

REPORT OF THE SUBJECT WISE REFRESHER TRAINING
ON
Child Centered Teaching Learning in Schools
26-30 October, 2017
Adarsha Secondary School, Rima Resource Center, Myagdi



CONDUCTED BY

LEARN

IN COORDINATION WITH

**District Education Office, Myagdi and
Annapurna Rural Municipality, Myagdi**

SUPPORTED BY

Quality Education Nepal, Australia

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Acronyms

DEO: District Education Office

ECD: Early childhood Development

SS: Secondary School

BS: Basic School

NGO: Non-Governmental Organization

PT: Physical Training

PTA: Parents Teachers Association

RP: Resource Person

RM: Rural Municipality

SMC: School Management Committee

HT: Head Teacher

Executive Summary of the Event

Child Centered Teaching Learning program in Schools has been implemented in different schools in Myagdi by LEARN. The main aim of the project is to support these schools in creating child friendly teaching learning environment.

This report presents the details of the activities and outcomes of the Subject Wise Refresher Training conducted for the basic level teachers from Rima Resource Center, Myagdi District of Nepal. The refresher training aims at improving teachers' classroom performance by reviewing the implementation aspects of 10 day basic training including its successes and challenges as well as introducing some new methods. The refresher training was conducted for 5 days, dated 26-30, October 2017. The refresher training was mainly focused on reviewing the 10 day basic training, developing more teaching learning materials, learning skills for making classrooms resourceful, and usage of learning materials. LEARN organized the event in financial support of Quality Education Nepal, Australia and in coordination with District Education Office and Annapurna Rural Municipality, Maygdi.

LEARN appreciates and very thankful to Peter, Ronda Hall and all the QEN members for all their strong support.

The strong cooperation among District Education Office and its Resource Centers, Annapurna Rural Municipality, the participants, and the team of facilitators is the key factors for the success of this program. 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 programs with the motto "Quality teaching for quality education" are the key focuses of the program. In its initial phase, LEARN has been working with 24 schools of Myagdi District in the areas of teachers' performance development and support and 14 more schools have been added from this year. Beside teacher trainings, LEARN has also focused on school management, awareness programs, capacity development events for School Management Committee (SMC) and Parents Teachers Association (PTA), and instructional materials support in the selected schools of the program area for the improvement of 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. Believing in the fact that people first need 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, quality education in the schools and economic activities in the community should go side by side in order to improve quality living of the rural Nepali.

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 solving real life problems by themselves.

The teacher trainings and refreshers aim 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 trainings are PT, brain gym, class songs, responsibilities and accountability of teachers, child psychology, classroom management, team building, curriculum planning, using IT in instruction, identifying students' interests and learning

styles, designing effective instructional activities, develop and use of no cost and low cost instructional materials, involving students in creative thinking, innovation and problem solving, assessment/evaluation of learning, and creating child friendly atmosphere in school.

To follow up the effectiveness of the program, LEARN provides in-school support. 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 witnesses 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 has already been conducted. Refresher training programs are conducted for 5-6 days, but the time duration may vary depending upon the contents of training packages.

Introduction to the Subject Wise Refresher Training Program

This refresher training is the continuation of the previous 10 day basic training. The daily contents of training included Brain Gym, class songs, group games, group works, observations, creations, presentations, connections, reporting, and reflections during the sessions. In accordance with the number of participants, they were divided in to three groups and those from each group were placed in different subject wise training hall, viz. English, Science and Social Studies. The program was conducted at Adarsha Secondary School, Rima Resource Center. There were 50 participants from 10 schools from Annapurna Rural Municipality, Rima Resource Center.

Subject wise refresher training to basic level teachers has been organized for the teachers of Rima Resource Center to establish and smoothly continue child friendly and interactive learning environment in these schools in the joint efforts of QEN Australia, District Education Office, schools and LEARN.

Objectives of the Training

SN	Objectives of the Training	Expected Outputs
1	Strengthen teachers to create child friendly and safe school environment	Participants understand students' psychology and make their classrooms child-friendly: safe, enjoyable and resourceful
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 develop and use locally available materials and resources during 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
5	Review and refresh previous 10 day basic training	Participants review and refresh the contents of previous training and discuss how to use the methods and techniques more effectively

Daily Format of the Training

The workshop involved teachers in various activities so that they would gain experience to apply them in their classrooms. The workshop was started with an assembly in the morning at 10:00 AM and went up to 4:00 PM with reflection meeting. The assemblies included National Anthem, PT, Brain Gym and class songs. The participants were divided into three groups, led by three different facilitators.

