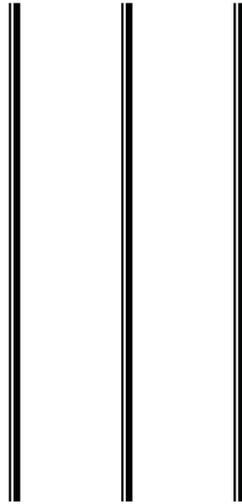


National Curriculum Framework for School Education in Nepal

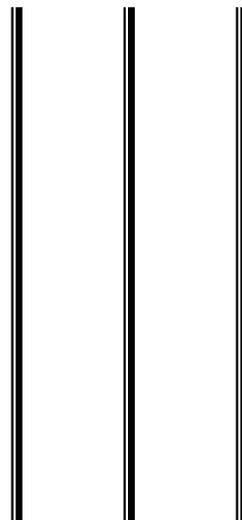
2007

Government of Nepal
Ministry of Education and Sports
Curriculum Development Centre
Sanothimi, Bhaktapur

National Curriculum Framework for School Education in Nepal



2007



Government of Nepal
Ministry of Education and Sports
Curriculum Development Centre
Sanothimi, Bhaktapur

Publisher

Government of Nepal
Ministry of Education and Sports
Curriculum Development Center
Sanothimi, Bhaktapur

© Curriculum Development Centre

This framework has been approved by the Government of Nepal, Ministry of Education and Sports on 8th February 2007 with a condition of incorporating technical, educational and academic suggestions being obtained during the process of implementation.

First Edition: 2007

Printer:

All rights reserved. It is strictly prohibited to publish it in whole or in part or changing its form without the written permission of the publisher.

Preface

This framework is the core document of school education of Nepal. It is expected that it will provide a long term vision of school education. It has presented the policy and guidelines on contemporary curricular and other important aspects, issues and challenges, vision of school level education, basic principles of curriculum development, objectives and structure of school education, student assessment and evaluation policy, and open education. Furthermore, it focuses on the overall policy related to educational management.

This NCF has tried to encompass the various aspects currently in practice globally. Specifically, ICT, life skills, world of work, human rights, and inclusiveness have been addressed in this framework. It is believed that this will promote democratic system and culture as well.

This document has been developed by analyzing the existing educational, social, cultural, political and economic situation of Nepal as well the global scenario. The effective implementation of this framework will ensure overall development of children and provide clear cut direction for the national education system as a whole.

This framework has incorporated the invaluable suggestions came from the wider participation of stakeholders. Interactions, workshops, seminars were conducted at different levels representing policy level and implementing level personnel. Besides, the analysis of the existing school curricula from various perspectives and thematic discussions are the fundamental base of this framework.

The Curriculum Development Centre extends its deep gratitude to the advisory board, policy makers, experts and specialists, professors, teachers, journalists, employers, parents, students and other concerned personalities for their significant help and suggestions. The CDC is grateful to the Ministry of Education and Sports and its line agencies, National Curriculum Development and Evaluation Council for their support. The centre is thankful to Education Sector Advisory Team (ESAT) for its technical and financial assistance for the development of this document.

Hari Bol Khanal
Executive Director
Curriculum Development Centre
Sanothimi, Bhaktapur

Contents

	Page
Titles	
Preface	
Synopsis	1
Part: One	
1. Rationale of National Curriculum Framework (NCF)	6
1.1 Introduction	6
1.2 Background	6
1.3 Development process	8
1.4 Organization of the framework	11
Part: Two	
2. Contemporary curricular issues and challenges	12
2.1 Socio-cultural and educational aspects	12
2.2 Curriculum development process	13
2.3 Consistency and continuity of curriculum	14
2.4 Norms and value based education	14
2.5 Life skill based education	15
2.6 Education for employment and self-employment	16
2.7 Need of ICT based education	17
2.8 Issues of mother tongue	18
2.9 Inclusive curricular approach	19
2.10 Instructional approaches	20
2.11 Sanskrit education	22
2.12 Local need based education	22
2.13 Subjects to be taught	24
2.14 Alternative education	24
2.15 Impact of globalization in education	25
2.16 Student assessment and evaluation	26
2.17 Quality and relevancy of education	27
2.18 Educational research	28
2.19 Capacity building	29
Part: Three	
3. National educational objectives, vision of school education and curricular principles	31
3.1 National objectives	31
3.2 Vision of school education	32
3.3 Principles of curriculum development	32
3.3.1 Comprehensive and balanced approach of curriculum development	32
3.3.2 Organization of major learning areas	33
3.3.3 Integrated approach of curriculum development	33

3.3.4	Child-centered curriculum development approach	34
3.3.5	Medium of instruction	34
3.3.6	Inclusive approach in curriculum development	34
3.3.7	Local need based curriculum development approach	35
3.3.8	Sanskrit education as the foundation of eastern philosophy	35
3.3.9	Information and communication technology	36
3.3.10	Life skills in curriculum	36
3.3.11	Work oriented curriculum development	36
3.3.12	Priority on student assessment and evaluation	37
3.3.13	Participatory curriculum development process	37
3.3.14	Alternative, distance/open education policy	38
3.3.15	Norms and values based curriculum development	38
3.3.16	Research based curriculum development	38
3.3.17	Instructional/curricular activities	39
3.3.18	Quality standards of school education	39
Part: Four		
4.	Objectives, curriculum structure, student evaluation and related curricular policies of school education	40
4.1	Structure of school education	40
4.2	Level wise age group	40
4.3	Level wise objectives of school education	40
4.3.1	Early childhood development	40
4.3.2	Basic education (Grade 1-8)	41
4.3.3	Secondary education (Grade 9-12)	42
4.4	Curriculum structure of school education	43
4.4.1	Basic level	43
4.4.2	Secondary level	46
4.5	Student assessment and evaluation	46
4.6	Other curricular issues	49
4.6.1	Employment oriented education	49
4.6.2	Teacher education	50
4.6.3	Teaching learning activities and materials	50
4.6.4	Textbooks	51
4.6.5	Sanskrit education	52
4.6.6	Monitoring and supervision	52
4.6.7	Institutional schools	53
4.6.8	Open education	53
4.6.9	Determine quality and standard of school education	53

Part: Five		
5. Implementation of National Curriculum Framework (NCF)		55
5.1 Re-structuring of school education		55
5.2 Improvement in curriculum development, reform and approval procedures		55
5.3 Development and distribution of curricular materials		56
5.4 Development of institutional mechanism		56
5.5 Curriculum evaluation and research		57
5.6 Examination committees at different levels		57
5.7 Stakeholders' participation in student assessment and evaluation		59
5.8 Institutional provision for implementing evaluation policy		59
5.9 Development of teachers for effective implementation of curriculum		60
5.10 Schools		61
5.11 Co-ordination and partnership		62
5.12 Institutional capacity and NCF implementation		62
5.13 Revision and improvement of NCF		62
	Proposed frame work for implementation	63
Reference		66
Appendixes		70

Summary

All round development of the nation depends on well managed school education system. The main bases in developing this framework are socio-economic, political, cultural and educational contexts. The existing Tenth Plan and other educational plans were also taken into account. To make the development process more participatory, attempts for wider participation of stakeholders at different levels have been made. Likewise, the research findings and recommendations of the CDC and research reports carried out by various institutions were also taken into consideration. This framework has laid emphasis on globalization, modernization, decentralization, and localization of curriculum in the Nepalese context. It has also explicitly spelled out the objectives of equitable and inclusive society by promoting dignity of labour and skills. This framework aims at consolidating the overall development of school management taking into account of school, teaching learning activities, teachers and students. Specially, the principles of curriculum design and its implementation, the vision of school education, curriculum structure and the implementation of the framework have been systematically presented. The summary of National Curriculum Framework is as follows:

Contemporary curricular issues and challenges:

In course of developing this framework, the following aspects, issues and challenges of school education of Nepal have been taken into account.

- socio-cultural and educational aspects
- curriculum development process
- consistency and continuity of curriculum
- norms and value based education
- life skill based education
- education for employment and self-employment
- ICT based education
- mother tongue issues

- inclusive curricular approach
- instructional approaches
- Sanskrit education
- local need based education
- subjects taught
- alternative education
- impact of globalization in education
- student assessment and evaluation
- quality and relevancy of education
- educational research
- Institutional capacity

(b) **Principles of curriculum development**

Analysing the above mentioned contemporary curricular issues and challenges, this framework has set up the following curriculum development and implementation principles. The principles to be adopted are:

- comprehensive and balanced approach
- organization of major learning areas
- integrated approach of curriculum development
- child-centered curriculum development approach
- basic education in mother tongue
- inclusive approach in curriculum development
- local need based curriculum development approach
- Sanskrit education as the foundation of eastern knowledge and philosophy
- information and communication technology
- life skill based education
- work oriented curriculum
- student assessment and evaluation
- participatory curriculum development process
- alternative, distance/open education policy
- norms and values based curriculum development

- Research based curriculum development
- Teaching learning activities as an integral part of curriculum
- Setting quality standards of school education

(c) Curriculum structure and subject areas:

Level	Stage/Stream	Major area of learning	Subject
Basic Education Grade 1-8	(a) First stage (Grade 1-3)	Language, Mathematics, Social Studies, Creative Arts, Local need based education	Based on integrated curriculum, an activity book covering the major areas of learning should be developed and implemented accordingly
	(b) Second Stage (Grade 4-5)	Nepali, English, Mathematics, Social Studies	Compulsory: Nepali, English, Mathematics, Social Studies. School can select two local need based additional subjects. The curriculum for Social Studies should be local need based and it should integrate subjects like Science, Health and Physical Education
	(c) Third Stage Grade (6-8)	Language, Mathematics, Social studies, Science, Local Subject	Compulsory : Nepali, English, Mathematics, Social Studies, Science Optional first : Language/ Others Optional second : Local subject (vocation, business and trade and others)
Secondary Education (Grade 9-12)	(a) General Stream (Grade 9-12)	(a) General Stream : Language, Science, Mathematics, Social Studies, Local subject	According to single track system, necessary arrangement will be made.
	(b) Vocational stream (Grade 9-12)	(b) Vocational/technical stream : Agriculture, forestry science, Medical science, Engineering	Considering the nature and specialties of the subjects areas, necessary provision will be made on the basis of the suggestions and recommendations provided by the special technical taskforce

After the implementation of NCF, organized education outside school like: *Gurukul*, *Madarasa*, *Gumbba* and other system of schooling will also be mainstreamed.

(d) Other major educational aspects

The other aspects of school education have been arranged in the following ways.

- open education has been provisioned to make the school education more accessible
- accreditation has been provisioned to enroll the students from non-formal to formal education
- bridge course has been proposed to switch over from technical and vocational education to formal education and vice versa.
- Extend the existing Sanskrit education stream up to Grade 12 and incorporate its core values in general education stream.
- Student assessment and evaluation
 - develop and implement inclusive assessment and evaluation system
 - establish continuous assessment system as an integral part of teaching learning and adopt grade wise liberal promotion policy up to grade seven.
 - Final examinations of grade five, grade eight, grade 10 and grade 12 (School Leaving Examination) will be administered by resource centre, district, regional and national level respectively.
 - Forty percent of the full marks will be the pass marks for all grades.
 - Letter grading system will be introduced by carrying out feasibility study
- Necessary provision will be made to enable teachers to play the role of catalyst of information, promoter, co-learner and the creator of open learning culture.
- adopt and implement multiple textbook policy in school education
- set quality standards at national level and on the basis of it the district and school will set and implement their own quality benchmarks
- evaluate the school curricula in every five years
- review mechanism at central level will be established to review the educational activities of school and provide feedbacks for further reforms
- give schools autonomy and enable them to carry out curricular activities in compliance with the NCF

- Supervision and monitoring of school education will be centered on access, coherence between teaching learning and curriculum, implementation of local curriculum, etc.

For the effective implementation of this frame work, necessary policy reforms will be made on various areas of school education. These areas include restructuring of school education, reforming curriculum development and revision process, improving assessment and evaluation system, enhancing research and innovation, strengthening coordination and partnership, developing teachers and institutional capacity right from central to grassroots level.

Part – One

Rationale of National Curriculum Framework

1.1 Introduction

National Curriculum Framework (NCF) is the core document that specifies the policy of developing and implementing curriculum. It visualizes the appropriate learning areas and the teaching learning activities to manage them systematically. It aims at managing the school education in such a way that students become competent to cope with the challenges of the 21st century. The implementation of this framework will help resolve the curricular issues and concerns like uncertainty of curricular subjects, inclusiveness, localization, educational research, teacher education and overall educational management. Furthermore, it assists in assessing and evaluating student, teachers, schools and curriculum. This will improve access and equity in education, quality and relevancy and thus, ensures opportunities of relevant, qualitative and continuous education for all.

1.2 Background

In the context of 21st century human rights, child rights, peace, gender and social equity, population education and environment conservation including global information and communication technology have become the emerging needs. Therefore, it is necessary to spell out the vision of education. Rights to quality education for all can only be ensured if education is taken as the major tool for social transformation and economic, cultural and political advancement. To be more precise, today's indispensable need is to bring reforms in access, equality, relevancy and quality in order to promote lifelong education.

On the basis of the above context and the existing educational practices of Nepal necessity of a National Curriculum Framework has been felt. . Mainly, the various aspects given below have been taken as the rationale of the NCF:

- NCF as such has not been developed so far
- systematize the development process of curriculum and curricular materials
- bring grade 1-12 under school education structure and develop integrated implementation system
- systematize the curriculum structure to end the tendencies of changing the curriculum without any firm reasons
- materialize the government's international commitments on obtaining the objectives of the programmes like Education for All and Millennium Development Goals.
- make a provision of inclusive education
- develop ideal partnership in education
- mitigate the drawbacks encountered in the implementation of curriculum and other curricular aspects such as teaching learning activities, assessment and evaluation, and teacher development
- guide all the institutions involved in curriculum development and implementation to strengthen their institutional capacity
- create an environment of political understanding, cooperation, coordination and consent for over all educational development
- explore and manage appropriate resources
- shape education in line with the long term development goals of the nation
- face all the issues and challenges of the education system

This framework has been designed to make a provision of education that can generate productive, creative, qualitative, nationalistic, employment-oriented and globally competitive citizens. The effective implementation of this framework will help establish

cultured, prosperous, competitive and equitable society. In addition to this, the policy of restructuring the school education to 12 years of schooling (Grade 1-8 basic level and 9-12 Secondary level) as adopted by the Tenth Five Year Plan, Education for All (2004-09), Secondary Education Support Program and School Sector Approach have been the rationale behind developing this framework.

