

# **Meeting Learning Needs of Children of Indigenous Peoples and Linguistic Minorities**



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**Research Team** Ganesh B. Singh – Researcher  
Dr. Sriram Prasad Lamichhane – Resource Person  
Dr. Tirtha Parajuli – Resource Person  
Ashok K. Pokharel - Associate Researcher  
Pratibha Pradhan – Research Assistant  
Om Prakash Singh – Research Assistant

**Language Editor** Gaja Sundar Pradhan

**Cover Design & Layout** Gautam Manandhar  
Chandra Mani Bhandari

**Secretarial Support** Bishnu Bikram Giri  
Bhakta Bahadur Shrestha

---

***Formative Research Project, CERID***

Project Coordinator: Dr. Kishor Shrestha Project Advisors: Prof. Hridaya R. Bajracharya

Dr. Shreeram P. Lamichhane

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Quality education is one of the major focuses of BPEP. It has assumed a central focus in "Education for All" program as well. There are various provisions in the EFA program for meeting learning needs of children. The program has also special focus on indigenous peoples and linguistic minorities.

There are several provisions in the existing educational system in the response of learning needs of children. Most important of these provisions are curriculum, mother tongue as medium of instruction, local curriculum, and classroom process. These aspects have been covered in this study.

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## Abbreviation

AIDS		:
	Acquired Immune Deficiency Syndrome	
B.Ed		:
	Bachelor of Education	
BPEP		:
	Basic and Primary Education Project	
BS		:
	Bikram Sambat	
CAS		:
	Continuous Assessment System	
CDC		:
	Curriculum Development Centre	
CERID		:
	Research Center for Educational Innovation and Development	
DEO		:
	District Education Office	
DoE		:
	Department of Education	
EFA		:
	Education for All	
ESAT		:
Education Sector Assistance Team		
FEDUC		:
	Foundation for Educational Change	
FRAG		:
	Formative Research Advisory Group	
FRP		:
	Formative Research Project	
HIV		:
	Human Immune Deficiency Virus	
I.Ed.		:
	Intermediate in Education	
INGO		:
	International Non-government Organization	
MOES		:
	Ministry of Education and Sports	
NCED		:
	National Centre for Educational Development	
NGO		:
	Non-Government Organization	
PTTC		:
	Primary Teacher Training Centre	

SMC	:	School Management Committee
TG	:	Teacher's Guide
TOR	:	Terms of Reference
UNICEF	:	United Nations Children's Fund
VDC	:	Village Development Committee

## **Executive Summary**

This study focused on how the education system is tailored to the learning needs of children of indigenous people and linguistic minority groups. The scope of the study was delimited to the situational analysis and response of the education system with the related sectors viz. curriculum, mother tongue as medium of instruction, local curriculum, and classroom process. The study mainly covered one school and its community in each of the three districts – Chitwan, Rasuwa, and Morang. Further concentration of the study was on one of the indigenous people and linguistic minority groups in the school – Bote in Chitwan, Tamang in Rasuwa, and Santhal in Morang. The data and information collected were from the review of relevant literature and field based studies, and these were mainly analyzed qualitatively.

### **Objectives of the Study**

The specific objectives of this study were:

To find out perception of community people regarding life skills education and their expectations from school and educational provisions;

To examine how the existing education system is responding to the learning needs of children including indigenous peoples and linguistic minorities;

To assess existing provisions and to analyze their effectiveness;

To find out the issues and challenges in meeting the learning needs.

### **Major Findings**

Findings of study relate to conceptual aspects regarding learning needs and life skills, parental expectation, and response of the education system to the learning needs of children.

#### ***Concepts of learning needs and life skills***

Two components of learning needs, learning tools and learning contents, recognized by ‘The Dakar Framework for Action’ is embraced and well reflected in the EFA in the context of Nepal. In the case of life skills in the context of Nepal, thematic report on EFA has been observed to be related to employment and earning potential which are more of a survival skill. Besides, survival skills, generic skills or key competencies, and transferable skills are also discussed to be relevant in the Nepalese context. CDC has attempted to include life skills in health education and NCED is working on the training aspect in this regard. Still the debate is there – life skills as contents or classroom process.

#### ***Parental expectation from educational provisions***

Formal and informal interactions with the parents, community people, local leaders, and educational personnel shed some light on the parental expectation from the school or the existing educational provisions. The expectations expressed seem to be in general terms such as: children will be literate; they will be exposed to the outside world or to a wider mass/external environment; they will learn to communicate; schooling will enable them for future opportunity; schooling will be supportive for income generation; etc. Though these are the general statements, these are guiding principles too for the curriculum development as societal and personal needs. CDC used to find out societal and personal needs as well while developing a new curriculum or revising the old one. CDC has adopted certain processes such as, organizing workshops and discussion sessions at the grassroots level, collecting suggestions and comments from various quarters of society, pre-testing of the curricular materials, piloting of the curriculum and curricular materials, etc. Curriculum (as a document)



seems to address most of the needs and expectations of the parents. Recent curriculum revision for the primary level in 2060 BS has also considered the following aspects:

Trimming of the curriculum to reduce content load (please see Appendix C);

Stating guidelines for instructional methods and evaluation;

Provision of local curriculum;

Language of instruction – provision for the use of mother tongue, and multiple languages in the classroom for catering to the needs of individual child;

Incorporating the guidelines regarding life skills;

Reiteration of child-centered approaches in the classroom teaching and learning.

### ***Response of education system to the learning needs of children***

Three aspects – use of mother tongue as a medium of instruction, local curriculum, and classroom process – were covered in this study as educational response for meeting learning needs of the children. Findings regarding these three aspects are presented in the following paragraphs:

**Use of mother tongue:** Though use of mother tongue as the medium of instruction at the primary level was found to be politically, emotionally, and pedagogically correct, several practical issues emerged in the field. In the three schools and their communities visited, there was general consensus for using mother tongue in the classroom for the purpose of supporting children's learning when he/she is unable to understand the word or term in Nepali. There was opposition in general for using textbooks only in terms of the mother tongue and using only the mother tongue as the medium of instruction. The reasons for giving premium to the Nepali language were:

It facilitates exposure: They see that the Nepali language which is used for communication outside their community is advantageous.

Children learn the mother tongue at home and it would be a waste of school time if they have to learn the mother tongue only at school;

Language learning from the beginning would be helpful, especially, for those children who drop out early.

There were other practical issues also such as the existence of a variety of dialects in a mother tongue and language groups such as in Tharu and Tamang. Generally children's learning and language learning were not differentiated.

**Local curriculum:** Five of the schools in Rasuwa were among those local schools where the curriculum was piloted. "Potato farming" was incorporated in the curriculum of three of these schools in Rasuwa, whereas two of them had Nepali. Curriculum developed for 'Potato farming' in a graded form from grades 1 to 5 were from simple to complex. However classroom teaching and learning in the case of these local curricula was similar to other classes – teacher dominated, rote memorization, repetition and like. The textbook used for the 'Nepali language' as local curriculum was the one published by a private publishing house in Kathmandu. Neither the textbook nor the classroom process attempted to address the language difficulties and to prescribe remedial measures in the Nepali language for the Tamang children.

**Classroom process:** Child-centered, individualized instruction is the vision, but the whole class teaching and leaving the weaker ones behind has been the existing practice. Single language, single session, same material (if used), same method (usually lecture, paraphrase etc.) were the general practices in the classroom delivery. Textbook and not the curriculum was followed as the guide for the classroom delivery. In most of the classes and occasions,

classroom delivery was limited to the explanation of the textbook content, no matter what the intent of the curriculum was.

## **Suggestions**

On the basis of the findings the study has come up with the following suggestions:

### ***Mother tongue as medium of instruction***

In spite of its being conceptually and pedagogically correct, in the study cases, practical issues were found to be on the way to employing mother tongue as the medium of instruction. Therefore, it would be helpful to conduct a more focused study on the language of instruction, the extent of practical difficulties and the measure to overcome these. However it is useful to launch a parental awareness campaign for the use of mother tongue as a medium of instruction.

### ***Life skill education***

It is a good thing done by CDC in addressing life skill education in the curriculum. Openness to accept shortcomings and prompt actions to improve are necessary on the qualities we expect on the part of CDC. Monitoring and consolidating efforts are also necessary. This equally implies on the part of NCED in preparing teachers for imparting life skill education. Classroom process as well as teacher preparation need to emphasize behavioral change rather than on knowledge accumulation in life skill education.

### ***Local curriculum***

Local curriculum is another feature initiated by CDC for the good of the learners. This is also the aspect to be monitored closely and consolidated. More inclusive approach in the local curriculum and the frontline approach need to be adopted.

### ***Child-centered education – conceptual clarity and implementation strategy***

Classroom process has definitely an important role in the successful implementation of life skill education, local curriculum and the utilization of mother tongue for the enhancement of children's learning. These can also be well addressed in a child-centered approach. But there is the need for clarifying the concept of child-centered education in order to make strategies for implementation. It is essential to envisage child-centered education in the light of the vision of child-centered education in the Nepalese primary level classrooms. This will require:

conceptual and theoretical clarity in order to establish what we are aiming to achieve (by stating child-centered education);

assessing the feasibility of implementing child-centered education in the existing scenario and to identify if additional supports are required;

working out best possible time frame to achieve child-centered education and follow/maintain it;

action plan with intermediary steps to fulfill the target of child centered education. (Such a plan needs to state what existing supports relate to child centered education, what support/activities are planned for the near future and what support/activities are called for in the long term plan.)

consolidation and streamlining the efforts and supports (curriculum, curriculum materials, teacher training, assessment practices including CAS) to bring to bear on child centered education;

preparing teachers to implement child-centered education by identifying skills and resources required for child centered education.

creating conducive classroom environment such as appropriate class size, manageable teachers' workload, availability of required materials, classroom display, sitting arrangement, space with appropriate design, learning corner, appropriate furniture, etc;

awareness raising of the parents, community and other concerned stakeholders so that they readily accept and support child-centered approach.

It is suggested that a workshop (possibly with international participation) be organized to discuss and plan a child centered education in the context of Nepal.

### ***Future FRP study***

As formative research is designed to support concerned institutions during program implementation, it will be appropriate to work closely with these institutions. For this task, personnel from the University, CDC, NCED and other relevant institutions of MOES need to be involved in the study as resource persons in the studies which are related to improving classroom processes.



## Chapter I

### Introduction

CERID is undertaking formative research for Education for All (EFA) on behalf of the Ministry of Education and Sports (MOES). This Formative Research Project (FRP) is the second phase and three cycles of research studies were already completed in the first phase of the FRP for BPEP II. Therefore it will be appropriate to give highlights of the research study undertaken in the first phase of the FRP. The research brief in the first phase of the FRP is presented in this chapter under the sub-heading of 'Progression of the Study in the FRP'. This chapter also presents a background of FRP phase II.

#### **Progression of the Study in the FRP**

The research team undertaking this study was involved from the beginning of the FRP in 2002. Research topic and specific areas were provided by the MOES. The research team drafted research questions and objectives based on MOES provided areas. These were finalized by CERID FRP team and FRAG. The study adopted the qualitative approach. Altogether 32 schools were covered in six districts viz. Dadeldhura, Kaski, Chitawan, Rasuwa, Morang, and Jhapa in phase I of the FRP. Altogether the same 9 schools were covered throughout the 3 years of study and 5 schools throughout 2 years. Due to certain circumstances and specific requirements 18 schools were covered only once in the study as a sample. (See Appendix-A for details).

#### ***Focus of the Study***

During the FRP for BPEP II, the focus of the study was on classroom teaching learning process. The study examined the use of curricular materials in the classroom teaching-learning process, transfer of training skills to the class by the teachers, and assessment practices in the school and in the class. These three aspects of classroom practices were covered in the three years of study -- Classroom Delivery (Year 1 - 2002), Transfer of Training Skills in the Classroom Delivery (Year 2 - 2003) and School Based Assessment (Year 3 - 2004).

Study objectives were set on the basis of the emphasis laid on by the Ministry of Education and Sports (MOES) and its concerned institutions/departments. The objectives in the three years were related to the classroom delivery, but the aspects to be observed were different in some areas. In the first year, general practice in the classroom delivery was examined with the major emphasis on assessing the utilization and effect of curricular materials. Transfer of skills and assessment practices were also examined.

During the first year of the study a unique feature that was observed regarding Teacher's Guide and training manual was that most of the teaching methods suggested in the Teacher's Guides were already covered in the training manuals. Similarly, materials suggested in Teacher's Guides were explained in the training manuals. Analysis of the training manuals and teacher support materials showed that there were skills covered in the training which were related to teacher's preparation (lesson plan, materials collection), teaching methods, instructional materials construction/use, and evaluation. Training manuals cover methods of classroom organizations, enhancing classroom environment, proper use of blackboard, various methods and use of group techniques, students' attendance board, testing, etc. Those relevant skills acquired during training were found being used only in a few classes observed (about 10% of the classes). Therefore it was necessary to find out the reasons for non-transfer of training skills largely in the classroom. Thus the focus of the study in the second year was placed on 'Transfer of Training Skills in the Classroom Delivery'.

Assessment practice of the teachers was examined during the first year of the study in which it was found that tests were dominated by items emphasizing rote memory. Some of the

inconsistencies in the contents related to assessment in the training manuals and discrepancy with BPEP emphasis on the classroom instruction was also pointed out. The second year of the study on classroom delivery strongly raised the issue of child-centered education which has been emphasized in the curriculum and BPEP documents but there was lack of adequate preparation activities in the training and appropriate practices in the classroom in accordance with the child-centered approach. As assessment practice and use of the outcome of assessment plays an important role in a child-centered approach, it was deemed essential to focus on school based assessment practices in the third year of the study on classroom delivery.

Though there was a shift in the research topics, broader research areas evolved in the study from one year to another year and were linked to the classroom delivery.

## Major Findings

The titles of the study in the three years of FRP in phase I varied. But three aspects of classroom delivery, viz. curricular materials, training skills and assessment practices were covered in certain degrees throughout the study. Major findings on these three aspects of classroom delivery are present in the following paragraphs.

**Curricular Materials -- Availability and Use:** Among the curricular materials provided to the school the ones meant for the teachers and those to go with, the textbooks was mostly used. Only in about 10% cases in 153 observed classes, teachers consulted Teacher's Guide along with the textbook. Teachers' practice of consulting Teacher's Guide resulted in better instructional practice such as balanced coverage of content and skill, more interactions between students and teacher, opportunity for students' individual practices, use of instructional aid and so on. Teachers' dependency upon the textbook and not consulting other curricular materials were major reasons for lack of coverage of higher level/habit formation type of curricular objectives. Provision of various curricular materials (curriculum, content elaboration, textbook, teachers' guide, etc.) is supposed to fulfill varied purposes. Teachers are expected to consult these curricular materials and to prepare the delivery of a lesson in the classroom. It was found to be difficult at this point for the teachers. Unavailability of a complete set of these materials, lack of adequate time to consult all the required materials, and the repetition of some of the contents across these materials were some of the major problems.

The study came up with suggestions based on its findings related to availability and use of the curricular materials in the classroom delivery. The main suggestions made were: to provide schools with Teacher's Guides; develop user (students and teachers) friendly structured textbook or integrated manual in the form of handbook for the teachers; teacher training to focus on the use of curricular materials and skills to address higher level curricular objectives in the classroom delivery. (CERID, 2002a, 2002b).

**Transfer of Training Skills:** There has been progressive development in the training outcome with the new primary teacher training curriculum laying emphasis on the enhancement of competency. Despite appropriate focus of the training in support of effective classroom teaching learning, classroom delivery lacks student-centred activities, whole class involved in chorus reading and repetition, textbook content memorization, lack of activity, lack of individual support to the students, and so on. There were various factors affecting the transfer of training skills in the classroom which were basically related to the training delivery (trainer related) and classroom delivery (teacher related). For appropriate transfer of training skills these factors were found important: 1) teacher needs to have confidence in suggested techniques/methods; 2) sufficient opportunity to discuss, demonstrate and practice; 3) proper and consistent practice of the proposed skills during training; 4) up-to-date curricular materials to keep up and adopt better examples and overcome the shortcomings; and 5) motivation/attitude of the teachers. Training is provided in the cascade model and dilution of the skills in the training was found to be a rule rather than an exception from master level

training. Effectiveness of the training, trainers and learning of trainees were not evaluated in the training.

The study suggested measures to improve training and ensure transfer of training skills in the classroom by: 1) providing focused training; 2) using training as a model for effective classroom practices, 3) emphasizing discussion, demonstration and practices of skills during training; 4) referring to existing classroom conditions and linking the use of skills to varied situations; 5) adopting evaluation as a part of training; 6) collecting feedback and improving training manuals and materials; and 7) monitoring the utilization of the training skills.

