7	3.6	5.0	5.0	4.1	4.6	5.0	4.9	4.7	4.7	4.3	4.1	4.3	4.6	4.1	5.0	4.6	5.0	4.3	4.3	4.6	4.7	4.6	4.7	4.1	5.0	4.7	4.7	4.4	5.0	3.7	4.4

F73	F74	F75	F76	F77	F78	F79	F80	F81	F82	F83	F84	F85	F86	F87	F88	F89	F90	F91	F92	F93	F94	F95	F96	F97	F98	F99	F100	F101	F102	F103	F104	F105	F106	F107	F108	F109	F110	F111	F112	
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5.0	4.1	4.3	4.1	4.7	5.0	5.0	4.7	4.6	4.4	4.7	4.4	4.9	5.0	5.0	4.0	5.0	4.7	4.6	4.9	4.4	4.7	5.0	4.7	4.6	4.6	5.0	4.6	4.6	4.7	4.4	4.9	5.0	5.0	5.0	4.3	4.6	4.4	4.6	3.9	

F113	F114	F115	F116	F117	F118	F119	F120	F121	F122	F123	F124	F125	F126	F127	F128	F129	F130	F131	F132	F133	F134	F135	F136	F137	F138	F139	F140	F141	F142	F143	F144	F145	F146	F147	F148	F149	F150	F151	F152	AVG
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4.0	4.1	4.4	4.3	4.3	4.6	4.7	4.6	4.7	4.1	5.0	4.7	4.7	4.4	5.0	3.7	4.4	5.0	4.1	4.6	4.9	4.4	4.7	5.0	4.7	4.6	4.6	5.0	4.6	4.6	4.7	4.4	4.9	5.0	5.0	5.0	4.3	4.6	4.4	4.6	4.6

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