1.3 Development process

Global curricular context, analysis of the existing curricula, professional input of the experts, suggestions of stakeholders and child psychology are the fundamental bases in designing this framework. (see annex 1)

The steps adopted were as follows:

Formation of Advisory Committee

An advisory committee of expertise under the coordination of the Executive Director of Curriculum Development Centre (CDC) was formed in order to determine the structure of the framework and its development process. This committee provided professional advice and feedbacks throughout the process of development. (See Appendix 2)

National Workshop

As per the advice of the advisory committee, the Curriculum Development Centre conducted a national workshop of the stakeholders (educationists, teachers, parents) to decide the vision and structure of the framework. (See Appendix 3)

Regional Workshops

On the basis of the suggestions obtained from the national workshop, five regional workshops were conducted to collect feedbacks about the structure of the framework. The participants in the workshops were women, Dalit, Janajati, special need groups, guardians, industrialists, journalists, teachers, students and others. These regional

workshops served as the forums to collect the grassroots level stakeholders' information and suggestions. (See Appendix 3.)

Literature review

Apart from the feedbacks received from the workshops, other relevant literature were studied and analyzed. The related educational documents and the curriculum frameworks of countries like India, Australia, New Zealand, Thailand, Finland, etc were also reviewed. This review proved instrumental in determining the vision and structure of the framework.

Analysis of the existing curricula and textbooks (Grade 1-12)

A taskforce, comprising curriculum experts, teachers from university, higher secondary education board and schools was constituted in order to analyze the existing curricula and curricular materials of six compulsory subjects (Nepali, English, Mathematics, Science, Social Studies, Health, Population and Environment Education) of grade 1-12. The materials were analyzed from various dimensions-grade and level, vertical and horizontal relations and their adequacy and relevancy. Each task force conducted school interaction programme at different schools and finally submitted the reports¹ of the respective subjects to the CDC.

Analysis of curricula and curricular materials by various interest groups

Various interest groups related institutions like that of Women, Dalit, disabled, Janajati and child rights have been raising voice for ensuring inclusiveness and friendly environment in the school level curriculum. These institutions thus analyzed the existing school curricula (Grade 1-12) and other related materials from their own

¹ A report, including the suggestions given by the task force, has been prepared. The detail description about the analysis of curricula and textbooks of Grades 1-12 and the details of school interaction has also been presented in this printed report.

perspectives and submitted their reports.² The recommendations and feedbacks of these reports were also taken into account.

Thematic Discussion

The five major areas pointed out to be addressed by the NCF are: information and communication technology, inclusive curriculum, local curriculum, assessment and evaluation and life skill education. Separate seminars and workshops were conducted on these areas and the feedbacks of the concerned experts were obtained.

Policy Makers' Workshop

A one day workshop of policy makers was conducted and obtained their feedbacks of policy makers in national level. The participants of this workshop were university professors, representatives of teacher unions, and nationally acknowledged experts and scholars.

Discussion at National Curriculum Development and Evaluation Council

The draft of NCF was presented for discussion at National Curriculum Development and Evaluation Council in order to obtain suggestions related to policy, technical and managerial aspects. The council gave directives to collect feedbacks from various institutions and line agencies of MOES and incorporate them into the NCF for further improvement. Accordingly, feedbacks and suggestions were collected from Tribhuvan University, Nepal Sanskrit University, Council for Technical Education and Vocation Training, Department of Education, Higher Secondary Education Board, and the other departments under the Ministry of Education and Sports,

² The reports are: (1) The Analytical Report of the curriculum, textbooks and teachers guide from dalits' perspectives (2) The Analytical Report of the curriculum textbooks and teachers guides from the disabled's perspectives (3) The Analytical Report of the school level curriculum from indigenous and Janajatis' perspectives (4) The Analytical Report of the curriculum and the textbooks (Grade 1-12) from human rights and child centered perspectives and (5) The Analytical report of the curriculum (Grade 1-12) from gender perspectives.

Teachers Unions and Parents' Association. Finally the NCF was modified and improved by incorporating the obtained suggestions and feedbacks.

Modification in compliance with Democracy

In order to give the final shape of the framework in compliance with democracy, a technical committee was formed on the basis of the guideline issued by MOES. This committee did the necessary modification and finalized it (See Appendix 4)

Discussion with stakeholders at policy making level

The framework, revised and reformed at different stages, was brought into discussion among the policy making level stakeholders. (Appendix 5). The major subject areas were pointed out for revision. Discussions and interactions were held with the concerned subject experts for further improvement. In course of holding discussions and interactions, efforts were made to include all the stakeholders of education sectors. This framework has been prepared after analyzing the primary feedbacks and suggestions received from the students, teachers, guardians, farmers, businessmen, industrialists, journalists, governmental and non - governmental organizations and other stakeholders. A discussion workshop among the representatives of the former National *Dalit* Commission, Disabled federation, Women Commission, Human Right Commission and *Janajati* Commission (Appendix 6) was also conducted before submitting the framework for final approval.

Discussion among policy making personnel of MOES

Under the co-ordination of MOES, the framework was brought into discussion among the policy making personnel prior to final approval. The major focus of discussion was on the impending challenges and their solutions in the process of implementation. Finally, the framework was revised by incorporating the feedbacks and suggestions came from the discussion. (Appendix 7)

1.4 Organization of the Framework

The NCF is the fundamental document of the school education of Nepal. Its contents are systematically presented in various units. The first unit gives the introduction of NCF and explains why we need it and how it was developed. Likewise the second unit contains the contemporary curricular issues and challenges of school education. The third unit mentions the conceptual and theoretical measures to address the above mentioned curricular issues and challenges. In this unit, attempts have been made to clarify the vision of the state on the important curricular issues. In the fourth unit, objectives of school education, curriculum structure and assessment and evaluation policy have been mentioned to address the curricular issues and challenges presented in the second unit on the basis of conceptual and theoretical aspect given in the third unit. Furthermore, the unit mentions the national policy and vision related to bridge course, Sanskrit education, assessment and evaluation of students, teaching learning activities, teacher education, institutional schools, and open education. The last or the fifth unit states the objectives and structure of education, assessment and evaluation of students and the implementation strategies of various educational aspects. Furthermore, this unit contains re-structuring of school education, improvement in curriculum development, reform and approval procedures, development of institutional mechanism, preparation of teachers. The revision and improvement of the framework and its implementation plan have also been mentioned in this unit.

Part - Two

Contemporary curricular issues and challenges

In the process of developing the curricular vision, it requires identifying and analyzing the contemporary curricular issues and challenges. This paves the way to build a basis for formulating the vision. Therefore, in this unit, attempts have been made to mention the important educational aspects of school education; and the related problems and challenges have been analyzed and explained.

2.1 Socio-cultural and Educational Aspects

Nepal is geographically, socially and culturally a diverse country. These diversities are the unique features of the country. The enchanting snow-clad mountains, hills, valleys, plains, fertile land of the Terai and the short range variation in climate are the special characteristics of Nepal. Furthermore collective life style, simplicity, cordiality, generosity, hospitality, mutual understanding and tolerance and taking pride in one's own culture are the ideals of Nepalese society.

Additionally, unique features like various arts, costumes, life styles, religions temples, monasteries, *Pati Pauwas*, *Chautaras*, stone spouts and, varieties of cultural practices are peculiar in themselves.

Despite Nepal's entry into WTO in the context of globalization and liberalization, agriculture, animal raising, herb processing, exchange of indigenous products, weekly *Haat bazaar*, mountaineering, tourism etc. are the bases of economy.

Nepal is a country rich in socio cultural aspects. But there are several issues and challenges which are as follows:

- Being an agricultural country, Nepal is not self dependent due to lack of expected advancement in agriculture sector
- Low economic growth rate
- Low literacy rate
- Quality of education standard lower than expected

- The state of socio-cultural and educational infrastructures have not been substantially developed
- No improvement in controlling population growth
- A question is raised on the relevancy of education since the human resource produced by the existing education system could neither find proper place in the employment market nor is able to generate self employment
- Literacy rate of women, marginalized and oppressed group, person with disability, geographically disadvantaged is not satisfactory.
- Adequate educational opportunities are not available to children, women, marginalized and oppressed group, person with disability, geographically disadvantaged people.

Educational challenges are still in existence due to above mentioned geographical, social and cultural aspects. In this context, it is quite challenging to address them for accelerating the overall development. Therefore, NCF needs to envision these challenges.

2.2 Curriculum Development Process

Curriculum Development Centre develops the school curricula and other curricular materials. The National Curriculum Development and Assessment Council (NCDAC) headed by the Minister of Education and Sports formulates the curricular policies and the Curriculum Development Centre implements them. The centre adopts the following procedures to carry out the curricular activities.

- Recommendations given by national level education commissions, task force and committees.
- Suggestions provided by curriculum users.
- Suggestions and reactions obtained through workshops and interaction programmes attended by teachers, guardians, social workers, and intellectuals.
- Objectives, policies, programmes and experiences attained in course of developing and implementing curricula
- Recommendations of educational research and innovation and educational philosophy.
- Suggestions and advice received from different channels of communication.
- Suggestions from civil society

CDC has adopted a mechanism of collecting information and feedbacks on curriculum from its users (students and teachers) and other stakeholders such as parliamentarians, guardians, school management committees, members of district education committees, special need groups and civil society. Curriculum updating, revision and improvement are done according to the feedback received from various stakeholders. In practice, CDC updates the curriculum annually, carry out minor revisions in every five year and major revision/reform in every ten year. However, the following issues are yet to be addressed:

- Decentralize the curriculum development process
- Ensure stakeholders' participation
- Develop and implement need based curricula
- Develop curricula in compliance with inclusive concept
- Establish institutional mechanism up to local level
- Instill relevant educational skills, techniques and attitude in students

Addressing the above mentioned conditions and making curriculum development process more practical and relevant to upgrade its standard are the major issues and challenges.

2.3 Consistency and continuity of curriculum

The level wise consistency of curriculum directly affects the overall quality and effectiveness of education. A curriculum should be in consistent with level wise, grade wise, subject wise, and students' capability. Furthermore, vertical and horizontal relation of the curriculum also plays a pivotal role in maintaining consistency and continuity. But, the questions raised on the level wise consistency of the existing curriculum cannot be denied. In order to find out the existing problems with regards to consistency and continuity in school level curriculum various documents, research findings, stakeholders' suggestions, expert experiences and the subject wise analysis of grades 1-12 curriculum have also been taken into account. The following problems are still to be seen in relation to the consistency and continuity of the curriculum.

- Level wise, grade wise and subject wise curriculum is not balanced horizontally and vertically on top of that level wise problem is more
- Curriculum development procedure has not been following holistic approach instead it is developed level wise
- Practice of adding and removing curricular subjects time and again

- Being unable to select the contents as per students' standard, the curriculum has become a bit heavier

2.4 Norms and value based education

Education should develop cultured citizens. It should also help learning to know, learning to be, learning to do and learning to live together. It should help enhance and strengthen social justice, democracy, human rights, co-existence, equity and equality. Education should also address peace, tolerance, etiquette and employment. In the present organized and formal educational management, education is taken for the preparation of employment. The curriculum covering all these aspects can be considered as norms and value based curriculum. The school graduates of Nepal can neither generate work nor create one. Similarly s/he can neither carry on the ancestral occupations, nor help in house hold chores. The national level reports have pointed out the facts that the human resource produced so far is ignorant of norms and values, social responsibility and practical attitudes. In course of developing this framework various stakeholders' pointed out that the existing curriculum has not been able to address the aspects like honesty, economy, love and affection, courtesy, sympathy to children, women and the persons with disabilities. Furthermore, the review of literature and analysis of the curricula also highlighted that the existing curriculum neither promote the Eastern philosophy nor addresses the Western and modern values. Thus, the framework should address the curricular structure and teaching learning activities and present the consolidated vision by addressing the following points.

- Development of curricula based on Nepalese norms and values
- Curriculum based on the attributes like peace, tolerance and fostering discipline

2.5 Life skill based education

By developing children's intellectual, emotional, mental and physical growth specific skills should be instilled in them to make their life happy, comfortable and standard. Generally, these skills are viewed in the following two ways:

1. Vocational skills (skills considered very essential to promote economic activities).

2. Life skills (skills considered very essential to cope with the problems and various risks that crop up in life)

The existing curriculum development process has not yet clearly defined vocational skills and life skills. The forthcoming curriculum should clarify the necessary skills to be promoted and managed. Only then, the curriculum development and its implementation can be more practicable. How to address the following subject areas in relation to life skill education and vocational skill through the NCF have remained as the major challenge.

- define the skills and subjects under vocational skills clearly
- define life skills and incorporate them across the curriculum
- include and systematize the skills like making self decision, solving ones own problems effectively, negotiating and compromising in conflicts, participating in personal, social and national level decision making; and keeping oneself away form various hazards maintaining consistency between vocational skills and life skill education.
- systematize the curriculum so as to instill various life skills and vocational skills in students through teaching learning activities

2.6 Education for self/employment

Education should prepare qualified citizens for household work; social and national service, self development and income-generating job or any other vocation by using own proficiency. Therefore, education should aim entirely at making the citizens capable of getting or generating employment. The education which enables the human resource to enter the existing world of work easily, show his/her proficiency, generate employment on his/her own, provide employment opportunity for others is specifically work oriented education. In our context also, curriculum is being developed focusing on work oriented education. Some of its examples are the implementation of New Education System Plan, establishment of vocational schools and offering vocational subjects. However, the intended outcomes of these programmes could not be materialized so the school education has become

questionable from both employment and self employment point of view. The goal of producing academically as well as technically competent human resources with good attitudes towards education could not be achieved as per expectation because the annual failure rate of the students remained very high. Similarly vocational/technical trainings have turned out to be academic rather than functional. The produced human resource is not able to enter the world of employment nor could they generate self employment as a result they are still wandering for jobs. All these situations establish the fact that education should be work oriented. In course of developing this NCF, the following aspects have stood as challenges:

- Types of school education: the vocational stream and the general stream go together or separately.
- Accommodation of the skills required for the world of work in various subject areas of school curricula
- Provision of switching from vocational stream to general stream and vice versa
- Accreditation of informally conducted vocational trainings
- Coordination and synchronization between school structure and Council for Technical Education and Vocational Training (CTEVT) structure

2.7 Need of ICT based education

With the dawn of the 21st century, human civilization has already entered into the era of information and communication technology. ICT has already encompassed the world of mass media. It is a means of receiving and retrieving, storing and collecting, developing and applying, communicating and disseminating knowledge and information. Throughout the world, ICT has been proved as one of the important tools for promoting education. It has been used in the schools in the following three ways:

- Communicating and transmitting information related to school administration
- As a tool to teaching other subjects
- Offering ICT as a separate subject

It cannot be said that there is no provision of ICT in the education system of Nepal. ICT has been incorporated in school and higher education curricula which are being implemented in the limited number of schools and colleges. ICT education has been

given greater importance even in the periodic plans in order to prepare capable human resource that could withstand the challenges brought about by globalization, science and technology. However, in so saying the following shortcomings do still exist.

