



DEERWALK TEACHING FELLOWSHIP PROGRAM

Deerwalk Institute of Technology (DWIT), founded in 2010 and affiliated to Tribhuvan University, is one of the most highly regarded computer science and information technology schools in Nepal. The cornerstone of Deerwalk's teaching methodology rests on the foundations of Extensive Theoretical Exposure, Thorough Practical Excellence and All-Round Personality. The teaching fellowship program is designed to help develop student's all-round personality.

DEERWALK TEACHING FELLOWSHIP PROGRAM

▪ ELIGIBILITY

The students who have successfully undergone 4 years of B.Sc.CSIT course in DWIT are eligible to become a part of this program.

POSITION OVERVIEW

The fellowship will entail teaching a diverse student body of different public schools that have limited access to good teachers and other teaching facilities. Although the primary aim of the program is to help students in the core subject of computing, the fellow is expected to do find the gaps that exist and help fulfill the gap. It could be helping the school design its website or provide tutoring to any other subject. Each fellow is expected to share things he/she has learnt while at DWIT and try helping these schools initiate these projects.

SPECIFIC TASKS

- Help create email and domain registration (.edu domain)
- Help schools build their own websites
- Help conduct flipped class sessions
- Help form different clubs
- Help conduct debating and writing contests
- Help establish a system of maintain cleanliness in the school
- Help increase the usage of library (possibly make digital entry of all books, if not, already done so.

The program will be deemed successfully completed upon fulfillment of above-mentioned tasks along with a submission of detailed report summarizing the eight weeks of activities done. Each fellow is encouraged to take pictures and videos capturing their activities.

DURATION

The duration of the program will be of minimum of 8 weeks.

STIPEND

A monthly stipend of Rs. 5000 will be provided by DWIT.

ACCOMMODATION / FOOD

The accommodation and food will be provided by the school free.

TRAVEL

Travel cost will be reimbursed upon submission of valid travel bills.

DISQUALIFICATION

Any fellow who leaves the program without prior consent of both the parties (DWIT and the School he or she is working) will be deemed disqualified from the program.

ANIL PARAJULI AND PANKAJ K.C.

ABOUT THE SCHOOL

**Buddhodaya Secondary School,
Kwholasothar Rural Municipality -9 Gilung,
Lamjung.**

**Nursery to 12
Number of Students: 250
Principal Name: Rudra Man Gurung
Contact Person: Jay Ram Ghimire**

The school teaches computer science as a part of curriculum. Computer is taught from grade 6 to 8.

THE EXPERIENCE

As Computer Science was a part of the curriculum, we were instructed to teach grades, 6- 8. We had to run both theoretical and practical computer classes. In theory classes, we taught the chapters from the textbooks. We also facilitated some tests and quizzes prescribed by the curriculum. We motivated students for their outstanding performance rewarding them with chocolates, copy and pen. The practical classes were taken in the computer lab where we taught Microsoft word, PowerPoint, and Excel. We also made them aware about the hardware devices like mouse, CPU, monitor, etc. along with their functions.

We also initiated extra classes on Mathematics for the interested ones. 15 students attended the morning and evening extra class. We taught them

basic mathematics skills and encouraged the ones who were seeking improvements.

We also took computer classes to train teachers. We taught them basic computer courses like typing skills, shortcut keys used for different functions to operate the system. We taught them Microsoft PowerPoint and shared some ideas to enhance communication and presentation skills.

We taught them how to calculate through Microsoft Excel to replace their orthodox calculations of salary distribution, students' calculation, financial status and report card.

Every day there were some available classes due to absence of teachers. We took these leisure classes and taught different subjects like Math, Science, Nepali and English. We found the students were poor in foundation of Math and English. We focused on reading and spelling as the students faced difficulty in reading English. To encourage students' learning process we used different rewards for them. In addition, we took some special classes for fun and entertainment like singing, cracking jokes, stories, and dialogues. We also got the opportunity to help eleventh graders in mathematics, as they needed assistance to prepare for their board examination.

Club Formation

We formed cleanliness and hygiene club. For that, we choose some members from every class who were responsible to keep the classroom clean. In addition, every Friday they cleaned the school surrounding to keep their environment fresh and clean.

We utilized the Computer lab by forming IT club. This club was responsible for fixing the normal computer activities like plugging the devices in the port, installing/uninstalling the software and run virus checkup.

Extra Activities

Everyone seemed interested in Music classes. So we used to have fun every Friday by organizing some musical classes followed by other fun activities like telling stories and sharing jokes.

Flipped Classes

We presented the flipped classes to the students of grade 9. They were really enthused by the videos, which catered their curriculum. Teachers of grade 9 asked the source files for their respective classes so that they can use it for assistance to support their class.

THE LEARNING

We learned many things during our teaching program. After we reached, there were not appropriate facilities for accommodation and fooding for us. We had to compromise our stay with many things around us. As there was no power supply, we could not use our cell phones and laptops. Limited solar power was available in the hostel, which hardly fulfilled the lighting purpose. It took us almost two weeks to adapt to the environment as many of us suffered from allergy and flu. Regular paracetamols were hard, as the only health, post of the village did not have sufficient resources for the treatment. During the night spiders, flies, mosquitoes, and others, insects were evident in the bedroom.

Above all, the teachers and students were really attached to us and treated us like their friends and family. The local teachers invited us for dinner, lunch and snacks at their places. On our day of departure, we were felicitated with garlands and flowers.

It was a great opportunity being the part of Deerwalk Teaching Fellowship Program. Most of the people in the village were from Gurung society. So, we were acquainted to the Gurung culture. We also got exposure to different teaching methodology.

KRISHNA CHAUHAN

ABOUT THE SCHOOL

Deusa Secondary School

Solukhumbhu, Deusa, Rindup

ECD to Ten (From 2074 it is promoted to Higher secondary level, +2)

836 (428 female, 408 male)

Principal Name: Jag JivanSah

Contact Person: Mani Ram Rai

The school is a public school, which was established on 2017, currently there are 17 teachers including one school helper. The school has computer as a course subject across class six to class eight according to the government curriculum. Two teachers are assigned as computer teacher.

THE EXPERIENCE

Teaching

I had taken one-week presentation and soft skill empowerment class across grades five to ten. Despite the limitations, I succeeded to manage the class by convincing the school management committee and administration. After a week of presentation, I demonstrated the working mechanism of computer through hands on activities of computer parts and by acquainting them to internal computer accessories. This was followed

by theory classes, which were at the same time effective and informative to the students.

