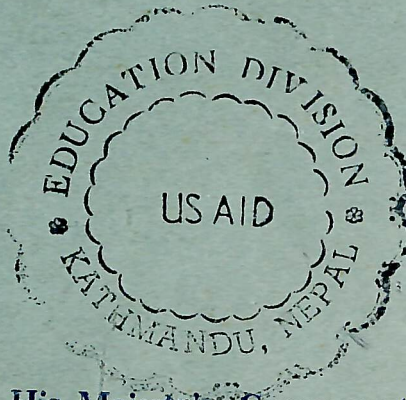


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PRIMARY SCHOOL CURRICULUM

157

GRADE I-V



His Majesty's Government

Ministry Of Education

Planning, Statistics And Research Division

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✓ **PRIMARY SCHOOL
CURRICULUM**

GRADE I-V

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**HIS MAJESTY'S GOVERNMENT
MINISTRY OF EDUCATION
PLANNING, STATISTICS AND RESEARCH DIVISION
APRIL 1968**

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FOREWORD

It is known to all that education in Nepal is developing at a very rapid speed. His Majesty's Government of Nepal, Ministry of Education is very keen to develop education in a planned and systematic way. Accordingly Free and Compulsory Primary Education Scheme has been launched in some of the districts of Nepal.

Since the adoption of the primary school curriculum by His Majesty's Government in 1959 the Janak Education Materialr Centre has been producing a large number of text books in different curriculum areas every year. The old curriculum has been further revised and enlarged with a view to make teaching more meaningful and to gear it to the realities and the needs the country. Therefore, this new and comprehensive curriculum would help much in improving teaching learning situations and in facilitating the writing of text books and other instructional materials.

Lastly, thanks are due to Mr. Nilakantha Rao Padhye for his contribution in developing the curriculum. Any seggestions concerning this curriculum would be very much appreciated.

Educational Materials Commission.

PREFACE

Significant changes have taken place in Nepalese life since the adoption of a primary school curriculum in 2016. People in every corner of Nepal are becoming more aware of the importance of schools in their daily life. This awareness in the field of education and recent developments in agriculture, health, industry, transportation etc. have also awakened the minds of many people, and have made it desirable to enlarge the adopted curriculum.

In this enlarged curriculum efforts have been directed towards the improvement of the standard of living of the Nepalese people with the provision of better living and learning activities in schools. To make this edition more meaningful to the teacher and the teaching, to gear it to the realities and ideals of the culture, and to the characteristic needs of Nepalese children, and to suit the needs of different regions of Nepal, much time and effort have been incorporated.

In this enlarged curriculum the basic concepts in each curriculum area have been well organised into meaningful units. Possible suggested activities have been added to each concept. Also possible materials for the use of teachers and students have been provided at the end of each unit. Besides these, the objectives of primary education as recommended by the All Round National Education Committee are also furnished at the beginning of the book. Teachers will find useful the general objectives of each curriculum area — the Language Arts, the Social Studies, Arithmetic, etc. in day to day teaching learning activities.

A considerable number of educators and supervisors have been involved in this work. In other words, this enlarged primary school curriculum is the outcome of the work of many primary school educators of the country. Appreciation goes to all experienced and proficient Normal School Instructors who during their workshop period worked hard to enlist many useful suggested activities and materials in each curriculum area. Recognition extends to Zonal Inspectors and their deputies who gave their valuable time to go through this curriculum and to enrich it with many valuable suggestions during their training period in Kathmandu.

Special appreciation is expressed to Mr. James A. Colman — US AID advisor for primary education for his excellent comments of the entire manuscript.

I am also grateful to Mr. Kedar Nath Shrestha, Supervision Consultant, Education Department, who kindly offered valuable suggestions from time to time for the improvement of this enlarged curriculum.

The present enriched primary school curriculum developed under my guidance has been reviewed and further enriched by the suggestions of the specialists. Therefore, for their valuable contributions in reshaping it to its present form, I take the opportunity to express my sincere appreciation to Mr. N. M. Basnyet, Mr. B. L. Shrestha, Mr. Mohan Deva Bhattarai, Mr. Pasang Goparma, Mr. G. N. "Jya - Poo", Mr. Jayadish Rajbhandary, Mr. T. P. Pradhan, Mr. G. B. Mali and Mr. D. R. Bhagat.

Lastly, I would also like to thank Mr. G. S. Pradhan, Mr. K. B. Manandhar, Mr. I. R. Arjal, Mr. L. B. Shrestha and Mr. T. P. Dhungal for their valuable services in the preparation of the curriculum on English Language.

This document, therefore, it is hoped, represents the best thinking of many educators who have found the ideas contained therein both sound and practical. It will be valuable to the extent to which it is used intelligently.

Any curriculum which is static is already out of date. For this reason, suggestions for the modification, extension, or other change in the curriculum are cordially welcomed from all concerned in education. It is hoped this cooperative effort will make possible an improved instructional program in the primary schools of Nepal.

Nilkantha Rao Padhye
Curriculum Consultant.
Education Department,
Ministry of Education.

Dated:— 30 th August, 1963.

DESIRED RESULTS OF PRIMARY EDUCATION

1. Habit of living in cleanliness.
2. Habit of working together to increase happiness and comfort of others, to alleviate misery and discomforts and to be helpful as far as possible.
3. Habit of obeying laws and ordinances of the government and of accepting customs not opposed to personal morality nor contrary to social morality.
4. Habit of respecting parents and seniors.
5. Habit of being loyal to the king and the country.
6. Habit of being grateful to others for work done, however minor the work may be.
7. Habit of learning merit from wherever and whomsoever it may be.
8. Habit of being tolerant and sympathetic toward the people of other religions.
9. Habit of helping others acquire the same rights as you want.
10. Habit of making yourselves busy in some activity or hobby in order to gain greater skill in the vocational industries useful to the society.
11. Habit of being free from influence of sensuality, anger, greed, affection, intoxication.
12. Habit of avoiding intoxications.
13. Habit of adopting the highest ideals in your every sentiment, thought and work.
14. Habit of physical exercise and of playing sports.
15. Habit of paying attention to the duties to be performed.

Determination Of Grades In Accordance With The Year

Implementation of the principle that the children of 6 years old should be placed in grade I, children of 7 years old in grade II, and children of 8, 9, 10 years old in grades III, IV, and V respectively, is desirable from the point of all-round education, despite the difficulties that may crop up in the beginning. But the students of special talent should be encouraged to gain special skill in the subject specified. Similarly there should also be provision so that the children who are backward may be given special attention.

PERIOD ALLOTMENT FOR GRADE (1-5)

2

1 Period- 45 minutes. Total periods
in a week.

Subjects	Language Arts	Social Studies.	Science	Arithmetic	Art	Vocational Education	Health & Phy. Edu.	English	Total
Grade 1	6	6	6	6	4	3	3	x	34
Grade 2	6	6	6	6	4	3	3	x	34
Grade 3	6	6	3	6	3	6	3	6	39
Grade 4	6	6	3	6	3	6	3	6	39
Grade 5	6	6	3	6	3	6	3	6	39

daily
4hrs 25 min

THE MEANING OF CURRICULUM

Curriculum has often been considered in the narrow sense - the subjects taught in school, or the courses of study. In the broader sense the word curriculum refers to *the whole life and program of the school*. In other words it includes *all the experiences of children for which the school accepts responsibility*.

The function of the primary school curriculum

The function of the primary school curriculum is determined by two factors - the varying learning capacities of children in the communities of the nation, and the problems of living in the society. The curriculum is the instrument through which these two factors are brought together.

Some implications of the broader concept of curriculum

- I. The curriculum exists only in the experiences of children; it does not exist in textbooks or in the courses of study.
- II. The curriculum includes more than content to be learned. The subject matter content does not constitute the curriculum unless it becomes a part of the experience of the child.
- III. The school curriculum is an enterprise in guided living. It represents a special environment that has been systematized, edited, and simplified for a special purpose.
- IV. The school curriculum helps children to enrich their own lives and to contribute to the improvement of society through the acquisition of useful information, skills and attitudes.
- V. The problem with which the curriculum maker is concerned is not merely that of deciding what subjects are to be taught, it is rather a problem of improving living in the school and the community.

The need for curriculum improvement

The school like other social institutions is influenced by many factors to such an extent that persistent effort is needed to keep its program in harmony with life in a rapidly changing society. In order to keep pace with the 20th century world, Nepal has to bring many changes in her educational system. An effective curriculum planning is one of them. If we introduce more humane methods of discipline, provide subject matter that is meaningful to the child and follow improved methods of teaching, the schools will not be regarded as a dreaded place of confinement. Also, instead of putting so much stress on rote memorization of facts, the teacher

should stimulate the child's intellectual curiosity for creativity by making the presented facts meaningful. When the child in an active participant in discovering knowledge learning is much more effective.

Thus there arises a need for curriculum improvement. The improvement should be directed towards helping boys and girls gain knowledge of their social, biological and physical world, together with the knowledge of fine arts, science, health and physical education.

COMMONSENSE VERSUS EXTREMES IN EDUCATION

	Traditional Position	Radical Position	Common-sense Position
Supervision	Complete domination	Complete freedom	A balance between
Discipline	by the teacher	for pupils	freedom and guidance
Curriculum	Separate subjects	Eliminate all school	A balance between the
organization	constitute the whole school program	subjects	direct-teaching and the unified-experience phases
Drill	Abstract drill is the principal method of teaching	Eliminate all drill	Understanding comes before drill.
Pupil purposes	Pupil purposes ignored	Pupil purposes are the ends of education	Pupil purposes are the means of education
Creative experiences	Conformity to adult standards	Cultivation of originality of pupils	A balance between conformity and originality
Curriculum planning	The planned curriculum	The planless curriculum	Continuous planning of the curriculum by administrators, teachers, pupils, and parents
Textbooks	The textbook is the only instructional material	Eliminate textbooks	Textbooks used intelligently plus many other types of instructional materials
Evaluation of pupil progress	Competitive marking system based on academic achievement	Eliminate all testing of academic achievement	Comprehensive continuous, co-operative, evaluation

Reporting to parents	Formal report cards based on academic achievement alone	Eliminate all written reports	Comprehensive written reports
Subject matter	The subject-centered school	The child-centered school	The life-centered school.

The broad purposes of primary education:

1. To wipe illiteracy from the face of the land.
2. To provide a minimum fundamental education for all of the nation's youth.
3. To provide a foundation for the higher education of those who will take the positions of leadership in the next generation.
4. To provide satisfying, enriching, properly directed development of children through their most formative years, that they may become wholly effective citizens.
5. To provide for the political, economic and cultural regeneration of Nepal.

Objectives of primary education:

1. To develop competencies in the basic skills of communication, including language and mathematics.
2. To develop civic competencies - attitudes of responsibility and co-operation, appreciation of our struggle for democracy and the contributions of our national heroes, understanding of the working of democracy, skills in civic participation, a feeling of national unity and solidarity, a desire for self-sufficiency and willingness to help oneself, etc.
3. To develop economic competency—ability to earn a living on an increasingly higher scale in order to improve one's own conditions and contribute to the national welfare.
4. To develop aesthetic competencies—the appreciation of art and culture, music, dancing, literature, and folklore.
5. To develop personal competencies—good mental, emotional, and physical health, and moral and spiritual values.
6. To discover latent talents and abilities that when developed will enable the individual to make his maximum contribution to the general welfare of society.
7. To develop broad understandings of life, the world, its environment, the universe, etc. to enable the child to probe into unsolved mysteries and the unknown, so as to develop a spirit of inquisitiveness, research, open-mindedness, and willingness to experiment.
8. To develop a desire for leisure time, and knowledge and practice in the effective use of it.



THE LANGUAGE ARTS (NEPALI)

General Objectives of the Language Arts Instruction for Grades 1 through 5

1. To provide an atmosphere that will encourage the child to speak and write freely about experiences in daily living.
2. To provide opportunities for co-operative group undertakings, personality development and satisfaction in school work.
3. To encourage originality and variety of expression.
4. To develop the desire for a rich vocabulary to meet individual, vocational and social needs.
5. To develop the habit of accurate observation, to make the child conscious of the richness of his experience, and to encourage him to express his ideas and emotions.
6. To help the child know sentence structure, punctuation, and spellings.
7. To improve articulation.
8. To develop the ability to listen carefully, and to read independently.

CURRICULUM ON LANGUAGE ARTS (NEPALI)

GRADE I

Concepts	Suggested Activities	Suggested Materials
Reading		
1. Acquainting with real objects.	Acquainting children with class-room materials	chairs, benches, tables, blackboard, dusters, ink, inkpot, chalk, pencils, books, etc.
2. Read for enjoyment and pleasure.	Making children able to read about birds, animals, and game materials that come within their experiences.	picture of cows, buffaloes, goats, sheep, dogs, horses, oxen, sparrows, crows, pigeons, hens, ducks, etc.
3. Interpret objects in terms of experiences.	Making children able to tell about pictures that they see in home and school.	swing, playing sticks, marbles, pictures of living things, ball, mat-seats, etc.
4. Read clearly and correctly in groups.	To be able to supply answers to the questions pertaining to the activities of children in groups.	flash cards, experience charts, play grounds, fairs, festivals, cultural activity places, and pictures.
5. Reading with direction.	Making children able to read the textbook materials using the reverse side of the pencil.	pencil, paper, wooden pieces etc.
6. Understanding the words of daily use.	Making children able to understand new words beginning from initial and ending letters.	pictures of the word Aama (mother), Aalu (potatoes), Masu (meat) etc.
Speaking		
1. Express home and school experiences.	Making children able to express home and school experiences clearly and correctly.	materials relating to children's home and school activities.
2. Express feelings about things which please or displease children.	Making children able to express feelings about Home and school materials which please or displease them.	home and school materials like clothing, utensils, pictures, food, books, pens, and game materials.
3. Ask questions on matters about which children desire information.	Making children able to ask questions on home and school matters that they like.	things experienced at home and school.

