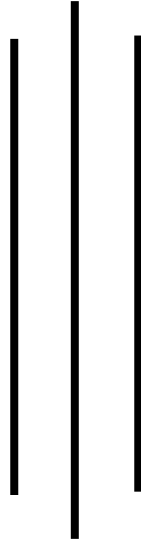# FINAL PROGESS REPORT ON PROJECT

"देशको ध्यान बाल्यकालमै प्राविधिक ज्ञान"

SUBMITTED BY
CONQUER NEPAL
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2013-2018

Preface

In alliance with Department of Education, Nepal (DOE), and with co-ordination with District Education Office, Conquer Nepal – An NGO for Rural Development is conducting IT based four days motivational boot camp called **"देशको ध्यान बाल्यकालमै प्राविधिक ज्ञान"** throughout Nepal at every school for the students of grade 8, 9 & 10 to uplift Information Technology (IT) sector of Nepal.

This project aims to improve IT Sector and to create skilled and expert human resource in the sector of IT.

Moreover through this project, CN Nepal is making research of the problems facing by schools, students, management and overall education mechanism in order to resolve them.

I hope that this report will contribute to the promotion of this project and to the enhancement of IT sector of Nepal.

Finally, I wish to express my sincere appreciation to the officials concerned of the Education Ministry, Nepal, Department of Education, District Education office (s), RED's, school management team, teachers, students and all the Project Representatives of this program for their close cooperation.

<div style="text-align: right;">

Kishor Pd. Poudel
President/C.E.O
Conquer Nepal

</div>

Program Section
Department of Education
Bhaktapur, Nepal

<u>Letter of Transmittal</u>

Respected sir,

It is with great pleasure that we submit to you the Final Progress Report of the Project **"देशको ध्यान बाल्यकालमै प्राविधिक ज्ञान"** which is being conducted for the students of grade 8, 9 & 10 at different listed schools of Kathmandu, Lalitpur, Bhaktapur and other districts completed by our Student Career Development Department team composed of experts from Himalayan Bank Limited with cooperative efforts of the Asian Human Right and Cultural Development Forum and other CN concerned team. The Report is composed of Executive Summary Report, Master Plan Report, four days program activities and Project Reports.

The schools of Nepal are not focusing IT education. With a number of favorable conditions, however, students are starting to see a chance for economic development through IT for which CN is conducting the program to enhance the importance of IT to develop the country.

The development of student in the IT sector will contribute not only to independency in the IT sector but also the job creation and also to further economic development of the Country.

Our research team hopes that the proposed master plan will provide useful materials in implementing the upcoming IT policies and Plans.

Our CN project team would like to take this opportunity to express its heartfelt gratitude to all concerned management and authorities for the kind assistance and cooperation Consultation.

The final progress report is a fruit of excellent collaboration of respective parties involved in this program.

Sincerely yours,

Kishor Pd. Poudel
President/C.E.O
Conquer Nepal

Abbreviations

C.N Nepal	-	Conquer Nepal
DOE	-	Department of Education
DEO	-	District Education Office
RED	-	Regional Education Department
IT	-	Information Technology
SSRP	-	School Sector Reform Program
MCP	-	Microsoft Certified Professional
MCSE	-	Microsoft Certified System Engineer
MCITP	-	Microsoft Certified IT Professional
CCNA	-	Cisco Certified Network Associate
CCNP	-	Cisco Certified Network Professional
RHCE	-	Red Hat Certified Engineer
PHP	-	Hypertext Preprocessor
CEH	-	Certified Ethical Hacker
PC	-	Personal Computer
PR	-	Project Representative
RAM	-	Random Access Memory
ROM	-	Read Only Memory
CA	-	Chartered Accountants
ISPs	-	Internet Service Providers
USA	-	United States of America
U.K	-	United Kingdom
CPU	-	Central Processing Unit
SMPS	-	Switched Mode Power Supply
SDRAM	-	Synchronous dynamic random access memory
DDRAM	-	Dual Dynamic Random Access Memory
PATA	-	Parallel Advance Technology Attachment
SATA	-	Serial Advance Technology Attachment
HDD	-	Hard Disk Drive.
CRT	-	Cathode Ray Tube
LCD	-	Liquid Crystal Display
LED	-	Light Emitting Diode

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APPENDICES

1. BACKGROUND

1.1 Introduction of the organization

CONQUER NEPAL is an organization of youth, run by youth for the youth and development of nation. CN shall be a pioneer chapter in Nepal. The purpose of CN is to contribute to the advancement of the global community by providing the opportunity for the people to develop the leadership skills, social responsibilities and fellowship necessary to create positive dynamic change through education. It tries to sharpen the personality and leadership quality in an individual for a positive dynamics change in the society. CN has been serving to the society through its multidimensional activities in the field of education, health, environment, human rights and many others social welfare areas.

It always strives to organize something new in the society; it conducts trainings on various issues that help to build everyone to be an active citizen of the nation. It also carries out seminars and workshops on contextual and national issues. The community based service in the field of education; health has been proved a real service to humanity.

As CN believes on commitment in action, CN right now is enhancing IT sector through the program **"देशको ध्यान बाल्यकालमै प्राविधिक ज्ञान"** throughout the country.