- ICT has not been properly addressed by the curriculum.
- ICT as a subject or as a tool of teaching learning has not been clearly defined.
- No vertical consistency of technical subjects including computer education from lower to higher level of education.
- Lack of adequate physical infrastructure, conducive environment and efficient resource persons

To systematize ICT as a separate subject and as a tool of teaching learning and to create conducive environment by mitigating the above mentioned setbacks have still remained as a challenge.

2.8 Issues of mother tongue

There are two major aspects of language in relation to curriculum: first- protection, promotion and development; second-teaching and learning. The latter aspect is considered more important in the teaching learning process of formal school education. Particularly, in the elementary level grades, learning becomes more convenient due to vocabulary. Research findings have pointed out that the use of mother tongue as a medium of instruction is effective and this attracts children to school as well. This has also been proven by the experience.

The existing laws have made some provisions in relation to mother tongue. The Local Governance Act has made the provision that the local government can open and operate primary schools in mother tongues. Likewise Education Act and Regulation have also made the provision of operating primary schools in mother tongues. The National Language Recommendation Commission 1993 has recommended the necessity of bilingual education. In addition to the goals set by Dakar Conference, the Education for All National Plan of Action, Nepal (EFA/NPA) has added one more goal i.e. to ensure education through mother tongue. The Tenth Plan has also made the policy of providing education in mother tongue. The Constitution of the Kingdom of Nepal 1990 had made the provision of giving education in mother tongue up to the primary level. Likewise the Interim

Constitution 2006 has made the provision of receiving basic education in mother tongue as a fundamental right. Despite these aforementioned efforts, the following are the challenges with regards to providing education in mother tongue.

- Heterogeneous communities with diverse lingual and socio cultural structure
- Lack of development and management of teachers for bilingual education
- Lack of community initiation in managing mother tongue teachers
- Lack of script, grammar, dictionary and writing practice in most of the mother tongues
- Lack of adequate preparation for multi grade teaching
- Difficulty to avail resource materials required in mother tongue.
- Demographic pressure of Nepali language speaking community
- Lack of clear policy regarding mother tongue
- Lack of involvement of concerned stakeholders at policy making and implementation level
- Unavailability of sign language and Braille in mother tongue

2.9 Inclusive curricular approach

The development and expansion of education in Nepal is being carried out through formal (school education), non formal education and religious institutions like *Gurukul*, Madarasa and Gumbas (Monasteries). However, almost half of the population is still illiterate. About 14% of primary level age group children are deprived of school education. As the levels and grades go higher, the number of students goes down. The population of school-going students who are out of school hail mostly from geographically, economically, culturally, socially, religiously affected society.

From the point of view of access and equity, the principle of positive discrimination needs to be adopted for the expansion of education. Therefore, the nation has to make special provision for women, helpless and senior citizens, orphans with disability and economically and socially backward community. Furthermore it has to safeguard the right to education in mother tongue, guarantee the child rights and provide free basic education. The prime goal of inclusive education is to bring the

children deprived of education due to various reasons into the main stream of education system. In course of preparing this frame work various stakeholders (child right forum, National Women Commission, Dalit, Janajati, Federation of People with Disability also analysed the school level curricula and presented their reports. The reports prepared by these stakeholders and the report of Thematic Workshops indicated that the existing curriculum does not adequately address the need of women, *Dalit*, *Janajatis*, backward class, people with disability, people having very hard life, child labourer, household servants, street children and conflict affected children. Similarly the reports have pointed out to give equal importance to the educational need of mentally retarded children.

For the all round development of children it is necessary to avoid the state of being deprived of education, to eliminate drop outs, and to make education child centred. Keeping the above mentioned facts in mind, the following target groups have to be given special priority.

- Women
- Children with disability
- *Dalit* children
- Disadvantaged (Backward) groups
- Street children
- Conflict affected children
- Sexually exploited and abused children
- The poor
- Workers and laborers
- Minors staying in prisons with prisoners (parents)
- HIV infected Children
- Children suffering from leprosy and contagious diseases

The Curriculum should focus on the issues like how to make the curricula inclusive, how to make school child-centred and child friendly, how to provide equal opportunity to all children irrespective of their capabilities and how to bring them into the main stream of education (general education).

2.10 Instructional Approaches

The effectiveness of curriculum relies on its implementation. The teaching method should be practical and effective in order to transform the learning achievements set by the curriculum. Schools and classroom environment as well as the activities conducted in classes are considered as the key elements for the successful implementation of the present day formal school curriculum. The relation between school and community, teacher development and management, education materials and the evaluation system bring about great effect on instructional approach. Similarly, instructional approaches are considerably significant from the angle of teaching and learning because a teacher has to play the role of a communicator, co-learner, facilitator, motivator and an agent to make learners inquisitive in learning.

Studies and experience have proved that our school level instructional methods are based on traditional classrooms teaching. Teaching learning activities are conducted on the basis of textbooks designed in accordance with the curriculum developed at central level. The aspects such as grade teaching, multi grade teaching, subject teaching, community work and project work have not been given due importance. Teaching learning environment has happened to be more instruction oriented rather than learning oriented. The problems related to it are as follows:

- Schools do not run according to operational calendar.
- Management of qualified and competent head teachers
- Lack of adequate instructional materials, inadequate mobilization of local level, and nominal use of available materials
- School community relationship not so strong
- Less importance given to extra curricular activities.
- Teacher training is focused more on theory rather than practice.
- Lacking tri-polar (teachers, students and guardians) interaction in teaching.
- Lack of interaction and mutual cooperation among teachers.
- Less importance given to assessment, monitoring, innovation, creativity and research works.

- Aftermaths of conflict
- Problems in the use of modern technology in teaching and learning

Due to these problems the instructional approaches currently in practice at schools still follow the traditional approach. Therefore, the challenge of the day is to develop and implement curricula and curricular materials in a good coordination with stakeholders so as to transform teaching into learning, establish collaborative learning, design child centred instruction by using information and technology, learning through project work and group work.

2.11 Sanskrit Education

Sanskrit literature is considered as the store house of knowledge and wisdom. Sanskrit education is regarded as the foundation of the eastern philosophy. The aspects such as knowledge, skill, technology, character, social norms, morality, development of mind and body which come under the domain of oriental philosophy are still considered very important. The importance of Sanskrit education is justified by the fact that it is being taught at different universities in the western countries and various research works are also being carried out to find out the essence of this subject. There is an emotional attachment towards Sanskrit education because of its influence on religious, cultural and social life of the majority of Nepalese people. Additionally, the religious books in Sanskrit language hold an important place while conducting various rituals right from birth to death. It has also become the medium of religious tolerance, mutual help and respect as well. Despite the positive aspects mentioned above, the following problems related to it still exist.

- Important aspect existed in the eastern literature not incorporated in school education.
- No formulation and implementation of promotional programmes of Sanskrit education as per its diverse nature
- Ineffective teaching of Sanskrit education.
- Majority of people are unaware of the importance of Sanskrit education.

Developing a curriculum framework by addressing these setbacks has stood as an additional challenge.

2.12 Local need based education

The efficient management of formal school education harmonizing with the local curriculum and its implementation has been the area of debate and discussion. The notion- education should be based on local needs in order to address the local necessity- has already been globally acknowledged. In this regard, various approaches and strategies regarding the implementation of local curriculum are mentioned below.

- Develop general guiding principles of local curriculum and incorporate the local contents accordingly.
- Develop and manage the process of selecting the subject and its contents at local level on the basis of specified weightage given in the centrally structured curriculum.
- By means of instructional activities, localize the subject matter prescribed centrally
- Develop and manage a curriculum at local level addressing local, national and global context

In Nepal efforts are being made to make the education based on local needs. Despite this, pressure is being put forward to systematize the local curriculum based on knowledge, skills, technology, etc at local level. Further, the necessity of local curriculum is also being demanded by persons from different sectors as well as research reports.

The primary education curriculum 2005 has provided a weightage of 20% for the study of local contents in Social Studies, Creative Arts and Physical Education respectively. It has also made provision for an additional subject for local need based study that may include mother tongue or local need based subject which is not offered at Lower Secondary and Secondary level. But the SESP Core document has spelt out that there should be 10% to 15% weightage to local need based education in secondary level too.

Despite the above given facts, the following problems are seen in relation to the curriculum that reflects local needs.

- Lack of human resource at local level to develop local need based curriculum
- Lack of trained teachers to carry out local need based child centered teaching.
- Lack of conducive environment to develop and implement the local curriculum at local level.
- Lack of institutional mechanism to provide necessary technical assistance, guidance and suggestions for the development and implementation of curriculum at local level.

2.13 Subjects to be taught

Difficulties have been experienced globally on what learning areas to select and offer at different levels of school education. Moreover, there is no uniformity in the curriculum implemented at different levels of school education throughout the world. Regarding the subjects being offered in the primary level, many countries in the world have adopted language, mathematics, science, and social studies as the major subjects. Apart from this, literacy, numeracy, life skills education, peace education, literature, etc are also being offered as teaching subjects in most of the countries.

In Nepal, decisions regarding the management of subjects to be offered are taken without comprehensive studies and recommendations. One of the examples of such decision is the trend of adding subject/s in the curriculum. There are other examples of adding and revising subjects and their weightage without assessing their long term effects and without undergoing technical or academic procedures. Therefore, the addition and deletion of subjects in the school curriculum are very sensitive issues.

2.14 Alternative education

New invention and the advancement in the field of information and communication technology have widened the learning scope of knowledge and skills. Because of this, it has been universally realized that the formal school education system itself is not adequate to cater to the needs of the young learners. In order to meet this shortcoming, it is inevitable to formulate and launch new plans and programs immediately. In addition to this the sectors like non-formal education, organized education outside school, informal learning, etc, that widen the scope of knowledge should be mainstreamed and formalized.

In Nepal, all school-going age children have not enrolled in school and the dropout rate is also significantly high. The non formal education is providing educational opportunity to the out of school children in order to cater to their needs. The alternative education has not been properly systematized and expanded, though efforts are being made to do so. Many problems related to it still exist. Some of the important problems are as follows.

- Lack of open school education system
- No provision of proper curriculum and the existing one is centrally structured
- Children deprived of education are not benefited from this kind of education system
- Education provided by *Gurukul*, *Madarasa* and *Gumbas* is neither given national recognition nor brought into the mainstream of education.
- The access to formal education form non formal education is not ensured

2.15 Impact of globalization in education

Globalization helps create a knowledge based society. It directly affects in the formulation of educational policy as well as the various aspects of curriculum. Globalization has made it possible to standardize and systematize the curriculums by disseminating various forms of curriculum and curricular materials by establishing partnership among the countries of the world through electronic networks. These days priority is being given to access to education, quality, relevancy and the concept of stakeholders' involvement in education sector. Similarly, globalization has a vital role in gender equality, effectiveness of resource allocation, empowerment, participation, collaboration, and the identification of stakeholders. On top of that if the education standard of Nepal does not meet the international quality, the perspective of globalization will be of no meaning in Nepal.

With regard to globalization as mentioned above the effects brought about by it cannot be limited by the frontiers of any country; rather it gives a universally refined way out to resolve the local issues and challenges. Globalization specifies the relevant knowledge, skill and attitude essential to strengthen and enhance the capability of students of any country as a result they can be competitive and responsive to any kind of change to go ahead. In this way, education is considered as a means to enhance student's ability and live in the society successfully.

Globalization has appealed to produce citizens responsive to human rights, diverse culture, environment, and respect to mankind by changing the world into a global village.

In the global context education is not confined to a specific region or nation. However, education of a country should be within the geographic, economic and social context of its own region. In this regard the issue of localization of curriculum should also be taken into account. Hence, globalization has created a situation to maintain a balance in the curriculum as a challenge in order to meet the local, national and global requirements.

2.16 Student assessment and evaluation

Student assessment is the process of gathering, interpreting, recording and analyzing data, using information and obtaining feedbacks for re-planning educational programmes. In carrying out student assessment, educationists and evaluation experts have pointed out that the examination system should be comprehensive and fair. The examination should concentrate on achieving curricular outcomes, bring improvement on teaching/learning activities, and provide feedbacks in formulating national assessment policy.

It has often been pointed out that the existing assessment system of Nepal has neither been effective nor has it been acknowledged as an integral part of teaching and learning. Formative assessment system is not adopted in most of the schools. Assessment system is practiced through examination only which has led to various malpractices. Other forms of assessment such as classroom activities, home work, project work, co-curricular activities are not used for promoting students. The Basic and Primary Education Project II (BPEP II) adopted Continuous Assessment System (CAS) during its pilot phase and conducted teacher trainings and devised other assessment strategies for its effective implementation. Despite all these efforts, neither the students' overall assessment nor the evaluation of education system on the basis of students' assessment was found effective. Consequently CAS was proved ineffective. Therefore, in our context, student assessment system has

not been developed as an integral part of teaching learning activities nor has it been tied up with student's intellectual level, interest, pace, and needs. Systematic programmes of assessing student, teacher, school and curriculum have not been implemented so far for the overall development of education. The practice of assessing teachers, schools and the whole education system on the basis students' learning achievement has not been ascertained. Therefore student assessment should be well organized by transforming it into continuous assessment system (CAS) and obtain feedbacks from CAS to formulate and implement educational plans and make learners competent enough to adapt in the society which is quite challenging.

2.17 Quality and relevancy of education

It is difficult to define the term: 'quality education' as it is a relative term. In the education system based on modern, formal and organized curriculum, quality education is understood and applied on the basis of internal and external efficiency and cost effectiveness. Within the internal efficiency indicators like student enrollment, continuation and upgrading are applied whereas in external efficiency aspects like capacity building for higher studies and acceptance in the job market are taken into account. The other facets of quality education are to cultivate good personal qualities, moral character, discipline and courtesy. It also lays emphasis on the development of balanced and progressive inner strength, body, mind and soul from all dimension. Dignity of labour and understanding others are the other important aspects of quality education. In assessing quality standard of education, it is equally important to judge the cost, time and efforts invested directly or indirectly by students, teachers, parents, society and the nation.

National level study reports, recommendations of taskforce and committees and the other national level documents (including EFA) have pointed out that the high school graduates of existing school system are neither accepted in the job markets nor do they are interested to carry on their family business. These documents further revealed the deteriorating condition of various aspects such as moral character, discipline, traditional culture, norms and values, social etiquettes

understanding others and living together. These information and responses have been received even in the interactions with the stakeholders and at the time of school observation.

Economic, social, cultural and the political situation of the country are seen as the major hindrances in maintaining the expected educational standard. Besides, curriculum, teacher development and management, teaching learning activities and student assessments are also equally responsible for low quality education. Curriculum is used as the basic instructional material in the modern, organized, formal and non-formal education system. Therefore, implementation mechanism of a curriculum should be made simpler, more convenient and empirical in order to make the curriculum standard, effective and functional. This indicates that the implementation procedures get priority to upgrade the educational standard.