Concepts	Suggested Activities	Suggested Materials
4. Express children's birth date, address, grades, parents' name and occupation, and teachers' name.	Making children able to tell their birth date, address, grade levels, parent's name and occupation, teacher's name etc., in the classroom frequently.	father, mother, students, village, town, children, etc.
Writing		
1. Write one's name and address.	Making children able to write names and addresses in the exercise book, black board, etc.	black board, chalk, paper, pencil, etc.
2. Answering 'Yes' and 'No' to questions supplied by the teachers.	Making children able to supply 'Yes' and 'No' words to questions pertaining to name and address of their parents, teachers, and friends.	do
3. Copying words from the board.	Making children able to copy teacher-written words from the black board.	do
Listening		
	To enable children to speak and write correctly, they should be offered enough opportunities to listen to others.	speakers and listeners.

GRADE II

Concepts	Suggested Activities	Suggested Materials
Reading		
1. Acquainting with real objects.	Acquainting children with the name of various school materials.	different classrooms, office, library, urinals, game materials, etc.
2. Recognising new words through the understandings of charts and pictures.	Guiding children to read instructional and other relevant materials.	globe, maps, library, attendance registers, greeting cards, calendars, posters, etc.
3. Read for the enjoyment of others.	Reading about birds, animals, and other interesting things that come within children's experiences.	books, newspapers, etc.
4. Use table of contents to find page numbers of the book.	Reading page numbers with the use of table of contents.	textbooks, children's newspapers, etc.
5. Read pleasing posters.	Reading materials using textbook study techniques.	textbooks, posters, pictures, flash cards, charts, etc.
6. Enjoy reading short poems.	Re-telling simple stories with rhythmic expressions.	textbooks etc.
Speaking		
1. Express one's experiences.	Expressing home and school experiences briefly to others from time to time.	charts, pictures, flash cards, text-books, posters, etc
2. Express one's ideas.	Expressing home and school experiences and ideas freely out of frequent inspiration.	do
3. Show a growing tendency to speak correct Nepali.	Speaking home and school experiences correctly using vowels, consonants, and nasal words of daily use.	do
4. Express others problems in different situation.	Speaking about home and school discussion, debates on different problems	charts, pictures, flash cards, text-books, posters, etc,

Concepts	Suggested Activities	Suggested Materials
	To enable children to express their ideas in the discussion on the problems of their family members and their school mates.	
Writing		
1. Use legible writing.	Helping children use legible hand writing after practising on the exercise book, slates, blackboard, etc.	black-board, exercise books, chalk, pencils, pen, chalks, etc.
2. Show a growing tendency to write correct words.	Helping children write correct words and sentences with the use of vowels and consonants. Helping children practise words of daily use on the black-board and exercise book.	do
3. General understanding of the punctuation symbols.	Helping children practise to use comma, full-stop symbols on the exercise book and black-board.	do
4. Practise model writing.	Making children able to use legible handwriting after doing model writing works.	paper, bamboo pens, ink, crayons, etc.
Listening		
	To enable children to speak and write correctly, they should be offered enough opportunities to listen to others.	speakers and listeners.

GRADE III

Concepts	Suggested Activities	Suggested Materials
Reading		
1. Read interesting materials.	Expressing interesting ideas experienced by children.	fairs, festivals, interesting places and events.
2. Read according to one's liking.	Making children able to read books and other materials according to their likings.	children, different books.
3. Read silently.	Silent reading of newspapers, books, etc., by children according to their needs and likings.	books, charts, bulletin board, newspapers, etc.
4. Read at sight materials.	Correct reading and pronouncing of words	pictures, charts, notice board, etc.
5. Read books for many purposes.	Reading various materials for many purposes.	library, debate and conference halls dictionaries, word games, etc.
6. Show vocabulary growth.	Making children able to read new words and help them recognise similar sounds, words like Aama (mother), Mama (maternal uncle), etc.	
7. Show a growing tendency to recognise words that come under discussion.	Taking part in debates.	poems, stories, autobiographies, etc.
8. Read and enjoy poems.	Hearing poems from the teacher and to repeat the same in rhythmic tone.	do
Speaking		
1. Speak at ease.	Make them able to speak slowly, clearly and correctly.	poems, stories, interesting story books, etc.
2. Speak slowly and distinctly so that all may hear.	Providing opportunities for speaking on various simple topics.	do
3. Retell a story and share experiences freely with others.	Making children able to tell stories, poems, etc., in group in the way they hear from others.	poems, stories, interesting story books, etc.

Concepts	Suggested Activities	Suggested Materials
4. Make oral reports on topics.	Making them able to solve various practical language problems. To make them able to give reports.	do

Writing

1. Write short information on classroom activities.	Showing a growing skill in writing classroom news and notices briefly.	children's newspaper, children's program, radio news, children's story, minor events, etc.
2. Cooperate with other children in writing a letter.	Writing friendly letters, telling about school experiences.	children's newspapers, greeting cards, invitation cards, etc.
3. Write a note for lesson preparation.	Assimilating class notes in one's own way for preparing lessons.	flash cards, black board, charts, etc.
4. Write legibly.	Helping children write neatly, clearly and correctly.	specimen letters, charts, flash cards, pen nibs of different points, etc.
5. Use new words in writing.	Helping children repeat and use new classroom words meaningfully.	text-book, dictionary, word game, charts, calendars, picture words, flash cards, etc.
6. To put an idea, a description and action into words.	Expressing one's and others ideas and activities in writing.	letters, materials needed for group works.

Listening

1. Listen courteously and attentively.	Practise listening to spoken words carefully.	cultural programs, speakers, listeners, etc.
2. Participate in discussion.	Participating in classroom discussions attentively.	speakers and listeners.
3. Offer opportunities to hear and pick up correct words.	Picking up correct words, spoken or written by the teacher in the classroom.	do
4. Develop ability to find out incorrect forms of speech and to correct them.	To enable them to make corrections by letting them read the text-books and involving them in the correction.	do

GRADE IV

Concepts	Suggested Activities	Suggested Materials
Reading		
1. Read interesting materials.	Reading classroom materials.	library, field trips, fairs, etc.
2. Read silently.	Silent reading of library books. Selecting books according to one's likings.	do
3. Read at sight materials.	Reading and knowing about pictures.	do
4. Read books for many purposes.	Expressing one's ideas about things heard or seen.	do
5. Show vocabulary growth.	Showing vocabulary growth on synonymous words.	do
6. Recognise new words that come under discussion.	Making comments on debate topics	do
7. Read and enjoy poems.	Trying to know the meanings of the poems read.	do
Speaking		
	Telling stories heard from parents, friends, teachers, etc, to other class-mates	charts, posters, books, dictionaries, etc.
	Answering oral and written questions in sentences.	do
	Taking care of one's books, etc.	do
	Understanding easy poems.	do
	Telling sum and substances of the topics read without the help of the teacher.	do
	Knowing reading techniques, of poetry, and drama.	do
	Reading materials paying attention to punctuation symbols.	do
	Consulting dictionaries to find out word meanings.	do

Concepts

Suggested Activities	Suggested Materials
Cultivating correct and clear reading habit.	charts, posters, books, dictionaries, etc.
Developing curiosity to do composition works correctly.	do
Understanding differences existing between sentences and part of sentences.	do
Letting children participate in debates.	do
Introducing children.	do
Giving lectures by children.	do
Dramatize social study lessons in the classroom.	do
Express ideas about language book pictures.	do

Writing

Writing short notes.	books, charts, posters, etc.
Writing personal notes.	do
Writing stories of one's liking.	
Writing correctly and neatly.	do
Speaking paragraphs in writings.	do
Intelligent use of proverb and idioms.	do
Writing friendly letters.	do
Writing application for leave to the teacher.	do
Expressing ideas and writings.	do
Writing words in accordance with the pronunciation of words.	do

Concepts**Suggested Activities****Suggested Materials**

Developing interest through planning, pen drilling with the help of charts, using charts to know the various shapes of different letters and practising model writings.

books, charts, posters, etc.

Listening

Offering hearing opportunities to children and asking them to write and speak accordingly. Telling about purposeful as well as pleasing matters.

library, newspapers, speakers, listeners.

do

GRADE V

Concepts	Suggested Activities	Suggested Activities
Reading	Developing skills needed for reading different subjects.	library, newspapers, etc.
	Reading magazines and newspapers.	do
Speaking	Entertaining listeners by speaking on interesting topics.	books, charts, posters, flash cards, etc.
	To be able to speak in drama.	do
	Telling the substance of the materials read silently.	do
	Telling the substance of the read news.	do
	To be able to recite poems.	do
	To be able to choose library books that children need and like.	do
	To be able to make use of the library.	do
	Registering one's name while checking out books from the library.	do
	Taking care of books.	do
	Returning books on due date.	do
	Making lists of books read and to be able to make comments on them.	do
Writing	To be able to write original stories.	copy, pencil, chalk, etc.
	Composing poems and writing essays.	do

Concepts	Suggested Activities	Suggested Materials
	Understanding simple rules of the use of long and short vowels (Hraswa and Dirgha) and simple rules of Syntax.	copy, pencil, chalk, etc.
	Writing simple receipts.	do
	Show a growing interest in literature through the use of words, idioms, and sentences.	do
	Use correct and legible handwriting.	do
Listening		
	Develop understanding skill	different newspapers, books, listeners and speakers.
	To be able to deliver lectures.	do
	To be able to remember what is heard.	do

THE SOCIAL STUDIES

General Objectives of the Social Studies Instruction for Grade 1 through 5.

1. To develop the ability to participate effectively in group works.
2. To develop the ability to contribute to happy, successful home and school life.
3. To develop willingness to abide by the decisions of the majority.
4. To develop the ability to detect malicious propaganda.
5. To develop sensitivity to social problems and conditions.
6. To develop the habit of collecting and considering appropriate evidence before making decisions on social problems.
7. To develop the sense of respect for human personality without regard to race, colour, class or creed.
8. To develop an understanding and appreciation of Nepal and the contributions of her present and past heroes; understand the Near East and the World.
9. To develop an understanding of the interdependence of individuals and groups.
10. To develop an understanding of the importance of natural resources and of effective conservation practices.

CURRICULUM ON SOCIAL STUDIES

GRADE I

Concepts	Suggested Activities	Suggested Materials
Getting acquainted at school		
1. How do we use our classroom & school equipments ?	Forming habit in taking seat calmly. Making classroom clean. Greeting teachers, visitors, friends, etc.	School supplies and equipments. School flags, badges, school dresses, etc.
2. How do we make our room a safe and happy place - protection against accidents ?	Respecting the rights of others in class and play ground.	
3. What are the special signs, badges and dress of our school ?	Introducing friends and teachers. Surveying the school campus.	
4. Who are our school staff and how do they help us ?	Knowing and keeping friendship with the school staff and other persons.	
5. How do we play in school playground and know the safety-rules ?		
A happy home		
1. Who are the members of the family ?	Playing as parents and doctors by children.	Picture of the farmers' family. Local animals and their products, school garden, family members etc.
2. How do the members of the family help each other ?	Visiting local fairs, religious places and public places.	
3. Kinds of work done by the members.	Participating in local and national ceremonies and functions.	
4. How do they help our living ?		
5. How do we take care of our homes e.g. cleaning house, protection from fire, etc. ?	Visiting and greeting new comers	
6. How do neighbours help one another ?		

Concepts	Suggested Activities	Suggested Materials
7. What kinds of animals and birds we have in our home and what are their uses--such as cows give us sweet milk; oxen work in our fields; sheep gives us wool and meat; hens give us eggs and meat; dogs watch our homes and fields; birds give us pleasure etc.		
8. How do we take care of plants animals ?		
9. How do we help our parent s in their work ?		
10. Social relationships— father, mother, sister, brother, uncle, grand- parents etc.		

Local Life

1. Drinking water, communication and local fairs.	Surveying the local resources and participating in local services.	Public water places, bull-ock carts, horses, ponies, motor cars, local fairs, social institutions and local leaders.
2. Helpful institutions and leaders.		

Relationship between village and city life.

1. Kinds of homes and roads.	Display of teacher-made house and home models to children.	Farm houses and city houses.
2. Relation of village to city and vice versa.		