**Practice and Use of School-Based Assessment:** The schools (over 90%) were found to be overly depended upon periodic examination conducted two or three times a year with summative utilization of the outcome of the assessment. Longitudinal study of FRP collected learning achievement scores of the students based on the schools' achievement test (CERID, 2004a). The pass rate of the students in the schools was generally over 65% in grade 1 and over 80% in other grades. Though the pass percentage was high, the average score reported was low which might be indicative of the low level of students' achievement. One of the major reasons for the low level of the students' achievement can be ascribed to the less emphasis given to formative assessment in the classroom teaching/learning. Home-work, class-work, classroom participation were the main assessment methods used during classroom teaching/learning. In about 20% of cases home-work was sincerely checked and feedback provided. In classroom participation better forms of feedback mechanism such as endorsement, emphasis, and praise were used in 12% of the cases. Proper feedback was helpful in enhancing students' learning. The test papers used in the schools contained low cognitive level items, a number of curriculum objectives (mainly of a higher level, and of a habit formation type) were not covered and coverage of the curriculum objectives in the test papers were less in number and proportion. Periodic and written examinations along with pass/fail system was the usual practice in CAS pilot schools as well which does not adhere to the concept of CAS. Continuous assessment and recording along with collection of student's sample work, such as in Port-folio, was generally lacking. Lumping of the several of curriculum objectives in a single learning outcome as well as spreading out of one curriculum objective into several learning outcomes have complicated continuous assessment in a number of instances.

Techniques like child-centered education, continuous assessment, individualized instruction seem to have been embraced at the visioning level. Such a vision has yet to be explained and illustrated at the classroom practice level. Focus of the teacher training is rightly inclined towards child-centered vision, but there are a few objectives and contents misplaced or contrary to this vision. For example the context on CAS in the training is found to be useful in terms of child-centered approach; whereas the objective for including item analysis in the training and on its utility is not clear.

The study suggested emphasizing and improving School Based Assessment in the line of child-centered education. Continuous and comprehensive assessment is the core in a child-centered approach and school/teacher has the most important role to play in it. There is need to emphasize formative assessment and use of the outcome of assessment to improve learning. This requires systematic recording, analysis and planning for further learning. Student's portfolio, unit design and test are helpful in this matter. Frequent interaction between teacher and student with opportunity, for the student to reflect in order to identify and correct learning difficulty, should be established as a part of classroom teaching/learning. Provision of recording the student's level of achievement, student's strength and weakness, repeatedly committed mistakes and misconceptions, corrective measures, etc. need to be practiced. Most important is to plan, prepare and act to translate the vision of child-centered education in the Nepalese schools. Supportive curricular materials, proper teacher preparation and development of school-based assessment need to be oriented towards promoting a child-centered education.

## Research Implication

Based on field findings, action steps were developed collaboratively with the involvement of concerned personnel of MOES and FRAG with the final approval of MOES through FRAG. Due to the shift in the study area, follow-up of the action steps, their implementation and effectiveness could not be studied in a longitudinal manner. However some of the interventions that have been initiated and which were suggested in the study were captured from various sources such as:

**Higher level objectives in the curriculum:** One of the findings of the first phase of the study was that a higher level of objectives were not adequately covered in the classroom delivery. Lack of clarity on how to assess a higher level, habit formation type of curriculum objectives was also reported.

In the new curriculum CDC (2060 BS) has incorporated, the assessment method(s) are appropriate to each of the curricular objectives.

**Structured textbook:** The first phase of the study reported that textbook was the main curriculum material used by the teachers for classroom delivery compared to curriculum, content elaboration, Teacher's Guide and other materials. Therefore the study recommended to develop structured textbook to be used by both students and teachers or to develop handbook for teachers and textbook for students instead of a number of books for the same purpose.

Research Division of DoE has conducted research study on what components need to be there in a textbook including unit test and what should be the format of the textbook at the primary level. (See FEDUC, 2004 for an example).

**Teacher's Guide on sale:** One of the reasons indicated in the first phase of the study for less use of Teacher's Guide in the classroom delivery was due to unavailability of the Teacher's Guide in the schools. The study suggested providing schools with Teacher's Guides at least for once and making Teacher's Guides available on sale.

Though Teacher's Guides are not provided to the schools free of cost, they are on sale. These are available in the Sajha Bookshops (visited in Kaski and Morang) for purchase. But teachers/schools/and most of the DEO personnel were not aware of the availability of the Teacher's Guides on sale.

**More activity based teacher training:** The study indicated that the existing training appears to be more formal, and academic in nature which lacked demonstration, discussion and practice. It was suggested that the training be conducted with focus on demonstration, discussion and practice.

Based on this recommendation more practice based teacher training manual was developed for Mathematics recurrent training.

**Teacher training monitoring:** The second phase of the study found that weak monitoring and feedback seem to be one of the major reasons for less transfer of training skills in the classroom delivery. It was recommended that the utilization as well as a part of the training should be examined.

NCED has initiated monitoring of the training activities at the time of training delivery (at the PTTCs and private PTTCs). Monitoring of utilization of training skills at the classroom level is still not covered as a part of training component.

Position paper for grade one entitled "Review on Grade One Status and Proposal for the Joint Review Meeting of BPEP II December 2002" (Aaltonen, 2002) has reflected on the recommendation of first phase of the study related to structured textbook, establishing an objective accountability system, etc. Findings and suggestions from the study have also been referred to in documents such as 'Status Report: BPEPII' (MOES, 2003a).



## ***Challenges and Focus for Future***

As in BPEP, there is the vision of the child-centered classroom practices emphasized in EFA. However the gap in the conceptual clarity and understanding still exists. This is a major challenge in improving classroom practices. Preparing teachers to give away teacher dominated, lecture oriented traditional practices to a child-centered, activity-based practices are also another hurdle. Learning rather than teaching has still to be the focus in the development of curricular materials, teacher training and assessment practices. Study focusing on improved classroom practices in the Nepalese schools will be a relevant study area in the EFA as well.

## **Correspondence with Other FRP Studies**

Efforts in the educational development amalgam mainly into the classroom setting and their effectiveness are reflected mainly in the students' achievement. In this respect other studies under FRP also put forward their findings related to teaching learning as well.

Longitudinal study on system indicators (CERID, 2003a; CERID, 2004a) under FRP also included data related to student teacher ratio, classroom space, learning achievement, teacher training, availability of materials, student and teacher regularity, etc. Longitudinal data indicate increasing trend of student teacher ratio (32.3 vs. 33.2 in 2059 and 2060 BS); decreasing space per student in grades 3, 4 and 5; decrease in the proportion of expenditure on teaching learning materials (0.92% expenses in 2059 vs. 0.62% in 2060); decrease in availability of different teaching aids (such as curriculum – 98.3% vs. 96.6%, TG – 98.3% vs. 94.8%); decrease in attendance of teachers; and decrease in students regularity in grades 2, 3 and 4. On the other hand, there was increase in teachers' qualification (I. Ed. 3.2% vs. 4.5%, B. Ed. 3.7% vs. 4.7%); number of teachers with full training (29.1% vs. 39.3%); number of teachers with training certificate (42.9% vs. 58.1%); and the availability of library (35.5% vs. 51.6%). Thus concerted effort and positive outcome could not be observed. Outcome in terms of students' achievement and promotion rate is also not encouraging. Average marks obtained by the students in various subjects were lower in general except in grade 4. Promotion rate has also decreased in the consecutive years. This implies that support mechanism to enhance student learning needs to be examined with the aim to improve implementation of the program for desired outcomes in terms of students' learning.

Some of the information collected in the longitudinal study was similar to this study, for example , the availability of curricular materials in the school. When teachers in schools were asked if curricular materials were available in the school, most used to say yes (more than 90% yes answer for availability of these materials in the longitudinal data of FRP, CERID, 2004a). But, in fact, in all the visited schools, there were some of the Teacher's Guides, but not the complete set in any of them. As Teacher's Guides were about 10 years old, some were torn and unusable as well. Another FRP study 'a study on multi-grade/multi-class teaching: status and issues' also found similar condition. The study reported, "Teachers' guides were found only partially in most of the schools. Class observation revealed that even those partially available TGs were not used properly for teaching purpose." (CERID, 2003b).

In relation to the students' learning, FRP research study on "School Effectiveness: A Synthesis of Indicators" (CERID, 2003c) referred to the need for teachers to use two or more languages in the classroom. This was to help non-Nepali speaking students in their learning. Two of the other research studies ("Access of Muslim Children to Education", CERID, 2003d; CERID, 2004b; "Effectiveness of Incentive Program", CERID, 2003e) also point out the need for language learning and need for religious education for Muslim children.

Ineffective classroom delivery was reported in several FRP studies. The classroom delivery in all the Madrasas was found to have been dominated by the traditional system of rote memorization (CERID, 2004b). Similarly the study entitled "A Study of Multi-Grade/Multi-

Class Teaching: Status and Issues” alluded to ineffective classroom delivery and inadequate transfer of training skills (CERID, 2003b).

FRP studies also referred to the child-centered approach which has emerged as an important aspect in this study. Multi-grade teaching has been expected to encourage teachers to adopt pupil-centered approaches (CERID, 2003b). Similarly, inclusive education study has given emphasis to child-centered activities and appropriate environment for better learning of the students (CERID, 2004c). Both of these studies referred to the inadequacy of the training to emphasize child-centered approaches in the classroom as well as lack of transfer of training skill in the classroom. FRP study 'School Effectiveness: Headteachers' Leadership' based its study on the purposefully selected better performing schools. The study found some good practices in the classroom such as: use of instructional materials, individual attention to the weaker students, listening to the radio program, and supervision of classroom delivery and immediate feedback to the teacher (Quality Control Circle), monthly test with the aim of improving learning. The study found a greater role-played by the headteacher in initiating such better practices. (CERID, 2004d).

### **FRP for EFA**

In April 2005, CERID invited proposals for FRP II for EFA. One of the study titles was on “Meeting Learning Needs of All Children Including Indigenous Peoples and Linguistic Minorities”. The study implied that all the children (with emphasis on children of indigenous peoples and linguistic minorities) should have access to appropriate learning opportunities. In this sense no child should be left behind. Meeting learning needs of all the Nepalese children is the ultimate aim of school education in Nepal. But the challenge is enormous specifically due to – 1) inadequate support provision in meeting individual child’s learning needs and 2) multilingual, multiethnic and multicultural character of Nepalese society where learning difficulties of linguistic minorities multiply due to language barriers and cultural differences.

A sound education system needs to make learning of immediate as well as long term use. Students must be prepared to face the challenges of life. For this it is very essential to establish a linkage with different life skills, inculcate the abilities for adaptive and positive behavior, and develop basic skills related to a wide variety of areas such as health and social needs. An important characteristic of life skills is that they are temporal and spatial in nature. Hence, they are required to be contextual. There are also certain core life skills – useful and equally important for all. The research questions provided in the TOR aptly put forth the questions regarding response of the educational system in meeting learning needs of the children, provisions, issues and challenges in meeting learning needs. It is also important to find out perceptions and expectations of the public. The research questions provided were:

How does the existing education system respond to the learning needs of indigenous peoples and linguistic minorities?

How effective are the existing provisions?

What are the issues and challenges?

How do community people perceive life skill education?

What expectations do people have from school and educational provisions?

### ***Objectives of the Study***

The objectives of this study were derived from the research questions provided in the TOR. The general objective of this research was to study learning needs of children (including indigenous peoples and linguistic minorities) and provisions for meeting them. Specific objectives were:

To find out the perception of community people regarding life skill education and their expectations from school and educational provisions;

To examine how the existing education system is responding to the learning needs of children including indigenous peoples and linguistic minorities;

To assess existing provisions and analyze their effectiveness;

To find out the issues and challenges in meeting the learning needs.

Sharing and revising of the study strategy was done after consultation with CERID FRP team and DoE counter-parts. The study title and the research questions that were given suggested a broader and comprehensive nature of the study. It was felt necessary to focus on few pertinent aspects in the study. Based on inputs provided in those sharing sessions, the study focused on the following aspects:

Analyzed situations at the primary school level;

Examined how the existing education system is responding to the learning needs of (not on what the learning needs are) the children of indigenous people and linguistic minorities;

Reviewed the process adopted in identifying local needs and incorporating these into the curriculum either in the core or elective/optional or the local curricular framework. The study was not intended to identify and determine what the local needs of indigenous people and linguistic minorities, as such, were;

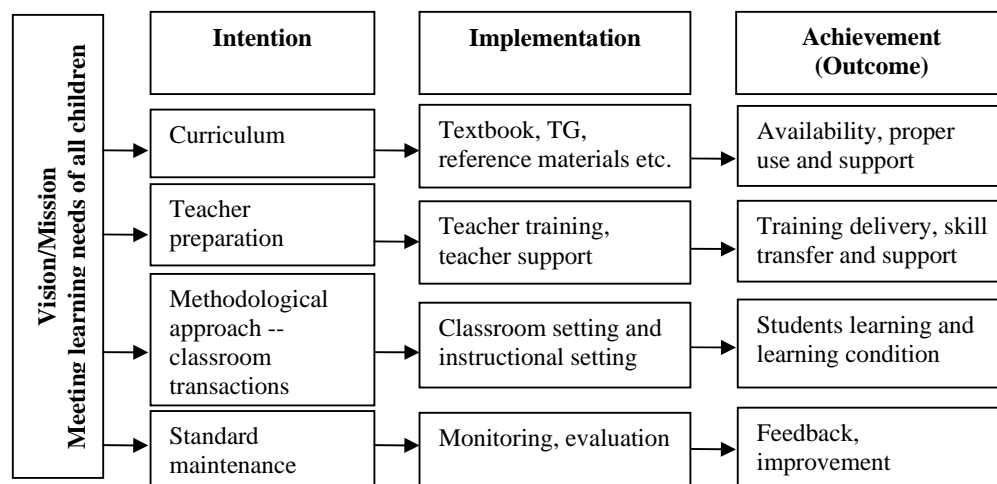
Concentrated on the language issue regarding the medium of instruction to ensure children's learning;

Discussed the concepts of learning needs, life skills, local curriculum, and medium of instruction in mother tongue subtending with field data;

Sampled three schools (one school in each district) representing indigenous and linguistic minorities group.

### ***Study Strategy***

The study area, as provided in the research questions in the TOR, proposes to examine and also link various steps and a variety of processes involved in the learning of children. It requires collecting parental/community expectations from schools and educational provisions, and their perceptions regarding 'life skill' education. Their expectation and perception consolidated in the learning of the children – marking a wide gap in what has been expected and what has been the end result at present. In between these two ends are various steps and a variety of processes involved. It will be appropriate to understand the operating system that responds to catering to the learning needs of children. The following diagram can be helpful in this aspect.



In the above diagram it is attempted to understand the way the vision for meeting learning needs of children gets translated into phases and in sequential steps – planning and programs in terms of intention, actions and activities for implementation, and the outcomes as achievements as a result of all the endeavors.

School curriculum in Nepal is a national level curriculum. There is also a provision in it for 20% local curriculum. Core learning needs and life skills have to be incorporated into the core curriculum with the hope that contextual life skills and local culture would be addressed in the local level curriculum. Curriculum is the body and soul of the students’ learning. In between is the support system – textbook, TG, teacher training, classroom and instructional setting and so on. All these need to be examined and analyzed to check if they are working well or if there are some aspects in it that need to be evaluated and pointed out, and some issues and challenges also that need to be scrutinized and highlighted. For this the following strategy was adopted with the use of respective tools:

**Document analysis:** Program documents (BPEP, EFA), research studies and other reference materials were studied to elaborate on identification of the learning needs of children and ways to address the learning needs in an education system. Logical analysis of the curriculum was undertaken to identify the intention of the curriculum and provision provided to address the learning needs of the children. Note taking was undertaken during document study.

**Process analysis:** Process of local curriculum development was analyzed to determine how local needs and locally relevant life skills were identified, incorporated and organized in the curriculum. Perceptions of the community people and local stakeholders (including district educational personnel) about the process regarding local curriculum were collected . For this interaction workshop and interview were used.

**Community survey through observation:** A few communities of indigenous people and linguistic minorities were visited and observed to find out the learning needs of the children, the life skills, particularly relevant to their local context and their cultural uniqueness. This independent observation of the researcher was triangulated with the perceptions of the teachers and community people in order to summarize a list of learning needs of the children. Interaction and sharing ideas was done for this purpose.

**Interaction with the community people:** Interaction sessions as well as informal talks were undertaken with the community people to find out the learning needs for their children, their expectations and aspirations. This was cross examined with reference to the observation of the researcher.

**Interaction with head teacher, teachers, students, SMC, local leaders:** Besides interaction with community people, interaction sessions were organized with head teachers, teachers,

students, SMC, and local leaders to get insights into their perceptions on life skills, learning needs, provisions, their impact and further requirements.

**Classroom observation:** Classroom teaching learning situation was observed to examine classroom setting and instructional setting with special focus on how learning needs of the children are addressed, how life skills are provided through classroom activities and how effective these have been. Curriculum transactions, use of support provisions and transfer of training skills were also examined during classroom observation.

**Sample:** Three schools of Chitwan, Rasuwa, and Morang were covered in this study. The schools were sampled in the consultation with the DEO. The schools sampled were from the indigenous and linguistic minority communities. The schools covered were: Sitaram Sanskrit Secondary School, Devghat, Chitwan; Bhimali Primary School, Bhimali, Rasuwa; and Sharda Primary School, Sorabhag, Morang. In addition to these schools two more schools were taken from Rasuwa to represent local curriculum piloting schools – Narayansthan Primary School, Gombudada, and Shivalaya Primary School, Laharepauwa.

## Chapter II

### Learning Needs and Life Skills in the Context of EFA

EFA has set its goal to provide appropriate learning and life skill education to the Nepalese children as well as the adults. In this chapter the conceptual aspects related to learning needs and life skills are presented. This chapter also incorporates field findings regarding parental perception.

