

# Primary Education Curriculum

2063

Grade 1-3

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

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## Foreword

Curricula and textbooks are revised and changed on the basis of the feedback collected from teachers, guardians, students, educationists and intellectuals to make our school education more result-oriented, behavioral, relevant to the present context of the country. The curriculum is the guideline of a teaching/ learning process; on the basis of the curriculum all teaching learning activities are conducted. Therefore curriculum is revised to make it relevant to the context. The primary curriculum 2049 B.S. has been revised to make it behavioral and contextual. The revised curriculum was trialled since 2061B.S., gradually from class 1 in 50 schools of selected 10 districts (viz. Taplejung, Dhankuta, Dhanusha, Bhaktapur, Rasuwa, Baglung, Kapilwastu, Jumla, Kailali and Doti) and finalized by incorporating all the feedback.

The present curriculum is developed incorporating best possible options available in our periphery and in the world, including social values and norms in this era of globalization and a considering various aspects of science, information and communication technology.

Also included in this curriculum are the structure of primary education, introduction of subjects, teaching methods and evaluation system. The continuous Assessment system (CAS) is focused on classes 1-3 to facilitate student's learning and document the changes they have demonstrated. Similarly, school, can also adopt other tools of evaluation according to their needs.

This primary education curriculum was first published in the Nepali language in 2062 B.S. The curriculum Development Center (CDC) has published this English version to fulfill the requirements of different kinds of schools, teachers and learners. Thus, CDC hopes that it would be more useful in the schools where medium of education is English.

The Nepali version of this curriculum has been translated by Mr. Bishnu Prasad Parajuli, Ms. Durapada Sapkota, Mr. Krishna Raj Hamal and Mr. Madhu Upadhyaya and it language was edited by Mr. Lava Dev Awasthi and the typing and layout was done by Ashmita Thapa.

The CDC appreciates constructive suggestions from students, teachers, parents and experts to make this curriculum more behavioural, effective and useful.

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## Contents

<b>Title</b>	<b>Page</b>
A Framework of the Primary Education Curriculum	1
National Objectives of Education	2
Objectives of Pre-primary Education	3
Objectives of Primary Education	3
Structure of Primary Education	3
Curriculum Framework	4
Mother Tongue/Local Subject	4
Medium of Education	5
Periods/hours of teaching and learning	5
Teaching Method/ Procedure	5
Student Evaluation	5
Curriculum Evaluation	6
Curriculum Implementation Schedule	7
Mathematics	8
Social Studies and Creative Arts	19
Science, Health and Physical Education	36
English	52
Nepali	58
Schedule- : Samples of Evaluation Record Forms	64

# **A Framework of the Primary Education Curriculum**

## **1. Background**

Education is seen as a foundation for the development of a country. Only effective and successful education can guide the society and steer the course of change. Bearing this in mind various efforts have been made to make school education regular, systematic, qualitative and effective in Nepal. For this, different Commissions, Committees, and task teams were formed to draw on their recommendations for implementing education programmes. The National Education System Plan 2028 B.S. played a vital role in the Nepalese education system. This plan introduced uniformed curricula all over the country. School curricula introduced in 2028 B.S. were revised at different times as and when needed. In this regard, a report on the curriculum implementation plan 2038 B.S. came into effect for revisions and changes in different aspects of the plan. Major changes were seen in the school curricula of Nepal after the National Education Commission 2049 B.S. and High Level Education Commission 2055 B. S. However, in our country, as we know, the school education is expanding day- by-day yet the expected quality has not been achieved till now. Because of the political change in the country the curriculum is also in the process of change.

The outside world is changing rapidly. Much progress has been seen in the area of science and technology. Development in the field of information and communication have brought the world closer and have contributed to the consolidation of globalization. Human life has become more competitive and complex because of the advancement of knowledge all over the world. Thus, we have to prepare our students to face the emerging challenges by providing them with quality education. Similarly, we have to focus on the development of science, information and technology.

As a member of the global community, Nepal has made commitments to the Dakar Framework of Action (2000) for the attainment of Education for All by 2015 AD. One of the Millennium Development Goals is to achieve the universal primary education. Following this goal, Nepal has made the provision for implementing the Education for All program under the 10<sup>th</sup> plan and has emphasized the need for developing institutional, managerial capacity and

physical infrastructure to achieve Education for All. The curriculum is seen as the foundation of school education, leading to changes in other aspects of education as well. Similarly, from different interaction programs, discussions, research studies and experts opinions it became obvious that curricula need to change to respond to the needs and demand of the country. Thus, the primary education curriculum has been revised on the basis of the following guidelines.

1. Preserve and promote the nation, nationality, democratic culture, and enhance characteristic features of the Nepalese society.
2. Reduce poverty and unemployment by making education relevant to people's life, and making it skill-based and job oriented.
3. Develop human resource as the demand of the country and competitive world market.
4. Create an inclusive society by developing the concept/ethnicities, of collaboration and cooperation between the people of different castes, gender, languages, regions, and cultures.
5. Recognize the importance of information and communication technology and local knowledge and values in the curriculum to promote information communication technology, local level skills, vocation, and local resources identifying their needs and significance.
6. Orient students towards human rights, child rights, and against violence, eliminating superstitions, untouchably and other types of conventional wisdoms that are harmful to society.

The Primary curriculum has been revised on the basis of the report of the 'High Level Working Committee on Education, 2058 B. S.' , 'Impact study of primary curriculum, 2059 B.S.' suggestions of different national and regional level seminars. These reports also included the suggestions to start English language from grade one, incorporate local level subject matters and information communication technology and give focus on behavioral aspects of education. Thus, these suggestions/recommendations are taken into account while revising this primary curriculum.

The revised framework of the primary education curriculum is as follows:

### **1. National Objectives of Education**

National objectives of Education are defined as follows:

1. Help every individual foster her/his potential and possibilities of personal development.
2. Help every individuals develop in her/his inherent sovereign human values, and national and social values to enable them for their healthy social life.
3. Uphold social unity by helping individual's socialization.
4. Help people live a better life in the modern world by protecting their identities in the national and international contexts.
5. Develop human resource potentials for the development of a country for the modernization of the society.
6. Help conserve and utilize natural environment and national heritages.
7. Help bring the underprivileged groups into the national mainstream system.

## **2. Objectives of Pre-primary Education**

Preprimary education aims to develop the following aspects of children.

1. Provide opportunities to develop physical, emotional, mental, linguistic, and social attitudes.
2. Develop habits for personal hygiene and safety.
3. Inspire children to observe normal codes of human behavior.
4. Prepare children to enter into primary education.

## **4. Objectives of Primary Education**

Primary education aims to develop the following aspects in children.

1. Develop social and personal qualities such as morality, self-discipline and self-dependent by promoting the feelings of nation, national unity and democratic culture.
2. Develop basic linguistic and mathematical skills.
3. Develop basic knowledge and applied skills for the livelihood focusing on science, information, communication technology, and environment and health.

4. Develop creative skills by raising interest in arts and beauty.
5. Help in building inclusive society by developing the feelings for appreciation of ethnicities, castes, religions, languages, cultures and regions.
6. Develop a sense of responsiveness to the code of conduct and remain committed to human rights and social values and norms.

## 5. Structure of Primary Education

(a) Preprimary Education:

1. Early childhood development centers may offer services to children below four years of age for their physical, mental or intellectual development.
2. One year pre-primary education will be offered to the children with four years of age.

(b) Duration of primary education: The duration of primary education will be of five academic years.

## 6. Curriculum Framework

S.N.	Subject	Weighting	Full marks
1.	Nepali	8	100
2.	English	5	100
3.	Mathematics	6	100
4.	Social studies and creative arts	6	100
5.	Mother Tongues, Science, Health and Physical education	5	100
6.	Local subject	4	100
	<b>Total</b>	<b>34</b>	<b>600</b>

## 7. Mother Tongue/ Local Subject

- (a) The language spoken by the majority of students should be chosen while selecting the mother tongue for teaching in schools.
- (b) Local subjects such as locally useful vocation, occupation, religion, culture, tradition, local heritage, environment conservation, locally available technologies, festivals, and social system can be offered if mother tongue is not taught.
- (c) The curriculum and textbooks of mother tongue and local subjects will be developed by schools themselves with the help of the resource centre and District Curriculum Coordination Committee. But, if the similar curriculum is applicable in a district, curriculum can be developed for wider use in the district. Likewise, if the similar curriculum is applicable within one resource centre, the curriculum can be developed as the resource centre level.
- (d) Local component in the curriculum: Schools themselves will develop the curriculum and textbooks giving 20% weighting to social studies, creative arts, and physical education.
- (e) Sanskrit can be included in the curriculum within local subjects.

## **8. Medium of Education**

The Medium of education in schools can be the Nepali language, the English language, or both. But for the following reasons, the medium of education will be as follows.

- (a) The medium of education upto the primary level may be offered in the mother tongue.
- (b) Foreigners while studying in the schools of Nepal may take other language as a subject instead of the Nepali language.
- (c) While teaching a particular language the medium may be the same for that language.
- (d) The medium of instruction for the compulsory English shall be in English.

## **9. Periods/hours of Teaching/Learning:**

Schools will open for 220 days, and teaching learning will be for 192 days in one school year. The total time on teaching learning of grade 1-3 will be 816 hours; and of grade 4 and 5 will be 936 hours. One period will be of 45 minutes, a period could be determined as the requirement of a lesson.

## **10. Teaching Method/ Procedure**

Student centered teaching-learning activities will be focused at the primary level. A teacher will play the role of a facilitator to make students active, and classroom lively. Student centered teaching-learning activities will help make teaching learning effective, give behavioral education and make students active. Thus student centered and child friendly teaching method should apply in a class. Inclusive teaching procedures should apply in a classroom to involve all students with diversity background.

## **11. Student Evaluation**

1. Students' learning level will be determined through a formative evaluation system at the primary level. The main aim of formative evaluation is to improve students' learning level. From this teachers would be able to provide more and more learning opportunities on the basis of students' learning achievements.
2. Students' port folio will be maintained from grades 1 to 3. The port folio will be updated according to students' class work, project work, behavioral change, attendance etc. Schools should inform parents about the subject matter taught and students' progress, which will also be recorded in the port folio. Class work will be emphasized rather than homework at this level.
3. Continuous Assessment System will be implemented by evaluating students through or formative evaluation system in grades 1-3. For this, the procedures will be employed as mentioned in No.2 of this part for the Continuous Assessment System.
4. Pass mark is not determined in grades 1-3 because continuous assessment is done in these grades.
5. The main aim of continuous assessment is to upgrade students who are involved in teaching learning activities in a school year by observing change in their behaviors. For the students who remain absent in a class and whose

- learning achievements are low can be upgraded as per the decision of the teacher, parents and head teacher for providing more learning opportunities.
6. Procedures mentioned in No.2 are defined for all subjects. The instructions to use these measures are given in the elaboration matrix of each subject.
  7. Students will be graded from 'A' to 'C' on the basis of their progress in grades 1-3.
  8. An appropriate evaluation system can be applied for the students with varied learning needs.
  9. Quality (standards) of education will be measured by evaluating students' achievement on the basis of the level-wise objectives after five years of the implementation of this curriculum.
  10. Procedures of the Continuous Assessment System are given in schedule 1 and 2.

## 12. Curriculum Evaluation

The Regional and District Curriculum Coordination Committee will collect the suggestions from related students, teachers, parents, educationists, businessmen, policy makers, and other professionals through different seminars, interaction programs, critical studies which will then be sent to the Curriculum Development Centre to make this curriculum better in quality standards, child friendly, useful and inclusive.

## 13. Curriculum Implementation Schedule

After the revision of the primary education curriculum 2049 B.S. in 2059 B.S. the English language has been introduced in grade one since 2060 B.S. Other subjects (except for English) will be implemented on a trail basis from grade one since 2061 B. S. based on the following implementation schedule.

S. N.	Subject	Date of implementation of curriculum			Remarks
		Grade 1	Grade 2	Grade 3	
1.	English	2060	2061	2062	
2.	Other subjects	2063	2064	2065	

# Mathematics

## 1. Introduction

Mathematics is used in all our activities. It is not possible to define in a few words what mathematics itself is, but the following facts clearly state its usefulness/importance/necessity in our daily life.

- It is hot today. How much is it different from yesterday?
- How far is your school from home? Can it be reached in an hour?
- Is 2 kilograms of rice enough for your family for a day?
- How much milk does your cow give?
- What's the date today?
- How much manure is needed for 2 *ropanis* of a farm?

Mathematical knowledge and skills are compulsory in today's changing context. It is needed to use different things, instruments, resources, etc that are being developed and used in our everyday life. Besides, mathematics is the basic tool for scientific exploration, research and proving issues scientifically. In short, mathematical knowledge and skills are necessary to study about social science, economics, political science, science, geography, history and all other subjects related to every aspects of human life.

Education is one of the principal factors or mediums of change that arises in the society or state. Further, it also takes the responsibility of making an individual integrate himself/herself in the changing society. The fundamental responsibility of school is to prepare such human resources that could accomplish the needs and desires of the society. Considering this, it is indispensable to offer mathematics as a compulsory subject in schools so as to maintain relation with every aspect of social life.

In our context, it is found that some of the children enrolled at the primary level drop school without completing this level and among those who complete it some do not get themselves enrolled to the lower secondary level to continue their studies. There may be several reasons behind this. Therefore, it would be more appropriate to formulate policy on what to include in the curriculum by keeping in mind the actual cause of dropouts. In order to give continuity in studies, and make education realistic, curriculum should be developed according to the need and interests of the students.

If a student cannot build a strong base at the primary level of education or if there is no stability of subjects taught at the primary level and lower secondary level, a student will find it quite difficult to cover the course albeit s/he has passed the primary level. Keeping this in mind this mathematics curriculum contains the following two strategies.

- Develop minimum mathematical knowledge, skill and attitude to solve the problem that arises while carrying out the daily activities even for the students who leave the school after completing grade 5.
- Develop necessary mathematical knowledge and skill needed as the bases for the students joining grade 6 after completing grade 5.

In this subject, the following nine learning areas have been included – Geometry; Concept of number, Basic operations of mathematics; Time, Curriency, Measurement and weight; Fractions, Decimals, Unitary method and interest; Bills and budget; Statistics; Sets and algebra.