Concepts	Suggested Activities	Suggested Materials
King Mahendra and Queen Ratna Rajya Laxmi and some heroes of Nepal		
1. Simple life history of the king and the queen	Showing of pictures and charts.	Picture of the king and the queen, calender. Picture of Tribhuwan, Prithibi Narayan Shah, Bhanu Bhakta, Goddess Durga etc.
2. Works done by the king for the benefit of the people.	Photographs of the King, the Queen and other National heroes. Taking field trips to participate in the national functions	
3. Royal family members.		
4. How do we celebrate national holidays and seasons, such as the king's birthday, Tribhuwan Jayanti, Prithibi Jayanti, Bhanu Jayanti, Prajatantra day, Dasai, Tihar, Holi, etc.		
Our country.		
1. Broad concepts of our country -i.e. we live in Nepal. Nepal is our country; Everest the highest peak of the world lies in Nepal.	Reading newspapers and listening to the radio sets (if possible). Showing to children the location of Nepal on the world map.	The map of Nepal and the world. World map.
2. Nepal is a part of the world and there are many a big and small countries like Nepal.	Showing the picture of Mr. Sherpa, the conqueror of the Mt. Everest.	Picture of Mr. Sherpa.
3. King Tribhuwan and the dawn of new era in Nepal .	Getting acquainted with the major events of King Tribhuwan's life.	Picture of King Tribhuwan books, pamphlets, etc.
4. Some histoical stories.	Taking field trips to the historical places. Collecting pictures of the historical places.	Pictures, books, etc

GRADE II

Concepts	Suggested Activities	Suggested Materials
Getting acquainted with our neighbourhood or community.		
1. Finding our way around the neighborhood, observing traffic signs, finding directions, points of interest.	Visiting the community to observe the factors of the community such as rivers, streams, ponds, hills, lakes, lawns, roads, etc.	Map of the community.
2. What the land is like around us; lakes ponds, hills, lawns, streams, land slides, etc.	Observation of the means and methods of the community cultivation.	Agricultural tools, i.e. spade, sickle, crusher, etc.
3. How our neighbourhood is changing ? Why new facilities are needed in our communities ? How people use land in different ways and how these uses are related to climate, soil topography, location and transportation ?	Finding out the commercial and agricultural products of the community. Visiting markets in order to know the price of commercial and agricultural goods.	Market place. Village Panchayats.
4. How do we help our neighbourhood ?	To organize school community services.	
5. How to be polite to people in our neighborhood ?	Making contacts with the village panchayat members.	
6. Workers and their contributions to the community.		
7. House in the community.		
8. Clothing in the community in relation to climate, activities and customs.		
9. Food in the community		

Concepts	Suggested Activities	Suggested Materials
Relation of Farm and City.		
1. Commodities to be brought from the city to the farm.	Taking field trip to the city and the farm in order to know the difference between the city life and the farm life.	Field Trips.
2. Commodities going out from farm to the City.	Visiting a zoo, a post-office, dispensaries and hospitals, museum, police offices, etc.	Post-office, dispensaries hospitals, museum, police-office.
Interdependence of People within the Community.		
1. Happy living and recreation.	Observation of local fairs and festivals.	Local fairs, festivals.
2. Gram-sevak and police men's contribution.	Observation of the different occupations of people in the community.	Men in different occupations, social workers.
3. Physicians' contribution.	Making contact with different social workers.	
4. Contributions of the school. The village panchayat and the co-operative society.		
5. Importance of Public places.		
Transportations and communications in the community.		
1. How things are delivered to our homes, shops and where the things we use come from—human porters.	Finding out the means of local transportations such as, men, donkeys, horses, elephants, bullock, carts, trucks, bicycles, trains, boats, airoplanes, etc.	Local transportations.
2. Animal porters—donkeys, horses, yaks, etc.	Finding out the means of local communication such as letters, telegrams, radios, newspapers, telephones, etc.	Local communications.

Concepts	Suggested Activities	Suggested Materials
3. Vehicles—carts, cars, buses, elephants, horses, trucks, airoplanes etc.		
4. The postman and his duty.		
5. Means of communication—newspapers, letters, libraries radio wireless sets, telephones, etc.		
How do we learn about plant and animal life ?		
1. What makes plant grow; what happens to plants in winter, spring and summer ?	Observation of the local plants and animals of the locality.	Local plants.
2. How do animals grow: cow, dog, hen, etc. ?	Planting seeds in school garden and taking care of plants.	School garden, seeds, leaves.
3. How do we use plants and animals around us ?	Collection of seeds, leaves, etc.	Pet, animals.
4. Both plants and animals are living things distinguished from non-living things such as mountains, rocks, etc.	Keeping and taking care of animals at home.	
How do we work and play in groups ?		
a. How do people do things in group in helpful and orderly way ?	Working and playing in group activities.	Group leaders, group members, playground or room for different activities.
b. How do we get along with others ?	Election of group leaders.	
c. Why groups have leaders, why people make rules— duties of group leaders and group members ?	Forming rules for group leaders and group numbers. Organizing committees for different projects.	Committees.

Concepts**Suggested Activities****Suggested Materials****How do we celebrate holidays, special days and seasons ?**

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|---|---|---------------------------|
| a. Saturdays — activities. | Flag celebration. | National Flag. |
| b. Durgapuja and Depawali activities. | Visiting fairs and Melas. | Fairs and Melas. |
| c. National Day— Stories about National heroes. | Enjoying stories about heroes. | Story books about heroes. |
| d. Exhibition and fair activities. | Making a list of different holidays, participation in singing, dancing and rhythmic activities. | Musical instruments, etc. |

Our Country Nepal and the World.

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|---|--|--|
| 1. Nepal is divided into 14 Zones, and 75 districts. | Filling up Zones on the supplied outlined map of Nepal (if possible). | Globe, outline map of Nepal, world map, pointer etc. |
| 2. Knowledge of one's Zone — names of different Zones—
Districts in Zones—
villages and blocks etc. | Pointing out different continents on the map and globes.

Finding out different oceans on the map. | |
| 3. Continents of the world— names of the continents. | | |
| 4. Big water bodies of the world — names of oceans. | | |

Some important historical persons and their contribution.

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|---|---|--|
| 1. Career of Prime Minister Junga Bahadur Rana. | Getting acquainted with the career of Junga Bahadur Rana. | Books, pictures, tour to the historical places, maps, etc. |
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Concepts	Suggested Activities	Suggested Materials
2. Bhimsen Thapa— his career and achievements.	Showing the picture of Amar Singh Thapa, Bhakti Thapa, Bhimsen Thapa and the tower made by him.	
3. Anglo-Nepal War in story form.	Locating the places of conquest in the map.	
4. Bahadur Shah and his conquests.		

GRADE III

Concepts	Suggested Activities	Suggested Materials
Study of any one of the following three regions.		
1. Terai. b. Hills. c. Valley.	Inviting local people as resource people to the class.	Resource persons of the locality. Pictures, maps, charts, products (agricultural and others), community people.
(a) Life of the people	Displaying of pictures, maps, charts, etc.	
(b) Geographical structures	Talking field trips. Exhibiting different products of Nepal.	
(c) Qualities of soil	Visiting of shops, factories etc.	
(d) Vegetation in relation to climate and soil	Surveying the community.	
(e) Irrigation and canals	Contact with different people.	
(f) Forest and its products	Visiting the town to find out the modes of transportation and communication in that area.	
(g) Social organizations		
(h) Public places		
(i) Occupations of the people		
(j) Historical places		
(k) Recreation.		
<i>N.B.</i> Detailed study of one's own area.		
How do people live together for general welfare ?		
1. How does plant-life help people ?	Visiting different organization of society.	
2. How does animal life help men ?	Visiting water supplying places, timber factories of the locality.	
3. How does man help to both plants and animals ?	Picture of the Rana Prime-ministers.	
4. How does community provide transportations and communications facilities ?	Showing pictures and slides about other countries (if possible).	Motor cars, bicycles, airoplanes, etc. Postcards, wireless sets, radios, etc.
5. Why do we obey the rules of our community and the government. Learning about rights and responsibilities of each and	Participating in functions such as Tribhuban Jayanti, etc.	Village panchayat, district panchayat, etc.

Concepts	Suggested Activities	Suggested Materials
every individual in the community.		
6. Knowledge of our role and contributions as well as of others in government, home, school, community, district, nations and world.	Showing different dresses and way of wearing dresses; dramatization, conversation or dialogue about Nepal and other countries (if possible).	

How do people use natural resources in the community ?

1. Importance of soil and water to people.	Making a list of natural resources of Nepal. Conserving soil in the school garden.	Water supply, timbers, factories, etc. School garden, a chart of natural resources of Nepal.
2. Importance of plants and animals to people.		
3. Conservations of natural resources.		

How have people changed Nepal ?

1. How was the old Rana Regime thrown out ?	Discussion on the drawbacks of the Rana Regime with special reference to the freedom of speech, schools for children, facilities to the people (recreation), blind obedience etc.	Picture of the Rana Prime Ministers and H.M. the King of Nepal.
2. Life of Nepalese people during Rana Regime.		
3. Importance of democratic life.		
4. King Tribhuwan and his contributions to our country.		

Concepts	Suggested Activities	Suggested Materials
5. The Fundamental rights of individual stated in our constitutions.		
6. Our King as a benevolent constitutional monarch.		
Nepal and the world.		
1. Detailed study of our own Zone & knowing all the names of 14 Zones 75 Districts	Filling up Zones, districts on the supplied out line map of Nepal.	Map of Nepal and the world.
2. Nepal and her deplomatic relationship with foreign countries, relationship with foreign countries, their locations, size, people and and how they help us.	Pointing out Nepal's friendly countries on the supplied map of the world. Knowing the names of ambassadors of Nepal residing in different countries and the names of other countries. ambassadors in Nepal.	do
Modern Nepal and her neighbouring countries.		
1. Prithivi Narayan Shah, the maker of modern Nepal.	Locating Gorkha, Nuwakot, Kathmandu Valley in the map of Nepal.	Map of Nepal, World, pictures, etc.
2. Unification of Nepal.	Filling three impotrant kingdoms in the map.	
3. Gandhi of India and Senyat Sen of China with special reference to their careers	Showing the photo of Sen-yat Sen and Gandhi. Showing China and India in the map of world.	

GRADE IV

Concepts	Suggested Activities	Suggested Materials
Study of any two of the following areas not covered in grade "Three".		
(a) Terai (b) Hills and (c) Valley. (i) Life of the people (ii) Geographical structures (iii) Qualities of soil (iv) Vegetations (v) Irrigation and canals (vi) Forest and its product (vii) Social organization (viii) Public places (ix) Occupation of the people (x) Historical places (xi) and Recreations.	Use of the globe and the map of Nepal, making product map of Nepal. Trips to different important places. Making children know the meaning of the signs and symbols of maps and globe. Charts showing imports and exports of Nepal.	Globe and map of Nepal. Pointers. Outline - maps of Nepal Charts showing exports and imports of Nepal.
What Man has learned about the earth ?		
1. The global nature of the earth, directions, southern & northern hemispheres of the world, motions of the earth, seasons, etc.	To take the children out in the market and other towns to show the place of conservation of natural products or economic products.	World map, market place, natural and economic products.
2. Physical condition varies from place to place.	To take children out in the community and explain the rules and regulations of the town and activities of a policeman, panchayat officers, etc.	
3. How do maps & globes help us to understand our earth ?		
4. The people of the world are dependent upon their physical environment.		
5. The people of one country help the people of other countries and all countries are more or less interdependent, export of surplus goods factory products, raw materials, etc.		

Concepts	Suggested Activities	Suggested Materials
How man has learned to live with others ?		
1. All people have the same basic needs.	Making a list of natural resources of Nepal.	Natural and human resources of Nepal.
2. People develop industries (both cottage & large scale) to improve their living.	Making a list of both cottage and large scale industries of Nepal.	Cottage and large-scale industry products, human and natural resources.
3. People are exploiting natural resources.	Taking field trip to show the erosion of soil and other natural resources.	People from different countries - their dressess, food, etc.
4. Conservation of human and natural resources.	Taking field trip to observe why some lands yield crops and others not.	Barren and cultivated lands.
5. How has man's way of living been influenced by geographical factors.	Meeting with the people of other countries and noticing how they look different from our own people - difference in height, dress, manners, etc.	Irrigations - wells canals, rivers, lakes, etc.
6. How has man learned to use resoures to change his environment ?	Noticing the different ways of irrigation in different places.	
7. How the maintenance of law and order help the people to live peacefully ?		
Why one region is hotter or colder than other regions. The life of the people.	Observing the snow-peak-mountains in the north of Nepal - the dress of the Tibetans and the dress of the Terai people. Observing the differences between the Tibetan sheep and the Nepali sheep.	Snow-peak-mountains, The Tibetan sheep and the people and the Nepalese sheep.
Reading Maps.		
1. Global maps.	Making a physical map of Nepal.	Political and physical maps of Nepal.
2. Flat maps.	Telling about the different colours of the map.	Pointer - water colours, colour chalks etc.

Concepts	Suggested Activities	Suggested Materials
3. Map symbols.	Finding the place distances on the map with the help of map scales.	
4. Map scales.		
5. Use of Maps and Globe.		
6. Free hand drawing of the outline map of Nepal.		
Nepal and her neighbouring countries.		
1. Important Malla Kings of Kathmandu Valley and Gorkha.	A trip to the museum or local art gallery to show the dresses of Malla Kings.	Pictures, maps, pillars, museum, art centres, and other historical places.
2. Ansuberma and Vrikuti.		
3. Ashok's visit to Nepal—Chammatee's marriage with Devapal.	Showing the pillars of Ashoka.	
4. Chinese Travellers—Yan Chwang's description of Nepal.	Showing the pictures of the Chinese traveller.	

GRADE V

Concepts	Suggested Activities	Suggested Materials
Study of Nepal in detail		
1. Boundary and area in sq. miles.	Making maps of Nepal and inserting rivers, products, boundaries of zones and blocks,	A wall map of Nepal, paper, pencil, instrument box, colour box, colour chalks, etc.
2. Size and shape.	transportation, district places, etc.	Development project in the community.
3. Physical Features and rivers.	Visiting different climatic zones.	Market place.
4. Vegetation.	Visiting development projects.	
5. Climate.	Field trip to jungles and mines and making reports.	
6. Products	Visiting local markets and preparing a list of names of countries where these goods come from.	
7. Population, people, languages, religion.		
8. Transportation.		
9. Important places and towns.		
10. Some basic ideas of different development projects in Nepal.		
Natural resources of Nepal		
1. Rivers - electricity projects, irrigation, drinking water.	Making a relief map of a river showing there-in the three stages of a river,.	Map of Nepal.
2. Mountains - usefulness, sources of river.	Discussing on the usefulness of rivers, mountains, forest, and minerals of Nepal.	List of natural resources rivers, mountains, minerals, forests, etc.
3. Forest products-herbs, timber, hides and skins, animals, birds, and fire wood.	Making a list of different natural resources of Nepal.	Different natural resource places.
4. Minerals - Gold, iron, coal, copper, lime, slate, marble, etc., intensive study of one's zone.	Visiting places to see the natural resources of Nepal.	
5. How to utilize these resources in a proper way ?		