Education For All, Secondary Education Support Program and national level documents have mentioned to include literacy, numeracy and life skills in the basic and primary level education and lay emphasis on formulating and implementing these programs. Regarding other levels of education, these documents mention various aspects like curriculum, student assessment, competition with private sectors, teacher management, school environment improvement, monitoring and supervision as the interrelated issues which should be adopted and addressed in order to maintain quality and relevancy in education. Accordingly, efforts are being made; however, the existing situation demands additional efforts.

Development of curriculum, teachers, evaluation system should be balanced and in proper coordination with multi cultural sensitivity, economic condition, social structure, norms and values and nature and life style of Nepalese people. In this scenario, developing appropriate and sustainable policy, strategy, action plan and implementing them with proper management so as to ensure standard and relevant education has stood as one of the major challenges.

2.18 Educational research

Educational research helps in gaining and enhancing knowledge. It provides reasons to accept or reject norms and values in practice. It also helps to come to the conclusion by analyzing the strengths and weakness, opportunity and challenges of any educational issue. Such research collects and analyzes public and stakeholders opinions to formulate appropriate plans. Inventive, creative and constructive work of research brings quality in curricular aspects.

Research provides answers to the questions like: which subject to prescribe, how to and on what basis categorize the subject matter, how to make curriculum and text book child-friendly, gender friendly and inclusive, how to devise practical teaching learning activities and how to implement them. But in our context, the over all development and implementation process of curriculum have so far not been based on research. The research carried out occasionally has not focused on the functional aspect. In line with the changing situation, research as an inevitable and integral part to develop and implement curriculum through inclusive curriculum, inclusive teaching learning activities, school evaluation and student evaluation to enhance quality, access and effectiveness has remained as the major challenge.

2.19 Capacity building

Curriculum Development Center is an apex body for the development and implementation of school level curriculum and curricular activities. This centre facilitates in addressing the national objectives of education by developing and implementing curriculum and its related activities. This centre has an important responsibility to develop the curriculum in accordance with personal, societal, national and global context. By fostering inherent talents, the curriculum produces citizens who are competitive, ideal, nationalistic, cultured, and saleable to job markets and committed to equitable society. The curriculum guides the over all aspects of education such as teacher development and management, teaching-learning activities, extra-curricular activities, student evaluation, monitoring and collecting feedbacks. The institutional capacity of Curriculum Development centre

plays a pivotal role as the over all educational quality of the nation depends on quality curriculum and its effective implementation.

It is essential to develop human resource development plan in order to carry out the above mentioned tasks, however plan as such has not been developed and surfaced for the Curriculum Development Centre. Likewise, the capacity development of the school is equally important in the implementation of curriculum but in reality, the capacity of schools is weaker in curriculum design, its implementation and research. Therefore, institutional and personal capacity building should be strengthened right from centre to grass root level to make them more professional. To develop quality curriculum by addressing the following issues has stood as the challenge.

- decentralization of curriculum
- development of inclusive curriculum
- make local level capable to develop and implement local curriculum
- development and implementation of curriculum on the basis of wide participation
- use of classroom based evaluation techniques
- implementation of bilingual curriculum policy
- promoting quality in curriculum
- conduct research based curricular activities

Progressive idea should be developed in order to deal with the school education by taking into consideration the above mentioned important contemporary curricular aspects, issues and challenges.

Part – Three

National educational objectives, vision of school education and curricular principles

The national educational objectives have been devised by considering the theoretical bases of curriculum, national and international perspectives and the aspiration of the stakeholders. This section presents the vision of school education, level-wise objectives, curriculum structure and other important aspects of curriculum required to materialize the objectives.

3.1 National objectives

- Help foster inherent talents and the possibility of personality development of each individual
- Help prepare citizens with good conduct and morals for healthy social and collective life style by promoting supreme human values inherent in each individual, national culture and dignity, social values, beliefs and experience.
- Help prepare productive and skilled citizens competent to undertake local, national level jobs and also capable to international job market if it requires to.
- Consolidate social integrity through socializing individuals.
- Develop and prepare human resources to build nation by assisting in modernization of the society.
- Help conserve and exploit natural environment and national resources/heritages.
- Be insightful to social equality and justice and develop conduct accordingly to help create inclusive society
- Foster the feelings of peace, friendship, goodwill, tolerance and fraternity in local, national and international context and adopt ones conduct accordingly; and prepare citizens capable enough to resolve any kind of conflict.
- Prepare globally competent human resources knowledgeable to modern information technology and use it
- Prepare citizens respectful to nation, nationality, democracy, judicious, creative, self-honored, respecting others and feel proud of being Nepali.

- Help prepare citizens committed to conserve and promote Nepali art, aesthetic values, ideals and other specialties.

3.2 Vision of school education

The vision of school education is to prepare citizens dedicated to promote and protect democracy and human rights. They should possess attributes like dignity of labour, committed to education, enterprising, disciplined, and capable enough to withstand the personal, social and national challenges of the twenty first century.

3.3 Principles of curriculum development

This part primarily deals with the principles to minimize the issues and challenges created by the key aspects of school education analyzed in part 2. This is an important part of the framework as it suggests to adopt the principles as the main basis for designing and implementing curriculums.

3.3.1 Comprehensive and balanced approach of curriculum development

The curriculums will be developed in compliance with the concept of comprehensive and balanced education. A curriculum should develop children's physical, mental, spiritual as well as socio-cultural aspects so as to provide them an opportunity to realize their responsibility. Therefore, the curriculum should not focus only on knowledge and contents but also pave the way to gain experience of the challenges of 21st century (like, basic life skills, civic awareness, social and intellectual information, democratic values, gender equality and human rights). A curriculum should focus more on preparing competent human resources in the world market, knowledgeable to information and communication technology, capable of working in groups, unprejudiced, and endowed with critical and creative expressions. The content of curriculum should encompass the learning process like learning to know, learning to do, learning to be, and learning to live together. The comprehensive and balanced approach will be adopted in the process of devising national goals of education and selecting contents. Additionally, this approach will be used in taking decisions on developing policy and programmes for assessment as well as teacher preparation.

3.3.2 Organization of major learning areas

The principal learning areas will be organized in the process of designing curriculum. With regard to selecting the content of learning areas subjects like Language (local/mother tongue, national and international), Mathematics, Social Studies, Creative Arts, Science, Health and Physical Education, Population and Environment Education, Information and Communication Technology, local need based studies, everyday jobs, occupation and trade shall be considered as the important ones. In addition to this, the curriculum should give space to extra - curricular activities with flexible provisions in order to help achieve the educational objectives. The main purpose behind this is to bring all round educational development of students which ultimately instills life skills (communication skill, problem solving skill, social and interpersonal skill and self management skill) in them. In the process of designing the curriculum the approach that will properly organize the above mentioned learning areas will be adopted.

3.3.3 Integrated approach of curriculum development

The curriculum will be developed on the basis of integrated approach. Taking decision on what to teach the children is a challenging as well as sensitive task. This task is generally influenced by the changes in social, cultural and economic aspects as well as changes in local, national and international milieu. The changes in national and international arena also influence on the contents of certain subjects. Generally, religious and political leaders, gender activists, human right activists environmentalists, law - practitioners and peace keeping activists stress to include the subjects like : moral education, human rights education, family life education, legal education, literacy, civic education, environment education, population education, conflict management, HIV/AIDS education and local, national and international languages in the curriculum consequently the curriculum becomes overloaded.. Therefore, an approach of coordinating instructional methods will be adopted by integrating such diverse subjects in the curriculum

3.3.4 Child-centered curriculum development approach

The curriculum will be developed on the basis of child-centred approach. The growth and learning of children is possible through various ways. When their learning order and ways are hindered internally, the external elements of learning like classroom learning technique, environment, and medium of instruction, socio-cultural and economic background affect their learning achievement. Therefore, in the process of curriculum development child centred approach will be adopted in selecting subject matter, teaching learning activities, assessment procedures according to their interest, needs and their pace of development. In addition to this, curriculum will be made more flexible with the provision of alternative subjects to address the children with special needs.

3.3.5 Medium of instruction

Mother tongue will be the medium of elementary education. The medium of school level education can be in Nepali or English language or both of them. However, in the first stage of elementary education (Grades 1-3), the medium of education will generally be in mother tongue. In the case of non-Nepali citizen, there will be a special provision of choosing any other language as subject instead of Nepali. The medium of teaching of any language subject will be in the same language.

3.3.6 Inclusive approach in curriculum development

The curriculum design will follow the principle of inclusion. Inclusive education means to understand and respect others, respond to educational needs and include the experiences, interests and values of children of all strata. Education should address the backward ethnic groups, women and those below poverty line, children speaking minority languages and children with disability. It should also adequately address human rights and peace education. Curriculum will gradually be implemented by making it inclusive. In so doing need based curriculum will be developed by giving special attention to special need children, making school calendar flexible, teaching as per the interest of children, localizing the curriculum.

3.3.7 Local need based curriculum development approach

In course of designing curriculum priority will be given to local needs. While incorporating local knowledge and skills, historical and cultural aspects in the curriculum, local need based studies can be one of the areas of teaching and learning. The provision of local need based studies should be brought into effect in order to fulfil the various needs and interest of students and to give room for localization in the curriculum in order to make it relevant. For this, the curriculum and its guidelines should be reviewed and revised learning achievement should be scrutinized. While designing and implementing local need based curriculum, flexibility will be given to make it more child centred. This will give children opportunity to promote the skills latent in them in a modified way.

While designing a curriculum based on local needs, a Local Curriculum Development Committee (comprising educationists, historians, teachers, guardians, people with disability, representatives of the people of different ethnic groups and communities) should be formed. This curriculum will be developed in accordance with the needs determined by the committee. Thus, the capacity of schools in terms of technical and managerial aspects will be built up to design and implement local curriculum by keeping them within the frame of national curriculum.

3.3.8 Sanskrit education as the foundation of eastern philosophy

Sanskrit education will be systematized as the foundation pillars of the eastern knowledge for it is the base of eastern knowledge and values. It is felt that the ideal values of the Sanskrit literature need to be incorporated into our school curricula and use them in teaching learning activities. Therefore, the underlying multifaceted notions of the eastern philosophy should be included in all streams of school education. Enough attention will be given to include Sanskrit education in the curriculum and implement it either by offering it through separate faculty, or by incorporating its knowledge, skills and values across the curricula or offering it as one of the elective subjects.

3.3.9 Information and communication technology

The curriculum will make special room for Information and Communication Technology. In the context of globalization, it is essential to incorporate ICT education in school curricula; however, in our context it is not that convenient. If this new area of learning is not included in the curriculum, the youths will be deprived of today's global educational reality. Thus, the curriculum will be designed by acknowledging ICT education as a subject or medium in order to bring educational transformation.

3.3.10 Life skills in curriculum

The place of life skills will be ensured in the curriculum. School children are interested in such skills that can develop their capacity for personal and behavioral changes. In a broader sense, life skill means the skill through which one can solve the problems that crop up in daily life and handle the problems that come all of sudden. Therefore, a proper place will be given to such skill in the school curricula.

3.3.11 Work oriented curriculum development

Emphasis will be given to work oriented curriculum. Students should be given vocational and technical education based on knowledge, skills and values. People of all level and classes in the society aspire their children to be competent in undertaking any kind of work. It is not sure that all school graduates would pursue higher education. Therefore, the aim of education is to make the children respectful to work, self reliant, helpful and tolerant. In the initial stage of elementary education, teaching/learning activities will be focused on health, nutrition, and cleanliness.

Children will be encouraged to learn all subjects and areas of study through practical experience. By developing local need based curriculum, students will be prepared for employment, trade and business. Job related subject matters will be included and the process of teaching learning will be based on project work, observation, practical work, and community work. Likewise, trade and trade related

subjects will also be added phase wise. These areas of learning will gradually be incorporated in the higher grades, too. This will help an individual to be familiar with the world of work

A proper policy will be formulated to continue all programs under technical education and vocational training centre (including additional program in secondary level) and to make provision of work related subjects in the secondary level with extra credit. Taking into account of the local needs and requirement, a school can choose any vocational subject as per the provision made by National Curriculum Framework. Private and non-government sectors will be encouraged to conduct vocational training for the dropouts who are more interested in other fields of work rather than studies. Due attention will be given for foreign employment/market in the process of revising and systematizing the curriculum.

3.3.12 Priority on student assessment and evaluation

Student evaluation and assessment will get topmost attention and it will be developed in integration with the teaching learning of students. This kind of assessment will aim at the competency of students specified in the curricula. There will be a school based student assessment system and teachers will be made more accountable for this. Two types of assessment system will be adopted: formative and summative. The former one will lay emphasis on scrutinizing the qualitative aspects of students' specified behaviour, skills, and attitudes in addition to academic achievement and the latter one will specifically lay emphasis on promotion from one grade or level to another. Liberal promotion policy will be gradually adopted from the elementary level to grade seven on the basis of continuous assessment system.

3.3.13 Participatory curriculum development process

Participatory approach will be adopted in the process of curriculum development. For this, attention should be given to the maximum participation of guardians, teachers, gender experts, child-centered educationists, representatives from backward communities, people with disability, minorities, *dalits* and so on. The

main objective of this process is to make the curriculum socially balanced and unbiased. Similarly textbooks and other teaching/learning materials should also be developed through participatory approach. Likewise, designing of curriculum framework, developing and revising it should be done in stakeholders' participation. To accomplish the above process, participation of curriculum users like teachers, guardians, students and the stakeholders from different society, community, region, districts and nation as a whole will be made mandatory.

3.3.14 Alternative, distance/open education policy

The curriculum will be designed according to the policy of alternative, distance and open education. The open education system will be developed as an alternative education to ensure education opportunity for all. School education will be made accessible through open education system. Information and communication technology and self-learning materials will be developed to facilitate open education system. Religious and educational institutions (Gurukul, Gumbas and Madarsa) will also be brought into the main stream of education. There will be a provision to bring the students from alternative education to main stream of education through accreditation. Likewise, appropriate provision will be made for the youths and adults from alternative education to join the formal education.

3.3.15 Norms and values based curriculum development

Curriculum development will be based on Nepalese norms and values. Right from the ancient time we have our own established religion, culture, norms and values, tradition, arts, aesthetic and ideals. Special priority will be given to produce patriotic and skilled citizens who can comprehend and utilize these indigenous specialties in the personal, societal, national and international context; promote humanitarian aspects like discipline, courtesy, etiquette, peace, non-violence; safeguard nation's territory; preserve history, art and artifacts; be proud of the nation and help make these specialties known to the rest of the world.

3.3.16 Research based curriculum development

Research study will be promoted as an integral tool in developing and revising curriculum. Curriculum development is purely an academic work and is directly related to human development. The curriculum should properly address the impact

of changing time, innovative knowledge and skills, technology, information and communication, and globalization. It is not an easy task to make the curriculum inclusive, flexible, child friendly, gender friendly and so on. Therefore, it is necessary to carry out research study continuously in order to change, revise and standardize the curriculum. On top of that it is necessary to adopt clinical and formative teaching techniques and provide other logistics supports by identifying students' need and interests, students' problems and the difficulties seen in teaching learning process. In so doing, research study and other promotional activities are required so these activities will be acknowledged as the integral tool in the process of developing curriculum, curricular materials and their effective implementation. Research study brings positive impact on access, quality, relevancy and effectiveness so, by promoting research study, priority will be given to curriculum and curricular materials development. For this teachers should be made competent to conduct research oriented teaching learning activities.