## 2. Level wise General Objectives

On completion of primary level, the students will be able to do following activities in mathematics:

Scope	Level wise General Objectives
1. Geometry	1. Classify and name the following objects on the basis of their geometrical features (shape, type, angle, measurement) and also explore other geometrical features with measurements * Solid Objects: sphere, cylinder, cube, cuboid, cone, prism and its parts (side, angle, surfaces, edges.....) * Plane figures: triangle, quadrilateral, parallelogram, square, rectangle, circle.
2. Concept of Numbers	2. Count read and write and write in numerals and words the numbers above one crore in Devnagari and Hindu Arabic numerals and also read the numbers upto 10 lacs (one million) in English. Read and write the numbers 1 to 12 in Roman numerals.
3. Basic Operations of Mathematics	3. Solve the mathematical problems of daily life by using addition, subtraction, multiplication and division.
4. Time, Currency and measurement	4. Apply in daily life even by approximation Time, Currency, Measurement (distance, perimeter, capacity, temperature, area and volume) and Weight.
5. Fraction, Decimal, Percentage, Unitary Method and Interest	5. Solve simple problems on fractions, decimals, percentage, unitary method and interest (by unitary method).
6. Bill and Budget	6. Prepare an account of household expenses and income; receive and provide information by reading bills and meter as well.

7. Statistics	7. Receive and provide information by reading graph, chart, table and diagram and present the given information in bar graphs as well.
8. Sets	8. Prepare a list of elements using set notations { } and write them in words and classify objects in sets on the basis of different characteristics.
9. Algebra	9. Solve simple problems on algebraic expressions and equations using algebraic skills.

### 3. Scope and Sequence

Scope	Grade 1	Grade 2	Grade 3
<b>1. Geometry</b>	<ol style="list-style-type: none"> <li>Trace the external boundary of solid objects.</li> <li>Straight and curved lines.</li> <li>Simple geometrical shapes (triangular, quadrangular, circular) and their construction.</li> </ol>	<ol style="list-style-type: none"> <li>Shapes of triangle, quadrilateral and circle using instruments.</li> <li>Surfaces of different solid objects and geometrical shapes.</li> <li>Figures of triangle and quadrilateral.</li> </ol>	<ol style="list-style-type: none"> <li>Measurement of line segment.</li> <li>Comparison of angles (larger or smaller)</li> <li>Triangles of different measurements.</li> <li>Parts of triangles and quadrilaterals.</li> <li>Line segments, sides and angles of triangles and quadrilaterals.</li> </ol>
<b>2. Concept of numbers</b>	<ol style="list-style-type: none"> <li>Numbers from 1 to 100 (in Devnagari and Hindu Arabic Numerals)</li> <li>Place value of digits of the numbers from 1 to 100 (in both).</li> <li>Ascending and</li> </ol>	<ol style="list-style-type: none"> <li>Numbers from 1 to 1000 (in Devnagari and Hindu Arabic Numerals and words)</li> <li>Place value and its table of three digit numbers.</li> <li>Ascending and descending order of three digit numbers</li> </ol>	<ol style="list-style-type: none"> <li>Counting of the numbers up to six digits (in Devnagari and Hindu Arabic Numerals and words)</li> <li>Place value and its table up to six digit numbers.</li> <li>Ascending and descending</li> </ol>

	<p>descending order of the numbers from 1 to 99</p> <ol style="list-style-type: none"> <li>4. Even numbers of two digits up to 100.</li> <li>5. Ordinal numbers up to tenth place</li> </ol>	<p>(up to three numbers)</p> <ol style="list-style-type: none"> <li>4. Even numbers of with three digits.</li> <li>5. I to XII in Roman Number System</li> </ol>	<p>order of six digit numbers (up to three numbers)</p> <ol style="list-style-type: none"> <li>4. Rounding off of the numbers from 1 to 99 to the nearest 10.</li> <li>5. Even and Odd numbers.</li> </ol>
<p><b>Basic Operations in Mathematics</b></p> <p>3. (a) Addition</p>	<ol style="list-style-type: none"> <li>1. Addition of two digit numbers without carryover (up to two addends).</li> <li>2. Simple verbal problems on addition</li> </ol>	<ol style="list-style-type: none"> <li>1. Addition of two digit numbers with carryover (upto two addends).</li> <li>2. Addition of three digit numbers without carryover (upto three addends).</li> <li>3. Simple verbal problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Addition of four digit numbers.</li> <li>2. Simple verbal problems</li> </ol>
<p>3. (b) Subtraction</p>	<ol style="list-style-type: none"> <li>1. Subtraction of two digit numbers (without borrowing)</li> <li>2. Simple verbal problems on subtraction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Subtraction of three digit numbers (with borrowing)</li> <li>2. Simple verbal problems on subtraction.</li> <li>3. Relation of Addition and Subtraction (concept of reversible operations of each other)</li> </ol>	<ol style="list-style-type: none"> <li>1. Subtraction of four digit numbers (with borrowing from any three places) and simple verbal problems related to them</li> </ol>
<p>3. (c) Multiplication</p>	<ol style="list-style-type: none"> <li>1. Relation between Multiplication and Addition.</li> <li>2. Mathematical sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. Multiplication tables of 2 to 10.</li> <li>2. Mathematical sentences involving multiplication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Multiplication tables of 2 to 12.</li> <li>2. Mathematical sentences involving multiplication</li> </ol>

	<p>involving multiplication</p> <ol style="list-style-type: none"> <li>3. Problems on Multiplication by figures</li> <li>4. Multiplication tables of 2 to 5.</li> </ol>	<ol style="list-style-type: none"> <li>3. Multiplication of two digit numbers by one digit number (without carryover only)</li> <li>4. Simple verbal problems on multiplication</li> </ol>	<ol style="list-style-type: none"> <li>3. Multiplication of two or more than two digit numbers by two digit numbers.</li> <li>4. Simple verbal problems on multiplication</li> </ol>
<b>3. (d) Division</b>	<ol style="list-style-type: none"> <li>1. Problems of grouping a maximum of 20 objects into an equal group of 2 to 5</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning of division by grouping of objects and mathematical sentence.</li> <li>2. Division as the form of repeated subtraction.</li> <li>3. Division of two digit numbers by one digit number.(without remainder)</li> </ol>	<ol style="list-style-type: none"> <li>1. Division of three digit numbers by two digits numbers and verification.</li> <li>2. Simple verbal problems on division.</li> <li>3. Relation between division and multiplication.</li> </ol>
<b>4. Time, Currency, Measurement and Weight</b>  4. (a) Time	<ol style="list-style-type: none"> <li>1. Time in hours.</li> <li>2. Seven days of a week.</li> <li>3. Name of twelve months.</li> </ol>	<ol style="list-style-type: none"> <li>1. Times of 15-15 minutes difference on the watch</li> <li>2. Relation between hours and day, days and week, days and month, months and year</li> <li>3. Month, date and day on the calendar</li> </ol>	<ol style="list-style-type: none"> <li>1. Time in hours and minutes on the watch.</li> <li>2. Conversion of days into hours, weeks and months into days.</li> <li>3. Addition and subtraction of the following units of time without conversion. <ul style="list-style-type: none"> <li>-Days and hours</li> <li>-Hours and minutes</li> <li>-Weeks and days</li> <li>-Months and days</li> </ul> </li> </ol>
4. (b) Currency	<ol style="list-style-type: none"> <li>1. Money in use up to Rs.100 (coins and notes)</li> <li>2. Addition and subtraction of money (without carryover)</li> </ol>	<ol style="list-style-type: none"> <li>1. Notes up to Rs. 1000.</li> <li>2. Conversion of rupees into paisa.</li> <li>3. Addition and subtraction of rupees and paisa without</li> </ol>	<ol style="list-style-type: none"> <li>1. Conversion of rupees into paisa and paisa into rupees.</li> <li>2. Addition of rupees and paisa (with conversion) and subtraction of rupees and paisa (without</li> </ol>

	3. Simple verbal problems on addition and subtraction relating to money.	conversion. 4. Simple verbal problems on addition and subtraction relating to money	conversion) 3. Simple verbal problems on addition and subtraction relating to money.
4. (c) Distance	1. Problems on comparison of lengths of objects by estimation.	1. Relation between centimeter and meter. 2. Measurement of the given object in centimeter (simple cases only).	1. Measurement length using meter and centimeter. 2. Conversion of meter into centimeter. 3. Addition and subtraction of centimeter and meter without conversion.
4. (d) Area	-----	1. Comparison of area	1. Area of figures on the basis of unit squares
4. (e) Capacity	1. Comparison of the capacities of given two containers.	1. Use of standard measuring containers of 100 ml, 200 ml, 500 ml and 1 liter (1000 ml)	1. Capacity of various containers by using standard measuring containers of 25 ml to 1 liter. 2. Estimating the capacity of containers up to 1 liter in the nearest 100 ml. 3. Conversion of 1 liter into ml. 4. Addition and subtraction of liter and milliliter without conversion.
4. (f) Volume	-----	-----	1. Volume of solid objects by counting 1 cubic centimeter ( $1\text{cm}^3$ ) blocks.
4 (g) Weight	1. Comparison of two objects by estimation of their weights (lighter or	1. Use of 100 gram, 200 gram, 500 gram and 1000 gram (1kg) weights (Dhaka).	1. Weights of various things by using 50 gram to 1 kg standard

	heavier)		weights 2. Estimation of weights of objects weighing up to 1 kg in nearest 100 grams 3. Conversion of kilogram into grams
<b>5. Fraction, Decimal, Percentage, Unitary Method and Interest</b> 5 (a) Fraction	1. Concept and use of $\frac{1}{2}$ and $\frac{1}{4}$	1. Concept and use of the fractions $\frac{1}{4}$ , $\frac{3}{4}$ , $\frac{1}{3}$ , and $\frac{2}{3}$ and $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ , $\frac{1}{3}$ , $\frac{2}{3}$ , and $\frac{1}{10}$ 2. Shaded parts of the figures (half, one fourth, three fourth, one third) in mathematical language	1. Order of the fractions with equal denominators 2. Addition and subtraction of fraction with equal denominators (excluding mixed numbers)
5 (b) Decimal	-----	-----	1. Introduction of tenths and hundredths
5 (c) Unitary Method and Interest	-----	-----	1. Total value of similar set of objects on the basis of unit value
<b>6. Bills and Budget</b>	-----	-----	1. Information from bills (Simple cases only)
<b>7. Statistics</b>	1. Simple pictographs	1. Study and obtain information	1. Obtain comparative information

	<ul style="list-style-type: none"> <li>2. Reading simple pictographs</li> <li>3. Information through simple pictographs</li> </ul>	from bar graphs (simple case only)	<ul style="list-style-type: none"> <li>from bar graphs by counting the units</li> <li>2. Numbers and scales of data</li> <li>3. Comparison of distance of things on the map</li> </ul>
<b>8. Sets</b>	<ul style="list-style-type: none"> <li>1. Problems on identifying similar types of objects (simple cases only)</li> <li>2. Problems of identifying odd ones from the given objects (simple cases only)</li> </ul>	<ul style="list-style-type: none"> <li>1. Identifying objects on the basis of similar character</li> <li>2. Identifying odd ones from the given objects</li> </ul>	<ul style="list-style-type: none"> <li>1. Set notations of the elements of the sets given in words (simple cases only)</li> </ul>
<b>9. Algebra</b>	-----	<ul style="list-style-type: none"> <li>1. Problems of addition with box notation solved through inspection method</li> </ul>	<ul style="list-style-type: none"> <li>1. Problems of addition and subtraction with box notation solved through inspection or hit and trial methods</li> </ul>

#### 4. Weight distribution table:

SN	Area	Grade 1		Grade 2		Grade 3	
		Weight	Periods %	Weight	Periods %	Weight	Periods %
1.	Geometry	17	10	15	8	13	7
2.	Concept of Numbers	52	27	45	23	37	19
3.	Basic operations of math	44	23	48	25	44	23
4.	Time, currency, measurement and weight	40	20	31	16	37	19
5.	Fraction, decimal, percentage, unitary method and interest	19	10	25	14	25	23
6.	Bill and budget					7	4
7.	Statistics	12	6	10	5	11	6
8.	Sets	8	4	8	4	10	5
9.	Algebra			10	5	8	4
<b>Total periods</b>		<b>192</b>	<b>100</b>	<b>192</b>	<b>100</b>	<b>192</b>	<b>100</b>

#### 5. Teaching learning process:

This curriculum has mainly laid special focus on demonstration, experimental, question answer and discussion, inductive and research methods to teach the contents of any area or inculcate any of the mathematical skills in students. Besides the above mentioned teaching methods, this curriculum aims to use the following techniques in presenting the subject matters of mathematics.

1. Inductive method
2. Simple to complex
3. Concrete to abstract
4. Mathematical thinking

The use of learning materials is the very important to simplify the learning process and inculcate the mathematical concept in students. Learning materials means textbooks, exercise books and all the materials the students use while learning. Generally the following learning materials can be used in achieving the learning outcomes set by the curriculum:

- A. Base ten blocks
- B. Models
- C. Real objects (Realia)
- D. Standard units of weight and measurement, etc

Teaching methods and activities to be adopted while teaching this subject have been given in the learning outcome elaboration matrix. However, these are only the general guidelines. Appropriate techniques suitable to the local context can also be used to enhance the learning.

## **6 Student Assessment:**

Like other subjects, in mathematics also student assessment is generally carried out for the following objectives:

- ✓ Find out whether the students achieved the learning outcomes or not,
- ✓ Find out whether the students have prerequisite knowledge to learn a new lesson (concept/skill)
- ✓ Give feedback to students about what they have learnt
- ✓ Give feedback to teachers about the effectiveness of their teaching
- ✓ Grade students by assessing their achievement

Teaching learning process should continue until students achieve the intended learning outcomes. Teachers should find out the weaknesses of students through continuous assessment and take necessary corrective measures. Thus continuous assessment should be adopted as an integral part of teaching and learning. However, in student assessment, the following measures should be adopted in grading students:

- ✓ It is assumed that teaching learning can only be meaningful when a teacher presents himself/herself as a co-learner, facilitator, promoter and motivator.
- ✓ The process of solving mathematical problems by associating them with local ones has been considered as the best teaching methods.
- ✓ Personal teaching in consultation with parents, teachers and students is meaningful so this should be given appropriate place in teaching mathematics.