Concepts	Suggested Activities	Suggested Materials
Exports and imports to India and Tibet		
1. Food and other agriculture products.	Collecting different products (agriculture) of Nepal and preserving them for school show.	Agriculture products. Machines, cloth, building materials, etc.
2. Forest products.		
3. Cloths.		
4. Machineries.		
5. Building materials.	Making a list of building materials that can be found in Nepal.	
Heroes of our Nation		
1. Their names and short history of their work.	Discussing the important works of different heroes of Nepal.	Pictures of Bhrikuti, Sita, Lord Buddha, Bhimsen Thapa, Prithibi Narayan Shaha, Tribhuban, King Mahendra, DasarathChand and others.
(a) Bhrikuti, (b) Sita, (c) Gautam Budha, (d) Bhimsen Thapa, (e) Prithivi Narayan Shah, (f) Tribhuwan, (g) King Mahendra, (h) Bhanubhakta, (i) Devakota, (j) Dasarathachand, (k) Ganga Lal, (l) Dharma Bhakta and others.	Collecting pictures of different heroes and writing a short note about them. Finding and listing the books of Mr. Devakota, Mr. Bhanubhakta etc. Writing the lessons taught by Lord Buddha in a big sheet of paper. Celebrating birth days of heroes.	Books of Mr. Devakota, Mr. Bhanubhakta.
The United Nations Organization and its member countries.		
1. Name of the countries that have diplomatic relationship to Nepal.	Showing U.N. charts.	Charts of the U. N. O.
2. Languages of these countries who have relationship with Nepal.	Showing charts and pictures of different countries having friendly relation with Nepal.	
3. Climatic conditions.		
4. Important exports and imports.		Export and import charts

Concepts	Suggested Activities	Suggested Materials
How do our Government work ?		
1. Village Panchayat.	Visiting Panchayat elections and making contact with Panchayat leaders and social workers of the community.	Village Panchayat
2. District Panchayat.		District Panchayat
3. Anchal Sava.		Anchal Sava.
4. National Panchayat.		National Panchayat
5. The Secretariat.		The secretariat etc.
Pilgrimages of Nepal.		
1. Hindu pilgrimages.	Visiting different religious places. Filling in Hindu, Muslim, and Buddhist pilgrimages in the map.	Religious places - Pashupati temple, Lumbini, Muslim mosques, etc.
2. Budhists "		
3. Muslims "		
Understanding the past history of Nepal.		
1. Story of the Ramayan and the Mahabharat (historical epics).	Excursions to the temples of Gods related to the epics.	Temples, books, relevant pictures, pillars, etc
2. Gautam Budha - his life, career and teachings.	Dramatizing the life of Budha. Showing Budha temples in the locality. Making a list of Buddha's teaching.	
3. Chandra Gupta Vikramaditya - nine gems of his regime.	Showing important historical places in the map of Nepal.	
4. Short history of Hari Singh Dev, Prithvinarayan, Tribuhuan, and King Mahendra.		

ARITHMETIC

General Objectives of Arithmetic Instruction for Grades 1 through 5.

1. To develop an understanding of the meaning of number and the relationship between number and the written symbol.
2. To develop an appreciation of the place of counting in daily living.
3. To develop the ability to think of number as groups.
4. To build and develop confidence and independence in grouping numbers for daily use .
5. To develop the ability to associate abstract notation with concrete situations.
6. To develop understanding of measures of size, time, weight, length, quality, value, shape, etc.
7. To develop a functional reading vocabulary of number words and symbols.

CURRICULUM ON ARITHMETIC

GRADE I

Concepts	Suggested Activities	Suggested Materials
1. Counting by one's to 100 by two's to 20 by five's to 100 by ten's to 100	Counting the number of children present in the class and in the play ground. Counting stones, pencils, buttons, fingers, belongings, etc. Counting simple coins. Counting fingers. Two eyes, two hands, two ears, etc. Ten bundles of sticks (ten in each group).	Stones, pencils, children, buttons, calender, clock coins, fingers, eyes, ears, legs, hands, sticks, etc.
2. Ordinals— First to tenth.	Position in the game. Rolls in the class. Pages of the book. Arrangement of things. Class periods. Grades in the school. Days in the month. Standing among brothers. Steps of ladder. Finding time from the teacher made clock.	Attendance register, books, things in the classroom, calender, ladder, children, brothers, sisters, school routine, grade rooms.
3. Reading numbers one to one hundred.	Reading page numbers in books, clocks, records of height, a table of contents etc. Drawing of five ballons, rabbits etc.	Stick, bundles of 10's, 5's, etc. Stones, corn, beads, marbles, match sticks, groups of boys, ladders, fingers, charts, buttons, calenders, etc.
4. Writing numbers in digits, one to one hundred; in words one to ten.	Numbering pages of a book, writing the numbers of beads after counting. Writing words for number symbols.	Book, beads, balls.
5. Discovery of addition facts with sums to 10.	Grouping and regrouping objects, playing shop, simple problems and activities in addition.	Different objects of the classroom, students' belongings, etc.

Concepts	Suggested Activities	Suggested Materials
6. Discovery of 45 subtraction facts with differences to 9.	Playing shop, comparing height, separating groups of objects into smaller groups.	Different objects of the classroom, students' belongings.
7. Understandings of equal groups — 6 is three 2's or two 3's, etc.	Counting the eyes of three children, counting groups of three objects, students, etc.	Eyes, ears, hands, objects, children.
8. Understanding of division of equal groups through 10	Dividing a group of nine students in three equal parts. Dividing a group of six students in two equal parts.	Students, objects, six equal pieces of bread or nine equal pieces of bread.
9. Position of numbers. (verbal explanation)	Zero as a place holder in two place numbers. Discussing pictures of items grouped in bundles of ten such as 63 is 6 bundles of 10 pencils and 3 pencils. In 63 the 6 is in the ten's place and the 3 is in the one's place. Using hundred chart activities.	Bundles of sticks, pencils, buttons, groups of children etc.
10. Recognition of one paisa, two paisa, four paisa and ten paisa coins. (a) Value of above coins. (b) Measurement of coin by Mana and Phatthees	Teaching relative values of coins. Which is more, one four pice coin or one five pice coin ? Buying at the students shop. Weighing corn.	Coins, shop, Mara, Pathee, etc.
11. Comparing matched groups and counting excess.	Arranging children in groups of various sizes, groups of three, groups of four or five to play games. Grouping of toys, beads, etc. Regular patterns of four wheels, four legs of a table, etc.	Four legs of a cow, four legs of a chair, groups of fingers, etc.
12. Concept of one half.	Playing games in which children are divided into two equal groups. Folding or cutting paper. Cutting an orange	Children, paper, orange, etc.

GRADE II

Concepts	Suggested Activities	Suggested Materials
1. To be able to write numbers — one to one hundred. Writing by two's to twenty. Writing by five's to one hundred. Writing by ten's to one hundred.	Play games with pebbles, pencils, writing by thread, finger prints. Wire, beads, corn, etc. Making calender, watch, etc. Making Number-Line-Chart.	Pebbles, pencils, thread, Wire, beads, corn, papers, etc.
2. Ordinals— Reading and writing from 11th to 32nd.	Roll call. Pages of the books. Calender reading as first day and the last day of the month. Position of the children in the games. Reading special days from the calender.	Attendance register books. Calender, clock, children, etc.
3. Meaning of Tens. The functions of Zero.	Zero as a place holder in 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100. Changing the place of Zero in two place and three place numbers. Grouping of things in bundles of ten. Arranging numbers in order of size.	Number board showing one to one hundred, bundles of sticks, or pieces of paper.
4. a. Re-teaching of 45 addition facts. b. Additions up to 4 steps with Sum not exceeding to 100.	Abacus teaching. Playing games of additions with pebbles, groups of boys and bundles of sticks.	Abacus, pebbles, bundles of sticks or pieces of paper.
5. a. Re-teaching of 45 subtraction facts. b. Subtraction with differences not exceeding 99.	Grouping and regrouping objects playing with pebbles etc. Simple problem and activities in subtraction.	Different objects of classroom. Student's belongings, pebbles, sticks, etc.
6. Understanding of multiplication. Discovery of multiplication facts multiplying 10 by 2 to 9.	Arranging, bundles of ten sticks or ten students into two, three, four, five, six, seven, eight, and nine groups.	Children, pebbles, beads, etc.. Flash cards of each concept, example.

$$\begin{array}{r} 3 \\ \times 2 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \hline \end{array}$$

Concepts	Suggested Activities	Suggested Materials
6. Position of numbers.	One comes before two. Three comes after three, etc.	
7. Sharing - Understanding division. Understanding of equal groups to 25.	Dividing a group of 25 students in 5 equal parts—24 in 6 equal parts etc. Work on all groups to 25.	Children, pebbles, sticks, beads, etc.
8. Concepts of one half, one fourth of a whole and one half of a group.	Cutting potatoes, dividing pupils in the class into half etc; folding papers, playing games dividing children into two or more groups.	Potatoes, knives, children, sticks.
9. Subtraction concepts. How many more or fewer and many more are needed.	Teaching relative values of coins. Separating groups of concrete objects, Counting left over numbers.	Coins, Number charts, etc.
10. Understanding of measurement such as measuring corn rice etc. by Mana, Kurwa, Pathi and Muri. Understanding of general idea of inches and feet.	Measuring, corn, rice, etc. by standard Mana, Pathi, Kurwa etc. Measure the space occupied in an inch and a foot. Compare distances.	Corn, rice, foot rules, manas, pathi, kurwa.
11. Money- One paisa, two paisa, four paisa, five paisa, ten paisa, and twenty paisa coins. Counting money to one hundred. Measuring by spans, hands, ruler and yard sticks etc. Counting dozen groups up to 96. Telling time from the clock.	Operating a shop. Asking children to buy things from the market. Collecting money for the class tiffin. Measuring the length, breadth of benches, desks, tables, chairs, windows, doors etc. Making dozens of chalk, pencils, etc. Pointing at the clock the time the school starts, the time the school closes, etc.	Children, things bought from the market, windows, doors, pencils, desks, tables etc. Chalk, fruit, etc. Clock, pointer, etc.

GRADE III

Concepts	Suggested Activities	Suggested Materials
1. Meaning of tens and hundred. Reading and writing numbers to 999.	Understanding and reading the value of digits up to one hundred through sticks, tickets, pebbles and bundles of tens, and the use of charts of 300, 30, 3 and Hundred Board.	Materials to be used. Bundles of sticks, tickets and chart number, dial number, flash cards, books etc.
2. Addition		
a. Adding tens without carrying.	Understanding the sign (+). Adding tens by means of number cards.	Square paper, abacus, practical charts, number charts, number cards, coloured chalk, teen chart etc.
b. Adding tens with carrying.	Understanding additions through the use of square paper, abacus, number cards, coloured chalk etc. Use of the Teen Chart.	
c. Adding column six addends.		
d. Adding endings.		
e. Checking and estimating.		
3. Subtraction:		
a. Subtracting tens without borrowing	Understanding subtraction as reverse of addition through the use of books, stones, pencils etc. Understanding the sign (-). Showing subtraction by means of number cards etc. Solving subtraction through the use of the abacus.	Books, stones, pens, number cards, square papers etc.
b. Subtracting tens with borrowing.		
c. Checking & estimating.		
4. Multiplication		
a. Reteaching of the eight multiplication facts.	Understanding that it is the short way of adding equal parts, four groups of three are $3+3+3+3=12$. $3 \times 4=12$. Understanding subtraction through the use of square paper, objects, flash cards, number cards. Quick multiplication by 10, 20, 30, 40, etc.	Square paper, books, stones, charts, flash cards etc.
b. Discovery of 57 multiplication facts through 5s with reverses.		
c. Multiplying two place number by one place number no carrying.		

Concepts	Suggested Activities	Suggested Materials
5. Division		
a. Re-teaching of eight division facts.	Understanding division as the process of breaking one group into smaller equal groups understanding the sign (\div)	Books, pens, square, papers flags, flash cards, charts etc.
b. Discovering of 57 division facts.		
c. Dividing two and three place number by one place number with no carrying.	Solving division problems through the use of square papers objects, playing putting flags in sand castle.	
6. Fraction :-		
a. Concept of one fourth and one third of a whole and of a group.	Quick division by 10, 20, Understanding fraction through the use of flannel board, cutting one potato into two, three, four equal parts.	Flannel board, papers, sticks.
b. Fractions in measures.		
7. Measurement		
a. Money — all Nepalese coin.	Understanding measurement through the use of money in buying and selling things at the mock shop.	Mock shop, money, things for sale at the shop.
b. Length — inch, foot, yard.		
c. Weight — Pao, Dharni,	Understanding of addition, subtraction, multiplication, division through the use of measuring tape.	
d. Time — second, minute, and hour.		
e. Finding date on the calender.	Division of paos, dharnis through the use of stone weight. Changing unit of time, use of watch, calendar reading etc.	Coins, measuring tape, sticks weights, calender, watch, etc.

GRADE IV

Concepts	Suggested Activities	Suggested Materials
1. Meaning of thousands		
a. Reading and writing numbers in thousands.	Councting groups of 10 things.	Pebbles, beans, maize,
b. Roman numerals to twelve.	Arranging groups of 10 things.	corn, abacus, thousand
	Arranging 10 groups of 100	chart, etc.
	things numbering the pages of	
	the book. Use of thousand	
	chart.	
2. Addition.		
a. Addition of 6 addends	Grouping bundles of sticks.	Coins, sticks, account
b. Adding hundreds and thousands.	Keeping accounts. Adding	book, Abacus.
c. Carrying to tens, hundreds and thousands.	hundreds and thousands with	
d. Oral addition up to the sum of one hundred.	the help of abacus. Adding up	
	to the sum of one hundred with	
	the help of fingers.	
3. Subtraction		
a. Subtracting hundreds,	Marketing, grouping objects.	Market, sticks, coins, ab-
b. Subtracting with borrowing.	Adding paper coins. Use of	acus, pebbles etc.
	abacus.	
4. Re-teaching of 65 multiplying facts.		
		Blocks, chart, paper
a. Discovery of the 16 remaining, multiplying (6's, 7's, 8's, 9's)	Making students clear that	pieces, black, board,
b. Mastery of the 81 multiplication facts	multiplication is the short from	books, chalks, etc.
c. Multiplying three and four place numbers.	of addition. Use of chart, abacus	
d. Multiplying by three place numbers.	blocks, coins and black board	
	activities.	