Each group created their classroom rules, 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. The list of methodologies and techniques followed during the training sessions is given below:

- ❖ Participatory
- ❖ Collaborative

- ❖ Practice, presentation and production (PPP) method
- ❖ Individual sharing & discussion
- ❖ Collective sharing experiences & ideas
- ❖ Group-wise activities
- ❖ Brain storming
- ❖ Songs and Games
- ❖ Group work, presentation, discussion & realization
- ❖ Model activities & practices
- ❖ Role play
- ❖ Whole group exercises
- ❖ Demonstration, discussion & use
- ❖ Materials preparation & demonstration
- ❖ Interaction
- ❖ Interactive semi lecture
- ❖ Motivation, practice, and production
- ❖ Think, pair and share
- ❖ Exposure visit

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. 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. Another important content of the training is origami and art works. Origami is an art of paper folding. Wonderful flowers, designs and many mathematical shapes can be created through origami. Origami expert Mr. Bharat Pun, RP of DEO, Myagdi contributed each session for all training days with each of the three groups. That provided a break for the other resource persons, more than that the participants had their quality time creating, beautiful flowers, leaves, fruits etc.

Brief Overview of the Activities in different Subject Groups

Three sessions were conducted each day. The brief overview of the activities covered by each subject group is stated below:

Science

1. Light

A. Light travels in Straight path.

To verify this, chart paper and candle were used. The chart papers and candles were provided to all four groups. The chart papers were rolled into smooth cylindrical shape and bent cylindrical shape by all groups and candle was placed near one end of rolled chart paper. They observed from another end of chart paper. Light was visible with smooth cylinder shaped chart paper but it was not visible from bent cylindrical shaped chart paper. This observation showed them that Light travels in a straight path, but not in bent path.



B. Periscope

The introduction and overview of Periscope was given to the participants in the beginning. The materials i.e. Cardboard and two plane mirrors were distributed. Different designs of periscope were made. Some were of "U" shape, some of "Z" shape etc. They observed the various objects from periscope which was not visible with direct sights. The mechanism of periscope was described at the end.

C. Kaleidoscope

The introduction and overview of **Kaleidoscope** was given to the participants in the beginning. Three plane mirrors, tracing paper, chart paper were distributed. The participants attached the three plane mirrors to form shape of triangular prism. One side was covered with tracing paper then different colors of rubber were placed inside it and other side was covered by chart paper with small hole at the middle.

Then participant observed from the hole and different patterns were seen by rotating the Kaleidoscope.

D. Pin Hole Camera

The overview of pin hole camera was given in the beginning. The materials were distributed. They made the two cylindrical shapes from the chart paper; one was with larger diameter than another. The one end of big cylindrical shaped chart paper was covered by chart paper with small pin hole at center. The smaller cylindrical shaped chart paper had tracing paper covering at one end as screen. It was kept inside the larger cylindrical shaped chart paper. The participants viewed the different objects from another end of the Small cylinder. The inverted image was formed in the screen and the camera was adjustable too. They asked about the reason for formation of inverted image on the screen and the answer was explained in the ray diagram form. The light travels in straight path. The light travels from top of the object straight through pinhole to the bottom of screen Likewise, light from bottom of object to top of the screen. Therefore image is inverted.

2. Heat

A. Heat sources, effect and application

In this topic, interaction was conducted through presentation. Questions were asked to participants and the discussion was held. Participants simply presented their ideas and knowledge about the topic.

B. Transmission of heat: Conduction, Convection and Radiation

The explanation of these conduction, convection and radiation were done with many examples. It was interaction class. Participants shared the knowledge and ideas. Discussion was held in the class and it was very fruitful class.

C. Heat Transfers from Solid

The introduction and overview was given in the beginning. Then the materials were distributed among the participants. Two Iron nails were attached to the iron plate using the candle wax along the length of certain distance. Then the candle was burnt. The iron plate was heated at one end. After sometime, the nearest nail from the heated end was dropped due to melting of wax due to heat. Then, another nail dropped after sometimes. This experiment was to describe the conduction of heat on solid. The participants were able to understand the conduction process through this experiment.