#### Concepts of Learning Needs and Life Skills

Nepal is a multi cultural and multi-ethnic country with diverse ecological belts. If this situation endows the country with the privilege of cultural and ecological richness on the one hand, and it brings in challenges such as meeting learning needs of diversified populace. ‘The Dakar Framework for Action’ (UNESCO, 2000, p. 75) has recognized two components for basic learning needs – learning tools and learning contents. Aspects such as literacy, oral expression, numeracy, and problem solving are essential learning tools and knowledge; and skills, values, and attitudes are basic learning contents. These learning needs can be incorporated into it as content matters and also deliberated as appropriate classroom process for facilitating learning. ‘The Dakar Framework for Action’ states that basic learning needs are required by human beings to be able to survive, to develop to their full capacity, to live and work with dignity, to participate fully in development, and to continue learning (p. 75).

Another important aspect of education that has received prominence is ‘life skills’. Life skills are interpreted in different ways by different people. Some define skill based health education as life skills and others define it as income generating focused livelihood skills. Whereas UNICEF (2000, p. 29) defines, “life skills as psycho-social and interpersonal skills used in everyday interactions.” There are also different approaches in treating life skills – as a content in a subject/curriculum or as a component integrated in classroom teaching learning process that runs across the curricular areas. The argument put forward by UNICEF is that.

The Life Skills approach does not aim to present all the information known about a topic, rather it seeks to present only the information considered necessary to influence pupils’ attitudes and achieve the higher goals reducing risk, behaviors or promoting knowledge, positive attitudes and behaviours. .... This attention to behaviour change distinguishes Life Skills from information-only approaches which assume that if people had more information they would change their behavior for the good. While information is a necessary element, it is generally not sufficient to lay an enduring impact on behaviour. (UNICEF, 2000, p. 29).

Content load in the curriculum or textbook cannot be supportive in bringing about desired behavioural changes in the pupils. It is the classroom process, learning activities, and classroom interactions which frame favorable environment for appropriate learning. This is also equally true in the teaching learning process of life skills. Parajuli (see Appendix-B for the paper prepared for discussion) argues that teaching and learning methods must be relevant and effective in order to achieve the objective of life skills. He observes that interactive or participatory teaching and learning methods are essential parts of life skills education. Students learn skills more when they have the opportunity to observe and actively practice them.

#### *Life Skills in the Context of Nepal*

In the context of Nepal thematic report on ‘appropriate learning and life skill education’ has observed life skills for employment and earning potential for Nepalese youths and adults as poverty is widespread and survival has become the dire need. The report discusses three groups of life skills which are relevant in the Nepalese context: survival skills, generic skills or key competencies, and transferable skills. Important aspects of life skills are also identified

such as home management, personal management, decision-making, interpersonal skills, use of information, ability to transfer skills, etc.

The thematic report pointed out educational institutions as the best places to prepare people for life and impart essential skills to students. Educational programs are to include such life skills: as cooperative teamwork, negotiation and communication, decision-making, non-violence, problem-solving and conflict resolution, resisting peer pressure, work and entrepreneurial skills, critical and creative thinking, coping with emotion and stress, assertiveness, recognition of risk, self awareness, and empathy.

The thematic report emphasized learning of fundamental skills and underlying concepts of literacy and numeracy as life skills at the primary level. Therefore reading, writing, speaking, and arithmetic must come first. The report argues without these enabling skills more complex and advanced set of knowledge and skills for living cannot be attained. These more complex set of knowledge and skills include life skills. The following life skills have been listed for the primary level (6-10 years age children) in the report:

Basic Skills such as:

Comprehension/Understanding

Math computation

Writing

Speaking

Listening

Reading

Psychological and interpersonal skills:

Problem solving

Communicative skills

Interpersonal skills

Reasoning skills

Psychomotor skills

Creative skills

Assertiveness

Personal management (personal hygiene, nutrition and healthy habits) (MOES, 2003b, pp. 5-11).

Curriculum Development Center (CDC) and National Center for Educational Development (NCED) are working in the area of life skills education. CDC has incorporated life skills in the Health Education curriculum. CDC defined life skills as capability to face effectively the daily life needs, demands, and challenges. Ten such life skills have been identified for the primary level: effective communication, interpersonal relationship, empathy, self awareness, ability to control emotion, ability to cope with stress, creative thinking, critical thinking, ability to make decisions, problem solving (CDC, 2060 BS). Though these life skills can be addressed across the curriculum beyond limiting these to health education subject, it is a useful starting point for consolidation, development and setting good example.

Curriculum emphasized student-centered activities with the teacher playing the role of a facilitator. Group discussion, brain storming, role play, buzz session, game and simulation, debate, project work, field trip, case study, demonstration and enquiry are the methods suggested for health education. Curriculum has also given elaborate contents and

corresponding life skills in each of the content areas that include suggestions for teaching learning methods and evaluation as well (CDC, 2060 BS).

The thematic report states, “teaching approach for life skills has to be participatory.” The teaching methods suggested for this purpose are learning by doing, working in groups, brainstorming, role-playing, story telling, debating, and participating in discussions and group activities. The report emphasized that cooperation must be encouraged and practiced if groups of children are to work independently. To learn how to think, children need to be encouraged to agree upon goals, weigh alternatives, make decisions and support them, and follow through to learn the outcome of their choices. Therefore making discussions, investigations, and interactions and preparing worksheets are the major techniques for teaching (learning) life skills as suggested by the report (MOES, 2003b).

In fact, the teaching learning methods/techniques suggested in the thematic report or those included in the curriculum are not new. These are the methods included in the curriculum by CDC and in the teacher training by NCED in the past as well as in the present. The major challenge is how to translate these techniques/methods into the classroom process. NCED has tried to address this challenge. NCED is trying to develop a package on ‘training of trainers on life skill based active learning and learning through games’. A four day workshop has been organized in this regard. The emphasis of NCED is on the learning process. The concept note on the workshop emphasis, “the teaching learning activities carried out in the classroom by the teacher and the learning opportunities provided to the students has a great role in taking up the covered matters to the students’ (NCED, 2005).

The methods of delivery of the life skills as suggested by the thematic report, curriculum and training have put emphasis on student-centered approach as with the learning opportunity to the students through the classroom process. In this sense the classroom process needs to de-emphasize rote memorization and whole class teaching. This will require new orientation to the teachers which will need them to emphasize on students’ learning (not teaching), to provide individual attention to the students (not always for whole class teaching), to bring in the experiences of the students in the classroom (not limited to the textbook content exposition), and so on. From the use of the curriculum developed by CDC and the training aspect emphasized by NCED in relation to life skills education they are inclined towards student-centered approach and good results can be expected from this. But it is essential that intentions are translated into actions.

## **Parental Expectation from Educational Provisions**

One of the sources of the curriculum development is the society – its needs and expectations. A study ‘Parents’ Attitude towards and Expectations from Education’ (CERID, 1982) found that parental perception on education is that it should be a means of securing a job. Parents also expressed to have found positive changes in students’ behavior as a result of schooling such as a sense of responsibility, cleanliness, acquisition of information, and a degree of social awareness. A paper presented in the ‘33<sup>rd</sup> National Conference of Indian Association of Teacher Educators’ held in New Delhi on 28<sup>th</sup> – 30<sup>th</sup> December , 1999 by Dr. Tirtha Raj Parajuli, reported that more than 80% of the parents felt the need for work skills by their children. These parents also expressed competencies necessary in their children such as ability to read (books, newspapers, letters, legal papers), ability to write (letters, applications), solving daily life problems, developing moral disposition, being helpful in household chores, etc.

One of the research questions provided in the Terms of Reference (TOR) in this study was to find out the expectations of the parents from school and educational provisions. Parents, community people, community leaders, head teachers, teachers, and district educational personnel expressed their views on what was expected from giving education to the children. The expectations in general are the ones such as:



Children will be literate;

They will be exposed to the outside world or to a wider mass/external environment;

They will learn to communicate;

They will learn language besides those used in the home (if the home language in use is different from the language commonly used in the community and school);

Schooling will open up future opportunity;

Schooling will be supportive to income generation;

They will be able to do calculations useful for day-to-day affairs;

They will be able to travel to new places without difficulties;

Etc.

These general statements are the guiding principles for the curriculum development to fulfill societal and personal needs through education. CDC used to find out societal and personal needs as well while developing a new curriculum or revising the existing one. For the curriculum development or curriculum revision, CDC has adopted a process which include organizing workshops and discussion sessions at the grassroots level, collecting suggestions and comments from various quarters of the society, pre-testing of the curricular materials, piloting of the draft curriculum and curricular materials, etc. Curriculum (as a document) seems to address most of the needs and expectations of the parents. Recent curriculum at the primary level that was revised in 2060 BS has also considered the following aspects:

Trimming of the curriculum to reduce content load;

Stating guidelines for instructional methods and evaluation;

Provision of local curriculum;

Language of instruction – provision for use of mother tongue, and multiple languages in the classroom for catering to the needs of individual children;

Incorporation and guidelines regarding life skills;

Reiteration of child-centered approaches in the classroom teaching learning.

Curriculum coverage of 2049 BS and its revision in 2060 BS was compared with the sample of subjects and grades in order to examine the changes in the curriculum in which the following aspects were observed:

Table 1: Comparison between curriculum coverage of 2049 BS and its revision in 2060 BS

Grade and subject	No. of curriculum objectives in 2049 BS	No. of curriculum objectives in 2060 BS	No. of same curriculum objectives in both	No. of curriculum objectives added in 2060 BS	No. of curriculum objectives excluded in 2060 BS	No. of curriculum objectives combined in 2060 BS	No. of curriculum objectives with minor changes in 2060 BS
Nepali, Grade I	38	27	6	7	17	1	14
Social Studies, Grade II	24	17	2	5	12	-	10

Health Edn., Grade III	17	25	1	19	9	2	5
Mathematics, Grade IV	44	49	26	14	8	1	9
Environment, Grade V	38	30	2	23	29	2	5

The above table indicates that a number of changes have been introduced in the curriculum revised in 2060 BS. The changes seem to have been made with the intention to reduce the content load (specifically those emphasizing rote learning) and incorporating higher level objectives emphasizing behavioral changes. Trimming and incorporating the relevant objectives in the curriculum is reflected in the present curriculum revision process (see Appendix-C for details).

The central issue of curriculum transaction still remains to be resolved. A change in the curriculum cannot bring about any transformation in the classroom process automatically. Changing a curriculum and bringing about improvement in the classroom transaction are related but both require input. Input in one aspect only would not however be sufficient.

### **Learning Needs of Children of Indigenous People and those of Linguistic Minorities**

EFA intends to provide appropriate learning and life skill education to all. The word ‘all’ includes both the children of indigenous people and those of linguistic minorities group. It is assumed that there are about 59 groups of indigenous people and 125 languages in Nepal. The thematic report on ‘ensuring the rights of indigenous people and linguistic minorities’ listed 6 languages with literate tradition, 13 languages with literate tradition in progress, and the rest 106 of the languages are without literate tradition. This report makes valid argument for the use of mother tongue for better learning of the children this also brings forth a need for preserving language. It has also been pointed out that there has been no adequate coverage of life skills and cultural values specifically concerning the indigenous groups (MOES, 2003b. pp. 1-10).

It can be stated in general terms that learning needs of the indigenous group of children and the required life skills for them are not adequately addressed. But besides some of the cultural, religious, linguistic aspects, other needs are not explicitly pointed out either. An analysis of the school level curriculum in the perspective of the indigenous group (ESAT, 2005) argues that curriculum should be supportive to the promotion and preservation of identities of the indigenous group. A study undertaken by CERID (1993), on ‘meeting basic learning needs of primary children in Nepal with special reference to disadvantaged groups of children’ had come up with the specific content areas, methods, materials and evaluation strategies in Science, Mathematics, Social Studies, and Nepali subjects. Most of the contents suggested in the report were applicable to all children and some were specifically useful to the children of some sections in particular.

This study attempted to find out (at least some cases, for example) if there are the important learning needs and life skills particularly useful to the indigenous group of children being studied. Observations and interactions were used for this purpose. In relation to the Bote (Devghat, Chitwan), Santhal (Karsia, Morang), and Tamang (Bhimali, Rasuwa) the following needs were identified to be useful:

**Diversification of the works:** It was important for them to explore and adopt other opportunities rather than limiting themselves to the traditional parental occupation. For example, Plan International has launched income generating schemes at Karsia, Morang. Plan provided land, roaring pump, seeds, and tools as well as technical support for vegetable farming. The family has to grow vegetable and earn money. Santhal community was also advised to form a group of seven families and join the program. But they did not take any interest in it. During the field visit of the study team, the land occupied by Santhals and other groups (Thakur) was barren and they were plucking chilies to sell in the market. Santhals grow traditional grain products such as paddy and wheat. They were not yet exposed to other types of farming such as vegetable. They need to be educated and made aware of the diversification of works. This equally applies to the Botes who are heavily depending upon fishing and boating.

#### **Dropping out from the school**

Most children from Bote community were found being dropped out of the school before completing primary education. There were only 3/4 children in grade 7/8 before they dropped out. One of the boys, of 14/15 years of age, replied that there was not any reason for dropping out. Researcher tried to explore more approaches through different questions to find out the reason for dropping out. The boy was articulate in communication, spoke good Nepali. He mentioned that language was not the reason for dropping out. He remembered good behavior of teachers towards him. Teachers were rather supportive and gave them encouragement to study further. When he named a number of his friends who had dropped out he was asked if there was any pressure from his peer to drop out. That was also not the reason. He viewed poverty and parental pressure to earn might have been the reason for some of his friends to drop out. When asked if his parents were not able to further support his education, his answer was 'no'. His parents had rather told him to go on with his study and not worry about the family. If these were not the reasons why he left school.... He said, "when we are 13/14, we are grown enough to realize that our parents are working so hard, day and night, to solve the hand to mouth problem of existence for the family... All this makes one to think... why should not I help my parents while I am grown up now and able to do some work..."

**Realization/awareness of importance of education beyond income generation:** Primary level education is considered to be necessary and even sufficient for literacy (be able to read, write and do calculations). Little hope is expressed that their children will be able to attain the level of education sufficient enough to get any job. As further education was not a guarantee in helping income generation, they did not see the use of further education. This apathy and early dropout from school is also due to parents and community people equating education with economic benefit only. It is important to make them aware and demonstrate to them that education is useful in other walks of life as well such as good health practices, better prospect of understanding, future prospects for their offspring, etc.

**Be inquisitive about the program plan, and the existence of INGOs and NGOs supports them:** In most of the cases indigenous people are also poor disadvantaged people. A number of programs are being launched for poor and disadvantaged groups by INGOs and NGOs. Due to several reasons, the programs have not reached the real target groups such as Plan International's Program to the Santhals. These groups need to be educated/made aware of the Government Organizations, INGOs, NGOs plans and programs in their area and also about how they can get benefit from them.

During the interaction with the parents, community people and others, the learning needs and life skills, that they would strongly want to be included in the education for their children, were mostly related to literacy, numeracy, language learning, communication, confidence building, etc. One of the reasons for not being able to specify any unique need might be the failure of the schooling to adequately meet these basic aspects. Therefore this was still the first priority of the stakeholders.

## Chapter III

### Response of Education System to the Learning Needs of Children

Curriculum, curricular materials, and classroom processes are among the most important aspects that are designed for meeting the learning needs of children. CDC has tried to address the needs of children in its curriculum revision in 2060 BS. During classroom observation and interaction with the stakeholder's three major aspects were covered in this study in order to analyze the efforts of the education system to meet learning needs of children. These aspects were: use of mother tongue in the classroom instruction, development and delivery of the local curriculum, and classroom processes.

#### Use of Mother Tongue

Provision for the children to learn in their mother tongue is essential. This has been the emphasis in the EFA action plan which has been elaborated in the thematic report. A study conducted by ESAT (2005) suggested that the language of instruction has to be mother tongue in the Primary Level, Nepali in the Lower Secondary Level, and English in the Secondary Level (p. 54). The study also emphasized the fact that the choice of the language should be entrusted to the school and to the local community in the case of the primary level. Thus the medium of instruction is not to be nationally prescribed. It is to be chosen by the local community for better learning opportunity for the children. Studies conducted by DOE (2059 BS) such as 'Bilingual Education' and 'Third Party Review' also endorsed the need for instruction in the mother tongue. The third party review suggested that textbooks and teacher guides need to be prepared in the mother tongue for non-Nepali speaking children. The study also suggested training for the teachers in multi-language use in the classroom.

Though the use of mother tongue for instruction is pedagogically correct, there are some practical aspects to be considered. The thematic report has indicated a number of problems in primary education connected with the use of mother tongue:

Most of the minority languages lack literate tradition which is the pre-requisite for introducing the language as media of instruction in basic/formal education.

Multilingual community may find it a challenge in making the choice of language(s) as the medium of instruction which can be acceptable to the big majority.

The schools where minority languages have been introduced suffer from the lack of appropriate teachers. Community/parents show preference for the languages that carry practical advantages such as Nepali or English rather than their native language.