Concepts	Suggested Activities	Suggested Materials
5. Re-teaching of 65division		
a. Discovery of 16 remaining facts.	Grouping of student's belongings into equal groups. Use of number charts. Use of abacus. Use of number line chart.	Abacus, students' belongings , charts, number-line-chart, .
b. Mastery of 81 division facts.		
c. Dividing three and four place numbers, carrying.		
d. Division with remainder		
6. Common fractions		
a. 1/2 to 1/10 of a whole and of a group.	Cutting paper, potatoes, breaking down a stick into two to ten parts, and the use of number-line-chart.	Paper, potatoes. Number-line-chart.
b. Fractions in measures.		
7. Problem Solving.		
Problems that require combining or seperating into equal groups.	Solving two step problems. Estimating oral answers to simple problems.	
8. Measurement		
a. Mile with equivalents to inch, foot, and yards.	Measuring the school compound and the school room. Weighing agricultural products of the school ground. Making monthly chart of the length of days and nights. Writing in words the activities of the students with time pointed at the student made clock.	Measuring tape, Thermometer, Agricultural products, Student made clocks, etc.
b. Finding quantity—Muri, Pathi, Kurwa, Mana, Chhatak.		
d. Weight—Dharni, Pao, Chhatak, Tola,Masha, Lal.		
e. Time—year, month, week, days, hour, minute and second.		

GRADE V

Concepts	Suggested Activities	Suggested Materials
1. Review		
a. Review of Round numbers upto ten thousands.	Writing numbers on black board. Reading numbers with the help of charts. Use of Abacus.	Chalk, black board. charts, pointer, duster, abacus.
b. Meaning of lacks. Reading and writing numbers up to 10 lakhs.	Writing on the black board. Reading with the help of charts.	Chalk, black board, duster, pointer, charts, etc.
2. Addition		
a. Addition beginning from six upto ten addends.	Working out of various model sums on the black board and copy books of the pupils for drilling purposes.	Chalk, duster, black board, copy book, pencil, pointer, chart, abacus, etc.
b. Horizontal addition upto the sum of one hundred.		
3. Subtraction		
Review of subtraction. Subtracting in different ways from easy to harder ones.	Use of abacus. Use of chart. Grouping of objects.	do
4. Multiplication		
Multiplying thousands by one and two place numbers with carrying	Grouping of objects. Use of abacus. Use of number-line-chart.	do
5. Division		
a. Dividing by two place numbers.	Practical sums on copy books. Use of number – line – chart.	do
b. Estimating quotients, Remainders, left-over	Grouping of objects into equal parts. Use of abacus.	
6. Simple problems		
Simple problems on four simple rules to make students find out which of the rule or rules are involved in the given problems.	Practical sums on copy books. Use of number line chart. Grouping of objects into equal parts. Use of abacus.	Chalk, duster, black board, Copy, book, pencil, pointer, chart, abacus, etc.,

Concepts	Suggested Activities	Snggested Materials
7. Fractions		
a. Understanding of prime numbers, multiples, sub-multiples, least common multiples and greatest common multiples	Dividing straight lines, cutting into paper equal parts. etc.	Black board, chalk, duster, chart. Flash, cards, ruler etc.
b. Changing proper and improper fractions.	"	do
c. Adding and subtracting like and related fractions.	Drawing halves and other parts of bread on the black board and joining them together.	do
d. Carrying in adding fractions.	"	do
e. Subtracting mixed numbers.	"	do
f. Multiplication of simple fractions.	Depicting parts taken away from the whole sums.	do
g. Division of simple fractions.	"	do
h. Estimation of sizes	"	do
i. Comparing parts	"	do
8. Meaning of Tenth, hundredths, thousandths as part of a number system.	Finding out the decimal system of Nepalese Coins.	Coins and other materials.
9. Decimal as measures, Adding and subtracting decimals. (easy cases)	Adding Nepalese Coins. Subtracting Nepalese Coins. Multiplying " " Dividing " "	do do do do
9. Problem solving		
a. Reason for adding, subtracting, multiplying and dividing in solving problems.	Solving fractional problems involving two or all of the four rules.	Black board, chalk, duster, charts, copy book, pencils, etc.,
a. Estimating answer		
b. Finding averages (easy cases.)	Finding averages of presentee and absentee of students from the attendance register. Finding average of the studetns in the class, etc.	Attendance register, class-room students etc.

Concepts	Suggested Activities	Suggested Materials
c. Rule of three (easy cases)	Operating a little shop and having students take parts in buying and selling.	Articles for sale, etc.
11. Measurement		
a. Time: decade and century.	Reading time on teacher made clocks, calender etc.	Teacher made clock, calender, and other materials.
b. Tola, pau, dharni,	Operating shops and handling weights.	Weigh articles for sale and others.
c. Kurawa, mana, pathi & muri.	"	"
d. Finding temperature	Reading thermometer and Barometer (if possible).	Thermometer and Barometer
e. Mile, foot and yard	Scaling, reading miles in maps etc.	Scale, tape, and maps etc.
12. Rectangle, square, triangle, angle, straight line.	Drawing on the black board and copy books.	Black-board, chalk, copy, pencil and duster.
13. Keeping personal expence account,.	Preparing daily account book of a family.	Black-board, copy, pencil duster, etc.

ART EDUCATION.

General objectives and philosophy of Art Education for grades 1 through 5.

PHILOSOPHY:—

It is the right of every person to receive education in Art and to get an opportunity to meet his personal needs through creative expression. This implies the provision of a well-balanced program with wide variety of experiences which will ensure emotional, mental, physical, and spiritual growth of each individual.

OBJECTIVES:—

Art experiences in the primary elementary schools level should help each child to:

1. Develop creative self-expression and self-confidence in his art expression.
2. Express and communicate feelings, ideas, and concepts through various art media.
3. Develop imagination, originality, and inventiveness, to the best of his ability, in art activities.
4. Develop the abilities to think critically and solve problems.
5. Develop an adjusted, well-integrated personality.
6. Establish a habit of co-operation.
7. Appreciate and respect creative expressions of others.
8. Relate his work in art to every day living experiences.
9. Realize increasing pleasure and satisfaction in both creative and appreciative experiences.
10. Find an emotional release through art experiences.
11. Increase his sensitivity toward beauty in the environment.
12. Use tools and materials in relation to their functions and in a way consistent to his abilities and needs.

CURRICULUM ON ART EDUCATION

GRADE I

Concepts	Suggested Activities.	Suggested Materials.
1. The art program should lead children to develop freedom of expression with several art media.	a. Enjoying colour, and form in objects and in nature.	1. a. Waste paper, b. different colours, c. paste, d. water, e. soap, f. towel.
2. It should lead children to develop pleasure and satisfaction in creative expression.	b. Arranging trips to grow awareness of colour, texture, line, and shapes.	2. a. clay, b. clay models, c. water, d. towel.
3. The children should be helped develop skill in the use of materials.	c. Creating a beauty corner in classroom.	3. a. different kinds of paper, b. rags, c. charcoal, d. waste paper, etc.
4. The children should be helped develop love and appreciation of beauty in nature and in art.	Craft and three dimensional works:—	4. Scrap wood.
5. The children should be helped develop a sense of order, taste, arrangement and good proportion in art works.	a. Clay modelling of animals, birds, men, etc.	
6. To develop an understanding the rhythmic expression in poetry, art, music and life.	b. Weaving:- Weaving small mat with paper strips, cotton, grass, etc.	
7. To develop self expression through singing, both from an individual and a group stand point.	c. Cut out activities- Pasting the cut out pictures in the booklets.	
8. To relate art to other curriculum areas.	d. Puppetry:- making simple paper bag puppets for dramatization.	
	e. Mask:- Decorating paper sack and flat paper with crayon, paint or cut outs.	
	f. Mobiles:- Making seasonal objects of cut paper and scrap materials.	
	g. Wood:- Making simple objects with wooden plank or blocks using simple tools.	
	Designs and Arrangement:-	
	a. Making border for pictures.	
	b. Colour recognition exercises:- choosing and naming colours, etc.	
	c. Decorating pets and dolls.	

Concepts**Suggested Activities****Suggested Materials**

- d. Decorating classroom with different objects and cut out pictures, etc.
- e. Choosing and arranging of objects in the classroom.
- f. Making prints from autumnal leaves.
- g. Designing wall papers and booklet covers using simple sticks, vegetable (potato) prints, crayons, etc.
- h. Lettering:-Writing names of class mates, cutting letters from the newspapers, magazines, etc.

Drawing, painting and picture making :—

- a. Drawing and painting by children on hearing the stories.
- b. Free finger painting by children.
- c. Children drawing their experiences with charcoal or crayon or brush.
- d. Murals:- Showing family at work, class-mate at play or a farm, etc.
- e. Drawing;- Family members, domestic animals or birds, etc.

GRADE II

Concepts	Suggested Activities.	Suggested Materials
1. The art program should lead children to develop freedom of expression with several art media.	a. Enjoying colour and form in objects and in art material and in nature.	1. Pencil, eraser, drawing paper, pictures.
2. It should lead children to develop pleasure and satisfaction in creative expression.	b. Arranging trips to different places to help children develop awareness of colour, texture, line, and shapes.	2. Instrument boxes, paper, pencil erasers etc.
3. The children should be helped develop skill in the use of materials.	c. Create a beauty corner in classroom.	3. Card board, gum, scissors, knife.
4. The children should be helped develop love and appreciation of beauty in nature and in art.	d. Collecting pictures of interest.	4. Different colours, leaves and other materials as given in Grade 1.
5. The children should be helped develop a sense of order, taste, arrangement and good proportion in art works.	Craft and three dimensional works:-	5. Cotton, twigs and coloured paper.
6. To develop an understanding the rhythmic expression in poetry, art, music and life.	a. Constructing a home with garden or a farm using small paper box for building, clay for animals, twigs and cotton for trees, etc.	
7. To develop self expression through singing both from an individual and a group stand point.	b. Making paper bag animals (stuffed with paper).	
8. To relate art to other curriculum areas.	c. Making farm characters from real fruits, vegetables, straw, and seeds, etc.	
	d. Free-hand cutting of border, animals, human figure and flowers from coloured papers	
	e. Cutting pictures from the old magazines.	
	f. Modelling simple objects, fruits, animals, figures with various media.	
	g. Constructing objects from paper: boat, kite, etc.	
	h. Making prints from different local autumnal leaves.	
	i. Cut out activities: Pasting the cut outs pictures in scrap book or in the class-room.	

Concepts**Suggested Activities****Suggested Materials**

- j. Making designs, with stick printing, or potato printing or crayon, etc.

Drawing, painting and picture making:—

- a. Expressing children's ideas through drawing with charcoal, chalk, crayon thick pencils, etc.
- b. Drawing and painting by children on hearing the stories.
- c. Free finger-painting by children.
- d. Murals : Showing family at work, class mates at play or a farm, etc.
- e. Drawing : Family members, domestic animals and birds, etc.

Design and Arrangement:—

- a. Colour recognition exercises, choosing and naming colours.
- b. Cut out activities : Pasting the cut out pictures in the scrap book or in the classroom in an orderly way.
- c. Making wreath of flowers or leaves or coloured papers, etc.
- d. Decorating pets and dolls with various scrap materials.
- e. Choosing and arranging of objects in the classroom.
- f. Making border for pictures.
- g. Making prints from autumnal leaves.
- h. Designing wall papers or wrapping papers or booklet covers using simple sticks, vegetable prints, crayons, etc.
- i. Lettering: Making name cards of the classmates and teachers using crayons, chalks, or thick lead pencils or charcoals.
- j. Making simple designs in cloth and papers.

GRADE III

Concepts	Suggested Activities	Suggested Materials
1. The art program should lead children to develop freedom of expression with several art media.	a. Enjoying colour, and form, tone in objects and in art and in nature.	1. Instrument box.
2. It should lead children to develop pleasure and satisfaction in creative expression.	b. Arranging trips to different places to help children develop awareness of line, form, colour, tone, texture and the principles of balance, symmetry, proportion etc.	2. Magazine, scissors, coloured paper.
3. The children should be helped develop skill in the use of materials.	c. Creating a beauty corner in classroom.	3. Different colours.
4. The children should be helped develop love and appreciation of beauty in nature and in art.	d. Collecting pictures of interest.	4. Student's collection of pictures.
5. The children should be helped develop a sense of order, taste, arrangement and good proportion in art works.	e. Evaluation of others work.	5. Drawing papers, pencils, erasers, card board, gum, autumn leaves.
6. To develop an understanding the rhythmic expression in poetry, art, music and life.	Craft and three dimensional works:	
7. To develop self expression through singing, both from an individual and a group stand point.	a. Making dolls with rags, constructing cardboard mat and houses.	
8. To relate art to other curriculum areas.	b. Making small animal puppets with paper sacks.	
	c. Constructing a stage for puppet show.	
	d. Modelling of animals or birds from clay, paper mache, sawdust, etc.	
	e. Making booklet and scrap books with the use of paper and cardboard.	
	f. Carving animal, figure or birds on soap or dry black clay.	
	g. Masks : Making masks of animals from paper sack or flat paper with paint or crayon.	
	h. Making pots of clay with coiling method.	

