

# Primary Education Curriculum

Class 4-5

2063

Government of Nepal  
Ministry of Education  
**Curriculum Development Centre**  
Sanothimi, Bhaktapur

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## Foreword

With the intention of making school level education more purposeful, behavioral and contextual, a process of continuous revision and reform is adopted by the Curriculum Development Centre (CDC) and this is further backed up by feedback and opinions of teachers, guardians, students, educationists and intellectuals. It is obvious that the curriculum is the core of teaching-learning process, and it should be regularly revised in accordance with the emerging contexts so that it can successfully help in planning and conducting all teaching learning activities in the schools. The Primary Education Curriculum is, therefore, revised to make it more practical in the present democratic context.

The revised curricula were piloted in ten districts (viz. Taplejung, Dhankuta, Dhanusha, Bhaktapur, Rasuwa, Baglung, Kapilwastu, Jumla, Kailali and Doti) in 2061 BS, and now the feedback obtained from this initiative are adjusted in this curriculum. In addition, the recommendations of different Education Commissions, the feedback received from the national and regional workshops have been given due consideration for maintaining subject-specific scope and sequence in terms of what children have to know and learn. Finally, the suggestions of the task forces, the teacher workshops, the subject committees and the National Curriculum Development and Evaluation Council have been incorporated in the present revised curricula, and this curriculum will in turn be executed from 2066 BS.

Considering the development that is taking place in the field of Information and Communication around the world, different facets of globalization and localization are necessarily integrated in school level education with a due consideration on social values and several other aspects of knowledge, science and subject-specific education. Furthermore, the structure of primary education, different subjects, various teaching methods and evaluation systems are included in this curriculum. To determine qualitative changes seen on children, a due consideration is given to teaching/learning that is based on Continuous Assessment System (CAS) at primary level. Likewise, the provision of administering class-wise achievement tests is made to assess children's quantitative changes, and it will be desirable for each school to use different sorts of devices of evaluation as and when necessary to make realistic assessment of children there.

This Primary Education Curriculum was first published in Nepali version in 2065 BS, and now the Curriculum Development Center (CDC) has made an attempt to publish this in English version aiming at fulfilling the expectations of schools, teachers and learners. Also, the CDC is hopeful that it would certainly be more useful to schools that run classes in English medium.

At the end, I would like to express my gratitude to Mr Madan Nath and Ms Durapada Sapkota for their painstaking efforts in translating the Nepali version of curriculum into English, and the constructive suggestions are always welcome from the concerned experts and stakeholders.

Hari Bol Khanal  
Executive Director  
Curriculum Development Centre

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# **A Framework of Primary Education Curriculum**

## **Background**

Education is the key to the development of a country and the quality education can only initiate the changes that are usually relative to a society. Considering this fact, various attempts are being made to make school education more regular, systematic, qualitative and effective in Nepal. To accomplish this, the education commissions, committees and task forces were formed in different time intervals and the recommendations given by them are gradually implemented. In this regard, the National Education System Plan 2028 BS has played a vital role, which introduced the same curricula all over the country, and since then school curricula have been revised as per the needs felt at different time intervals. With the span of time, a report on Curriculum Implementation Plan in 2038 BS was prepared with some changes and revisions in different aspects of the plan. However, substantial changes were only seen in the school curricula after the formation of the National Education Commission and High Level Education Commission of 2049 and 2055 BS respectively. Although there has been tremendous progress in the expansion of school education, the quality education has still been a dilemma for Nepal. For this, not only the curriculum but also the enabling conditions to be arranged within the education system are equally responsible. The changed political system in the country also requires the changes in the education system, and an effort here is made to revise the curriculum in accordance with the changed scenario and spirit.

There is no doubt that the outside world is changing rapidly. There has been a lot of development in the area of science and technology. The development of information and communication technology has made the world community a global village resulting in the wave of globalization. Whatever progress is taking place in the sphere of knowledge and science around the globe, human life is getting more competitive and complex. In this context, it is extremely important to lay emphasis on the development of modern science, technology and communication for which we require analyzing national needs realistically to provide quality education to all children to enable them to compete globally.

Nepal has expressed its commitment to Education for All; the DAKAR Framework of Action (2000), to attain Education for All objectives by 2015 AD. One of the Millennium Development Goals is to achieve the universal primary education, and

following this goal, Nepal has made the provision for implementing the Education for All programs through five year development plans, and has emphasized on the policies of reforming institutional, managerial and physical infrastructures. To achieve the above goal, the school level curriculum needs to be adjusted and coordinated well by making it more relevant to society and national needs, and for this interactions with experts and stakeholders, discussions, different researches and experts' opinions should be taken as the basis of curriculum development and revision. Therefore, keeping the following long-term thoughts in mind, an attempt is made to revise this curriculum:

1. Strengthen nation, nationality, democratic culture, and salient features of the Nepalese society.
2. Reduce prevalent poverty and unemployment by making education more relevant, skill-based and professional.
3. Develop human resources according to the country's demand and competitive world market.
4. Help in the creation of an inclusive society by developing mutual trust, collaboration and tolerance among the people of different castes, gender, languages, regions, and cultures.
5. Give an appropriate consideration to Information and Communication Technology and local contents in the curriculum by identifying needs in areas of information and technology, local skills, professions, occupations and the importance of resources.
6. Encourage students towards human rights, child rights, and against violence by eliminating superstitions, untouchability and other types of social evils.

The approval for this Primary Education Curriculum was received in 2060 BS after the incorporation of suggestions and recommendations of the 'High Level Working Committee on Education, 2058 BS,' 'Impact Study of Primary Curriculum, 2059 BS, and suggestions of different national and regional level seminars accordingly. Apart from them, the reports included the suggestions such as the introduction of English language from grade one along with the integration of local level subject matters and information communication technology. Finally, the following plans for piloting and implementation of Primary Education Curriculum of 2060 BS were formulated:

### Pilot Plan

Year	2061	2062	2063	2064	2065
Class	1	2	3	4	5

### Implementation Plan

Year	2063	2064	2065	2066	2067
Class	1	2	3	4	5

According to the above plan of piloting, the Primary Education Curriculum (2062) was finalized and approved by incorporating the feedbacks obtained from the piloting. Similarly, the CDC was asked to include suggestions and recommendations given by the National Curriculum Development and Evaluation Council, National Curriculum Framework and School Level Curriculum Reform Committee, and the Council granted the approval to implement it from 2063 in grade one. Subsequently, as per the new political context, the National Curriculum Development and Evaluation Council approved Grade 2 curriculum on 25 Bhadra in 2063. According to the above plan, the Primary Education Curriculum of grade 1-3 has already been implemented. So the present Primary Education Curriculum of grade 4 and 5, 2065 is prepared in the present form by considering the new structure of grade 1-8 as envisaged by School Sector Reform and National Curriculum Framework, and it is also the continuity of the previous one.

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

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

National objectives of Education are provisioned as follows:

1. To help in fostering inherent talents and potentiality of personality development of each individual
2. To prepare citizens with good conduct and moral character by promoting universal human values, national culture and dignity, social values, beliefs and experiences to develop social and collective life-style.



3. To help in preparing productive and skilled citizens competent to undertake local and national occupations, professions and employment along with the capability of undertaking international employment.
4. To strengthen social unity by helping individuals in the process of socialization.
5. To develop human resources for nation building by helping in modernizing the society.
6. To help in conserving and exploiting natural environment and national heritages.
7. To help in building an inclusive society by considering social equality and justice, and develop conduct accordingly.
8. To prepare citizens who are able to manage all types of conflicts by developing a sense of peace, friendship, goodwill, tolerance and fraternity compatible to local, national and international contexts so that they can follow their conduct accordingly.
9. To prepare competent human resources, compatible to global context, who are acquainted with modern communication technology and can use it.
10. To prepare citizens who duly respect their nation, nationality, democracy, human rights and other's dignity and to prepare citizens having critical and creative thoughts, self-reliant and feeling of proud of being Nepali.
11. To help in preparing citizens encouraged in preserving, promoting and expanding Nepali arts, aesthetics, ideals and other salient features.

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

Preprimary education aims at developing the following aspects of children:

1. To provide children with an opportunity of developing a sense of physical, emotional, mental, linguistic, and social development.
2. To encourage children in forming habits about personal hygiene and safety.
3. To encourage children in performing general etiquettes.
4. To prepare children for primary education in advance.

### 3. Objectives of Primary Education

Primary education aims at developing the following aspects in children:

1. To develop social and moral traits like morality, discipline and self-reliance by creating a sense of nation, national unity and democratic culture.
2. To develop fundamental linguistic and mathematical skills.
3. To develop fundamental knowledge and life skills about science, information technology, environment and health.
4. To develop creative skills by arousing interest in arts and beauty.
5. To help in building an inclusive society by creating a sense of empathy among different castes, religions, languages, cultures and regions.
6. To develop children with a responsible conduct by sensitizing them about human rights and social values.

### 4. Structure of Primary Education

#### (a) Pre-primary Education:

1. Physical, mental and intellectual education can be given to children below four years of age through Early Childhood Development Centers (ECDs).
2. One year pre-primary education will be provided to children over four years of age.