#### Practice and Perception Regarding the Use of Mother Tongue

There has been a strong emphasis on the documents to use mother tongue in the curricular materials and in the classroom delivery. Pedagogically the use of mother tongue is helpful in learning for the children. But there were no curricular materials in the local languages in the study schools. There were very limited instances where local languages were used during classroom work. In the following paragraphs case-wise description of the problematic use of local language is given.

**Bote language:** There were 17 Bote children from about 80 households in Sitaram Sanskrit Secondary School in Devghat, Chitwan. The mother tongue of these students, as reported by the team, was Nepali. This was verified during their household visit as well as in the visit to another nearby school where the children had filled the form in mother tongue as Nepali (see Appendix-D for the sample forms). The language used in their household is Nepali. There were only very few (3/4) men (elderly ones) who could speak their own language and women, from parental home in Nawalparasi, who could speak the Bote language. They neither try to teach their language to the younger generation nor the younger generation are inclined to

learn the Bote language. They do not see any advantage in learning this language as they need to communicate with others in the community in Nepali . Another difficulty is that they do not have their own script. They observed that to learn to speak (read and write is another problem) the Bote language will be like learning a second language for them.

During classroom interaction, Bote children were specifically followed up. They participate in the classroom process as other children do. Same was the encouragement and involvement by the teacher. It was remarkable that when they speak the Nepali language, Bote children could not be differentiated from other children. They were fluent and competent in the speaking of Nepali. Obviously the sad part of the story underneath it is that the language is dying out from the community.

Parents of the Bote children who have dropped out from the school, do not see any advantage and children were not required to learn the Bote language. As Nepali has already become the language they use at home the need to learn the Bote language will be only a luxury. It is rather alarming to see minority languages perish as the Bote language is going to be extinct from the Devghat community. If children, as in the case of Bote children from Devghat community, are no longer in the habit of speaking their native language, it is not correct to force them to learn their own language. This is not helping them much even in their learning activity. But the question of preservation of the minority languages remains to be a valid one.

**Santhal language:** The service area of Sharada Community Primary School, Sorbhag, Karsia in Morang is inhabited by a mixed community. Majority of the children who come to this school are from Rajbansi, Musalman, Gangai, and Musahar households. The Dom (2 students), Chamar (4 students), Satar/Santhal (10 students), Brahaman/Chhetri (11 students) children are minority in number. Indigenous groups such as Rajbansi, Musahar, and Santhal have their own language. The language used in the community for mutual communication is Thethi, a dialect of Maithili language.

The medium of instruction is Nepali and the textbooks are in the Nepali language. During interaction with the teachers it was observed that the teachers taught the children in their own language in case the student could not understand Nepali. But the thrust was to teach in Nepali. Classroom instruction was found more biased towards Nepali as the medium. On rare occasions teachers were found translating native words, but still with the focus to help students learn Nepali words. In one of the classrooms teacher and students were doing counting exercise with the help of number and the corresponding picture painted on the wall of the classroom. The teacher asked the class, “How many ‘Pats’ (leaves) are there?” One of the students replied, “Eight Patta”. The teacher immediately corrected the students, “Patta is in your language, but we call ‘Pat’ in Nepali. You should say Pat.... Now tell me how many Pats....” Teachers were using the local languages mostly for translation purpose to help students learn the Nepali words even in Mathematics class. In this school children from Santhal households even do not have the translation facility. Teachers reported that the language of the Santhal was vastly different from the minority languages and there was no teacher in the school who understands the Santhal language, not to talk of teaching in this language.

Five of the parents of Santhal children were met and interviewed during community visit. All the occupants of 25 households of Santhal in ward number 4 of Sorabhag were landless and were working in others' land as tenants on a crop sharing basis. They worked partly in the land and partly as laborer. They saw schooling as an opportunity for learning a language specifically, Nepali, which would be helpful to their children for the future as well as at present. Besides being fewer in number in the community, lack of its script is the problem for promotion of the Santhal language as observed by them. Though they have words for numericals in their language, they have already replaced the number by name as it is used in Thethi. At home the language used is Santhal. Children among themselves use Thethi and Nepali as well. Sometimes they mix these languages indiscriminately.

**Tamang language:** The service area of Bhimali Primary School, Bhimali in Rasuwa District, is language-wise homogeneous. Out of 41 children enrolled in the school in 2062, all except one belong to the Tamang community.

Tamang is one of the indigenous groups having their own language. The Tamangs of Bhimali communicate with each other in their own language but they resort to Nepali for communicating with people who don't speak Tamang.

Two of the three teachers working in Bhimali Primary School are from the Tamang community. The medium of instruction used in the classrooms by these two teachers was found to be a mixture of both the languages. They used Nepali and Tamang languages almost equally in grade 1 but the proportion of delivery changed with the increment in grades. Teachers were found giving more thrust to using Nepali in upper grades based on the fact that the higher the number of years spent in school, the greater the proficiency of children in Nepali.

The third teacher belongs to Sanyasi community who had very little command of the Tamang language. However he also tried to facilitate the children by translating words that children can't understand in Tamang. He was able to do this with the help of the children themselves and of his colleagues. When asked about whether he had any difficulty in teaching these children on the ground of language, the teacher confessed, "I feel difficulty in teaching grades 1 and 2 children". According to the teachers the main purpose behind using Tamang in classroom delivery is to facilitate the learning of children by helping them understand the meaning of Nepali/English words.

An interaction meeting was held with the community people during the community visit in which 13 parents from different households participated. Three-fourth of the households in Bhimali have small land holdings of their own while the rest being landless work on others' land on crop sharing basis. Despite working on land, a significant number of people also work as laborer.

Even Tamang parents see schooling as an opportunity to learn Nepali that according to them, can be helpful in the progress of their children throughout their life.

During the interaction, a lady parent remarked: "It is customary to teach children in Nepali and to use Devnagari scripts in the primary level. But it will be helpful for them to learn the Tamang language though the language that lacks its own scripts".

Another participant observed: "Though Tamang Ghedung Samaj (an organization working for conservation of Tamang language and culture) has developed scripts for Tamang language, our children find it more difficult to learn it than any other language script".

Though they have words for numericals in their language, most of the Tamang people cannot count above twenty in their Tamang language due to non-use of it. The language used by children at home is Tamang. School going children, occasionally use Nepali while playing and interacting among themselves.

Based on this study which covered Bote from Devghat, Chitwan; Santhal from Sorabagh, Morang; and Tamang from Bhimali, Rasuwa the following features were observed:

In the mixed community Nepali or another dominant language is used for communication with one another;

Even in the indigenous people dominated areas such as Rasuwa by Tamangs, parental/community choice is Nepali. The reasons for giving priority to the Nepali language were:

It facilitates exposure. They see advantage in the Nepali language for communication outside their community

Children learn mother tongue at home and it would be a waste of school time if they have to learn mother tongue at the school. When they were asked if mother tongue would be useful in

helping better learning to the children, they expressed telling the children in their language on what they could not understand in Nepali was all right. But mother tongue to be used for medium of instruction and curricular materials was not so much favored by them.

Language learning from the very beginning would be helpful especially for those children who dropout early.

There were varieties of dialects used. During discussion, one of the participants (local leader in Rasuwa) argued that dialects were different from one VDC to another. The problem is that some of the dialects were very different and difficult to understand than others. The script the Tamangs use for religious purpose was the Tibetan script which is not understood by many. He also expressed lack of script and lack of Tamang teachers as barriers to using mother tongue as medium of instruction.

Multiplicity of dialects in a language was viewed to be problematic by one of the School Supervisors in Chitwan. He shared his experience of using mother tongue for textbooks and medium of instruction in one of the schools as a resource center. The school was in the Tharu community and most of the students in the school were Tharu children. He suggested that the School Management Committee, parents and the schools use textbook in the Tharu language as it is done in Dang. They got convinced and agreed to use those textbooks in the Tharu language. When they received the textbooks and had a chance to go through them, they were puzzled – the Tharu language used in the textbook was not the one they themselves speak. Their comment was, “It is not our Tharu language. This is the Tharu language of western part that we do not understand.” Thus even if a school wanted to use materials in the mother tongue, it could not do so due to different dialects they spoke. Similar issue was also reported in Kantipur daily newspaper complaining the CDC was unable to develop textbooks in Gurung and Magar languages (Kantipur, 2005).

There was the lack of parental awareness about children’s content learning and language learning. These were not seen to be different aspects. Teachers and DEO personnel opined that the use of mother tongue to facilitate learning is helpful. They expressed the view that classroom instruction should be in Nepali but where children could not understand it teach these contents to them in the child’s mother tongue.

## **Local Curriculum**

The provision of local curriculum has been strengthened with the 2060 BS revision by the CDC. The need for the local curriculum has been felt to be necessary to adequately address the diversity of the country. The revision of curriculum in 2060 blends 80% of the central curriculum and 20% of the local elements as decided at the local level in Social Studies, Creative Art and Physical activities subjects. Besides, there is a provision of 100 marks of local subject which could be mother tongue or a local subject as decided and developed at the local level. Curriculum development has to be theoretically correct. For this, guidelines have been provided by the CDC.

Local curriculum is currently piloted in 50 schools of 10 districts. One of the local curriculum piloted districts is Rasuwa. There was nothing significant found to be introduced in developing 20% of the local curriculum at the time of the field visit. Local curriculum carrying 100% weightage was developed and implemented. Local curriculum has been developed in two themes for the piloted schools of Rasuwa. Two of the themes in the local curriculum is ‘Potato Farming’ and ‘Nepali Language’. The five schools of Rasuwa district where local curriculum is piloted are in Laharepauwa Resource Center which is in the southern part of the district. ‘Potato Farming’ is used in the three schools and two of the schools where the majority of the children are from the Tamang community use ‘Nepali Language’ curriculum. In case of ‘Potato Farming’, curriculum for grades 1-5 has been developed. In case of ‘Nepali Language’ curriculum has been developed for grade 1 only.

Curriculum on ‘Potato Farming’ has been designed to develop knowledge, skill, and interest of the children towards potato farming. Potato farming is the major crop in Rasuwa and the local variety of the potato is famous as ‘Langtang Special Potato’. The curriculum expects to cash this speciality in supporting the income generation as well. In the introduction of the ‘Nepali language’ curriculum it is mentioned that developing curriculum in ‘Nepali language’ instead of local language was a special way of thinking such as – being proficient in the language would be helpful in better learning (DEO, Rasuwa, 2061 BS). During community visit and interaction with parents it was found that Nepali language was their priority as they see a lot of advantage in learning Nepali language. Curriculum, thus developed, would be suitable more as local need-based curriculum than a local curriculum.

Classroom transaction was observed in five schools of Rasuwa including the ones where the local curriculum is being piloted. While teaching a lesson, teachers were found to be asking questions to students (but in chorus) to bring to bear their experiences, information and concept so as to relate these to the classroom teaching/learning. Except this slight improvement in the classroom delivery, all the other aspects were found to be the same old stuff i.e. repeating after a teacher/student, reading a poem/story/passage in chorus, teachers teaching in class without clarity of objectives (in his mind), English vocabulary learning through spelling and translation, questions to the whole class and answers in chorus, chalk and blackboard teaching. Self-learning activities were confined to either reading loudly in chorus poem/story/passage from a Nepali book or drawing with colored pencils. Furthermore, there was not any remarkable difference in the classroom deliveries in between a general class and a local curriculum class.

An analysis of the curriculum of the ‘Potato Farming’ gives an impression that five-year course for potato farming alone is quite time-consuming. There is also the challenge in linking classroom activities with the reality in the local potato field. Another aspect to take note of is that the local curriculum would be an addition of one-more-period in the daily routine to make school legitimate to claim for one more teacher's quota. As local curriculum is in the piloting stage all these aspects need to be closely studied and monitored.

DEO, Rasuwa emphasized, “Potato farming” as local curriculum for all schools, but schools are also free to develop and use the curriculum in the area as they deem it useful for them. The intention of the district office was to study how the local curriculum fares. It is generally agreed that local curriculum is a useful concept, but it is difficult for implementation. It is also the intention of the district office to study implementation strategy for the local curriculum.

One session in each of the workshops in the sample districts was devoted to discussion on local curriculum. First the purpose and development process of the local curriculum was explained to the participant’s viz. community people, teachers, trainers, DEO personnel. As full fledged curriculum could not be developed in such a short period, the participants were asked to work in groups to discuss and enlist at least a probable list of the content that could be covered in local curriculum for their school. The content listed was usually related to some vocational areas. Few of the groups also included local culture, religious monuments, sanitation, identification of local problems and their solutions, etc. (see Appendix-E for samples of the content list developed during workshop by the participants).

## **Classroom Process**

Another important aspect intended to address the needs of children is the classroom process. Other two aspects described above are also an integral part of the classroom process. Use of mother tongue is intended to facilitate better learning of the children. Similarly local curriculum is intended to cater to the needs of the children and make learning relevant to them. Classroom process largely shapes appropriateness and effectiveness of teaching learning processes. Teachers are supposed to make classroom teaching learning interesting; bring to bear the experiences of the children in the classroom teaching learning; relate it to the daily lives of the children; continuously assess the learning of children, provide feedback and



improve children's learning. Documents emphasize child-centered, individualized instructions which are also to be reflected in the classroom process. For example, use of mother tongue as a medium of instruction is mainly intended for better learning of the children. For best use of mother tongue as a medium of instruction, teacher needs to be aware of the language creating difficulty in child's learning and instructing the child in her/his native language would help. If the problem is somewhere else such as the content being too abstract to the child (strategy required to use concrete examples, relate to child's experience) or the content being of higher level to the child (repeat/revise the previous content as child does not have required entry behavior), using different language would not be of much help.

In order to assess the classroom process to be responsive to meeting the needs of children, teaching learning activities in the classrooms were also observed. Use of mother tongue and other activities such as relating experiences of children to the classroom process, taking into account the needs and interests of the children, etc. to facilitate children's learning, were also the aspects that were observed. The main aspects observed in the classrooms were:

Classroom processes were teacher-dominated where teacher lectures, reads out from the textbook, asks students to repeat after the teacher, copy down from the textbook, paraphrases, and so on. In about 12% (out of 45 classes) of the observed classes better practices were also observed such as use of games (point the word on the blackboard in the English language), demonstration and physical exercise in the playground as part of the Health and Physical subject. Asking questions to assess learning of the content matter was generally practiced by the teachers, but paying individual support to the students on the basis of outcome assessment was not found being practiced. Whole class teaching, question to the class and answer in chorus, weak feedback were also the general features of the classroom delivery. These practices are contrary to the child-centered approach as envisaged by the curriculum and also emphasized in the document related to BPEP and EFA.

Most of the efforts and time were devoted to rote memorization of the content matter from the first day of the school in a child's life. A school could be heard before it could be seen. The chanting of chorus reading in most of the classes makes a loud noise that can be heard from a distance. Oral repetition (such as alphabets, number names, text, spelling, multiplication table, etc.), repeated writing (alphabets, words, spelling, numbers, etc.), replying in chorus, reading in chorus – all these activities involve rote memorization of the textbook content. A class could rarely be thought of as being taken without a textbook. Textbook is the sole guide as to what to teach and what to learn and all the emphasis is thus on cramming the textbook content.

Child-centered, individualized instruction is the vision, but whole class teaching and leaving the weaker ones behind is the existing practice. Single language, single session, same material (if used), same method (usually lecture, paraphrase) are the general practices in the classroom delivery. Some of the teachers know that some students are ahead and some others are far behind in their class. Teachers take it to be natural and they are bound to go ahead with newer chapters/lessons in the textbook. They have to complete the course on time – they take it to be their most important responsibility.

Textbook, not the curriculum, is the guide for the classroom delivery. In most of the classes and occasions, classroom delivery is limited to textbook content exposition whatever the intent of the curriculum may be. One of the School Supervisors shared his experiences in this regard. In the textbook of Social Studies, there is a lesson whose title is 'Lakhan Choudhary'. The objective of the lesson is to provide an example so that students could describe themselves. During classroom teaching learning observation the supervisor found teacher reading out the lesson and students repeating after the teacher in chorus. The questions asked in the classroom and questions for the homework were also the questions based on the lesson – such as Where does Lakhan Choudhary live? What is his father's name? In the final examinations also such types of questions were asked rather than asking students to describe themselves.

The three schools that were covered during this study differed in terms of the number of students in the classroom. One has a moderate number of students about 30 in each class, in another it had about 10 in an average and in the third was crowded with more than 60 students. It can be imagined how difficult a time it must be for a teacher in a crowded, cramped and noisy class with 60 students. Finding a teacher going around in such a class of 60 students in a cool and calm manner, standing in front of a student, spending some time with the student and moving to another student should be a pleasant surprise. A more pleasant surprise would be one going near a student and looking on to find what was going on in the classroom. The teacher asks students to copy down one particular paragraph from the textbook and the teacher goes on moving around the class if the students have copied the paragraph correctly. Checking the same paragraph of 60 or more students takes up the whole period of that day. This is best described as a killing time technique which also limits the learning opportunity of the students.