Concepts	Suggested Activities	Suggested Materials
	<ul style="list-style-type: none"> i. Weaving mats with paper strip, cotton, grass. etc. j. Mobiles : Making seasonal objects of cut out paper, scrap materials. 	
	Design and arrangement:-	
	<ul style="list-style-type: none"> a. Bringing fruits and vegetables for a fair and arranging the same artistically. b. Making safety posters. c. Arranging furniture in the classroom. d. Decorating bulletin board and picture in the classroom. e. Making booklet of animals and birds from the cut out pictures. f. Arranging pictures and models for exhibition. g. Designing fabric for handkerchiefs scarves using simple block printing methods etc. h. Arranging a bulletin board using different kinds of textures. i. Decorating vase or flower pot with flower or colour papers. j. Further repetition of activities given in grade one and two 	
	Drawing, painting and picture making:-	
	<ul style="list-style-type: none"> a. Drawing picture of the various poses of the classmates. b. Drawing parts of plants, human body. 	

Concepts**Suggested Activities****Suggested Materials**

- c. Drawing large birds and animals and pasting the dyed chicken feathers on the bird.
- d. Allowing children feel sense of the use of dark against light colours.
- e. Allowing children make and feel the distant objects smaller than the near ones.
- f. Murals : Showing traveling, classmates at play, etc.
- g. Drawing and painting local costumes.

GRADE IV

Concepts	Suggested Activities	Suggested Materials
1. The art program lead should children to develop freedom of expression with several art media.	a. Arranging field trips to different places to help children develop more awareness of art elements, balance, principles, centre of interest, and proportion.	1. Materials used in grade III.
2. It should lead children to develop pleasure and satisfaction in creative expression.	b. Enjoying colour, and form, tone in objects and in art materials and in nature.	2. Small card board boxes, clay, twigs, cotton, sticks, straw, wax, etc.
3. The children should be helped develop skill in the use of materials.	c. Respecting for good use of time, materials, craftsmanship.	3. Waste papers, glue, colour, charcoal, models.
4. The children should be helped develop love and appreciation of beauty in nature and in art.	d. Creating a beauty corner in the classroom.	4. Fruits, vegetables, straw seeds - potatoes etc.
5. The children should be helped develop sense of order, taste, arrangement and good proportion in art works.	e. Collecting pictures and art materials of interest for art show.	
6. To develop an understanding the rhythmic expression in poetry, art, music and life.	f. Evaluation of others works.	
7. To develop self expression through singing, both from an individual and a group stand point.	Craft and three dimensional works :-	
8. To relate art to other curriculum areas,.	a. Making and decorating card houses, models, etc.	
	b. Making relief maps of the village from clay, sawdust, etc.	
	c. Making dolls with rags, making costumes.	
	d. Carving : animals, figures or birds on soap or dried black clay.	
	e. Marks : making marks of Gods or animals, from paper sack or flat paper with paint or crayon.	
	f. Making pots from clay with pinch or coiling methods.	

Concepts**Suggested Activities****Suggested Materials**

- g. Making puppet head from papier mache, sawdust, clay or paper.
- h. Sewing the dress of dolls and puppets, stage, screen for puppet show, etc.
- i. Weaving mats with paper strips, cotton, grass, etc.
- j. Mobiles : make seasonal objects of cut out papers, scarp material.
- k. Making wreath from various grains or beads.
- l. Making costumes from different clothes.

Design and arrangement :-

- a. Cutting and arranging cut papers in colours for booklets, boxes, and folders.
- b. Making border design for costumes.
- c. Decorating classroom and flower garden with various beautiful objects.
- d. Designing boarders for the school newspapers and wall magazines.
- e. Using simple block printing methods and doing design on fabric for handkerchief, scarves, etc.
- f. Making various new (Collage) patterns from the various scrap materials for tactile experiences.
- g. Making safty posters.
- h. Decorating vase or urn with flowers or coloured papers.

Concepts**Suggested Activities****Suggested Materials**

- i. Bringing fruits and vegetables for a fair and arranging the same artistically.
- j. Cutting large letters from paper for bulletin board and note books.
- k. Use letter labels for fair and exhibition.

Drawing, painting and picture making :-

- a. Drawing the different parts of the plants and human body.
- b. Drawing pictures of the various poses of the class mates.
- c. Allowing children feel sense of the use of dark against light colours.
- d. Murals with various activities.
- e. Allowing children make and feel the distant objects smaller than the near ones.
- f. Drawing and painting of costumes of the local or the village people.

GRADE V

Concepts	Suggested Activities	Suggested Materials
1. The art program lead children to develop freedom of expression with several art media.	a. Arranging field trips to different places to help develop awareness of art element, principles and values, etc.	1. paper, charcoal, chalks, scissors, knife, pencil, bamboo pencils of different sizes, erasers
2. It should lead children to develop pleasure and satisfaction in creative expression.	b. Enjoying colours, and from, in objects, art materials and craftsmanship.	2. Instruments boxes, paper, pencil, erasers etc.
3. The children should be helped develop skill in the use of materials.	c. Respecting for good use of time, materials and craftsmanship.	3. Card board, gum, scissors, knife.
4. The children should be helped develop love and appreciation of beauty in nature and in art.	d. Creating a beauty corner in the classroom.	4. Rags, papers, colours, sticks, bamboos stick, knife, sprayer, colour, leaves, different pictures and other materials used in grade IV.
5. The children should be helped develop sense of order, taste, arrangement and good proportion in art works.	e. Enjoying film show of related activities (if possible).	
6. To develop an understanding the rhythmic expression in poetry, art, music and life.	f. Collecting pictures and art materials of interest for art show.	
7. To develop self expression through singing, both from an individual and a group stand point.	Craft and three dimensional work :-	
8. To relate art to other curriculum areas.	a. Modelling houses of scrap materials.	
	b. Constructing school house using cardboard, bamboo sticks, etc.	
	c. Making relief map of the districts from clay, saw-dust, etc.	
	d. Making puppets using different materials and making costumes for them.	
	e. Developing co-operative feelings from group activities.	
	f. Carving on soaps, soft stones, wood, or dried black clay.	

Concepts	Suggested Activities	Suggested Materials
	<ul style="list-style-type: none"> g. Masks : making masks of God and Goddess from card board, papier mache, or flat paper or clay , etc. h. Making utensils from clay. i. Sewing , dresses for various costumes. j. Weaving handkerchief, scarfs, with string paper strip, cotton, grass, etc. k. Raffia work : making a basket from a dried grass. l. Wire sculpturing : making various shapes. m. Wood working : making lamp stand with simple tools. 	
	Design and arrangement :-	
	<ul style="list-style-type: none"> a. Decorating booklets, cards seasonal articles. b. Creating imaginary design using various media. c. Arranging and mounting illustrative designs. d. Making designs for costumes. e. Collecting and arranging displays with illustrative materials. f. Arranging groups of objects or furniture. g. Writing posters, pamphlets, etc, for the school functions. h. Making various new (collage) patterns from various scrap materials. i. Applying lettering skills to bulletin board, posters, and scrap book with bamboo stick, or lettering pen. j. Designing pattern for fabric with crayon or paint. 	

Concepts**Suggested Activities****Suggested Materials**

Drawing, painting and picture making :-

- a. Drawing and painting different social activities.
- b. Drawing different parts of the plants and human body.
- c. Drawing class mates showing different positions.
- d. Allowing children make and feel the distant objects blur and the near ones clear.
- e. Knowing the use of dark against light colours.
- f. Murals with various activities.
- g. Drawing and painting costumes of different people of different countries.

HEALTH AND PHYSICAL EDUCATION

General Objectives of Health and Physical Education for Grade I through 5.

1. To provide children with basic information that will help them conserve and improve their own health.
2. To develop habits of healthful living in school, home and community.
3. To help boys and girls assume increasing responsibility for their own personal appearance.
4. To help boys and girls learn how to protect themselves and others from communicable diseases.
5. To help children the habit of using dependable resources for medical care.
6. To teach the common rules for prevention of accidents and to administer first aid when necessary.
7. To develop responsibility for planning and eating balanced meals.
8. To teach how to plan a well-balanced daily schedule of work, play, rest, relaxation and social activity.
9. To create a desire to participate in school and community efforts for health improvement.
10. To help children understand the importance of correct posture, suitable clothing and personal hygiene.
11. To understand diets and needs of the body.

CURRICULUM ON HEALTH AND PHYSICAL EDUCATION

GRADE I

Concepts	Suggested Activities	Suggested Materials
Physical		
1. Developing skill in walking running, and jumping, sliding, skipping.		Rope, sliding ladder
2. Playing single individual and group games such as racing, jumping, catching hide and seek etc.	Paying forward, roll, hide and seek, in and out games.	Mat
3. Games to be played in keeping with rhythm, singing, folk dances, etc.	Musical chair, Tela kasa (तेल कासा) Horse walk, Frog jumping etc.	Madal (मादल) bell, flute, mouth-horner, etc.
4. Indoor games:— Block playing, sand playing, story playing etc.	Story play: Chi-mushi-chi. (ची मुसी ची)	
Health & Hygiene		
1. To learn how to take care of the personal health: hair, nails, eyes, ears, etc.	Practical demonstration in the class room.	Water, soap, towel, nail-cutter, comb; mirror, scissors, etc.
2. Forming the habits of washing hands and feet, bathing, etc.		
3. Learning to drink clean water, to take clean food.		

GRADE II

Concepts	Suggested Activities	Suggested Material
Physical Education		
1. Further development of skills given in grade I.		Role, sliding ladder, Swinging poles and ropes.
2. Developing skills in handling equipment and simple tools.		
3. Understanding the rules of playground.		
4. Games to be played in rhythm songs and folk dances.	Merry-go-round, group games & games given in grade I. dramatic plays etc.	Madal (मादल), Calling bell, flute, conch shells, etc.
5. Simple exercise for good posture.		
6. Wearing well-fitted shoes and clothings.		
Health		
Foods		
1 Learning how cheerfulness and relaxation aid digestion.		
2. Knowledge of the harmful effects of over eating and under eating.		
Care of the body.		
3. Knownig various foods for different seasons.	Making charts showing proper foods for various weather conditions.	Materials given in the previous grade
4. Keeping the fingers away from the nose.	Demonstration on how to brush etc.	Brush, dental powder, anatomy charts, food charts, coal, alum, soda, salt, (दतितवन) brooms, waste box etc.
5. Avoiding strong winds blowing in the ears.		

Concepts	Suggested Activities	Suggested Materials
Sanitation		
Helping to maintain a clean and sanitary school and home.	Cleaning the class-room and school compound.	Brooms, water, towels, etc.
Clothing		
Learning why clothes need to be washed, selection of seasonal dresses.		Dresses for different seasons.
Disease		
Staying home while one has cold. Keeping away from the crowd during an epidemic.	Demonstrating charts on the cause of spread of diseases.	Charts
Rest and Sleep		
Sleeping with lights out and in comfortable position.		

GRADE III		
Concepts	Suggested Activities	Suggested Materials
Physical Education		
1. Further development of skills given in Grade II.		
2. Games developing muscular strength, in individual and group games.	Same as Grade II plus tug of war, sack race, one legged race, musical chair race etc.	Sack, ropes, mouth horn, flute, etc.
3. Games developing skill in motor activities.	Local games.	
4. Development of courage, initiative, alertness, self-control and cooperation in playground activities.		
5. Domestic games.	Playing father, mother, doctor, etc.	
Health		
Food		
1. Knowing the foods that build good health.	Demonstration of the balanced diet chart.	Balanced chart. Flannel.
Care of the body		
2. Forming the habit of using only one's own belongings, like tooth brush, etc. Taking rest after eating.		Sanitation charts, towels
3. Learning to clean one's teeth in proper manner.	Demonstration of teeth cleaning.	Water, soap, towel, mirror, brush, tooth powder, comb, oil, etc.
4. Importance of covering the mouth when coughing or sneezing.	Covering mouth and nose during coughing and sneezing.	

Concepts	Suggested Activities	Suggested Materials
Sanitation.		
5. Helping to maintain a clean room, class room, a clean bedroom, cleaning and polishing shoes.	Helping children clean rooms and care their belongings.	
6. Forming the habits of cleaning, dusting and disposing of waste.	School compound cleaning. The importance of telling stories about sanitation; safety measures during the spread of epidemic diseases.	Brooms, waste paper boxes.

Disease-**Safety**

Importance of immunization. Refraining from playing in the street.

GRADE IV

Concepts	Suggested Activities	Suggested Materials
Physical Education		
1. Further development of skills given in previous grades.		
2. Games which enable children to play organised team sports.	Playing Kabarti, Relay Race, Fish and Hen Game, etc.	Sticks, handkerchiefs, foot-ball goal posts, small flags, etc.
3. Games to develop skills in catching, throwing, kicking and controlling balls.	Practice in preliminary rules of foot-ball.	
4. Games developing quality to lead without creating antagonisms.	Salutation to the National Flag.	Mouth organ, chairs, sacks, etc.,.
5. Class room games and rhythmic activities.	Playing different team games, folk dances, rhythmic activities, etc.	
Health: Food.		
1. Knowledge of balanced diet.		Balanced diet, anatomy chart.
2. Knowing the harmful effects of rotten fruits and stale food and fried food:		
3. Learning how extreme cold and heat effect digestion.		Health charts, flannel board.
Care of the body.		
Learning the importance of bathing regularly.	Chart demonstrations.	
Disease		
Learning the methods of protecting ourselves against harmful insects; flies, mosquitoes, etc.	Flanel board demonstration.	

