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LITERACY WATCH COMMITTEE OF NEPAL  
BULLETIN NO. 8  
Special Issue on Curriculum and Material Development  
1998, November



**Editor-in-Chief: Mr. T. M. Sakya**

**Editorial**

**; Dkfb slo**

The importance of learning materials could not be over emphasized. If we want anybody to learn the first essential thing for such learning activities would be learning material. In Nepal there are a number of problems relating to learning materials. Firstly, two books called 'Naya Goreto' part I and II which are used for the National Literacy Programs were prepared in 1986. All the textbooks for school education have been updated, but nothing has been done to update these Non-Formal Education books. The more serious problem is the mismatch between the curriculum and learning materials.

HMG had approved a National Non-Formal Education Curriculum in 1997. Logically, the Government should have revised the books according to the curriculum. But it has not done so. This is a very serious problem. On top of that, the curriculum has specified three levels of literacy programs, but the Government has not published books for levels II and III literacy program. The learners who have graduated from the literacy program are facing a lot of problems because they do not have literacy programs.

This Bulletin has attempted to draw attention of the Government and NGO officials to the problem of learning materials for literacy programs in Nepal. It strongly recommends that the National Curriculum of Non-Formal Education (NFE) implement programs in word sprit. Otherwise people will be confused and lose faith on the Government's capacity for providing NFE systematic.

Similarly, the constitution of Nepal has made it a right of very Nepali citizen to receive basic education in their mother tongue, but the Government has not implemented this aspect of the constitution yet.

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# National Non-Formal Education Curriculum in Nepal

## **Prospect and Retrospect**

An education system without a curriculum is like a ship without compass. If would not know its goal, objectives, direction and its present situation vis a vis its goal. These was the situation of Non-Formal Education of Nepal for a longtime. Luckily, His Majesty's Government finally approved a National Non-Formal Education Curriculum (NNEC) on 1997 (B.S. 2053-4-22)

The NNEC was not formulated easily. The Government had been preparing the draft curriculum since august 1991 and it has undergone revision and improvement during a number of workshops, meetings and seminar.

The National NFE curriculum of Nepal of course drew its inspiration from the sample Literacy Curriculum prepared by UNESCO its famous series called "APPEAL Training Materials for Literacy Personnel (ATLP)." UNESCO prepared ATLP materials primarily to help the Asian countries to develop its own curriculum. UNESCO provided only principles and methodology of development a National Curriculum. It world be helpful to see what are these similarly and difference between UNESCO's sample Literacy Curriculum and National NFE Curriculum of Nepal.

This is a curriculum material prepared by UNESCO as an example for Asian countries. By the way the Asian sample curriculum was prepared by the Asian experts by themselves studies needs and situation of different countries of Asia.

### ATLP Curriculum

ATLP Curriculum Grid						
Levels  Contents Areas	Level I (Basic Level)			Level II (Middle Level)		Level III (Self-Learning Level)
	I.1	I.2	I.3	II.1	II.2	III
A. Family Life	IA.1 1 Family Members, Their Roles & Responsibilities	IA.2 5 Supplementing Family Income	IA.3 9 Extra Money for the Family	IIA.1 13 Family Needs & Budgeting	IIA.2 17 Family Customs & Traditions	IIIA. 21 Responsible Parenthood
B. Economics and Income	IB.1 2 Work and Income	IB. 2 6 Daily Savings	IB.3 10 Improved Agriculture	IIB.1 14 Home Gardening	IIB.2 18 Village Co-operatives	IIIB 22 Entrepreneurship
C. Health	IC.1 3 Food, Water & Nutrition	IC.2 7 Health Family	IC.3 11 Common Diseases	IIC.1 15 Health Problems	IIC.2 19 Community Health	IIIC. 23 Health Services
D. Civic Consciousness	ID.1 4 Rights and Duties	ID.2 8 People's Participation in Development & Cleanliness	ID.3 12 Our Forests	IID.1 16 Our Culture	IID.2 20 All People Are Equal	IIID. 24 My Country

## National Literacy Curriculum of Nepal Basic Level I

The functional content of 28 cells arranged as a teaching sequence in a curriculum grid.