D. Laboratory Thermometer

This was the experiment with hot and cold water. In this topic, first the range of thermometer was described to the participant. Room temperature was measured at first. Two glasses, one with hot and other with cold water were provided. Then the temperature of both water were measured. The temperature was measured periodically in around every 5 minutes. The participants observed that the temperature of hot water was decreasing and temperature of cold water was increasing. That meant, hot water was losing heat to environment and cold water was gaining heat from environment.

The hot water was mixed with cold water and temperature was measured. It was found to be average temperature, less than hot water temperature and more than cold water temperature.

3. Electricity and magnet

A. Electricity concept

It was interactive class. There was discussion about the electricity, how it flows, about lightening, circuit, electrical symbol, Ac and Dc current etc. Participants presented their ideas and knowledge. Discussions were done on these topics.

B. Series and parallel combination

This series and parallel combination was of both Cell and load. For this, Switch, 1.5V battery, 3V led bulb, wires etc materials were provided to participants. First the battery combination was made. It was parallel combination at first. But the bulb was not lighted in parallel combination because of low voltage in parallel combination. When it was in series combination, the bulb was lighted because of higher voltage. The participants had to fill the form to keep the record. Load was kept in series and parallel combination with 3V battery. When the load was kept in parallel, the bulb is lighted because voltage is same in all loads. But when loads are kept in series, bulb is not lighted because the voltage of load increased. The participants had to fill form for the record.

1. Closed and open circuit

The introduction was given in the beginning. The materials were provided to the participants. Battery, led, switch, wires were Connected. The switched was off in the beginning. The bulb was not lighted, it was open circuit. The switched was on, the

bulb was lighted, it was closed circuit. This was simple experiment. Similarly, For Identification of conductor and insulator, electric circuit was used. Switch was replaced from the electric circuit. At one time, insulator like paper, rubber, wood, plastic etc were used, bulb was not lighted. Again, Conductor like iron nail, scissors were used, and bulb was lighted. The participants classified those conductors and insulators on the basis of light in the bulb, and recorded by filling form.

2. Bar magnet and U magnet

It was interactive class. Discussions were done on the properties of magnet. North and south poles of bar magnet cannot be separated by breaking bar magnet, like poles repel each other and opposite poles attract each other, when suspended bar magnet shows north and South Pole, these were some topics discussed in the class.

3. Electro magnet model

The introduction was given. Materials were distributed. Battery, nail and insulated copper wires were used. First the insulated copper wire was rotated in the nails; the insulated wire is scrapped at the end to join the battery. Now the ends of battery were connected to the copper wire, the iron nail becomes the temporary magnet and it attracted the magnet substances. So participants learnt that when current passes through the conductor, it turns into the magnet and when current is stopped, it again loses its magnetic properties.

4. Wind Energy

The introduction was given. Materials were distributed. Battery, motor, Led light and Fan is given. Discuss about what is motor and generator and practice it. Motor convert electrical energy to mechanical energy and Generator convert mechanical

energy to electrical energy. When battery is connect to motor the fan blows that is the example of motor then participants blows the fan with the help of mouth the led light glows which is example of generator. That's why wind energy is converting to electricity. The participants enjoys with the production of electricity with the help of mouth.

5. Solar and lunar eclipse model

The introduction and overview were given in the beginning. Then the materials were distributed. Chart paper, cardboard and ropes were used for this purpose. First, three different size of cardboard were cut in the circular form to represent Sun, Earth and Moon. Then they were placed on the chart paper. The ropes were used to represent the light rays. In the solar eclipse, the moon lies between the earth and sun. The moon fully or partially blocks the Sun in this case. In the Lunar eclipse, Earth lies in between the Sun and the moon. The shadow of the earth falls on the moon. It occurs only on the night of full moon.



6. Quiz board

Quiz board is a simple electrical device which can help to find the right answer of the question.

Battery, wire, led and thumb pin are used. If answer is right the led glows otherwise don't. This is very effective simple device to teach student with fun.

7. Never Ending Card

It can be made with paper. There are four sides which can be open one after another and one cycle complete then next cycle starts so never end a cycle. It is very useful with cycle contains four processes. Also it can be used for four different topics.