The practical classes started with introduction to mouse, keyboard and other hardware utility, which supported the students to handle their pc and workstation at the end of second week's rigorous training.

Third week: Paint toolbox to design picture

Fourth week: Microsoft work

Fifth week: Excel PPT slide

Sixth Week: PPT slide and software installation

Seven week: Working mechanism of internet and Web designing.

Eight Week: Two months overall evaluation and lab exam.

Beside computer, soft skill and presentation classes, I utilized the leisure classes by engaging students into productive activities. I took English, math and science subject followed by flipped classes for grade nine and ten. For grade ten, I guided the students to solve the ten set SLC model questions of English. Every day from morning 10:00 am until late night, I took initiative to smoothen the progress of learning. It took me two weeks to adapt with the surrounding, which included some physical and emotional flashback. However, the love and care from the students and the way they accepted me in the community; gradually made me feel like my hometown not realizing when the time had passed by.

Child Club

The school runs a club named "bal sadan", a child club that was a namesake existence. I had extended the terms and condition of their child club adding value to it. Provisions were made to support the cleanliness of each class and school premises by students on every Friday. It also emphasizes on school discipline and social welfare program. They were also divided into different houses with captains and vice-captains assigned to each houses. Beside this leadership program, school president and vice president were elected through students' voting.

Computer Mentor Club

The school currently has 20 new laptops, which were donated by VMWare and other international organization. The lab was well equipped but the problem of electricity was one of the main factors that hampered the lab activities. The power supply was available only after 2 pm. Despite the limitations, I managed to run lab activities in school hours.

Students showed immense interest in practical classes, which surprised me to a certain extent. I decided to form computer mentor club, mentored forty selected students from grades six to nine, and started class from 4 pm to 7 pm. In computer mentor club, I had personally designed a syllabus and guidelines so that the student mentors could use it to guide other students.

Extra Activities

Football, game and training.
English vocabulary classes, test and exam
Essay Competition.
Quotes competition
Class Decoration and lab Decoration

Flipped Classes

Flipped classes fascinated students. Although it was hard to manage one laptop for each students, as each class had more than 50 students and only 25 pcs were available. I tried my best to provide them E-learning mechanism. In available leisure period of grade, nine and ten I usually took them for flipped classes. They were amused to find their course book in visual version. Some moments were un-expressible as some students literally insisted me to stay with them over 8 pm at night, as they wanted to learn computer and take lessons from flipped class.

Cleanliness Awareness Classes

Every Friday students had to clean school premises and classroom. I took initiations to run cleanliness lesson and made them aware about the importance of having a clean environment and it is their responsibility to keep their surrounding clean. I am glad I managed to establish lot of changes during my fellowship.

Build School's Website

Required document has been collected and drafted. Some are not available yet like donation and ethic list. Prototype has been created and designed consulting the school administration in papers along with it few page mug up has been designed in pc

THE LEARNING

First, the district Solukhumbhu itself was new to me. The name itself sparks Nepal. After ten hours of journey, I reached the headquarters of Solukhumbhu. I explored Salleri early in the morning. After breakfast, I moved towards my destination 'Deusa'. After 5 hours of difficult journey followed by hiking, I reached my destination. During my fellowship of two months, I managed to attend the school from 10am to 8 pm, every working day. The love, support and curiosity of the students are un-expressible and I recall Deusa diaries as my cherished and challenging days. 'Deusa diaries' is one of the most valuable and unforgettable memories. 99% of people over there are of Rai origin. They usually speak their local language. I felt as a foreigner in my first few weeks. I got chance to explore Rai culture and I am now confident to add their language in my bio-data. The unforgettable moment and memories always lies inside the depth of my heart and would need much paper to express it! One thing not to be missed is 3- pane (local wine); I literally can still feel the taste of it.

I personally want to thanks Deerwalk Institute of Technology for providing such a pleasant and challenging opportunity. I can say those day are my precious and unforgettable days. After a week of adaptation, Deusa taught me a smiling and challenging lesson and I define it, as 'the one that you have absolute control in life is your attitude". Keep smiling and create positive vibes. Be patient, it takes time to yield fruits of deeds. Each day I had to walk 45 minutes to reach school. I used to communicate with students from all age group. The lodging and food was not bad and was

adjustable. Beside working hours, I managed to read two books, explore Rai festival and marriage, explored new places, local wine, local foods and fruits, local organization system, school culture, recalling school memories etc. In future, I wish I could be of further help to this community. They have a lot of curiosity to quench, but they lack the proper schooling and education facilities. Therefore, from the experience I gained, I think many of us can contribute to bring change in this community.

ASHISH BIKRAM LAMICHHANE

watched those video very attentively and gave positive response about those videos. Their responses were recorded in a form, which they had filled.

ABOUT THE SCHOOL

Karfok Bidhya Mandir

Karfok, Ilam

From Nursery to 12

Number of Students: 200 to 250

Principal Name: Kedar Nath Chimoria

The school teaches computer science as a subject in grades six, seven, eight and nine (Plant Science). There were three desktop computers for practical. Practical for the subject is done in the computer lab.

THE EXPERIENCE

Teaching

Students of grade 8 and 9 (Plant Science) were taught computer science. Students of the school had inadequate practical knowledge of computer. Therefore, the teaching was mainly practical. The students were taught to type; to use MS Word, MS Excel, and MS Power Point and were educated in basic internet usage.

Flipped classes

Students of grade 9 were shown some flipped class videos of different subjects. The students

THE LEARNING

The 2 weeks I had spent in in Karfok Bidhya Mandir was a great experience. It was more than just a teaching program. We could also develop personality, communication skills, theoretical exposure and practically exposure for individual students.

The school was 30 minutes far from the place where I was staying and had 50 acres of land. It had all the resources like playground, paly materials, labs etc. to qualify as a good school but those resources were not properly utilized. The students were not allowed to use computers despite having computers. It was difficult to organize computer practical class, as there were only three computers. Students had to wait for their turns to use the computer and the student who waited for their turn was difficult to handle in terms of discipline. Teachers of the school were also interested in learning computers and its technology. They came to the lab whenever they had their period off. All the teachers were friendly and interactive which helped me to share my knowledge with them. There were enough extra-curricular activities organized in the school to involve children in physical activities.