<b>Major Areas</b>	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>
A. Environment/ Sanitation	Home / Cleanliness 1.A.1	Sanitation / Latrine 1.A.2	Landsliding / Forestation 1.A.3	Forest/ Conservation 1.A.4
B. Family Life	Work for Happy life 1.B.1	Small Family Happy Family 1.B.2	Responsible Parenthood 1.B.3	Family Size Family Welfare 1.B.4
C. Income Generation / Agriculture	Improved Farming  1.C.1	Income Generation (Selling & Buying) 1.C.2	Animal Husbandary  1.C.3	Cottage Industries Credit Facili.  1.C.4
D. Civic Consciousness	Home / Neighbour Cooperation 1.D.1	Civic Awareness Rights/ Duties 1.D.2	Communi- cation / Information 1.D.3	Political System / Election 1.D.4
E. Women Development	Marriage  1.E.1	Women's Participation in Decision Making 1.E.2	Women Education  1.E.3	Role & Res. of Women in Comm. Dev.  1.E.4
F. Culture & Customs	Clothing  1.F.1	Religious Festivals 1.F.2	Our Festivals  1.F.3	Our Customs  1.F.4
G. Health & Nutrition	Sanitation Re-hydration 1.G.1	Mother & Child Care 1.G.2	Nutritious Food 1.G.3	Communicable Diseases 1.G.4

## National Literacy Curriculum Middle Level II

The functional content of 21 cells arranged as a teaching sequence in a curriculum grid.

Major Areas	2.1	2.2	2.3
A. Environment/ Sanitation	Enterrelation/ Plants, Animals & Human Beings 2.A.5	Forestation/ Environment/ Conservation 2.A.6	Population/ Environment/ Pollution 2.A.7
B. Family Life	Safe Motherhood/ Birth Spacing 2.B.5	Family Planning/ Small Family 2.B.6	Population Problem 2.B.7
C. Income Generation / Agriculture	Goat Farming 2.C.5	Potato & Radish 2.C.6	Mango & Banana 2.C.7
D. Civic Consciousness	Political System 2.D.5	Civic Rights & Duties 2.D.6	Social Values & Ethics 2.D.7
E. Women Development	Role of Women in family & Society 2.E.5	Factors Responsible for Women Development 2.E.6	Position of Women in Our Country 2.E.7
F. Culture & Customs	Religion / Tradition 2.F.5	Festivals 2.F.6	Social Values of Festivals 2.F.7
G. Health & Nutrition	Sanitation / Cleanliness / Com. Diseases 2.G.5	Local Nutritious Food 2.G.6	Mal-Nutrition 2.G.7

## Self-Learning Level III

The functional content of 14 cells arranged as a teaching sequence in a curriculum grid.

Major Areas	3.1	3.2
A. Environment / Sanitation	Cleanliness of Home & Environment 3.A.8	Responsibility of Environmental Conservation 3.A.9
B. Family Life	Population Problem 3.B.8	Family Welfare 3.B.9
C. Income Generation / Agriculture	Cooperatives for Agriculture Development 3.C.8	Income Generative Skills & Appropriate Local technology 3.C.9
D. Civic Consciousness	Local Participation / Community Development 3.D.8	Locally Available Services & Facilities 3.D.9
E. Women Development	Available Services & Facilities for Women Development 3.E.8	Rights & Duties of Women 3.E.9
F. Culture & Customs	Reforms / Social Customs 3.F.8	Culture & Cultural Protection / Values 3.F.9
G. Health & Nutrition	Local Goods & Health Services 3.G.8	Drugs, Accidents & First Aid 3.G.9

## Curriculum of Nepal and ATLP

Comparison between UNESCO's Sample Curriculum give in the APPEAL Training Materials for Literacy Personnel (ATLP) and the National Non-Formal Education Curriculum (NNFC) of Nepal

National NFE of Nepal	ATLP Curriculum
1. National NFE curriculum was prepared according national needs of Nepal	1. ATLP curriculum was prepared according to needs of Asia and Pacific counties as sample.
2. Included seven function subjects <ul style="list-style-type: none"> <li>a. Environmental cleanliness</li> <li>b. Family life</li> <li>c. Income generation and farming</li> <li>d. Civic awareness</li> <li>e. Women development</li> <li>f. Culture and tradition</li> <li>g. Health and nutrition.</li> </ul>	2. Only four functional subject areas are included for sample: <ul style="list-style-type: none"> <li>a. Family life</li> <li>b. Economic status and income</li> <li>c. Health</li> <li>d. Civic awareness</li> </ul> <p style="text-align: center;"><b>Total grid 24.</b></p>
3. Time Division <ul style="list-style-type: none"> <li>a. Basic level 300 hours</li> <li>b. Middle level 200 hours</li> <li>c. Self study level 100 hours</li> </ul> <p style="text-align: center;"><b>Total 600 hours</b></p>	3. Time Division <ul style="list-style-type: none"> <li>a. Basic level 100 hours</li> <li>b. Middle hours 67 hours</li> <li>c. Self study level 33 hours</li> </ul> <p style="text-align: center;"><b>Total 200 hours</b></p>
4. Every cell in the curriculum has more expanded to include :- function skills, learning materials, key word, language skill and mathematics are given	4. 24 content areas have been expanded
5. The contents included for Levels II and III are for levels of middle and self-learning levels.	5. All contents have been arranged in such a way that develop literacy after completing all three levels, adequate literacy skills will be drad.
6. No provision for sample materials for sample materials are proposed according to curriculum but still materials are not available.	6. There are provisions for sample materials according to curriculum for every functional content area as sample materials available.