4. Atomic structure

At first, there were discussions about the atomic structure of elements. The names of first 20 elements from Hydrogen to Calcium were written and their structures were discussed briefly. The shell rules were given to them to find out the electrons placed. They were able to know the number to electrons in K,L,M and N shells of different atoms.

5. Structure model of water (H₂O) and salt (NaCl)

In this section, chart paper, clay and rope is used. Clay represents electrons, protons and neutrons. Rope is used for different shell. How molecule will formed is learned from this model.

English

1. Revision of the previous ten day training

Participants revised the contents of previous ten day training organized last year. Facilitator used snow balling technique to perform this activity. In the technique, each participants tried to remember the contents covered in the previous training and worked in pair and then in group. Then, each group presents their findings within the participants. It was discussed that in the previous training sessions, topics like, teaching language skills, importance of songs and rhymes in language teaching, story writing techniques, vocabulary exercises, teaching grammar and so on.

2. Teaching English Vocabulary

Different methods of teaching vocabulary to the basic level students were discussed in the teaching vocabulary sessions. The facilitator introduced different child friendly exercises in the topic. Some of the exercises or activities carried out under this heading were stated below:

A. Letter shaped words

Here, the participants were divided into different groups and provided with a sheet of paper with an alphabet written on it. Then, they were asked to produce as many words as possible starting from the given letter.

B. Word Snake

The participants were asked to make a paper snake first and then write a word on the head of the snake. After that, they wrote another word starting from the last letter from the first word. Here, the last letter of the



previous word and first letter following the word could not be repeated. The participants wrote as many words as possible until the space of the snake's body had been occupied.

C. I went to market.....

The exercise is helpful for the basic level students remember words. In the exercise, participants were placed in U shape first. And, the first participant produced a sentence, like 'Yesterday, I went to market and bought a bag.' The second had to produce, 'Yesterday, I went to market and bought a bag and an umbrella.' Other participants produced their remarks in the same way. The last participant had to remember all things that his/ her friends bought.

D. Word Bingo

Different types of vocabulary concepts can be given to the students through this game. For example, what was practiced in the training session is that the facilitator presented a chart containing 25 different words and asked the participants to copy

any 20 of them. Then, s/he showed the flash card containing opposite word of each word in the chart one by one. If the opposite word of the flash card was there in their exercise book, they put a circle. The one, who finished first, would be the winner.

3. Teaching Language skills

The different methods, techniques and activities were practiced to give the students concept of listening, speaking, reading, writing and grammar. Stripe story, writing poem, Run to the board, etc. are some major activities performed in the sessions.

4. Importance of songs and games in language classroom

Here, the participants discussed why songs and games are important in language classroom. They also concluded that such exercises create fun in the classroom. Hence, they are important tools to create child friendly environment in schools. The participants practiced various types of songs and games to be used in the real classroom situation.

5. Micro Teaching and Feedback sessions

Each participant conducted a micro teaching session of 10-15 minutes and feedback session followed it. In feedback session, the facilitator and colleagues provided feedback after individual teacher's micro teaching session. They also discussed Dos and Don'ts in providing feedback. They followed Sandwich Technique to provide feedback.

Social Studies

1. Review of previous training
2. Natural Resources
3. Local organizations
4. Globe. Map and Atlas and their use
5. Map drawing by Bird Eye view method
6. Occupation
7. Social Evils



8. Teaching songs and games

Evaluation of the Training

Every day after the training, reflection meetings were conducted. In those meetings, classroom coordinators from each subject group, RPs, facilitators and LEARN members and officials shared their experiences and observations. In overall all of them appreciated the program. Group feedbacks, appreciations and suggestions were presented by room coordinators in reflection meetings for the betterment of the program. Many of them found the workshop very useful since they learnt new ideas such as 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. The participants suggested extending the duration of the workshop so that they could learn more and practicing more. They also expected increasing entertainment time in some cases. And, there were some suggestions to cover particular contents and introduce more activities in the session.

In LEARN's observation the participants were engaged in all the five days. They were so excited and focused on their activities; someone had to intervene even for games and snacks at times. 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. (See Appendix 3 for course evaluation)

Challenges and Recommendations

Looking at the past and current experience, the following challenges observed and to overcome them, some recommendations are enlisted below:

- a. Some of the participants missed the 10 day basic level training attended this refresher training for the first time, so, they seemed unknown to some contents.
- b. The level of teachers affected the training, as some of them seemed to be inactive because of low competency.
- c. The participants are worried that they have 7 classes a day and they have not got enough time for material production and lesson planning.
- d. Some classes have huge number of students; that makes it difficult to follow child friendly and interactive teaching and learning.