Concepts	Suggested Activities	Suggested Materials
Sanitation		
6. Further development of sanitary practices given in Grade III.		
7. Community problems regarding health.	Field trip, community services.	Charts, pictures etc.
Safety		
8. Learning regulations and traffic signals.		
9. Distinguishing between safe and unsafe places and safe materials for domestic use.	Playing children as policeman (traffic controller) in a nearby cross road.	
Rest		
As in Grade III, good posture Demonstrating proper ways of hanging clothes.	Demonstration of right posture of body while sleeping, relaxing etc.	

GRADE V

Concepts	Suggested Activities	Suggested Materials
Physical Education		
1. Further development of skills given in previous grades.		Rope, sliding ladder, swinging poles, etc.
2. Games developing individual and group responsibility for civic behaviour on playground in school and in community.	Simple drill, physical training, Merry Go-Round, counting numbers. Fire in the Mountain. Number change, Good Morning; Do this and that, Squirrel in the Trees, Foot-ball, Kabarti, and such activities.	
3. Leadership games and followership activities.		
4. Rhythmic games and folk dances.		
5. Some competitive indoor games.		Madal, flute
6. Group games that develop muscles.	Table-tennis, musical race, sack race, foot-ball, etc.	Table-tennis court, foot-ball, chairs, etc.
Health		
Food		
1. Knowledge of balanced diet.		Charts, postures, etc.
2. Knowledge of vitamins.	Demonstrating the vitamin charts	
Care of the body		
3. Learning elementary facts about the structure of the human body.		Human skeleton chart.
4. To know the functions of the important parts of human body-respiratory and digestive system.	Demonstrating human physiology charts.	Physiology chart, soap (mild), water-towel, As given in Grade III. and IV

Concepts	Suggested Activities	Suggested Materials
5. Knowledge of the use of adequate water and milk for health.		
6. Reading with proper light for the protection of the eyes.		Safety charts.
Contagious Diseases		
7. Knowledge of some of the contagious diseases: Cholera, Typhoid, Small-pox, etc.		
8. Learning how immunization helps to prevent the spread for communicable diseases.	Demonstration of safety chart and health charts.	Health charts. First aid box.
First Aid.		
9. Knowledge of first aid treatment simple bandage dressing of wounds etc.		
Saintation.		
10. Taking part in community clean up campaigns.		
Rest		
Time allotment for study, play etc.		

SCIENCE EDUCATION

General Objectives of Science Instruction for Grades 1 through 5.

1. To stimulate children's curiosity about and appreciation of the world in which they live.
2. To help children practice a scientific method of problem solving.
3. To teach children to have an inquisitive mind and to develop a spirit of open mindedness.
4. To teach children to observe accurately.
5. To develop those concepts related to the physical world which help to conserve and improve the community.
6. To teach children to respect the opinions of others.
7. To open new avenues of interest and satisfaction.

CURRICULUM ON SCIENCE EDUCATION

GRADE I

Concepts.	Suggested Activities.	Suggested Materials.
1. What do you know about living things ?		
a. There are many different plants and animals.	A trip to a garden, a jungle or a lawn to see plants and animals.	A garden, a jungle, a lawn, etc.
b. Plants and animals live and grow on air, food water and sunshine.	Gardening with seasonal plants, seeds, and rearing chickens, rabbits, pigeons, geese, etc.	Plot for gardening, seed, rabbits, cocks, hens, chickens, pigeons, sheep, goats, geese, etc.
c. Plants have stems, roots, leaves and flowers.	Observation of plants and tamed animals.	Leaves, grass, cows, buffaloes, etc.
d. Animals depend upon plants for food, and plants depend upon animals for food and care etc.	Feeding of cows, buffaloes, goats, sheep, and taking care of plants in the garden.	
2. What weather changes must living things meet ?		
a. There are many kinds of weather.	Making and keeping weather chart by the children. Showing pictures of summer and winter seasons.	Paper, pencil, weather picture, chart, children, etc.
b. Seasons have certain characteristic weather conditions.	Observing the condition of plants in different seasons.	Plants.
c. People adjust their activities and clothing according to the changes in weather and seasons.	Wearing warm clothes during winter and light dresses in the hot season.	Summer and winter dresses. Pictures of different seasons. Corn seeds (pop corns), rice seeds, etc.
3. What do you know about the Sun ?		
a. How does the sun help us ?	Basking in the winter sun. Enjoying shade of a tree. Reading in the sunlight.	Children's shadow, a shady tree, umbrella, hand fan etc.
b. The sun and the shadow.	Watching the length of shadows during the different parts of of the day.	

GRADE II

Concepts	Suggested Activities	Suggested Materials
1. How do living things differ ?		
a. Plants differ from animals in some ways.	Observing habits and habitats of local plants and animals.	A garden, plants, animals field trips, etc.
b. Living plants make and store their own food.	Observing plants that store the food materials they make, e.g., carrots, onions, sweet potatoes, etc.	carrot, onion, sweet potatoes, etc.
c. Animals take solid as well as liquid food while plants take liquid food only.	Observing animals grazing in the field. Listing food materials used by animals. Observing how animals feed their young ones.	Animal and plant foods, a flower pot, a cover for the pot etc.
2. Plants take water from the root and give off water through the leaves.	Making a list of common food of some animals. Observation of foods of animals and plants. Observing water giving off by leaves. Observing and keeping weekly records of plants in the school garden.	A zoo, different food for different animals, beaker, cans, green plants, record books, etc.
3. What do we know about weather ?		
a. The temperature of different things differ.	Feeling the temperature of cold, warm and hot water.	A pot, water, stones, fire woods, match sticks etc.
b. Water evaporates and forms clouds and rain.	Boiling water to show the process of evaporation and condensation.	Boiling pot, water, beaker, etc.
c. Weather effects the activities of plants and animals.	Showing different plants and animals in different weathers.	plants, frost, rainwater, hail stones, etc. Seasonal dresses, fruits, plants, flowers.
d. Living things adjust to seasons.	Observation of activities of living things in different seasons.	Different animals.
e. Phases of the moon.	Observing the different phases of the moon.	Moon, chart of different phases of the moon.

GRADE III

Concepts	Suggested Activities	Suggested Materials
1. How do plants and animals live ?		
a. Land and water plants and animals have many ways of adaptation suited to the places in which they live.	Showing children various local plants and animals of water and land and their mode of living.	Frogs, mosses, plants, fishes, dogs, cats, etc.
b. Plants and animals have special features used for protection.	Collection of different plants and animal pictures. Showing various plants and animals and their protective measures.	Tree barks, pictures of trees and plants, shells, twigs, leaves, etc.
c. Most animals protect their young ones.	Asking children to watch the behaviour of local animals towards their young ones.	Hens, chickens, pups, sparrows, crows, and their nests, etc.
2. What makes up the earth's surface ?		
a. The earth surface has rocks, soil, water and air.	Taking children to trips where different rocks, soil, water and air are available.	Specimen of rocks, soil, etc. Field trips, community surveys.
b. Water takes different shape according to the vessel in which it is kept.	Asking children to put water in bottles of different sizes, shapes, and colours.	Different bottles of different sizes, shapes, etc.
c. The earth surface has mountains, rivers, hills, plains, etc.	Making a map of a river-showing its different stages. Observation of rivers, mountains, hills, etc.	Rivers, mountains, hills, etc.
d. Different uses of land, water and air.	Making a chart - showing different modes of irrigation. Observing different forms of land, water transport, water resources, and water mills.	Rivers, canals, wells, plain, mountains, etc.
3. Machines.		
a. People work, play and move things by their hands and feet.	Moving a box first by lifting and then by pushing.	a box

Concepts	Suggested Activities	Suggested Materials
b. Tools and machines are devices by which work is made easier.	Moving a heavy box or a log with a pole underneath.	a log, a pole, etc.
c. Man can use wind and water to make machine work.	Making paper fans, and water wheels. Taking children to that place when there is a water-mill under operation.	fans, water-wheels, water-mills, etc.
4. Light		
Light comes from many sources:	<p>Reading in different lights, viz, sun, electric current, fire, torch cells, kerosene oil.</p> <p>Finding how many sources of light are available in the community.</p> <p>Finding the uses of different sources of light.</p> <p>To be aware with safety measures for the operation of different sources of light, particularly of electric current, fire, and kerosene oil.</p>	Sun, electric light, fire-woods light, lanterns, torch light, etc.
5 Sound		
a. Ears help to hear sounds	<p>Listening to different sounds: chirping of birds, howling of jackles, barking of dogs, weeping of babies, laughter of men etc.</p> <p>Detecting sounds produced on desks by hands, (i) with ear open (ii) with ears closed.</p>	<p>birds, jackles, dogs, babies etc.,</p> <p>desks, chairs, hands, sticks, pencils, iron rods, etc.</p>
b. Different objects give different sounds.	Making a list of objects producing different types of sound.	Different objects .
6. The sun helps us tell directions.		
a. The sun comes up in the east each morning.	Facing the rising sun is east, the back is west, the right hand is south, and the left hand is north.	The rising sun, children etc.

Concepts	Suggested Activities	Suggested Materials
b. The sun goes down in the west each evening.	Representing the school as a centre place and asking students the directions of their homes from the school.	The school, student's home.
c. The shadow helps us to find out direction.	Marking shadows of a stick placed vertically on the ground and noticing the direction pointed by the shadow.	Stick, chalks, ruler, etc.

GRADE IV

Concepts	Suggested Activities	Suggested Materials
1. How do we differentiate living and non-living things ?		
a. All living things are either plants or animals.	Making a list of living and non-living things and noticing the outstanding differences of the two groups..	Pictures of living and non-living things.
b. Animals are divided into groups— water and land animals.	Showing different kinds of animals that belong to water and land groups	Different animals and plant etc.
c. The structure of plants and animals tells us where they grow and live.	Collecting pictures and gathering information about different plants and animals in different climates. Exhibiting pictures of plants and animals of our own land and others.	Pictures, trips, exhibition hall, dictionaries, etc.
2. What are the needs of living things ?		
a. Plants and animals need food, air, water and sunshine in order to live and grow.	Observing the ways in which animals obtain food, water, and air (oxygen). Experimenting with plants—showing the effects of lack of one or more of the essentials, i. e., water, heat, air etc. Reading about plant life. Showing how seeds sprout and how seedlings develop.	animals, glass jar, seeds plants, scissors, piece of cloth, pencils, etc.
b. Living things can change the shape, size, colour of the non-living things.	Changing of soils into bricks. Utilizing the tree for wood planks, and fire woods for making fire and then changing into coal and ashes.	Soil, bricks, tree trunks, coal, ashes, match sticks, etc.
c. The body has many parts, each has its duty to perform.	Acquainting children with the human organs and their respective uses, e.g., eyes to see, legs to walk and so on.	Human body, physiological charts.

Concepts	Suggested Activities	Suggested Materials
3. How are the earth, the sun, and the moon related to one another. ?		
a. The sun is a large ball of hot gases.	Observation of the sun (not with naked eyes).	Sun, eye glasses.
b. The earth is round and rotates around the sun.	Observation of the movement of the earth, illustrating the cause of day and night using a floor lamp, a globe, etc.	floor, lamp, globe, children, etc.
c. The earth and other planets revolve around the sun.		Charts showing solar system
d. Our earth is a planet; it has a moon that is ball shaped and revolves around the earth once in every month.	Demonstrating the phases of the moon, an eclipse with the help of a lamp, a ball, head of the pupils representing the earth's position and so on.	Lamp, ball, table, children, etc.
4. Machines.		
Wheels make work easier.	Asking children to observe the work of wheels, levers, etc., in motor cars, cycles, bullock carts, etc., wheeled toys, Observing the motion of toys with and without wheels.	Wheels of cycles, motor-cars, bullock carts, wheeled toys, etc.
Levers and pulleys help work easier.	Asking children observe the work of pulleys in lifting the water from the well.	pulleys, rope, buckets, well.
5. Light.		
a. Sun light is composed of different colour	Asking children observe sun light passing out of a prism.	prism, sun light different colours. coloured glasses.
b. Mixing colours give rise to different colour	Experimentation on primary and secondary colours.	glass, paper, plastic, etc.
c. Light can or cannot penetrate all things.	Asking children to observe through various substances, viz. glass, paper, plastic, milk bottles.	

Concepts	Suggested Activities	Suggested Materials
6. Matter. Things that have weight and volume are matter. States of matter:— a. Solid. b. Liquid. c. Gaseous.	Asking children to bring things from their homes and try to analyze them into different states of matter.	Things brought by children from their homes.

GRADE V

Concepts	Suggested Activities	Suggested Materials
1. How do living things live together?		
a. Plants and animals are helpful to each other. Plants need care.	<p>Discussion on ways how man helps for the growth and protection of plant life, e.g., covering plants when a frost threatens, watering, manuring, cultivating, etc.</p> <p>Discussion on the use of plants by animals for their food, and the use of manure by plants.</p>	A garden, plants, a can, glass, seeds, and plants, etc.
b. Plants and animals have friends and enemies.	<p>Plants have enemies i.e., insects that spoil the plants.</p> <p>Men are friends of plants for their care and protection.</p> <p>Men have enemies i.e., snakes, crocodiles, ants, insects, etc.</p> <p>Men have friends too i.e., horse, dogs, elephants, cows etc.</p>	Snakes, crocodiles, cows, sheep, etc.
c. Living things preserve and store food supplies.	<p>Activities on how plants get food from the seed during germinations, plants furnish food for people and animals.</p> <p>Let children know how food is stored and seed is protected. Observing how men store surplus food and seeds.</p>	Glass, blotting paper, seeds, water etc.
d. Life history of a bee.	Observing and studying the work of bees.	A book on the life of a bee, bee-hive, etc.
2. Wind is a perceptible movement of air.		
a. Things dry faster in the wind and wind has force and can be helpful or harmful.	Drying clothes in still air and wind, sailing boats and turning windmills observing storm.	A trip, windmills, etc.