It was a wonderful experience getting to know the educational condition of the government schools of Nepal. I am glad to get a fellowship in this program. I succeeded in teaching the ones who were in need to learn. It was one of the best things I could have done in my life. This program not only explores an individual's knowledge but also develops personality, communication skills, and theoretical experience and gives practical exposure. Therefore, I would like to suggest my juniors to take this opportunity as a lifetime experience.

ARUN TAMANG

ABOUT THE SCHOOL

Shree Bhagawati Higher Secondary School

**Panchakhal-11, Kharelthok,
Kavrepalanchok**

Grade: 1 to 12

Number of Students: 250+

Principal Name: Shibaraj Naral

THE EXPERIENCE

During two months as volunteer teacher from April 23 – Jun 23, students were taught computer practically and were even taught mathematics. There was only one computer teacher in school. Only theoretical based learning used to take place. During my period, students were taught through theory and practical classes. Students were motivated to do practical rather than theory in computer science. Therefore, during that period, students got more knowledge of computer theoretically and practically.

THE LEARNING

Shree Bhagawati Higher Secondary School, located in Panchkhal-11, Kavrepalanchok, is one of the government-based high schools with 250 plus students. There are three different buildings. Among the three different buildings, school is

running its classes only in one building; second building is used for laboratory and the third one for office. Computer science course is taught in grade 7 and 8. Currently, there are 20 staffs along with one office assistant.

When I first reached there, I was introduced among the teachers and students of grade 7, 8 and 10. I explained them the reason behind my fellowship in their school. My regular class began from 2nd day after I had reached there. From the 2nd day, I had a short discussion with the faculty members and found out there was only one dedicated teacher in the whole school for computer studies. After discussing with the computer teacher, condition of the computer lab was found to be in a poor state. Then I, along with the computer teacher set up computer lab. QB64 and notepad++ software were installed for QBASIC programming and HTML respectively.

As the students did not have sufficient practical classes, I made sure to expose them to practical learning. Therefore, I started to conduct various practical classes along with theoretical classes for grade 7 and 8 students.

During my time there, I shared the importance of school website for school staffs. Further, I shared the importance of e-mail for the school. I convinced them to make school website but they did not take it seriously. They felt lack of technical support to maintain the website and internet.

During my fellowship, I was very happy to teach and share something that I had learned at my college. In addition, all the teachers and student felt content to see my contribution towards them.

Given proper education, every student can learn anything. Students at the beginning were not good in practical aspect of computer but later they managed to understand. Grade 8 students were able to learn basic HTML practically. Grade 7 students learnt MS word, power point and developed general knowledge of computer. Grade 10 students learnt some of the technique in algebra.

BIDISH ACHARYA

Showed flipped classes videos of Social Studies and Science to the students of grade IX.

Build School's Website

I built a school website. The hosting work is on process.

Hike

I organized a hiking program for the students of 7, 8, and 9.

ABOUT THE SCHOOL

Shree Fikkal Secondary School
Ilam, Suryodaya Nagarpalika

From 1 to 12

Number of Students: 500

Principal Name: Ganga Bahadur Mahat

The school teaches computer science because the syllabus of class 6, 7, and 8 has computer in it. Teachers who have knowledge in computers taught the students. Though computer science is taught well through theories, practical knowledge was deficient.

THE EXPERIENCE

Teaching

Taught about five classes a day, including computer science, optional math, and diverse subjects in primary level.

Help on Extra Activities

The school was well aware of the importance of extra-curricular activities and encouraged students to participate in programs that the school organized frequently. I assisted in drama competition, quiz competitions, and helped students deliver speech in the assembly.

Flipped Classes

THE LEARNING

These two months were amazing. I received much love from the family I stayed with; the school's administration supported me in everything I wanted to do, and the students' love and desire for learning motivated me to make sure that I share my knowledge to the best of my knowledge.

This turned out to be the best experience of my life. Even years from now, I will cherish this experience as I am doing now, and I will be glad that I lived this life. I hope our juniors in college will give this fellowship a go!

KUNDAN SHUMSHER RANA AND SANJEEV MAINALI

ABOUT THE SCHOOL

Shree Gangodaya Secondary School
Khotang, Dubekol, 5

From 1 to 10

Number of Students: 175

Principal Name: Bhim Prasad Niroula

The school has computer lab with 10 computers. All of the computers have the essential programs like The MS-Office package, Paint etc. The computers are also connected to the internet. The teachers do the maintenance of the computer lab (but in some cases, a technical professional is called).

THE EXPERIENCE

Teaching

We taught computer in the grades 6-8 during school days. Classes 9 & 10 were taught either during their free classes or during the time when the computer lab was vacant. Sanjeev taught mathematics to grades 9 and 10 during school days. First month, we were focused on providing practical knowledge to the students making them more connected to computers rather than theoretical knowledge. The second month was

purely focused on theory part; Sanjeev took theory classes for grade 6, 7 and 8. Q-BASIC was in grade 8. We also provided training to teachers as well as to public.

Club Formation

The students from grades 4 to 10 were divided into four houses rather than clubs. The four houses would compete against each other in various activities such as sports, debates, quizzes and other activities. The four houses were named, Bhrikuti, Gautam Buddha, Arniko, BhanuBhakta

Extra Activities

Extra activities that were conducted during our stay were quiz competition(s), singing competition and spelling competition. The competitions were held between the houses/clubs.

Flipped Classes

Flipped classes were shown to the students of grade 9. The video(s) that were shown to the students were

Subject: Science

Teacher: Mazina Rajopadhyaya

Topic: - Work, Energy and Power - Transformation of Energy and Power

Subject: Math

Teacher: Krishna Prasad Aryal

Topic: Cardinality of Set

These videos were shown to the students of grade 9, and a survey was taken after watching the video. Due to lack of free time of grade 9, many videos were not shown.

Cleanliness Awareness Classes

Classes were regularly kept clean by students. We promoted the method of regularly cleaning one's own classroom and keeping the environment clean.

Build School's Website

There was no official website of the school. We built the static website for the school.

Emails

Teachers were taught how to create their own email address, send/receive emails, and write a proper email and other similar beneficial activities.

Others

During our fellowship program, we also taught the teachers and the public.

The teachers were taught skills as well as tips and tricks were given that will be necessary to run the school smoothly using a computer, which has access to the internet. Teachers were also taught about the course materials and all the things they require to teach students about computer in an effective manner.

