

**A report on Review and Development
of Learning and Training Materials of Level I,
Flexible Schooling**

Submitted to
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Submitted by
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Introduction

Non-formal Education Center is playing a vital role in the development and dissemination of non-formal and literacy through out the country. To promote access and quality basic education NFEC has commenced three modalities of alternative schooling programs namely OSP, School out reach and Flexible Schooling. There are separate packages for all programs. The package for flexible schooling level I was developed in 2000 and level II & III was developed very recently. However, the package developed for flexible level I was thought to be revised/ rewrite to make it compatible and relevant with level II & III.

In this regards, IFCD was assigned to review and develop the books and a follow-up training package for Level I,

Objective of the Project:

- Prepare five text books in the subject of Mathematics, Nepali, English, science and Social Studies level one of the Flexible Schooling Program.
- Development of follow-up training package of level I.

IFCD had followed the following process to meet the objective mentioned above:

- After signing the contract, IFCD constituted a technical committee with seven member as follows:
Mr. Haribol Khanal, NFEC.
Mr. Kedar Chandra Khanal, NFEC.
Mr. Bikash Sharma, NFEC.
Mr. Jit Bahadur Thapa, ESAT.
Mr. Udaya Chandra Manandhar, SC,US.
Mr. Prakash Singh Adhikari, IFCD.
Mr. Indu Nepal Shrestha, Member Secretary, IFCD.

The technical committee had provided valuable feed-back and suggestions in different intervals as in workshop, meeting with writers and by reviewing the materials. The suggestion and feed back came in both the formal and informal sittings. The writers were appointed by IFCD with the consent of the technical committee. They were two in a group for each subject.

- In the beginning the concerned experts did analyze all the 5 books of Flexible Schooling Program level I (Math, Social study, Science, English, and Nepali language).
- A extend discussion was carried out with the trainer, facilitator and participants in Three districts (Kavre, Chitawan and Banke) to find out the strength and weakness of the books used for level I. The findings are as follows:

Naya Kiran (Nepali)

- Short interesting stories, folk-stories, comics and difficult word meaning should be added in Nepali book 'Naya Kiran'.
- One of the Participants has given his opinion about teaching of alphabet 'Ka to Gya' before jumping to key words or starting the teaching of the book to make the learning easy.
- Biography of great personalities, meaningful drama/plays, and poem will be good enough to add in Nepali textbook.

Social Study:

- Participants have strongly mentioned their opinion to add story song, comics, and national songs/anthem. They like to do the exercise like as 'what would you do if you were.....?'
- In social studies, they want to know about the culture, Status, and lively hood of various races, caste, and ethnicity in Nepal.
- Lesson on 'know about Nepal' in social studies.

Science

- Participants want to know about the various tools in science
Inclusion of lesions that helps to promote further curiosity.
- Informative stories, quire such a "why is the sky blue"? They like to have practical pictures, exercises on practical observation work and difficult word meaning.

- Descriptive Introduction of Sense Organs in science.
- Introduction of living and Non-living things.

English

- In English text book, they like to have short poem, Rhymes, Meaningful stories, words exercise, information on country, mountains, means of transport, etc, crossword puzzle, Rhythmic words exercise are demanded to be in the textbook. Pictures colorful.
- Capital and small English alphabet (A,B/a, b) is necessary to learn before key word Learning.
- Writing exercise in English alphabet. Over writing on A.B
- Name of seven days in poetry in English textbook.

Math

- Participants want more exercise in mathematics textbook based on the use of local learning materials. Puzzle exercise, Multiplication and division based on song, mathematical games, and magical games.
 - One of the Participants has suggested keeping route counting (1 to 100) before doing exercise in addition and subtraction. (Sum)
 - Oral-exercises after each paragraph reading in every textbook.
- A five days workshop was organized to discuss on the books analyses carried out by experts and the experiences of the field study. After a prolong discussion, the workshop developed a Guide line for the writers by analyzing the existing educational materials in flexible Schooling Program. The workshop was participated by the

experts from various Government and Non-governmental organizations. All the newly developed lessons were finalized only after the feed-back of the concerned experts.

- Lastly, after the collection of feed- back from Non-formal Education Center, the materials were revised and Camera Ready copies are submitted to ESAT.