Therefore, the main basis of student assessment in teaching mathematics should be to find out whether students have achieved the specified learning outcomes, and how far students have learnt the mathematical concepts and skills.

## **Social Studies and Creative Arts**

### **(a) Social Studies Section**

#### **1. Introduction**

Human beings have to accept themselves as intellectual, spiritual and sensitive social beings to fulfill their needs and to live a life as able citizens. Along with this, they have to be informed with the social and material world environment, explore the present through past experience and study the society being honest to the future. The main objectives of social studies are to study all these issues.

This curriculum of social studies is prepared on the basis of the reports of the National Education Commission and regional and national seminars/workshops on education. In the curriculum at this level, the emphasis has been placed on the delivery of knowledge, skills and developing positive attitudes so as to create interest among children in social and physical environment and to lay a foundation for becoming productive and active citizens. Placing emphasis on the practical education system, it is hoped that learners will be able to identify and solve their own problems and thereby based on their own thinking process, skills, ability, interest and choice will foster their ability in different areas to encourage active participation in learning and life skills at large. It is hoped and believed that even those students who are bound to drop out from formal education will be able to face challenges in their daily life, and solve their own problems, leading a social and pragmatic life in society.

To achieve above mentioned objectives, according to the concept of social studies, because an individual's life starts from family, moving towards neighbours, community, region, nation and the whole world; Keeping in view

with the level of the primary schools we have tried to encompass the above subject areas in the following ways:

- oneself, one's family and neighbour
- our traditional, social norms and values
- social problems and solutions
- civic sense
- our earth
- our past
- our economic activities

It is expected that learners will be encouraged to recognize their own self; accommodate in the family and community, identify with the established social behaviors and rules, be supportive to root out social problems and evils, recognize the needs for human qualities, rights and duties in good citizens; introduce children with the geographical features of their own place, region and country; encourage to explore the history of their own self, family and community; inspire them to be economic and study about the economic activities of the community they live in. A special feature of the curriculum is that it has a provision of the inclusion of local contents. The curriculum is the guideline for the formal education. Teachers have the main role and responsibility for its implementation. To show the roadmap for teachers, elaboration of contents is included in the Nepali version of this curriculum. We have included hereby the educational teaching activities and a model of assessment scheme. Along with that, to make its implementation effective teacher's own effort to bring recent techniques in the classroom will be appreciable. In the process of formation of this curriculum the task force has prepared this revised curriculum based on the opinions and suggestions of subject specialists, experienced teachers, guardians, educationists and authors. This centre always welcomes constructive feedback to uplift its usefulness and standards and to address its implementation aspect as well.

**2. Level wise general objectives:** Learners will be able to do the following at the end of the primary level of education:

1. To give introduction of self, one's family and neighbour
2. To be aware of social evils, untouchably, conservatism etc.
3. To have good faith and respect on practices, costumes, different castes, languages, genders, occupations, religious and fairs and festivals.
4. To show love, reverence and devotion to the nation and to behave according to the norms and values of democracy (Loktantra).
5. To get inspiration from the deeds of local community and famous people of national level and to show respect on them.
6. To identify various social problems and be helpful to solve them.
7. To be aware of human right, child right and one's duties and show it in practical life.
8. To obey social codes and rules.
9. To be able to explain the formation and functions of different local bodies (ward/village development committee/municipality and district development committee)
10. To be able to observe and explain the immediate geographical features and practice on drawing map.
11. To give a short introduction of the earth and to explain the geographical feature of Nepal.
12. To be able to give a short introduction of neighboring countries.
13. To say the historical background of one's community and the country and to explore about the historical facts.
14. To respect work and to form a habit of labor and economy.
15. To observe and explain about the local economic activities and to contribute in them as far as possible.

### 3. Scope and sequence

The scope and sequence of the contents of Social Studies is given in the table below:

Areas/unit	Class one	Class two	class three
1. self, one's family and neighbour	<ul style="list-style-type: none"> <li>names and relationship of the self and the members of own family</li> <li>to take care of one's own belongings</li> <li>harmony</li> </ul>	<ul style="list-style-type: none"> <li>Work to be done by self and by family members</li> <li>Self responsibility</li> <li>Care of one's belongings and their use</li> </ul>	<ul style="list-style-type: none"> <li>age of own and of family members</li> <li>cooperation with the work of the family and neighbors</li> <li>care of household goods</li> </ul>
2. our tradition, social norms and values	<ul style="list-style-type: none"> <li>respect and regard of family members</li> <li>love and affection</li> <li>food and clothing</li> <li>household work</li> </ul>	<ul style="list-style-type: none"> <li>Respect and regard of neighbors</li> <li>Food and clothing habit of neighbors and their custom</li> <li>Fairs and festivals</li> <li>Social personalities of neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>respect and regard of guests and relatives</li> <li>language and festivities of neighborhood</li> <li>identification and respect of local personalities</li> </ul>
3. social problems and solutions	<ul style="list-style-type: none"> <li>helpless and disables at home and family</li> <li>help and regard on them</li> </ul>	<ul style="list-style-type: none"> <li>Help and regard on the helpless and disables at school and neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>providing help to the helpless and disables in the local community</li> <li>awareness of untouchably and social evils</li> </ul>
4. civic sense	<ul style="list-style-type: none"> <li>exchanging help</li> <li>taking care of one's belongings at home and school</li> <li>activities held at home and school</li> </ul>	<ul style="list-style-type: none"> <li>Exchanging help with acquaintance</li> <li>Protection of public property in the locality</li> <li>Proper use of public places and property</li> </ul>	<ul style="list-style-type: none"> <li>exchanging help with unknown people</li> <li>use and protection natural resources</li> <li>instruction to be followed at public places</li> <li>child right</li> <li>formation and function one's ward</li> </ul>
5. our earth	<ul style="list-style-type: none"> <li>topography of the surroundings of school and home</li> <li>simple use of map</li> </ul>	<ul style="list-style-type: none"> <li>Observation of the topography, rivers, forests etc surrounding one's street and community</li> <li>Simple use of map</li> </ul>	<ul style="list-style-type: none"> <li>natural features and social custom of one's VDC/municipality</li> <li>simple use of the map of one's VDC/municipality</li> </ul>
6. our past	<ul style="list-style-type: none"> <li>one's own introduction of simple historical background of one's own and the family</li> </ul>	<ul style="list-style-type: none"> <li>Simple family background of the classmates</li> <li>Identification of national emblems</li> </ul>	<ul style="list-style-type: none"> <li>historical background of the neighbors and relatives</li> <li>short introduction of the heroes and heroines who have made contribution to the nation</li> </ul>
7. our economic activities	<ul style="list-style-type: none"> <li>cooperation in the household work</li> <li>economy in the use of the goods of daily use</li> <li>use of home made food and goods as far as possible</li> </ul>	<ul style="list-style-type: none"> <li>Support and respect for all kinds of work of the people of neighborhood</li> <li>Economy in the use of goods at home and family</li> <li>Use of the products of one's own village and city</li> </ul>	<ul style="list-style-type: none"> <li>respect of and cooperation in the good deeds of all the people in the community</li> <li>economy</li> <li>use of the goods, products and manufactures in one's district</li> </ul>

#### 4. Weight distribution table

Scope/unit	class one (Period)	class two (Period)	class three (Period)
1. Self/one's family and neighborhood	10	10	10
2. Our tradition, social norms and values	12	12	12
3. Social problems and solutions	8	8	8
4. Civic sense	14	14	14
5. Our earth	12	12	12
6. Our past	10	10	10
7. Our economic activity	12	12	12
8. Local section *	18	18	18
<b>Total</b>	<b>96</b>	<b>96</b>	<b>96</b>

#### \* **Local section (Local part of the curriculum)**

For the local curriculum a school, in coordination with the resource person has to cover up and deliver such content areas relating to the neighbour, community and region/area that affect their daily life and impart real life experience. The curriculum developed by the CDC also contains local contents but they may not be enough. Though local in nature they may be inadequate. Therefore, schools can elaborate the content and scope of the curriculum prepared by the centre and they can also include other new elements in their curriculum. The schools should design curriculum of 20 percent weighting or for about 5 or 6 weeks period out of the total weighting given to social studies. While choosing the contents, other areas can also be incorporated into the curriculum.

## Possible content areas

1. Cultural area: festivals, outfits, customs, arts and skills, songs & music, fairs, celebrations etc.
2. Historical area: historical objects of the locality, personalities, ancient monuments object with archeological importance etc.
3. Geographical area: geographical feature, climate, weather etc.
4. Natural areas: forests, rivers, streams, pond/lake, hills, mountains, the Himalayas, vegetations and herbs, animals etc.
5. Religious area: shrines, religious activities etc.
6. Economic area: agriculture, trade, industry, animal husbandry, small scale and large scale industry, employment areas, economic activities etc.
7. Ethnic/Lingual area: language groups, ethnic groups, different caste, etc
8. Tourism area: tourist spots, tourism programmes, etc
9. Professional area: special local occupations, cottage industry etc.
10. Health area: garbage management, drinking water, community health, first aid etc.
11. Environmental area: plantation, natural disaster, conservation etc.
12. Educational area: literature, literacy / awareness etc.

Apart from the areas mentioned above, there can be other contents in the new areas. Among them, keeping in view with the time available and the needs, the school should choose and teach as appropriate to them. While selecting these areas of study, schools can offer the contents from grade one to grade five within the preview of the scope of work. They can also choose one area and contents for one grade and another area for another grade. But these contents should be included in the evaluation process. Achievement tests and continuous assessment are equally important for these contents as well.

## **5. Instructional Method**

To teach social studies effectively such methods and processes which give a real life experience to learners should be applied. Since the age level of the primary school children is very tender, we have to apply child centered methods in our instruction. According to the principle of 'learning by doing' we should assign group work to develop knowledge, skill and attitude towards

social studies. To make instruction meaningful, interesting and effective, selection of methods should be pursued according to the nature of contents. Selection of instructional method also depends upon student's interest, ability and age etc. Besides, more knowledge and skills should be developed by using child-centered method. Students should be enriched in the content through songs, poems, stories, reports, news, editorials, letters, dialogues etc. It is necessary to project works and to play the role of a facilitator to make their learning permanent and raising their confidence to cope up with the challenges they face in their life. To make instructional methods effective we can apply various teaching methods based on the nature of the contents for example: a. question answer b. discussion c. project work d. field trip e. problem solving f. research/exploration g. story telling h. inductive i. acting (singing/dancing) j. map reading k. note making l. demonstration etc.

#### **6. Student's Assessment:**

In social studies evaluation is considered to be a part of instructional process. Emphasis should be laid upon observation rather than written examination to see if the desired behavioral change has occurred among the learners. Instructional process should be continued until the learning outcomes have been achieved. Through continuous assessment student's weaknesses should be detected and efforts should be made to address them. Continuous assessment should be based on student's class work, home work, participation, behavioral change, creative work, attendance etc and should be well recorded. Periodical examination should be given, and parents and students should be provided with the achievement reports on both types of examination.

## **(B) Creative arts**

### **1. Introduction**

Expression of the children's potentialities like their experience, creativity through visual and musical arts is called creative art. The main objective of this subject is to make children able to express their feelings, experience and creativity freely and spontaneously. This subject comprises the following contents:

#### **a. Visual Art**

Under creative art come visual art (drawing and handicraft) and musical art. The origin of drawing is assumed to be older than human civilization and language. It is called 'international language' because it is easily understood and can be made others understand equally easily. The genres of visual arts are taken as one of the most effective means of expression. Its utility and importance in modern times are increasing day by day. In visual arts importance of children's drawing is indispensable. It has been proved that visual art is an integral subject for the intellectual development of the children and for the development of their creativity, discovery and constructive attitude. Before writing letters and words small children naturally start drawing curved lines. This helps a lot in their physical and intellectual development.

The art related knowledge inherent in students helps in their higher studies as well as in their everyday life.

It is not true that the study of painting is necessary only to become a professional painter. A little interest in painting makes children creative. It adds a new mode of understanding in their style of work.

## **b. Music**

Music is the collective name of singing, dancing and playing musical instruments. Food is a physical diet, whereas music is a mental diet. It helps reduce anxiety and increase happiness. There is a cordial relationship between man and music. It means music is an integral part of human life. It sounds everywhere from a small village hut to temples and huge buildings in the cities. Today, with the development in communication, various types of music is played through radio, cassette players, TV etc. All these means are not appropriate to the need of our children. Therefore it is necessary to create interest in one's art and culture among children from the very beginning and motivate them to promote music according to the need and level of the learners.

Because, one of the objectives of primary education is to create interest among children towards art, beauty and culture, it is necessary to give them knowledge of basic music. There is not adequate number of musicians in our country to provide entertainment to the music lovers. The main reason behind this is that music is not given proper place in the school curriculum.

According to child psychology, by nature, children like to dance, play and sing because knowledge acquired through pleasure in a pleasant environment is effective and lasting. Keeping in view all these things, music is included in the curriculum as compulsory subjects from the primary level of education.

Music education also helps higher education because it creates curiosity among students to learn new things.

Dropout children after primary education are bound to engage in earning their bread. The creative skill gained through the knowledge of music helps learners adjust themselves in any situation they face which comes under the national

objectives of our education system. Based on these facts, this subject has come to this form as a result of the reshaping of the creative and vocal art.

The following areas are included in this subject:

- a. Visual art: 1. Drawing 2. Coloring 3. Printing work 4. Collage 5. Clay work 6. Paper work 7. Construction work
- b. Music: 1. Singing 2. Instrument playing 3. Dancing 4. Acting

## **2. Level wise general objectives**

### **a. Visual art**

After the completion of primary education students will be able to do the following:

1. To use pencil and eraser properly
2. To make different patterns, shape and faces and color depending on their level
3. To make picture of their choice
4. To express themselves freely

### **b. Music**

1. To sing solo or in chors in accordance with the beat
2. To introduce/define various instruments and play them
3. To dance solo, in pair or in group
4. To act solo or in group on any plot

### 3. Scope and Sequence

The scope and sequence is presented in the table below.