The public was taught about the importance and use of computers in their daily life. They were taught how to use MS-Word, MS-Excel, MS-PowerPoint and MS-Paint. They were also taught how to use the internet and how to use email to send/receive information. They were also taught various methods about how to use the computer mouse as well as how to type effectively on the keyboard.

We made the syllabus of Basic Computer Course and provided knowledge accordingly. After the completion of the course, certificates were also provided to public.

We also initiated a daily practice where the students would come up to the stage and speak about a topic in English. The topics would range from their daily morning routines to the daily news. They were encouraged to bring any piece of writing that matched the topic and everyone complied. Everyday students would bring some written work so that they could confidently speak in front of the audience. Students, from time to time, would also bring quiz question. All of these activities raised a lot of confidence in them.

THE LEARNING

Kundan

If I had to sum up my entire time spent during the fellowship at the school and in the village, it would be special.

The village is in a remote place and it took long time to reach. The first couple of days were weird, as I had never stayed in a village all by myself. After being accustomed to the environment, I started to enjoy. I enjoyed the long uphill climbs, the steep downhill descends and the overall feeling of living in a village. People of many casts and creed live in the village but everyone lives as if they are part of one big extended family. We were whole-heartedly welcomed in their village and almost immediately, we became a part of it. Being one of the two computer teachers who came from the "Big City", we were respected by the other teachers, students and the public alike. We taught many things that were related to computers to anyone who wanted to learn.

The most important thing I learned during this whole experience was that, by being a teacher and standing in front of a class, you can access yourself to a student. Only by seeing through the eyes of a teacher, you fully understand the importance of a classroom in a student's life. If I had to continue doing this for a couple of more months, I would have surely continued. This has been one of the most memorable and special experience of my life.

Sanjeev

The village where we stayed in was a small village of 8-10 houses. Though it was far away, the environment was similar to that of Kathmandu. After few days, we were able to cope up to the environment. I got to know different languages and got a chance to meet new people from different caste, culture and their way of living. I also got an opportunity to teach mathematics to the student of grade 9 and 10 where I could share my knowledge and prospered in knowing the students.

We were respected by all the villagers; small children used to call us “PATLU SIR and MOTU SIR” because we were similar to the characters of the cartoon they used to watch.

Summing up, I must say the experience was wonderful, during this period I have to know myself, my potential, patience and mostly my strength. Those days and memories will always be cherished.

Both

All the teachers of the school are well versed on how to use the computer and how it can help them teach their respective subject to the students in a more effective way. Teachers were able to use computer to prepare question papers of various subjects like Mathematics, Science, Occupation, English, Nepali and many more. The students seemed to have a good grasp over the computer studies and how they can be applied in their daily lives. The public of the village who took our course were able to use the computer in their daily lives.

SAGAR GIRI AND ASHMITA BISTA

ABOUT THE SCHOOL

**Shree Ghante High School, Syangja
Arjunchaupari Rural Municipal - 5,
Aruchour, Syangja**

From pre-primary to 12

Number of Students: 275+

Principal Name: Bishnu Prasad Chapagain

Shree Ghante High school has a computer science program as a compulsory course from grade 6 to grade 8.

THE EXPERIENCE

Taught practical course to grades 8 - 10
Helped teachers to write academic letters and document formatting
Helped school with the school level EMIS software
Help school with IT related issues

Course duration was of 15 days from May 21 – June 2. School had dedicated teachers but they only taught theory portion from the book. There was no presence of practical knowledge among teachers. Hence, we conducted practical works. We helped school with some IT related issues like fixing a computer, document management that was led by one week training on the operation of school level EMIS software.

THE LEARNING

Shree Ghante Higher Secondary School, located in Aruchour-5, Syangja, at the elevation of about 1800m was one of the government based higher secondary school with 327 students. Among eight different buildings, school is running its classes in six buildings and the remaining two are for store and office purpose. Among other schools in Panchamul valley, this school has also initiated computer science course in grade 6, 7 and 8. Currently there are 18 staff along with 1 office assistant, 4 female teachers, 12 male teachers and 1 accountant.

After reaching the school, requirements were collected. In addition, we found out that the teachers had problem in delivering the QBASIC course, writing letters in Nepali font and difficulty in troubleshooting problems in a computer. The headmaster of the school recommended us to help the teacher and students by conducting practical classes and help them with the execution and operation of the EMIS software.

Like the previous school, only some of the students knew how to operate a computer. Therefore, everything had to be started at level zero. We conducted morning classes from 7.30 AM to 9 AM for schoolteachers. In addition, from 9 AM to 10 AM for the students of grade 9. We dedicated the entire day by conducting classes for the teachers who were available in their free periods.

After several days of training, most of the student knew how to shut down the laptops properly. The lunch breaks were used effectively for practical classes in the computer lab. Those who never got the chance to touch laptops and to execute in the lab got the opportunity to operate them. Students and teachers who took classes can now use MS OFFICE package confidently. We also managed to give theory classes to students of grade 6, 7 and 8.

ANIL LAMA AND PRAJJWAL STHAPIT

ABOUT THE SCHOOL

Shree Janahit Secondary School
Aadikhola -1, Syangja

From Nursery to 10

Number of Students: Over 250

Principal Name: Radha Devi Gurung

The school teaches computer science as a subject in grades 6, 7 and 8. Practical for the subject is done in the computer lab.

THE EXPERIENCE

Computer and related software's were taught to some teacher and students including the basics of computer to programming using QBASIC, MS Word, PowerPoint, Excel, MS-DOS etc.

Students of class 9 and 10 were shown some flipped class videos of all the subjects to see how they respond to them. The response from the students was overwhelming as they were captivated by the videos and the matter presented in the video. The involvement of student was better than expected.

THE LEARNING

The 4 weeks DWTF program in Shree Janahit Secondary School was more than just any teaching program rather it was overall a great experience of our lives until date. The school was 50 minutes away from the place where we stayed. The environment of the school was fantastic. Talking about the school, the school was clean and well-resourced considering it a government school in rural area. The teachers were friendly, interactive and quite eager to learn. All the attendees of the teaching program were highly interested to attend and learn about computer and its technologies. There were enough extra-curricular activities being organized in the school. Entire experience was fun and unforgettable.

DTFP as we feel now is a great program for both the schools and the volunteers to share knowledge and gain experience. The program should not just continue each year but should extend its duration from around 2 months to possibly a year. It is a great opportunity for both the school and the volunteers to learn from each other and contribute as an individual.