## Chapter IV

### Discussion and Implications

EFA in Nepal has the good intention of meeting learning needs of all children. Priority towards this end is given to the indigenous people and to the minority language groups. Responses of the educational system for meeting learning needs of children come in various forms. Identifying needs in a proper way and addressing the concerns and demands of learners from various quarters while developing curriculum is one of the major ways. CDC did go through a long and exhaustive process in the identification of learning needs of children while revising curriculum in 2060 BS. The curriculum also rightly recognized the needs of such a diversified populace and topography that could not be adequately addressed in a centralized curriculum. For locally relevant and useful contents, the curriculum opened the provision of local curriculum to be decided and developed locally. Besides relevant and useful learning contents and skills, the focus is on facilitation of the better learning of the children. There is also the provision made for the use of mother tongue as medium of instruction for the linguistic minority children in order to facilitate their learning. The guidelines were not however comprehensively implemented in the classroom. These issues are discussed in this present section.

#### **Life Skills as Content or Classroom Process**

Besides addressing the learning needs of the children, curriculum has also focused on addressing the life skill needs of the children. How to inculcate life skills, for example as content in a subject or classroom process across the subjects is often debated. Some of the skills such as cleanliness, sanitation, drug abuse, HIV/AIDS can be well addressed within a specified subject. Other core life skills such as problem solving, communication, critical thinking, self esteem, empathy, etc. ought not to be limited within a subject. These can be covered across the subjects during classroom process. Both types of practices could be observed in the practice of various countries such as Morocco, Ghana to integrate life skills into particular subjects and in Bosnia life skills are integrated into the classroom process, not in the written curriculum (UNICEF, 2000). In Nepal, CDC has integrated life skills into the Health subject. These life skills are effective communication, interpersonal relationship, empathy, self awareness, ability to control emotion, ability to cope with stress, creative thinking, critical thinking, ability to make decisions, problem solving. These life skills are to be limited to health subjects only or they can be well integrated across the subjects. But it would be a good strategy if the beginning is made by focusing it in a particular subject -- pilot it, improve it and expand it in a classroom process across the subjects. It is important to know that life skills are not to be limited to teaching only as other knowledge based contents and to rote memorization. Even if included in a specific subject area, life skills are ones to influence pupils' attitudes to achieve the higher goals of reducing risk behaviors or promoting knowledge, positive attitudes and behaviors (UNICEF, 2000). Information transmission and accumulation is not the sole aim of life skill approach to education. *Therefore, even if addressing life skills, in a particular subject area, classroom process should be planned and implemented so as to focus on the behavioral aspects rather than knowledge accumulation.*

#### **Mother Tongue to Facilitate Students' Learning**

Mother tongue as the medium of instruction is a pedagogically correct concept. But the opinions and reactions of the stakeholders in the field were found to vary. Emphasis on mother tongue as a medium of instruction could be approached through various angles – political, emotional, pedagogical and practical.

The Constitution of the Kingdom of Nepal has characterized Nepal as a 'multiethnic' and 'multilingual' state and, accordingly, so it has upheld the people's right to preserve ethnic culture and in its process operate schools up to the primary level in the mother tongue. This is

the fundamental commitment of the state. Various committees such as ‘National Committee for Formulating Cultural Policy and Programs (1992), ‘National Language Policy Recommendation Commission’ (1993), ‘National Education Commission’ (1999), Seventh Amendment to Education Act (2001) have made the provision for mother tongue as medium of instruction at the primary level of education (MOES, 2003b). In response to these commitments CDC has moved forward to fulfilling it.

Self identity is important to human beings. Religion, culture, language, values, etc. identify peoples as a group. If these identities get effaced or disappear, part of self dies. Individual and group dynamics are essential to preserve and promote these identities. This binds a group of people into a kinship united together by emotional attachment. Awareness of ones belonging is the important ingredient in the preservation of these identifies. More awareness and a greater sense of belonging means more emotional attachment. Such emotional attachments are valid and need to be respected. Only the affected group that finds their identity dying before their eyes can feel the real pain emotionally. Preservation and promotion of religion, culture, language, values, etc. of all the ethnic groups is necessary. School can be one of the many sources, ways, or places where such preservation and promotion can be initiated and strengthened.

A strong ground to advocate for the mother tongue as medium of instruction is the facilitation of students learning. Mother tongue as medium of instruction is pedagogically correct. Argument or discussion is out of place in this aspect.

Besides political, emotional, and pedagogical aspects, there is one important aspect to be considered regarding mother tongue as a medium of instruction, and that is, practical consideration. It is the parents who decide what should be the medium of instruction (either their native language or national language) for their children. It seems parents view school as a place for their children to learn a language and they want their children to learn the language that carries more advantage. Mixed group community, lack of script in the native language, lack of teachers in the native language, variation in the language of the same indigenous group from place to place, and parents who think that medium of instruction would not bring about any remarkable improvement in their children’s learning, are some of the practical issues to be considered towards this aspect. It is important to demonstrate that the mother tongue as a medium of instruction is effective to really improve children’s learning. For this, teacher-dominated paraphrasing method, emphasis on rote memorization through repetition, treating all the children as a single unit during classroom process would not be helpful no matter which language is used as a medium of instruction. *Therefore practical issues are also equally important to be addressed. Cost-benefit, parental satisfaction, and demonstration of positive benefits be established in this regard.*

## **Inclusive Local Curriculum**

CDC guidelines for the development of local curriculum indicates three major areas, in which local curriculum could be developed. They are; – local language, locally relevant vocational area, or locally relevant content area. The exercise of the local curriculum content outline undertaken during workshop in this study indicated emphasis on development of vocational content as part of the local curriculum. As vocationally focussed education has been a failure in the Nepalese context, it is necessary to take into account the past experiences. It would be wise not to limit the local curriculum only to income generating skills or vocational topics. Vocational contents can be included as one chapter or chapters in the local curriculum, but local curriculum needs to include other vital aspects as well, such as indigenous practices in health, sanitation, games, culture, etc. *Therefore local curriculum needs to be more inclusive in content variety and more participatory and practical in nature. Local curriculum is in the pilot testing phase at present and CDC needs to be more receptive to make changes and improvements. FRP too can be helpful in this area.*

Some of the participants showed their concern in a way that local curriculum will prove to serve as a guide to learn a local vocational subject. Another issue is if it is good to spend 5 years in the subject such as learning potato farming which can be taught in a good training rather in three months. *Therefore there is a need to establish convincing benefits for whatever content matter is covered in the local curriculum. These things need to be tangible, significant, and relevant.*

What content it is to select, in what way the selected content is to be presented, and how to deliver it are the concerns to consider at the field level. Clearly there is a lack of required human resources at the field level for developing a curriculum. These concerns were also shared with CDC and NCED personnel. One of the options for developing local curriculum would be providing framework/format with actual example/models for schools to develop their instructional capacities, such as:

Lesson: Festivals We Celebrate

Lesson objective: After the completion of the lesson the students will be able to:

- List the main festivals they celebrate
- Tell when and how they celebrate the festival
- Explain advantages about celebrating the festival
- Express their own views in a critical manner
- Etc.

Format

Festival we celebrate:

Month/Day we celebrate:

The way we celebrate:

The advantages in celebrating the festival:

Etc.:

Also provide example/model – if possible, one actually developed and finalized sample during piloting stage. Provide varied facts (locality, indigenous group, religion, language etc. as examples)

The curriculum, in such a rapidly changing world, needs to be well-planned and responsive. Curriculum revision might wait for its cycle (such as 5 to 10 years cycle of curriculum revision), but the problem would not be such as HIV/AIDS, conflict situation, environmental deterioration, sudden outbreak of disease such as Bird Flu. Some of these problems might be temporal, some might be spatial, and some others might remain for a long time. But curriculum needs to be open to get adjusted to them as and when necessary. Curriculum need not always grow in size with additions to it, that will inflate the curriculum and managing it would be difficult. Trimming the curriculum and taking out outdated and irrelevant or less important content areas is also equally important. *Therefore it is important for CDC to adopt a frontline approach in the curriculum revision/development. As local curriculum is at the piloting stage the frontline approach can also be piloted in the local curriculum within a certain time period. That will be helpful in employing the frontline approach in the national level curriculum as well. It is also necessary to discuss various ways that can be employed to address the local context and process such as contextualization, adaptation and parallel curriculum.*

## **Central Focus on Classroom Process**

Making mother tongue work effectively as the medium of instruction so as to impart better learning for the concerned children, or making local curriculum really address local needs and become locally useful, or making life skill education successful to bring about behavioral change in the learner, all have one thing in common that is to determine effectiveness of these aspects – the classroom process. Millennium Development Goal, Tenth Plan and Poverty Reduction Strategy Plan, BPEP and EFA documents, commission reports, curriculum,

training manuals, all use child-centered, student-centered, learner-centered, joyful, and such related terms to the classroom process. What is the major component in supporting children in learning? This is the classroom process. Teacher has his or her role in:

Making learning joyful;

Catering to individual child's need and interest;

Bringing to bear children's experiences;

Encouraging divergent thinking;

Facilitating individual and group work;

Paying more attention to the child who needs more support;

Designing activities and classroom processes to maximize children's learning;

Making the children aware of their surrounding;

Managing more inclusive classroom;

Creating an environment for learning with dignity and freely without the fear of corporal or psychological punishment;

Etc.

Teacher can follow the above rules irrespective of the subject, lesson or children they are working with. But, are the teachers prepared for such a way? The issues on learning needs, life skills, local curriculum or teaching in mother tongue are not intentional only, these are related more to the classroom process. Vision is there and work is in progress (piloting of local curriculum by CDC, (viz life skill education training to the teachers by NCED). Classroom transaction needs to be closely scrutinized to follow the vision being translated into practice. *Therefore classroom process needs to be given precedence to a measure of success over the plan (curriculum) and preparation (training). Measure of success should be an indicator of improvements in the classroom process as it is being implemented not just as planned in curriculum or in the training. Improvement needs to be evident in better vertical and horizontal linkages of curriculum and contents.*

There are various terms used as classroom process such as child-centered, student-centered, child-focused, learner-centered, joyful learning, individualized instruction, etc. There were some attempts to elaborate these terms as well. A manual developed for curriculum developers was 'primary curriculum development in Nepal', by Opifer Ltd under Finnish technical assistance that tried to list principles of child centered approach such as:

All children are equal and should be treated with love and respect;

Put children first, by responding to their needs and building on their knowledge;

Children are unique individuals, with different needs, interest and abilities;

Children come to school already knowing many things;

Children learn at different rates, i.e. they have their own pace;

Children are curious and inquisitive;

Children learn best through concrete hands on experiences;

The learning environment should stimulate children's development;

Different children learn in different ways and a variety of strategies are necessary to cater to the needs and interests of individual children in interesting ways. (June 2002).

FRP study on 'School Based Assessment' (CERID, 2004e) has discussed at length the expressed vision, but lack of conceptual clarity was observed about the child-centered education. *The efforts needed to put into and provide needed support for achieving a child-*

*centered education will be largely determined when the child-centered education vision is clearly stated. Clarifying what we are aspiring for would be helpful to develop action steps and consolidate efforts towards achieving the vision. There is a need for streamlining the efforts and supports to achieve a child-centered education.*

It is not so easy to change the age-old teacher centered practice into the child centered one in a short duration. Child centered education needs to be a long-term vision with a number of intermediary steps. This will require starting with what is immediately possible such as providing children access to the school materials (blackboard, learning materials, reference books/reading materials etc.) and progressively increase involvement/participation of the children in learning by employing their interest, ability and need as the basis for teaching learning activities. Such changes also need to be furnished with the required expertise in the teachers, suitable physical environment in the schools and parental support. This requires to clarify: 1) what we are aiming to achieve (by stating child centered education); 2) what will be the best possible time frame to achieve a child centered education system; 3) what intermediary steps should be there; 4) what support has to be provided to the teachers; 5) what physical infrastructure developments and materials need to be provided to the schools to adopt child centered education successfully. It will be the best option to organize a workshop (possibly with international participation) to discuss and plan a child centered education in the context of Nepal. However *it will be good to consider a logical approach in developing teaching learning from 'child-considered' pedagogy leading to child-centered approach in a systematic manner.* (CERID, 2004e).

## **Chapter V**

### **Suggestions**

The study, because of the comprehensive nature of the research questions that were provided and of a short duration only being available to complete it focused more on situation analysis. It would not therefore be technically correct to recommend specific measures. Therefore the suggestions that are presented here are of course only as issues to be studied more rigorously or discussed by the concerned institutions while developing/finalizing the action steps. The following suggestions are made here in the light of all these:

#### **Mother Tongue as Medium of Instruction**

Even if they were conceptually and pedagogically correct the practical issues were found to be connected with employing mother tongue as medium of instruction. Therefore it would be helpful –

to conduct a more focused study on the language of instruction, the extent of practical difficulties and the ways to overcome these;

to launch parental awareness campaign in order to convince them that use of mother tongue as medium of instruction is helpful in improving children’s learning;

to narrate the successes of the action performed by showing how the use of mother tongue has been actually helpful in enhancing children’s learning.

demand based service should be provided.

#### **Life Skill Education**

It is a good initiative taken by CDC in addressing life skill education in the curriculum. Openness to accept shortcomings and readiness to take prompt actions to improve is necessary on the part of CDC. A monitoring and consolidating effort is necessary. This also equally implies on the part of NCED preparing the teachers for imparting life skill education.

Though these life skills can be addressed across the curriculum beyond limiting these to the health education subject, it is a useful thing to start with for consolidation, development in order to set good example. CDC should be amenable to considering life skills education to be a blanket part running all across the curriculum and subjects. It would also depend on how well the life skill education finds place in the health education.

Classroom process as well as teacher preparation must emphasize behavioral change rather than knowledge accumulation. Workshop concept note prepared by NCED for the development of training strategy in the life skill education has this emphasis. This is the right approach and right thing to be achieved.

#### **Local Curriculum**

Local curriculum is another feature initiated by CDC for the good of the learners. This is also the aspect to be monitored closely and consolidated.

Local curriculum needs to be more inclusive in content and sufficiently diversified, more participatory and practical. There should be plenty of room for life skills related contents such as diversification of works, awareness of importance of education beyond income generation, generating inquisitiveness among the people in the program and plan that is meant for the community people, etc.

CDC needs to choose variety of the local curriculum that are developed, and closely study them at the implementation level– i) to find if it is possible to provide some viable framework



for local curriculum development, and ii) to collect good samples of local curriculum developed for future training purpose.

CDC can try out the frontline approach in curriculum development and curriculum revision with the life skill education and local curriculum, because both are in the piloting stage. A practical understanding of the frontline approach in curriculum can be an important asset to CDC. Even training for the concerned personnel in CDC, NCED and other concerned institution will be helpful.

### **Child-centered Education – Conceptual Clarity and Implementation Strategy**

Classroom process has definitely an important role in the successful implementation of life skill education, local curriculum and the use of mother tongue for the enhancement of children's learning. These can also be well addressed in a child-centered approach. The formative research (CERID, 2004e) has suggested clear concepts of child-centered education in order to make appropriate strategies for implementation. The suggestion, that is equally pertinent at present, has been reiterated here:

It is essential to envisage child-centered education with regard to vision of child-centered education in the Nepalese primary schools' classrooms. This will require:

Conceptual, theoretical clarity in order to establish what we are aiming to achieve (by stating child centered education);

Assessing feasibility in implementing child centered education in the existing scenario to identify if other supports are required.

Working out within the best possible time frame to achieve child centered education and follow/maintain it.

Action plan with intermediary steps to fulfill the target of child centered education. (such a plan needs to state what existing supports relate to child centered education, what support/activities are there in near future plan and what support/activities are there in the long term plan);

Consolidation and streamlining of efforts and supports (curriculum, curriculum materials, teacher training, assessment practices including CAS) converging in child centered education;

Preparing teachers to implement child centered education by identifying skills and resources required for child centered education;

Creating conducive classroom environment such as appropriate class size, manageable teachers' workload, display, availability of required materials, sitting arrangement, space with appropriate design, learning corner, appropriate furniture etc.

Awareness raising among the parents, community people and other concerned stakeholders so that they readily accept and support child centered approach.

It is suggested that a workshop be organized (possibly with international participation) to discuss and plan a child centered education in the context of Nepal.

### **Future FRP Study**

As formative research is designed to support concerned institutions during program implementation, it will be appropriate to work closely with these institutions. Formative research in this connection can be useful to study plan, programs, implementation and improvement measures with respect to life skill education and local curriculum. Measures for improvement of the classroom process are other important areas in which formative research would be useful. It is also important for the researchers to work with CDC and NCED as a

team. Therefore personnel from University, DOE, CDC, NCED and other relevant institutions of MOES need to be involved in the study as resource persons.

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## **APPENDIX**

### **Appendix-A**

#### **Effective Classroom Teaching Learning (Combined Report)**

##### **Introduction**

Improving learning achievement is one of the major components of Basic and Primary Education (BPE) in Nepal. Students' learning achievement is the index of the effectiveness of the educational process and students' learning is determined by the effectiveness in the classroom teaching learning. The BPE, Master Plan for 1997-2002, emphasized teacher training, improved and continuous assessment for quality improvement and improvement of curricular materials and teaching learning environment for enhanced relevance of the BPE (MOE, 1997a). Curricular materials, teacher training, improved assessment practices have been major inputs of BPEP for improving the teaching learning aspect and making classroom delivery effective.

Program Implementation Plan of BPEPII laid emphasis on providing curricular materials, teacher preparation and improved assessment practices such as continuous assessment for improving students' learning achievement. Liberal promotion in grades 1 to 3, making continuous assessment an integral part of teaching learning, training content to focus on the learning needs and styles of children, providing teachers with Teacher's Guide were planned. (MOE, 1999a).