#### (A) Visual art

Subject area	Grade 1	Grade 2	Grade 3
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Scribble lines</li> </ul>	<ul style="list-style-type: none"> <li>• drawing lines with different objects</li> </ul>	<ul style="list-style-type: none"> <li>• line or drawing from different objects</li> </ul>
	<ul style="list-style-type: none"> <li>• Scribble line picture/shapes</li> </ul>	<ul style="list-style-type: none"> <li>• drawing lines showing different objects</li> </ul>	<ul style="list-style-type: none"> <li>• making different shapes with geometrical shapes</li> </ul>
	<ul style="list-style-type: none"> <li>• drawing lines with different materials</li> </ul>	<ul style="list-style-type: none"> <li>• favorite or imagined objects pictures</li> </ul>	<ul style="list-style-type: none"> <li>• drawing different objects around</li> </ul>
	<ul style="list-style-type: none"> <li>• making shapes from shapes</li> </ul>		<ul style="list-style-type: none"> <li>• drawing of imagined objects</li> </ul>
<b>Colouring</b>	<ul style="list-style-type: none"> <li>• use of different local colors</li> </ul>	<ul style="list-style-type: none"> <li>• simple introduction and use of local colors</li> </ul>	<ul style="list-style-type: none"> <li>• making of patterns and designs with water color, poster color or local colors</li> </ul>
	<ul style="list-style-type: none"> <li>• simple use of colors</li> </ul>	<ul style="list-style-type: none"> <li>• selection and basic use of colors</li> </ul>	<ul style="list-style-type: none"> <li>• experimental use of colors</li> </ul>
	<ul style="list-style-type: none"> <li>• use of color in pictures</li> </ul>	<ul style="list-style-type: none"> <li>• use of color in picture/drawings</li> </ul>	<ul style="list-style-type: none"> <li>• use of colors in drawing/pictures</li> </ul>
<b>Printing Work</b>	<ul style="list-style-type: none"> <li>• printing with hand or fingers</li> </ul>	<ul style="list-style-type: none"> <li>• printing with hands or fingers</li> </ul>	<ul style="list-style-type: none"> <li>• printing with different objects</li> </ul>
	<ul style="list-style-type: none"> <li>• printing with objects</li> </ul>	<ul style="list-style-type: none"> <li>• printing with objects</li> </ul>	<ul style="list-style-type: none"> <li>• printing with designs and patterns cut out from thick paper pieces</li> </ul>
	<ul style="list-style-type: none"> <li>• printing with coins</li> </ul>	<ul style="list-style-type: none"> <li>• printing with objects engraved with different patterns and designs</li> </ul>	<ul style="list-style-type: none"> <li>• printing with designs and patterns in different objects</li> </ul>

<b>Collage</b>	<ul style="list-style-type: none"> <li>making collage with different objects</li> </ul>	<ul style="list-style-type: none"> <li>making collage collecting different pictures</li> </ul>	<ul style="list-style-type: none"> <li>making different shapes by cutting, tearing and pasting pieces of paper</li> </ul>
	<ul style="list-style-type: none"> <li>making collage cutting and tearing different objects</li> </ul>	<ul style="list-style-type: none"> <li>making collage with different cut pieces of papers or shapes</li> </ul>	<ul style="list-style-type: none"> <li>choosing appropriate paper for collage</li> </ul>
		<ul style="list-style-type: none"> <li>pasting torn/cut pieces of paper one upon others and making collage</li> </ul>	<ul style="list-style-type: none"> <li>cutting and tearing papers in a correct way to make collage</li> </ul>
		<ul style="list-style-type: none"> <li>making collage pasting natural objects</li> </ul>	<ul style="list-style-type: none"> <li>making pictures through pasting torn/cut pieces of papers one upon another</li> </ul>
			<ul style="list-style-type: none"> <li>making simple pictures composition pasting natural objects</li> </ul>

<b>Subject area</b>	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>
<b>Clay work</b>	<ul style="list-style-type: none"> <li>making different shapes by pressing</li> </ul>	<ul style="list-style-type: none"> <li>making objects of different shapes by pressing</li> </ul>	<ul style="list-style-type: none"> <li>making objects of different shapes by pressing</li> </ul>
	<ul style="list-style-type: none"> <li>making round, flat, oval shapes</li> </ul>	<ul style="list-style-type: none"> <li>making objects of different shapes by joining the round, flat, oval shapes</li> </ul>	<ul style="list-style-type: none"> <li>making different kinds of fruits and simple designs</li> </ul>
	<ul style="list-style-type: none"> <li>making letters and numbers through coil method</li> </ul>		<ul style="list-style-type: none"> <li>making different kinds of fruits and designs</li> </ul>
		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>use of color on the objects</li> </ul>
<b>Paper work</b>		<ul style="list-style-type: none"> <li>folding, tearing and cutting of papers</li> </ul>	<ul style="list-style-type: none"> <li>tearing or cutting papers in square shapes</li> </ul>
		<ul style="list-style-type: none"> <li>making triangles, rectangles, squares, quadrilaterals by folding papers</li> </ul>	<ul style="list-style-type: none"> <li>making models of different objects</li> </ul>
		<ul style="list-style-type: none"> <li>making models of different objects.</li> </ul>	<ul style="list-style-type: none"> <li>making different shapes and designs by cutting papers</li> </ul>
<b>Construction work</b>			<ul style="list-style-type: none"> <li>making of different shapes with clay using different objects</li> </ul>
			<ul style="list-style-type: none"> <li>making of different dimensional shapes by cutting, folding and joining on thick papers</li> </ul>
			<ul style="list-style-type: none"> <li>making of different shapes using papers, sticks or wood pieces</li> </ul>
			<ul style="list-style-type: none"> <li>making of different designs using different objects.</li> </ul>

**(B) Music**

<b>Subject area</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Singing</b>	<ul style="list-style-type: none"> <li>singing local songs</li> <li>singing children's songs from textbook</li> </ul>	<ul style="list-style-type: none"> <li>singing of local songs</li> <li>singing of children's songs, class songs, national anthem with correct rhythm</li> </ul>	<ul style="list-style-type: none"> <li>singing of local songs</li> <li>singing national anthem in chorus</li> </ul>
	<ul style="list-style-type: none"> <li>singing of children's songs, class songs, national anthem with correct rhythm</li> </ul>	<ul style="list-style-type: none"> <li>singing of songs one knows or children's songs with correct rhythm</li> </ul>	<ul style="list-style-type: none"> <li>singing of children's songs, class song and poems in correct rhythm</li> </ul>
<b>Playing instrument</b>	<ul style="list-style-type: none"> <li>name of local instruments</li> </ul>	<ul style="list-style-type: none"> <li>name of local instruments and simple practice</li> </ul>	<ul style="list-style-type: none"> <li>playing local instruments with correct rhythm</li> </ul>
	<ul style="list-style-type: none"> <li>clapping practice in correct tune</li> </ul>	<ul style="list-style-type: none"> <li>clapping practice with correct tune</li> </ul>	<ul style="list-style-type: none"> <li>clapping correctly with different tunes</li> </ul>
	<ul style="list-style-type: none"> <li>singing of children's songs, class wise songs and national anthem with clapping</li> </ul>	<ul style="list-style-type: none"> <li>singing of children's songs, class songs and national anthem with clapping</li> </ul>	<ul style="list-style-type: none"> <li>singing of children's songs, class songs and national anthem with clapping</li> </ul>
<b>Dancing</b>	<ul style="list-style-type: none"> <li>movement of legs with correct beating</li> </ul>	<ul style="list-style-type: none"> <li>movements of hands and legs in children's song</li> </ul>	<ul style="list-style-type: none"> <li>class song with action</li> </ul>
	<ul style="list-style-type: none"> <li>dancing in local songs</li> </ul>	<ul style="list-style-type: none"> <li>class song with action and correct tune</li> </ul>	<ul style="list-style-type: none"> <li>dancing properly in children's song</li> </ul>
	<ul style="list-style-type: none"> <li>dancing in children's songs, class songs</li> </ul>	<ul style="list-style-type: none"> <li>dancing in tune of song and music</li> </ul>	<ul style="list-style-type: none"> <li>local song and music with correct beating</li> </ul>
<b>Acting</b>	<ul style="list-style-type: none"> <li>imitation walking, jumping and sounds of animals and birds</li> </ul>	<ul style="list-style-type: none"> <li>acting on the characters given in the text book</li> </ul>	<ul style="list-style-type: none"> <li>acting in the characters given in the textbook</li> </ul>
		<ul style="list-style-type: none"> <li>imitation of walking, jumping and sounds of animals and birds</li> </ul>	<ul style="list-style-type: none"> <li>imitation of walking, jumping and sounds of animals and birds</li> </ul>

#### 4. Weight distribution table

##### Visual Art

Area	Class 1	Class 2	Class 3
1. Drawing	7	6	4
2. Coloring	10	8	6
3. Printing	7	6	5
4. Collage	8	8	6
5. Clay work	8	8	5
6. Paper work		4	6
7. Construction work			8
8. Local section	8	8	8
<b>Total weighting</b>	<b>48</b>	<b>48</b>	<b>48</b>

##### Music and Dance

Area	Class -1	Class -2	Class -3
1. Singing	12	12	12
2. Playing instruments	8	8	8
3. Dancing	12	12	12
4. Acting	8	8	8
5. local section	8	8	8
<b>Total weightage</b>	<b>48</b>	<b>48</b>	<b>48</b>

##### Local contents section

As per the policy of inculcating some local contents in the primary level, this subject also includes some local level subject matters. Twenty percent of the weight is given to the local contents in the curriculum.

Local colour and printing and weaving, construction, local folk song, dancing, drama, instrument etc should be done by preparing the local curriculum, which covers the above contents.

## **5. Instructional method**

Inclination towards the art of creative expression and skills is related to the feelings of children. Interest and ability in drawing are not found equal among children. Teachers need to teach by keeping this in view. For example, if ten students are asked to draw a house they will produce ten different kinds of houses. Some of them will be very beautiful. Some will be fairly good and some may not be so good but they are their original creations and expressions. Teachers should encourage such original thinking and creativity inherent among children. We should always inspire them to create such unique pictures/drawings. There lies the importance and beauty of child art.

Merely assigning them to do the tasks of your choice will not help them develop desired skills. Effectiveness of teaching lies in giving them practice as much as possible. The following points should be given due considerations in teaching drawing:

- If you ask them to draw a picture of your choice on the very first day, they will be confused or afraid and will take the subject to be very complex. To prevent this, teachers should be aware and try to give a feeling that drawing is an interesting and easy subject which can be learnt in a game like way. To justify this, teachers can demonstrate how different shapes/faces can be made with simple lines.
- While teaching Visual Arts, we should not have any control on the tools (pen, pencil). As far as possible encourage students to draw pictures.
- It would be better to ask them to draw simple picture rather than difficult ones.
- We should teach Visual Arts in a simple and easy way, for example, making a face in a circle, making a circular, triangular, square or terrace house etc.

- Teachers can collect pictures from different magazines and books or they can make their own drawing and ask children to colour them
- Teachers should not correct student's drawings. This will discourage and affects their confidence. Therefore, teachers should draw on the blackboard or on a piece of paper and show them to guide them for improvement.
- Teachers should ask them to be careful of not wasting or overflowing of color.
- Use of scale is strictly prohibited.
- Besides the topics chosen by the teacher, children should be allowed to draw imaginative pictures. This makes them creative and original.
- Because drawing is related with the feelings of the children, teachers should always try to understand their psychology.

## **6. Students Assessment**

Evaluation of Creative Expressive Arts helps develop knowledge and skills in students. All the activities carried out in this subject are related with the skill, knowledge and their work so evaluation should be done accordingly. For example, if students are asked to draw a picture or to dance, these activities should be done as part of the instruction spontaneously. It is completely a practical subject so evaluation too must be practical. To encourage students, we should always appreciate our student's efforts and comparisons of their work should not be made. Along with the appreciation, we should carry out activities which form the habit of free drawing, confidence building, original thinking and devotion to and quest for beauty so as to encourage all our students and motivate them towards creative work.

# Science, Health and Physical Education

## (A) Science and Environment Education

### 1. Introduction:

The role of the Science and Environment Education curriculum is crucial to achieve the objectives of primary education like imparting basic knowledge and skills of science and technology, promoting such skills and attitude and develop the habit of exploring knowledge and skills. The curriculum which was developed and implemented in 1992 has already been in use for more than ten years. Considering this fact, it is felt necessary to make the curriculum as per the needs and aspirations of Nepalese society and also make it relevant to the changed context. This revised curriculum has been prepared by incorporating the feedbacks obtained from the regional workshops, comprising teachers, parents and the representatives of various trades and professions; and suggestions from the national workshops of scholars and educationists.

Science is considered as the storehouse of knowledge and method of research procedures and thought which help understand natural phenomena as well as principles. Therefore, attempts have been made to incorporate the fundamental knowledge, skills and concepts of science; and the various aspects of natural environment in a coherent manner.

With an aim to instill in students the fundamental knowledge of science, process skills, scientific attitude, basic knowledge of information and technology, habit of exploring the ways to safeguard from natural calamities; and conserve and make proper use of natural environment, and make them aware of the interrelationship between life and environment, the following subject areas have been included in this subject:

- |                    |                           |                           |
|--------------------|---------------------------|---------------------------|
| 1. Living Beings   | 2. Environment            | 3. Matter and Energy      |
| 4. Earth and Space | 5. Information Technology | 6. Basic Local Technology |

In this subject there are seven learning outcomes expected to be achieved at the end of the primary level on the basis of which the learning outcomes expected to be achieved at the end of each grade have been devised. In course of teaching, teachers are supposed to conduct teaching learning activities on the basis of the learning outcomes prescribed in the curriculum.

## **2. Level wise general objectives:**

On completion of primary level Science and Environment Education, students will be able to accomplish the following tasks:

- a) Adopt scientific methods and process to obtain knowledge about living beings
- b) Understand the importance of living and nonliving beings found in the environment and explore and adopt the ways to conserve and make proper use of them
- c) Adopt simple scientific methods and process to obtain knowledge about matter and energy
- d) Find out the causes of change in seasons and weather, the change brought about by them on living beings, nonliving things, earth and water and their impact on human beings.
- e) Obtain basic information about the earth and space
- f) Have basic knowledge of information technology and describe its importance
- g) Have basic information of local technology and describe its importance

### 3. Scope and sequence:

The scope and sequence of this subject is presented in the following table.