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Source: National Council for NFE, HMG Nepal

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<p><b>!! - klx/f], bMv</b>  Y ! c<sub>ss</sub>f]36fp / hf\$sf]; Dj Gw</p>	<p><b>!! - l<del>y</del>rfl<del>d</del>rfl</b>  Y @ c<sub>ss</sub>f]36fp [; fk6 dflug]  Y ^)! Y !))) c<sub>ss</sub>f]1fg</p>
<p><b>!@ - ; f<del>j</del>f emu8f</b>  Y !) sf]; dx [@] ; Dd of<del>u</del> cfpg]  Y !) j :t<del>s</del>f]; dx (!)) ; Dd of<del>u</del> cfpg]</p>	<p><b>!@ - dl<del>x</del>nf ; xeflutf</b>  Y ! c<sub>sn</sub>]@ c<sub>sn</sub>f0+u0fg [xft  nflu cfpg]</p>
<p><b>!# - /<del>bo</del>f]esf/l</b>  Y !!Y!)) ; Ddsf]c<sub>s</sub> 1fg</p>	<p><b>!# - bz}</b>  Y ! c<sub>ss</sub>f]efu [zif cfpg]</p>
<p><b>!\$ - l<del>y</del>rfl<del>d</del>rfl</b>  Y @ c<sub>sd</sub>f ! c<sub>ss</sub>f]36fp [xft  nflu cfpg]  Y hf\$ / 36fpsf]; Dj Gw</p>	<p><b>!\$ - cdf / lzz' :ofxf/</b>  Y ! c<sub>sn</sub>]@ c<sub>sn</sub>f0+efu</p>
<p><b>!% - 3'</b>  Y u0fg / hf\$sf]; Dj Gw  Y [@] ; Dd of<del>u</del> cfpg]</p>	<p><b>!% - af9l klx/f]/ j <del>ff</del>/f<del>k</del>0f</b>  Y # c<sub>ss</sub>f]hf\$ / :yfgdfg</p>
<p><b>!^ - kl/j f/ l<del>go</del>f]hg</b>  Y ! c<sub>ss</sub>f]u0fg  Y [!@ ; Dd of<del>u</del> cfpg]</p>	<p><b>!^ - lh0d] f/ cdf afa'</b>  Y 36fp [; fk6 dflug]</p>
<p><b>!&amp; - k<del>n</del>f<del>x</del>f] lenuf</b>  Y efu / u0fgsf]; Dj Gw  Y ! c<sub>sn</sub>]@ c<sub>sn</sub>f0+efu [a9ldf @) of<del>u</del>  cfpg]</p>	<p><b>!&amp; - kz<del>k</del>fng</b>  Y # c<sub>ss</sub>f]hf\$ / :yfgdfg</p>
<p><b>!* - 3f;_ hun</b>  Y 7f8f]/ t] f]hf\$ [a9ldf !)) ; Ddsf]  of<del>u</del>{</p>	<p><b>!* - lr7l kq / ; <del>r</del>gf</b>  Y ! c<sub>sn</sub>]# c<sub>sn</sub>f0+u0fg  Y (!))) e6bf a9l u0fgkmm cfpg]</p>
<p><b>!(- cgk9, wf\$<del>f</del></b>  Y @ c<sub>sd</sub>f @ c<sub>ss</sub>f]hf\$ [xft nflu  cfpg]</p>	<p><b>!(- k9<del>g</del>]wf\$<del>f</del></b>  Y ! c<sub>sn</sub>]@ c<sub>sn</sub>f0+efu  Y [zif cfpg]efu{</p>

