

**REPORT OF THE REFRESHER TRAINING**  
**ON**  
**Quality Education Teacher Training for**  
**Child Centered Teaching Learning**



**TRAINING CONDUCTED BY**



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

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

**Date:** April 20 to April 25, 2016

**Venue:** Shree Hlmanchal Higher Secondary School, Nangi, Magdi

## Table of Content

Acronyms.....	1
Executive Summary .....	2
Background .....	3
Training Team.....	4
Visitors .....	5
Refresher Training Programme-Nagi .....	5
Objectives of the Workshop.....	5
Format of the Workshop.....	6
Mathematics Workshop.....	6
Science Workshop .....	8
English Workshop .....	9
Computer Workshop.....	11
MEDEP-Awareness Program.....	11
Evaluation of the Workshop.....	12
Challenges and Recommendations .....	13
Appendices.....	15
Appendix 1: Participantsin the Second Refresher Training Program, Nagi .....	15
Appendix 2: Participants of Computer Workshop .....	18
Appendix 3: Routine.....	19
Appendix 4: Daily Group Feedback – Appreciations .....	20
Appendix 5: Daily Group Feedback – Suggestions .....	21

## Acronyms

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 activities and outcomes of the Refresher Training workshops conducted for the foundation level teachers from Adarsha Secondary School Resource Center, Myagdi District of Nepal. The refresher was focused on child centered teaching learning approaches and resolving the classroom issues and problems. LEARN received financial support from Nepali Village Initiatives Association (NVIA), Australia, and performed this refresher training in coordination with District Education Office (DEO), Maygdi. LEARN conducted and monitored the refresher training.

The program was conducted for 6 days from 20 April, 2016 to 25 April, 2016 AD at the resource centre, Himanchal Higher Secondary School, Nangi. There were 70 participants from 10 schools two VDCs, Histan Mandali and Ramche.

The refresher training at Nangi included Physical Training (PT), Brain Jim, class songs, group games, group works, observations, creations, presentations, connections, reporting, and reflections during the sessions. Participants were divided in to two groups. One group received only computer training for six days, and another group was further divided in to three groups, they in rotation participated in English, Mathematics and Science workshops.

The DEO is very positive about the program. RP from DEO, Mr. Bharat Pun supported the program right from the beginning by coordinating with schools for teachers' participation, and observing and monitoring the program.

The cooperation of NVIA, DEO, RC, the participants, and the team of resource persons are the key factors for the success of this programme. Hence LEARN acknowledges and appreciates all the contributions from the stakeholders.



## Background

LEARN is an NGO, working in the field of education with a slogan "Lifting Education, Advancing Rural Nepal". Teacher training and refresher programmes with the motto "Quality teaching for quality education" are the focus of the programme. In its initial phase, LEARN has been working with 24 schools of Myagdi District in the areas of teacher development and support. Besides teacher training LEARN has also focused on parents' awareness program, training for School Management Committee (SMC) and Parents Teachers Association (PTA), and instructional materials support in the selected schools of the program area for quality education.

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 it has high prospects in agriculture, especially for medicine, fruits and animal products. Hence 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 for 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 and teachers' professional development are supplementary to each other. The SMCs, head teachers and the teachers of Nangi also identified the need of professional development of 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. It is focused on its goals for quality education based on child rights 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. 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, innovation and problem solving; and assessment/evaluation of learning, and creating child friendly atmosphere in the school were the main focus.

As follow ups for the training effectiveness, LEARN provides in-school support program. LEARN with a team of trainers and experts visits the schools in the middle of the two training sessions. The team interacts with teachers, students, PTA, SMC members, RPs and the head teachers and receives their feedback on the effectiveness of the programs lunched 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 provides refresher training to all the teachers from the project area where the basic level training is already conducted. Refresher training programs are conducted for a week, but the time duration may vary depending up on the need and the resources. Refreshers basically focus on the teachers' need. So, the participants should fill up need assessment forms before the refresher training. The first training program of the year is conducted at the beginning of the session so that teachers can apply their skills and strategies in classroom right from the beginning and second training in the midterm of the academic session to review its progress.