1.2 Overall Project Introduction

The project **"देशको ध्यान बाल्यकालमै प्राविधिक ज्ञान"** is initiated in alliance with department of education, Nepal to promote IT sector and to create skilled and expert human resources. For the reason this project is being conducted at every school for the students of grade 8, 9 and 10. We believe if some change or development is necessary it must be stared from childhood which directly gives dynamic change in future. Moreover this project CN is not only promoting IT sector but also organizing personality and leadership training program which is essential in each and every field. Not only this, we are also supporting Sector School Reform Program (SSRP) which is being conducted by DOE. We believe we cannot bring dynamic change in education sector, teaching and management mechanism so that through this project CN is having research of overall education system of Nepal: problems faced by schools, students, teachers and management in order to mitigate those problems and make the education system more strengthen so as to compete with foreign education system.

This project beneficiaries are the students of grade 8, 9 and 10. The project is conducted for 4 days at every school. In these 4 days, program has been scheduled as follows:

1st Day   -   Career Counseling focusing IT and its related scopes at Nepal

2nd Day   -   Practical Approach to the Computer

3rd Day   -   Personality and Leadership Development Program

4th Day   -   Program feedback from students and school

1.3 Specific Project Objectives

This project is being conducted to the students in order to provide IT knowledge and IT based career at Nepal from grass hood level but also specific to the project, the objectives are summarized as follows:

- Improve IT career based education and increase skilled and expert human resource to create independency in IT field.

- Awareness about the global certification courses likes MCSE, MCITP, CCNA, CCNP, RHCE, PHP, and CEH etc. which is essential for professional life.

- To minimize the unemployment problem of youth

- Enhance the overall skills of participants: creativity skill, presentation skill, team building skill, behavioral skill and so on.

- Enhance the personality development and Leadership qualities of the participants.

1.4 Projects Outputs

By the end of the project at each school we are able to:

- Introduce the IT Career facts and its scope in Nepal to the Students.
- Make aware about the Pirated Operation system and there flaws in the computer system.
- Make secure their Home PC with the help of some simple technique.
- Make understand about the importance of personality development and Leadership.
- Maintain and combine positive attitude, skill and their knowledge.
- Increase the ratio of Students focusing for the computer classes

2. Project Organization

2.1 Methodology Used

2.1.1 Selection of Project Representative

In order to have effective program, through the daily national newspaper CN announced for the vacancy for the post of Project Representative and with the reference of their curriculum vitae and from the interview, we selected the Project Representatives.

After the selection also, we have provided them orientation program with the help of IT professional and other professional. Moreover we also gave them training about the school, class and student management. Even we gave them the chance to interact with the students of different schools.

And from all the evaluation only our staffs as an Project Representative have been selected.

2.1.2 Selection of School for the program

With the co-operation of District Education Office, Kathmandu, the schools were selected. But in the selection process, government schools were give first priority and then to private boarding schools.

While in the selection of Private Boarding School, the schools with high number of students and the school who wants to enhance IT education were given more priority.

2.1.3 Program Implementation Process

- Before the implementation of the program at schools, through CN schools were provided the request letter of participation along with the letter of cooperation provided by DEO, Kathmandu.
- Meanwhile the PR of the program provides details of the 4 days program, benefits to the schools and students of this program.
- Then if the school management is interested for the conduction of program then the data confirmation form will be filled up in order to ensure the time and date to conduct the program.
- After the implementation of 4 days program for all the participants, the schools and students are given feedback form for feedback which could help to uplift the program.
- Throughout the program, the videos of the PR were taken to improvise the program.

- Finally after the completion of the program the registered students of this program will to provided Registration Card and School shall be provided letter of appreciation.

In order to ensure effective transfer of practical and theoretical knowledge and to build participants' understanding and application of skills acquired, the Facilitator and Project Representative made little use of the traditional lecturing approach. Rather, he made extensive use of:

- Presentations
- Activities (Indoor)
- Experimental Learning
- Experience Sharing
- Group Work/ Discussion
- Chart Paper Presentation

2.2 Materials/Instrument used:

The materials used in the program varied from activity to activity. This variety allowed for different learning styles and personal preferences to be appreciated in the program agenda. The following is a detailed list of materials/instruments used along with the Projector, Laptops, Chart Paper and leaflets illustrations:

- Pictures which reflect overall problem facing by our country.
- Pictures focusing the IT career and profession.
- Pictures related to Personality and Leadership Development.
- Basic hardware parts like RAM, Hard disk, ROM, motherboard.
- Chart paper is used of feedback of students and effective's means for some comments.
- Digital camera and Video camera was used to capture and record the moment.

2.3 Program Venue and Duration:

The program is being conducted inside the school premises: in the respective classes of 8, 9 & 10. The duration of the program was 4 days or up to 5 or 6 days whereas necessary. And for each class per day the time allocated is 40 minutes to 50 minutes or according to the demand and request of the school management.