3.3.17 Instructional/curricular activities

Teaching-learning activities will be an important part of curricular activities. Emphasis will be given on making teaching learning activities research oriented, interactive and promotional. Activities like project-work, case study and observation will be given emphasis in the process of teaching learning in order to motivate the students. A special attention will be given to prepare teachers who could conduct such teaching learning activities.

3.3.18 Quality standards of school education

National standards for school education will be formulated. District and school level benchmarks compatible with the National ones will also be devised and these local bodies will be made responsible to carry out curricular activities.

Part - Four

Objectives, curriculum structure, student evaluation and related curricular policies of school education

Based on the vision, national goals of education, and the guiding principles of the NCF presented in the previous chapter, level wise educational objectives, curriculum structure, and student assessment policy and guidelines are presented here.

4.1 Structure of School Education

In view of the national policy, international practice, and present educational context and concerns, Nepali formal school education will be of 12 years with two tiers-basic and secondary. Every citizen will have a right to obtain basic education. As per this structure the primary level will be from grade 1 to grade 8, and the secondary level will be from grade 9 to grade 12. As a preparatory stage for primary education, there will be two years of pre-primary education.

4.2 Level wise age group

The level wise age group of school children will be as mentioned below.

- Early childhood education 3-5 years.
- Basic education 6-13 years.
- Secondary education 14-18 years.

4.3 Level wise objectives of school education

The level wise objectives of school education are presented below.

4.3.1 Early childhood development (ECD)

The prime goal of early childhood development education is to bring about holistic development of children and to facilitate them to have smooth transition to primary education. More specifically, ECD education will have the following objectives:

1. Provide an opportunity to develop physical, emotional, social, mental, moral and creative aspects.
2. Develop habit for personal hygiene.

3. Cultivate habit as per social norms and values
4. To develop positive behaviour and attitude towards school.
5. Prepare for basic education.

4.3.2 Basic education (Grade 1-8)

The main aim of basic education is to develop the innate ability of each child through child centered education. Its main aim is to produce citizens who are loyal to the nation and democracy and aware of their responsibility towards the social and natural environment. Students are expected to be competent in communicating ideas, independent, hard working, health conscious and morally sound. More specifically, the objectives of basic education will be as follows:

1. Develop positive attitude towards the norms and values of democracy and nation.
2. Develop basic understanding of Nepalese history, society and cultural diversity.
3. Develop basic knowledge and skill of languages (Mother language, Nepali, English) for personal expression and communication.
4. Develop basic knowledge on Science, Maths, Environment, Health, Information Technology and life skill.
5. Develop personal and social etiquettes like cooperation, discipline, morality, social etiquette, helpfulness and honesty.
6. Develop creative and expressive skills.
7. Make children aware of the importance of child rights and human rights.
8. Contribute for all round development of children by developing their physical, intellectual, emotional, and social factors.
9. Develop life skills such as problem solving, creative thinking, decision making, personal hygiene and the habit of working collaboratively.
10. Develop civic awareness.
11. Make inquisitive towards cultural diversity, norms and values, and traditions by respecting cultural diversity.
12. Develop a strong sense of non-discrimination towards others despite their caste, ethnicity, religion, language, gender, class, and disability.
13. Develop a positive outlook towards work and respect for labor.

14. Develop a habit of sharing information and ideas about indigenous occupation or employment.

4.3.3 Secondary Education (Grade 9-12)

The aim of secondary level education is to produce competent and healthy citizens who can contribute to economic development and are familiar with national traditions, cultural and social heritage, and democratic values. Its main aim is to produce skilled human resource capable to furnish solid contributions to the all-round development of the country and make them mindful citizen by imparting basic knowledge required for university education. More specifically the objectives of secondary education will be as given below.

1. Develop positive attitudes towards the norms and values of democracy and diverse culture of the nation.
2. Prepare capable, self-dependent, skilful, and trained human resources for the development of nation.
3. Instill the attributes like honesty, self reliance, creativity, hard-working, helping, collaborative and accountability.
4. Develop language ability like listening, speaking, reading and writing for lively participation in day to day social life.
5. Acquire appropriate skills required to solve day-today problems.
6. Familiarize with the national history, culture, geography, economics, ethnic and cultural diversity and environment for nation's development by promoting national unity, cordiality and peace.
7. Develop technical and vocational skills and cultivate habit to respect labor.
8. Develop basic occupational skills and the capacity to earn a livelihood to be self-dependent.
9. Understand the essence of human rights, social justice and democracy and bring them into practice accordingly.
10. Develop attitudes to respect individual differences in terms of gender, disabilities, social, economic, geographical, ethnic and cultural variations and be active in building inclusive society by being aware of social evils like racial untouchability.

11. Develop creative, free, critical and analytical thinking in order to cope with the national and international challenges.
12. Build capacity to compete at national and international levels.

4.4 Curriculum structure of school education

The structure of school education curriculum presented in this section has been made flexible. This flexibility will help address the aspects like decentralization of education, mainstreaming Gurukul, Madarasa and Gumbas organized informally outside school system.

4.4.1 Basic level

Basic level curriculum framework has been presented in three phases:

1. First phase grades 1, 2 and 3
2. Second phase grade 4 and 5
3. Third phase grades 6, 7 and 8

According to this provision, the following areas of learning will be included on the basis of children's development stages to develop specific knowledge, skill and values in children.

- Language : Mother tongues Nepali and English
- Mathematics
- Creative arts
- Science : General Science, Environmental Education, Health and Physical Education
- Social Studies
- Local needs based education.

The objectives of the first phase (Grade 1-3) are to give children the opportunity to be introduced with formal education and basic literacy, mathematical knowledge and life skills and the habit of personal health and hygiene. They will also be familiar with their own surroundings. This curriculum will be developed in an integrated way, without

making it burdensome. In this level children will get an opportunity to learn in mother tongues.

The objectives of the second phase (Grades 4-5) are to give children opportunity to develop knowledge, skill, behavior and values through different areas of learning and necessary life skills. In this phase the activity oriented curriculum will be developed in an integrated manner without making it burdensome. There will be no provision of subject-wise structure in this phase. The learning areas will cover mathematics, creative arts, science, health and physical education, language and social studies. The teaching of science, health and social studies will be integrated and focused on practical activities by linking with local context. Similarly the knowledge of information and communication technology will be included with other subjects too. There will be a combination of appropriate subject matter and teaching strategy in all subjects and focus will be laid on like skills. As per the learning areas of second phase presented above, the subject structure of curriculum will be as follows:

Compulsory Subjects

1. Nepali
2. Mathematics
3. English
4. Social Studies

Schools will have opportunity to select two subjects according to their needs and interest.

A policy will be adopted to integrate the subject areas prescribed for the first and second phase of basic education so as to minimize the curricular weightage and the number of textbooks. For this the subject areas presented in the points from 1 to 4 will be systematized separately with their own identity. The separate provision of Science, Environment, Health and Physical Education; and Creative Arts made by the existing school curriculum will be integrated in Social Studies. Concerning the subjects presented in points five and six below, two subjects, depending on local needs, either mother tongue, local subject or vocational subject or any other can be chosen as elective ones.

In the third phase (Grades 6-8) too, the same learning areas as mentioned above will be provided. However, the local need based education subject will be seen as a separate one. For example under the local need based study, there will be an opportunity to choose among subjects like mother tongue or information and communication technology or the subjects related to other practical aspects of life (animal husbandry, poultry farm, horticulture, agricultural science and computer). Curriculum will be developed through the mixed and integrated approach including skills required for ordinary life (e.g. inter-personal skills, self conscious skills, critical and creative thinking skill, decision making skills and conflict and stress management skills). For this the subject wise structure of third phase will be as follows.

Compulsory Subjects

1. Nepali
2. English
3. Mathematics
4. Social Studies (including population and civics; and moral education)
5. Science (including health and physical education, environment education)

Elective

6. Mother tongue/Sanskrit/ others
7. Local subjects (occupation, trade, and others)

In the education system run by various institutions, the subjects mentioned up to number 5 above will be made compulsory. The rest two subjects (200 full marks) can be offered/chosen as elective ones as per the viability of institution. This kind of provision seems adequately helpful in bringing the education organized informally outside the system into the mainstream. Subject areas proposed in this way to the primary level will also bring the organized institutions outside schools (Gurukul, Madarasa, Gumbas, etc) into the main stream.

4.4.2 Secondary Level

The curriculum of this level (Grades 9-12) will be of single stream. Education of this level will be categorized into two streams: general and vocation/technical. The main learning area of general education will be as follows:

1. Language
2. Science
3. Mathematics
4. Social Sciences
5. Occupation, trade, vocation

Additional feasible subject area is presented in annex 8.

Under vocational/technical stream, agriculture, forestry, engineering, and medicine will be the study-areas. A high level commission will be formed and on the basis of its recommendations and feedbacks, this kind of structure will be systematized and implemented.

4.5 Student assessment and evaluation

This part consists of the guiding principles of student assessment, the frame of assessment system as well as inclusive assessment system. This kind of assessment will be brought into action by developing an action plan and implementing guidelines.

(a) Student assessment policy

Formative and summative assessment system will be used to assess the students.

The following policies will be adopted to assess the students:

- Student assessment on the whole will comprise both internal and external assessment using formal as well as informal testing devices at all levels and grades.
- Assessment tools such as, class work, project work, community work, unit test, achievement test, trimester, observation, formative and innovative work will be applied.

- Summative assessment will be used for certification of students' achievement and grade promotion
- Liberal promotion system will gradually be implemented from grades 1-7 by ensuring qualities with remedial provision in the basic education. Despite this provision, there will be a resource centre level final examination at the end of grade five to maintain the quality of education
- Emphasis will be given to continuous assessment system to assess the expected learning outcomes, behavioral change, attitudes, competency, skill and the application of feed back for teaching learning activities.
- Internal evaluation of student will be schools based.
- School, resource centre, DEO, RED, and OCE will be made responsible to administer the respective levels of examination.
- The policy to conduct standardized tests will be adopted to determine the minimum level of standard concerning to the subjects prescribed at different levels.
- District level examination at the end of basic level (grade 8), regional level examination at the end of grade 10, and national level examination at the end of second phase (grade 12) will be administered. The weightage of internal evaluation for grades 1-5, 6-8, 9-10 and 11-12 will be 60%, 40%, 25%, and 20% respectively.
- The pass marks of both internal and external examination at all levels and grades will be 40%.
- The weightage of all external examinations of grades 5, 8, 10 and 12 will be 40%, 60%, 75% and 80% respectively but with regard to vocational subjects that demand extensive practical activities, a provision of additional practical tests can be made in addition to the 25% internal assessment.
- The mandatory provision to pass in all subjects of the existing SLC examination system will be revised and a provision of students passing five core subjects will be awarded the SLC certificate.

- The existing formal assessment system has not been seen appropriate for the all round development of students. To address this aspect letter grading assessment system seems necessary. To establish this system appropriate decision will be made after deliberate study and discussion.

(b) Evaluation policy for students with special needs

The government will adopt the following measures to formulate inclusive assessment policy for the students with special needs.

- For students with visual disability, there will be separate provision for students with low vision and for those who are blind
- For low vision students, provision of large size print of the question, examination hall with extra light and reasonably extra time will be provided.
- Since the blind students can read and write in Braille script, there will be provision of question papers in Braille script and answer books to write in Braille script. Students who write in Braille script will be given reasonably extra time in the examination.
- As an alternative to question papers in Braille script and answer books to write in Braille script, there could be arrangement of recording question papers and answer in audio tape. In such case, the examinees will be given slightly more time so that they can correct answer in the recorder.
- In the case of the present provision of sighted writer for blind, alternative provisions will be made in practical subject and substitutions made in items for pictorials descriptions and drawing in subjects such as geometry, geography and physics.
- A flexible policy will be adopted for the students with poor hearing.
- There will be comfortable seating arrangements in the examination hall for physically weak students.
- Those who have disability in their arms and hands and thereby have problems in writing will be provided with extra time and other special provisions.

- Apart from the examination, the other alternative arrangements will be made for the students with special needs.

(c) Curriculum evaluation

The function of curriculum is to prepare the citizens for the social, economical, political, and education development of the country in keeping with the changing time and contexts. For this, curriculum assessment system will be developed which will assess the curriculum in terms of following criteria.

- Effectiveness of curriculum.
- Salability of produced human resources at national and international job markets.
- Preparation of human resource required for higher education.
- Production of human resource keeping with the pace of globalization

In every five year the curriculum will be evaluated extensively by considering the aspects mentioned above.

4.6 Other curricular issues

4.6.1 Employment oriented education

School education will pay special attention towards producing employment oriented human resources. For this the following provision will be made:

- There will be a provision of choosing subjects from the school education structure as per interest.
- The essential values and norms of technical and vocational education will gradually be included in the various subjects of general education in order to produce employment conscious students.
- An opportunity will be given to switch over from general to technical and vocational stream of education by developing a bridge course.
- The opportunity of technical and vocational education will be given through open education system.

4.6.2 Teacher education

Teacher is the main responsible person for the successful implementation of school education. For this, teacher management system will be made qualitative by formulating the following policy.

- Teaching will be developed as respectable and prestigious profession.
- Teacher education will also be systematized in implementing this framework.
- Teacher training should be made mandatory for school education.
- The minimum qualification for the teachers of basic education will be certificate level or equivalent to it.
- The minimum qualification of a teacher for secondary level will be master's degree level or equivalent to it.
- Qualification will be promoted.
- Professional training will be standardized, systematic and demand based.
- Teacher training will be made practical.
- School based teacher support program will be implemented through action oriented programme.
- Teacher education will be restructured so as to make them capable to handle multiple subjects.
- The quality of teacher licensing system will be enhanced and made it mandatory.
- A provision will be made to deploy head teachers capable to undertake better educational leadership at all levels.

4.6.3 Teaching learning activities and materials

Emphasis will be laid mainly on teaching learning activities and the use of materials in course of implementing this curriculum framework. For this:

- Emphasis will be given to conduct explorative, interactive and innovative teaching learning activities.
- Priority will be given to local environment (social, economical and cultural) and project oriented teaching learning activities.