### **Training Team**

Gauri Shankar Pandey, Ministry of Education

Krishna Prasad Pokherel, Senior Trainer

Pritha Dahal, English Trainer

Bharat Pun, RP, DEO, Myagdi

Kailash Tamang, Consultant, LEARN

Krishna Tilija Pun, CEO, LEARN)

Dwarika Nath Amgain, CTO, LEARN

## Visitors

Mr. PurnaBahadur KC, RP, DEO, Myagdi

Mr. Sab BbahadurPurja( SMC Chairperson)

Mr. Raman Pun, head teacher, Himalaya H.S. School, Nagi

## Refresher Training Programme-Nagi

Nangi refresher training program started on 20<sup>th</sup> April, 2016 AD with a short inaugural program. SMC Chair person Mr. Sab BbahadurPurja chaired the program where, Mr. Bharat Pun, Resource Person (RP) from DEO, Myagdi, head teachers from the community schools of Adarsha Secondary School Resource Center, the team of facilitators, 70 participants and LEARN team were present in the program at Himanchal Higher Secondary School, Nangi.

Seventy teachers from ten different schools attended the workshop (see Appendix: 1). The program ended on 25<sup>th</sup> April 2016 AD with a formal closing ceremony. The participants and training team expressed their experiences during the training. Head teacher of the host school Mr. Raman Pun, RP (Mr. Bharat Pun) and other speakers expressed their expectations from the participants during the closing program. LEARN also provided instructional resources to the participating schools wishing them to utilize the resources and make student learning effective. NVIA covered expenditure of this refresher training workshop.

## Objectives of the Workshop

SN	Objectives of the Training	Expected Outcomes
1	Strengthen teachers to create child friendly and safe school environment	Participants understand students' psychology and make their classrooms child-friendly: safe, enjoyable and respectful.
2	Encourage teachers to develop learning needs and learning styles based activities	Participants design several differentiated and student centered activities in classrooms and ensure the whole class learning.
3	Guide teachers to use locally available materials and resources in classroom instruction	Teachers identify and create/collect locally available materials, and use them for making the classroom instruction more meaningful and interactive.
4	Support teachers to resolve classroom issues and problems	Teachers resolve the classroom issues and problems more effectively

## **Format of the Workshop**

After the inauguration seventeen participants joined the Computer Workshop. The remaining, fifty three participants were divided in to three small groups, and each group participated for two days in each of Mathematics, Science and English workshops. The workshop involved teachers in various activities so that they will gain experience to apply them in their classrooms. The workshop was started with an assembly in the morning at 9:45 AM and went up to 4:30 PM with reflection meeting (see Appendix: 3). The assemblies included the National Anthem, PT, Brain Gym and class songs. Three halls were allocated one for each subject - Mathematics, Science and English. Computer lab was used for Computer group. Except the Computer group all the other participants worked for two days per subject. Facilitator Mr. Krishna Prasad Pokhrel led the Mathematics group, Mr. Gauri Shankar Pandey led the Science group and Mr. Kailash Tamang and Ms. Pritha Dahal led the English group.

Each subject group designed their job chart including a Reporter, Room Coordinator and an Entertainer. The workshop also included need assessment, group works, sharing, presentations, games and fun activities in regular basis. Each day, the reporters reported the activities and experiences of the previous day, Class Coordinators collected the feedback and suggestions forms from their class groups and presented in the review meeting every day. At the end of the day the trainers, RPs, Classroom Coordinators and the LEARN team met for a Review Meeting, and shared their experiences and provided feedbacks, that helped to understand the different prospective and review the program instantly.

The workshop covered National Anthem, Brain Gym, PT and Class Songs during the assemblies in order to comply with the government policy, and those activities are important to develop physically and emotionally healthy students. Teachers should lead and guide students to perform those activities in their schools too. LEARN provided the electronic files of the songs and Brain Gym to the participants so that they could learn and guide students in their schools.

## **Mathematics Workshop**

Altogether 53 participants from 10 Schools participated in Mathematics workshop for two days. The participants include ECD to secondary level teachers, and there were some participant in each group who were teaching other subjects in their schools. Facilitator took the need assessment on the first session and started working with the participants on the issues as shown below.