<p><b>@)- cfuf] r/f</b>  Y @ c<sub>ssf</sub>]7f8f]/ t]f]hf<sub>8</sub> a9ldf !))  ; Dd of]u cfpg]</p>	<p><b>@)- rf8 kj +</b>  Y # c<sub>ssf</sub>]hf<sub>8</sub> / :yfgdfg</p>
<p><b>@!- cf0df0+</b>  Y @ c<sub>ssf</sub>]7f8f]hf<sub>8</sub>  Y @ c<sub>sd</sub>f ! c<sub>ssf</sub>]36fp  [xft nflu gcfpg]</p>	<p><b>@!- kf]6s cxf/f</b>  Y hf<sub>8</sub>, 36fp, u0fg</p>
<p><b>@@- uf<sub>p</sub> Pstf, ; ~rf/</b>  Y @ c<sub>sd</sub>f @ c<sub>ssf</sub>]36fp [xft nflu  gdf]g]  Y @ c<sub>sd</sub>f ! c<sub>ssf</sub>]36fp [xft nflu  df]g]</p>	<p><b>@@- ag hun</b>  Y # c<sub>ssf</sub>]efiffut hf<sub>8</sub>  Y ; dosf]1fg</p>
<p><b>@#- cf]y/tl cf]w</b>  Y @ c-sdf @ c<sub>ssf</sub>]36fp [xftnflu  gcfpg]  Y @ c<sub>sd</sub>f ! c<sub>ssf</sub>]36fp [xft nflu  df]g]</p>	<p><b>@#- kl/j f/ sNof0f</b>  Y ln6/, ld6/  Y @ c<sub>ssf</sub>]efiffut 36fp</p>
<p><b>@\$- 1fg lz]ff</b>  Y !))) ; Dd ofu cfpg]  Y !) / !); dxsf]hf<sub>8</sub>  Y # c<sub>sd</sub>f # c<sub>ssf</sub>]hf<sub>8</sub> / :yfgdfg  t]nsf</p>	<p><b>@\$- art tyf C0f</b>  Y t]n ; Dj Gwl @ c<sub>ssf</sub>]efiffut u0fg</p>
<p><b>@%- C0f</b>  Y # c<sub>sd</sub>f # c<sub>ssf</sub>]b0nf0gsf]7f8f]hf<sub>8</sub>  [ a9ldf *@! ; Dd of]u cfpg] # c<sub>sd</sub>f</p>	<p><b>@%- rgfj / hgk]t]glw</b>  Y ldt 1fg  Y ! c<sub>sn</sub>]@ c<sub>sn</sub>f0-efiffut efu [z]f gcfpg]</p>
	<p><b>@^.</b> -----  Y efiffut hf<sub>8</sub>, 36fp, u0fg, efu</p>
	<p><b>@&amp;- xfd]k/Dk/f</b>  Y # c<sub>ssf</sub>]36fp  Y # c<sub>ssf</sub>]hf<sub>8</sub></p>
	<p><b>@*- ;?j f /f]u / JolQnut ; /; knf0+</b>  Y ! c<sub>sn</sub>]# c<sub>ssf</sub>]; vofnf0-efu [z]f cfpg]</p>

# The Implementation of the curriculum for improve of literacy Program in Nepal

Yes, the Government has prepared the NFE curriculum, but what has it done to implement it?

The Government has written a literacy Primer called "Naya Goreto" in way back in 1985. It has to be used by all literacy classes all over the country whether the program is run by the Government or by NGOs. But the problem arises when it understands that "Naya Goreto" does not follow the curriculum. Another interesting fact is that the Government has different literacy primer for illiteracy girls and women called "Mahila Sakchhar Pustika"

The difference between curriculum topics and the topics covered in the National NFE curriculum is given the page.....

The National NFE curriculum and has divided literacy Program into three Levels

- Level I: Basic Level
- Level II: Middle Level and
- Level III: Self-Learning Level

Let us say that there are two primers for Level: Basic Level, Similarly for Level II: Middle Level . The Government and the INGO world Education has development a primer called "Savaiko Lagi Sikska". But for Level III self learning level, the Government has produced any primer. So the big question are why the Government does not take effective steps to implement the "National NFE Curriculum".

It is a common knowledge that we need following materials to implement the curriculum, i.e.

1. Text Books
2. Supplementary Books
3. Posters, Charts and Audio-visual materials as teaching aids
4. Teachers Guide to help the teacher understand teaching task (Inputs) learning Tasks i.e. Exercise to be carried out by learners (process) and learning outcome testing items and procedure (Outputs)

## NRC-NFE's Modest Role

National Resource Center for Non-Formal Education was set up to provide help to the Government and NGOs to improve generally of Non-Formal Education in Nepal. It works with UNESCO/PROAP, ACCU and NFUAJ and may other organization deleing with NFE developing learning materials, training materials and coordinating training of NFE personnel. Particular mentioned is made here what it has done to help to implement National NFE curriculum of Nepal. IN 1996 it developed three books called "Women Smiles Part I, II and III developing with Women developing topics of the curriculum in all three levels. It also developed three posters to supplement the book.

In 1997 it developed following learning Materials based often on curriculum.

