

Pemba Sherpa

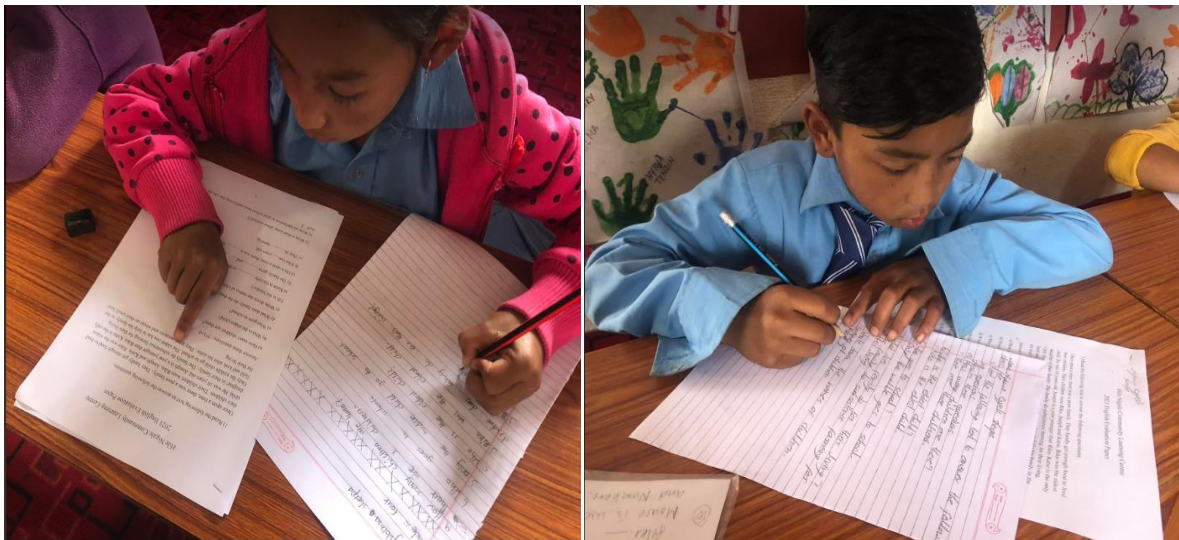
Report 15, September & October, 2021

Evaluation test:

Unlike last year, we teachers decided to do an evaluation based on the students' mastery of the materials we taught in the following academic subjects: Tibetan, English, Computer, and Tibetan Buddhist text.

More specifically, the evaluation aimed to assess student learning and individual student performance based on how successfully they answered questions in the taught subject materials. as well as how well they were able to read texts and apply their knowledge in practice on a regular basis.

According to our plan, we conducted an examination consuming 5 days' time. Students were provided with an examination schedule which included English Reading, Tibetan reading, English written, Computer theory, Tibetan written, Computer practical, and Tibetan Buddhist Text. Apart from these academic subjects, the students in grade 2 and above were evaluated on social skills and extra-curricular activities.



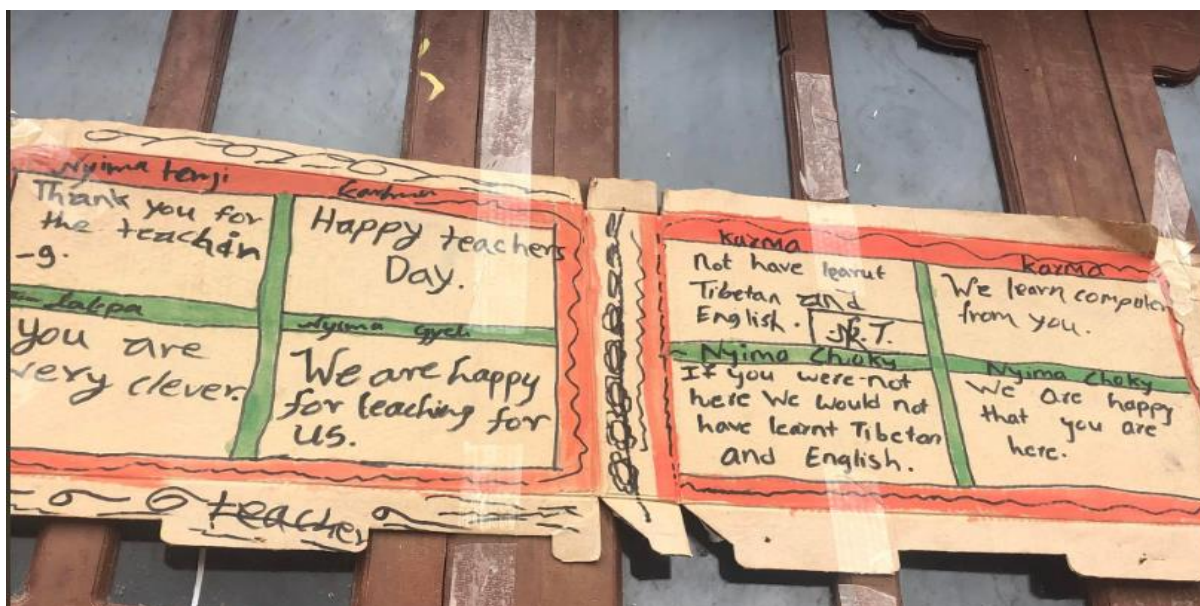
Parenting presentation and Result announcement: We organized an evaluation result announcement and a Child psychology presentation for the parents. There were prize distributions for the best three students. This evaluation was a great platform for both parents and students to reflect on their progress in every activity we do at the Community Centre. Apart from that, it was a bit challenging explaining every assessment detail to the parents due to their illiteracy.