Unit/Area	Grade 1	Grade 2	Grade 3
Living beings	<ul style="list-style-type: none"> <li>▪ Characteristics of living beings (move, grow, eat, reproduce)</li> <li>▪ Classification of things (living and nonliving)</li> <li>▪ Basic characteristics of animals and plants (movement, parts of body, color)</li> <li>▪ Food of animals (grass, flesh, grains, fruits, etc)</li> <li>▪ Offspring of animals and their names (chick, cub, puppy, kitten etc,</li> <li>▪ Classification of animals on the basis of external shape: horns, wings, tail, mouth, scalp, etc. and food they eat (grass, flesh)</li> <li>▪ Classification of plants: (large, medium and small)</li> <li>▪ Parts of plants: (roots, stem, leaf, flower and fruits)</li> <li>▪ Taking care of animals and plants: no teasing and beating animals, no uprooting plants, plucking leaves or flowers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Characteristics of living beings (move, grow, breathe, eat, reproduce, sense)</li> <li>▪ Living things (name and pictures)</li> <li>▪ Habitat of animals: land (nest, cave, tree, house, shed, corral) and water</li> <li>▪ Domestic and wild animals</li> <li>▪ Food and eating habit of animals (chew, swallow, suck, lick)</li> <li>▪ Movement of animals (crawl, walk/run, prowl, fly, swim)</li> <li>▪ Classification of plants: (tree, shrub, herbs)</li> <li>▪ Parts of plants: (roots, stem, leaf, flower and fruits)</li> <li>▪ Advantages man gets from animals and plants: From animals: (milk, egg, meat) From plants: (grains, lentils, greens, fruits, etc)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Characteristics of living beings (movement, growth, food, reproduction, respiration, sensation, excretion)</li> <li>▪ Difference between living and nonliving things</li> <li>▪ Habitat of animals and body features (a) on land, (underground, dry land, wet land) (b) water (pond, river/stream, sea)</li> <li>▪ Organs of animals helping them to eat food (beak, claws, sharp teeth, elephant trunk, mouth)</li> <li>▪ Animals active in different seasons and times (cold, hot day and night)</li> <li>▪ Classification of plants: (non/flowering, found on land/ in water, in dry/wet land, lasting one year/many years)</li> <li>▪ Seasonal plants: (cold, hot and rainy seasons)</li> <li>▪ Advantages man gets from animals and plants: Food stuff from animals: (milk, egg, meat) food stuff from plants: (grains, vegetable, lentils, etc.</li> <li>▪ Clothing from animals: leather and woolen products,</li> <li>▪ Clothing from plants: cotton and jute products</li> </ul>

Environment	<ul style="list-style-type: none"> <li>▪ Surrounding environment, things (living and non living) found around home and school</li> <li>▪ Positive and negative aspects of environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Causes of one's home surrounding environment pollution: not disposing garbage in proper places, not using toilets, no regular sanitation</li> <li>▪ Ways to keep environment clean (use of toilet, proper disposal of garbage, cleanliness, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Causes of environment pollution: leaving domestic animals astray, no provision of drainage, negligence in garbage disposal, lack of awareness, etc.</li> <li>▪ Ways to keep environment clean (use of gutter, smokeless oven, plantation, proper control of animals, awareness of environment)</li> </ul>
Matter and energy	<ul style="list-style-type: none"> <li>▪ Identify and sort out things in immediate surrounding on the basis of their shape and size</li> <li>▪ Use of solar heat and light</li> <li>▪ Use of fire in daily life (to make ourselves warm, to cook, to heat, to get light and dry things)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the various features of things/objects</li> <li>▪ Use of sense organs (odor, shape, size, hot, cold, soft hard, taste)</li> <li>▪ Sources of heat and light (Sun, fire, electricity, etc)</li> <li>▪ Use of heat and light in our daily life: <ul style="list-style-type: none"> <li>(a) Heat: cooking, heating, drying, making ourselves warm, surviving, etc</li> <li>(b) Light: lighting home, surviving, etc</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Sinking, floating, soluble, non soluble objects</li> <li>▪ Opaque and transparent objects</li> <li>▪ Use of moving wind: drying clothes, propelling or flying objects</li> <li>▪ Use of flowing water: getting something flow, running mills, generating electricity</li> </ul>

Earth and Space	<ul style="list-style-type: none"> <li>▪ Weather: sunny, cloudy, windy, rainy, stormy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weather: Warm day: features and its effect on man, cause, wind and sun</li> <li>Sunny day: observation of shadow, causes, making shade</li> <li>Night: absence of light</li> <li>Solar light (multi color)</li> <li>Sunny and cloudy day: difference, causes, causes of shading</li> <li>▪ Earth: Surface: land and water</li> <li>Day and night (causes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weather: Clouds (in the form of water)</li> <li>Rainfall (cause, forecast)</li> <li>Windy day: (characteristics, effect on man)</li> <li>Cold day: (characteristics, effect on man)</li> <li>Earth: Introduction, layers, lithosphere</li> <li>Elements in soil: air, organic matters, water</li> </ul>
Information technology			<ul style="list-style-type: none"> <li>▪ Introduction to information</li> <li>▪ Mediums of information (letter, radio, television, News papers)</li> </ul>
Basic indigenous Technology			<ul style="list-style-type: none"> <li>▪ Compost manure biogas, brandish, cold store</li> </ul>

#### 4. Weight distribution table

Area/unit	Grade 1	Grade 2	Grade 3
Living things	33	28	25
Environment	9	9	7
Matter and energy	15	12	10
Earth and Space	7	15	15
Information technology	-	-	4
Basic indigenous technology	-	-	3
<b>Total</b>	<b>64</b>	<b>64</b>	<b>64</b>

The annual and weekly weightage of this subject for grades 1-3 is 64 and 2 respectively.

## 5. Teaching learning process:

According to the nature of contents, various techniques should be applied in teaching this subject. Observation, experiment, demonstration, discovery, site exploration, question answer, discussion are some of the established teaching techniques of this subject. However, a lecture method can also be done while introducing, explaining the consequence or content of any event or happening.

Attempts have been made to instill in students process skills like critical thinking, comparing, inquiring, reasoning, managing data, observing through a child-centered teaching learning approach.

The aim of teaching learning this subject is not only to increase the knowledge but also to provide the ways to discover and explore knowledge. Children are expected to learn through experience by conducting research, and using problem solving skills. To achieve this, students should be involved in practical and experimental activities as far as possible.

While teaching environment related subject matter, the following points should be taken into account.

- a. Ask about any circumstance or happening
- b. Encourage them to guess its consequence or effect
- c. Motivate students to experiment any hypothesis
- d. Give opportunity to come to the conclusion by themselves
- e. Give opportunity to review on the rationality of the conclusion

For the effective teaching and learning emphasis should be laid on the use of instructional materials. It is equally important to choose appropriate activities to clarify the concept aimed by the lesson/unit. For this the following activities should be used:

- (A) Observation of picture: conduct discussion and question answer by letting them observe textbook illustrations and other relevant pictures.
- (B) Project work: assign students individually or in a group task to be finished in a certain period of time and ask them to present the process and findings in the class, hold a discussion and finally give feedback.
- (C) Practice: When students are given some exercise to practice, do not focus only on the answers, examine the process how the problem is solved. Give feedback and suggestions continuously and encourage them for further practice.
- (D) Activities: conduct activities in such a way that students have positive change in concept, skills and attitude; and impart extra learning experience.

Activities outside the classroom like observation tour (field observation) help students provide actual learning experience and avoid monotony; therefore, such activities should be organized.

## **6. Student Assessment:**

Student assessment has been taken as an integral part the teaching learning process in Science and Environment. Specially, a focus should be laid more on continuous assessment system rather than formal written examination to find out whether the students have achieved the expected learning outcomes or not. Behavioral change in students should be assessed through observation. Teaching learning processes should go on until and unless the expected learning outcomes are achieved or behavioral changes take place in students. It is equally important to identify students' difficulty through assessment, and attempts should be made to enhance learning accordingly. Assessment tools like class work, homework, project work, observation should be used to carry out continuous assessment. Largely, it is important to find out through the students assessment whether they have attained the process skills or not.

## **(B) Health Education**

### **1. Introduction**

Health is one of the basic needs of our life. Living a healthy life is our right, too. Every parent aspires to see his/her children healthy, tidy, vigorous, sharp and robust; and should be away from any kind of injury. Every year hundreds of thousands of people die of communicable and other diseases like HIV/Aids due to lack of education and other reasons. In this, the number of children and youths of developing countries is increasing tremendously day by day. Health education plays a crucial role in bringing positive changes in behaviour by developing knowledge, skills related to health and hygiene. Therefore, health education is prescribed right from the basic level of school education.

The following areas have been included for the primary level education.

- a. Personal hygiene
- b. Environmental sanitation
- c. Food and Nutrition
- d. Diseases
- e. Prevention and First Aid
- f. Health services
- g. Smoking and Narcotic drugs

### **2. Level wise general objectives:**

On completion of the primary level, students will be able to:

- a. Do personal cleanliness with positive attitude of personal hygiene
- b. Carry out environmental sanitation to keep the hygienic environment of home, school and community
- c. Adopt preventive measures to keep oneself safe from communicable diseases
- d. Form the habit of selecting nutritious food from various foodstuff
- e. Adopt safety measures in accomplishing daily work
- f. Utilize health services available in the community
- g. Keep oneself away from narcotic drugs and smoking with a realization of their bad effects.

### 3. Scope and sequence:

The scope and sequence of this subject is presented in the following table.

Scope	Grade 1	Grade 2	Grade 3
Personal hygiene	<ul style="list-style-type: none"> <li>☞ Identification of external organs of the body and their cleanliness</li> <li>☞ Hand wash after playing games or removing mucus</li> <li>☞ Correct ways of tooth brushing and hand washing</li> <li>☞ Body postures at walking, standing and sitting</li> </ul>	<ul style="list-style-type: none"> <li>☞ Ways of cleaning external organs of the body</li> <li>☞ Instruments used in sanitation</li> <li>☞ Bodily postures at walking, sitting, standing and sleeping</li> </ul>	<ul style="list-style-type: none"> <li>☞ Reasons for keeping body organs clean</li> <li>☞ Locally available instruments used in sanitation</li> <li>☞ Ways of dressing in different seasons</li> <li>☞ Importance of sleep, rest and physical exercise</li> </ul>
Environmental sanitation	<ul style="list-style-type: none"> <li>☞ Garbage at home and school</li> <li>☞ Ways of keeping home and school clean</li> <li>☞ Toilets/lavatories</li> <li>☞ Safe and unsafe water</li> <li>☞ Clean, safe drinking water</li> </ul>	<ul style="list-style-type: none"> <li>☞ Instruments required to clean home and school and their use</li> <li>☞ Advantages of home and school sanitation, causes of environmental pollution and its safety measures</li> <li>☞ Garbage produced at home and school</li> </ul>	<ul style="list-style-type: none"> <li>☞ Advantages of sanitation</li> <li>☞ Safety measures to environment pollution</li> <li>☞ Proper use of toilet and its sanitation</li> <li>☞ Identification of source of drinking water and its sanitation</li> </ul>
Nutrition and food	<ul style="list-style-type: none"> <li>☞ General introduction of food</li> <li>☞ Daily meals</li> <li>☞ Food stuff eaten raw (uncooked)</li> <li>☞ Methods of taking meals</li> </ul>	<ul style="list-style-type: none"> <li>☞ Foodstuff available in local community</li> <li>☞ Safe and wholesome food</li> <li>☞ Necessity of water for our body</li> </ul>	<ul style="list-style-type: none"> <li>☞ Sources of food available in our village or community</li> <li>☞ Use of greens (green vegetables) and fruits</li> <li>☞ Methods of keeping foodstuff safe</li> </ul>
Diseases	<ul style="list-style-type: none"> <li>☞ Condition of good health and illness</li> <li>☞ Common diseases</li> </ul>	<ul style="list-style-type: none"> <li>☞ Communicable and non-communicable diseases</li> <li>☞ State of illness</li> <li>☞ Habit of keeping oneself healthy</li> </ul>	<ul style="list-style-type: none"> <li>☞ Communicable and non-communicable diseases</li> <li>☞ Habit of keeping oneself healthy</li> <li>☞ Treatment service</li> </ul>
Prevention and First Aid	<ul style="list-style-type: none"> <li>☞ Possible accidents at home, school, and roads (fall, slip, burn, cut, bruise, prick, electric</li> </ul>	<ul style="list-style-type: none"> <li>☞ Possible accidents at home, school, and roads (fall, slip, burn, cut, bruise,</li> </ul>	<ul style="list-style-type: none"> <li>☞ Accidents and their cause: playground, pond, river, road, electricity, etc.</li> </ul>

	shock, road accident, etc) ☞ Prevention from accidents (caution from fire, electricity, motor vehicle, tools with sharp edge)	prick, electric shock, road accident, etc) ☞ Safety ways from accidents (fire, electricity, tools with sharp edges)	☞ Use of first aids ☞ Ways to avoiding accidents ☞ Prevention and first aids: wounds, injuries
Health services	☞ Names of organizations catering health services ☞ Use of health services	☞ Health service agencies: introduction and functions ☞ Use of health services	☞ Necessity of health services ☞ Functions of health agencies ☞ Use of health services
Smoking and narcotics			☞ Introduction and kinds of smoking ☞ Common effects of smoking

#### 4. Weightage distribution table:

SN	Teaching unit	Grade 1	Grade 2	Grade 3
1.	Personal hygiene	10	10	8
2.	Environmental sanitation	5	5	4
3.	Nutrition and food	6	6	5
4.	Diseases	5	5	5
5.	Prevention and First Aids	4	4	4
6.	Health services	2	2	2
7.	Smoking and Narcotic	-	-	4
	<b>Total</b>	<b>32</b>	<b>32</b>	<b>32</b>

**Note:** One period of 45 minutes per/week for Grades 1-3

#### 5. Teaching learning Procedure:

The teaching learning activities of Health Education should be student-centered because this is based on practical knowledge and skills. Teachers should be facilitators and encourage students to present knowledge, concept and skills about health. Therefore, the following teaching methods can be useful in teaching this subject.

1. Group discussion
2. Brain storming
3. Role play
3. Buzz session

5. Game and Simulation

6. Debate

7. Project work

8. Fields trip

9. Case study

10. Demonstration and Discovery

There can be various techniques to teach this subject. Some of them are mentioned below:

**Description:**

Asking students to describe the things they have seen or experienced (e.g. poster, picture, foodstuff, places, sanitation, etc.)