ANJU SHAHI

ABOUT THE SCHOOL

Shree Mahendra Jyoti Secondary School

Parbat, Mahashila, Ward no - 5

Three, Four, Six, Seven and Eight

Number of Students: 500+

Principal Name: Tek Bahadur Nepali

Computer Science is taught from grade six to grade eight. There is a computer lab with five running computers to teach how to use computer practically. Students are divided into four or five groups each comprising of six to seven students depending upon the numbers. Students are taken to the computer lab after completion of theory classes.

THE EXPERIENCE

Situated in the lap of humongous and magnificent mountains, Shree Jyoti Secondary School educates five hundred plus students. Established in 2009 A.D., this school is one of the most prestigious government schools in comparison to its neighboring schools. The first thought while entering the school was “Is it really a government school?” Reason behind this was the private school like buildings. It comprises of five buildings and class runs from one to twelve.

On my first day, I was informed about my class routine by the vice principal. According to the routine, I took my first computer class in grade 8

and the moment I stepped in, the number of students overwhelmed me. There were nearly 60 students and in fact, more than half of the students were girls surprisingly. “Gosh! How am I going to teach them?” I said to myself. I doubted if the students in the last row even paid attention. Nevertheless, I enjoyed my first class. Second class was in grade 7, where again I taught computer. It was really challenging to teach them and let alone make them understand each word. I had to repeat several times to make them understand. I gave assignments to both the classes. At the end of my first day while returning from school, I realized that I had lost my voice.

On the second day, I was instructed to teach English to grade four and three in addition to class seven and eight. Therefore, I went to grade four in the second period. The moment I entered the class, I was shocked by the number of students greeting me; seven! I said to myself, “who cares? Less the number, easier to teach them.” After teaching them for half an hour, it was not easy to differentiate the students. I realized some learnt very quickly and others took it slow. Days later, I realized that the reason was the mixed group of students. The smarter ones were ones that were shifted from boarding school [It was hard to control them. I remembered the movie HOW TO TRAIN YOUR DRAGON]. Then there was a ten minutes break. Therefore, I went back to the office and went through grade eight-computer course book. As I was teaching them the difference between the output and input, little did I know that they did not know the difference between a scanner and a printer? I felt a glitch since there was a printer and a scanner present in the office. Therefore, one day I asked head teacher if I could bring students to show them how a printer and a scanner work. To my disappointment his answer was “Feri bigrina ta bigridainani?”

More than half of the students could not spell computer correctly, which made me think how I was going to teach them computer! My fourth period was in grade six; this class had almost same number of boys and girls. While teaching, in not more than a few minutes I was bombarded by questions from the boys considering being a good thing. However, there were rarely any questions

from the girls. After the break, I had a class in grade three. Only three were present out of seven students. Days later, I found out that the students, who were absent mostly, did not know the basic alphabets and no matter how hard and repeatedly I taught them, they could not grasp much. I was discouraged for the first couple of days. I would tell them repeatedly to do their homework and study alphabets at home but there was not any progress. The fact I realized was that they used to spend 45 minutes with me out of which hardly 25-30 minutes were spent in learning but the instant they stepped home; they are indulged on the porch and run to play or work in the fields.

Some students would peep and loiter around the class while I used to teach, since their teachers were absent which happened quiet often. I would call them and ask them to sit in my class. Some did so happily. One of them was Partima Nepali. When I was teaching in grade three, I called her, told her to sit down in the class. It did not take me long enough to find out that she was extremely talented. She would remember everything I had taught in the class who was in grade two. Therefore, I decided I would do anything possible to support her talent. Therefore, one week later I asked her to bring her mother's mobile number. After further inquiry, I came to know that she had just been transferred from a private school. So according to the trend here, students who are transferred from the boarding school could go to a higher class. Partima had also shifted from a boarding school and despite the fact that she could go to grade three, she chose to remain in grade two because her closest friends were in grade two. I had also discussed that matter with one of the teacher and proposed to promote her in grade three. He told me it might be too late since books had already been issued and taking her to third grade will have to make her parents to buy the books at their own. Her mother called me while I was on my way to school and discussed the matter but she told me that she would transfer her daughter next year. I was disappointed at her mother's decision to wait another year. I could do nothing more. However, whenever I had the chance, I called Partima and told her to sit down in any of the classes I taught. She was much more

talented than students of grade 4. She was really a unique child but there was another boy I noticed in grade three who did not know the alphabets after k. I even tried peer tutoring but his friends gave up tired and irritated. This brought to my notice about different levels of learning challenges.

Most of the students of class 6 had never seen a computer. There was a computer lab but when I asked the computer teacher that I wanted to show them the lab, he told me that the students were yet to be divided into groups and since all students would not fit into the lab, my hands were tied. Therefore, one day, I brought my laptop and showed them how it works and how it could cater to multiple tasks simultaneously. The look on their faces was priceless.

Different programs were held on every Fridays like Hijje, afforestation, dance, drawing, debate competition and so on. Children were divided equally in a team according to their houses; Karnali, Mahakali, Koshi, etc. The winner team was rewarded at the end of the program (copies and pens). In one of the spelling competition, participants were asked to spell the word "good morning" and they could not spell because they pronounced it as "good mording." Another example was "mixer" and they pronounced it as "mix chur." This drew my attention to the necessity of learning English language should not be delayed further.

Towards the end of the Jestha, I took tests in grade 4, 6, 7 and 8. I did not have time for grade 3. The outcome was unbelievable which brought to my observation that those students, who came in second or third position in class 7 and 8 neither answered to questions I had asked previously in class nor done the assignments which I had given. That was quite a surprise for me and I rewarded those students for achieving good scores. I had talked to the administration about the flipped classes and even demonstrated them via a projector. However, after watching the videos, they told me that it was no use to students since they had no computers of their own with any internet access but they would show it to them before they take classes.

What I really think about DWTFP is that it's a really one of a kind program where you will get to experience things you probably will never get to experience later in your life. I say everyone should go for this. As they say, "Your best memories will be the bad experiences." Believe me you will never find the joy elsewhere, which you get when children greet you "Namaste Miss" in the middle of anywhere.

Some students were pretty smarter while majority of them were below average. Male students were found to be more enthusiastic and fast learner in comparison to female students.

Rules regarding children rights were seriously followed. There was one student club in every ward and representatives from each ward combined to form 'Baal Sanjal'. Upon inquiring, I came to know that it was a rule that each ward should have one student club and that separate funds were allocated for that club. Wasn't that wonderful?