## What Needs To Be Done Next

The National Curriculum NFE and NRC-NFE, Nepal should work together to work more seriously to implement the National NFE Curriculum doing following works:

1. Developing NFE primers for Level I, II and III.
2. Developing supplementary books on functional subject like health, family planning, environment saving credit, women empowerment etc.
3. Developing audio-visual materials to improving teacher performance.
4. Developing Teachers Guides for each materials
5. Most importantly we must conduct training of
  - a. Adustrates of NFE program
  - b. Supervising and materials writes.
  - c. Instructors / Volunteer
  - d. Local leader, so the they could help in implication of people cooperation and participation.



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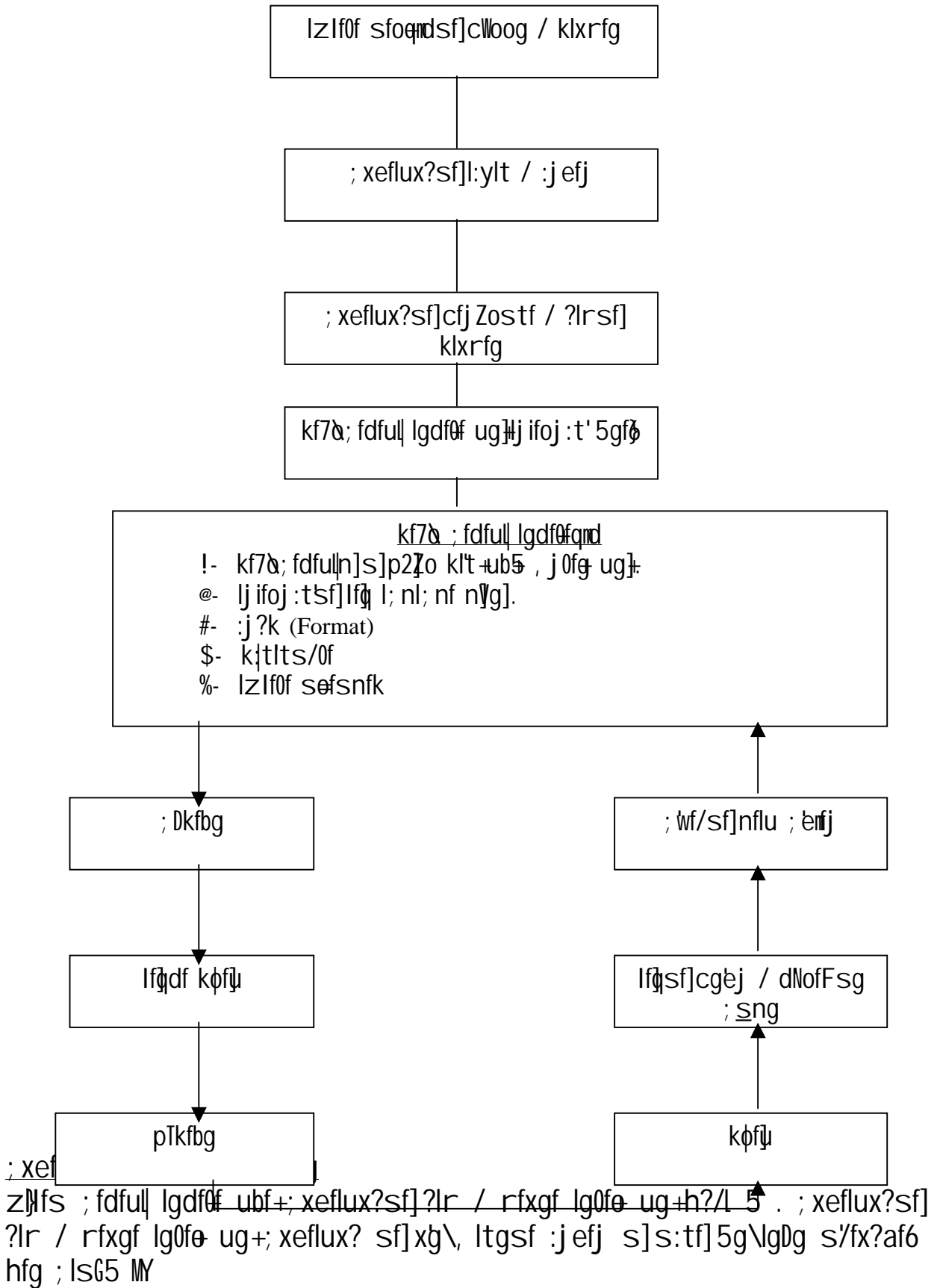
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## Teaching unit of Curriculum Grid

According to the level of work oriented content and literacy skill, curriculum has been directed into 63 grid and 63 lesson.