- Experimental teaching learning activities will be established as an integral part of teaching.
- Problem solving type of teaching learning activities like community work, case study, observation will be made as an integral part of teaching learning activities.
- Teaching activities to familiarize vocation oriented knowledge and skills will be included in teaching each subject to promote positive attitudes towards labour.
- The development and distribution of educational materials will be systematized.
- Inclusive policy will be adopted in the development and use of teaching learning activities and educational materials.
- Emphasis will be given to mobilize local resources.
- Special attention will be given for the all round development of students by linking co/extra curricular activities with teaching learning activities.
- By removing the difficulties of teaching learning activities for the children with special need, additional support will be provided as needed in order to help them achieve the objectives specified by the curriculum.
- A mandatory provision of allocating time for extra curricular activities from school hour will be made.
- Annual working days and working hours will be fixed and brought into a system by taking into account of nation's geography and other practices in implementing the curriculum.
- Counseling service will be provided to the students at risk by developing a system of student counseling service in each school.

4.6.4 Text books

In relation to the production and distribution of textbooks, the following policy will be adopted.

- Emphasis will be given to the development of student centred textbooks to systematize school education.

- Policy of developing and using multiple textbooks will be adopted by taking into account of students' interests, ability, pace of learning, and the availability of textbooks and keeping within the frame of NCF.
- The CDC will develop a Camera Ready Copy (CRC) of national model of textbooks in accordance with the NCF.
- A policy to involve private sectors on the basis of open competition will be adopted in developing, producing and distributing textbooks.

4.6.5 Sanskrit education

Following provisions will be made for the promotion of Sanskrit education.

- The existing school level general Sanskrit education stream and Veda Vidhyashrama stream will be brought into school system up to grade 12.
- The practical norms and values available in the eastern literature will be included in the teaching learning areas of general education.
- Appropriate provisions will be made to give opportunity for the graduates (grade 12) of Veda Vidhyashrama who want to switch over to general Sanskrit stream. But s/he has to get through the entrance exam of that stream.

4.6.6 Monitoring and supervision

Monitoring and supervision will be given special attention in implementing this NCF and this will be primarily centered on the following aspects.

- Access and availability of curriculum and curricular materials.
- Coherence between teaching learning activities and curriculum and social transformation.
- Implementation of local curriculum.
- Professional discussion, interaction, co-operation and exchange of feed back.
- Student assessment and feedback.

4.6.7 Institutional (Private) school

- Opportunity will be given to private schools to participate in the education development activities (training on curriculum implementation, teacher training, etc.) run by the state.
- Implementation of curricula, textbooks and examination system prescribed by the government of Nepal is mandatory; however, autonomy is given to school management.
- Conducive environment will be made to refine curriculum and teaching learning activities in a joint effort of institutional and community schools by promoting interaction between them.
- Supervision, control and feedback system will be enhanced to make the institutional schools accountable in their management, mobilization and use of financial resources.

4.6.8 Open education

Open education policy will be introduced to give opportunities to education for all. This education system will be organized in the following ways-

- Provision will be made to give an opportunity to the interested students from non-formal education, yet to be certified, to get admission to the formal school system through a process of certification.
- Open schooling will be organized in a planned way recognizing it as formal school education for the school-going-age children who are deprived of educational opportunity due to various reasons.

4.6.9 Quality of School Education and its measurement

The following will be the policy in relation to quality of school education-:

- National quality standard of school education will be determined to produce highly competent human resource by maintaining the quality of school education.
- On the basis of national quality standard, regions, districts and schools can determine their own quality benchmarks. They will be given autonomy to carry out curriculum and curricular activities.

- Additional assistance will be provided to the schools on the basis of their quality standard. Apart from this, school itself will be made responsible for this.

Part - Five

Implementation of National Curriculum Framework (NCF)

This curriculum framework is the main document of school education. As it presents the vision, policy and guidelines of school level education, it is essential to take various policy wise and procedural decisions in order to implement it effectively. For this, political and administrative commitments are also equally important. The following provisions have been made to facilitate in implementing this framework.

5.1 Re-structuring of school education

Provision of a single Act will be made to govern school education covering from grades 1-12.

- 1-2 years, child development education
- Grades 1-8, basic education
- Grades 9-12, secondary education

This structure will be implemented in a phase wise manner. The existing secondary education of Sanskrit stream will also be restructured and kept under 1-12 school structure.

5.2 Improvement in curriculum development, reform and approval procedures

The existing National Curriculum Development and Assessment Council (NCDAC) is entirely responsible for formulating policies and guidelines of curriculum and evaluation system. Partnership mechanism/approach will be set up by making wider representation of stakeholders such as women, ethnic groups, *Dalit*, persons with disability, parents, teachers, human right activists as well as child right experts in the process of developing curriculums and curricular materials.

Likewise, curriculum development coordination committees representing the local stakeholders will be formed at district, resource center, and village development committee level in order to localize the curriculum. These committees will be given the responsibility to develop and implement local curriculum; and they will

also monitor and collect feedbacks on it. A system of providing professional assistance with relation to curriculum will be adopted.

The revision and updating work of the curriculums which are being put into practice will be carried out as follows:

- Updating works will be done in every year
- Minor revisions will be done in every five year
- Major revisions will be done in every ten year

5.3 Development and distribution of curricular materials

For effective teaching, necessary instructional resources and materials will be made available in a system. The following tasks will be accomplished with regard to this:

- Development and distribution of resource materials
- Development of school library
- Establishment of science, computer, language and mathematics laboratory
- Establishment of resource centers for the students with special needs

Schools will be encouraged to conduct practical classes by developing appropriate teaching materials and made them capable in the development and management of teaching materials by using local means and resources.

5.4 Development of institutional mechanism

Curriculum Development Center will establish a feedback mechanism as presented below for revision and updating work of curriculum.

District curriculum development and co-ordination committee

The committee will be responsible for the following tasks:

- Development and use of local curriculum and curricular materials
- Curriculum implementation
- Research and improvement
- Curricular supervision/monitoring and feedback

Regional curriculum development and co-ordination committee

As a regular program, this committee will submit annual report obtaining feedbacks from district committees, teachers, students, parents and other stakeholders. This committee will be made responsible for the development and distribution of local curriculum and curricular activities.

Central curriculum advisory board

The central curriculum advisory board will be established to provide professional help and advice for curriculum development centre in relation to promoting, enhancing quality and standardizing curriculums. This board will be made responsible to carry out following tasks-

- Conduct interaction programs at central level on curricular issues and provide guidance
- considering international practices, research and effort, provide proper guidance in the development of Nepal's curriculums
- Provide curriculum related professional help to CDC at times
- Conduct research works on curricular issues

5.5 Curriculum evaluation and research

CDC will design a curriculum evaluation and research mechanism to obtain feed-backs for the development of curriculum, its implementation and revision. CDC will completely be responsible for the research study about curriculum. A permanent mechanism will be developed separately to review, evaluate, and conduct research study on a regular basis to make school education system efficient. The main responsibility of this mechanism is to give academic, technical suggestions and advice to MOES and its line agencies.

5.6 Examination committees at different levels

The following arrangements will be made to administer and regularize external examinations.

Resource center level examination committee

An examination committee at resource centre level, comprising head teachers, resource person, and school management committee, will be formed to administer the final examination of Grade Five. Awarding certificates is not the aim of this examination instead it aims at maintaining the quality of education by measuring the educational standards. The role of this examination committee will be as given below:

- Measure the quality of education up to grade five

- Formulate and implement examination plans
- Publish and analyze results for the use of respective schools
- Suggest for improving teaching learning activities as needed
- Share the findings of the test results with other resource centers
- Formulate additional reform strategy for the schools having low quality on the basis of educational standards

District examination committee

A district level examination committee, comprising head teachers, subject teachers, parents and people's representatives, will be formed to take care of the final examination of Grade Eight. Its objective is to measure the educational standard of basic education. The role of this committee will be:

- Formulate and implement examination plans
- Publish tests result
- Certify students for secondary level
- Analyze tests result and conduct discussion programs to compare it with the results of other schools of the district.
- Formulate and implement district educational improvement plans

Regional examination Committee

The final examination of grade ten will be held at regional level and based on the curriculum of Grade Ten. The Regional Examination Committee (REC) formed under the Regional Education Director will design, plan, develop question papers, conduct examination and publish examination results. This committee will administer this examination in co-ordination and direction with the central examination committee. The management to administer the Grade Ten examination will be at regional level; however, its accreditation will be done by the central level examination committee.

National examination board

The Office of Controller of Examination will administer the final examination of grade 12 at national level. A high level examination board comprising of high ranking educational administrators, head teachers, educationists, experts, etc. will

be formed to help execute in planning and other management aspects of this examination..

5.7 Stakeholders' participation in student assessment and evaluation

The following series of activities will be conducted to ensure stakeholders participation in student evaluation.

- Hold discussions with the guardians and parents on curriculums in the beginning of school year.
- Involve concerned stakeholders in policy formulation and implementation at local level for continuous assessment system to be implemented in the basic level.
- Invite stakeholders in the programs of devising annual test program, discussing students' progress and implementing the feedbacks obtained.
- Keep contact with guardians continuously to discuss about students' progress and for formative teaching.
- Invite and involve stakeholders in implementing the findings of action research on students' progress
- Hold interactions with the guardians regularly as a part of educational program in order to analyze students' achievement and share teaching experiences.
- District Education Office will regularly supervise and monitor to ensure the involvement of guardians in student assessment process

5.8 Institutional provision for implementing the evaluation policy

Educational agencies from centre level to school level will be institutionalized and made them responsible to accomplish the overall assessment of curriculum and curricular activities and apply it as formative and summative assessment. For this the following arrangement will be made:

- The existing National Curriculum Development and Assessment Council (NCDAC) will coordinate with the Office of Controller of Examination (OCE) and examination Division of Higher Secondary Education Board

(HSEB) to have uniform national schools assessment policy from grade 1 to 12 including the provision on special needs students.

- The concerned agencies such as Regional Education Directorates (RED), District Education Offices (DEO) and the Resource Centres (RCs) will be made capable to carry out school assessment, action research and student assessment. For this, these agencies will be developed in such way to make them capable to devise examination plan, action plan and programs.
- There will be coordination between CDC, OCE and NCED in order to build up required infrastructure to conduct regional, district and resource centre level examinations.
- Management of Information System pertaining to student assessment will be set up for making school education more convenient and accessible.

The Ministry of Education and Sports (MOES) will ensure implementation of various programs concerning curricula and assessment activities through CDC. To accomplish this, NCED, DOE, and OCE will provide assistance in the following ways.

- Develop curriculum guidelines, model questions and specification grid, etc.
- Develop and use inclusive evaluation tools.
- Conduct dissemination programs on student evaluation
- Analyse test results and share them with concerned schools, parents, teachers, resource centres and national level agencies.

5.9 Development of teachers for effective implementation of curriculum

Teachers are at the forefront in the process of educational reform. The effective implementation of curriculum depends on the nature of interaction between learners and teachers. Quality of education relies on the effective implementation of the curriculum. In this regard, teachers' role is important in its development and implementation. The participation of teachers in curriculum development ultimately makes its implementation convenient. To meet this requirement, teachers will be made capable on the following aspects:

- Competent in subject matter and general knowledge and skills.
- Child-centered and life skill based instruction
- Multilingual and bilingual teaching.
- Basic knowledge of information and communication technology and its use.
- Inclusion of community work, case study and mini-research in teacher education
- Development and use of curriculum and textbooks.
- Creation of child friendly teaching learning environment.
- Selection and use of teaching learning activities.
- Development and use of child-friendly, gender friendly and inclusive education materials.
- Preparation of evaluation tools, analysis of test result and improve them.

5.10 Schools

Schools have a leading role in the implementation of NCF. The role of schools will be enhanced to develop and implement the curriculum and the curricular materials that should address local needs, access, relevancy and quality as directed by the framework. Schools will be given autonomy to conduct the curricular activities corresponding to the global context by linking schools' physical environment, curriculum, teachers, students and other managerial aspects with the teaching learning. Schools that develop autonomously will be made capable to run open/distance education and multi-grade teaching and learning activities. For this, the schools will pay special attention to the following aspects:

- Ensure child rights
- Create inclusive educational environment
- Strengthen the relation between parents/guardians and schools
- Ensure the quality of education by creating competitive environment
- Develop educational resource materials
- Adopt information and communication technology
- Adopt participatory working procedures
- Conduct multi grade, subject and classroom teaching
- Provide students counseling service to ensure quality education for all.

5.11 Co-ordination and partnership

NCF will be implemented through coordination and partnership. Teaching activities will be carried out by coordinating various educational aspects like curriculum development, teacher education, examination and assessment, educational management, supervision and research. Therefore, the NCF will be implemented on the basis of functional network and partnership between central level line agencies like CDC, DOE, NCED and OCE. Similar network will be made at district and local level. On top of that curricular activities will be brought into practice through partnership.

5.12 Institutional capacity and NCF implementation

For the effective implementation of different aspects addressed by the NCF, special attention should be given to the institutional capacity right from centre to the grass root level. To materialize this, a comprehensive capacity building plan will be developed and implemented accordingly.

5.13 Revision and improvement of NCF

The process of designing NCF generally takes a considerable time. While designing this NCF, feedbacks were obtained from the workshops and interactions held at district, regional and national levels. The existing curriculum and curricular materials were given to various groups such as child right, women, Dalit, Janajatis, people with disabilities to analyze them from their perspectives. Similarly, thematic workshops of policy makers and academicians were also conducted to obtain feedbacks and recommendations from wider stakeholders. These feedbacks and recommendations were further analyzed by different academicians and professional groups. On the basis all these feedbacks, suggestions and recommendations, this NCF has been further improved. Opinions and suggestions from various educational institutions (DOE, NCED, HSEB, T.U. CTEVT, NSU) were received and incorporated at the time of designing this document. Additional amendment and reform was made by keeping the present democratic context in mind. Since it is a key educational document, it requires deliberate and careful endeavours while revising and reforming it. Therefore, its further revision can only be done at an interval of substantial period of time by holding national level debate, research

study and their recommendations. In our context, it is the first effort to make such a document, so it should be implemented as a rolling document for some years and on the basis of this experience necessary reforms and revisions need to be made simultaneously.