**Observation:**

Asking students to observe their body organs, dress, classroom, school premises, toilets, water taps, and assigning them to prepare reports.

**Practice:**

Letting them practice the skills they have learnt so far (e.g. washing hands/legs and other sanitary activities)

**Drawing:**

Assigning students to draw pictures of things (which encourage and promote health awareness: and things to be improved) available around their homes, neighborhoods and schools.

**Experience sharing and reporting:** Assign students to present their reports or experience in the class.

**Enquiry and research:** Assign students to identify a problem or facts

**6. Student assessment:**

The prime objective of teaching/learning of Health Education is to instill desired behaviour in students. Therefore an evaluator should closely observe students' behaviour to find out whether there is desired change in their behaviour in line with each of the learning outcomes if not s/he has to motivate them for behavioral

change by making an environment conducive to learning. While conducting their assessment activities like observation, oral questions should be used and the weighting of written examination should be increased gradually as they go up in the higher grades. Until and unless the expected outcomes are achieved, practical skills and knowledge should be taught continuously by establishing contact with students on an individual basis. Through a continuous assessment system, their learning problems should be identified, and attempts need to be made continuously to improve their learning on the basis of life skills.

Objectives of student assessment:

- ☞ Find out whether there is conceptual and behavioural change in students in relation to personal hygiene and environmental sanitation
- ☞ Find out whether students showed positive behaviour and awareness in relation to nutrition and balanced diet
- ☞ Find out whether students tried to play catalytic role in responding to diseases, treatment and health services.
- ☞ Find out whether they developed life skills to identify their problems and solve them constructively

## **(C) Physical Education**

### **1. Introduction**

Physical Education is an integral part of general education and its focus is on teaching/learning of physical activities and sports. This develops a person's physical, mental, social and emotional faculties and contributes to the all round development. As the students at the primary level are at the stage of physical growth, physical education plays a vital role in giving a proper shape to their body parts. Students enjoy when it comes to physical activities or sports. Consequently, we can insure the all rounded development through this subject. Thus, in most of the countries, physical education has been acknowledged and prescribed as one of the most important subjects in school education.

Playground and sports facilities are required as most of the experiences of physical education are imparted practically. However, the required facilities may not be available in all schools; therefore, students should be involved only in such activities which are possible. The experiences related to physical education can be imparted through sports prescribed in the curriculum as well as through some interesting local games. The following area has been included in this subject.

1. Basic skills of physical education
  - i) Locomotive skills
  - ii) Non-locomotive skills
2. Physical training and drill
3. Minor/common and local games
4. Creative games
5. Ball games
6. Gymnastic and balancing

### **2. Level wise general objectives:**

On completion of the primary level, students will be able to:

- a. Demonstrate the basic skills of physical education
- b. Demonstrate PT and Drill in rhythm in groups
- c. Play minor and local games
- d. Perform creative and imitative actions based on stories and animals
- e. Throw, catch and pass a ball, and play common ball games.
- f. Perform simple gymnastic activities like lying down, suspending and balancing

### 3. Scope and Sequence

The scope and sequence of the content of this subject is presented in the following table.

Area	Class 1	Class 2	Class 3
Basic skills of physical Education A .Locomotive skills	- Walking in line - Simple race - Jumping - Throwing	- Race of up to 25m. - Walking left and right - Jumping - Throwing	- Race of up to 30m. - Long jump of minimum distance and high jump of minimum height - Throwing
B. Non locomotive skills	- Skill of stretching and swinging body	- skill of shaking body sitting in fixed place	- Climbing up and down in steep object
2. Physical training and Drill a. Physical Training	- P.T. (Activities listed in table no.1 to 4)	- P.T. (Activities listed in table no.1 to 7)	- P.T. in a group (Activities listed in table no.1 to 10)
b. Drill	- Walking in queue (line)	- Activities like stand at ease, attention, rest	-Standing properly in a line or file.
3. Minor and local games a. Minor games	- Games played in circle and groups	- Game played by chasing in a fixed area	- Game played by chasing gripping hands
b. Local games	- Local games	- Local games	- Local games
4. Creative games a. Story based games	- Activities based on various stories	- Activities based on stories	- Activities based on stories
b. Imitative games	-Imitation by observing animal's activities	- Imitation of walking of various animals	- Imitation of jumping of various animals
5. Ball games	-Rolling and catching ball game	Catching and throwing ball game	-Throwing, dribbling catching ball
6. Gymnastics a. Rolling down	- lying as wood and rolling	- lying down, rolling	- Cart Wheel
b. Balancing	- balancing body in sitting, standing, walking	- Standing by balancing body	- Balance in flake, bench and flat wood

#### 4. Weight distribution table:

SN	Teaching unit	Grade 1	Grade 2	Grade 3
1.	Basic skills of Physical Education	7	7	7
2.	Physical training or drill	12	12	12
3.	Common and local sports	6	6	6
4.	Creative games	6	6	6
5.	Ball games	17	17	17
6.	Gymnastics	6	6	6
7.	Local curriculum	10	10	10
	<b>Total</b>	<b>64</b>	<b>64</b>	<b>64</b>

#### Part of the local curriculum:

Schools should develop a local curriculum in coordination with local resource persons incorporating various physical exercises of local experiences and involve them in such exercises. The curriculum developed by the CDC has also tried to incorporate games of various localities. However, due to the geographical, cultural and community related diversities, some local games could not be included in it, therefore a 20 percent weighting has been given as part of the local curriculum. This part should include the games and activities that take place at local festivals, fair, and other events.

**Note: Teaching periods are flexible as per the local needs.**

#### 5. Teaching learning process:

The teaching of this subject is entirely based on a practical approach so that the teaching should be focused on its skills and practice. Demonstration method is appropriate to teach skills. In this method activities are demonstrated to the students. Students should be placed in a circle so that all of them can see the demonstrated activities equally well. After demonstration, students should be asked to perform the activities. While doing this teacher should be actively involved in the activities. When students fail to perform the activities, teachers should help them or demonstrate if it is necessary. If one or two students fail to do, they should be supported individually. Students should be involved in activities on the basis of instruction given to teach physical education. In conducting these activities all body organs are balanced and students enjoy working in groups.

## **6. Student assessment**

Assessment determines the progress of students. All teaching activities of this subject are related to physical skill so the student assessment should also be done accordingly. For example if students are assigned to practise the skills of any game, they should be assessed by observing their activities. This type of assessment encourages both active and less active students in their learning. This concept of assessment is more appropriate of the students of primary level. Even the trivial change in them is very important for their physical, mental and emotional aspects. Student assessment through minute observation brings all round development of students so the teacher's role is very important in this case.

Demonstration and participation is the main and widely practised teaching method of Physical Education and the effective tool of assessment is observation itself. Student's assessment can be more convenient if a teacher keeps the record of changes that come upon in students by observation. Therefore students should be promoted by adopting assessment as integral part of teaching and learning.

# English

## 1. Introduction

English has been a second language taught in all schools in Nepal and the medium of teaching and learning at higher level. Furthermore, the National Education Commission reports and interaction programmes held at different places times and with various groups e.g. stakeholders, teachers etc. have laid great emphases on introducing English as a compulsory subject in all schools of Nepal from the very beginning of school education. This curriculum has been designed for primary level (Grades 1-5) education in Nepal, with a view to catering to the immediate needs of children learning English and building a basic foundation for their further studies in and through English. Moreover, it aims at developing a comprehensive communicative competence on the part of learners.

The major focus of this curriculum is on language skills viz, listening, speaking, reading and writing. By the end of Grade 5 children will be able to use English effectively in a limited set of situations.

## 2.1 General Objectives, Grades 1 - 5 (Level wise)

The objectives of teaching English in the primary schools of Nepal are:

- to give pupils ample exposure to the English language so that they can understand and respond in simple English with acceptable pronunciation and intonation,
- to provide them with the opportunities to practise their English in and outside the classroom, so that they can communicate in simple English,
- to help them develop enthusiasm for reading so that they will be responsive and knowledgeable readers,
- to help them develop their potentialities in writing so that they can be creative writers, and
- to develop a positive attitude towards learning English and build up confidence in using English.

## 2.2 Specific Objectives, Grades 1- 3

Grade	Language area	Learning achievement
One	Listening	<ol style="list-style-type: none"> <li>1. Hear English spoken during the whole (or most part of the) lesson</li> <li>2. Listen and imitate English sounds, words and phrases</li> <li>3. Listen to the teacher and respond non-verbally, and later verbally</li> <li>4. Listen to different voices and respond to simple commands and questions</li> <li>5. Listen and do different kinds of task (drawing, matching, etc.)</li> <li>6. Listen to and discriminate the English sounds</li> </ol>
	Speaking	<ol style="list-style-type: none"> <li>7. Sing a song or recite a chant by listening to the teacher or a tape</li> <li>8. Reproduce what the pupils heard from their teachers</li> <li>9. Ask short, simple questions and answer them</li> <li>10. Name objects, things (nouns), actions (verbs), etc. and describe them by using adjectives and adverbs</li> <li>11. Do different kinds of tasks (name things, describe pictures, ask days of the week, give commands etc.)</li> </ol>
	Reading	<ol style="list-style-type: none"> <li>12. Recognize different lines and shapes essential for reading</li> <li>13. Recognize capital and small letters, and say them aloud by sound</li> <li>14. Put sounds together to read words and sentences</li> <li>15. Read words and simple sentences, and understand them</li> <li>16. Read and do different kinds of verbal and non-verbal tasks (answering verbally, matching, acting, etc.)</li> </ol>

Grade	Language area	Learning achievement
	Writing	17. Hold a pencil correctly and gain control to draw lines, curves and circles, etc. 18. Trace the letters and later write them 19. Copy letters and words, and later reproduce them 20. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences 21. Write what they can speak and read

Grade	Language area	Learning achievement
Two	Listening	1. Respond to both positive and negative questions verbally and non verbally 2. Discriminate words with similar sounds in connected speech 3. Gather key information from a short speech or conversation 4. Participate in short simple conversation 5. Do a variety of tasks (matching, drawing, ordering, play game, etc) 6. Follow simple stories with visual clues
	Speaking	7. Converse with the teacher and class friends using simple English 8. Use language with acceptable pronunciation, stress and intonation 9. Participate in pair and group work activities 10. Ask and answer a wide range of questions in simple English concerning location, simple description, time and other information 11. Talk about the present and the past
	Reading	12. Recognize common words by look 13. Read out simple sentences with acceptable pronunciation 14. Understand and enjoy simple stories 15. Understand different kinds of reading texts in simple language (stories, letters, etc) 16. Find out specific information (names, number, etc) from a reading texts
	Writing	17. Write all the letters both capital and small 18. Write sentences both dictated and their own in good writing 19. Use capital letters, full stops and question marks correctly 20. Express their ideas in simple sentences

Grade	Language area	Learning achievement
Three	Listening	1. Respond to a wide variety of heard stimuli (words, sentences, questions, instructions, etc) both verbally and non verbally 2. Understand and enjoy a song or story with a variety of visual clues 3. Find out specific information (names, dates, time, etc ) From different kinds of listening texts ( short conversation)
	Speaking	4. Participate in short piece of conversation (e.g. apologizing, congratulating, etc 5. Describe oneself or people, object, things, etc using adjectives, adverbs and prepositions 6. Talk about the past and the future events 7. Use telephone simply
	Reading	8. Read silently 9. Understand and enjoy different kinds of reading texts (charts, timetables, information, etc) 10. Use glossary 11. Guess the meaning of unknown words from contexts and pictures 12. Develop interest in reading short poems and stories
	Writing	13. Write very short simple personal letters with correct format 14. Understand and use capital letters, full stop, question mark correctly 15. Write about oneself, people, and things, etc, with the help of the given clues 16. Write simple stories by completion, matching to pictures or ordering

### 3. Scope and sequence

#### Listening

SN	Grade One	Grade Two	Grade Three
1	<ul style="list-style-type: none"> <li>- To identify the sounds of vowels and consonants and relate them to the correct letter or word (initial letters only). <b>1,2,3,6</b></li> <li>- To discriminate between simple minimal pairs. <b>1,2,3,6</b></li> <li>- To respond to very simple commands. <b>1,3,4,5</b></li> </ul>	<ul style="list-style-type: none"> <li>- To match words and pictures, 1,2,3,5</li> <li>- To draw from a simple description, 1, 3,5</li> <li>- To discriminate between pronouns, 1,2,3,4,5,</li> <li>- To respond to positive and negative commands, including location, 2,3,5</li> <li>- To identify numbers 1-100, 1,2,3,4,5</li> <li>- To respond verbally and non-verbally to questions and statements, 1, 2,3,4,5</li> </ul>	<ul style="list-style-type: none"> <li>- To match pictures to people, objects in a short text. 1,3</li> <li>- To draw pictures of scenes from verbal description. 1, 3</li> <li>- To respond to commands and instructions including simple directions on a map. 1,3</li> <li>- To identify numbers 1-1000. 1,3</li> <li>- To respond as directed</li> </ul>

	<ul style="list-style-type: none"> <li>- To identify numbers, 1-10. <b>1,3,5</b></li> <li>- To understand simple questions. <b>1,3,4,5</b></li> </ul>	<ul style="list-style-type: none"> <li>- To extract ages numbers or time from a spoken text, 2, 3,5</li> <li>- To understand a simple story, with the help of pictures and miming 3,6</li> </ul>	<ul style="list-style-type: none"> <li>to a range of statements, questions and commands. 1,3</li> <li>- To extract specific information from a short text.3</li> <li>- To understand and enjoy simple stories and songs and respond to true/false statements. 1,2</li> </ul>
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### Speaking

