

# ***Model Srijana Boarding School***

**Goldhunga – Kathmandu**

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## **THE COURSE OF STUDY**

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

**Subject: Social and Env. Class: Five**

#### **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**

- Δ Care against persons of bad habits and bad character
- Δ Knows about common crimes in his locality, e.g., theft, dacoity, violence and trespass
- Δ Sees relationship between crimes and bad habits and bad behavior, e.g., alcoholism, bullying, lack of consideration for others, etc.
- Δ Suggests possible safeguards, as also measures to prevent crimes

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

- Δ How we govern ourselves
- Δ Understands broad relationship between the central, state and local-self governments
- Δ Describes simple facts about the Union (Central) and State Level governments
- Δ Interprets the use of terms like 'democracy' and 'union' for our country as unique features

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

- Δ Realizes the importance of the right to vote in a democracy
- Δ Other important workers :food producing
- Δ Realizes the importance of work of those engaged in transport and communication, e.g., railways, construction of roads and bridge, working of radio, television, etc.
- Δ Understands the importance of trade and commerce
- Δ Realizes the importance of the work of a soldier, policemen, teacher, etc, and compares their work with that of a farmer and a manufacture
- Δ Appreciates the existence of increasingly large variety in occupations and interdependence among them

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

- Δ Our country and the world
- Δ Identifies major land and water masses, poles and equator on the globe
- Δ Locates India in Asia and with reference to Indian Ocean and neighbouring countries
- Δ Identifies distribution of main physical features on map and describes them
- Δ Describes main characteristics of Nepalese climates
- Δ Describe and locates important natural resources of Nepal
- Δ Understands the distribution of main crops and location of main industries in Nepal
- Δ Knows the importance and location of significant places and route in Nepal
- Δ Describes life of people in various important parts of Nepal ( a few examples to be selected )
- Δ Knows about important items of export and import of Nepal along with chief land, sea and air-route connecting Nepal with neighbouring and other important countries of the world

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

- Δ Our struggle Freedom
- Δ Knows how we lost freedom when the Rana Regime began to rule over us and how
- Δ Realizes that people in various parts of the country took part in the freedom struggle.

- Δ Appreciates the part played by the four martyrs and B.P. Koirala, Ganeshman, Krishna Prasad Bhattarai, Bhimdatta, etc in freedom struggle along with others (some to be selected from the state concerned )
- Δ Infers why freedom of the country is invaluable and needs to be protected at all costs to be protected at all costs by all us

**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**

- Δ Our Development in a fast changing world
- Δ Knows about some fast developments in the world today, such as in transport, communication, medicine, etc and the need of our country to keep pace with these
- Δ Realizes the need of peace, hard work and cooperation among all people and all regions for a quick development
- Δ Understands that fast increase in the population of our country is a serious obstacle in our development
- Δ Knows about population census taken every decade
- Δ Finds out increase in population according to each census since independence and understands its implications

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

- Δ Prevention of diseases and keeping fitness
- Δ Knows about major sources of diseases
- Δ Understands the usefulness of vaccination to prevent communicable diseases
- Δ Suggests ways of collection and disposing of garbage
- Δ Applies simple first-aid skills
- Δ Reads thermometer to know body temperature
- Δ Participates in child-to-child programme to save life of ailing infants, e.g., from diarrhea

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

- Δ Living things and environment
- Δ Gives examples that animals and plants adapt themselves to environment
- Δ Visualizes present and possible future harmful effects from diminishing forests cover, soil erosion and pollution
- Δ Knows the present schemes (a few) to increase and improve forest cover, cleaning river, tanks and such other, e.g., the Kathmandu rivers, and other important.

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

- Δ Energy and work
- Δ Knows of important sources of energy used in daily life
- Δ Understands how energy helps in doing a work

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

- Δ Man, science and environment
- Δ Appreciates the importance of science in or daily life
- Δ Describes some outstanding achievements of science (discoveries and inventions)

- Δ Knows about dangers from the misuse of scientific knowledge, e.g., war
- Δ Realizes the need of scientific ways of using environment and natural resources including conservation, e.g., soils, minerals, water and forests

# **“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.  
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**

**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.**

### **“A True Educator Must**

**Cultivate a personality**

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