- e. Some of the teachers get retired soon, so they seem to be reluctant to develop and use teaching materials.
- f. 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.
- g. 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.
- h. Ultimately the parents value the academic performance of the students in secondary level. So, LEARN has to plan training for secondary level teachers too.
- i. Participants provided their feedback through reports, daily group feedback forms and individual evaluation forms at the end of the workshop. Feedback from RPs, head teachers and the resource persons too can contribute for future programs.
- j. 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.

Appendices

Appendix 1: Participants Name List

S.No.	School	Name	Gender	Mobile
1	Shiwalaya Basic School	Tak Raj Armaja	M	9847774062
2	Shiwalaya Basic School	Phul Bahadur Pun	M	9863815175
3	Gharamdi Basic School	Khari Maya Garbuja	F	9847732555
4	Gharamdi Basic School	Tek Bahadur B.K.	M	9847674885
5	Gharamdi Basic School	Rupa Purja	F	9847731185
6	Gharamdi Basic School	Brinda Thapa	F	9867771810
7	Tikot Secondary School	Bhu Kumari Garbuja	F	9805232126
8	Tikot Secondary School	Bimala Pun	F	9847648879
9	Tikot Secondary School	Gobinda Garbuja	M	9847773404
10	Tikot Secondary School	Durga Purja	F	9847723124
11	Tikot Secondary School	Tek Bahadur Pun	M	9847648850
12	Tikot Secondary School	Bed Nath Acharya	M	9847648853
13	Tikot Secondary School	Lila Purja Pun	F	9840102001
14	Tikot Secondary School	Ganga Bahadur Pun	M	9847781969
15	Kaphaldanda Basic School	Jag Bahadur Pun	M	9847610449
16	Kaphaldanda Basic School	Khem Raj Pun	M	9857622231
17	Kaphaldanda Basic School	Bal Maya Pun	F	9847724150
18	Kaphaldanda Basic School	Kamala Garbuja	F	9847648846
19	Kaphaldanda Basic School	Nanda Bahadur Purja	M	9847732399
20	Kaphaldanda Basic School	Hemala Roka	F	9867613626
21	Kaphaldanda Basic School	Tika Ram Acharya	M	9847798894
22	Kaphaldanda Basic School	Chhem Prasad Garbuja	M	9857627668
23	Mandali Basic School	Tok Bahadur Pun	M	9805285767
24	Mandali Basic School	Shanti Garbuja	F	9847649096
25	Mandali Basic School	Om Prasad Pun	M	9847603572
26	Adarsha Secondary School	Kumar Garbuja	M	9857642460
27	Adarsha Secondary School	Min Bahadur Purja	M	9847624313
28	Adarsha Secondary School	Bhola Nath Lamichhane	M	9841978680

29	Adarsha Secondary School	Sirjana Paija	F	9846782826
30	Adarsha Secondary School	Pariwartan B.K	F	9847640169
31	Adarsha Secondary School	Mal Shree Purja	F	9847624313
32	Adarsha Secondary School	Kum Bahadur Pun	M	9847636606
33	Adarsha Secondary School	Bala Ram Rantija	M	9847649611
34	Adarsha Secondary School	Pashupati Baruwal	F	9847635716
35	Adarsha Secondary School	Hari Bahadur Tharu	M	9867002447
36	Adarsha Secondary School	Nirmala Purja	F	9847649097
37	Adarsha Secondary School	Bal Kumari Serpunja	F	9840578547
38	Deurali Basic School	Tek Bahadur Pun	M	9867641968
39	Deurali Basic School	Gim Bahadur Khatri	M	9847799323
40	Deurali Basic School	Rama Pun	F	9847648708
41	Deurali Basic School	Nani Pun	F	9846363679
42	Deurali Basic School	Goushree Garbuja	F	9867682313
43	Chandra Basic School	Indra Bahadur B.K.	M	9857636677
44	Chandra Basic School	Jai Maya Purja	F	9806162231
45	Himanchal Secondary School	Chun Kumari Khoraja	F	9847604589
46	Himanchal Secondary School	Mina Khoraja Pun	F	9846051654
47	Himanchal Secondary School	Om Bahadur Purja	M	9867771107
48	Himanchal Secondary School	Hema Pun	F	9807557809
49	Himanchal Secondary School	Toya Ram Pariyar	M	9867695815
50	Himanchal Secondary School	Lila Devi Purja	F	9846211305