Proposed framework for implementation

Activities	Existing Condition	Expected Change	How to achieve that	When to start
1. Restructure school education	1-5 Primary 6-8 Lower Secondary 9-10 Secondary and 11/12 Higher Secondary	<ul style="list-style-type: none"> ▪ 1-2 yrs Pre Primary ▪ 1-8 Basic ▪ 9-10 Secondary (General and Vocational Stream) ▪ Outside school Edu (Gurukul, Madarsa, Monasteries) also to mainstreamed 	By making a provision of Integrated Act	Commence immediately
2. Development and revision of curriculum and curricular materials	Role of CDC is crucial	<ul style="list-style-type: none"> ▪ School will be able to develop, select, and manage curriculum and curricular materials on the basis of centrally prescribed structure 	<ul style="list-style-type: none"> ▪ Formulating a policy ▪ Enhancing the capacity of district and region level institutions ▪ Increasing the professional expertise of teachers 	Gradually implementing on the basis piloting experience
3. Change in student assessment policy	Effect of examination based summative assessment	<ul style="list-style-type: none"> ▪ Emphasis on formative assessment system ▪ Provision of inclusive assessment system ▪ Provision of CAS and LPP up to grades 7 ▪ Looking for letter grading system ▪ Teachers to be made more responsible in student assessment 	<ul style="list-style-type: none"> ▪ Making provision of teacher preparation ▪ Initiation of implementation research study with piloting ▪ Sensitizing stakeholders on letter grading and teachers' responsibility 	Immediate implementation and carry on
4. Teacher preparation for effective curriculum development and its implementation	<ul style="list-style-type: none"> ▪ Established culture of textbook based teaching ▪ Weak professional capacity 	<ul style="list-style-type: none"> ▪ Teaching process to transformed into learning process ▪ Teachers will be transformed into catalyst of information, facilitator and promoter ▪ Academic qualification of teachers to be upgraded 	<ul style="list-style-type: none"> ▪ Overhauling teacher education curriculum by identifying its problems and feed backs ▪ Making provision of reading rooms, reading materials to update by themselves ▪ Making teacher student interaction 	Immediate implementation and carry on through incorporating feedbacks

			an integral part of teaching and learning	
5. Schools	<ul style="list-style-type: none"> ▪ Institutions to implement centrally designed curriculum ▪ Teacher oriented teaching environment ▪ Dominance of written tests in assessment ▪ Absence of student counseling 	<ul style="list-style-type: none"> ▪ Maximum exploitation of ICT ▪ Development of local curriculum locally within the frame of national curriculum ▪ Making conducive learning environment ▪ Addressing inclusive and continuous assessment system ▪ Making provision of student counseling service 	<ul style="list-style-type: none"> ▪ Formulation and implementation of school improvement plan by the initiation of concerned schools ▪ Enhancing the managerial capacity of SMC 	Immediate implementation and carry on through incorporating feedbacks
6. Open education	<ul style="list-style-type: none"> ▪ No provision as such 	<ul style="list-style-type: none"> ▪ Opportunity to learn by doing ▪ Opportunity to switch over to formal and technical stream from non formal education 	<ul style="list-style-type: none"> ▪ Formulating policy and action plan of open and distant education 	Immediate implementation and carry on gradually
7. Institutional schools	<ul style="list-style-type: none"> ▪ Deprived of curriculum and training from state ▪ Government curriculum not fully implemented 	<ul style="list-style-type: none"> ▪ Opportunity of training and other facilities from government ▪ Government policy and provision to be implemented 	<ul style="list-style-type: none"> ▪ Bringing improvement on both policy and implementation aspects ▪ Institutionalizing monitoring and feedback system 	Immediate implementation and carry on gradually
8. Teaching learning activities	<ul style="list-style-type: none"> ▪ Teacher centered and examination oriented 	Teaching learning will be based on activities like: inclusive, project work, community work, interactive, learning by doing, and familiarizing with employment	<ul style="list-style-type: none"> ▪ Giving special emphasis on teacher preparation ▪ Making monitoring and assessment system more effective 	Immediate implementation and carry on gradually
9. Sanskrit Education	<ul style="list-style-type: none"> ▪ Not get adequate important ▪ Important aspects of oriental literature not incorporated in the general stream curriculum 	<ul style="list-style-type: none"> ▪ Useful thought and deliberation present in the oriental literature can be include in all streams of school education 	<ul style="list-style-type: none"> ▪ Incorporating this elements in the curriculum and systematizing them in teaching learning 	Continual as a regular process
10. Employment oriented and practical	<ul style="list-style-type: none"> ▪ Not addressed as expectation 	<ul style="list-style-type: none"> ▪ Inclusion of subject matters that promotes positive attitudes towards employment 	<ul style="list-style-type: none"> ▪ Including such elements in the curriculum ▪ Relating them to 	Develop an action plan and implement accordingly

education		<ul style="list-style-type: none"> ▪ Address foreign employment ▪ Technical and vocational education will be consolidated 	<p>teaching activities</p> <ul style="list-style-type: none"> ▪ Making coordination between vocational/technical and general education 	
11. Language	<ul style="list-style-type: none"> ▪ No teaching learning in mother tongues 	<ul style="list-style-type: none"> ▪ Teaching learning (of grades 1-3) will be in mother tongues ▪ Medium of instruction in Nepali or in English or in both 	<ul style="list-style-type: none"> ▪ Formulate a policy for teacher preparation and act accordingly 	Within two years
12. Monitoring and supervision	<ul style="list-style-type: none"> ▪ Not been effective 	<ul style="list-style-type: none"> ▪ Teaching learning will be effective 	<ul style="list-style-type: none"> ▪ Conduct extensive study for effective system 	Commence immediately and accomplish in two years
13. Textbooks	<ul style="list-style-type: none"> ▪ Single textbooks developed from CDC based on national curriculum 	<ul style="list-style-type: none"> ▪ Textbooks to be developed within the criteria of NCF ▪ In local level too, textbooks to be developed within the criteria of NCF 	<ul style="list-style-type: none"> ▪ Formulating a policy ▪ Enhancing the capacity of all concerned levels 	Within 3 years on the basis of piloting
14. Review and feedback	<ul style="list-style-type: none"> ▪ Lack of separate institutional mechanism 	<ul style="list-style-type: none"> ▪ Making provision of separate review mechanism 	<ul style="list-style-type: none"> ▪ Separate provision of review mechanism by formulating a policy 	Within two years
15. Quality standards	<ul style="list-style-type: none"> ▪ No measuring tools for quality standards developed 	<ul style="list-style-type: none"> ▪ Quality measurement tools to be developed at national level ▪ Quality measurement tools at local levels on the basis of national tools to be developed 	<ul style="list-style-type: none"> ▪ Conducting extensive studies, interactions and discussions along with the national and international practices 	Within four years after piloting
16. Institutional capacity building	<ul style="list-style-type: none"> ▪ Absence of institutional capacity building plans 	<ul style="list-style-type: none"> ▪ Development of institutional capacity building plans 	<ul style="list-style-type: none"> ▪ Through a procedure MOES and CDC will prepare and implement capacity building plans 	Within the current fiscal year

REFERENCES

- ARNEC, (1961). *Report of all round national education committee 1961* (in Nepali). Nepal: HMG/Ministry of Education, Education Division
- BPEP (1997). *The effect of new curriculum on the achievement of Grade IV students*, His Majesty's Government, Ministry of Education. Kathmandu: Author
- BPEP (1998). *The effect of new curriculum on the achievement of Grade V students*, His Majesty's Government, Ministry of Education. Kathmandu: Author
- BPEP, (1994). *A report of grade v inter-district examination 1993-94*, Kathmandu, Ministry of Education, Culture & Social Welfare: Author
- Braslavsky, Cecilia, (2001). Basic education in the twenty-first century and the challenges for secondary education in *Prospects*, vol. xxxi, no. 1, March 2001. UNESCO, Paris: Author
- Brookhart, S. (1999). *The art and science of classroom assessment: The missing part of pedagogy*. Washington, DC: ERIC Clearinghouse on Higher Education. ED432938.
- CDC (2004). *Analysis of the curriculum from grade 1 to 12 by technical task forces in core subjects: a compilation of report*.
- CDC (2002). *Directives for curriculum and textbook development* (in Nepali). Bhaktapur: Curriculum Development Centre, HMG/MOES.
- CDC (1998). *Secondary education curriculum* (in Nepali). Bhaktapur: Curriculum Development Centre, HMG/MOES.
- CDC (1993). *Lower secondary education curriculum*. Bhaktapur: Curriculum Development Centre, HMG/MOES.
- CERID (1995). *School level curriculum: a historical perspective*. Kathmandu: Research Centre for Educational Innovation and Development
- CWIN (2004). A report on the content analysis of curriculum and textbooks (Grades 1-12) from Rights-based and Child-Centered Perspectives. Kathmandu: Child Workers in Nepal (CWIN).
- Dahal, D. R., (2003). Social composition of the population in *Population monograph of Nepal: volume 1*. HMG/N, Central Bureau of Statistics, Kathmandu. P (87-135)
- Dalit Commission (2004). *Analysis of the Curriculum from Dalit Perspective*. Kathmandu: National Dalit Commission. (in Nepali).
- Dalit Commission (2004). *Analysis of Textbooks and Teachers' Guides from Dalit Perspective*. Kathmandu: National Dalit Commission. (in Nepali).

- Delors , J. et al. (1996). *Learning: The Treasurer Within*. Paris, UNESCO. Report to UNESCO by the International Commission on Education for the 21st Century. UNESCO, France:
Author
- EDSC (1997). *National achievement level of grade 3 students*. Education Development Service Centre, Kathmandu: Author
- Gipps, C. and Murphy, P. (1996). *A fair test: assessment, achievement and equity*. Reprint. Buckingham
- Gronlund, Norman E. (1976) *Measurement & evaluation in teaching*. Third Edition, Macmillan Publishing Co., Inc. New York, USA.
- Hallak, J., (2000). Educational policies and contents and prospect in Prospects. *Quarterly Review of Comparative Education*, Vol. xxx, no. 3, September 2000. UNESCO, France:
Author
- HMG/N, (1997). *Secondary education perspective plan*, HMG/N, MOES, Kathmandu
- Huitt, W. (2001), Assessment, measurement and evaluation,
(from:<http://chiron.valdosta.edu/whuitt/col/measval/msevlov.html>).
- Keeves, J.P. (1994), *National Examinations: Design, Procedures and Reporting*. UNESCO: International Institute for Educational Planning.
- Manandhar, T. R., and Shrestha, K. P., 2003. Population growth and educational development in *Population monograph of Nepal: volume 1*. HMG/N, Central Bureau of Statistics, Kathmandu: Author. P (213-271).
- Ministry of Education, Thailand (2002). *Basic education curriculum B. E. 2544(AD 2001)*. Ministry of Education Thailand .
- MOEC (1997). *Educational statistics of Nepal (1997)*. Ministry of Education and Culture, Kathmandu: Author
- MOEC, (1991). *Basic and primary education project: a master plan*. Ministry of Education and Culture, Kathmandu: Author
- MOEC, (2001). *Secondary education development plan (SEDP)*. HMG/Nepal
- MOES, (2002). *Secondary education support programme core document*. HMG Nepal, DANIDA: Author
- MOES, (2003). *Education For All 2004-2009: core document*. HMG/N, MOES, Kathmandu:
Author

- MOES, (2003). *Meeting the goal of education for all: compilation of the thematic reports*. HMG/N, MOES, Kathmandu: Author
- MOES, (2004). *Analytical description of educational indicators of Nepal 1997-2001*. HMG/N, MOES, Kathmandu: Author
- Murphy, P. et al. (Eds.), 1996, *National assessment: testing the system*, The world Bank, Washington, D.C
- National Federation of Disabled-Nepal (2005). *Analysis of the curriculum, textbooks, and teachers' guides from the Perspective of People with Disability in Nepali*.
- NCERT, (2001). *National curriculum framework for school education*. National Council of educational research and Training. New Delhi
- NEC, (1992). *National education commissions report 1992* (in Nepali). Nepal: National Education Commission
- NESP, (1971). *National Education System Plan 1971- 1976*. Nepal: Ministry of Education /His Majesty's Government
- NFDIN (2005). *Analysis of the school level curriculum from the perspective of Janajatis and Indigenous Nationalities*. Kathmandu: National Foundation for the Development of Indigenous Nationalities.
- NNEPC, (1956). *Education in Nepal*. Kathmandu: College of Education.
- NPC, (2002). *The tenth plan 2002-2007* (in Nepali). HMG/Nepal, National Planning Commission, Kathmandu: Author.
- Onta-Bhatta, L. and Ghimire-Niraula, P. (2005). *Analysis of Curriculum of Grades 1-12 from Gender Perspective*. Conducted for Curriculum Development Centre, Sanothimi.
- Retrieved [date], from <http://chiron.valdosta.edu/whuitt/files/artsciassess.html>
- Sharma, G. N. (1980). *School curriculum in Nepal*. Kathmandu: Hem Kumari Sharma
- Ross, A. (2000). *Curriculum construction and critique*, Falmer Press, London and New York
- The Royal Ministry of Education. *Core curriculum for primary, secondary and adult education in Norway*, The Royal Ministry of Education, research and Church Affairs, Norway.
- The UNDP (2004). *Nepal human development report 2004*. United Nations Development Programme, Katmandu: Author.
- The curriculum framework for kindergarten to year 12 education in Western Australia*, 1998

NECSO (2004). *Changing Teaching Practices: Using Curriculum Differentiation to Respond to Students' Diversity*. Paris: UNESCO.

UNESCO, (2003). *Overcoming Exclusion through Inclusive Approaches in Education: A Challenge and a Vision. Conceptual Paper*. Paris: UNESCO, Basic Education division, Section for Early Childhood and Inclusive Education.

UNICEF, (2000). *Curriculum report card*, New York: UNICEF.

UNICEF, (2001). *Defining quality of education*, New York: UNICEF.

UNICEF, (2003). *Examples of Inclusive Education: Nepal*. Kathmandu: Regional Office for South Asia.