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

### 5. Curriculum Framework of Primary Level

#### (a) Grade 1-3

S.N.	Subject	Weightage	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>

**(b) Grade 4-5**

S.N.	Subject	Weightage	Full marks
1.	Nepali	8	100
2.	English	5	100
3.	Mathematics	6	100
4.	Social Studies	5	75
5.	Creative Arts	3	25
6.	Science and Environment	4	50
7.	Health and Physical Education	4	50
8.	Local subject/ Mother Tongues	4	100
	<b>Total</b>	<b>39</b>	<b>600</b>

**6. Local Subject/ Mother Tongue**

- (a) Mother tongue spoken by a majority of students should be selected while choosing the mother tongue to be taught at school.
- (b) A local subject can be taught at schools where the mother tongue cannot be taught, and for this the contents that are locally useful vocations, occupations, religions, cultures, traditions, local heritage, environment conservation, locally available technologies, festivals, social system, etc should be included in it.
- (c) Schools can develop curriculum and reading materials of mother tongue/ local subjects with the help of the Resource Centre and in coordination of the District Curriculum Coordination Committee. Moreover, in case of similar contents throughout the district, develop curriculum at district level and if the contents are the same all over the RC, develop curriculum at RC level.
- (d) Local component in the curriculum: Schools themselves can develop the curriculum and reading materials giving 20% weightage to social studies, creative arts, and physical education. In this curriculum, 32 hours for Social Studies, 19 hours for Creative Arts and 12 hours for Physical Education are determined.
- (e) The contents of Sanskrit subject may also be included in the curriculum of local subjects.

**7. Medium of Education**

The Medium of education in schools can be either Nepali and English languages or both. However, the medium of education will be as follows in the following situations:

- (a) Primary level education can be provided in the mother tongue.
- (b) The medium of instruction will be the same language while teaching language subject.

## **8. Time duration for Teaching/Learning**

During one academic year, schools will be opened for 220 days, and teaching-learning will be conducted for 192 days. In this way, 816 hours at grade 1-3 and 936 hours at grade 4-5 must be taught per annum. One period will be of 45 minutes depending on the needs of a lesson. But the total hours will not be reduced.

## **9. Teaching Method/ Process**

Emphasis will be laid on student centered activities at primary level. A teacher has to play the role of facilitator to activate students and make the classes livelier at this level. Learning can be more effective, children can acquire both practical education and life skills because of student centered teaching learning activities, and they in turn can actualize their potentiality. Therefore, student centered and child friendly methodology should be adopted while conducting teaching learning activities. Finally, an inclusive teaching process should be undertaken to address diverse needs of students in the actual classroom situation.

## **10. Student Evaluation**

1. Students' learning at primary level will be ensured based on formative type of evaluation system. The major purpose of this evaluation is to improve students' learning level. For this, teachers should provide children with an opportunity of learning from time to time in line with individual student's learning outcomes.
2. Portfolio of students of grades 1-3 will be kept. The portfolio will be updated in accordance with students' class work, project work, achievement test, behavioral changes of students, observation, attendance, etc. Teachers should inform the guardians about the contents taught and students' achievement every month, and all the records should be kept in the portfolio. At this level, emphasis should be given to class work instead of making homework compulsory.
3. Class promotion of grades 1-3 will be done on the basis of Continuous Assessment System. For this, the tools given in the annex should be used.
4. No pass mark is determined for grades 1-3 because students are evaluated according to Continuous Assessment System at this level.
5. The major purpose of Continuous Assessment System is to promote students from one class to another as per continuous evaluation of learning outcomes. While implementing CAS, the provision of remedial teaching should be made considering students' level of learning outcomes. Besides, teachers, guardians and head teachers can make collective decision in promoting students who have not accomplished the minimum learning outcomes and similarly have little attendance at school. To give an opportunity for relearning, necessary arrangements should be made for these students.
6. The tools of evaluation, as provisioned in No.2 above, are for all the subjects. The information on how to use these tools is indicated in content elaboration of each subject.

7. A, B and C grades will be used to rate the progress made by students in classes 1-3.
8. 50% portion of grade 4 and 5 will be assessed on the basis of summative evaluation system, whereas remaining 50% items will be assessed according to formative evaluation system, and students will be promoted to the next class based on both summative and formative evaluation. The pass mark for written evaluation will be of 40% and everyone has to pass it separately.
9. In case of students who acquire average achievement in Continuous Assessment system (formative evaluation), and fail in summative evaluation, the decision of class promotion should be made by guardians, class teachers, and head teachers in a collective way.
10. An appropriate evaluation system should be adopted for students who possess diverse needs in the classroom.
11. Parameters or criteria of Continuous Assessment System (CAS) are given in annexes 1, 2 and 3.

## **11. Curriculum Evaluation**

The Regional and district level **Curriculum Coordination Committee** should collect the suggestions and opinions of all the concerned stakeholders such as students, teachers, guardians, educationists, traders, experts, policy makers and other professionals through a series of workshops, seminars, interaction, review, etc, and a provision should be made to send them to the Curriculum Development Centre (CDC) to make this curriculum more contemporary, standard, qualitative, life skills oriented, child friendly and inclusive.

# Mathematics

## 1. Introduction

All our activities need the knowledge and skills of Mathematics. However, it is not possible to define it in a few words. It is obvious that we can explain its usefulness in our daily life in terms of the following facts:

- It is very hot today. How hotter is it today than yesterday?
- How far is your school from home? Can we reach there in an hour?
- Is 2 kilograms of rice enough for your family for two days?
- How much milk does your cow give in a day?
- What is the date today?
- How much manure is needed for 2 *ropanis* of a farm?

New technologies in the world have even made mathematical knowledge and skills more essential. It is true that there will be no use of using different things and instruments in the absence of mathematical knowledge and skills. Apart from this, mathematics is one of the basic tools for proving scientific exploration and research issues scientifically. Finally, mathematical knowledge and skills are necessary to study about social science, economics, political science, science, geography, history and all other subjects related to everyday life of human beings.

One of the major factors to initiate change in our society or state is education because it helps individuals to integrate themselves in the changing context of the society. As everyone is aware of the fact that a fundamental responsibility of a school is to develop and prepare well qualified and competent human resources who can easily accomplish the needs and expectations of the present 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 primary level often drop out school. Even more interesting is that the children who complete this level do not continue lower secondary level education, and there could be several reasons of these situations. Therefore, it would be more appropriate to formulate policy on what to include in the curriculum by keeping these facets of peoples' life in mind. In order to give continuity in studies, and make education more practical, realistic, curriculum should be developed according to needs and interests of students.

It is often argued that if a student cannot build a strong base at primary level or if there is no linkage between subjects taught at primary and lower secondary level, a student will find it quite difficult to cover the course. Keeping this in mind, this mathematics curriculum contains the following two strategies:

- Develop required minimum mathematical knowledge, skill and attitude to solve the problems that arise while carrying out daily activities even for students who drop out school after completing grade 5.
- Develop necessary mathematical knowledge and skills needed as the foundation for lower secondary level i.e. grade 6 after completing grade 5.

Keeping all these in view, the following nine learning areas have been included in this subject:

- Geometry
- Concept of number
- Basic operations of Mathematics
- Time,
- Currency
- Measurement and weight
- Fractions
- Decimals
- Unitary method and Simple Interest
- Bills and budget
- Statistics
- Sets and Algebra

## 2. Level wise General Objectives

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

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 in numerals and words the numbers above one crore in Devnagari and Hindu Arabic numerals and also read the numbers upto 10 lakhs (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, Measurement and Weight	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 Simple 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. classify objects in sets on the basis of different characteristics, Write set notation in listing method and write them in words.
9. Algebra	9. solve simple problems on algebraic expressions and equations using algebraic skills.



### 3. Scope and Sequence

Scope	Grade 4	Grade 5
<b>1. Geometry</b>	1. Vertex, edges and face in solid objects. 2. Angles of $0^{\circ}$ - $180^{\circ}$ (in the difference of 10). 3. Acute angle and obtuse angle on the basis of right angle	1. Angles of $0^{\circ}$ - $180^{\circ}$ (in the interval of 15). 2. Angles and arms of given triangles and quadrilaterals. 3. Classification of triangles on the basis of angles and arms.
<b>2. Concept of numbers</b>	1. Count numbers up to crore in Hindu Arabic Numerals (number and number names) and place value of the digits in these numbers 2. Rounding off of the numbers from 1 to 999 to the nearest 100 3. Prime and composite numbers from 1 to 50 4. Factorization of numbers from 1 to 99 with prime factor method	1. Count numbers more than crore in Hindu Arabic Numerals (number and number names) and place value of the digits in these numbers 2. Numbers up to million 3. Prime and composite numbers from 1 to 100 4. Rounding off of the numbers as needed 5. Square numbers from 1 to 10 and cubic numbers from 1 to 5 and their roots (square and cube) 6. Prime factors up to three digit numbers

<b>1. 3. Basic Operations in Mathematics</b> 3. (a) Subtraction	1. Subtraction of six digit numbers and verbal problems related to them	-----
3. (b) Multiplication	1. Multiplication of three and more digit numbers by the numbers up to three digits 2. Simple verbal problems on multiplication.	-----
3. (c) Division	1. Division of the numbers up to five digits by the numbers up to three digits 2. Simple verbal problems on division	-----
<b>3. (d) Other</b>	1. Mixed simple verbal problems addition and subtraction ( using +, - and ( ) but problems with the positive results in ( ) )	1. Number and word problems with two operations among +, -, x, and – and two brackets { ( ) }
<b>1. Time, Currency, Measurement and Weight</b> 4. (a) Time	1. Conversion of units of time a. Conversion of year into days b. Relation between second and minute c. Verbal problems with addition and subtraction of minute and hour, hour and day, day and month, month and year	1. Multiplication and division of the units of time and verbal problems related to them.