Level	Level One				Level two			Level three	
Content area	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3.1	3.2

Environment protection and cleanliness	1	8	15	22	29	36	43	50	57
Family life	2	9	16	23	30	37	44	51	58
Income generation and training	3	10	17	24	31	38	45	52	59
Civic awareness	4	11	18	25	32	39	46	53	60
Women development	5	12	19	26	33	40	47	54	61
Culture and tradition	6	13	20	27	34	41	48	55	62
Health and tradition	7	14	21	28	35	42	49	56	63

**The following facts clarifies that how the adults learn:**

**Attitude for self**

Psychologically adults have capacity for self-direction. In other words they are capable of doing the works, what they want. They may get angry if they are behaved against their self-esteem.

**Experience**

The experiences of the adults can be valuable sources of learning. This is why methods like experimental, dual (two ways) and multiple methods are used on adult education classes. These methods include group discussion, dramatics, demonstrations, and group making ways etc. in this classroom. Thus if the experiences of the adult could be used, the sources of the teaching could be increased and improved.

**Selection of teaching Content**

The adults decide themselves what they have to learn on the basis of their socio- economic situation.

**Introduction of time and teaching method**

The adult education is a process to find out the problem as where we are and where we want to go. So the adult education should be problem centers not subjects one. Especially attention should be given in the process of literacy training curriculum as how the adults learn.

**Local curriculum**

Adults try to learn if the learning materials and the methods of teaching are interesting and useful to them. So the national curriculum should be localized. Thus localizing the National curriculum is called local curriculum.

**Method of framing curriculum according to local needs are as follows:**

While framing the National curriculum it is necessary to mind the common needs of all the communities of the nation. Attention should be given to fulfil the minimum needs of the people and communities for example national curriculum should give stress in the area such as health, cleanliness, civic awareness etc. but the facts which gives stress in all the minimum needs of the community can not fulfill the especial needs of community for example, cleanliness of the town and village require separate information and methods. Similarly income-generating activities are necessary for all communities, but the type of income generating activities

various from community to community. Thus the curriculum which intended to fulfill special needs of a community or the curriculum prepared keeping in mind the specialty of a community is called local one. Such curriculum can be prepared by adding special subject or cells necessary for particular community, in the functional area of the national one. The national one can also be adjusted making it suitable to local needs, for example there is a unit about horticulture in national curriculum . We can adjust it localizing by farming mango fruits. In Tarai (low lands) and Bheri madesh (inner Tarai ) and apple farming in the higher mountains . Beside we can prepare separate curriculum for a particular community, keeping the national one as it is For example, if we should find out the local needs. In locating the local needs the area which are not included in national one, such as needs of women, backward classes and that of minorities should be given special attention. All the person and organizers have the same voice that literacy should include backward classes and minorities in the activities. In spite of this literacy activities could not have right approach in the targeted areas. Only some of the active men and women are found to come into front of those areas. The involvement of backward groups of men and women are still left behind. Even they are involved it is difficult to keep them to continue for the whole period of the activities.

That is why literacy activities should be centered on the backward and the minority classes. For this the needs of the backward and the minorities should be found by: -

- a. Surveying the community
- b. Field visits / observation
- c. Interviewing / group discussion
- d. Analyzing the available papers
- e. New participatory method.

# Curriculum and Teaching Materials for Literacy Program in Nepal

Education system without curriculum looks like a house built without proper design and estimates. Curriculum is the basic of education system. It provides necessary guidelines for formulating aims and objectives scope and sequence of the subject and content, teaching methods, materials and evaluation for education. So far Primary, Lower Secondary, Secondary and Higher Educational are concerned, they have been operating according to the approved curriculum for respective levels, but in case of non formal system, there was no approved curriculum until 1991. In 1989, UNESCO, under the Asia and Pacific Program of Education for All (APPEAL) produced a sample curriculum of Literacy and Continuing Education for all country in Asia and the Pacific. Following the sample, many countries of Asia and Pacific have already prepared the scientific curriculum of their NFE program.

Similarly, Nepal has also tried to prepare curriculum, organizing the "National Workshop on Finalization of Literacy Curriculum" on 6-12 August, 1991 prepared the Curriculum of Non-formal Education, presented to His Majesty's Government for approval. The Task Force formed by HMG for the planning of the Non-Formal Education recommended the Government for approving curriculum as early as possible.

Finally, the National Non-Formal Education Council in approved the NFE curriculum on (2053/54) after series of discussion. Thus for the first time in Nepal National Non-Formal Education Curriculum was prepared.

## **The framework of National Curriculum**

There are three levels of Non-Formal Education.