National assessments of students' achievement at the primary level (EDSC, 1997, 1999, 2001) and achievement studies undertaken by Ministry of Education (1997b, 1998) have indicated lower level of students' achievements. On the other hand effectiveness of the teacher training has not been up to the expectation (MOE, 1999b). Studies on the impact of training have pointed out shortcomings related to various aspects such as trainers not being able to become role models for teachers; lack of conducive classroom environment due to large class size and poor facilities (NCED, 2000a); teachers not being competent enough to use student-centered methods properly (NCED, 2000b; NCED, 2002a); shortcomings in the training packages such as lack of activity base (NCED, 2002b). Present study has tried to examine the BPEP inputs and the implementation and where possible record the progress with regard to classroom teaching learning.

##### ***Focus of the Study***

The focus of the study was on classroom teaching learning process. The study examined use of curricular materials in the classroom teaching learning process, transfer of training skills in the classrooms by the teachers, and assessment practices in the school and in the classrooms. These three aspects of classroom practices were covered in the three years of study -- Classroom Delivery (Year 1 - 2002), Transfer of Training Skills in the Classroom Delivery (Year 2 - 2003) and School Based Assessment (Year 3 - 2004).

Study objectives were set on the basis of the emphasis laid on by the Ministry of Education and Sports (MOES) and its concerned institutions/departments. The objectives in the three years were related to the classroom delivery, but aspects to be observed were different in some respects. In the first year, general practice in the classroom delivery was examined with the major emphasis on assessing the utilization and the effect of curricular materials. Transfer of skills and assessment practices was also examined.

During the first year of the study a unique feature observed in connection with Teacher's Guide and training manual was that most of the teaching methods suggested in the Teacher's Guides were covered in the training manuals. Similarly, materials suggested in Teacher's Guides were explained in the training manuals. Analysis of the training manuals and teacher support materials showed that there were skills covered in the training which were related to teacher's preparation (lesson plan, materials collection), teaching methods, instructional materials use/construction, and evaluation. Training manuals cover methods of classroom organizations, enhancing classroom environment, proper use of blackboard, various methods and use of group techniques, students' attendance board, testing, etc. Those relevant skills acquired during training were by and large not used during classroom delivery in most of the cases in the observed classes. Therefore it was necessary to find out reasons for non-transfer of training skills in the classroom. Thus the focus of the study in the second year was placed on 'Transfer of Training Skills in the Classroom Delivery'.

Assessment practice of the teachers was examined during the first year of the study in which it was found that test was dominated by items emphasizing rote memory. Some of the inconsistencies in the contents related to assessment in the training manuals and discrepancy with BPEP emphasis on the classroom instruction was also pointed out. Second year of the study on classroom delivery strongly raised the issue of child-centered education which has been emphasized in the curriculum and BPEP documents but there was lack of adequate preparation activities in the training and appropriate practices in the classroom in accordance with the child-centered approach. As assessment practice and use of the outcome of assessment plays an important role in a child-centered approach, it was deemed essential to focus on school based assessment practices in the third year of the study on classroom delivery. Thus research areas evolved in the study from one year to another year and they were linked to the classroom delivery.

### ***Approach of the Study***

Qualitative approach was adopted in the study. Research topic and specific areas were provided by the MOES. The research team worked out research questions and objectives on the basis of MOES provided areas. Familiarization workshop was conducted in each of the years with officials of the concerned institutions/departments of MOES to develop methods, and to make activities and plans on the aspects the study had focused.

Field study was undertaken on a phase-wise manner. The first round of the field outcome was shared as preliminary findings in order to identify areas which need to be explored more extensively in the next round of the field visit or if there were need for additional information in other areas not focused in the first round of field visit. Preliminary findings were shared with institutions/departments of MOES, FRAG, and other experts. Their feedback and suggestion were incorporated in the second round field visit. Preliminary findings and tentative suggestions were also shared with district education officials, teachers, trainers and other concerned stakeholders. Their comments and feedback were incorporated while finalizing the report. Documents related to teacher support, teacher preparation, curriculum were studied, classroom delivery observed and interaction sessions conducted in all the years of the study.

Basically same districts and schools were included in the study for three years consecutively. Due to certain circumstances and specific requirements some of the districts and schools were added or excluded or changed in the sample of the study. Sample coverage in the three years is presented in the following table:

District	No. of Sample School	Remarks
Kaski	6 (year 1), 4 (year 2), 3 (year 3)	Same 3 schools were covered in the three years
Morang	5 (year 1), 4 (year 2), 5 (year 3)	Same 3 schools were covered in the three years

Rasuwa	5 (year 1), 4 (year 2), 3 (year 3)	Same 3 schools were covered in the three years
Chitwan	2 (year 2), 4 (year 3)	Chitwan was added for FRP study district. Same 2 schools were covered in the two years.
Dadeldhura	3 (year 2), 4 (year 3)	Dadeldhura was added as it was left in the first year due to security reason. Same 3 schools covered in the two years.
Jhapa	3 (year 2)	Jhapa was suggested by DOE to study English language subject training which was already being conducted there at the time of the study.

## Teacher Support and Use for Classroom Delivery

The titles of the study in the three years of FRP were different. But three aspects of classroom delivery, viz. curricular materials, training skills and assessment practices were covered in certain degrees throughout the study. Major findings on these three aspects of classroom delivery are presented in this chapter.

### *Curricular Materials -- Availability and Use*

Curriculum, content elaboration, Teacher's Guide, specification grid, textbook, reference materials are the important materials that are provided to the teachers and are directly useful for effective classroom delivery. Teachers are provided skills in construction of instructional materials during subject specific training, modular training, Whole School Approach training and in the 10 month package training. These materials were distributed to the schools free of cost -- some several times such as the curriculum and some once and several years back such as Teacher's Guide. Another important material that can be very useful and handy to the teachers in effective classroom delivery is the manuals teachers are provided with during the training they attend.

When teacher/school was asked if these materials were available in the school, most used to say yes (more than 90% said 'yes' indicating the availability of these materials in the longitudinal data of FRP, CERID, 2004a). But in fact in all the visited schools, there were some of the Teacher's Guides, but not a complete set in any of them. As Teacher's Guides were about 10 years old, some were torn out and unusable as well. Another FRP study 'A study on multi-grade/multi-class teaching: status and issues' also found similar conditions. The study reported, "Teachers' guides were found only partially in most of the schools. Class observation revealed that even these partially available TGs were not used properly for the teaching purpose." (CERID, 2003b). Among the curricular materials provided to the school/teacher, textbook was mostly used. Only in about 10% cases in 153 observed classes, teachers consulted Teacher's Guide along with the textbook. Teachers' practice of consulting Teacher's Guide resulted in better instructional practice such as balanced coverage of content and skill, more interactions between students and teacher, opportunity for students' individual practices, use of instructional aid.

Provisions of several materials are supposed to fulfill varied purposes. Curriculum provides grade-wise objectives per content areas for each of the subjects. Content elaboration further breaks down curricular objectives along with brief descriptions of teaching methods, teaching materials relevant to the content and evaluation procedures related to the subject matter. Textbook provides sequential content presentation mainly stated in the curriculum. Teacher's Guide provides suggestions regarding tentative periods required for each of content lesson of the textbook, objectives to be achieved, suitable teaching methods for content delivery, appropriate teaching materials, and evaluation of the lesson. Teachers are expected to consult

these curricular materials and prepare the delivery of a lesson in the classroom. There was however a difficulty at this point for the teachers. Unavailability of a complete set of these materials, lack of time to consult all the required materials, repetition of some of the contents across these materials were the usual problem.

Teachers' dependence upon the textbook and the lack of coverage of higher level/habit formation type of content/skill in the textbook reduced the relevance of the teaching learning exercise for the children. These aspects are elaborated upon in the curriculum and content elaboration and teaching tips provided in the Teacher's Guide. The teachers not consulting these materials left out such important objectives of the curriculum. Higher level/habit formation types of curriculum objectives were not adequately addressed in the classroom teaching learning.

The study came up with suggestions based on its findings related to availability and use of the curricular materials in the classroom delivery. Main suggestion were: to provide schools with Teacher's Guides; develop user (students and teachers) friendly structured textbook or integrated manual in the form of handbook for the teachers; teacher training to focus on use of curricular materials and skills to address higher level curricular objectives in the classroom delivery. (CERID, 2002a, 2002b).

### ***Transfer of Training Skills***

Teacher preparation has been one of the major focuses of BPEP. The number of teachers with full training, and of teachers attending recurrent training has been increasing each year as indicated in the longitudinal data such as the percentage of teachers with full training increased from 29% in 2059 to 39% in 2060 (CERID, 2004a). Teacher preparation is very important for effective classroom teaching learning. Training to the teachers plays a vital role for the effective use of curricular materials and better assessment practices and use of the outcome of assessment for improving learning of the students. An analysis of the curriculum, the contents of the teacher training and the training manuals manifests that the focus of all these is supportive of classroom delivery. Methods and materials suggested in the Teacher's Guides are elaborated upon in the training manuals, instructional materials development has been emphasized in the training manual with explanations and the requirement to construct them during the training episode. There has been progressive development in the training with new primary teacher training with the emphasis on competency in it. Despite appropriate focus of the training in the support for effective classroom teaching learning, classroom delivery suffers from teacher dominance, chorus reading and repetition, textbook content memorization, lack of activity, lack of individual support to the students and so on.

Another study under FRP which also examined classroom delivery was 'An analytical study of existing multi-grade and multi-class teaching practices in Nepal'. The study basically pointed out the lack of clarity in the concept of 'multi-grade and multi-class' and the lack of transfer of training skills in the classroom delivery. The main problems faced by the teachers and probably the major reasons for non-transfer of training skills as pointed out by the study were difficulty faced by the teachers in managing time, controlling the class, completing the course in time and lack of time for preparation. (CERID, 2004b).

There were various factors affecting the transfer of training skills in the classroom which were basically related to the training delivery (trainer related) and classroom delivery (teacher related). For appropriate transfer of training skills these factors were found important: 1) teacher needs to be convinced and has confidence with suggested techniques/methods; 2) sufficient opportunity to discuss, demonstrate and practice; 3) proper and consistent practice of skill during training; 4) up-to-date curricular materials to keep up and adopt better examples and improve the shortcomings; and 5) motivation/attitude of the teachers.

Training is provided in the cascade model and dilution of the skills in the training was found made starting from master level training. Majority of trainers followed training manual,

demonstrated and discussed with the participants, provided them useful feedback, used instructional materials, and linked skills with TB and TG during TOT training. On the other hand some of the trainers lacked planning, or were unable to control unnecessary discussion, or lectured more than making the training activity based as intended in the manual. Effectiveness of the training, trainers and learning of trainees were not evaluated in the training.

Examination of the assessment practices of the teachers manifested classroom questions as an important tool for the assessment and immediate feedback useful for student's learning. Classroom questioning was found not given due weightage to in the training.

The study suggested measures to improve training and ensure transfer of training skills in the classroom by: 1) providing focused training; 2) using training as a model for the effective classroom practices, 3) emphasizing discussion, demonstration and practices of skills during training; 4) referring to existing classroom conditions and linking use of skills to varied situations; 5) adopting evaluation as a part of training; 6) collecting feedback and improving training manuals and materials; and 7) monitoring the utilization of the training skills.

FRP study 'School Effectiveness: Headteachers' Leadership' based its study in the purposefully selected better performing schools. The study found some good practices in the classroom: use of instructional materials, individual attention to the weaker students, listening to the radio program, supervision of classroom delivery and immediate feedback to the teacher (Quality Control Circle), monthly test with the aim at improving learning. The study found headteachers' greater role in initiating such better practices. (CERID, 2004c). Headteachers should be considered as one of the important sources for monitoring the transfer of training skills.

### ***Practice and Use of School Based Assessment***

Assessment and use of the outcome of assessment assumes a vital role in the effectiveness of the classroom teaching learning. Importance of assessment becomes vital in a child-centered approach. Child-centered approach is emphasized at the primary level and recognized in the primary level curriculum and curriculum of primary teacher training.

The schools (90%) were found to be overly occupied with periodic examinations conducted two or three times a year with summative utilization of the outcome of the assessment. Longitudinal study of FRP collected learning achievement of the students based on the schools' achievement test (CERID, 2004a). The pass rate of the students in the schools is generally over or around 65% in grade 1 and over 80% in other grades. Though pass percentage is high, the average score reported is low which might be indicative of the low level of students' achievement. One of the major reasons for the low level of the students' achievement can be attributed to the less emphasis on formative assessment in the classroom teaching learning.

Home-work, class-work, classroom questioning were the main assessment methods used during classroom teaching learning. In about 20% of cases home-work was sincerely corrected and feedback provided. In classroom questioning better forms of feedback mechanism such as confirmation, emphasis, and praise were used in 12% of the classes. Proper feedback was helpful in enhancing students' learning.

Test papers developed by the schools or developed at the Resource Center level for use at the school were collected and analyzed. These test papers highly contained low cognitive level items, a number of curriculum objectives (mainly higher level, habit formation type) were not covered and coverage of the curriculum objectives in the test papers was less in number and proportion. Continuous Assessment System (CAS) has been piloted in grade 1 to 3 in the schools of five districts. The practice of assessment in those schools were found largely deviating from the envisioned practice and intended use. Periodic and written examination along with pass/fail system was the usual practice in CAS pilot schools as well. Continuous



assessment and recording along with collection of student's sample work was generally lacking. Lumping of several curriculum objectives in a single learning outcome as well as spreading of one curriculum objective into several learning outcomes have complicated continuous assessment in a number of instances.

Assessment practices also need to be examined in the light of envisioned classroom practice. Primary level curriculum and documents of BPEP and EFA envisioned child-centered education at the primary level in Nepal. This sanguine aim lacked support at the classroom level -- classroom delivery was mainly dominated by teacher's teaching than students' learning. Piloting of CAS as a tool for test without conjoining it with pedagogical intervention has not been able to bring about intended outcome. Child-centered education, continuous assessment, individualized instruction seem to have been embraced at the visioning level. Such a vision has yet to be described and illustrated at the classroom practice level. Focus of the teacher training is rightly inclined towards child-centered vision, but there are a few objectives and contents misplaced and contrary to this vision. For example the context on CAS in the training is found to be useful in terms of child-centered approach whereas the objective for including item analysis in the training and its utility is not clear.

The study suggested emphasizing and improving School Based Assessment in the line of child-centered education. Continuous and comprehensive assessment is the core in a child-centered approach and school/teacher has the most important role to play in it. There is the need to emphasize formative assessment and use of the outcome of assessment to improve learning. This requires systematic recording, analysis and planning for further learning. Student's portfolio, unit design and test are helpful in this matter. Frequent interaction between teacher and student with opportunity for the student to reflect in order to identify and correct learning difficulty should be established as a part of classroom teaching learning. Provision of recording of student's level of achievement, student's strength and weakness, repeatedly committed mistakes and misconceptions, corrective measures etc. need to be practiced. Most important is to plan, prepare and act to translate the vision of child-centered education in the Nepalese schools. Supportive curricular materials, proper teacher preparation and development of school based assessment need to be oriented towards achieving a child-centered education.

### ***Child Centered Education: A Vision to Accomplish***

The primary education curriculum in Nepalese education system aims to develop the innate ability of each individual child through child-centered education. Child-centered education as emphasized in the aims of primary education system in Nepal, has been reiterated in other major documents as well. Mid Term Review (MOES, 2002a) viewed a link between CAS activities and teacher training into a single activity focussing on 'Students-Centered Learning'. Concept paper for "Further Support on Basic and Primary Education in Nepal 2004 - 2009" emphasizes qualities of classroom learning experiences develop further, away from treating the students in classes as homogeneous units, and away from rote learning. The focus of teaching learning methodology emphasized is on students-centered active learning with teachers being aware of each student's level at all times through using a wide range of formal and informal techniques. (MOES, 2002b). This concept has been carried on to the core document of "Education for All 2004 - 2009" (MOES, 2003a).

Terms such as child centered education, individualized instruction, continuous assessment have yet to be described or illustrated in an easily understandable conceptual level and translated in the curriculum materials and the training. Such endeavors have been initiated and these are to be developed further. Opifer Ltd (2002) under Finnish technical assistance developed a manual for curriculum developers 'primary curriculum development in Nepal' in which it has been attempted to list down principles of child-centered approach. In the curricular materials and training manuals these terms are used, but there is lack of clear explanation of these theories as well as plans and activities to accomplish these.

In this research study it was tried to outline what vision of a primary classroom teaching learning the teachers and DEO personnel have. The vision of a primary classroom is the same -- child-centered, student-centered, based on learners' interest and capacity, joyful/interesting learning to the students, developing inner capability of the child and so on. There is also similarity in the understanding of the required assessment practices for such a classroom teaching learning -- evaluation along with the teaching learning, base teaching learning on the outcome of the assessment, teaching learning need to be based on where the student is, formative/summative, CAS, other forms of assessment tools rather than paper and pencil only, and so on. At the level of using these terms, it is fine. DEO personnel could use the right terms and be more articulate, but teachers also jot down these themes in their own ways. Vision at least in the use of terms is clear from center to the school level. The gap is in the conceptual clarity. When asked what kind of activities there could be in a child-centered teaching learning, there were then confusions. Even when asked what a CAS form would look like in a heterogeneous group and also in a homogeneous group class could not be appropriately explained in the CAS piloting district.