4. (b) Currency	<ol style="list-style-type: none"> <li>1. Addition and subtraction of rupees and paisa</li> <li>2. Multiplication and division of rupees and paisa (without remainder)</li> <li>3. Simple verbal problems on addition, subtraction, multiplication and division relating to rupees and paisa</li> </ol>	1. Simple verbal problems on addition, subtraction, multiplication and division relating to rupees and paisa
4. (c) Distance	<ol style="list-style-type: none"> <li>1. Conversion of meter into millimeter, millimeter into centimeter, kilometer into meter</li> <li>2. Verbal problems on centimeter and meter, meter and kilometer (addition and subtraction only)</li> <li>3. Estimation of length and distance of the objects near to the school</li> </ol>	<ol style="list-style-type: none"> <li>1. Multiplication and division of units of distance and simple verbal problems</li> <li>2. Estimation of length, breadth, height of various objects and distance between home, school and other places</li> </ol>
4. (d) Perimeter	<ol style="list-style-type: none"> <li>1. Perimeter of rectangles from its length and breadth</li> </ol>	1. Perimeter of rectangles (using formula)
4. (e) Area	<ol style="list-style-type: none"> <li>1. Relation of area with the length and breadth of rectangular shapes (using the block counting method)</li> </ol>	1. Calculate the area of rectangular shapes by using formula and simple verbal problems related to them
4. (f) Capacity	<ol style="list-style-type: none"> <li>1. Conversion of liter and milliliter</li> <li>2. Addition and subtraction of liter and milliliter and their verbal problems</li> <li>3. Estimation of capacity of vessels</li> </ol>	1. Multiplication and division on liter and milliliter and verbal problems related to them

4 (g) Volume	1. Relation of volume with length, breadth and height of cuboids (by counting)	1. Calculate the volume of cuboids by using formula
4 (h) Weight	1. Conversion of kilogram and grams 2. Addition and subtraction of gram and kilogram 3. Simple verbal problems with addition and subtraction	1. Multiplication and division of gram and kilogram 2. Simple verbal problems with multiplication and division 3. Estimation of weight of different objects 4. Relation between kilogram and quintal
<b>5. Fraction, Decimal, Percentage, Unitary Method and Simple Interest</b> 5 (a) Fraction	1. Addition and subtraction of mixed numbers (like fractions) 2. Convert the fractions unlike fractions into like fractions and compare big fraction and small fraction (problems with two fractions only)	1. Conversion of mixed numbers and improper fractions to each other 2. Addition and subtraction of mixed numbers (with two fractions only) 3. Multiplication of fraction (with two fractions only) 4. Simple verbal problems with addition and subtraction of fraction (with two fractions only)
5 (b) Decimal	1. Conversion of decimal and fraction into each other 2. Addition and subtraction of decimal numbers up to two decimal place	1. Conversion of decimal and fraction (up to three decimal place) 2. Addition and subtraction of decimal numbers up to three decimal place 3. Simple verbal problems on addition and subtraction of decimal numbers 4. Rounding off of the decimal numbers in the given position

5. (c)Percentage	<ol style="list-style-type: none"> <li>1. Introduction of percentage</li> <li>2. Conversion of fraction into percentage</li> </ol>	<ol style="list-style-type: none"> <li>1. Conversion of fraction and percentage</li> <li>2. Simple verbal problems on percentage</li> </ol>
5 (d) Unitary Method and Simple Interest	<ol style="list-style-type: none"> <li>1. Unit value on the basis of total value of similar set of objects</li> <li>2. Simple verbal problems of unitary method</li> </ol>	<ol style="list-style-type: none"> <li>1. Calculation of simple interest with the help of unitary method</li> <li>2. Solution of simple problems on simple interest with the help of unitary method</li> </ol>
<b>6. Bills and Budget</b>	<ol style="list-style-type: none"> <li>1. Information from bills</li> </ol>	<ol style="list-style-type: none"> <li>1. Bill</li> <li>2. Information from budget</li> </ol>
<b>7. Statistics</b>	<ol style="list-style-type: none"> <li>1. Get information by reading thermometer</li> <li>2. Collection of data like age, height, number of animals, pages of a book etc. and their sequential tabulation</li> <li>3. Information from table</li> <li>4. Drawing bar graph using graph paper</li> <li>5. Given ordered pairs in graph paper (first quadrants only)</li> </ol>	<ol style="list-style-type: none"> <li>1. Conclusion from tabulated information</li> <li>2. Presentation of given simple information on graph</li> <li>3. Plot ordered pairs in graph (first quadrants only)</li> </ol>
<b>8. Sets</b>	<ol style="list-style-type: none"> <li>1. Set notations of the elements of the sets given in sentences</li> </ol>	<ol style="list-style-type: none"> <li>2. Presentation of set notation of the given sets in sentences</li> </ol>
<b>9. Algebra</b>	<ol style="list-style-type: none"> <li>1. Simple equations of addition, subtraction, multiplication and division with box notation solved through inspection method, hit and trail (using variables too)</li> <li>2. Addition and subtraction of link terms (without using negative terms)</li> </ol>	<ol style="list-style-type: none"> <li>1. Write simple verbal problems in algebraic equations (only two terms equations used in addition and subtraction) <ol style="list-style-type: none"> <li>2. Equality axiom</li> <li>3. Solution of linear equation with one variable using equality axiom</li> </ol> </li> </ol>

#### 4. Weight distribution table:

SN	Area	Grade 4		Grade 5	
		Weightage		Weightage	
		Period	Percentage	Period	Percentage
1.	Geometry	17	9	17	9
2.	Concept of Numbers	34	18	35	18
3.	Basic Operations of Mathematics	26	14	27	14
4.	Time, Currency, Measurement and Weight	39	20	36	16
5.	Fraction, Decimal, Percentage, Unitary Method and Simple Interest	32	17	32	18
6.	Bill and Budget	7	4	9	5
7.	Statistics	9	5	9	5
8.	Sets	9	5	9	5
9.	Algebra	19	10	18	10
<b>Total</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. Problem solving method
5. Mathematical thinking

The use of learning materials is the very important to simplify the teaching 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 is to find out whether students have achieved the specified learning outcomes, and how far students have learnt the mathematical concepts and skills.

# Social Studies

## 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 about social and material world environment. They also need to explore the present through past experiences and require looking for a better future. The main objectives of social studies are to study all these issues.

This curriculum of social studies is developed and prepared on the basis of the reports of the National Education Commissions constituted in different times. Moreover, regional and national level seminars and workshops were conducted at different time intervals to collect feedbacks in relation to curriculum reform. So, the curriculum of this level has laid emphasis on the delivery of knowledge, skills and positive attitudes to children so that they can be encouraged for learning in social and physical environment. It also will help in laying the foundation for becoming productive and active citizens. 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. Finally, it is our belief 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 to a social and pragmatic life in society.

According to the concept of social studies, an individual's life starts from family and in turn moves to neighbors, community, region, nation and the entire world. With the intention of considering the level of primary level students and to further accomplish the above goals, we have made this attempt to incorporate the following areas in the present social studies curriculum:

- Oneself, one's family and neighborhood
- Our tradition, social norms and values
- Social problems and solutions
- Civic sense
- Our earth
- Our past



- Our economic activities
- Local section

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 needs for human qualities, rights and duties in good citizens; introduce children with 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 economic activities of the community they live in. This curriculum aims at developing knowledge, skills and attitudes in students. More importantly, a special feature of this curriculum is that it has a provision of 20 percent of local contents.

In formal education, the curriculum plays an important role in providing necessary guidelines for implementing formal education, and teachers need to have major responsibility in order to execute it successfully. Therefore, to guide teachers, elaboration of contents is included in Nepali version of this curriculum. To facilitate teachers, this English version consists of models of teaching learning activities along with an assessment scheme for them. Ultimately, there is no doubt that the role of teachers and their ability in accommodating and updating with new methods and techniques in the field of education may greatly help in executing this curriculum effectively and efficiently.

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

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

1. to give introduction of self, one's family and neighbor.
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 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 to 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 structures 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 features of Nepal.
12. to be able to give a short introduction to 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 work culture.
15. to observe and explain about local economic activities and to contribute to 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	Grade 4	Grade 5
1. Self, One's Family and Neighbour	<ul style="list-style-type: none"> <li>- Relationship with neighbours</li> <li>- Use and care of professional materials</li> <li>- Cooperation between neighbours</li> </ul>	<ul style="list-style-type: none"> <li>- Work and profession of neighbours</li> <li>- Cooperation in community work</li> <li>- Behaviour with the neighbours</li> <li>- Empathy</li> </ul>
2. Our Tradition, Social norms and values	<ul style="list-style-type: none"> <li>- Behaviour with elders</li> <li>- Various languages, costumes, lifestyle and festivals of the community</li> <li>- Importance, respect and development of the place of birth</li> <li>- District level personalities</li> </ul>	<ul style="list-style-type: none"> <li>- Comparative study of traditional social cultures</li> <li>- Language, religion, costume and life style of one's district</li> <li>- Participation in fair and festivals</li> <li>- Regard and respect towards one's region and nation</li> <li>- Personalities of one's area</li> <li>- Exemplary work</li> </ul>
3. Social Problems and Solutions	<ul style="list-style-type: none"> <li>- Help to the helpless in the local community</li> <li>- Alcohol and safety measures from taking it</li> <li>- Help to eliminate the malpractices of the society</li> <li>- Local level organizations</li> </ul>	<ul style="list-style-type: none"> <li>- Be away from alcohol and drugs and save others from such bad habits</li> <li>- Awareness of thefts and robbery in the society</li> <li>- Keep safe from the negative impact of external culture</li> <li>- Organizations help to eliminate social problems and bad habits</li> <li>- Necessity of rules and regulations and obeying them</li> </ul>
4. Civic Sense	<ul style="list-style-type: none"> <li>- Child rights and its use</li> <li>- Women rights</li> <li>- Use and protection of national heritages</li> <li>- Sanitation of public places</li> <li>- Introduction, structure and functions of one's Village Development Committee/ Municipality</li> <li>- Equal behavior with women, men of different</li> </ul>	<ul style="list-style-type: none"> <li>- Fundamental rights/ Human Rights</li> <li>- Obeying duty and use of rights</li> <li>- Name and function of major projects operated to preserve and protect the national heritages</li> <li>- Obeying traditionally followed good social rules</li> <li>- Introduction, structure and functions of District Development Committee of one's</li> </ul>