SN	Grade One	Grade Two	Grade Three
1	<ul style="list-style-type: none"> <li>- To ask and answer questions giving names of people, occupations, objects, present action, location, quality, possession and number. <b>8,9,10,11</b></li> <li>- To use simple greetings. <b>8,11</b></li> <li>- To give commands. <b>8,11</b></li> <li>- To ask for something. <b>8,9,11</b></li> <li>- To ask and answer yes/no and WH-questions. <b>8,9,10,11</b></li> <li>- To say chants with good rhythm. <b>7,9</b></li> </ul>	<ul style="list-style-type: none"> <li>- To ask and answer about occupations, colour, possessions, 7,8,9,10,11</li> <li>Ask and answer about time, days, numbers, age 7,8,9,10,11</li> <li>- To take leave of people, 7,8,9</li> <li>- To ask and answer about present action, 7,8,9,10,11</li> <li>- To give positive and negative commands, 7,8,9</li> <li>- To describe a scene. 7,8,9,10,11</li> <li>- To ask and answer about past action, and tell simple story, 7,8,9,10,11</li> <li>- To say chants and rhymes, 7,8</li> </ul>	<ul style="list-style-type: none"> <li>- To apologize, congratulate, gain attention, express ability, ask politely, tell time, give directions, ask for permission and use number to a thousand. 4,5</li> <li>- To narrate, ask and answer about the past. 4,6</li> <li>- To discuss same and different. 4,5</li> <li>- To use pronouns as object of verb. 4,5,6</li> <li>- To say chants, rhymes, and the alphabet. 4</li> <li>- To describe real things or pictures, including weather. 4,5,6</li> <li>- To talk about the future. 6</li> <li>- To use simple telephone language. 7</li> </ul>

### Reading

SN	Grade One	Grade Two	Grade Three
1	<ul style="list-style-type: none"> <li>- To recognize and match simple shapes. <b>12</b></li> <li>- To recognize and give the sounds of small letters. <b>13</b></li> <li>- To read simple unknown words phonetically. <b>14,16</b></li> <li>- To read own name.</li> </ul>	<ul style="list-style-type: none"> <li>- To recognize all letters by sounds. 12</li> <li>- To recognize sounds of common diphthongs and read words containing them. 12,13</li> <li>- To recognize all active vocabulary words. 12</li> <li>- To read figures 1-100. 12</li> <li>- To read language learned orally. 12,13,14,15</li> <li>- To read simple texts. 14,15,16</li> </ul>	<ul style="list-style-type: none"> <li>- To recognize all diphthongs and consonant blends and read words containing them. 8,9,10</li> <li>- To do word puzzles. 8,9,10,11</li> <li>- To read notes, posters, cards and short letters. 8,9,11</li> <li>- To read language learned orally. 8,9,12</li> <li>- To read simple stories (including comic-strip style) silently and do simple activities, such as guessing</li> </ul>

	<p><b>13,14</b></p> <ul style="list-style-type: none"> <li>- To read well-known words.<b>14,15,16</b></li> <li>- To read figures 1-10.<b>12,16</b></li> <li>- To read short, well-known sentences.<b>14,15,16</b></li> <li>- To read very simple, well-illustrated "story". <b>14,15,16</b></li> </ul>	<ul style="list-style-type: none"> <li>- To read simple stories silently. 14,15</li> <li>- To read chants and rhymes. 12,13,15</li> </ul>	<ul style="list-style-type: none"> <li>word-meanings. 8,11,12</li> <li>- To read chants poems and rhymes. 8,12</li> <li>- To read and follow simple instructions. 8,9,11</li> <li>- To find word meanings. 10</li> </ul>
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### Writing

SN	Grade One	Grade Two	Grade Three
1	<ul style="list-style-type: none"> <li>- To trace and draw all kinds of lines from left to right. <b>17</b></li> <li>- To draw straight lines and circles. <b>17</b></li> <li>- To draw small letters with correct method. <b>17,18,19</b></li> <li>- To write figures 1-10. <b>17,18</b></li> <li>- To write simple words independently. <b>19,20,21</b></li> <li>- To write simple sentences. <b>19,20,21</b></li> </ul>	<ul style="list-style-type: none"> <li>- To write all small and capital letters correctly. 17</li> <li>- To write words containing diphthongs. 17,18</li> <li>- To complete sentences. 18,19</li> <li>- To write correctly and neatly (unjoined script) 17,18,19,20</li> <li>- To write figures 1-100. 17</li> <li>- To use capitals, full stops and question marks. 17,18,19,20</li> <li>- To write simple sentences independently. 18,19,20</li> </ul>	<ul style="list-style-type: none"> <li>- To do word puzzles activities. 15</li> <li>- To complete, match, order or re-write sentences. 14,15,16</li> <li>- To write a simple letter, note, poster, greeting card or instruction. 13,14,15</li> <li>- To use capitals, full-stops, and question mark, with good standard of writing and layout. 13,14</li> <li>- To write own sentences. 13,15,16</li> <li>- To complete speech bubbles. 15,16</li> <li>- To write simple stories, descriptions or poems with clues. 16</li> </ul>

#### 4. Time allotment (weighting)

All lessons integrate the four skills. Below are the guidelines showing the relative importance of the different skills from grades 1 - 3.

	Skills	Grade 1	Grade 2	Grade 3
(45- Minutes period, 5 days a week for roughly 150 days in one academic year)	Listening	40%	35%	30%
	Speaking	40%	35%	30%
	Reading	10%	20%	20%
	Writing	10%	10%	20%

#### 5.1 Teaching techniques:

- The English classroom should have a happy atmosphere where the children hear and speak English in a natural way through a variety of activities.
- All four skills will develop together but new material will be learnt orally and aurally before being read.
- As well as teacher-pupil conversation, there will be many opportunities for pupils to talk to each other in pairs or groups or in front of the whole class.
- Praise for effort and achievement and encouragement will help each child to make progress.
- From the beginning creativity and the pupil's independent use of the language should be encouraged.
- Each lesson should have a variety of activities, suitable for the children's age and interests. These can include:

- Games, use of pictures on the blackboard or from books and flashcards for questions, answers, cues in drills, new vocabulary and language learning
- Simple craft activities.
- Chants, rhymes, and action songs
- Talking in pairs and small groups with a pupil as “teacher”
- Simple acting and role play
- Actions to aid word retention
- Stories
- Simple listening exercises where pupils respond without writing or speaking
- Reading from the board, and daily practice reading word flashcards
- Silent reading leading to answering specific questions
- Use of sound(s), and look and say but no spelling aloud
- A large variety of written exercises from the board, which involve some measure of choice and challenge however simple.
- Use of the textbook as a source of practice in speaking and developing reading skills and in providing challenging exercises.

## **5.2 Teaching resources**

- A comprehensive teacher’s guide for the year’s activity with instructions for games and methods in Nepali, and the teacher’s and pupils’ conversations in English.
- A set of picture flashcards with the word included  
These should cover nouns, including people, and uncountable and verbs. Each school should have a complete set, printed on good card.
- A pupil’s book for each student.
- Teachers will be expected to make their own word flashcards on paper or cheap card.

## **6. Assessment**

For the lower grades continuous assessment of each child’s achievement of the curriculum items in all four skills is most appropriate.

For Grade 5 (and possibly four) a slightly more formal test can be given involving (a) simple, familiar conversation (b) response to aural stimulus (listening activity) and an interesting reading/writing test with new material but familiar methods, vocabulary and language which tests the pupils ability to read and understand simple sentences and write neatly and correctly.

## नेपाली

### १. परिचय

विद्यालयीय शिक्षामा नेपाली भाषाको महत्त्वपूर्ण स्थान छ । विद्यालय तहको प्रारम्भिक कक्षादेखि अनिवार्य पठनपाठन हुने यस विषयलाई प्रभावकारी र व्यावहारिक ढङ्गले शिक्षण गर्न उपयुक्त पाठ्यक्रम एवम् पाठ्यसामग्री हुनुपर्छ । उद्देश्यमूलक, समयसापेक्ष र व्यावहारिक पाठ्यक्रमले मात्र परिवर्तित सन्दर्भ, सामाजिक मूल्यमान्यता, विश्वजनीन नवीनतम ज्ञान र न्यूनतम विषयगत ज्ञानलाई समेट्न सक्छ ।

नेपाली भाषा विषयको यस पाठ्यक्रममा विभिन्न उमेर समूहका सम्पूर्ण बालबालिकालाई सिकाइप्रति उत्प्रेरित गराउन आवश्यक पर्ने ज्ञान, सीप र अभिवृत्तिगत सिकाइउपलब्धि, शिक्षण क्रियाकलाप र मूल्याङ्कन प्रक्रियालाई विस्तारित रूपमा प्रस्तुत गरिएको छ । प्राथमिक तहमा नेपाली सिकाइनुको प्रयोजन वर्णचिनारी, शब्दार्थ र सरल वाक्यको प्रयोग तथा सामान्य भाषिक दक्षता अभिवृद्धि गर्नु हो । यसका लागि निम्नलिखित कुराहरूमा जोड दिएको छ :

- पाठ्यक्रमलाई सामयिक, उपयोगी र व्यवहारमूलक बनाउने प्रयास गरिएको छ ।
- दैनिक जीवनमा भाषा प्रयोगलाई सजिलो पार्ने र माथिल्लो तहको शिक्षा आर्जन गर्न आवश्यक पर्ने भाषिक क्षमता विकास गर्ने पक्षलाई जोड दिइएको छ ।
- भाषा सिकाइलाई सीपगत सिकाइउपलब्धिमा निर्धारण गरी सुनाइ, बोलाइ, पढाइ र लेखाइ सीपको विकासका लागि उपयुक्त पाठ्यवस्तुको छनोट एवम् स्तरणमा सचेततापूर्वक सीमाङ्कन गरिएको छ ।
- विषयवस्तुको क्षेत्र र क्रमलाई तुलनात्मक रूपमा प्रस्तुत गरिएको छ ।
- भाषिक सीप विकासका लागि पूरकरूपमा कार्यमूलक व्याकरण र शब्दार्थ/शब्दभण्डारलाई समावेश गरिएको छ ।
- शिक्षण प्रक्रियाको सहजीकरणका लागि सिकाइउपलब्धि विस्तृतीकरण, भाषिक सीपगत पाठ्यभार, शिक्षण सिकाइका कार्यकलाप र विद्यार्थी मूल्याङ्कनका प्रक्रिया निर्देश गरिएको छ ।
- जातीय, लैङ्गिक र क्षेत्रीय रूपले सन्तुलन कायम गर्दै जीवनोपयोगी सीपलाई समावेश गर्ने प्रयत्न गरिएको छ ।

### २. तहगत साधारण उद्देश्य

प्राथमिक तहको अध्ययन पूरा गरेपछि नेपाली भाषामा विद्यार्थीहरू निम्नलिखित कार्य गर्न सक्नेछन् :

#### (क) सुनाइ सीप

- विभिन्न प्रकारका निर्देशनहरू सुनेर सोहीअनुसार गर्न ।
- कुनै विषयवस्तुको वर्णन, छलफल आदि ध्यानपूर्वक सुनेर तिनको अर्थ र आशय बुझी प्रतिक्रिया जनाउन ।
- बालकथा, गीत, कविता आदि आनन्द लिने गरी सुन्नु ।

(ख) बोलाइ सीप

- शब्दहरू शुद्ध र स्पष्टसँग उच्चारण गरी स्वाभाविक गतिका साथ बोल्न ।
- देखेसुनेका र अनुभव गरेका कुरा सिलसिला मिलाई बताउन ।
- कुराकानी, छलफल आदिमा आफ्ना कुरा धक नमानी शिष्ट ढङ्गले राख्न ।

(ग) पढाइ सीप

- नेपाली भाषामा लेखिएका सरल पाठ्यसामग्रीहरू गति र यति मिलाई स्पष्ट रूपमा पढ्न ।
- स-साना सूचना विवरण पढेर आशय बुझ्न ।
- सरल बालसाहित्यका रचनाहरू रचि लिई पढ्न ।

(घ) लेखाइ सीप

- ठीक दुरीमा बान्की मिलाएर अक्षर लेख्न ।
- देखेसुनेका र अनुभव गरेका कुराहरू सिलसिला मिलाएर शुद्धसँग लेख्न ।
- आफ्नो अनुभवका सेरोफेरोका विषयमा छोटो लिखित रचना तयार गर्न ।

#### ४. पाठ्यभार वितरण तालिका

भाषिक सीप	कक्षा १	कक्षा २	कक्षा ३
सुनाइ	३०	२५	२०
बोलाइ (उच्चारणसमेत)	३०	२५	२५
पढाइ (शब्द भण्डारसमेत)	२०	२५	२५
लेखाइ (हिज्जे र चिह्न प्रयोगसमेत)	१५	२०	२५
कार्यमूलक व्याकरण (पदसङ्गति मात्र)	५	५	५
जम्मा	१००	१००	१००

#### ५. शिक्षणसिकाइ प्रक्रिया

प्राथमिक तहको भाषा शिक्षणसिकाइ प्रक्रियामा प्रशस्त अभ्यासको आवश्यकता पर्ने भएकाले यस तहमा सुनाइ र बोलाइका लागि कुराकानी, छलफल, प्रश्नोत्तर अभिनय तथा भूमिका निर्वाह, खेलजस्ता विद्यार्थीकेन्द्रित शिक्षण विधिको उपयोग गरिने छ । पढाइ र लेखाइ सीप विकासका लागि आवश्यकतानुसारका पढाइ र लेखाइसँग सम्बन्धित कार्यकलाप गराइने छ । शिक्षणसिकाइ प्रक्रियाको विवरण सिकाइउपलब्धि/विषयवस्तु विस्तृतीकरणमा कक्षागत रूपमा दिइएको छ । प्राथमिक तहका सीपगत साभा शिक्षणसिकाइ प्रक्रियाका सम्भावित कार्यकलापलाई निम्नानुसार निर्धारण गरिएको छ ।

##### (क) सुनाइ शिक्षणका सम्भाव्य कार्यकलापहरू

- विद्यार्थीहरूलाई आँखा चिम्लन लगाई विभिन्न आवाज सुनाएर पहिचान गर्न लगाउने ।
- विभिन्न आवाजहरू सुनाएर त्यसअनुसार नक्कल गर्न लगाउने ।
- विद्यार्थी र उसको घरपरिवारका बारेमा प्रश्नोत्तर गर्ने ।
- विभिन्न निर्देशनहरू दिएर सोहीअनुसार गर्न लगाउने ।
- गफ, कुराकानी सुनाएर प्रतिक्रिया व्यक्त गर्न लगाउने ।
- विभिन्न रमाइला कथा, कविता आदि सुनाएर बालकविता गाउन र कथा भन्न लगाउने ।
- विभिन्न विषयवस्तु, घटना आदि सुनाएर त्यसका मुख्यमुख्य कुरा भन्न लगाउने ।
- विभिन्न विषयवस्तु, घटना आदिका बारेमा प्रश्नोत्तर र छलफल गराउने ।
- अन्ताक्षरी आदि शब्दखेल खेलाउने ।
- अक्षर, शब्द, वाक्य र अनुच्छेदको श्रुतिलेखन गराउने ।
- विद्युतीय सञ्चार साधनका कार्यक्रम सुनाएर प्रश्नोत्तर र छलफल गराउने ।