- a) Child psychology and behavior
- b) Adult psychology and behavior

- c) Pre-writing skills for kids
- d) Teaching numbers
- e) Teaching place values
- f) Addition
- g) Subtraction
- h) Multiplication
- i) Division
- j) Number bases: base 2 and base 5
- k) Fraction, decimal and percentage
- l) Lines and shapes
- m) Bearing and scale drawing

On the first session, the group discussed and compared the kids' life before and after joining the school. Participants found that the school environment was very different than that of their homes. Teachers were made to realize and rethink about their rigid, unfriendly, and fearful school environment so that the little kids could enjoy schools right from the beginning.

Mr. Pokherel discussed another important component necessary for effective learning that was activating all the sense organs and maximize learning.

Teaching Mathematics was considered one of the challenging jobs for teachers. However, Mr. Pokherel started his interaction from the very basic level so that all the participants were found to be enjoying the sessions. He addressed the ECD teachers by introducing 'pre-writing' activities that included writing the following shapes before starting A, B, ..., 1, 2, ....:



Another important aspect of Mathematics workshop was using real and locally available materials such as bamboo sticks, stones, beans, etc. for teaching number counting, place values, addition with carrying, subtraction with burrowing, multiplication, division, base-2 and base-5 numbers, and fractions. The participants cut potatoes in to fractions and tried to relate them to the problems. For example, they practically created different fractions and compared them. They even observed addition, subtraction, multiplication and division of fractions practically during the workshop. The workshop even covered decimal, percentage, lines, angles, algebra, geometric shapes, and bearing and scale drawing. However, all the three groups had some variations in their accomplishment due to their unique needs, and time was quite

inadequate to cover their needs. Participants got opportunities to work in groups and solve problems using materials too. Participants made various types of lines and shapes on ground through games.

The refresher workshop was more focused on creating experiential and cooperative learning activities for students and developing mathematical concepts. Such activities also made them realize the importance of mathematics in real life. It



also addressed many classroom issues and problems related to mathematics. Many times, facilitator was able to dig out more problems and confusions in participants and addressed them. Hence, many of the participants were very thankful of LEARN and almost all the reports and feedbacks expected to extent the workshop minimum up to ten days.

### **Science Workshop**

Altogether 53 participants from 10 Schools participated in Science workshop for two days. The participants include ECD to secondary level teachers, and there were some participant in each group who were teaching other subjects in their schools. Facilitator took the need assessment on the first session and started working with the participants on the issues as shown below.

- a) Science process skills (Observation Skills)
- b) Classification of plants (Dicot and monocot)
- c) Identification of Herb, Shrub and Tree
- d) Different between living and non living things
- e) Preparation of chart
- f) Magnetism
- g) Solar System (planet)
- h) Study of Animal and Plant cell
- i) Photosynthesis
- j) Absorption

The highly appreciated part of the Science workshop was - participants were made to observe the nature, collect specimen, and discuss in groups. The participants learnt to discriminate different types of plants, parts of plants, and living and non living things. Another important focus of the Science workshop was involving participants in developing models and experiments. They observed the properties of magnets, photosynthesis, absorption, and animal and plant cells experimentally. They also prepared several chart designs.

Science workshop motivated the participants to involve students to explore science from their surrounding and learn through observations, explorations and experimentations. It was



observed that many times the participants were found working during the breaks too, as one of the reporters expressed his experience, “all the participants and the facilitator were very active and busy throughout the day”.

### **English Workshop**

Fifty three participants benefitted from the English workshop. Facilitators took the need assessment on the first session and started working with the participants on the issues as shown below:

- a) Preposition (in, at, on) and word games (dominoes of preposition and worksheet)
- b) Nursery rhymes
- c) Vocabulary
- d) Animal Sounds
- e) Pronunciation
- f) Preposition
- g) Dream village: conversation in English
- h) Poem writing

In most cases the workshop started with a rhyme. Participants practiced the rhymes - Mary had a little lamb, Old McDonald had a farm, Row your boat, Hokey Pokey song, One, two, three etc. with actions. For some of the participants that was their first experience. Participants discussed on the most common and confusing prepositions (in, at and on). They identify the contexts in group and shared examples with actions.

Conversation was another area focused on the workshop. Majority of the participants were not teaching English in their schools. Even the English teachers had difficulties in English conversation since they rarely communicate in English in school. Pair talking and introducing the 'dream village' were the main activities to practice conversation. The facilitators showed how to begin and proceed conversations practically and the participants tried to follow them. In another activity, each group created their dream village and turn by turn each member in the group introduced the dream village to the other members visiting to their stall. Participants enjoyed and appreciated that activity because it is very applicable for their real life while interacting with tourists and sharing about their village.