- a. Basic Level
- b. Middle Level
- c. Self Learning Level

In addition to dividing the literacy education at three level,

1. National NFE curriculum has specified definition of each level of literacy education.
2. Identified target clientele groups for each level.
3. formulation object



## Comparative Glimpse Between Functional Curriculum of 'Naya Goreto' and New Basic Literacy Level 1.

Main Area	1.1	1.2	1.3	1.4
1. Environment and Sanitation	17. <u>Dirts ,Flies</u> Dirty environment	<u>Land Sliding Troubles</u> Importance of forest and effect of deforestation	18. <u>Grass , Forest</u> Forestation / Conservation	
New Curriculum	Home and Cleanliness around	Dirts and easily available latrines	Flood , Land slide , Plantation	Utilization of forest and Conservation
<u>Naya goreto</u> 2. Family life	1. <u>Work</u> Work for Happy life	5. <u>Person</u> Effect for Population growth 7. <u>Poor</u> Size of family	16. <u>Family planning</u> Small family size and happy life	
New curriculum	Work for happy life	Small family size and happy life	Responsibility of parents	Size of family and welfare family
<u>Naya goreto</u> 3. Earning money and farming	3. <u>Farming</u> Comparing of new and old farming and Increase of production	8. <u>Money</u> Income generating works 10. <u>Selling</u> extravagancy	13. <u>Radio granary</u> Income generating works	25. <u>Debt</u> Lending in production forming
New Curriculum	Improved farming	Income generating works Buying and selling	Cattle breeding	Cottage industry Debt and saving

## Comparative glimpse between functional curricula between 'Naya Goreto' new basic literacy level

Main area	1.1	1.2	1.3	1.4
<u>Naya goreto</u>  4. Civic consciousness	4. <u>Neighbor</u>  Neighbor co-operation	9. <u>Cow bird</u>  Difference between sons and daughter  14. Explication and punishing	15. <u>Bribe</u>  Oppose corruption  19. <u>Illiterate, deception</u>  Importance of Education	22. <u>Oneness in Village communication</u>  Collective dialogue /Exchange of ideas  24. Knowledge, Education Education for all.
New curriculum	Family and co-operation among neighbors	Civic responsibility and duties	Information and communication	Political systems and election.
<u>Naya Goreto</u>  15. Women and development		12. <u>Co-wife quarrel</u>  Bad effect of polygamy		21. <u>Women</u>  Rights and duties and development of women.
New curriculum	Late marriage	Participation of women in family and community	Women education	Role of women in community development
<u>Naya Goreto</u>  6. Culture and tradition	6. <u>Clothing</u> Dressing and way of life			
<u>New curriculum</u>	Economic resources and dressing	Religious festivals	Our festivals	Our traditions
<u>Naya Goreto</u>  Health and nutrition	2. <u>Water</u>		20. <u>Fire, Cigarette</u>  Carelessness of fire harm by smoking	Medicines etc  First aid
<u>New curriculum</u>	Dirty environment and cholera	Pregnant women and child care	Nutrias food	Communicable diseases

## Comparative of mathematical load in Naya Goreto and National Curriculum

<b>Naya Goreto</b>	<b>National Curriculum</b>
<b>1. Work</b> Line counting up to 5.	<b>1. Home</b> - Line counting up to 10 - Number up to 1-10 - Recognizing Zero
<b>2. Water</b>	<b>2. Work</b> - Knowledge of number from 11-25
<b>3. Farming</b>	<b>3. Farmer</b> - Knowing from 26-50
<b>4. Neighbor</b>	<b>4. Neighbor</b> - Addition of number 1
<b>5. Man</b> - Knowing 1-10	<b>5. Marriage</b> - Subtraction of 1 number
<b>6. Cloths</b> - Knowing zero	<b>6. Cloths</b> - Knowing from 51-100 - Place value ( 2 digits ) addition
<b>7. Poor</b> - Addition of 1 number - (Addition up to 10 )	<b>7. Cholera</b> - Place value( up to 2 number subtraction ) - Knowing from 101-200
<b>8. Money</b> - Addition 1 digit ( up-to 10) - Subtraction roof 1 digit	<b>8. Dirts</b> - Multiplication of 1 digits
<b>9. Cow hired</b> - Substation of 1 digit	<b>9.Happy family</b> - Division of 1 digit - Knowing number 201-400
<b>10. Selling</b> - Subtraction of 1 digit	<b>10. Market</b> - Addition of 2 digit - knowing number 401 - 600
<b>11.Land slide, trouble</b> - Relation 1 digit between addition and addition	<b>11. Perssuri</b> - <b>Substation of 2 digit knowing number 601- 1000</b>