	castes, religion and profession of one's family and neighbourhood	district - Equal behavior with known and unknown women and men of different casts and religion - Conflict and its mediation
5. Our Earth	<ul style="list-style-type: none"> <li>- Geographical feature of one's district and social life style</li> <li>- Map work of one's district</li> <li>- A brief introduction of the origin and shape of the Earth</li> <li>- A brief introduction of neighbouring countries like China and India</li> </ul>	<ul style="list-style-type: none"> <li>- Natural features, climate and life styles of our country</li> <li>- An outline of map of Nepal and indication of geographical facts</li> <li>- Use of Globe or map</li> <li>- Introduction of continent and oceans</li> <li>- A brief introduction of neighbouring countries like Bhutan, Bangladesh, Srilanka, Pakistan, Maldives and Afghanistan</li> </ul>
6. Our Past	<ul style="list-style-type: none"> <li>- Historical background of one's community</li> <li>- Emergence of the word Nepal (in brief)</li> <li>- Contribution of our brave heroes and heroines/ martyrs</li> </ul>	<ul style="list-style-type: none"> <li>- Identification and protection of historical people and things of one's community</li> <li>- Social and economic activities of the ancient period of Nepal (Gopal, Mahishapal, Kirant)</li> <li>- Name, contribution and regard of our national luminaries</li> <li>- Introduction and role of Head of the state and Chief of the Government</li> </ul>
7. Our Economic Activities	<ul style="list-style-type: none"> <li>- Respect of and cooperation in the good deeds of all the people of one's village and area</li> <li>- Economy</li> <li>- Use of the goods, products manufactured in one's region</li> <li>- Observation and participation on economic activities in family, neighbourhood and community</li> </ul>	<ul style="list-style-type: none"> <li>- Respect of and cooperation in the good deeds of all the people in the district</li> <li>- Economical use of schools' materials</li> <li>- Utilization of domestic products</li> <li>- Brief introduction of economic activities of one's country like, agriculture, industry, business, tourism</li> </ul>

#### 4. Weightage distribution table

Scope/unit	Grade 4		Grade 5	
	Weightage		Weightage	
	Period	Percentage	Period	Percentage
1. Self/ One's Family and Neighborhood	16	10	16	10
2. Our Tradition, Social norms and values	20	12.5	20	12.5
3. Social Problems and Solutions	14	9	14	9
4. Civic Sense	24	15	24	15
5. Our Earth	20	12.5	20	12.5
6. Our Past	18	11	18	11
7. Our Economic Activities	16	10	16	10
8. Local Section *	32	20	32	20
<b>Total</b>	160	100	160	100

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

One of the most significant features of this curriculum is that it focuses on local contents at school. A school in coordination with the resource person needs to develop and deliver such content areas, which relate to neighborhood, community and region that affect their daily life and impart real life experience. Despite the CDC's attempt in including local contents in national level curriculum, they may not be adequate and relevant in local context. Thus, to make it more contextual, schools can elaborate contents and scope of the curriculum prepared by the centre and they can also include other new elements in their curriculum. The schools should design a curriculum of 20 percent weightage or for about 5 or 6 weeks period out of the total weightage given to the social studies. While choosing the contents, the following areas as well as other areas can also be incorporated into the curriculum. Some of the possible content areas as follows:

1. Cultural area: Festivals, outfits, customs, arts and skills, songs and 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: Languages /dialects spoken by the people of different castes, indigenous and ethnic groups, etc.
8. Tourism area: Tourist spots, tourism programmes and activities, etc.
9. Professional area: Special local occupations (knife industry, dhaka industry etc.)
10. Health area: Garbage management, drinking water, community health, first aid etc.
11. Environmental area: Plantation, natural disaster, forest conservation etc.
12. Educational area: Literature, literacy, awareness etc.

Apart from the areas mentioned above, there can be other new contents as well. In this regard, the schools are all in all in collecting, selecting and determining the contents at local level and such contents can be chosen from grade one to five considering the scope of the curriculum. To be more specific, they can determine local contents on the basis of theme such one theme for one grade. However, it is necessary to include them in the evaluation process. Both summative and formative evaluation should be used to assess students in areas of these contents.

## **5. Teaching Learning Process/ Method**

To teach social studies effectively, we require using methods and processes which give a real life experience to learners. Since the age of primary school children is very tender, we have to apply child centered methods in our teaching process. According to 'learning by doing', children need to be involved in group work in order to develop knowledge, skills and attitudes in the field of Social

Studies. For this, we should certainly pay attention to selecting and choosing methods in accordance with the nature of contents, and this may help in making the delivery of instructions more meaningful. Also, we should decide instructional methods and techniques in line with student's interest, ability and age, etc. Moreover, students need to be enriched in the contents through songs, poems, stories, reports, news, editorials, letters, dialogues, etc. In sum, the following methods need to be adopted in the course of teaching-learning episodes:

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 teaching learning process. Emphasis should be laid on observation rather than written examination to see if the desired behavioral change has occurred in the learners. Instructional process should be continued until the learning outcomes have been achieved. Through continuous assessment student's weaknesses should be identified and efforts should be made to address them. A teacher best knows the level of students. Therefore, s/he should always use authentic evaluation, especially in assessing learning outcomes of the Social Studies for which 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 conducted, and parents and students should be provided with the achievement reports relating to both types of examinations.

# Creative Arts

## 1. Introduction

Expression of the children's potentialities like their experience, creativity through visual art 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 comes visual art (painting 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 and 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 humans 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.

One of the objectives of primary education is to create interest among children towards art, beauty and culture. So, 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 education is not given proper space in the school level curriculum.

According to child psychology, by nature, children like dancing, playing and singing because knowledge acquired through pleasure in a pleasant environment is effective and long 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 completing 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 that also comes under the national objectives of our education. Based on these facts, this subject has come to this form as a result of the reshaping of the creative art and expressive art.

The following areas are included in this subject:

- a. **Visual art:** 1. Drawing 2. Colouring 3. Printing work 4. Collage 5. Clay work 6. Paper work 7. Construction work 8. Weaving 9. Portion of local contents
- b. **Music:** 1. Singing and Instrument playing 2. Dancing 3. Acting 4. Portion of local contents

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

### **(a) Visual art**

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

1. use pencil and eraser properly.
2. draw different patterns, shapes, forms and coloring them depending on their level.
3. draw their favourite picture.
4. express themselves freely.
5. use basic skills of weaving.
6. select and use proper arts materials.
7. be familiar with the method of local arts construction and protect them.

### **(b) Music**

1. To sing solo or in choes in accordance with the beat.
2. To give brief introduction of various instruments and play them
3. To dance in solo, in pair or in group.
4. To act solo or in group on any plot.
5. To be familiar with the local music and dance and practice

### 3. Scope and Sequence

The scope and sequence is presented in the table below:

#### a) Visual Art

Subject /Area	Grade 4	Grade 5
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Pencil, crane, pastel etc.</li> <li>• Different shapes based on geometrical shapes</li> <li>• Simple drawings of different objects like, flower, fruits and tree etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline of objects</li> <li>• Simple drawings of different objects like, flower, fruits, bird and tree etc.</li> <li>• Variation in the use of lines</li> </ul>
<b>Colouring</b>	<ul style="list-style-type: none"> <li>• Use of water colour, poster, pencil and different local colors</li> <li>• Use of colors</li> <li>• Expression of imagination and thinking</li> <li>• Mural Art</li> </ul>	<ul style="list-style-type: none"> <li>• Making of patterns and designs with water color, poster pencil or locally available materials</li> <li>• Mixing colours</li> <li>• Expression of imagination and thinking</li> <li>• Mural Art</li> </ul>
<b>Printing Work</b>	<ul style="list-style-type: none"> <li>• Designing and printing in dough or clay</li> <li>• Designing and printing with potato, radish, pumpkin etc.</li> <li>• Printing with different kinds of leaves</li> <li>• Printing with a composition of designs of stencil cut out from thick paper</li> </ul>	<ul style="list-style-type: none"> <li>• Printing with designs and patterns cut out in the surface of potato, radish and pumpkin etc.</li> <li>• Use of different colours in different designs of objects and printing</li> <li>• Printing with leaves</li> <li>• Printing with different shapes of stencil cut out from thick paper</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>• Planning for making picture in a base</li> <li>• Planning for making different shapes by cutting, tearing and pasting pieces of papers</li> <li>• Making collage by using waste or used objects</li> <li>• Making collage with different grains, coloured pieces of stones, pieces of bangle</li> </ul>	<ul style="list-style-type: none"> <li>• Planning for making picture in a base</li> <li>• Planning for making different shapes by cutting, tearing and pasting pieces of paper</li> <li>• Selection of paper, cutting, tearing and pasting</li> <li>• Making collage with artificial objects</li> <li>• Making collage with different grains, coloured pieces of stones, pieces of bangle</li> </ul>