Celebration of International Teachers Day: International Teachers Day was the first-ever teachers day that Hile Nigale students celebrated until now. The primary goals of celebrating teachers' day were to give students an experience of celebrating teachers' day and an opportunity to express their appreciation to teachers. Additionally, it also aimed to let students gain experience assuming initiative and responsibility, especially in organizing programs. Simultaneously, I provided the students with enough guidelines and ideas to move forward with their team members. I divided them into different groups. Some of them were organizers, performers, game organizers, audience managers, waiters, etc.

Everything tuned out very well beyond expectation. I felt great seeing the students' amazing performance with confidence and initiative.





Excursion to Tea plantation: After many initial difficulties, we made the excursion possible. We had planned many times but due to festive time and some community activities, it the event was postponed twice. Nevertheless, we happily succeed the third time around. Everything went well. All of explored the extensive grounds of the tea farm for almost an hour and a half.

After roaming for an hour and a half in the scorching sun, we enjoyed a restful long snacking time with the snacks that we had prepared. We had fruits, instant noodles, cold drinks, chips, biscuits, and lollipops etc.

At the end of our excursion tour, we went to the main factory where the raw materials are processed and prepared by machine into market-ready products.

It was a great place and learning experience where students could satisfy their curiosity about tea farming. Many senior students correctly answered the survey questions which the that teachers had prepared for their different group members.





Community Peace rituals ceremony:

There was a weeklong (including both preparation and ending periods) peaceful ritual ceremony in the community monastery. It was organized and negotiated by the entire locality for the welfare of the community. There was a high Lama from Kathmandu with 6 of his students. We were told that the community was not peaceful due to the disturbance of the dead spirit. Additionally, he also said the Land God was not happy with the deed that the locality performed until now. He mentioned that if many kills of any scient beings happen in the locality, or a place, the land God gets unhappy, and it brings obstacles and unpeaceful times to the people.

Simultaneously, we also received long-life empowerment and Buddhist moral teaching about life and parenting on the last day of the rituals. High Lama was impressed to see the schoolchildren able to read Buddhist Texts while reciting with them during the evening prayer time. And last, but not least, we teachers organized a short A appreciation program for the entire Lama Team. All the students performed Tibetan, Nepali, and English dances. The P primary students also recited rhymes in three different languages. The high lama was very impressed and glad for the students and teachers. Therefore, he gave us a gift of three thousand rupees to buy us cold drinks and fruits to enjoy on a sunny day.



Annual Sports Day:

We had an annual sports day for this year. Similar to last year, we had many games to play. Three different houses had participants for all games. Before the actual sports day, we had two days of practice and preparation for all the players. Impressively, all the house captains took the initiative to practice the various races in the morning and evening among themselves.

We divided the participants into two groups. There was a group of primary students from all the three houses and a senior students group of grade 2 and above.

Meanwhile, we decided to reward all three houses according to their positions. Awarding every individual winner was not quite possible. Therefore, we thought of appreciating everyone's hard work and effort with group-prizes.



Academic learning:

Apart from the above monthly extra-curricular activities, there was continuation of academic learning as always.

During the two months, I taught all academic subjects: English, Tibetan, Tibetan Buddhist Texts, Computer with the combinations of various artworks, general knowledge on screens.

Apart from the course lessons, the students are aware of topics, such as Human reproduction, 17 Sustainable Development Goals, Solar planets, Nutrition, Evaporation, Causes of thunderstorm/lights, etc.

The students have much improved in English, Tibetan, and Computer. In English, they are now familiar with common English phrases, idioms, synonyms, antonyms, etc.

Similarly, In Tibetan, they learned many new words, antonyms, and basic grammar. Of course, they can make sentences, read confidently, interact with broken Tibetan.

As to Computer knowledge, the students can differentiate input devices, they can use Paint and Ms word program confidently. They know all parts of a computer with their functions.



November,2021 Goals

- Celebrate International Children Day
- Cultural Exchange program with Austrian students via video