ANNEXES

Annex 1:

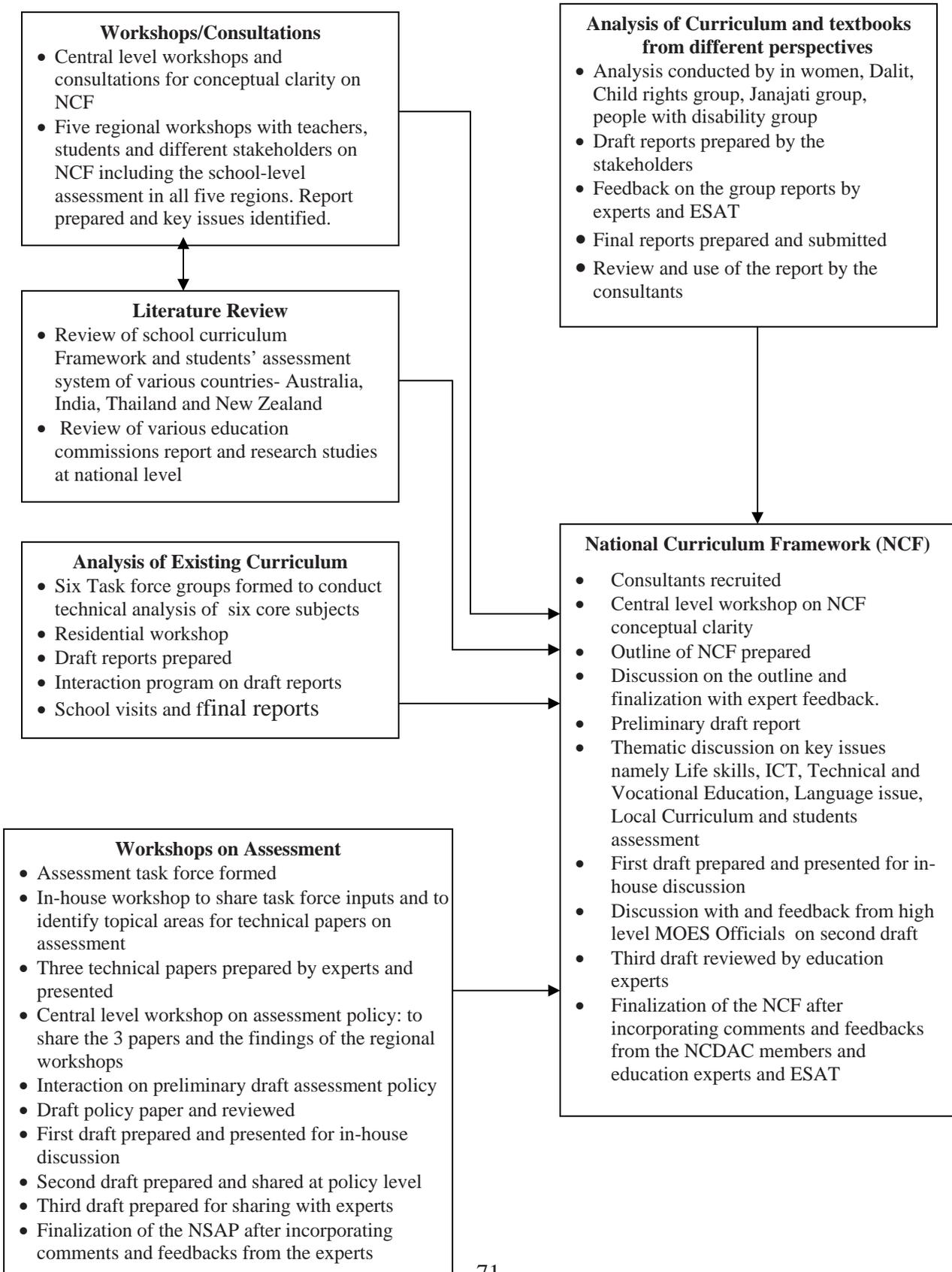
The NCF Development Process

In the process of developing the NCF, a number of activities were carried out by involving the related persons and authorities from grassroots to central level. The process was very participatory and interactive. Chart 1 below summarizes on the NCF and NSAP development process.

In April 5, 2004 a national workshop to conceptualise NCF was conducted bringing 50 participants from wide range of government and nongovernmental organization, campuses, schools and other stakeholder groups. The workshop was instrumental in defining the NCF as: The NCF consists of the principles and guidelines for developing, implementing and revising the national school curriculum and assessment based on a comprehensive review of the context and concerns of educational development with reference to national needs and international perspectives.

Based on the above concept of NCF, the CDC organized an *Interaction Program* with educationists and the subject experts to discuss on the outline of NCF on May 7, 2004 in Kathmandu. The workshop suggested guidelines for developing the NCF. Based on the guidelines, five regional workshops were conducted to explore views and suggestions from the educational administrators, educational experts, principals, head teachers, teachers, stakeholders and students. Among those 5 workshops one was conducted in Pokhara from May 14 to 17, 2004 and, one each in Chitwan and Biratnagar and two in Nepalgunj from May 24 to 27, 2004. More than 200 teachers representing all levels of school education from 50 districts participated in these workshops. During the same time separate workshops with women, ethnic groups, and special needs group and child right group and local leaders from the host districts were also conducted. Altogether, about 130 stakeholders participated in these regional workshops. As part of the regional workshops students and teachers representing all levels (i. e. primary through higher secondary) were involved in discussion, separately. More than 300 teachers and 300 students participated in these discussions.

Chart 1: Process of Developing the National Curriculum Framework



Annex – 2
Advisory Board formed in developing NCF

SN	Designation	Name
1.	Coordinator	Executive Director, CDC, Sanothimi
2.	Member	Dr. Kedarnath Shretha, KU
3.	Member	Prof. Dr. Mana Prasad Wagle, TU
4.	Member	Prof. Dr Hrydhaya Ratna Bajracharya, TU
5.	Member	Prof. Dr Bidhay Nath Koirala, TU
6.	Member	Prof. Dr Tirtha Raj Parajuli, TU
7.	Member	Prof. Dr Min Bahadur Bista, TU
8.	Member	Shree Harai Bahadur Karki, Director, CDC, TU
9.	Member	Shree Dhal Bahadur Khadka, HSEB, Sanothimi

Annex – 3
Stakeholders participated in developing NCF

The following stakeholders were provisioned to participate in developing NCF

1. National Seminar

Student union representative	5
Teacher union representative	5
Guardian/parents union representative	7
School management committee	3
Trade/business union representative	5
Experts/intellectuals	5
Curriculum experts/specialists	5
Social worker	5
Political parties representatives	6
I/NGOs and International donors	7
Policy level government officials	7
Others	10
Total	70

2. Five regional seminars

Student unions representative	4
Teacher unions representative	6
Guardian/parents union representative	5
School management committee	3
Trade/business union representative	5
Experts/intellectuals	4
Curriculum experts/specialists	4
Social worker	3

Political parties representatives	4
I/NGOs and International donors	6
Policy level government officials	6
Others	10
Total	60

3. Interactions with teachers and students

- Interactions programs were conducted in 15 schools selecting two community and one institutional school from each region.
- Total 300 participants (15 schools × 4 levels × 5 participants)
- Ten students from each level of each school -600 (5 boys, 5 girls) –(15 schools × 4 levels × 10 students)

4. National workshop on formulating assessment policy

5. Curriculum related five major areas:

With the technical and financial assistance of Education Sector Advisory Team (ESAT) feed back workshops in all development regions were conducted on *Dalit*, *janajatis*, people with disability, women and child centered perspective and separate reports on these areas were submitted to the CDC. Following provision of participation was made for these workshops:

- Fifteen persons form their concerned subject area
- Ten persons-students, teachers, guardians, head teachers, school management committee
- Five experts and specialists

Annex – 4

Taskforce formed to finalize the NCF in line with the democratic contexts

1.	Dr. Kedar Nath Shrestha	Coordinator
2.	Prof. Dr. Hridayaratna Bajracharya	Member
3.	Prof. Dr. Tirtha Parajuli	Member
4.	Shree Lok Bilas Panta	Member
5.	Shree Lav Deo Awasthi	Member
6.	Shree Andnda Poudel	Member
7.	Shree Bhojraj Sharma Kafle	Member
8.	Shree Chitra Prasad Devkota	Member Secretary
9.	Shree Haribol Khanal	Advisor

Annex – 5

Participants on policy level discussion programs in relation to NCF development

1.	Hon'ble Minister Prof. Dr. Mangalsiddhi Manandhar	MOES
2.	Shree Balandananda Poudel	MOES
3.	Prof. Dr. Madhav Bhattraai	Former professor NSU
4.	Shree Arjun Bahadur Bhandari	MOES
5.	Shree Lava Prasad Triphati	MOES
6.	Shree Bodharaj Niraula	MOES
7.	Shree Janardhan Nepal	Department of Education
8.	Shree Laxmi Prasad Khatri	Acting Ex. Director NCED
9.	Shree Kedar Sharma, Executive Dir.	TU
10.	Shree Haribol Khanal Executive Director	CDC
11.	Shree Ramkanta Sapkota	Advisor, MOES
12.	Shree Prakashraj Pandey, Directorq	DOE
13.	Shree Mahashram Sharma	DOE
14.	Shree Bishnu Kumar Devkota	DOE

15.	Shree Harka Prasad Shrestha, Administrative Chief	TSC
16.	Shree Bunu Shrestha, Director	NFEC
17.	Prof. Dr. Tirtha Parajuli	TU
18.	Prof. Dr. Tirtha Khania	TU
19.	Prof. Dr. Dibyaman Karmacharya	TU
20.	Professor Upendra Kumar Kaki	TU
21.	Prof. Dr. Noble Kisor Rai	TU
22.	Prof. Dr. Benimadhab Dhakal	NSU
23.	Prof. Dr. Hemangaraj Adhikari	TU
24.	Prof. Dr. Mana Prasad Wagle	TU
25.	Prof. Dr. Shreeram Lamichhane	TU
26.	Prof. Dr. Basudev Kafle	TU
27.	Prof. Dr. Siddhiprasad Koirala	TU
28.	Shree Keshav Prasad Bhattarai	Teacher's Union
29.	Shree Bharat Bilas Panta	TU
30.	Shree Sushil Pandey, Director	RED
31.	Shree Harishchandra Yadav, Act. Controller	OCE, Sanothimi
32.	Shree ram Bahadur Khadka, Chief	HSEB
33.	Shree Bamdev Gautam, Gen. Secretary	Nepal Parents' Association
34.	Shree Harinarayan Upadhaya	Scholar's Home Academy
35.	Shree Bishnu Prasad Thaiba, Director	NCED
36.	Shree Tulasi Prasad Thapalay	NCED
37.	Shree Lok Bilas Panta, Dy Director	DOE
38.	Shree Baburam Adhikari, Gen. Secretary	NNTU
39.	Shree Madhav Prasad Marahatta, Principal	Florance High School
40.	Shree Dilliram Rimal, Dy Director	MOES
41.	Shree Chirta Prasad Devkota, Dy Director	CDC
42.	Shree Harishankhar Manandhar, Dy Director	CDC
43.	Shree Drona Dahal, Dy Director	CDC

44.	Shree Kamala Pokharel, Dy Director	CDC
45.	Shree Sambhu Prasad Dahal, Dy Director	CDC
46.	Shree Khagaraj Poudel	OCE
47.	Shree Shiva Shankhar Ghimire, Curriculum, Director	CTEVT
48.	Shree Ananda Poudel	CDC
49.	Shree Bhojraj Sharma Kafle	CDC
50.	Shree Ganesh Prasad Bhattarai	CDC
51.	Shree Bishnu Prasad Adhikari	CDC
52.	Shree Tulasi Acharya	CDC
53.	Shree Hiramani Lamichhane	CDC
54.	Shree Bashanta Adhikari	CDC

Annex- 6

Participants of the workshop to incorporate the issues raised with regard to NCF

1.	Shree Haribol Khanal
2.	Professor Dr. Manaprasad Wagle
3.	Professor Dr. Hemangaraj Adhikari
4.	Dr. Lava Deu Awasthi
5.	Shree Pradeeplal Bajracharya
6.	Shree Chitra Prasad Devkota
7.	Shree Bhoj Raj Kafle Sharma
8.	Shree Ananda Poudel
9.	Shree Kapil Dev Regmi
10.	Shree Shankhar Prasad Lohani
11.	Shree Kamala Khalini
12.	Shree Ram Prasad Dhungana
13.	Shree Dhruva Prasad Dhungel
14.	Shree Samjhana Sharma
15.	Shree Shambhu Prasad Dahal
16.	Shree Drona Dahal
17.	Shree Hari Shankhar Manandhar

Annex -7

Participants attending policy level stakeholders at MOES

1.	Shree Arjun Bahadur Bhandari, Joint Secretary, MOES
2.	Shree Lava Prasad Tripathi, Joint Secretary, MOES
3.	Shree Bodha Raj Niroula, Joint Secretary, MOES
4.	Dr. Lava Deu Awasthi, Under Secretary, MOES
5.	Shree Ashok Kumar Aryal, Under Secretary, MOES
6.	Shree Mani Ram Ojha, Legal Officer, MOES
7.	Shree Hari Prasad Poudel, Section Officer, MOES
8.	Shree Prahlad Aryal, Section Officer, MOES
9.	Shree Ram Prasad Bshal, Under Secretary, MOES
10.	Shree Sunita Malakar, Under Secretary, MOES
11.	Shree Yogendra Basnet, Under Secretary, MOES
12.	Shree Keshar Mohan Bhattarai, Section Officer, MOES
13.	Shree Om Kumar Shrestha, Section Officer, MOES
14.	Shree Renuka Pandey, Section Officer, MOES
15.	Shreekrishna Khanal, Under Secretary, MOES
16.	Shree Chitra Prasad Devkota, Under Secretary, CDC
17.	Shree Ananda Poudel, Curriculum Officer, CDC
18.	Shree Soviet Ram Bista, Under Secretary, MOES
19.	Shree Bhoj Raj Kafle, Curriculum Officer, CDC
20.	Shree Bishnu karki
21.	Shree Gehanath Gautam Section officer, Moes
22.	Shree Astharaj Gautam, Nayab Subba, MOES
23.	Shree Nakul Baniya, Section Officer, MOES
24.	Shree Mukundamani Khanal, Section Officer, MOES
25.	Shree Nawa Raj Rijal, Nayab Subba, MOES
26.	Shree Diwakar Dhungel, Under Secretary, MOES

Annex-8

Additional information on Elective Subjects

Elective Subjects Group: A	Nepali, English, Sanskrit, Awadhi, Newari, Latin, History Extra Mathematics, Industrial Education, Food Science, Agriculture Education, Music and Musical Instrument Veda, Byakaran, Electricity, Horticulture, Hotel Management
Elective Subjects Group: B	Hindi, French, Chinese, Russian, Greek, Bhojpuri, Economics, Environment and Population Studies, Tourism, Office

	Management and Accountancy, Home Science, Arts and Handicrafts, Photography, Dancing, Justice, Literature, Ayurveda, Plumbing and Sanitation, Animal Husbandry
Elective Subjects Group: C	Bengali, Japanese, Maithili, Hebrew, Geography, Health and Physical Education, , Computer Science, Accountancy, Education, Drawing, Community Health, Naturopathy, Yoga, Astrology, Ethics, Arts, Driving
Elective Subjects Group: C	Urdu, Tibetan, German, Spaniard, Arabic, Persian, Civics, Weaving and Stitching, Bamboo work, Journalism, Falit Jotish, Rites, Vastu, Mountaineering, Culinary Arts, Community Service

Persons contributing in developing NCF at different stages

1.	Shree Haribole Khanal, Executive Director, CDC
2.	Shree Laxmi Prasad Khatri, Former Executive Director, CDC
3.	Shree Jagannath Awa, Former Executive Director, CDC
4.	Shree Chumansingh Basnyet, Former Executive Director, CDC
5.	Shree Shiva Prasad Satyal, Former Executive Director, CDC
6.	Shree Gopal Prasad Adhikari, Former Dy Director, CDC
7.	Shree Shambhu Prasad Dahal, Deputy Director, CDC

Content Editors (Nepali Version)

Shree Chitra Prasad Devkota
Bhoj Raj Sharma
Shree Ananda Poudel
Shree Bishnu Prasad Adhikari

Language Editors:

Shree Bishnu Prasad Adhikari
Shree Ganesh Prasad Bhattarai
Shree Dina Nath Gautam

Computer type layout design:

Shree Rabin Shrestha

English Translation:

Advisor:
Shree Haribol Khanal

Coordinator:
Shree Chitra Prasad Devkota

Translators

Ananda Poudel
Bishnu Prasad Parajuli
Madhu Upadhaya