<b>Clay work</b>	<ul style="list-style-type: none"> <li>• Making different kinds of fruits, birds and animals from clay</li> <li>• Making different designs/pattern in clay</li> <li>• Making different kinds designs and texture in the clay slab</li> <li>• Use of color on the objects</li> </ul>	<ul style="list-style-type: none"> <li>• Making different house hold objects through slab and coil method</li> <li>• Making different designs and shapes through subtraction and addition method</li> <li>• making different shapes through relief method</li> <li>• Use of color on the objects</li> </ul>
<b>Paper work</b>	<ul style="list-style-type: none"> <li>• Making models of different objects</li> <li>• Making models of different objects and colouring</li> <li>• Making different designs for decoration by cutting the folded paper with scissor</li> </ul>	<ul style="list-style-type: none"> <li>• Making different objects like basket, balls, flowers, birds and animals etc.</li> <li>• Making models of different objects</li> <li>• Cutting of different designs for decoration</li> <li>• Decoration of origami</li> </ul>
<b>Construction work</b>	<ul style="list-style-type: none"> <li>• Making different shapes by bending or folding soft cables and pieces of metal</li> <li>• Making different shapes by cutting thick papers</li> <li>• Making different shapes of paper like cube, cylinder, cone by cutting, folding and pasting</li> <li>• Making different objects with unnecessary objects</li> <li>• Making different objects by pasting some objects from unnecessary objects</li> <li>• Making simple shapes by tying different objects like, sticks, pieces of wood with a rope</li> </ul>	<ul style="list-style-type: none"> <li>• Making different shapes by bending of folding soft cables</li> <li>• Making different shapes by cutting thick papers</li> <li>• Making triangles by cutting and pasting pieces of paper</li> <li>• Making shapes by tying different straight objects like, sticks, pieces of wood with a rope</li> <li>• Making different shapes by adding cube, cylinder, cone shapes of paper</li> <li>• Making different objects by pasting some objects from unnecessary objects</li> </ul>
<b>Weaving</b>	<ul style="list-style-type: none"> <li>• Weaving up and down with a pieces of paper that like a piece of bamboo (choya)</li> <li>• Knitting with the soft/ flexible objects found in one's area</li> </ul>	<ul style="list-style-type: none"> <li>• Weaving up and down with pieces of paper of two different colours</li> <li>• Making useful materials by weaving colourful pieces of paper</li> <li>• Weaving with the soft/ flexible natural objects</li> </ul>

**(B) Music**

<b>Subject /Area</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Singing and Playing instrument</b>	<ul style="list-style-type: none"><li>• Singing local songs solo or in chorus with correct rhythm</li><li>• Playing local instruments with correct rhythm</li><li>• Singing national anthem in chorus</li><li>• Singing a class song in a chorus with correct rhythm</li><li>• Singing of songs known or heard by them with correct rhythm</li></ul>	<ul style="list-style-type: none"><li>• Singing national anthem in group</li><li>• Singing a class song solo or in chorus with correct rhythm</li><li>• Singing of children's songs in textbook solo or in chorus with correct rhythm</li><li>• Singing of songs known or heard by them solo or in chorus with correct rhythm</li></ul>
<b>Dancing</b>	<ul style="list-style-type: none"><li>• Dancing in class songs with a gesture</li><li>• Dancing in children's songs, folk songs or local songs solo or in group[</li></ul>	<ul style="list-style-type: none"><li>• Dancing in children's songs, folk songs or local songs with gesture in tune</li><li>• Solo/pair/group dance</li><li>• Using material of local dance</li><li>• Using materials of local dance</li></ul>
<b>Acting</b>	<ul style="list-style-type: none"><li>• Acting on the short dialogues given in the text book</li><li>• Acting on the lifestyle, tradition and event of the community</li></ul>	<ul style="list-style-type: none"><li>• Acting on the short dialogues given in the text book</li><li>• Creating short stories, dialogues and acting on the them in a group</li><li>• Acting on the lifestyle tradition and event of one's locality</li></ul>

#### 4. Weightage distribution table

##### Visual Art

Area	Grade 4		Grade 5	
	Weightage		Weightage	
	Period	Percentage	Period	Percentage
1. Drawing	4	8	4	8
2. Coloring	5	10	5	10
3. Printing	4	8	4	8
4. Collage	5	10	5	10
5. Clay work	6	13.5	6	13.5
6. Paper work	4	8	4	8
7. Construction work	6	13.5	6	13.5
8. Weaving	4	8	4	8
9. Local Contents	10	21	10	21
<b>Total</b>	<b>48</b>	<b>97</b>	<b>48</b>	<b>97</b>

##### Music and Dance

Area	Grade 4		Grade 5	
	Weightage		Weightage	
	Period	Percentage	Period	Percentage
1. Singing and Playing Instrument	20	42	20	42
2. Dancing	12	25	12	25
3. Acting	7	14	7	14
4. Local Contents	9	19	9	19
<b>Total</b>	<b>48</b>	<b>100</b>	<b>48</b>	<b>100</b>

## **Part of local curriculum**

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 color, drawing 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. Teaching Learning Process**

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 mediums (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. Student Assessment**

Evaluation of Creative 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 and Environment

## 1. Introduction

The role of Science and Environment subject is crucial to achieve the objectives of primary education like imparting basic knowledge and skills of science and technology, promoting such skills and attitudes and developing a 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 relevant in accordance with needs and aspirations of Nepalese society. This revised curriculum has been developed and prepared by incorporating the feedbacks obtained from regional and local level workshops in which teachers, parents and representatives of sectors actively took part there. Moreover, the suggestions given by national level workshops of scholars and educationists were of great help in this regard.

Science is generally considered as the storehouse of knowledge and a method of research procedures and thought which definitely helps understand natural phenomena as well as principles. Therefore, this attempt has been made to incorporate basic knowledge, skills and concepts of science; and various other aspects of natural environment in a coherent manner.

With an aim to instill basic 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 interrelationship between life and environment in students, the following subject areas have been included in this curriculum:

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

In this subject there are seven learning outcomes expected to be achieved at the end of primary level. In the same way, on the basis of this, grade-wise learning outcomes are expected to be achieved. In the course of teaching, teachers are supposed to conduct teaching learning activities on the basis of learning outcomes prescribed in the curriculum.



## 2. Level wise general objectives:

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

1. adopt scientific methods and process to obtain knowledge about living beings.
2. 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.
3. adopt simple scientific methods and process to obtain knowledge about matter and energy.
4. 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.
5. obtain basic information about the earth and space.
6. have basic knowledge of information technology and describe its importance.
7. 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:

Area	Grade 4	Grade 5
<b>1. Living Things</b>	<ul style="list-style-type: none"> <li>▪ Vertebrates and non vertebrates</li> <li>▪ Egg laying and mammals</li> <li>▪ Land animals and their features</li> <li>▪ Aquatic animals and their features</li> <li>▪ Living process: General introduction, importance</li> <li>▪ Stages of plant's development: seed, small plant, bud/flower, fruit</li> <li>▪ Plants found on land and their features</li> <li>▪ Plants found in water and their features</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vertebrates               <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Classification: Fish, amphibian, reptile, aves, mammal (feature and examples)</li> </ul> </li> <li>▪ Non-vertebrates               <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Classification: uni-cellular, Porifera, coelenterate, Platyhelminthes, Ascelmenthes, annelida, arthropoda, mollusca and echinodermata (features and examples)</li> </ul> </li> <li>▪ Animal cell and plant cell               <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Structure of a cell</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ Life cycle of butterfly (egg, larva, pupa, adult)</li> <li>▪ Monocotyledonous and dicotyledonous plants: <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Feature and examples</li> </ul> </li> <li>▪ Parts of a plant <ul style="list-style-type: none"> <li>▪ Root and its functions</li> <li>▪ Stem and its functions</li> <li>▪ Leaf and its function</li> <li>▪ Flower and its different parts and functions</li> <li>▪ Fruits and its functions</li> </ul> </li> <li>▪ Living process Nutrition, respiration, transmission of food, water and useful things inside body, excretion, reproduction</li> <li>▪ Interrelationships between living beings and environment</li> </ul>
<p><b>2. Environment</b></p>	<ul style="list-style-type: none"> <li>▪ Interrelationships between animals and plants: Advantages that animal gets from plants, Advantages that plant gets from animals, Plants take carbon dioxide in and throw oxygen out while making their food, plant and animals take oxygen in and throw carbon dioxide out in their respiration etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Impact of human activities on environment and its effects: Deforestation, hunting wild animals, fire on forest, smoke, dust, dirt, not disposing garbage in proper places, polluted water of factories in the river, lack of management of drainage etc.</li> <li>▪ Role of human in conservation of environment: Farming in a proper way, build embankments, do</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Introduction of natural disaster</li> <li>▪ Effects of natural disaster: Damage houses and farm land, buried people, animal, destroy houses, property, animals, forests etc.</li> </ul>	<p>plantation, prohibit hunting and fire in the forest, preserve source of water, no to produce smoke, dirt, planned urbanization etc.</p>
<b>3. Matter and Energy</b>	<ul style="list-style-type: none"> <li>▪ Definition of matter on the basis of its basic feature (weight and volume) Three states of matter: solid, liquid and gas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Change of state of matter: (solid, liquid, gas) Processes of change of state of matter: Freezing, melting, sublimation, evaporation, cooling etc.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Introduction of energy</li> <li>▪ Heat energy and its effects (increase in volume, rise and fall in temperature, change of state of matter)</li> <li>▪ Use of effects of heat in our daily life</li> <li>▪ Proper use of energy and methods of energy conservation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sources of energy (renewable and nonrenewable )</li> <li>▪ Various forms of energy (heat, light, electricity, sound, magnet)</li> <li>▪ Uses of energy</li> <li>▪ Sun as the main source of energy</li> <li>▪ Energy crisis and methods of its conservation</li> </ul>