2.4 Participation and Team of Consultants:

From the program initial date April 25th, 2013 till now more than 100 schools and more than 5000 students were enrolled in our program. (For detail see appendices I)

Mr. Kishor Pd. Poudel, Chairman of Conquer Nepal, Mr. Milan Rai Network Administrator at Himalayan Bank Ltd, Program Manager of CN, are the lead personnel for this project. Moreover with the co-facilitation of Mr.Chhanda Man Tamang – CBS Engineer at Himalayan Bank Ltd, Mr. Auchut Sapkota, Social Activist, Mr. Nilambar Badal, COO & Program Director of AHRCDF, Mr. Keshav Baskota, Co-ordinator of St. George School, Bishalnagar, Ktm., OCCED Nepal Kathmandu Youth Club Executive Team, Mr. Sujan Koirala, President of Pax- Earth, Mr. Laba Nepal, Businessman, Lieutenant Nabin Shrestha, Lecturer HM- Ashawason Sigdel, CN Chief Consultant Mr. Nilambar Badal and finally with the Project Representatives of this program, this project is taking into consideration.

2.5 Project Process

The Project Representative adopted an interactive participatory process and multi-method approach to the program. The process created an empowering working environment and total involvement by the participants. The mode of delivery and participation in the program are:

- Group/Individual illustrative Sessions
- Group Discussions
- Reflections
- Creative Drawings & Presentation

In order to achieve the targeted program outputs, the Facilitators adopted a wide range of tools and approaches for the program presentation. This variety allowed for maximum interaction by all participants during the sessions in group/individual work; discussions and illustrative sessions.

Reflections served as a review of the previous days' activities and feedback served as a summary of the opinions and reactions from participants from which improvements were made on a daily basis to the workshop.

2.6 Outline of Project Activities

The Project began with an introduction of Project Representative and participants, brief overview of the purpose and objective of the program and as well as the expected output. After the conduction of each days program all the participants made suggestions and gave their feedback and comments regarding the program .The detail program time table is attached with as Appendix II.

Participants appreciated the opportunity to gain the knowledge of IT sector and program and also showed their eagerness to get enrolled with for Conquer Nepal.

The program is conducted as follows:

1st Day- IT based Career Counselling

2nd Day- Basic Hardware Identification and Security Process of PC computer

3rd Day- Personality Development and Leadership

4th Day – Feedback from participants; schools, students and teachers

3. Program Implementation

3.1 Breakdown of Four Days Program Activities

❖ 1st Day- IT based Career Counselling

3.1.1 CAREER COUNSELLING RELATED TO IT CAREER

With reference to the present context of Nepal as every student are focused on the academic studies and their percentage on exam, students are being dull minded. As if there are nothings more than exam and study. To the more than 90% students who want to be Doctor, Engineer, Pilot, CA, nurse etc in future for them we would start our career counseling keeping the fact into consideration that "WE ARE HERE TO MOTIVATE YOU TOWARD PROFESSIONAL COURSES OF **IT**, ALONG WITH ANY ACADEMIC COURSE THAT YOU LIKE TO STUDY".

By keeping all these matter on mind our career counseling starts like this:

1. **School Just Focus on Academic Courses.**

   At first we make them familiar with the present scenario where exactly they are i.e. Grade 8, 9 or 10. And what's there Age at present? And let them know at what age they will be doing their bachelor degree.

Grade 8	-	Age 14
Grade 9	-	Age 15
Grade 10	-	Age 16
+2/ Intermediate	-	Age 18
Bachelor degree	-	Age 22

   Normally at the age of 22 our students are completing their bachelor degree. And as soon as they complete their bachelor degree they apply for the JOB. For e.g. one of the students completes His/hers Bachelor in Computer Engineering and he/she applies for the IT related JOB and at most of the place they gets rejected.

2. **Engineer rejected by Most of the Organization????**

   According to the viewpoint of the students, parents and school what they have in their mind is that after being an engineer they will be getting good job with good salary. But the fact is that after the completion of engineering when they will apply for the job, out of 100 applicants 99 applicants get rejected. At this point they becomes shock and anonymous. Every student goes blank in his or her mind.

Everyone says WHAT?
IS THAT TRUE?
ENGINEERS ALSO DON'T GET JOB?
WHY?

And the most highlighted rejection topic that would like to introduce them is **Global/Professional Certifications.**

3. **What Exactly Professional Certifications are?**

A+, N+, MCP, MCSE, MCITP, RHCE, PHP, CCNA, CCNP, .NET, JAVA, C++

As soon as we write them on the board, maximum (around almost 99%) participants do not know about them and questions - what they are? And they arise the question what is that written on the board? And our simple answer goes for the students is that "THIS IS THE REASON WHY WE NEPALESE ARE SO BACK IN IT".

At present one of the students goes to the engineering college but they are just focused on their course material, which is so called designed by foreigner 20-30 years back. With the module of 20-30 year back course what can we expect from the computer engineer? As all of the above are professional certifications. After we make realize that the most highlighted rejection topic is Global/Professional Certification clearing the fact that at present every Banks, ISPs, Organization, Corporate House, Multinational Company etc. announces their vacancy with the highlight for Global/Professional Certified person.

4. **Then the Engineer Have to start those courses from Zero Level.**

At the age of 22 or 23 completing engineering also students don't get JOB in Nepal. And due to the reason most of the students gets frustration and tries for the abroad either USA, AUSTALIA, UK etc. And the remaining has to work at Nepal and work on the field of IT and shall start professional courses from zero level after rejection . Some of the student knows about the courses at the time of college but due to lack of time they don't get chance to enroll on those courses. This also makes them dull on IT.

