

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: Three

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

- ⇒ Rules of safety and orderly behavior
- ⇒ Appreciates the need for orderly behavior in home, school and public places
- ⇒ Stands in queue and waits for his turn
- ⇒ Interprets important road symbols (as applicable)
- ⇒ Observes important rules of roads (as applicable)

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

- ⇒ Civic amenities that make our life comfortable
- ⇒ Enquires about the functions of such public institution as hospital, police station, post offices, VDC/municipality, court and bank.
- ⇒ Knows about the importance of some district level functionaries, e.g., D.M., S.P. etc.

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

- ⇒ Life and activities of some people at work: food producing
- ⇒ Lists the occupations engaged in producing various articles of daily need
- ⇒ Identifies those who produce food stuffs, e.g. farmer, dairyman, fisherman and herdsman
- ⇒ Describes their main activities and their ways of life

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

- ⇒ Our district
- ⇒ Draws a sketch of the classroom and a freehand sketch map of school and India locality or part of it
- ⇒ Identifies direction on a map/ sketch map
- ⇒ Locates the districts, zones, and development region in Nepal
- ⇒ knows about important physical features, climate, vegetation, crops and industries of the district

⇒ traces the map of the district and shows physical feature , important places and routes

⇒ describes life of people of the district (a few selected examples)

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

⇒ our Early forefathers

⇒ describes the life of the early man

⇒ understand why his life was very different from ours

⇒ understand the mode of his life and circumstances in which he lived

⇒ knows simple facts about the life of people in some important parts of Nepal, 5000 years ago

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

⇒ small family, happy family (small family norms)

⇒ Observes the difficulties faced by large families living in small house

⇒ Observes overcrowding in hospitals, trains, buses etc. (as applicable)

⇒ Compares the situation regarding over-crowding today with that of earlier days by talking to elders in the locality

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

⇒ Functions and care of different parts of body

⇒ Understands important functions of human body. Such as digestion, respiration, blood circulation etc

⇒ Known how to take proper care of such parts of the body as eyes, hear and teeth.

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

⇒ Living things: their characteristics and classification

⇒ Observes local surrounding and classifies things into (i) living and non-living (ii) natural and man-made.

⇒ Understand similarities difference between animals and plants

⇒ Identifies main parts of a plant

⇒ Classifies common plants on the basis of size, life span and seasonality

⇒ Observes food habits of different animals and birds

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

⇒ Common materials and their properties

⇒ Identifies common materials on the basis of some easily observable properties, eg. Colour, texture and hardness

⇒ Classifies given materials according to these properties

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

⇒ The earth and the sun

⇒ Earth-sun relation and consequences

⇒ Describes the shape of the earth (evidence of photographs)

⇒ Relates occurrence of day and night to the rotation of the earth

⇒ Observes differences in the duration of day-light over the year

⇒ Generalizes about the occurrence of seasons

⇒ Observes consequence of the occurrence of seasons (some instances)

⇒ Air in our life

⇒ Explains the usefulness of air

⇒ Knows how air gets polluted

⇒ Water in our life

⇒ Describes different uses of water

⇒ Knows about different sources of water

⇒ Locates various sources of water in the locality

⇒ Find out how water gets polluted

“The Secret of education lies in respecting the pupil”

A TEACHER’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,
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.**

**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,
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.**

**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.”