<p><b>4. The Earth and Universe</b></p>	<ul style="list-style-type: none"> <li>▪ Weather and season: <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Types (winter, spring, summer and autumn,)</li> <li>▪ Features</li> </ul> </li> <li>▪ The Earth <ul style="list-style-type: none"> <li>▪ Outer structure</li> </ul> </li> <li>▪ Hydrosphere <ul style="list-style-type: none"> <li>▪ Surface water, underground water, water above the surface</li> </ul> </li> <li>▪ Lithosphere <ul style="list-style-type: none"> <li>▪ Mountain, valley and plain</li> </ul> </li> <li>▪ Atmosphere <ul style="list-style-type: none"> <li>▪ Structure (small particles of dirt, vapour of water, different gases)</li> </ul> </li> <li>▪ General introduction of solar system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weather and climate: <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Humidity</li> <li>▪ Monsoon</li> <li>▪ Water cycle</li> </ul> </li> <li>▪ Cloud <ul style="list-style-type: none"> <li>Introduction and types</li> <li>Cumulus, stratus, cirus, nimbus</li> </ul> </li> <li>▪ Causes of surface change and its effects (air, water, living beings, temperature)</li> <li>▪ Weather forecast</li> <li>▪ The Earth <ul style="list-style-type: none"> <li>▪ Internal structure of the Earth</li> </ul> </li> <li>▪ Sun and solar system <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Planet and star (introduction and differences)</li> <li>▪ Art of the Moon (observation, identification, drawing pictures and taking note)</li> <li>▪ Eclipse</li> </ul> </li> </ul>
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<b>5. Information Technology</b>	<ul style="list-style-type: none"> <li>▪ Information <ul style="list-style-type: none"> <li>▪ Sources of information (library, newspapers, chart, poster, advertisements, books)</li> <li>▪ Means of transmission of information: Letter, radio, television, fax, telephone, mobile phone (general introduction)</li> </ul> </li> <li>▪ Importance of information</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information and communication <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Types of information (books and periodic publications, reference materials and general collection, printed and electronic materials)</li> <li>▪ Types of communication: (Internal communication, interpersonal communication, mass communication)</li> <li>▪ Computer as a means of communication</li> </ul> </li> </ul>
<b>6. Basic Indigenous Technologies</b>	<ul style="list-style-type: none"> <li>▪ Introduction and uses of basic indigenous technologies</li> <li>▪ Water mill, pani ghatta, turbine, pump set, hand pump (introduction and importance)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Basic indigenous technologies <ul style="list-style-type: none"> <li>▪ Dhiki, jato, improved cooking stove, kol (introduction and importance)</li> </ul> </li> </ul>

#### 4. Weightage distribution table

Scope/unit	Grade 4		Grade 5	
	Weightage	Marks/ %	Weightage	Marks/ %
1. Living Things	45	35	45	35
2. Environment	18	14	18	14
3. Matter and Energy	23	18	23	18
4. Earth and Space	22	17	22	17
5. Information Technology	10	8	10	8
6. Basic Indigenous Technology	10	8	10	8
<b>Total</b>	128	100	128	100

The annual and weekly weightage of this subject for grades 1-3 is 64 and 2 respectively. Similarly, for grades 4 and 5 annual and weekly weightage is 128 and 4 respectively.

#### 5. Teaching Learning Process

A variety of techniques should be used in teaching this subject in line with the nature of contents. Observation, experiment, demonstration, discovery, site exploration, question answer, discussion are some of the most important techniques for this particular 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 process skills like critical thinking, comparing, inquiring, reasoning, managing data, observing through a child-centered teaching learning approach in students.

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 experiences with emphasis on research and 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 borne in mind:

- 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 them.
- e. Give opportunity to review on the rationality of the conclusion.

For effective teaching and learning, emphasis should be laid on the use of instructional materials. Similarly, it is equally important to choose appropriate activities to make all concepts crystal clear as they are envisaged by the lesson or unit. To accomplish 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 task to students individually or in a group 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 exercises to practice, do not focus on the answers only, examine the process to solve the problem. Provide feedback and suggestions continuously and encourage them for further practice.
- (D) Activities: Conduct activities in such a way that students have positive change in terms of concepts, skills and attitudes, 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 of 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 students assessment whether they have attained the process skills or not.

# **Health and Physical Education**

## **(A) 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 or thousands of people die of communicable and other diseases like HIV and Aids due to lack of education and other reasons. In this context, 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 behavior of students 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 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 the completion of primary level education, 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 foodstuffs.
- 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 4	Grade 5
Personal Hygiene	<ul style="list-style-type: none"> <li>☞ Advantages of keeping body organs clean (nails and skin)</li> <li>☞ Care and safety of one's body organs (nail cutting, keep organs clean)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Cleanliness of various organs of the body</li> <li>☞ Importance of sleep, rest and physical exercise               <ul style="list-style-type: none"> <li>☞ Healthy habits</li> <li>☞ Safe and balanced diet</li> </ul> </li> </ul>
Environmental Sanitation	<ul style="list-style-type: none"> <li>☞ Causes of environmental pollution</li> <li>☞ Garbage produced at home, pieces of paper, dirt of pencil, plastic, fruit peels, smoke, wood, fuel wood, leaves etc.</li> <li>☞ Classification of garbage produced at home and school (degradable and non-degradable)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Importance of environmental sanitation</li> <li>☞ Role of humans in the management of garbage (awareness, behaviour, taking responsibility)</li> <li>☞ Making compost manure from degradable wastes</li> </ul>
Food and Nutrition	<ul style="list-style-type: none"> <li>☞ Functions of food (energy giving, body building, and protecting from diseases)</li> <li>☞ Classification of food on the basis of their function (for example, energy giving foods grains, potato, sweet potato etc.)</li> <li>☞ Body building foods: pulses, fish, meat, curd, milk etc.)</li> <li>☞ Body protecting foods: fruits, green vegetables etc.</li> <li>☞ Collection of sample of foods and classification of them on the basis of their functions</li> </ul>	<ul style="list-style-type: none"> <li>☞ Importance of nutritious food</li> <li>☞ Importance of balanced diet and effects of its absence: Malnutrition</li> <li>☞ Effects of malnutrition (Night blindness, marasmus, anaemia)</li> <li>☞ Methods of keeping nutrition in the food safe</li> <li>☞ Importance of water for body (dissolve nutritious element of food, transportation, excretion)</li> </ul>

Diseases	<ul style="list-style-type: none"> <li>☞ Communicable and non-communicable diseases: Dysentery, pneumonia, polio, measles, trachoma etc.</li> <li>☞ Cooperative feelings: help ill person, not to hate them etc.</li> </ul>	<ul style="list-style-type: none"> <li>☞ Common communicable diseases: Tuberculosis, chicken pox, measles, whooping cough, cholera etc.</li> <li>☞ Common non-communicable diseases</li> <li>☞ Introduction of HIV and AIDS</li> </ul>
Prevention and First Aid	<ul style="list-style-type: none"> <li>☞ Causes of accidents in different places and from different objects and preventive measures: playground, pond, stream, road, falling on snow etc.</li> <li>☞ Wounds, beating</li> <li>☞ Snow bite</li> <li>☞ Cooperation in accident</li> <li>☞ First aid</li> <li>☞ Use of bandage to stop bleeding and go to the hospital etc.)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Measures of First aid</li> <li>☞ Importance of First aid</li> <li>☞ Materials used in first aid (First Aid Kit, bandage etc.)</li> </ul>
Health Services	<ul style="list-style-type: none"> <li>☞ Importance of health services (individual, family, community)</li> <li>☞ Health services and cooperation: take health services, help other ill person to take health services</li> </ul>	<ul style="list-style-type: none"> <li>☞ Health service and participation in community health services (take health services, help other ill person to take health services, participate in community health programme, share knowledge on health services)</li> </ul>
Smoking and Narcotics	<ul style="list-style-type: none"> <li>☞ Smoking, alcohol and narcotic drugs: Introduction, types, effects</li> <li>☞ Awareness on smoking, alcohol, narcotic drugs</li> <li>☞ Avoid use of smoking and drugs (parents, friends, neighbourhood)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Preventive measures of smoking, alcohol, narcotic drugs (peer groups, avoid, pressure, patience)</li> <li>☞ Campaign against smoking, alcohol and narcotic drugs and publicizing research results, misuse of earnings, wastage of time etc.</li> </ul>

#### 4. Weightage distribution table

S. N.	Area	Grade 4		Grade 5	
		Weightage	Marks	Weightage	Mark
1.	Personal Hygiene	11	17	11	17
2.	Environmental Sanitation	10	16	10	16
3.	Food and Nutrition	10	16	10	16
4.	Diseases	12	19	12	19
5.	Prevention and First Aid	8	12	8	12
6.	Health Services	5	8	5	8
7.	Smoking and Narcotic	8	12	8	12
8.	<b>Total</b>	64	100	64	100

#### 5. Teaching Learning Process

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, concepts 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 weightage of written examination should be increased gradually as they are promoted to 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 in Health Education:

- ☞ Find out whether there is conceptual and behavioral 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

## **(B) 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 all round development. As students at 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 ensure 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 areas have 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 the completion of primary level education, 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 4	Class 5
Basic skills of physical Education A .Locomotive skills	<ul style="list-style-type: none"> <li>☞ Race of up to 50 m.</li> <li>☞ Common relay games</li> <li>☞ Jumping and standing in various ways</li> <li>Simple high jump and long jump</li> <li>☞ Throwing ball in its destination</li> </ul>	<ul style="list-style-type: none"> <li>☞ Race of up to 75 m.</li> <li>☞ Luke and escape games</li> <li>☞ Common relay games</li> <li>☞ Simple high jump and long jump</li> <li>☞ Throwing ball or other objects in their destination</li> </ul>
B. Non locomotive skills	<ul style="list-style-type: none"> <li>☞ Hanging and getting down on a bar</li> <li>☞ Exercises of stretching body</li> </ul>	<ul style="list-style-type: none"> <li>☞ Hanging on a bar differently and getting down</li> <li>☞ Climbing up and getting down on any objects</li> </ul>
2. Drill and Physical Training a. Drill	<ul style="list-style-type: none"> <li>☞ Returning and facing tasks</li> </ul>	<ul style="list-style-type: none"> <li>☞ Activities like, move leg, stop, move fast etc.</li> </ul>
b. Physical Training	<ul style="list-style-type: none"> <li>☞ P.T. (Activities listed in table no.1 to 13)</li> <li>☞ Physical training in tune or rhythm</li> </ul>	<ul style="list-style-type: none"> <li>☞ Activities in a group with a same rhythm</li> <li>☞ Physical training in music or rhythm</li> </ul>

<p>3. Minor and local games</p> <p>a. Minor games</p>	<p>☞ Games played taking a ball or an object</p>	<p>☞ Introduction of minor games</p> <p>☞ Games played drawing demarcation line and chasing games</p>
<p>b. Local games</p>	<p>☞ Local games played without instruction</p>	<p>☞ Introduction of local games</p> <p>☞ Local games played without instruction</p>
<p>4. Creative games</p> <p>a. Story based games</p>	<p>☞ Story based games: one's known and found in books</p>	<p>☞ Playing games based on stories</p>
<p>b. Imitative games</p>	<p>☞ Imitation of emotional activities of different animals</p>	<p>☞ Imitation of one's seen strange animals</p>
<p>5. Ball games</p>	<p>☞ Throwing and stopping balls by foot</p> <p>☞ Ball games with simple rules</p>	<p>☞ Ball games: dribbling by hands and legs and ball games played in group</p>
<p>6. Gymnastics and Balancing</p> <p>a. Rolling down</p>	<p>☞ Lying and Rolling front and back freely</p>	<p>☞ Lying and rolling with different styles (standing on shoulders)</p>
<p>b. Balancing</p>	<p>☞ Balancing body with the help of hand, head, stomach</p>	<p>☞ Balancing body by making different shapes</p>

#### 4. Weightage distribution table

SN	Area	Grade 4		Grade 5	
		Weightage	Marks	Weightage	Marks
1.	Basic skills of Physical Education	13	20	13	20
2.	Drill and Physical Training	9	14	9	14
3.	Common and Local Sports	3	5	3	5
4.	Creative Games	6	10	6	10
5.	Ball Games	15	22	15	22
6.	Gymnastics and Balancing	6	10	6	10
7.	Local Content	12	19	12	19
	<b>Total</b>	64	100	64	100

#### Parts 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 Curriculum Development Centre 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 weightage has been given as part of the local curriculum. This part should include the games and activities that are played and performed at local festivals, fair, and other events.

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

#### 4. 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 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.

## **5. 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 practice 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 for 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 practiced 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

In Nepal, English is the second language, which is taught in all schools, and it has also been the medium of teaching-learning at higher level education. Similarly, different reports of National Education Commissions and a number of seminars and workshops organized at both regional and national level have laid much more emphasis on introducing English as a compulsory subject in all schools of Nepal. They further emphasize to introduce it from the very beginning of school education. This curriculum, therefore, has been designed for primary level (Grades 1-5) education in Nepal with a view to addressing the immediate needs of Nepalese children, and building a basic foundation for their further studies in and through English. Finally, it aims at developing a comprehensive communicative competence on the part of learners.

The major focus of this curriculum is on language skills namely 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)

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

- to give pupils ample exposure to English language so that they can understand and respond in simple English with acceptable pronunciation and intonation;
- to provide them with the opportunities to practice 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 4- 5

Grade	Language area	Learning achievement
Four	Listening	<ol style="list-style-type: none"> <li>1. Understand and enjoy a variety of short texts (story, dialogue, etc.)</li> <li>2. Respond to aural stimuli by writing, ticking, matching, ordering, following instructions or writing simple sentences</li> <li>3. Listen for specific information in a context</li> <li>4. Follow directions on a map</li> </ol>
	Speaking	<ol style="list-style-type: none"> <li>5. Use simple language for a variety of functions (warning, expressing surprise and delight, express liking, knowing, and wanting and simple obligation)</li> <li>6. Give information and ask and answer questions (about habits and simple "always-true" facts)</li> <li>7. Tell the time and describe frequency, and use ordinal numbers</li> <li>8. Use correct language for countable and uncountable nouns</li> <li>9. Talk with increasing confidence using real situations and acting or role play</li> </ol>
	Reading	<ol style="list-style-type: none"> <li>10. Distinguish different types of text and extract information with little help</li> <li>11. Develop competence to read silently different materials (stories, letters, simple facts, speech, instructions, charts and time tables)</li> <li>12. Enjoy reading poems aloud</li> <li>13. Use glossary</li> </ol>

<b>Grade</b>	<b>Language area</b>	<b>Learning achievement</b>
Four	Writing	14. Write simple personal letters (thank you, invitation, etc.) 15. Describe people, places, things and events very simply and briefly with the help of given clues 16. Use regular punctuation and lay out

<b>Grade</b>	<b>Language area</b>	<b>Learning achievement</b>
Five	Listening	1. Enjoy listening to short texts (stories, conversation) 2. Respond in different ways to questions, true/false, and instructions 3. Listen for specific information
	Speaking	4. Participate in conversation through pair work and group work activities (role play, simple drama and games) 5. Use suitable language to warn, express wants, remind, describe possession and location and talk about the future 6. Use tense correctly both for giving information, and asking/answering questions 7. Describe things, people etc. 8. Narrate events in simple language 9. Use and respond to tag questions
	Reading	10. Read different kinds of texts (stories and facts) both for enjoyment and to extract specific information 11. Interpret charts, tables, diagrams 12. Develop reading skills (skimming and more detailed reading) 13. Use glossary
	Writing	14. Write simple letters, dialogue and narrative with correct lay-out and punctuation 15. Narrate a sequence of events 16. Describe people, places and things

### 3. Scope and sequence

#### LISTENING

Grade 4	Grade 5
To order, match or correct pictures from verbal text. <i>1,2,3</i>	To order, match, correct pictures from verbal text. <i>1,2,3</i>
To draw pictures of scenes with greater range. <i>2,3</i>	To draw pictures including variety of locations. <i>2,3</i>
To follow directions on a map (simple). <i>1,2,3</i>	To follow directions on a map. <i>2,3</i>
To identify ordinal numbers. <i>3</i>	To extract times, prices, days, months, menu items from variety of verbal texts. <i>1,2,3</i>
To respond correctly to a range of questions statements and commands. <i>2,3</i>	To understand and enjoy stories. <i>1,2</i>
To extract specific information from text with more redundant information. <i>3</i>	To correct mistakes in spoken text <i>2,3</i>
To understand and enjoy stories, and retell simply. <i>1,2</i>	
To correct wrong words in a repeated verbal text, or well-known story. <i>1,2,3</i>	

#### SPEAKING

Grade 4	Grade 5
To warn, express surprise, use ordinal numbers, give directions, express likes and dislikes, knowledge and obligations. <i>5,9</i>	To express wants, and reasons. <i>4,5,6</i>
To talk about habits using times and frequency. <i>6,7,9</i>	To ask and answer about the future. <i>4,6,7</i>
To narrate events in the past and ask questions. <i>5,9</i>	To describe possession, location, months, seasons, times, menus quantities, properties of objects or people. <i>4,5,6,7</i>
To correct mistakes. <i>5</i>	To narrate a series of events. <i>4,6,8</i>
To link ideas to make longer sentences. <i>5,9</i>	To remind. <i>4,5</i>
To ask and answer about countable and uncountable nouns. <i>8</i>	To confirm using negative tags and answer correctly. <i>4,8</i>
To ask and answer using range of Wh-questions. <i>5,6,7,8,9</i>	

## READING

Grade 4	Grade 5
To read simple non-fiction and extract information. <i>10,11</i>	To interpret simple diagrams, maps, graphs and charts. <i>10,11,12</i>
To do wide range of word recognition activities and puzzles. <i>10,11,13</i>	To read simple non-fiction texts and extract information. <i>10,12,13</i>
To read time-tables. <i>10,11</i>	To do word puzzles and activities. <i>10,11,13</i>
To read all language used orally. <i>10,11,12</i>	To read all language used orally. <i>10,12</i>
To read range of stories silently and to related activities. <i>10,12</i>	To read longer stories and do activities. <i>10,12,13</i>
To read chants, rhymes, poems. <i>10,11</i>	To read and follow harder instructions. <i>10,11,13</i>
To read and follow instructions. <i>10,11</i>	To skim texts to answer specific questions or find words. <i>14,16</i>

## WRITING

Grade 4	Grade 5
To do harder word puzzles and activities. <i>14,15</i>	To do large range of word puzzles. <i>14,16</i>
To complete match, order, choose, and compose sentences. <i>14,15</i>	To write short personal letters and envelopes. <i>14,15,16</i>
To write instructions. <i>14,15,16</i>	To order, match, complete or manipulate material to write good sentences. <i>14,15,16</i>
To write chart from text. <i>15,16</i>	To write sentences independently. <i>14,15,16</i>
To write answers. <i>14,15,16</i>	To give written responses to texts they have read. <i>14</i>
To write simple letters. <i>14</i>	
To describe people, places and events. <i>15</i>	

### 4. Time Allotment (weightage)

All lessons integrate the four skills. Below are the guidelines showing the relative importance of the different skills from grades 4 - 5.