Pre-service as well as basic training curriculum of NCED identified the competencies for teacher training and emphasized activity based and guided practical activities as training modality. These are essential to visualize teaching learning in a primary level classroom. Several of the objectives set are related to student-centered learning which is emphasized in BPEP documents such as MTR, March 2002, EFA and also in various training packages. The next step is to weave these in the student-centered learning vision.

Future endeavors and further efforts need to focus on child-centered education by streamlining and consolidating teacher training and School Based Assessment to fulfill the vision of child-centered education in the Nepalese schools.

## **Research Implication**

The study like other studies under FRP were developed on the basis of the need and emphasis of MOES and its concerned departments/institutions. Concerned personnel from these departments/institutions were involved as resource persons in the study. Research design, tools and findings from the field at preliminary, draft and final stages were shared in various interaction sessions with them. This process was helpful in finding out on-going activities, their concerns and needs as FRP emphasizes providing relevant information for continuous improvement of the Ministry programs and utilization of research findings. In the formative research model, "it is intended to produce data and advice on actions to be taken in the daily governance of policy implementation. It may be used to monitor the implementation of a reform as well as to evaluate results and impact." (Tornes, 2003). In this line the study also tried to capture some of the interventions that have been initiated as suggested in the study. This has been possible to some extent as mostly the same schools were covered in the three years; there was frequent interaction with and involvement of the concerned personnel; and the researcher was consulted by them on several occasions in their activities which were somehow related to the action steps of FRP. A summary of action steps developed and of the follow up of the FRP is presented in the following paragraphs.

### ***Action Steps***

Based on field findings, action steps were developed collaboratively with the involvement of concerned personnel of MOES and FRAG with the final approval of MOES through FRAG. Following were important action steps developed based on the study over three years:

#### ***Curricular materials***

Provide Teacher's Guide to the teacher and make curricular materials available on sale.

Develop structured textbook/integrated manual for the teacher as handbook.

Teacher training needs to emphasize the use of curricular materials.

### *Teacher training*

Provide training delivery skills to the prospective trainers.

Adopt training evaluation as in-built mechanism in the training.

Provide focused training with sufficient opportunity for discussion, demonstration and practice.

Collect feedback from the field and up date training materials on a regular basis.

Monitor utilization of the inputs such as training.

### *School Based Assessment*

Emphasize formative assessment and use of the outcomes of assessment. Continuous and comprehensive assessment with formative purpose should be emphasized in place of period in examinations with summative purpose.

Use variety of assessment devices to collect evidence of students' learning and meaningful recording and reporting of the learning.

Envisage child-centered education and create conducive environment. Provide teacher training focused on the child-centered approach.

### *Follow up of FRP*

It has been possible to capture some of the interventions that have been initiated as suggested in the study. There are as follows:

Higher level objectives in the curriculum: One of the findings of the first phase of the study was that the higher level of objectives was not adequately covered in the classroom delivery. Lack of clarity on how to assess the higher level, habit formation type of curriculum objectives was also reported.

In the new curriculum CDC (BS 2059) has incorporated the assessment method(s) appropriate for each of the curriculum objectives.

Structured textbook: The first phase of the study reported that textbook was the main curriculum material used by the teachers for classroom delivery as compared to curriculum, content elaboration, Teacher's Guide and other materials. Therefore the study recommended developing structured textbook to be used by both students and teachers or to develop a handbook for teachers and textbook for students in place of a set of books for the same purpose.

Research Division of DoE has conducted research study on the components that need to be there in a textbook including unit test and what should be the format of the textbook at the primary level. (See FEDUC, 2004 for an example).

Teacher's Guide on sale: One of the reasons indicated in the first phase of the study was for very little use of Teacher's Guide in the classroom delivery was due to unavailability of the Teacher's Guide in the schools. The study suggested providing schools with Teacher's Guides at least for once and provision of Teacher's Guides on sale.

Though Teacher's Guides are not provided to the school free of cost, these are now made available on sale. These are available in the Sajha bookshops (visited in Kaski and Morang) for purchase. But teachers/schools/and most of the DEO personnel were not aware of the availability of the Teacher's Guides on sale.

More activity-based teacher training: The study indicated existing training to be more formal education type of training delivery which lacked demonstration, discussion and practice. It was suggested that training focusing on demonstration, discussion and practice be conducted.

Based on this recommendation more practice-based teacher training manual was developed for Mathematics recurrent training.

Teacher training monitoring: The second phase of the study found weak monitoring and feedback to be one of the major reasons for poor transfer of training skills in the classroom delivery. It was recommended that the utilization as well as a part of training be monitored.

NCED has initiated monitoring of the training activities at the time of training delivery (at the PTTCs and private PTTCs). Monitoring of utilization of training skills at the classroom level is still not covered as a part of training component.

Position paper for grade one entitled "Review on Grade One Status and Proposal for the Joint Review Meeting of BPEP II December 2002" (Aaltonen, 2002) has reflected on the recommendation of the first phase of the study related to structured textbook, establishing an objective accountability system etc. Findings and suggestions from the study has also been referenced in documents such as 'Status Report: BPEPII' (MOES, 2003b).

### ***Challenges and Focus for Future***

As in BPEP, there is the vision of the child-centered classroom practices emphasized in EFA. However the gap in the conceptual clarity and understanding still exists. This is the major challenge in improving classroom practices. Preparing teachers to give away teacher dominated, lecture oriented traditional practices to a child-centered, activity-based practices are also another hurdle. Learning rather than teaching has still to be the focus in the development of curricular materials, teacher training and assessment practices. Study focusing on improved classroom practices in the Nepalese schools will be a relevant study area in the EFA as well.

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## Appendix-B

### Linking Education with Life Skills

Discussion paper prepared by Prof. Dr. Tirtharaj Parajuli

The gap between the living experience of students and education has been a major concern these days. There is a fresh renewal of the statement: school should prepare children and youth for life, and not for school. The Dakar Framework for Action (April 2000) recognized that Education For All (EFA) could only be achieved if the education provided is improved in ways that ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes. Accordingly, the Education For All, National Plan of Action Nepal (2001-2015), Secondary Education Development Plan (2001) and Secondary Education Support Programme (2002) have stressed the need for inclusion of Life Skills in school curriculum for the improvement of quality in education. But the question arises: what constitutes life skills?

There is no single view about what constitutes life skills. The term 'life skills' can be broadly interpreted, and is often assumed to include such topics as health, hygiene, etiquette, and vocational skills (UNICEF, 2000a). The term life skills-based education is often used almost interchangeably with skill-based health education (WHO's Information Series on School Health Document 9: 9). Some others list lessons in etiquette and good manners, and preserving the environment. Income generating skills such as animal breeding, organising small businesses, and basket weaving are also mentioned. UNICEF defines this last set of important income generating skills as 'Livelihood' Skills, and distinct from 'Life Skills'. In contrast, Life Skills are psycho-social and interpersonal skills used in everyday interactions and are not specific to getting a job or earning income (UNICEF, 2000b: 29).

Similarly, WHO has defined Life Skills as abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life. In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others and cope with and manage their lives in a healthy and productive manner (WHO's Information Series on School Health Document 9: 8). In this connection identification of international competencies for the new millennium by Wilson (1998; cited in Wilson, 2001) is also similar and even broader. They include *personal competencies*: ability to communicate effectively; tolerance for ambiguity; and demonstrated leadership; *technical-professional competencies*: problem solving; up-to-date technical knowledge; negotiation skills; and strategic thinking/planning ability; and *Inter-cultural competencies*: the ability to operate with other cultures; international job experience; and language capabilities

More recently, the term 'life skills' tends to be assimilated with 'competencies for life', understood in a broader sense as 'capabilities' (knowledge, skills, values, attitudes, behaviours) to face challenges of daily (private, professional and social) life and exceptional situations successfully and also to envisage a better future (International Forum for Education, 2004). Despite these differences, experts and practitioners agree that the term Life Skills typically includes the skills/competencies mentioned in UNICEF, WHO and International Forum for Education-2004 definitions. The categorization of various life skills is presented in Table 1 below (UNICEF, 2000 as identified by WHO in 1994).

Table 1. Examples of Categories of Life Skills

Inter-personal Skills	Skills for Building Self-Awareness	Critical & Creative Thinking Skills	Decision-Making Skills	Coping & Stress Management Skills
Empathy building	Self-assessment skills	Analytical skills Creative thinking skills	Critical thinking skills	Self control skills
Active listening	Identifying personal strengths & weaknesses	Skills for generating alternatives	Problem Solving skills	Coping with (peer) pressure
Giving & receiving feedback	Positive thinking skills	Info gathering skills	Skills for assessing (personal & other) risks	Time management skills
Non/Verbal Communication	Values clarification skills; (social norms, beliefs, myths, ethics, culture, gender, stereotypes, discrimination...)	Skills for evaluating information including sources of information such as the media	Skills for assessing con-sequences	Skills for Dealing with anxiety
Assertion & refusal skills			Goal setting skills	Dealing with difficult situations
Negotiation & conflict management				Help seeking skills
Cooperation & Teamwork	Identifying & acting on rights, responsibilities & social justice			

The categories of Life Skills indicate that the life skills are not confined to any particular subject areas. They are and should be common requirements across the curriculum areas. Therefore, most countries integrate particular topics of what that country defines as Life Skills into particular subject areas (UNICEF, 2000b). Morocco integrates Life Skills topics into different disciplines or subjects. Topics include hygiene, big city problems, Islamic and civic values, elections, sports, electricity, and water. However, an important characteristic of life skills is that they are temporal and spatial in nature. 'In Bosnia, Life Skills is integrated into the teaching process, not the written curriculum. Integrating Life Skills is "up to teachers' creation." Teachers might include life skills in health education and first aid, in language class, or in sciences.' (Ibid).

Life skills approach is designed to support and build on existing knowledge, positive attitudes and values, skills and behaviours, as well as prevents or reduces risk behaviours. It is through these skills that students can fight the challenges of drug addiction, violence, teen-age pregnancy, AIDS and many other health-related problems. It does not aim to present all the information known about a topic, rather it seeks to present only the information considered necessary to influence pupils' attitudes and achieve the higher goal of reducing risk behaviours or promoting knowledge, positive attitudes and behaviours (UNICEF, 2000b). Hence, life skills curriculum focuses on attitudes, values and behavioural change, rather than seeking to provide young people with a body of knowledge about a set of topics.

## *Life Skills in the Nepalese Context*

As mentioned earlier the need for life skills education, life skills approach in education is emphasized in recent educational reports/documents of Nepal. But what constitutes life skills education in the Nepalese context is not clearly identified. The Education For All, National Plan of Action Nepal (2001-2015) and the thematic report on Appropriate Learning and Life Skill Education (2003) have incorporated a broader view of life skills including vocational skills/ livelihood skills. The Action Plan says, "Because agriculture is the predominant social and economic contexts of Nepal, agriculture should constitute the core area of life skills education." In addition, the thematic report on Appropriate Learning and Life Skills (2003:7) states: "In a country like Nepal where poverty is wide-spread and where survival has become the primary need for many Nepalese youths and adults, life skills for employment and earning potential is the key issue that needs to be addressed through appropriate and relevant education and training." The report has thus given three categories of life skills in Nepalese contexts — survival skills, generic skills or key competencies and transferable skills.

*Survival skills* are those skills that are required to continue to live an independent life as an adult. It refers to the skills that help to adjust better in diverse geographical and social condition of Nepal. *Generic skills or key competencies* focus on what can help youths and adults to be prepared for life, for occupation, for employability and for citizenship. *Transferable skills* are the combination of survival skills, some generic skills and occupational skills. Basic transferable skills help to promote the transition from one career to another. It helps to adjust to or cope with the change in the living contexts. Transition skills are important for employability, productivity and social adjustment.

The overall goal of the life skills approach is to build young people's ability to take the responsibility for making healthier choices, resisting negative pressures, avoiding risk behaviours and developing skills to utilize their full potential to become productive and helpful member of the society (HMG/MOES/NNC for UNESCO, 2003:9)

More recently, CDC (2060 BS) has defined Life Skill in the Health Education curriculum of primary education as the capability that helps to solve daily life needs, demands and challenges effectively. Life Skill makes one able to deal with what to do, how to do, and values and beliefs. The CDC has identified Life Skill as a concrete attitudinal concept built in an individual that gives positive skills in the behavior of an individual. The concept of livelihood skill as Life Skill is no more recognized. The CDC has tried to give Life Skills through skilled –based health education programme. The topics covered in the health education curriculum include: personal health and hygiene; physical growth and development; mental health; diseases such as malnutrition, diarrhea, iodine deficiency, tuberculosis, hepatitis and malaria; drugs; HIV/AIDS; and so on. The curriculum has also identified the following generic life skills to get developed in the students:

Effective communication	Interpersonal relationship
Empathy	Self awareness
Ability to control emotion	Ability to cope with stress
Creative thinking	Critical thinking
Decision making ability	Problem solving

School curriculum must stress attainment of these generic life skills optimally through cross-curricular provision. They must be utilized across a range of content areas. Guidelines for addressing life skills in different subjects need to be identified. More importantly teaching and learning methods must be relevant and effective in order to achieve the objective of life skills. Therefore, interactive or participatory teaching and learning methods are an essential part of life skills education. Students learn skills best when they have the opportunity to observe and actively practice them. So, both the social learning theory (Bandura) and constructivist theory



(Vygotsky) need to be applied in the teaching learning process. The role of the teacher in delivering life skills content and skills is to facilitate participatory learning in addition to conducting or employing other appropriate and efficient methods of achieving the learning objectives. Participatory teaching methods for building skills and influencing attitudes include the following (*The World Health Organization's Information Series on School Health Document 9:20*):

- Class discussion
- Demonstration and guided practice
- Small groups
- Case studies
- Debates
- Audio and visual activities
- Brainstorming
- Role play
- Educational games and simulations
- Story telling
- Practicing life skills in context
- Decision mapping or problem trees

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Appendix-C

Illustrative comparison of the curriculum objectives in the revision 2060 BS with the curriculum of 2049 BS

Subject & Grade	Curriculum objectives similar in both	Curriculum objectives added in 2060	Curriculum objectives excluded in 2060	Curriculum objectives combined in 2060	Curriculum objective slightly different	
					2049	2060
Nepali Grade - 1	<p>i) वर्णमालाका ध्वनीहरू सुनेर छुट्याउन</p> <p>ii) दुईजनाको बीचमा हुने सामान्य कुराकानी सुनेर प्रतिक्रिया जनाउन</p> <p>iii) बान्की मिलेका अक्षरहरू लेख्न</p> <p>iv) वर्णमालाका अक्षरहरू चिन्न र शुद्ध उच्चारण गरि पढ्न ।</p>	<p>i) विद्युतीय सञ्चार माध्यमबाट प्रसारित बालगीत र कथा रुचि लिएर सुन्न</p> <p>ii) आफूले जानेका बालकथा भन्नु</p> <p>iii) सरल बालगीत र कथाहरू पढ्न</p> <p>iv) चित्र बनाई त्यसको नाम भन्नु र लेख्न</p>	<p>i) सरल वाक्यहरू शुद्धसंग दोहोर्‍याउन</p> <p>ii) कालोपाटी चित्र तथा शब्द पत्तीमा लेखिएका अक्षरहरू पढ्न</p> <p>iii) 'हरु' जोडेर बहुवचन</p> <p>iv) साधारण बाल चित्रकोशको प्रयोग गर्न</p>	<p>i) शब्द तथा वाक्यमा प्रश्नको जवाफ दिन</p>	<p>i) वातावरणमा हुने साधारण मौखिक अनुरोध र निर्देशनहरू बुझ्न र पालन गर्न</p> <p>ii) अभिवादन र आभार व्यक्त गर्नका लागि सुहाउँदो शब्द प्रयोग गर्न</p> <p>iii) परिचित सरल तथा संयुक्त शब्दहरू उच्चारण गरी पढ्न</p> <p>iv) मौखिक रूपमा लिङ्ग, वचन र पुरुषको मेल गरी अभिव्यक्त गर्न</p>	<p>i) साधारण मौखिक निर्देशन सुनेर पालन गर्न</p> <p>ii) शिष्टाचारका शब्दहरू प्रयोग गरी बोल्नु</p> <p>iii) जोडेमोडेका अक्षरहरूबाट बनेका शब्द शुद्ध र स्पष्ट उच्चारण गरी पढ्न ।</p> <p>iv) वचन, लिङ्ग, पुरुष र आदरसंग क्रियापदको मेल गराएर बोल्नु</p>