5. From the Age of 16 To 22 which is unproductive to Nepalese students, we **CN NEPAL** wants to make sure to students that after completing SLC students shall join the computer classes. But again the fact remains that

exactly what should be learn at computer classes, how can we upgrade the course? What exactly helps them in future?

So joining the computer classes at profit seeking computer institute is totally useless. Students feel proud of having certificate of basic courses but they don't know about Hardware, Software, Designing, Animation and Networking courses.

So for all the reasons and for the development of nation, youth and their thinking, we are now here to create awareness of these matter and we would like to change this 6 years unproductive phase productivity of each students so that we will also have skilled human resources on the field of IT.

If every students of Nepal gets to know about the professional courses at right time i.e. from the childhood, school level then most of them will get chance to enroll on these Professional courses. Due to which they shall be able to complete their Professional certification before completing their bachelor degree. If this happens then we will be able to decreases our unemployment problem by 40 to 50% at present scenario because there are lots of Job on the market for the professional people but we cannot be engaged there.

Thus to make aware of this sensitive matter, CONQUER NEPAL introduced this Project Called "देशको ध्यान बाल्यकालमै प्राविधिक ज्ञान" .

6. Studying Computer Courses doesn't mean you have to go for IT career. In every field of Career Computer is used which is a fact so we Conquer Nepal request every students to have knowledge of at least Basic computing, Basic hardware, Basic network and Basic programming. So that whatever they select their profession in future that really can be more fruitful.

3.1.2. 2nd Day- Basic Hardware Identification and Security Process of PC computer

<u>Module I</u>

Hardware Identification and How to Secure Your Home PCs?

At each and every school students are provide computer classes. Schools and Parents feels proud that their children are studying computer. But they don't know that it is not enough for anyone to cope with the present situation of market. As we are focusing on the early childhood technology education, IT refers to the Practical knowledge more than theoretical but at every school students are just having theoretical knowledge because of which we are back in IT. Rather then going for the complicated theories why can't we teach them about hardware parts, how to assemble/dissemble them, how to format there computer, how to install antivirus, why to use genuine Operation system, how to secure their personal computer, how to create complex password and so on.

1. **Lets Learn At Your Home**
   Most of the time people take unnecessary advantages when we don't know anything in any topic. For example when students get stuck on any problem of the computer they have to call the technician and have to troubleshoot or format the computer. But why all the students are not aware that they themselves can learn this simple formatting process. Keeping the fact that when anyone comes to their home why don't you take a piece of paper and pen and write it down what was the step to format the computer. Simply you can learn to format and troubleshoot your computer at your own home. In this way the next time you don't have to pay for those simple works.

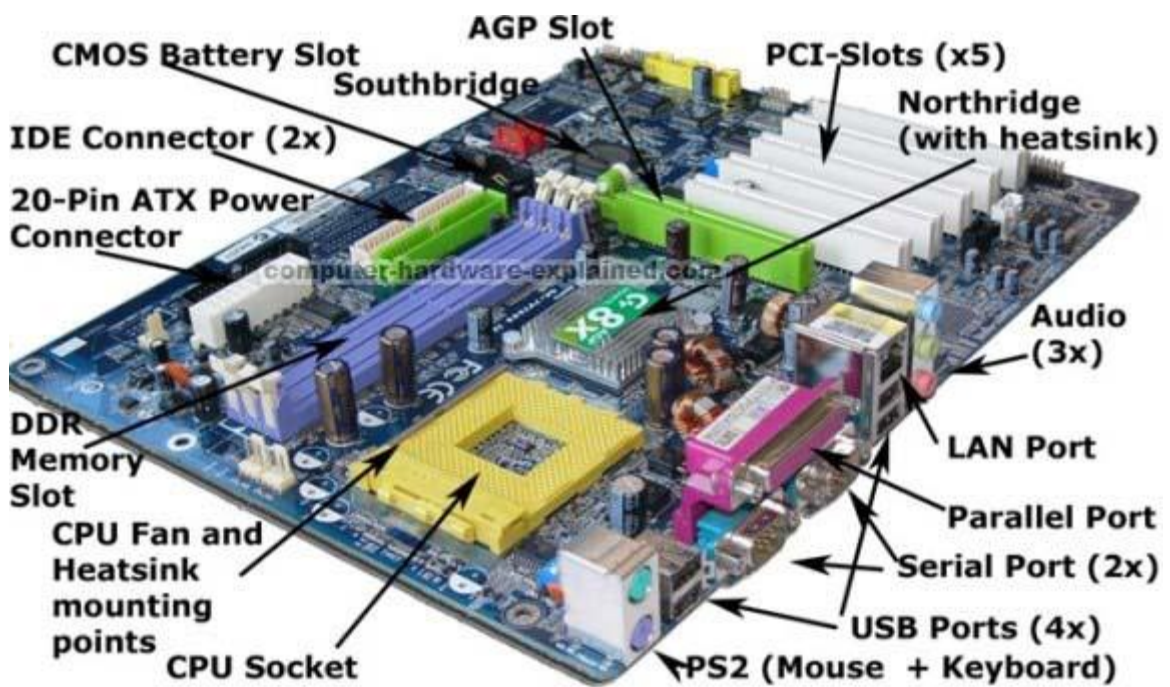2. **Some Hardware Identifications:**

   Everyone calls it CPU but we teach them that until and unless it is empty it's

   called CASING.

