

# ***Model Srijana Boarding School***

**Goldhunga – Kathmandu**

**ESTD : 2044**

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## **THE COURSE OF STUDY**

### **Minimum Levels of Learning at the Primary Stage**

#### **Class: Four**

#### **Subject: Social and Env.**

##### **A good teacher must know**

*how to arouse the interest of  
the pupil in the field of study for  
which he is responsible; he  
must himself be a master in the  
field and be in touch with the  
latest developments in his  
Subject; he must himself be a  
fellow traveler in the exciting  
pursuit of knowledge.*

**“Our dream for every child, life in all its fullness;**

**Our prayer for every heart, the will to make it so.”**

*Teachers have the power to affect a child's life for better or for worse. A child becomes what he experiences.*

**Statement of Minimum Levels of Learning in Environmental Studies**

**The pupil acquires awareness about one's well-being in the context of social and natural environment**

- ❖ Precautions against common accidents
- ❖ Identifies common situations leading to accidents in his environment
- ❖ Sees relationships between accidents and lack of precaution (safety measure)
- ❖ Knows some basic measures to be taken following an accident

**The pupil explores important aspects of one's socio-civic environment and comprehends their working**

- ❖ How we manage our local civic affairs (relationship)
- ❖ Find out how the VDC/ municipality is useful for us
- ❖ Enquires how the VDC / municipality is run
- ❖ Explains why the VDC and municipality are called local-self governments

**The pupil knows about various people at work and appreciates the importance of the world of work**

- ❖ Manufacturing Food producing articles
- ❖ Recognizes the importance of manufacturing articles
- ❖ Identifies some occupations related to them
- ❖ Gathers information about the activities and life of a few such workers (selected examples)
- ❖ Compares the work of a farmer with that of a craftsman

**The pupil understands and interprets the spatial and interactive relationship between man and his environment**

- ❖ Our District, Zone , and Development Reason and our country
- ❖ Knows the names and location of Zone, and Development Reason of Nepal
- ❖ Locates his Zone, and Development Reason in reference to adjacent states and UTs, international boundary, coastline, etc. (as applicable)

- ❖ describes main physical features and climate conditions of the state
- ❖ Knows the distribution of main natural resources of the state and their importance for the country, if any
- ❖ Understands distribution of main crops (in the context of climate and terrain) , important occupations and location of industries
- ❖ Describes the life of typical people in the state (a few selected example)
- ❖ Knows importance and location of chief places and routes of the state
- ❖ Knows how to use an atlas
- ❖ Undertakes necessary map-work using symbols for showing distributions

**The pupil begins to see relationship between men's past and present and to hold the past in proper perspective**

- ❖ Progress of man from Early Times to the present Age
- ❖ Notices the gradual improvement of tools and techniques of man
- ❖ Sees relationship between these developments and rise of civilization (selected example from India)
- ❖ Appreciates the role of science and technology towards modern development
- ❖ Knows about important aspect of cultural life, e.g., music art and sculpture and their importance for happiness of man (selected example)

**The pupil senses common but simple and easily observable socio-economic situation and problems analyses them and seeks possible solutions at his level of experience**

- ❖ National unity
- ❖ Appreciates the need of national unity for protecting our freedom and making progress
- ❖ Understands how variety in resources environment and life of the people in our country enriches our unity
- ❖ Knows important facts about Indian culture and contributions of different regions to its richness
- ❖ Knows important facts about our national symbols and understands their significance

**The pupil understands the factors contributing to the preservation of good health**

- ❖ Nutrition, pollution and cleanliness
- ❖ Classifies food stuffs according to nutritive functions and understands the need of balanced diet
- ❖ Knows how food and drinking water get contaminated
- ❖ Conducts simple experiments to purify drinking water
- ❖ Relates unhygienic conditions with the spread of diseases

**The pupil develops skill in gathering and classifying information about living things from one's environment and drawing simple inferences**

- ❖ Living things their usefulness man
- ❖ Identifies some important ways of using plants and animals
- ❖ Identifies some harmful insects and weeds
- ❖ Examines the need of caring and protecting animals and plants, and describes simple ways of doing so
- ❖ Name s the natural bird, animals and flowers (also state animal, birds, etc. as applicable)
- ❖ Takes part in tree plantation programmers of the locality and appreciates their importance

**The pupil observes and examines some common characteristics of non-living things**

- ❖ Materials (matter) and their properties
- ❖ Knows three states of matter-solid, liquid and gaseous
- ❖ Observes the three states of matter in respect of water
- ❖ Generalizes about interchangeability of these stages

**The pupil observes simple phenomena on the earth and in the sky and draws inferences**

- ❖ The earth and the sky
- ❖ Heavenly bodies
- ❖ Knows difference between sun, earth and moon (simple observable facts)
- ❖ Recognizes pole star and Great bear (Sapta Rishi) and uses the for finding direction at night
- ❖ Observes phases of the moon
- ❖ Weather phenomena
- ❖ Knows how air and weather are related (certain weather phenomena)
- ❖ Knows about different forms of water affecting weather, e.g., humidity, fog, cloud, hail and snow)
- ❖ Observes various weather phenomena and records then with pictographs
- ❖ Soils in our life
- ❖ Knows about usefulness of soil
- ❖ Classifies soils of the locality according to sizes of its particles and fertility
- ❖ Realizes the need of protecting soils from erosion

**❖ “The Secret of education lies in respecting the pupil”**

**❖ ATEACHER’S PRATER**

Give me, Divine Master,  
a sincere love for my students,  
and deep respect for each one’s unique gifts.  
Help me to be a faithful and devoted teacher,

May I be quick of these I teach.  
show to condemn,  
eager to affirm and to forgive.  
While I reach ideas and give training in skills,

with my eyes on the good of those I serve.  
May I impart knowledge humbly  
listen attentively  
collaborate willingly,  
and seek the lasting good of those I teach.

I accept each student from your hands.  
I believe that everyone of them  
Is a person of unique worth.  
Even when they themselves do not see it.  
I know that I have the opportunity  
to bring light and hope.  
A sense of mission and purpose  
to may young lives  
I believes that you believe in me,  
and you stand by me.

I seek your blessing  
as I start another day.  
May we, above all,  
Learn from your guidance  
and from the lives of those who know you  
best.  
For this is true learning:  
to know life as it should be lived;  
to know ourselves as we truly are,  
and to hear your voice in every work we learn



❖ **“A True Educator Must**

❖ **Cultivate a personality**

❖ **Which manifests kindness, and patience.”**

may my life and my integrity  
open minds and hearts to the truth.  
May my warm-hearted interest in each one  
give them a zest for life and a passion for learning.  
Give me the strength to admit my limitations.  
The courage to strength to admit my limitations.  
The courage to start each day with hope.  
And the patience and humour I need in my  
teaching.

I ask you to bless me and my students,  
And out dreams and hopes.  
May we learn from the wisdom of the past.  
May we learn from life and from one another.