Appendix 2: List of Training Team, Visitors and Contact Persons

Training Team

1. Meen Prasad Shahi: District Coordinator, REED Nepal
2. Kailash Tamang: Consultant, LEARN

3. Krishna Bahadur Tilija Pun: Chief Executive Officer, LEARN
4. Gopal Dhungel: Chief Training Officer, LEARN

Visitors

1. Jayaram Subedi: Resource Person, District Education Office, Myagdi
2. Bharat Bahadur Pun: Resource Person, District Education Office, Myagdi
3. Tul Bahadur Garbuja: SMC Chairperson, Adarsha Secondary School
4. Kumar Garbuja: Head Teacher, Adarsha Secondary School

1.

Appendix: 3 Course Evaluations

Lifting Education Advancing Rural Nepal (LEARN)

Samakhusi, Kathmandu

5 days Teachers' Refresher Training

Rima, Myagdi, 26-30, Oct, 2017

English Course Evaluation

S.N.	Content Covered	Excellent	Good	OK	Could be improved	Remarks
1	Overall Impression	√				
2	Brain Gym	√				
3	Songs (Class & Educational)	√				
4	Objectives of the training		√			
5	Team building games & Indoor games		√			
6	Revision of the previous skills	√				
7	Vocabulary Function					
	Letter shaped words	√				
	I went to Market.....	√				
	Word snake	√				
8	Teaching writing					
	Writing about your friend	√				
	We are going on a picnic		√			
9	Pronunciation		√			
10	Teaching adjectives	√				
11	Bingo (parts of speech)	√				
12	Teaching Materials Development		√			
13	Micro Teaching and Feedback Session	√				

14	Songs and games	√				
15	Review of the Training	√				

Comments and Suggestions

1. If the topics like pronunciation, teaching materials development, etc are included in the package, it would be better.

2. It would be better to include some new techniques from lower secondary curriculum.

Lifting Education Advancing Rural Nepal (LEARN)

Mahargunja, Kathmandu

5 days Teachers' Refresher Training

Rima, Myagdi, 26-30, Oct, 2017

Science Course Evaluation

S.N.	Content Covered	Excellent	Good	OK	Could be improved	Remarks
1	Overall Impression		√			
2	Brain Gym				√	
3	Songs (Class & Educational)				√	
4	Objectives of the training		√			
5	Team building games		√			
6	Revision of the previous skills		√			
7	Light travel in straight path	√				
8	Pin hole camera	√				
9	Periscope		√			
10	Keleidoscope	√				
11	Heat Transfer from solid	√				
12	Thermometer experiment	√				
13	Parallel and series connection of source and load	√				
14	Bar and ring magnet	√				
15	Wind Energy	√				
16	Electromagnet	√				
17	Quiz board		√			
18	Never ending card	√				
19	Solar and Lunar Eclipse		√			
20	Molecule formation of water and carbondioxide				√	
21	Virus Model			√		
22	Review of the Training		√			

Comments and suggestions

1. It is better to include more course contents.

2. It is better if more contents from class 1-5 are included in the sessions.

Lifting Education Advancing Rural Nepal (LEARN)

Mahargunja, Kathmandu

5 days Teachers' Refresher Training

Rima, Myagdi, 26-30, Oct, 2017

Social Studies Course Evaluation

S.N .	Content Covered	Excellent	Good	OK	Could be improved	Remarks
1	Overall Impression	√				
2	Brain Gym	√				
3	Songs (Class & Educational)		√			
4	Objectives of the training		√			
5	Team building games		√			
6	Revision of the previous skills	√				
7	Natural Resources	√				
8	Local Organization	√				
9	Concept of Map & use	√				
10	Concept of Globe & use	√				
11	Concept of Atlas & use	√				
12	Map Drawing by Bird Eye View Method		√			
13	Occupation	√				
14	Social Evils	√				
15	Review of the Training	√				
16	Teaching games	√				

Comments and Suggestions

1. It would be better if more difficult topics from social studies are picked up and practiced.

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