When you go for buying when you will buy casing there is a box with this device. And this is called **SMPS (Switch Mode Power Supply)**
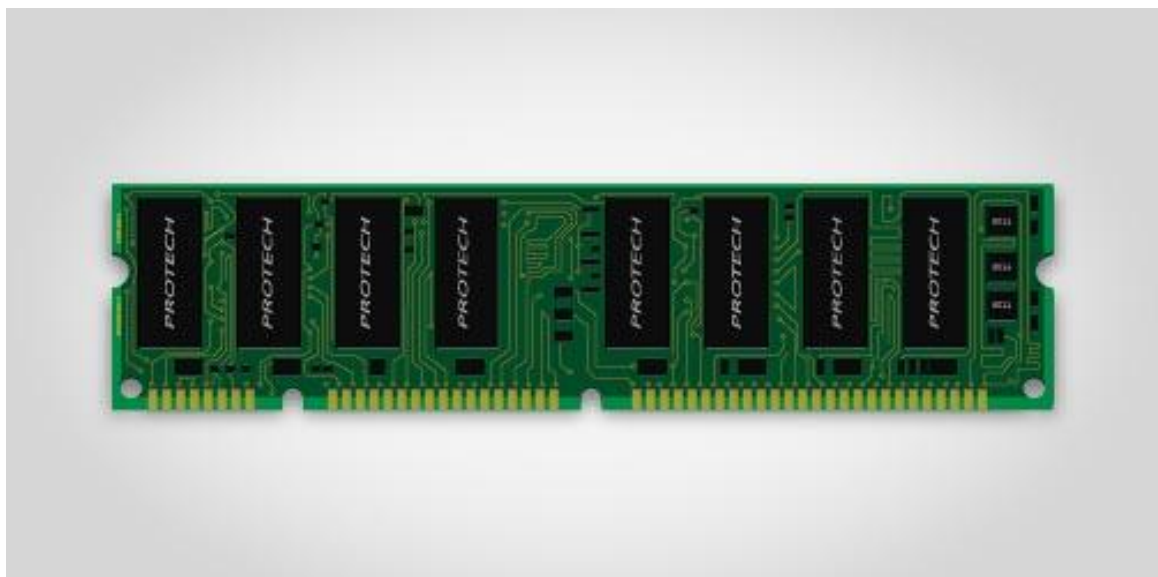
Mother Board

Processor

Cooler Fan

SDRAM (Synchronous Dynamic Random Access Memory)

DDRAM (Dual Dynamic Random Access Memory)

PATA HDD (Parallel Advance Technology Attachment)

SATA HDD (Serial Advance Technology Attachment)

Normal and Multimedia Keyboard

Mechanical Mouse

Optical Mouse

CRT (Cathode Ray Tube) Monitor

LCD/LED (Liquid Crystal Display/Light Emitting Diode) Monitor

Second phase of 2ⁿᵈ day Program

How to Secure Home PC?

Module II

Module Objective
- Essential Terminologies.
- Threats to System.
- How Does Virus Propagate
- How can we be secured

Essential Terminologies

Threat:

An action or event that has the potential to compromise and/or violate security

Exploit:

A defined way to breach the security of an IT system through vulnerability

Vulnerability:

Existence of a weakness, design, or implementation error that can lead to an unexpected, undesirable event compromising the security of the system

Cracker, Attacker, or Intruder

An individual who breaks into computer systems in order to steal, change, or destroy information.

Attack:

Any action derived from intelligent threats to violate the security of the system

Threats To System

Virus:

A program that replicates by copying itself to other programs, system boot sectors, or documents, and alters or damages the computer files and application

Worm:

A self-replicating virus that does not alter files but resides in computer memory and replicates itself

Backdoor

An unauthorized mean of accessing the system and bypassing the security mechanisms

Trojan

A program that seems to be legitimate but acts maliciously, when executed

Password Cracking

- **Guessing**

- **Brute Forcing**

  Trying **combinations** of all the characters until the correct password is discovered.

- **Dictionary Attack**

  It uses a **pre- defined list** of words.

- **Shoulder Surfing**

  Watching someone type the password

- **Social Engineering**

  Tricking people to reveal their password or other information that can be used to guess the password

How Does Virus Propagate?

- **Through Email Attachments**
  - Emails containing attachments may include malware
  - Clicking the attachment installs a malicious program on the computer.

- **Through USB Memory Sticks:**

  – A virus create an **autorun.inf** file that is a system hidden and a read-only file

  – When the user opens the pen drive files, the autorun.inf is executed and copies the virus files into the system.

- **Through Infected Websites:**

  – Visiting compromised sites may result in installation of malicious software, designed to steal personal information, on users computer.

How Can we Be Secure?

- **Lock the System, When Not in Use.**

- **Create Strong User Password.**

- **Disable the Guest Account.**

- **Rename the Administrator Account.**

- **Apply Software Security Patches.**

- **Use Windows Firewall.**

- **Implement Genuine Malware Prevention.**

3.1.3 3rd Day- Personality Development and Leadership

The main objective of the program is to develop the dynamic personality and leadership qualities. Moreover through this program we wanted to make the student a good, honest and responsible citizen of the country.