According to government rules, the students who have regular attendance cannot be retained and had to be promoted to upper grade even when they knew nothing! It was a bit unacceptable to me. Hence, students who did not have the basic knowledge of ABC and honestly क, का, कक were also upgraded without basic knowledge.

Some parents did not take their children's education seriously, maybe because of their economic condition and their occupation. They did not have time for their children at all. Some students had to work in the fields literally after school.

Sex discrimination still exists in our society. Girls were forced to stay at home to do house chores when their parents were away for some reasons. Whatever were the reasons, their elder and small brothers still came to school.

Not almost all the teachers took their job seriously. They did not take their classes regularly and honestly, I had caught them falling asleep in the office many times. Most of the students who were

poor in study belonged to lower caste but there were exceptions as well.

I felt different clubs weren't necessary to be imposed as there were several programs already existing like debate competition, spelling, drawing, dancing competition, etc.

ANISH THAKURI AND SUJAN CHAUHAN

ABOUT THE SCHOOL

YouMe Nepal School
Khotang, Darchim-5

From Nursery to class 7

Number of Students: 200

Principal Name: Janga Bahadur Ektan

Computer Science as a subject is initiated in the school from this academic year. The subject is made compulsory from grade 1 to grade 7. Though there were six laptops available, the school does not have well managed lab room, and was under construction. Those laptops were used to train and provide practical classes for both students and teachers.

THE EXPERIENCE

Teaching

Regular classes were taken in grades 4 to 7, including leisure period of any other classes. The school had separated the routine for theory classes, for course book learning and practical classes, for learning basic computer skill. During their time off, we used to talk to students, share ideas and their problems faced in the school and got involved in playing football or volleyball.

We had spent 3 weeks of our time at YouMe School, Khotang. We were requested to manage the whole school management, as it was their first year. The school looked improperly managed and amidst of a chaos, we had daily meeting with other teaching staff so that we could inform the concern person or department about the daily problems at school.

Computer classes for teacher were granted at Khotangschool. Based on the available time of teacher, two groups were formed. Morning classes were run from 8:00 to 9:30, which includes 6 teachers and evening class from 4:30 to 6:00 with 5 teachers. Basic Keyboard skills, mouse skill, Microsoft Word, Microsoft Excel, Microsoft PowerPoint Presentation, basic skill of email and internet were the major focus in the course.

Club Formation

Four different clubs had been formed in the school at Khotang. While forming clubs, students from grade 3 to grade 7 were included with assigned mentor for each clubs according to domain experts and members were selected based upon their interest. The clubs that were formed are:

Music Club

There were 15 students involved in music club as members and Mr. Aashish Rai was the mentor of the club. The mentor's responsibility is to teach guitar, songs, madal and any other musical instrument that he knew to run the club.

IT Club

IT club was formed with the 7 members targeting the senior most students of the school along with the mentor Mr. Darani Prasad Subedi. The goal of this club is to manage the computer lab, learn how to boot, assist to technical work related to the computer and teach the members along with it.

Sports Club

This clubs holds the highest members and had 20 members including their mentor Mr. Yueshi

Sakamoto. This club was formed to develop the sports skills of the students.

Dance Club

This clubs had 15 members with the mentor Mrs. Anjana Rai. The mentor was responsible to teach the students basic dance steps and the cultural dance like “sakelaNaach” which was most popular dance among Rai’s society.

House divisions were done at school along with the separation of each house’s captain and vice-captain. The house names were *Sakura, Sumire, Marigold and Rhododendron*. We had also elected two students as the school’s captain in YouMe School at Khotang.

Documentary Show

On 28 April, a documentary movie of 1 hour 22 minutes titled “The Greater Nepal” was projected to the student of grade 4 to 7. There were nearly 40 students present in the hall. The students enjoyed the show.

Drawing Competition

House wise drawing competition was organized on May 25. The theme of drawing was to draw the logo of You Me School and flower of their respective house. Marigold house won the competition in drawing the logo of their school and Rhododendron house won the competition in drawing their respective house flower.

Debate Competition

Debate competition was held on June 2, 2017. The topic for the competition was “Education is mightier than weapons”. All together there were 14 participants in the competition and had four judges in different category like body language, grammar, content and overall with the judges name Mr. Anish Thakuri, Mr. Dawa Lama, Mr. Devasur Rai and Mr. Darani Subedi respectively on the mentioned topic while Mr. Sujan Chauhan had hosted the program. Mrs. Aliza Rai of grade 7 from Rhododendron house had won the competition.

Speech Competition

On June 9, 2017, a speech competition was organized. For the competition, students were provided with five different topics and were allowed to choose one of them for speaking. There were 15 participants in the competition. The program was hosted by Mr. Anish Thakuri and had four different judges on same category, Mr. Devasur Rai on body language, Mr. Sujan Chauhan on content, Mr. Aashish Rai on grammar and Mr. Darani Prasad Subedi for overall performance. Mrs. Smriti Rai of grade 7 from Marigold house won the competition.

Spelling Contest

On 16 June, house wise spelling competition was organized. There are four different houses. Each house had four participating members. Mr. Sujan Chauhan had hosted the event. Nearly 200 questions were asked including the participants and audience. Sakura house secured the first position whereas Sumire house spotted the second position.

Flipped Classes

The school had classes only up until grade 7. Therefore, we were unable to conduct the flipped session for students. However, we had shown some videos to the faculty members and they gave a very good response to it.

Cleanliness Awareness Classes

For the cleanliness Awareness program, we had formed the “Environment Club” on June 5th, 2017. The club was formed on “World Environmental Day”. There were 20 members in this club. The job of this club was to maintain the garden provided by the school and make other students get involved in nature conservation.

Build School’s Website

The school already had their official website. The website link is as follows:
<http://youmenepal.org/en/youme-school>

To perform these activities we had full cooperation from the school. School's staff always gave positive response in performing the above-mentioned activities and supported us to form different clubs. We always shared our ideas about how we were going to form the clubs and extra activities in the school. The principal and other staff also gave their input. We had supportive staffs while performing the ECA. All the students were enlisted in different clubs according to their interest while environment club was formed through lottery. During the different competition both students and staffs contributed to manage the desk, write on white board, etc.