Subject & Grade	Curriculum objectives similar in both	Curriculum objectives added in 2060	Curriculum objectives excluded in 2060	Curriculum objectives combined in 2060	Curriculum objective slightly different	
					2049	2060
Social Study Grade - 2	<p>i) परिचित व्यक्तिहरूसंग आवश्यक सहयोग लिन र दिन ।</p> <p>ii) सार्वजनिक स्थल र साधनहरू उपयोग गर्दा लाइनमा पालो पर्खन र अरुलाई पालो दिन ।</p>	<p>i) आफ्नो गाउँ टोलमा काम गर्ने व्यक्तिहरूको नाम बताउन ।</p> <p>ii) आफ्नो कक्षामा पढ्ने साथीहरूको घरपरिवारको सामान्य पृष्ठभूमी दिन ।</p> <p>iii) आफ्नो गाउँ/नगरमा उत्पादित तथा निर्मित वस्तुहरूको उपयोग गर्न ।</p> <p>iv) छरछिमेकका व्यक्तिहरूले गर्ने सबै प्रकारका राम्रा कामको सम्मान गर्न र सक्दो सहयोग गर्न</p>	<p>i) नाम चलेका व्यक्तिको नाम/स्थल तोकेर आफ्नो ठेगाना बताउन ।</p> <p>ii) ठूलाले अह्राएको काम गर्न र सहयोगका लागि अनुरोध गर्न</p> <p>iii) समुदायमा विद्यालयको आवश्यकता बारे बताउन ।</p> <p>iv) फागुन ७ गते प्रजातन्त्र दिवसको परिचय दिन ।</p>	-	<p>i) आफ्नो र परिवारका सदस्यहरूको उमेर र जिम्मेदारी बताउन</p> <p>ii) नातेदारहरू वा पाहुनालाई आदर सत्कार गर्न</p> <p>iii) घरवरिपरिको नक्साङ्कन गर्न र मुख्य वस्तुहरूको सङ्केत गर्न</p> <p>iv) राष्ट्रिय जनावर र पक्षी चिन्न</p>	<p>i) आफ्नो र परिवारका सदस्यहरूको काम, पेशा बताउन</p> <p>ii) छरछिमेकीहरूको आदर र सत्कार गर्न</p> <p>iii) आफ्नो गाउँ/टोलको सामान्य आकृति कोर्न र त्यहाँ रहेका खोला, नदी, पोखरी, पहाड आदि देखाउन</p> <p>iv) राष्ट्रिय चिन्हहरूको पहिचान गर्न ।</p>

Subject & Grade	Curriculum objectives similar in both	Curriculum objectives added in 2060	Curriculum objectives excluded in 2060	Curriculum objectives combined in 2060	Curriculum objective slightly different	
					2049	2060
Health Education Grade - 3	<p>i) शरीरका अङ्गहरू सफाई गर्नुपर्ने कारणहरू बताउन ।</p>	<p>i) शरीरका लागि आराम निन्द्रा र व्यायामको सन्तुलन मिलाउन ।</p> <p>ii) सुरक्षित खानेकुरा खान ।</p> <p>iii) अरुलाई खोप लिन अभिप्रेरित गर्न</p> <p>iv) धूम्रपान हानिकारक हुन्छ भन्ने धारणा राख्न ।</p>	<p>i) मौसम अनुसार लुगा लगाउनु पर्ने कारणहरू बताउन ।</p> <p>ii) फोहोर मैलालाई वर्गिकरण गर्न</p> <p>iii) खानेकुराको वर्गिकरण गर्न ।</p> <p>iv) शरीरमा पानीको महत्वबारे बताउन र समय समयमा पानी पिउन ।</p>	<p>i) घाउ खटिरा आदिलाई संक्रमण हुनबाट बचाउन ।</p> <p>ii) नाकबाट रगत बगेमा रोक्ने तरिका अपनाउन ।</p>	<p>i) नियमित रूपमा शरीर सफा गर्नुपर्ने कारण बताउन र गर्न</p> <p>ii) घर आँगन र विद्यालय सफा गर्न</p> <p>iii) चूर्ना जुका, अङ्कुसेजुका, लुतो र आँखा पाक्ने रोगहरूको साधारण लक्षण बताउन र त्यसबाट बच्ने उपायहरू अपनाउन</p> <p>iv) घाउ र पोलाइको साधारण उपचारका तरिका अपनाउन</p>	<p>i) व्यक्तिगत सरसफाइप्रति सकारात्मक सोच राख्न</p> <p>ii) घर, छरछिमेक र टोलका सरसफाइबाट हुने फाइदा बताउन ।</p> <p>iii) केही साधारण सर्ने र नसर्ने रोगहरूको सर्ने कारण र लक्षण बताउन</p> <p>iv) विभिन्न स्थानमा हुन सक्ने दुर्घटनामा प्राथमिक उपचारको सेवा लिन</p>

Subject & Grade	Curriculum objectives similar in both	Curriculum objectives added in 2060	Curriculum objectives excluded in 2060	Curriculum objectives combined in 2060	Curriculum objective slightly different	
					2049	2060
Math Grade - 4	<p>i) भाग सम्बन्धि सरल व्यावहारिक समस्या हल गर्न</p> <p>ii) समयका एकाइहरु एक अर्कामा रूपान्तरण गर्न</p> <p>iii) विद्यालय वरिपरि भएका वस्तुहरुको लम्बाइ र ठाउँहरुको दूरी अन्दाज गर्न</p> <p>iv) आयाताकार वस्तुको लम्बाइ र चौडाइसंग क्षेत्रफलको सम्बन्ध (कोठा गन्ने तरीकाबाट) पत्ता लगाउन</p> <p>v) सजातीय पदहरुको जोड र घटाउन</p> <p>vi) समकोणका आधारमा न्यूनकोण र अधिककोण छुट्याउन ।</p>	<p>i) १ देखि ९९९ सम्मको संख्यालाई नजिकको सयमा शुन्यान्त गर्न</p> <p>ii) वर्षलाई दिनमा लैजान</p> <p>iii) समान हर भएका भिन्नहरुको मिश्रित संख्याहरुको जोड, घटाउन गर्न</p> <p>iv) उस्तै वस्तुको समूहको मानको आधारमा एकाइको मान निकाल्न</p> <p>v) वर्गाङ्कित कागजमा दिइएको क्रमजोडा संख्या पढ्न</p> <p>vi) वाक्यमा दिइएका समूहका सदस्यहरुलाई Set Notation { }मा लेख्न ।</p>	<p>i) विभिन्न वस्तुहरुको तौल अन्दाज गर्न</p> <p>ii) दशमलव संख्याका जोड र घटाउन सम्बन्धि सरल व्यावहारिक समस्या हल गर्न</p> <p>iii) भिन्न र प्रतिशतलाई एक आपसमा रूपान्तर गर्न</p> <p>iv) मिटरको अङ्क पढ्न, सूचना लिन र दिन</p> <p>v) सरल शाब्दिक समस्यालाई वीजगणितीय अभिव्यञ्जकमा लेख्न</p> <p>vi) भुजाहरुका आधारमा त्रिभुजलाई वर्गीकरण गर्न</p>	<p>i) असमान हर भिन्नको क्रम मिलाउन</p>	<p>i) ६ अङ्कसम्मको संख्यालाई तीन अङ्कको संख्याले भाग गर्न</p> <p>ii) दशमलवको तीन स्थानसम्मको जोड र घटाउन गर्न</p> <p>iii) दूरीका एकाइलाई एक अर्कामा रूपान्तर गर्न</p> <p>iv) रुपैयाँ - पैसा सम्बन्धि गुणन र भागका सरल व्यावहारिक समस्या हल गर्न</p>	<p>i) पाँच अङ्कसम्मको संख्यालाई तीन अङ्कसम्मको संख्याले भाग गर्न</p> <p>ii) दशमलव संख्याको दुई स्थानसम्म (स्थान मिलेको) जोड र घटाउन गर्न</p> <p>iii) सेन्टिमिटरलाई मिलिमिटरमा, मिटरलाई सेन्टिमिटरमा तथा किलोमिटरलाई मिटरमा रूपान्तरण गर्न</p> <p>iv) रुपैयाँ सम्बन्धि जोड, घटाउन, गुणन र भागका सामान्य व्यावहारिक समस्या हल गर्न</p>

Subject & Grade	Curriculum objectives similar in both	Curriculum objectives added in 2060	Curriculum objectives excluded in 2060	Curriculum objectives combined in 2060	Curriculum objective slightly different	
					2049	2060
Science and Environment Education Grade - 5	<p>i) शक्तिको प्रमुख स्रोत सूर्य हो भनी वर्णन गर्न</p> <p>ii) वातावरणमा प्रभाव पार्ने मानिसको विभिन्न क्रियाकलापहरू अवलोकन गर्न</p>	<p>i) जनावर र विरुवा कोषको सामान्य चित्र कोर्न र कोषको बनोट वर्णन गर्न</p> <p>ii) दैनिक जीवनमा तापको असरले वस्तुको अवस्थामा हुने परिवर्तनको उदाहरण दिन</p> <p>iii) मौसम र यसलाई असर पार्ने कारक तत्वहरू व्याख्या गर्न</p> <p>iv) नवीकरणीय र अनवीकरणीय शक्तिका स्रोतहरू बीच फरक छुट्याउन र उदाहरण दिन</p> <p>v) दोहोरो सूचना प्रणालीको परिचय दिन ।</p>	<p>i) आफ्ना वरपर पाइने फूल फूलने र नफूलने विरुवाहरू चिनी सूची तयार गर्न र लक्षण तुलना गर्न</p> <p>ii) ज्ञानेन्द्रीयको विश्वसनीयता प्रदर्शन गर्न खेलौना र चित्रहरू बनाउन</p> <p>iii) हावाको बनोट (Composition) बारे वर्णन गर्न</p> <p>iv) जीवित प्राणी र माटोको सम्बन्ध देखाउन</p> <p>v) ग्रहण लाग्ने कारण प्रदर्शन गर्न ।</p>	<p>i) ढाड भएका र नभएका जनावरहरू चिनी वर्गीकरण गर्न ।</p> <p>ii) पराग सेचन र बीउको प्रसारणका लागि बोट विरुवाहरूको जनावर माथिको निर्भरताबारे व्याख्या गर्न ।</p>	<p>i) एक दलीय र दुई दलीय विरुवाहरू चिन्न</p> <p>ii) विभिन्न किसिमका शक्तिका सदुपयोग र बचत गर्ने तरीकाहरू अपनाउन</p> <p>iii) बोट विरुवामाथि जनावरहरूको निर्भरताको व्याख्या गर्न</p>	<p>i) एक दलीय र दुई दलीय विरुवाहरू पहिचान गर्न र तिनीहरूका लक्षणहरूको सूची तयार गर्न</p> <p>ii) शक्ति संरक्षणका सरल तरीकाहरू बताउन</p> <p>iii) जनावर र विरुवाहरू बीचको अन्तरसम्बन्धको उदाहरण दिन र एक अर्काको महत्व वर्णन गर्न</p>

**Appendix-D**  
**Sample Forms**

## Appendix-E

### Samples of the content list developed during workshop by the participants

#### 1. स्थानीय विषयमा राख्न सकिने विषयवस्तुहरु

१. स्थानीय संस्कृति
२. काठको काम
३. ट्राफिक नियमको ज्ञान/प्रयोग
४. जडिबुटीको पहिचान/प्रयोग
५. पशुपालन
६. च्याउ खेती
७. प्राथमिक स्वास्थ्य
८. घरेलु उद्योग
९. नर्सरी
१०. अम्लिसो खेती
११. मल (प्राङ्गरिक) बनाउने तरिका
१२. मौरी पालन
१३. कुखुरा पालन
१४. मत्स्य पालन
१५. Wiring
१६. Painting
१७. तरकारी खेती
१८. करेसा बारी
१९. बुगुँर पालन
२०. Hair cutting
२१. Beauty parlour
२२. Computer Literacy
२३. चेलीबेटी बेचबिखन विरुद्ध जनचेतना
२४. बालश्रम उन्मुलन
२५. यौन शिक्षा
२६. सामुदायिक सेवा



२७. वृक्षारोपण

२८. वातावरण

## 2. स्थानीय पाठ्यक्रम

१. स्थानीय खेलकुद:-

- व्यक्तिगत खेल
- सामूहिक खेल
- परम्परागत खेल

२. स्थानीय भाषा:-

- परम्परागत पेशा
- आधुनिक पेशा

३. स्थानीय व्यवसाय:-

- साहित्य
- लिपी
- भाषिक ज्ञान

४. सांस्कृतिक सम्पदा:-

- चाडपर्व
- लवाइ खवाइ
- धार्मिक सम्पदाहरु
- मनोरञ्जन

५. वातावरण र स्वास्थ्य:-

- जीव जन्तु
- व्यक्तिगत, सामूहिक सरसफाइ

६. सामाजिक संस्कार:-

- सामाजिक मानमर्यादा
- अनुशासन शिष्टाचार
- जातीगत संस्कारहरु

७. सूचना प्रविधि:-

- संचारका साधन
- ट्राफिक नियम

- वैकल्पिक उर्जा

### 3. स्थानीय पाठ्यक्रममा समावेश हुनुपर्ने बिषयहरु

१. व्यक्तिगत सरसफाई
२. सडक नियमका व्यवहारिक ज्ञान
३. सामुदायिक सरसफाई र पर्यावरण
४. सामाजिक शिष्टाचार
५. स्थानीय मूल्य र मान्यता
६. श्रमप्रतिको आस्था र सकारात्मक धारणा
७. विद्यालय र अभिभावकसँगको समन्वय
८. स्थानीय सीप र रोजगार सम्बन्धि धारणा
९. स्थानीय बस्तुको प्रयोग तथा संरक्षण सम्बन्धि धारणा

#### 4. Local Curriculum

Mark : 100

क्र.सं.	बिषयवस्तुहरु	सैद्धान्तिक	व्यवहारिक
१.	सिलाई बुनाई	✓	✓
२.	बाँसवेतका सामग्री बनाउने	✓	✓
३.	काठको काम	✓	✓
४.	माछामार्ने सीप	✓	✓
५.	कागजका सामग्री बनाउने	✓	✓
६.	माटाका विभिन्न सामग्री बनाउने	✓	✓
७.	इँटको घर बनाउने	✓	✓
८.	साइकल मर्मत	✓	✓
९.	पेन्टिङ काम	✓	✓
१०.	करेसा बारी	✓	✓
११.	सनपाटबाट बन्ने सामग्री, (भल्ला)	✓	✓
१२.	दाम्चा, डेसौर, पराल, गँहुको छ्वालीबाट चटाई, गुन्डी बनाउने	✓	✓
१३.	नृत्य, संगीत		✓

## 5. Local Curriculum

१. सरसफाई : व्यक्तिगत सरसफाई

(क) दाँत माभने

(ख) नुहाउने (ग) लुगा धुने (घ) कपाल कोर्ने (ङ) नड काट्ने

(च) आफ्नो कोठा सफा राख्ने

२. अनुशासन:

(क) विद्यालय आउंदा, जाँदा साथीहरूसँग एक आपसमा मिलेर हिड्ने

(ख) सधै आफू हिड्ने मूलबाटो भएर हिड्ने

(ग) साथीसँग भैँभगडा नगर्ने

(घ) कक्षा कोठामा बस्दा साथीहरूसँग नचली मिलेर बस्ने ।

३. बोलीचाली तथा आदरसत्कार:-

(क) आफूभन्दा ठूलालाई आदर गर्ने, सानालाई माया गर्ने, नम्र बोलीबोल्ने र एकअर्काको कुरा नकाट्ने ।

४. मेलमिलाप:-

(क) आफ्ना साथीभाइहरूसँग मिलेर बस्ने, पढ्ने, भगडा नगर्ने, मिलेर खेल्ने, खाने, अरुको सामान नचोर्ने भावनाको विकास गर्ने ।

५. संचार:- टेलिफोनमा कुरा गर्ने, रेडियो सुन्ने र ज्ञानका कुराहरु थाहा पाउने, पत्रपत्रिका पढ्ने, टी.भी. हेरेर मनोरञ्जन प्राप्त गर्ने ।

६. सडक नियम:- बाटो हिड्दा क्रमबद्ध तरिकाले हिड्ने, साना भाईबहिनीहरुलाई विस्तारै हिड्न लगाउने, शहरबजार जाँदा ट्राफिक नियमको पालना गरि हिड्न लगाउने ।

७. तरकारी खेती :-

रायो साग रोप्ने सीप, महत्व तथा हुने फाइदा र भिटामिन 'ए' सम्बन्धी ज्ञान दिने, रायो साग बजारमा बिक्री गरी आयआर्जन गर्ने सम्बन्धी ज्ञान दिने ।

## 6. पशुपालन र फलफूल खेती

१. हिमाली भेगमा पालिने पशुहरु:-

- परिचय महत्व
- चौरी, याक, गाई
- भेडा, च्याङ्गा, बाख्रा
- पशुहरुलाई लाग्ने रोग तथा उपचार
- चरन विकास, पालन गर्ने तरिका

२. पशुपालनबाट गर्न सकिने व्यवसाय:-

- दूग्ध व्यवसाय, चिज उत्पादन, दुर्खा/छुर्पि उत्पादन
- उनीजन्य बस्तु - राडी, पाखी, गलैँचा, भोला, पेटी, टोपी, मोजा, स्वीटर, पटुका
- बजार व्यवस्थापन

### फलफूल खेती

- स्याउ खेती:-
- परिचय, महत्व, खेती गर्ने तरिका
- रोग तथा उपचार
- स्याउजन्य व्यवसाय – भण्डारण, जाम र चाना उत्पादन
- बजार व्यवस्थापन
- व्यवसाय सञ्चालनका तत्वहरु
- पूँजि व्यवस्थापन
- सहकार्य, समन्वय – सम्बन्धित संस्था
  - १) कृषि
  - २) पशु सेवा
  - ३) वित्तिय संस्था