Breakdown of the program:

The program of third day generally starts with the question to the participants,

WHAT YOU WANT TO BE IN THE FUTURE?

➢ But the answer will be shared at last moment of the program.

Module on ATTITUDE

What is ATTITUDE?

➢ Attitude – विचार, धारणा, दृष्टिकोण

➢ An **attitude** is an expression of favor or disfavor toward a person, place, thing, or event

➢ Attitude can be formed from a person's past and present.

➢ Attitude is also measurable and changeable as well as influencing the person's emotion and behavior.

➢ In lay language, attitude may refer to the distinct concept of mood, or be especially synonymous with teenage rebellion.

Types of ATTITUDE

➢ Positive attitude / Life Sense

> Negative attitude / Death Sense

Activity 1: Description of Positive and Negative Attitude

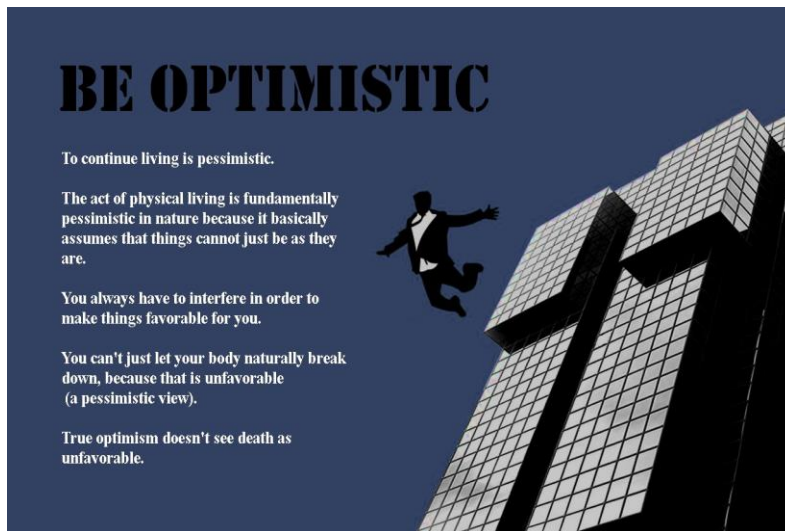The colour of the bottle do not match with the colour of table

Throw it – Negative attitude

Lets replace it – Positive Attitude

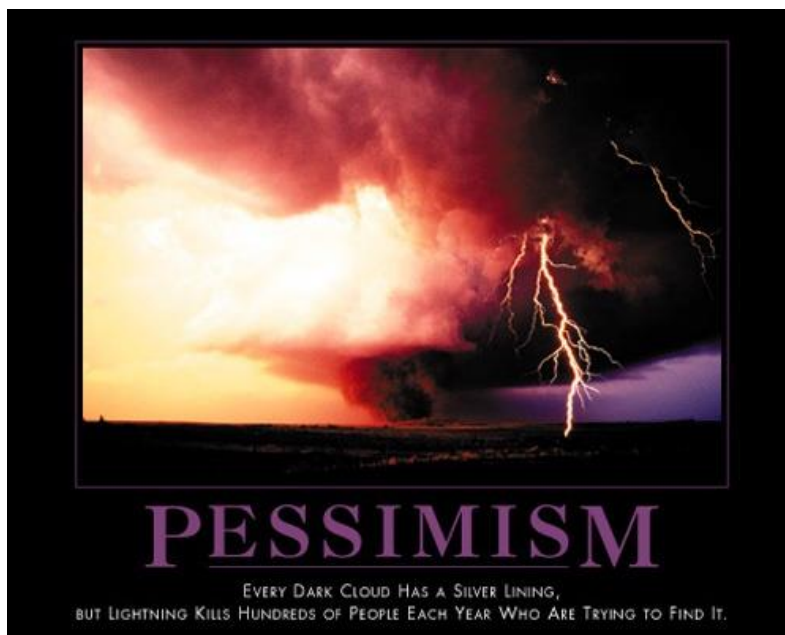**Factor affecting ATTITUDE**

> Optimism   and Pessimism

➢ Essence and Form

Activity 2: Determination of Optimism and Pessimism

How do you spell **OPPORTUNITYISNOWHERE?**

Ans: Opportunity is now here   -   In case of Optimistic

Ans: Opportunity is no where   -   In case of Pessimistic

Activity 3: Difference between Essence and Form

You are given option: simple mobile phone costing Rs. 2000 or well featured mobile costing Rs. 1, 00,000

Which one would you prefer?

Ans: If you choose simple mobile phone or well featured mobile, both is used to communicate. But choosing of simple phone is essence but choosing of well featured phone is only its form and sometimes it can show negative attitude to other.

Module on Knowledge

➢ Knowledge – ज्ञान
➢ Acquaintance with facts, truths, or principles, as from study or investigati on; general erudition:
➢ What you are given by others?

"NO YOU CAN'T ASK A QUESTION."