Pronunciations and vocabulary practices were done simultaneously with other activities. For example, while doing rhymes the participants also collected the rhyming words and the facilitators helped to pronounce the difficult words. At the end all the participants wrote poems and shared them in class.

The participates who were not English teachers took it as an opportunity to learn more of the language. The training primarily focused on teaching the rhymes, vocabulary, animal



sounds, preposition, writing and speaking in English. The objective of the training was to ensure that the teachers started using different techniques to teach children in the

classroom. The participants were extremely enthusiastic to try new activities and were fully immersed in the activities.

### **Computer Workshop**

There were 17 participants from 9 schools in Computer group (see Appendix: 2). The participants included computer teachers and IT staffs. Facilitator took the need assessment on the first session and started working with the participants on the issues and problems for six days (20th -25th April 2016). The issues and problems discussed on the workshop are shown below.

- Review on Desktop Management and Microsoft Word
- New Topics on Microsoft Excel and Microsoft Power point
- Problem related to the computer science in grade 6, 7 and 8.

During the workshop period the participants worked on some problems related to the Desktop management, Microsoft Word and Nepali Typing, and some other problems related to the Computer Science in grades 6, 7 and 8 were also solved. The major time of the workshop focused on using Microsoft Excel and Microsoft Power Point. The participants gained knowledge on and skills on applying those programs for their schools and students.

Participants learnt and practiced to enter the data into the excel sheets and calculate the data using MS Excel. The participants also used some MS Excel functions and formulae to prepare Mark Ledger for the students. At the end, each participant prepared Mark Sheet for individual students. In Microsoft Power Point the participants were able to create slides and animate the data they entered.

The participants actively participated in all the training sessions. Often the participants stayed in Computer lab and practiced during the games and break times. They resolved most of the problems that they had faced. Some of the participants even helped the others that helped the trainer a lot. The participants were curious on every session, and they were very interested to participate in such programs even in future.

### **MEDEP-Awareness Program**

Students' achievement is very low in most of the community schools in comparison to that of the private schools in the district. Parents are gradually shifting to the cities for educating their kids in private schools and they are spending huge amount of money for school fees, house rent and living in cities. LEARN is determined to improve academic standard of the community schools

and at the same time support parents to adopt modern technology and chose economically potential farming in their community. If the community schools transform and parents find opportunity of economic growth in villages, they can live a happy life in their own homes.

This part of Myagdi is hilly region with many tourism and agricultural prospects for economic growth. Hence, LEARN took this opportunity to empower teachers and make them aware of possibilities of sustainable economic activities that can improve the village life.

Ms. Rajani Thapamagar, field coordinator of Micro Enterprise Development Program (MEDEP) took a session for economic entrepreneurship. She shared the MEDEP support to villagers in its working scheme and clarify the present scenario of economic status of village people of Myagdi, possible tourism and agriculture based economic activities with limited investment in Ramche VDC and government policy and facilities for such initiatives. Ms. Thapa Magar stressed on teachers' role to lead the community and support as required. Her interaction was highly motivating for all present in the workshop.

## **Evaluation of the Workshop**

Mr. Bharat Pun, a resource person of the resource center and two LEARN members were present throughout the workshop. They were keenly observing the daily activities and at the same time supporting the participants and facilitators. Every day, after the workshop reflection meetings were conducted. In those meetings classroom coordinators from each workshop group, RP, facilitators, LEARN members and head teacher of the host school shared their experiences and observations.

In overall all of the participants appreciated the program. Group feedbacks presented by room coordinators is compiled in Appendix 4 and 5 that included their appreciations and suggestions respectively. The tables show that the participants considered that the workshop was very effective and well management. Many of them found the workshop was very useful since they learnt new ideas such as identifying students' learning styles, child psychology, easy ways to teach, involving students in interactive and experiential activities, using real objects and relating to the real life situation, and forming classroom rules to manage the classroom effectively.

The participants also provided some suggestions through their feedback forms. Most of the participants suggested increasing the duration of the workshop time could provide them enough time to practice and discuss on more issues. They also expected to increase entertainment time in some groups. Some groups even suggested to provide better snacks, manage time

effectively, use technology such as projector, and increase resources. Some participants from English workshop suggested to explain in Nepali. Some groups suggested to consider their subject and need, and divide the groups accordingly.