<b>12. Quarrel between co-wives</b> <ul style="list-style-type: none"> <li>- Group of 10 ( addition up to 20 )</li> <li>- Group of 10 (addition up to 100 )</li> </ul>	<b>12. Women participation</b> <ul style="list-style-type: none"> <li>- Substation up to 2 digits</li> </ul>
<b>13. Radio, Granary</b> <ul style="list-style-type: none"> <li>- Knowing number 11-100</li> </ul>	<b>13. Dashahara</b> <ul style="list-style-type: none"> <li>- Division number 2 by 1</li> </ul>
<b>14. Pressure</b> <ul style="list-style-type: none"> <li>- Subtraction of 1 from 2</li> </ul>	<b>14. Child and Mother care</b> <ul style="list-style-type: none"> <li>- Division of 2 by 1</li> </ul>
<b>15. Bribery</b> <ul style="list-style-type: none"> <li>- Relation between addition and multiplication</li> <li>- Addition up to 20</li> </ul>	<b>15. Flood, land slide and plantation</b> <ul style="list-style-type: none"> <li>- Addition of 3 digits and Place value</li> </ul>
<b>16. Family planning</b> <ul style="list-style-type: none"> <li>- Multiplication 1 digit addition up to 12</li> </ul>	<b>16. Responsible Parents</b> <ul style="list-style-type: none"> <li>- Subtraction</li> </ul>
<b>17. Dirts , flies</b> <ul style="list-style-type: none"> <li>- Relation between division and multiplication</li> <li>- Division of 2 digit by 1</li> </ul>	<b>17 . Cattle breeding</b> <ul style="list-style-type: none"> <li>- Addition of 3 digits and Place value</li> </ul>
<b>18. Grass, Forests</b> <ul style="list-style-type: none"> <li>- Addition vertically and horizontally (addition up to 100 )</li> </ul>	<b>18. Letter and information</b> <ul style="list-style-type: none"> <li>- Division of 3 digits by 1</li> <li>- (More than 1000.....)</li> </ul>
<b>19. Illiteracy , deception</b> <ul style="list-style-type: none"> <li>- Addition of 2 digits in 2 digits.</li> </ul>	<b>19. Wishing for reading</b> <ul style="list-style-type: none"> <li>- Division of 2 by 1</li> </ul>
<b>20. Fire , cigarette</b> <ul style="list-style-type: none"> <li>- Vertical and Horizontal addition of 2 Digits. ( more than 100 ...)</li> </ul>	<b>20. Festivals</b> <ul style="list-style-type: none"> <li>- Addition of 3 digits and place value</li> </ul>
<b>21. Women</b> <ul style="list-style-type: none"> <li>- Horizontal addition of 2 digits</li> <li>- Subtraction of 1 digit from 2</li> </ul>	<b>21. Nutritious food</b> <ul style="list-style-type: none"> <li>- Addition, subtraction and multiplication</li> </ul>
<b>22. Oneness of village information</b> <ul style="list-style-type: none"> <li>- Subtraction of 2 digit by 2</li> <li>- Subtraction of 1 digit by 2</li> </ul>	<b>22. Forest</b> <ul style="list-style-type: none"> <li>- Addition of 3 digits in language</li> <li>- Value of time</li> </ul>

<p><b>23.Mediation</b></p> <ul style="list-style-type: none"> <li>- Subtraction of 2 digits from 2</li> <li>- Subtraction of 1 digit by 2</li> </ul>	<p><b>23.Family welfare</b></p> <ul style="list-style-type: none"> <li>- Litre , meter</li> <li>- Subtraction of 2 digits in language</li> </ul>
<p><b>24. Knowledge , education</b></p> <ul style="list-style-type: none"> <li>- Adding up to 1000</li> <li>- Addition of group of 10</li> <li>- Adding in 3 digit 3 and place value</li> </ul>	<p><b>24. Saving and loan</b></p> <ul style="list-style-type: none"> <li>- Multiplication of 2 digit about measure mint in language version</li> </ul>
<p><b>25. Loan</b></p> <ul style="list-style-type: none"> <li>- Adding vertically in 3 digit of 3 digit in 2 lines up to in 3 digits</li> </ul>	<p><b>25. Election and representatives</b></p> <ul style="list-style-type: none"> <li>- Knowledge of date</li> <li>- Division of 2 digits by 1 digits without remaining.</li> </ul>
<p><b>26.</b></p>	<p>26.....</p> <ul style="list-style-type: none"> <li>- Addition , subtraction , multiplication and division in language version</li> </ul>
<p><b>27.</b></p>	<p><b>27.Our tradition</b></p> <ul style="list-style-type: none"> <li>- Subtraction of 3 digits</li> <li>- Addition of 3 digits</li> </ul>
<p><b>28.</b></p>	<p><b>28.Communicable disease and personal cleanliness</b></p> <ul style="list-style-type: none"> <li>- division of 2 digits by 1 digits ( with remaining )</li> </ul>