Activity 4: Description of Knowledge

Chocolate, strawberry, vanilla, strawberry, vanilla, vanilla, strawberry, vanilla, vanilla

Information - this is a list of flavor of ice cream sales yesterday.

The data now has some context and so make sense. A bit of analysis is useful to glean more information.

For example, the most popular flavor of ice cream sold yesterday is vanilla.

Knowledge

The shop manager can see that vanilla is the most popular ice-cream flavor. Next time he places an order, he will ask for five times as much vanilla ice-cream than chocolate ice-cream.

Module on Skill

➢ Skill – सिप र दक्षता

> Ability, coming from one's knowledge, practice, aptitude, etc., to do something we can: Carpentry was one of his many skills.
> Competent excellence in performance; expertness; dexterity: The dancers performed with skill.

Different categories of Skill

1. Communication Skill

2. Listening and Memory Skill

3. Creativity Skill

4. Team Building Skill

5. Participative Skill

6. Behavioral Skill

7. Presentation Skill

8. Leadership Skill

Activity 5: Enhance communication, listening and memory skill

Interview

Duration: 5- 10 minutes

Objective: To develop communication skill with different sorts of people.

Requirements: Minimum 10 people with diaries.

Activity: The trainer calls two students: one to ask question and another to reply. And other will be audience. According to instruction of trainer the topic will be provided to them to talk.

Activity 6: Creativity testing Game

Game 1: Sea if you can find any errers

You may not belief that there are six errers. Studi carefully. You can reed it as many times. Sea if you can find all of them.

Conclusion: Generally participants find 4 mistakes: errers, studi, reed and sea but if the participant use their creativity the word six can be another mistakes, there must be four.

Game 2: Number Game

Why numbers are arranged like this?

8,11,15,5,14,1,7,6,10,13,3,12,2

Conclusion: These numbers are arranged in alphabetical order.

Activity 7: SUDDENLY Game for enhancement of Team Building Skill

In this game, two groups will be formed and are instructed to form a story. Then members of each group have to form a sentence and have to end in SUDDENLY, and other member have to make another sentence from that word SUDDENLY. Finally out of two groups whose story will be better, their team will be winner.

Activity 8: Word Link Game to enhance Participative skill

In this game two groups will be formed and are instructed to join the words. Like Red + tomato + Soup + Mushroom + ……

Finally whose group can combine more words , their team will be winner

Activity 9: Engagement Skill "Follow the instruction of Ram"

Students have to follow the instruction of Ram:

Ram said   - Stand up

Ram said   - Laugh

Ram said   - Hands up

Ram said   - Hands down

SIT DOWN!!!!!

After the last instruction, if the participants sat down, they are out of the game but if the participant didn't sat down they are winner.

Analysis

- ❖ Normal Analysis
- ❖ Critical / Logical Analysis

Activity 10:

    a. Interpret the sentence "I need food."

Normally Analysis – The person is hungry.

Logically Analysis – The person is very poor.

    b. Interpret the sentence "Being a artist, Danish became poor or Danish is poor so that he is artist"

PERSONALITY DEVELOPMENT & LEADERSHIP

Integration of:

ASK Theory of Management

A – Attitude

S – Skill

K –Knowledge

WHY 5?????

To solve a problem first of all we have to indentify the root cause and to find the root cause of a problem minimum 5 questions have to be asked why this problem exist?

Conclusion: If one have to develop their personality and acquire leadership qualities, the basic things are to be kept on mind: Positive attitude, skill, knowledge, external appearance (what you have wear, how you have maintain yourself, how you talk and response and so on), inner tactfulness in any of the situation.

At last moment, through some facts, quotations or from short poems or from any other way, question will be again asked

WHAT YOU WANT TO BE IN THE FUTURE?

The expected answer is – **Whatever you have your aim, it does not matter. Being a Doctor, CA, Pilot, and Engineer is secondary but first you have to be a GOOD CITIZEN, HONEST & RESPONSIBLE CITIZEN.**

Conclusion: If you can be good citizen then only you can be a good Doctor, good Pilot, good Engineer or anything else.

4th Day – Feedback from participants; schools, students and teachers

➤ In this fourth day program, students and school management will be provided feedback form and their feedback will be collected.

➤ Students will be provided a sheet of chart paper where they have to write the names, class, address, parent's name and contact number and have to write how was the 3 days program: whether they like our program or not, what did they understand, what they didn't like or understand and so on.

➤ In the same way, school management will be provided the feedback form for their suggestions, comments. (For detail see Appendices II)

➤ Finally the program is concluded by thanking all the participant, teachers, school management.

4. EVALUATION OF PROJECT ACTIVITIES

4.1 Overall Evaluation

Learning is an important aspect of any training program that is, learning must occur for training to be effective. But more importantly is getting Project Representative to apply what have been learnt first to self and more importantly on the job (transfer of training). Training effectiveness is thus dependent to a large extent on the training methodology and delivery.

The project was effectively designed to conform to the Instructional Design process so as to facilitate participants learning of job-related competencies, which included knowledge, skills and ultimately behaviors that are critical for successful job performance. It deviated from the traditional training method that treated the participant as a recipient of directions and content and made use of the advance learning method which:

➢ Provided participants with the need to know why they are learning this.

➢ Provide participants with the need to be self-directed toward career.