In LEARN's observation the participants were engaged in all the six days. They were so excited and focused on their activities; someone had to intervene even for games and snacks at times. A reporter stated, "Training is very interesting, practical, and useful. We enjoyed the sessions." Almost all the participants were very happy to be a part of the program and they were committed to bring change in their classroom. However, they still felt they had lot more to learn. For them two days for a subject was not enough to resolve all their concerns. However, they shared they learnt a lot in limited time and they showed commitment to apply the skills and ideas in their classrooms and improve their teaching.

## **Challenges and Recommendations**

Looking at the past and current experience, the following challenges observed for future training delivery:

1. Private schools are the main challenges for the community schools with two main reasons, one is due to their better academic performance and another is English as the medium of instruction. So those community schools have to improve their academic standard and gradually they too should go for English as medium of instruction.
2. To what extent the teachers will be able to change their approach in classrooms is still a question unless the school administration is committed. LEARN have to work closely with the school administration and DEO for effective implementation of the training.
3. One of the strengths of the workshop was inspiring the participants to use no-cost and low-cost materials, but at the same time teachers could have given skills and ideas to technology in instruction.
4. Ultimately the parents value the academic performance of the students in secondary level. Hence LEARN have to plan training for secondary level teachers too.
5. The need assessments should have been taken minimum a week before so that the resource persons will get time to prepare the training package and materials accordingly.
6. Participants provided their feedback through reports and daily group feedback forms. Individual evaluation forms could have been added at the end of the session/workshop.

Feedback from RP, head teachers and the resource persons too could contribute for future programs.

7. Frequent supervision and support should be provided to the schools so that the teachers can resolve their problems instantly and motivate them to go ahead.
8. In primary level, the government policy assumes that any teacher should be able to teach any subject of the level. However, most of the teachers are teaching particular subject for years, and majority of them cannot switch to other subjects. Hence, if the participants are grouped according to their subject, they could have got more time to interact and resolve their classroom issues and problems.

## Appendices

### Appendix 1: Participants in the Second Refresher Training Program, Nagi

S.No.	Name of the School	Name of participants	Gender
1	Adarsha SS	Kumar Garbuja	M
2		Min Bahadur Pun	M
3		BalaramRantija	M
4		MalshreePurja	F
5		NirmalaPurja	F
6		BholanathLamichhane	M
7		BalKumari Pun	F
8		Srijana Pun	F
9		KumBahadur Pun	M
10	Deurali LSS	Rama Pun	F
11		AbirGarbuja	M
12		Devi KumariGarbuja	F
13		UmeshGarbuja	M
14		Ham BahadurTilija	M
15		TekBahadurPurja	M
16		Krishna Subedi	M
17		GimBahadur Khatri	M
18	Shiwalaya PS	GobindaSunar	M
19		PhulBahadur Pun	M
20		AnushaGarbuja	F
21	Tikot SS	Yam Bdr Pun	M
22		GovindaSunar	M
23		GovindaGarbuja	M
24		Ganga BahadurPaija	M
25		DurgaPurja	M
26		BhukumariGarbuja	F
27		Shivalal Acharya	M
28		Yubaraj Pun	M
29		Bednath Acharya	M

S.No.	Name of the School	Name of participants	Gender
30		BimalaKumari Pun	F
31	Chandra PS	Indra B.K	M
32		BuddhiBahadurPurja	M
33		Jai Maya Purja	F
34		Devi Purja	F
35		Bishnu Maya Dura	F
36	Mandali PS	TokBahadur Pun	M
37		Shanti Pun	F
38		Khima Pun	F
39		OmPrasad Pun	
40	Himanchal HSS	Raman Pun	M
41		DeuKumariGarbuja	F
42		Til Maya Garbuja	F
43		Hem KumariGarbuja	F
44		YamnathSubedi	M
45		Krishna Bahadur Pun	M
46		Toya Ram Pariyar	M
47		Chun KumariKhoraja	F
48		Maya Pun	F
49		Phul Maya Purja	F
50		Om BahadurPurja	M
51		GyanBahadur Pun	M
52		Sunil K.C	M
53		BojBahadur Pun	M
54		Ganga Bahadur Pun	M
55		Mina Pun	F
56		Lila Devi Pun	F
57	Kaphaldanda LSS	Jag Bahadur Pun	M
58		Tikaram Acharya	M
59		Hemala Roka	F
60		Sudhi Maya Pun	F
61		Nanda Purja	M