	Skills	Grade 4	Grade 5
(45- Minutes period, 5 days a week for roughly 150 days in one academic year)	Listening	25%	25%
	Speaking	25%	25%
	Reading	25%	25%
	Writing	25%	25%

## 5.1 Teaching Techniques

- English classroom should have a happy atmosphere where 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.
- Besides 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 efforts, achievement and encouragement will help each child to make progress.
- From the very beginning, creativity and pupils' independent use of the language should be encouraged.
- Each lesson should have a variety of activities, suitable for children's age and interests. These can include:
  - Games
  - Use of pictures on the blackboard/whiteboard 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 measures 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) 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 सिकाइ उपलब्धि, 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 सिकाइ उपलब्धिमा 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 सिकाइ उपलब्धि 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 सक्ने छन् :

#### (क) सुनाइ सीप

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

(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 ।

३. क्षेत्र तथा क्रम तालिका

क्षेत्र	कक्षा ४	कक्षा ५
सुनाइ	<ul style="list-style-type: none"><li>- निर्देशन</li><li>- प्रश्नोत्तर, कुराकानी, छलफल</li><li>- बालगीत, कथा</li><li>- विद्युतीय सञ्चार साधनका कार्यक्रम आदि</li></ul>	<ul style="list-style-type: none"><li>- निर्देशन, अनुरोध</li><li>- प्रश्नोत्तर, कुराकानी, छलफल, वर्णन</li><li>- बालगीत, कथा</li><li>- विद्युतीय सञ्चार साधनका कार्यक्रम आदि</li></ul>
बोलाइ	<ul style="list-style-type: none"><li>- स्वाभाविक बोलाइ</li><li>- शिष्टाचारका शब्द</li><li>- कुराकानी, सोधपूछ, प्रश्नोत्तर, छलफल, वर्णन, संवाद, अभिनय</li><li>- बालगीत, बालकथा, गाउँखाने कथा, चुटुक्ला आदि</li></ul>	<ul style="list-style-type: none"><li>- स्वाभाविक बोलाइ</li><li>- शिष्टाचारका शब्द</li><li>- कुराकानी, सोधपूछ, प्रश्नोत्तर, छलफल, वर्णन, संवाद, अभिनय, उद्घोषण</li><li>- बालगीत, बालकथा, गाउँखाने कथा, चुटुक्ला आदि</li></ul>
पढाइ	<ul style="list-style-type: none"><li>- साधारण सूचना विवरण, चिठीपत्र, समाचार</li><li>- पोस्टर, भित्तेपात्रो</li><li>- सरल बालसाहित्य आदि</li></ul>	<ul style="list-style-type: none"><li>- साधारण सूचना विवरण, चिठीपत्र, निवेदन, समाचार</li><li>- पोस्टर, भित्तेपात्रो</li><li>- सरल बालसाहित्य आदि</li></ul>
लेखाइ	<ul style="list-style-type: none"><li>- चित्र र वस्तुको वर्णन</li><li>- अनुलेखन</li><li>- हिज्जे</li><li>- श्रुतिलेखन</li><li>- निर्देशित रचना</li><li>- स्वतन्त्र रचना</li><li>- चिह्नको प्रयोग</li></ul>	<ul style="list-style-type: none"><li>- चित्र र वस्तु तथा अनुभवको वर्णन</li><li>- अनुलेखन</li><li>- हिज्जे</li><li>- श्रुतिलेखन</li><li>- निर्देशित रचना</li><li>- स्वतन्त्र रचना</li><li>- चिह्नको प्रयोग</li></ul>
कार्यमूलक व्याकरण	<ul style="list-style-type: none"><li>- पद सङ्गति</li><li>- क्रियाका काल</li></ul>	<ul style="list-style-type: none"><li>- पद सङ्गति</li><li>- क्रियाका काल</li></ul>



## ५. पाठ्यभार वितरण तालिका

भाषिक सीप	कक्षा ४		कक्षा ५	
	पाठ्यभार	अङ्कभार %	पाठ्यभार	अङ्कभार %
सुनाइ	३८	१५	३८	१५
बोलाइ (उच्चारणसमेत)	५१	२०	३८	१५
पढाइ (शब्द भण्डारसमेत)	७७	३०	७७	३०
लेखाइ (हिज्जे र चिह्न प्रयोगसमेत)	७७	३०	९०	३५
कार्यमूलक व्याकरण (पदसङ्गति मात्र)	१३	५	१३	५
जम्मा	२५६	१००	२५६	१००

## ६. शिक्षण सिकाइ प्रक्रिया

प्राथमिक तहको भाषा शिक्षण सिकाइ प्रक्रियामा प्रशस्त अभ्यासको आवश्यकता पर्ने भएकाले यस तहमा सुनाइ र बोलाइका लागि कुराकानी, छलफल, प्रश्नोत्तर अभिनय तथा भूमिका निर्वाह, खेल, खोज जस्ता विद्यार्थीकेन्द्रित शिक्षण विधिको उपयोग गरिने छ। पढाइ र लेखाइ सीप विकासका लागि आवश्यकतानुसारका पढाइ र लेखाइसँग सम्बन्धित कार्यकलाप गराइने छ। शिक्षण सिकाइ प्रक्रियाको विवरण सिकाइ उपलब्धि/विषयवस्तु विस्तृतीकरणमा कक्षागत रूपमा दिइएको छ। प्राथमिक तहका सीपगत साभ्ना शिक्षण सिकाइ प्रक्रियाका सम्भावित कार्यकलाप यसप्रकार छन् :

### (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 हाउभाउसहित 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, आदि) लेख्न लगाउने ।
  - मन परेका चित्र कोर्न लगाएर त्यसको नाम समेत 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 ।

### ७. विद्यार्थी मूल्याङ्कन

प्राथमिक तहमा विद्यार्थीको भाषिक सीपको मूल्याङ्कन निम्नलिखित तरिकाले गरिन्छ :

#### सुनाइ

- सुनाइ सीप विकासका सम्भाव्य मूल्याङ्कन प्रक्रिया निम्नानुसार हुने छन् :
- 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 हुने छन् :

- अक्षर र शब्दको उच्चारण ठीक ढङ्गले गरेनगरेको सुन्ने ।
- सोधेका कुराको जवाफ सुन्ने ।
- समूह छलफलमा विद्यार्थीको सहभागिता अवलोकन गर्ने ।
- बालगीत गाउन लगाउने ।
- बाल कथा, चुट्किला आदि भन्न लगाउन ।
- वस्तु चित्र घटना वर्णन गर्न लगाउन ।
- 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 ।

### पढाइ

पढाइ सीप विकासका सम्भाव्य मूल्याङ्कन प्रक्रिया निम्नानुसार हुने छन् :

- कालोपाटीमा वा अक्षरपत्तीमा लेखिएका अक्षर पढ्न लगाउने ।
- अक्षर तथा शब्दपत्तीको खातबाट कुनै खास अक्षर र शब्द छान्न लगाउने ।
- शब्द र चित्रको जोडा मिलाउन लगाउने ।
- शब्द र वाक्य पढ्न लगाउने ।
- 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 हुने छन् :

- 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 हुने छन् ।

## 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, students tick (√) (one to three) lesson wise on the basis of criteria mentioned in schedule 1 of form which you have got.
2. Give three tick marks (√√√) for well, two tick marks (√√) for better 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  $\frac{\text{tick percentage} \times 15 \times 100}{6 \times 3}$

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. While evaluating, the lesson wise items learnt 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 grades according to point No. 4 of the 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.

**Continuous Student Assessment Record form**

**Schedule-1**

**(Tick on the basis of assessment measure)**

**Class.....**

**Subject.....**

**Education year.....**

S.N.	Students' Name	Lesson. ..	Lesson. ..	Lesson ...	Lesson ...	Lesson ...	Lesson ...	Lesson ...

**Class Teacher...      Checked by...      Signature of Head Teacher...**

**Note:** Inform parents timely about students' learning achievement on the basis of this record form.

**Students' Progress Report (Grade 4-5)**

**Annex-1**

**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 examinations. This mark will be for students' progress record and progress report but not for upgrading class).						
	1 <sup>st</sup> Terminal	2 <sup>nd</sup> Terminal	Annual	1 <sup>st</sup> Terminal		2 <sup>nd</sup> Terminal		Annual Evaluation		Total
				F. M 10%	M.O.	F. M. 30 %	M.O.	F. M. 60%	M. O.	
Nepali										
English										
Mathematics										
Social studies										
Creative arts										
Science and Environment										
Health and Physical Education										
Local Subject/Mother Tongue										
<b>Total</b>										

**Class Teacher...**

**Checked by.....**

**Signature of Head Teacher...**