➢ Allow participants to bring more focus on work-related experiences.

Other areas participants were asked to comment on are:

➢ What did they like best about the Project?

➢ How can we improve on project activities?

➢ What other comments would they like to offer the program organizer?

The participants' end-of-training evaluation required participants to provide information on how beneficial the various training activities have been to them, their likes and dislikes and how they intend to translate the lessons and skills acquired from the program to the real work situation.

4.1.1 Participants/Students Evaluation:

Students analysis of program revealed they have acquired lots of knowledge regarding the IT Career, Personality Development, Leadership Development & importance of computer knowledge to achieve optimum. Students were however quick in pointing out how easy their acquired knowledge and skill could be transferred to the job as a result of the following.

❖ **Presentation**

➢ Humorous,

➢ Interesting,

➢ Participatory

❖ **Program methodology**

- ➢ Practical and theoretical approach
- ❖ **Program Content**
  - ➢ Detailed and relevant
  - ➢ Challenging
- ❖ **Program environment**
  - ➢ Conducive
  - ➢ Serene.

Specifically, the participants' responses to the project are summarized in the table following:

Table 1: Summary of End of Program Evaluation

What Did You Best Liked About The Program?
a. It was very educative
b. The teaser used was very good.
c. The presentations were very detailed and good.
d. Experience sharing by participants.
e. Good atmosphere/Good humor/Relax approach. Opportunity to interact with almost every kind of person
f. The discussions were very practical and a true reflection of what is pertaining at the moment.
g. Excellent materials and presentation
h. The facilitators were very good and interacted well with participants
i. The participatory nature of the program and the experience showing by participants and facilitators
j. Discussions and work in small groups as well as discussions in plenary

Table 2

What Other Comments Would You Like To Offer The Program Organizers
a. Initiation of Program Registration process like filling the form so that it will be more effective.   b. Ensure of program registration by certifications, ID cards etc.   c. Certificate of participation should be given to participants immediately after the program.   d. Follow ups should be done to ensure that what was learnt.   e. The workshop manuals should be given to us before we start the sessions to enable us better participate.   f. The program period should be extended.

Table 3

How Can We Improve On The Program?
a. Program should be repeatedly conducted with new more content.   b. More teasers should be used in the program.   c. Use of more volunteers.

Some of the participant's feedbacks are attached in Appendices II.

4.1.2 Project Representative Evaluation:
- ➢ The program would be more effective if more presentation materials are used.
- ➢ Program can really change the scenario of IT education and scopes at Nepal.
- ➢ Program can really change the scenario of teachers, schools and parents too.

4.1.3 <u>Consultants Evaluation</u>

Participation was very high. On the average 95% of all participants attended the program. The rest 5% could not attend because of other engagements that were equally important.

Once introduced to the participatory methodology, all participants became very active in the training and were willing to learn more about IT and Personality development.

It was also evident that the time allotted to the training program in relation to the expectations and content was not enough. Much was accomplished under pressures of short timelines for each thematic area.

5. <u>CHALLENGES AND PROBLEMS</u>

The observed challenges and problems during the program were basically related to time management. But also some of are are summarized as follows:

Challenges

- ➤ To implement the program at the time of exam
- ➤ To implement the program on Friday because of half holiday
- ➤ To implement the program when the school have scheduled program
- ➤ To implement the program when the classes are of crucial subjects like mathematics, science, English and so on.
- ➤ Unfavorable environment
- ➤ School management

Problems

- ➤ Negligence of time allocated by school management
- ➤ Focus of school principal to academic part only
- ➤ Topography
- ➤ Economic management
- ➤ Transportation

6. **RECOMMENDATIONS FOR THE WAY FORWARD**

➢ Expansion of the networks, collaborators, implementing partners and supporters,

➢ Expansion of the general members and review and reflection meeting,

➢ Recruitment for human resources for daily activities and fund raising,

➢ Coaching, mentoring and capacity building of program team,

➢ Emphasis on fund raising and develop strategies and expertise on fund raising.

➢ Department of Education should provide more technical and other support to undertake their projects in more effective way.

➢ Since there were challenges during the implementation of the program such program should be continued in more extensive way.

➢ A series of training on the same topic (Personality and Leadership Development) should be organized for teachers, school management and also for the junior level youth to develop more on presentation and innovative thinking.

➢ Other program for the enhancement of students and teachers must be conducted.

7. **CONCLUSION**

By far, the project could be rated successful. Generally, participants' comments and evaluation confirmed that they were satisfied with the training programs and the IT knowledge along with personality development classes. In addition, though participants agreed that the topics treated were relevant, they were of the opinion that more days were required for deeper analysis and further deliberation.

The experience from the program concluded so far has indicated that the program is very helpful in developing the personality and is able to motivate the students in the field of INFORMATION TECHNOLOGY and their curricular activities. So it is felt that this program has to be continued for the long term in the future.

Attachment No.1

PROGRAM EVENTS

DAY 1

CAREER COUNSELING ABOUT IT SCOPE IN NEPAL

DAY 2

PRATICAL APPROACH WITH COMPUTER

DAY 3

PERSONALITY AND LEADERSHIP DEVELOPMENT

DAY 4

FEEDBACK FROM SCHOOL MGNT. & STUDENTS