THE LEARNING

Anish

Let us start with quote "if it doesn't challenge you, then it won't change you". This is exactly what I felt in these two months. Last two months of my life was full of difficulties. At this point of time, I realized that my life has just started and it has taught me that life is not as simple as I used to think. Last two months had taught me how difficult it is to step out of a comfort zone, how hard it feels to spend life away from family and beloved ones. With all of those challenges ahead, I managed to deal with them successfully. Now it feels like I have climbed the Mt. Everest. In reality, it was a difficult task for me because I had never been outside the Kathmandu valley until this fellowship came up. I had never thought I would suffer homesickness. The feelings of separation from home, family, and friends were terrible at some point. Yet, I managed to fight with those feelings and that has built so much of confidence in me.

My Life at Khotang was full of struggle yet it was joyful. First, I was highly impressed by the hospitality of Rai community. They are very friendly and cooperative by nature. They treated us with great respect. Being a teacher of YouMe School was another thing that made us proud. We had many memories in the School. The experience

of being a teacher to other teachers was amazing. The friendly nature of students, supportive administration and overall experience is unforgettable. During our time at YouMe School, we learned the administration process from root level, which helped us to gain the knowledge of corporate policies. Another entertaining factor was wedding ceremony of a Rai couple. We got opportunity to witness the wedding we had never seen before. We sang, we danced and drank with local people.

We also got a chance to take part in educational tour for teachers. The venue was Shuvam foundation at Diktel, headquarter of Khotang district. The school was completely practical based. They prioritized practical based knowledge over theoretical explanation.

With lots of difficulties, one of the best experiences of my life has just ended. Khotang had taught me great life lessons. Sometimes, I miss those moments. It feels like a part of my life is connected with that village. One thing is sure that I will try to continue such programs whenever I can because these two months taught me to step out of my fear and live on my own.

Sujan

On May 21, 2017, I, Mr. Sujan Chauhan and my friend Mr. Anish Thakuri took the bus for Khotang to begin our teaching fellowship to YouMeShool. At around 5 PM that day we arrived at the destination and we directly moved towards the place where our arrangement for living was settled. It was the house where the other teachers of same school stayed. The principal, Mr. Janga Bahadur Ekten and Mr. Darani Prasad Subedi, vice principal of the school and his wife Mrs. Januka Adhikari and one volunteer from Japan Mr. Yueshi Sakamoto stayed together in the same house. In addition, during the first week we observed the school's environment and its surrounding. At first, we met Mr. Janga Bahadur Ekten until the other members arrived. After two days, we had a new member Mr. Dawa Lama who was from Illam to teach in the same school. In addition, after few days the other members joined making us a part of a complete family.

For 2 weeks, the school operation was not running smoothly due to unavailability of books and teachers. Still we were enjoying the days in the school. The more there were leisure period the more I got the chance to talk with students, interact with them regarding computer or any other things they wanted to learn. During these days, we used to take theory and practical classes of computer for the students of grades 3 to 7 and we further planned to start teachers training as well. However, unfortunately, after some weeks my friend Mr. Anish Thakuri got sick and had to return home. I was completely alone but other teachers Mr. Dawa Lama, Mr. Devasur Rai, Mr. Udip Rai, the principal and the vice principal cooperated with me to fulfill my duties there.

After I had discussed with Mr. Janga Bahadur Ekten a meeting was called to ask teachers interested in basic training of computer. In addition, I was glad almost all of them participated. The teachers were divided into two groups due to lack of computers and lab facilities. The time for morning shift was 8:00 AM – 9. 30 AM and evening shift was 4:00 PM – 5.30 PM. Mr. Sharad Chandra Rai, the founder of YouMe School to visit Biratnagar and look after the new school regarding management, administration, internet facilities, and almost anything that can be improved, approached me. I had stayed for 3 weeks in Biratnagar as a silent advisor of school. I regularly had meeting with the staffs about the school's problem and their solution to overcome it. In addition, I reported daily to the founder. There I got an opening to learn and explore my ideas and vision about the new school. I tried and changed many things by introducing thought of the day in each classroom; house division of students; design bill pad for school; methods to record of absent, present and total students on board and more importantly I habituated the teachers to stay in meeting and encouraged them to speak for developing school facilities . Different ideas came up through discussion like making weather charts, week chart including names of seven days for class nursery. I also developed a system where teachers had to evaluate the students and had to have discussions on regular basis with other teachers regarding the progress of weak or good students in academics and discipline. I also tried to manage

internet facilities in my presence with different service providers but somehow it did not work, later they had internet connection after I had returned to Kathmandu completing my fellowship program.

On May 24 Mr. Anish Thakuri came back to complete his fellowship after his recovery. In addition, on May 27 we returned to the Khotang to complete some of our pending tasks. Next day we returned to school I could see smile on the students' face to see us back together. From next day, we planned to start the teacher's training program. For few days, we taught them how to type and put hands on keyboard. After they were flexible with it, we moved on with Microsoft Word followed by Microsoft Excel and Microsoft PowerPoint Presentation. Besides that, we taught them about use of internet and email. It was very difficult to organize the training class due to lack of electricity facilities in school with very low power backup. We had to plan our next day classes at home due to lack of electricity at school.

Both

Fellowship program has helped us to develop the interpersonal skills as well as boosted our confidence to deal with other people. Such kind of program gives mental strength, confidence, which helps students like us to overcome many problems with ability to find solutions by ourselves. We think the students should not miss that fellowship program, as they will get to experience beyond their comfort zone.

In our opinion, two months are not enough for fellowship program. It is hard to promote the ICT sector in such short span of time. Another area is budget as it is difficult to run with that sort of budget. Fellowship program would be better if strong plans are prepared at early stage. If student can get pre-knowledge about their school structure, school environment before the fellowship begins which will let the volunteers plan better before going to the field.

We would like to conclude that this fellowship program not only helped us to explore individual knowledge but also has helped us to develop

personality, communication skills and gave theoretical and practical exposure.

SURYARAJ TIMSINA

ABOUT THE SCHOOLS

THE EXPERIENCE

Teaching

As all the schools were geographically dispersed, and it was not possible to stay in each school, I invited at least two teachers from each school and conducted a training class for two weeks. Though most of them were computer teachers, they were not aware of the basics of computer. I started from basic and helped them to learn different applications of Microsoft office package and application of internet. The teachers were able to design the daily notices, create mark ledgers and power point presentation slides. They could sign up email id and could send the documents as email attachments. Similarly, they were also able to search the contents/ solutions in the internet for their classes.