##### (ख) बोलाइ शिक्षणका सम्भाव्य कार्यकलापहरू

- वर्ण, अक्षर र शब्दको उच्चारण गर्न लगाउने ।
- कुनै विषयवस्तुका सम्बन्धमा प्रश्नोत्तर गराउने ।
- विद्यार्थीलाई विभिन्न वस्तु सङ्कलन गर्न लगाएर ती सामग्रीका बारेमा छलफल गर्न लगाउने ।
- बालगीतहरू गति, यति, लय मिलाई वाचन गरी सुनाउने र विद्यार्थीले सुनेजानेका त्यस्तै गीत गाउन लगाउने ।
- बालकथाहरू वाचन गरी सुनाउने र विद्यार्थीहरूले सुनेजानेका बालकथा भन्न लगाउने ।
- विद्यार्थीले देखे, सुनेका र अनुभव गरेका वस्तु, घटना, चित्र आदिका बारेमा वर्णन गर्न लगाउने ।
- साथीभाइ र समूहमा कुराकानी र छलफल गर्न लगाउने ।

- वादविवाद, अभिनय, भूमिका निर्वाह र उद्घोषण गर्न लगाउने ।
- कुनै सामान्य समस्या दिएर तर्क गर्न लगाउने ।
- (ग) **पढाइ शिक्षणका सम्भाव्य कार्यकलापहरू**
  - विभिन्न आकार र स्वरूपका वस्तु तथा चित्र देखाई फरक छुट्याउन लगाउने ।
  - वस्तु र अक्षर सम्बन्धित गराएर अक्षर चिन्न अभ्यास गराउने ।
  - अक्षर, शब्द छनोट गर्ने, जोडा मिलाउने खेल खेलाउने ।
  - गोजीतालिकामा आकार, इकारपत्ती राखी त्यसमा अक्षरपत्ती जोड्दै मात्रा चिनाउने ।
  - गोजीतालिका प्रयोग गरी शब्दपत्तीहरूको मध्यमबाट शब्द पढ्न लगाउने ।
  - गोजीतालिकामा शब्दहरू राखी वाक्य बनाउने र पढ्ने अभ्यास गराउने ।
  - गीत, कथा, संवाद आदिका अंश छानी गति, यति, लय र हमाउभाउसहित सस्वर पढ्न लगाउने ।
  - स-साना विवरण, सूचना, पाठ आदिको आशय बुझ्ने गरी पढ्न लगाएर प्रश्नोत्तर गर्ने ।
  - पाठ पढ्न लगाएर त्यसमा भएका कुराहरूको सूची बनाउन लगाउने ।
  - पढेका कुराको अर्थ र आशय भन्न लगाउने ।
  - अनुच्छेद दिएर पढ्न लगाएर सोधिएका प्रश्नको उत्तर लेख्न लगाउने ।
- (घ) **लेखाइ शिक्षणका सम्भाव्य कार्यकलापहरू**
  - विभिन्न धर्का र आकार (त्रिभुज, वृत्त, चतुर्भुज, धर्सा आदि) लेख्न लगाउने ।
  - मन परेका चित्र कोर्न लगाएर त्यसको नामसमेत लेख्न लगाउने ।
  - वर्णमालाका वर्णहरू लेख्न लगाउने ।
  - शब्दको क्रम नमिलेका वाक्य दिएर क्रम मिलाई लेख्न लगाउने ।
  - प्रश्नको उत्तर लेख्न लगाउने ।
  - चित्र, वस्तु तथा वातावरण वर्णन गरी लेख्न लगाउने ।
  - शब्द, वाक्य र छोटो अनुच्छेदको अनुलेखन गराउने ।
  - अक्षर, शब्द र वाक्यको श्रुतिलेखन गराउने ।
  - बुँदा, प्रश्न आदिका आधारमा साधारण चिठी, निवेदन, प्रबन्ध आदि लेख्न लगाउने ।
  - विद्यार्थीलाई आफ्नो इच्छाअनुसारको लिखित रचना तयार गर्न लगाउने ।
  - अरूले लेखेको सामग्री सम्पादन गर्न लगाउने ।
  - भित्तेपत्रिका तयार गर्न लगाउने ।

## ६. विद्यार्थी मूल्याङ्कन

प्राथमिक तहमा विद्यार्थीको भाषिक सीपको मूल्याङ्कन निम्नलिखित तरिकाले गरिन्छ :

### सुनाइ

सुनाइ सीप विकासका सम्भाव्य मूल्याङ्कन प्रक्रिया निम्नानुसार हुनेछन् :

- भनेका कुरा विद्यार्थीले रुचि लिएर सुनेको छ/छैन अवलोकन गर्ने ।
- सोधेका कुराको जवाफ सुन्ने ।
- समूह छलफलमा विद्यार्थीको सहभागिता अवलोकन गर्ने ।
- निर्देशनअनुसार विद्यार्थीले ठीक ढङ्गले गरेनगरेको अवलोकन गर्ने ।
- श्रुतिलेखन गराएर जाँच्ने ।
- बालगीत गाएर सोहीअनुसार गाउन लगाउने ।
- कथा, घटना विवरण आदि सुनाएर मुख्यमुख्य कुरा भन्न लगाउने ।
- विद्युतीय सञ्चार माध्यमका कार्यक्रम सुनाएर मुख्य कुरा भन्न लगाउने ।

### बोलाइ

बोलाइ सीप विकासका सम्भाव्य मूल्याङ्कन प्रक्रिया निम्नानुसार हुनेछन् :

- अक्षर र शब्दको उच्चारण ठीक ढङ्गले गरेनगरेको सुन्ने ।
- सोधेका कुराको जवाफ सुनेर ।
- समूह छलफलमा विद्यार्थीको सहभागिता अवलोकन गर्ने ।
- बालगीत गाउन लगाएर ।
- बाल कथा, चुटकिला आदि भन्न लगाएर ।
- वस्तु चित्र घटना वर्णन गर्न लगाएर ।
- उपयुक्त विषयवस्तु/समस्या दिएर तार्किक अभिव्यक्ति गर्न लगाएर ।
- उपयुक्त विषयवस्तु दिई संवाद, वादविवाद र उद्घोषण गर्न लगाएर अवलोकन गर्ने ।
- हाउभाउसाथ अभिनय गर्न लगाएर अवलोकन गर्ने ।

### पठाइ

पठाइ सीप विकासका सम्भाव्य मूल्याङ्कन प्रक्रिया निम्नानुसार हुनेछन् :

- कालोपाटीमा वा अक्षरपत्तीमा लेखिएका अक्षर पढ्न लगाएर ।
- अक्षर तथा शब्दपत्तीको खातबाट कुनै खास अक्षर र शब्द छान्न लगाउने ।
- शब्द र चित्रको जोडा मिलाउन लगाउने ।
- शब्द र वाक्य पढ्न लगाएर ।
- पाठभित्र वा बाहिरका कविता र उपयुक्त अनुच्छेद छनोट गरी गति, यति र लय सस्वरवाचन गर्न लगाएर सुन्ने ।
- पाठ्यपुस्तकभित्र वा बाहिरका पाठ्यसामग्री पढ्न लगाएर बोध प्रश्न सोध्ने ।

### लेखाइ

लेखाइ सीप विकासका सम्भाव्य मूल्याङ्कन प्रक्रिया निम्नानुसार हुनेछन् :

- विभिन्न आकार (घेरा, धर्का आदि) र चित्र कोर्न लगाएर जाँच्ने ।
- अक्षर, शब्द र वाक्य लेख्न लगाएर जाँच्ने ।
- अनुलेखन गराएर जाँच्ने ।
- शब्दको अर्थ र प्रश्नको उत्तर लेख्न लगाएर जाँच्ने ।
- अनुच्छेद लेख्न लगाएर जाँच्ने ।
- कुनै विषयवस्तु र अनुभव गरेका कुरा वर्णन गर्न लगाएर जाँच्ने ।
- स्वतन्त्ररूपमा कथा, कविता, प्रबन्ध लेख्न लगाएर जाँच्ने ।
- चिठी र निवेदन लेख्न लगाएर जाँच्ने ।
- विद्यार्थीले तयार गरेका रचना र भित्तेपात्रो आदि जाँच्ने ।
- अरूले लेखेका सामग्री सम्पादन गर्न लगाउने ।

### कार्यमूलक व्याकरण

कक्षाअनुसारको बोलाइ र लेखाइका क्रियाकलाप अवलोकन गर्ने ।

उपर्युक्तअनुसारका सीपको मूल्याङ्कनका साधनहरू गृहकार्य, कक्षाकार्य, कक्षा सहभागिता, व्यावहारिक परिवर्तन, उपलब्धि परीक्षा आदि हुनेछन् ।

## नेपाली

३. क्षेत्र र क्रम

यस विषयका विषयवस्तुहरूको क्षेत्र र क्रमतल प्रस्तुत गरिएको छ :

क्षेत्र	कक्षा १	कक्षा २	कक्षा ३
सुनाइ	- निर्देशन - आवाज, वर्णविभेद, अक्षर - प्रश्नोत्तर, कुराकानी - बालगीत, कथा आदि ।	- निर्देशन - आवाज, वर्णविभेद, शब्द - प्रश्नोत्तर, कुराकानी - बालगीत, कथा आदि ।	- निर्देशन - अवाज, वर्ण, शब्द - प्रश्नोत्तर, कुराकानी - बालगीत, कथा - विद्युतीय सञ्चार साधनका कार्यक्रम आदि ।
बोलाइ	- वर्ण उच्चारण - शिष्टाचारका शब्द - कुराकानी, सोधपुछ, प्रश्नोत्तर - बालगीत, बालकथा आदि ।	- शुद्ध उच्चारण - शिष्टाचारका शब्द - कुराकानी, सोधपुछ, प्रश्नोत्तर, वर्ण - बालगीत, बालकथा आदि ।	- शुद्ध उच्चारण - शिष्टाचारका शब्द - कुराकानी, सोधपुछ, प्रश्नोत्तर, वर्णन, छलफल - बालगीत, बालकथा आदि ।
पढाइ	- अक्षर चिनारी - जोडिएका अक्षर - वर्णविभेद - सरल शब्द तथा वाक्य - बालगीत, बालकथा आदि ।	- जोडिएका अक्षर - वर्णविभेद - सरल शब्द तथा वाक्य - बालगीत, बालकथा आदि ।	- वर्णविभेद - सरल शब्द तथा वाक्य - साधारण सूचना, विवरण - पोस्टर, भित्तिपात्रो - सरल बालसाहित्य आदि ।
लेखाइ	- चित्र रेखाङ्कन - अनुलेखन - हिज्जे - श्रुतिलेखन - शब्दरचना, वाक्य रचना - चिह्नको प्रयोग	- चित्र रेखाङ्कन - अनुलेखन - हिज्जे - श्रुतिलेखन - शब्दरचना, वाक्यरचना - चिह्न प्रयोग	- चित्र निर्माण - चित्रवर्णन - अनुलेखन - हिज्जे - श्रुतिलेखन - निर्देशित रचना - चिह्न प्रयोग
कार्यमूलक व्याकरण	- पदसङ्गति - क्रियाका काल	- पदसङ्गति - क्रियाका काल	- पदसङ्गति - क्रियाका काल

ढबोलाइ र लेखाइको प्रयोजनका लागि मात्र

## Record Keeping Procedure of Continuous Assessment System

The main aim of the continuous student assessment system is to find out the students' learning achievement along with the teaching and help weak students and conduct remedial teaching and encourage them to learn. In this evaluation system, students' progress record should be kept as follows:

1. The things which are learnt, lesson wise by students tick (√) (one to three) on the basis of criteria mentioned in schedule 1 of form which you have got.
2. Give three tick marks (√√√) for well learned, two tick marks (√√) for better learned and one tick mark (√) for general learners.

Follow the criteria (measures) given below to give tick marks in each lesson.

Measures	best	better	general1.
1. Class work, (Classroom participation)	√√√	√√	√
2. Project work	√√√	√√	√
3. Behavior change	√√√	√√	√
4. Creative works	√√√	√√	√
5. Attendance	√√√	√√	√

4. Divide the students into A, B, C grade in every terminal on the basis of tick marks they have obtained.

70% to up to 100% - A grade

40% to up to 70% - B grade

Below 40% - C grade

5. Method of percentage of lesson wise tick marks

$$\text{Formula: tick mark percentage} = \frac{\text{Total tick marks obtained by students} \times 100}{\text{Total lessons taught} \times 3}$$

Example: (a) Total lessons taught in first terminal of one subject =6

Total tick marks obtained by one student in this particular subject =15

According to formula  $\frac{\text{tick percentage}}{6 \times 3} 15 \times 100$

This student's tick marks percentage = 83.3

So that, this student's grade became 'A'.

**Note:** we can find B and C grade also from the similar process.

6. In the evaluation the lesson wise learned items should be observed whether the learning achievements prescribed by the curriculum are achieved or not.
7. Tick marks of lesson-wise continuous student evaluation should be in A, B, C grade, according to point No. 4 of continuous student assessment form No.2 (schedule 2) and along with the marks achieved in written and oral test.
8. School itself should develop the record keeping form according to schedules 1 and 2.



**Schedule- 2**

**Students' Progress Report**

**Education year.....**

**Student's Name...**

**School's Name: Shree.....**

**Class.....**

**Roll No. ....**

Subject	Continuous student assessment grade (A,B,C)			Terminal achievement (Give marks on the basis of written and oral examination. This mark will be for students' progress record and progress report but not for class up gradation.)						
	1 <sup>st</sup> terminal	2 <sup>nd</sup> terminal	Annual Evaluation	1 <sup>st</sup> terminal F. M. 10 M.O.		2 <sup>nd</sup> terminal F. M. M. O. 30		Annual Examination F. M. M. O. 60		Total
English										
Math										
Social studies and creative arts										
Science, Health and Physical Education										
Local subject/Mother tongue										
<b>Total</b>										

**Class Teacher... Checked by.....**

**Signature of Head Teacher...**