S.No.	Name of the School	Name of participants	Gender
62		Khemraj Pun	M
63		Chhem Prasad Garbuja	M
64		Kamala Garbuja	F
65	Shanti Kalika PS	Samjhana Pun	F
66		Maya Pun	F
67	Gharamdi LSS	TekBahadur B.K	M
68		Khari Maya Garbuja	F
69		RupaPurja Pun	F
70		Khari Maya Pun	F

## Appendix 2: Participants of Computer Workshop

SN.	School	Participants
1	Adarsha SS	Kumar Garbuja
2		Min Bahadur Pun
3		KumBahadur Pun
4		NirmalaPurja
5	Deurali LS	UmeshGarbuja
6		HomBahadurTilija
7	Shiwalaya PS	PhulBahadur Pun
8	Tikot SS	Shivalal Acharya
9		Yubaraj Pun
10	Chandra PS	BuddhiBahadurPurja
11	Mandali PS	Om Prasad Pun
12	Himanchal HSS	Raman Pun
13		DeuKumariGarbuja
14		Maya Pun
15	Kaphaldanda LS	Nanda Purja
16		KhemrajPurja
17	Gharamdi LS	RupaPurja Pun

## Appendix 3: Routine

Assembly	9:45 -10:15
Session I	10:15-11:45
Game	11:45-12:00
Session II	12:00-1:30
Snacks Break	1:30-2:15
Session III	2:15-3:45
Feedback	3:45-4:00
Reflection	
Meeting	4:00-4:30

## Appendix 4: Daily Group Feedback – Appreciations

		Group Responds																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
S.N.	<b>Appreciations</b>																												
1	Training was very effective	1	1	1	1	1	1	1			1		1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1
2	Well manages		1		1	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1		1		1		1	1
3	Learnt easy ways to teach students				1		1			1	1	1	1	1	1	1					1	1				1	1	1	1
4	Students participating - ideas					1	1			1		1	1	1	1						1				1	1	1	1	1
5	Learnt to using the real objects in teaching		1	1		1	1	1		1											1	1				1	1	1	1
6	Observation skills					1	1			1														1	1				
7	New ideas such as MI, child psychology, ...			1																									
		Group Responds																											
		29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	Tot
S.N.	<b>Appreciations</b>																												
1	Training was very effective	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			1	1	1	1	1	1	1	1	1
2	Well manages	1	1	1		1		1	1		1	1		1	1		1				1		1		1	1		1	1
3	Learnt easy ways to teach students			1	1	1	1			1	1	1					1	1		1	1		1	1	1				29
4	Students participating - ideas			1	1	1	1	1	1	1	1	1					1		1		1		1			1		1	28
5	Learnt to using the real objects in teaching		1	1	1	1											1	1			1	1	1	1					22
6	Observation skills					1		1	1								1	1	1	1									12
7	New ideas such as MI, child psychology, ...																												1

## Appendix 5: Daily Group Feedback – Suggestions

		Group Responds																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
S.N.	<b>Suggestions</b>																												
	1 Extend the number of days of the program				1	1			1		1										1		1	1					1
	2 Increase intertainment time																									1			1
	3 Involve interested only																												
	4 Focus on time management																												
	5 Improve quality of tiffin																												1
	6 Use visual aids too																												
	7 Explain in Nepali in English class																												
	8 Increase resources																												
	9 Have evaluation activities in class																												
		Group Responds																											
		29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	Tot
S.N.	<b>Suggestions</b>																												
	1 Extend the number of days of the progr	1	1	1		1				1													1						14
	2 Increase intertainment time						1												1	1			1	1			1	1	9
	3 Involve interested only	1	1									1	1										1	1	1				7
	4 Focus on time management											1							1	1	1								4
	5 Improve quality of tiffin																												1
	6 Use visual aids too											1																	1
	7 Explain in Nepali in English class												1																1
	8 Increase resources																			1									1
	9 Have evaluation activities in class																							1					1