WIFI-Project for Schools

There was wireless network already set up on the effort of an organization named Himalayan Children's Charities for some schools few months ago but that did not work after the 1st week of installation. I went to every relay station to check and troubleshoot the WIFI tower, power system and devices installed in the towers. The wireless network extended from Arughat, which is around 40 kilometer aerial distance to the central in

Tasarpu, Dhading. Schools were geographically dispersed and I had to walk for 3-4 hours, 8-9 km up and down the hills to reach each school. I also visited every school to reset, reconfigure, configure, and setup the devices.

Computer devices maintenances

During my stay in Dhading, I had a training program scheduled from 7:00 am to 9:30 am. I used to visit schools after the lunch at 10:00 am. I visited 1-2 schools every day, checked the status of internet connection, status of computers, computer tools, and fixed the problems. The schools have donated computers from different agencies like Rotary International, Plan and even the school development committee has bought some computers in collaboration with the district education office. However, unfortunately schools are not able to maintain the environment and run all the computers. The main issue I found in most of the schools were dust in the CPU casing, RAM slots, power cables not properly fixed. I also trained the teachers to inspect and troubleshoot simple problems.

Cleanliness Awareness

I visited every school at least twice or thrice even if it was at the farthest distance and looked around the environment including some classrooms. I used to talk to the Principal and the teachers who used to come to the training classes making them aware on the importance of cleanliness and sanitation. I suggested them to put dustbins in every classroom and in the corridors. I used to get some changes during the next visit to the same schools. There was a common problem in almost every school where the computers were not working. That was because of the dust inside the CPU. The dust also caused problems in some keys of the keyboards. Teachers were able to know the root cause, i.e. dust and they were aware of keeping the computer lab dust free.

Flipped Classes

I demonstrated the flipped classes' videos during my training class. I also showed them the web URL and the teachers were able to browse flipped

classes from our learning center website. They were excited to see the lecture videos. I had also copied and handed over the lecture video classes to a representative of 'Food for People' so that teachers can get a copy from him.

School Email Domain

Schools were unable to use internet and explore the world even though there was a WIFI network. During the training session, there was no internet and the topic for the class on that day was Email and Internet. I had to teach the teachers by enabling the NCELL, 3G services on my cell phone and tethered via the USB cable to the Laptop. Teachers were able to create email id, and on the other days, we practiced on their own desktop computers in the computer lab of Adarsha Secondary School where we had been conducting our computer training classes. Result was that, now every teacher has an email id and they can communicate and send documents with the others. Teachers were able to send their project works on each topic we covered during the class. Some of the projects were making invitation cards, vacancy posts, mark sheets, mark ledger, PowerPoint presentation slides etc. I am now working on creating email domain for each schools and I have asked for supporting documents from all the schools.

THE LEARNING

On May 4, 2017, I departed for Tasarpu in the late afternoon. Even though the village is very close to the capital of Nepal, it is still deprived of infrastructure and technology. It was around 4: 30 pm I did not get any vehicles to go to Tasarpu, which is just 17-18 km from Naubise. Luckily caught a truck and reached 'Food for People' at 8:30 pm. I had a meeting with the local coordinator and some teachers. Some of the schools were already closed for local election and I visited some schools, had a look through their computer labs, library; internet connection for a week and got back to Kathmandu and worked for the wireless project.

After the local election, I went back to Tasarpu on May 18. The next day, I had a meeting with the teachers from seven different schools, which we had already scheduled from Kathmandu. We gathered at Adarsha Secondary School and discussed about the overall plan of the training, and timings. As teachers had to come from different places and they had to attend school, we decided to conduct training classes from 7:00-9:30 am every morning. My daily schedule was like, training in the morning and visiting schools for the rest of the day where I had to go through a long tiring journey. We accomplished to have more teachers from more schools after talking with them during my visit to the schools. During my stay in the village, I had to troubleshoot more than two dozens of computers and I was able to fix more than 15 computers out of 51 and fixed more than 4 printers in 5 different schools. The remaining computers could not be fixed due to lack of computer parts.

Similarly, I had to reset, reconfigure and even replace the network devices in almost every school. Later on teachers from nearby schools started to come to Adarsha School after their school to practice the training courses we had in the morning. Trainees were able to work on various software tools, troubleshooting simple computer hardware and network problems. Every new day was a new experience for me as I got an opportunity to visit different places, dealt with new devices, and got to meet different people.

Even though there was technology and equipment, there was lack of technical work force. Students in most of the rural villages of Nepal are deprived of quality education, more importantly computer education despite the fact that they have computer course in their curriculum. They have computers at school but are hardly used. The school lack computer teachers and the teachers are forced to teach theoretical knowledge as the teachers themselves have limited computer knowledge. Though there is internet facility in some of the schools in the villages, the schoolteachers and students do not know how to use internet to enhance their educational process. The government must introduce a policy through which teachers can

get the proper training on operating computers and internet technology.

The DWIT teaching fellowship program has become a great opportunity for me to explore such a technologically weak community where I could progressively contribute for educational welfare. I did not just share my knowledge but also met different people, visited different schools, was acquainted with different technological devices. 'Food for People' where I stayed during my fellowship was a perfect place where everything was well managed and well-structured even though it had to serve more than 2000 people every day. I would like to thank DWIT, HCC and 'Food for People' for providing me such a great opportunity.

PHOTOS



Anil Parajuli and Pankaj KC with students after farewell. Buddhodaya Secondary School, Lamjung



Classroom. Deusa Secondary School, Solukhumbu



Morning school assembly. Buddhodaya Secondary School, Lamjung



Computer lab. Deusa Secondary School, Solukhumbu



Morning assembly. Karfok Bidhya Mandir, Ilam



Computer lab. Shree Bhagawati Higher Secondary School, Kavre



Ashish Bikram Lamichane with teachers after farewell. Karfok Bidhya Mandir, Ilam



Students reading book. Shree Bhagawati Higher Secondary School, Kavre



Bidish Acharya with students in the hiking. Shree Fikkal Secondary School, Ilam.



Quiz contest. Shree Janahit Secondary School, Syanja.



Students busy playing. Shree Gangodaya Secondary School, Khotang



Students in computer lab. Shree Jana High School, Syanja.



Sanjeeb Mainali teaching computer. Shree Gangodaya Secondary School, Khotang.



Teachers and SEE appeared students in the computer lab. Shree Ghante High School, Syaniga



Spelling Contest. Shree Mahendra Jyoti Secondary School, Parbat



Students learning basic computer skills. YouMe Nepal School, Khotang