Concepts	Suggested Activities	Suggested Materials
3. Cloud is made-up of many particles.		
a. When the temperature of water-vapour comes down and it condenses and bedews, then it becomes rain.	Discussing and observing what happens when we blow our breath against a slate. Observing condensation of vapour on a cold glass over boiling water in some vessels.	Slate, objectes, Glass, vesssls, etc.
b. The earth has power to pull things towards it. This power is called gravitation.	.Throwing an object into the air and then discussing its result.	Different objects,.
4. Of what are things made?		
a. Every material has characteristics.	Showing the characteristics (size, shape, volume) of hree kinds of matter.	Different kinds of materials.
b. Mixtures do not change the characteristics of substances involved.	Showing mixture of iron and sand.	Iron metal pieces, sand,etc.
c. Materials may be changed in forms from a solid to a liquid.	Wax, candle sticks, plastic books, bangles, melting by children. Observation of silver, iron melting etc., at blacksmith and goldsmiths shop.	Pieces of bangles, silver pieces, etc.
d. Difference between magnetic and non-magnetic substances.	Acquainting children with different magnetic and non-magnetic substances.	magnetic and non-magnetic substances.
e. Artificial magnetisting a piece of iron.	Teaching children how a piece of iron can be magnetized by robbing with a magnet.	bar magnet, iron rods, scissors, nails.
f. Introduction of two poles of a bar magnet.	Two poles of a bar magnet: North and South Poles. Observing how iron filings attach in larger quantities at two parts of a magnet.	Iron filings, bar magnet.
g. There are two poles - One North another South.	Hanging a bar magnet with a thread and stirrup and observing the North and South poles.	Bar magnet, thread. stirrup, etc.

VOCATIONAL EDUCATION

General Objectives of Vocational Education for Grades 1 through 5

1. To help pupils achieve personal satisfaction and security by learning how to contribute constructively to family life and society.
2. To develop interest in sharing family responsibilities.
3. To become interested in sharing in community activities.
4. To learn and practice fundamental home-making skills and good working habits which are basic to satisfying personal and family living.
5. To develop competencies in the degree necessary for self-sufficiency.
6. To develop understanding and appreciations of good workmanship in local and national enterprises.
7. To develop a sense of quality in products and services to be purchased.
8. To develop attitudes leading to refined living, a sense of dignity of labour, habits of cleanliness and efficiency in living.
9. To develop in each child an awareness of and ability to adjust to a rapidly changing society.
10. To develop skill in children to use their limbs efficiently.
11. To be self-sufficient citizens of the Panchayat System of Government.

CURRICULUM ON VOCATIONAL EDUCATION

GRADE I

Concepts.	Suggested Activities.	Suggested Materials.
1. Identification and names of local animals:- a. Sheep. b. Cows. c. Buffalo.	Collecting pictures of sheep, cows, buffaloes, etc. Observing different local animals in the neighbourhood. Matching the names of the mentioned animals to their pictures. Taking field trips.	Sheep, cows, buffaloes and their pictures. Written words of cows, buffaloes and sheep. Field trip.
2. Identification and names of local vegetables:- a. Potatoes. b. Tomatoes. c. Onions. d. Green vegetables.	Collecting pictures of local vegetable products Observing different local vegetables in the neighbourhood. Matching the names of the vegetables to their pictures. Observing vegetables in the school garden. Collecting different seeds and labelling their names.	Different local Vegetable products. Pictures of Vegetables. Flash cards-showing names and pictures of vegetables.
3. Identifications and names of:- a. Rice. b. Wheat c. Maize.	Observation of rice, wheat and maize plants in the neighbourhood. Collecting pictures of rice, wheat and maize plants. Collecting seeds of rice, wheat and maize. Observing rice, wheat and maize seeds in the school garden or outside. Taking care of school garden.	Rice, wheat and maize plants pictures of rice wheat, and maize. Seeds of rice, wheat and maize. School garden.
4. Agricultural tools:- a. Kuto (Spade). b. Kodalo (spad) c. Khurpa. d. Sickle.	Writing and telling the names of local tools. Matching the names of local tools to their pictures.	Kuto, Kodalo, Khurpa, sickle, etc. School garden, pictures.

Concepts	Suggested Activities.	Suggested Materials.
5. Decoration of class-room.	Preparation of simple design out of : (a) Colour paper, b) Bamboo, (c) Clay. (d) Local materials. Decorating the classroom with various materials.	Colour paper, bamboo sticks, clay, cut-out pictures, flash cards, etc.
6. Working tools and their uses. a. Scissors. b. Knife. c. Paste. c. Brushes.	Helping others to keep the room neat and clean. Identifying the names of simple tools used in paper work. Learning proper method of holding, folding, cutting, creating and trimming. Making various shapes and forms, i.e. square, triangles, circles etc. from the paper. Developing skills in handling tools. Making simple toys like dolls, paper boats, etc.	Scissors, knife, paste, brushes papers, and other materials, flash cards, pictures, etc. Different forms and shapes of papers.
7. Cleanliness of body.	To teach how to cut nails, and wash body and clothes, etc.	Soap, towel, tooth brush, nail cutter, razor, hair oil etc.
8. Care of personal belongings.	To teach how to take care of clothes, books, pen, shoes, toys both at home and school.	Socks, shoes, clothes and books, toys, etc.
9. Care of small children and domestic animals.	Loving other children and observing how they feel when they are loved by their friends and superiors. Loving and caring for domestic animals. Working and playing with others.	Brothers, sisters, friends, dogs, cats, goats, etc.

GRADE II

Concepts	Suggested Activities	Suggested Materials
1. Identification, names and purpose of : a. Sheeps b. Cows. c. Buffaloes. d. Goats. e. Horses f. Hens and other domestic birds.	Collecting pictures of local animals. Observing local animals in the neighbourhood. Matching the names of animals to their pictures. Taking field trips.	Sheep, cows, buffaloes, goats, horses, hens etc. Pictures of these animals. Flash cards - showing names and pictures of animals.
2. Identification and names of local vegetables and flowers : a. Potatoes. b. Tomatoes. c. Green leafy vegetables. d. Different local flowers.	Collecting pictures of vegetables Observing different local vegetables. Matching the names of vegetables to their pictures. Working in the school garden.	Different local vegetable products. Pictures of vegetables. Flash cards- showing names and pictures of vegetables.
3. Identification and names of : a. Rice, wheat, and maize. b. Sugarcane, oats, barley, etc.	Observing rice, wheat, maize different grass, etc. Plants in the locality. Collecting pictures of rice, wheat plants, etc. Collecting seeds of rice, wheat, maize, etc. Observing the activities of farmers. Removing weeds from the school garden.	Rice, wheat, maize, sugarcane, oats, barley plants. Seeds of the above plants. School garden.
4. Agricultural tools. Identification, names and uses of local tools.	Telling the names of all agricultural tools. Observing the use of local tools in the local farms. Matching the name of local tools to their pictures.	All agricultural tools. School garden. Picture of agricultural tools. Flash cards showing the written names of agricultural tools.
5. Knowing about soft and hard wood.	Demonstration of the purposes of hard and soft wood.	Pictures of soft and hard wood. Flash cards.

Concepts	Suggested Activities	Suggested Materials
6. Tools for wood work: a. Uses of tools. b. Techniques and skills.	Demonstration of the use of local tools by the teacher. Students using tools with the help of the teacher.	Local tools, pictures of tools.
7. Decoration of the classroom with the use of different local materials	Teachers demonstration of the different use of various materials for classroom decoration. Student using colour paper, clay, card board, corn-husk, etc. for classroom decoration. Collecting pictures (cut-out) for decoration.	Clay, colour paper, card board, corn husk, etc. Local raw materials, cut-out pictures.
8. Uses and purposes of local materials and tools.	Teacher demonstration of the uses and purposes of scissors, knife, paste, etc. Developing skills in the folding papers, and other materials. Making triangle, square, circles from stiff papers. Developing skills in the use and purposes of tools. Making simple ropes.	Scissors, knife, paste, newspapers, cut-out pictures, local tools, flash cards, and other local materials.
9. Creative works.	Making of clay pots, house and animal models, clay toys, paper toys, and flowers, etc.	Clay, knife, scissors, needle, cloth, rags, crayon, paper, chalks, etc.
10. Tiffin programm	Asking children to prepare tiffin out of fresh local food.	Utensils, pots, knife, woven, fuels, etc.
11. Sewing and simple weaving	Making bags, toys, buttoning, stitching, knitting etc.	Clothes, scissors, needle, thread, button, knitting rings, knitting needle, drawing chart, etc.
12. Cleanliness	To make the classroom clean, home decoration, sweeping, cleanliness of body, clothes, shoes. etc.	Soaps, towels, brooms, rags, clothes, shoes, etc.

GRADE III

Concepts	Suggested Activities	Suggested Materials
1. Care of domestic animals and birds.	Observing poultry farming in the neighbourhood.	poultry farms, eggs, chickens
a. The hen and chicken.	Observation of care & management of setting eggs.	Home made brooder, Market, tiffin.
b. Parrot and other birds.	Hatching chicks with brooding hens.	
c. Cows, goat and sheep.	Hatching chicks with a home-made brooder. Feeding chickens, animals birds, etc. Selling eggs, chickens in the market. Using eggs, chickens, in the home science projects.	
2. Vegetable production.	Germinating different vegetable seeds by Raj Doll Method.	Different local vegetable, seeds, record book.
a. Vegetables of Nepal and their uses.	Collection of good seeds. Keeping germination records. Observing why some seeds do not germinate.	School garden Agricultural tools, fertilizers, etc.
b. Student participation.		
3. Soil and its composition. Plants-their food and foes.	Putting plant food into the soil a. Compost. b. Green cover crop c. Legumes. d. Burning dead vegetation. e. Commercial fertilizer. f. Observing different crops and their foes. g. Making a list of different worms and insects.	School garden, agricultural tools, compost, green cover crop, legumes, Dead vegetation, commercial fertilizers.
4. Class projects.	Preparing seed bed.	Seeds of radishes, beans, turnips, lettuces, etc.
Planting seeds of radishes, beans, turnips, lettuces, etc.	Cultivation, irrigation, harvest, processing, and disposition of radishes, beans, turnips, lettuces, etc., through markets, parents, school tiffin.	Agricultural tools. Market place, parents, tiffin pots.

Concepts	Suggested Activities	Suggested Materials
5. Preservation and germination of seeds.	Preservation and germination of seeds. Date planted, date germinate. Root growth, stem growth, percentage of germinations.	Record book .
6. Identification and definition of: a. Seasoned, and b. Unseasoned wood.	Demonstration of both woods. Flash card presentation of both wood by the teacher.	Pieces of seasoned and unseasoned wood. Flash cards.
7. Primary and Secondary tools.	Differentiating primary tools from the secondary tools. Matching the names of different tools. Learning to use different tools with the help of the teacher.	Primary and Secondary tools. Testing tools, rip-saw, cross-cut—saw smooth plane, hammer, etc. Flash cards with the pictures and names of different tools.
8. Identification and the use of: a. Fastening device. b. Nails. c. Screws. d. Sand papers.	Teacher demonstration of fastening device, nails etc. and student participation.	Nails, screws, sand papers, etc.
9. Classroom decoration with the use of local dyes.	Decoration of the finished goods with the local dyes and paints. Classroom decoration. Things for show case.	Small wood pieces, local dyes and paint. Show case, materials for decorations.
10. Experience charts (collection).	Collection of beautiful pictures and other important news and views from magazines, papers and decoration of the class-room walls.	Magazines, scissors, gum etc.
1. Tiffin programme.	Preparing fresh tiffin out of local food.	Utensils, pots, knife, woven, fuels, etc.
12. Creative work.	Making covers for the books. Making clay toys, dolls (use of rags, paper, cotton, etc.) Sewing rocks for dolls, bags etc.	Cloth, clay, rags, scissors, needles, threads, etc.

Concepts	Suggested Activities	Suggested Materials
13. Dressing.	Folding dresses, making bags, care for their dresses, washing small belongings. Kinds of dresses.	Soap, water, dresses, rags, etc.

GRADE IV

Concepts.	Suggested Activities	Suggested Materials.
1. Animals		
a. Breeds and types and uses of animals in Nepal.	Making a list of animals that are found in Nepal. Collecting pictures of animals.	Different animals of Nepal. Pictures of animals. Hens, chickens, eggs.
b. Breeds and types and uses of poultry in Nepal.	Matching the names of animals to their pictures:— poultry farming - egg hatching. Finding out the food for different animals.	Food for animals.
c. Food's and feedings in Nepal.		
2. Balanced food.		
a. Carbohydrates.	Cultivating habits of taking balanced food.	Balanced diet food.
b. Protein.	Knowing what foods are needed for a well balanced diet.	Balanced diet chart.
c. Fat.	Teacher demonstration of balanced food.	Flash cards.
3. Vegetable and fruit production.	Finding out the physical differences of soil - and soil tillage needed for mature development. Finding out physical properties of soil and their effect on different vegetables. Water holding capacities of soils.	Different varieties of soil Agricultural tools. Different vegetables. Varieties of lands.
4. Class garden with different seasonal vegetables and local crops etc.	Producing tomatoes, potatoes, radishes, beans, carrots, cabbages, etc., in the school garden. Making the best use of school vegetables selling, buying, etc.	Different vegetables, Agricultural tools. Market place, cooking pots, etc.
5. Fruit production.	Knowing the names of various fruits that are produced in the locality. Value of fruit in diet. Making a monthly chart of fruits for different seasons. Planting of fruit trees.	Various fruits of Nepal. Charts, flash cards. Seeds, plant cuttings.etc.

Concepts	Suggested Activities	Suggested Materials
6. Wood.		
a. A few common trees of the locality and their use.	Taking field trips to study trees.	Field trip. Different wood pieces.
b. Forest regions of Nepal;	Observing carpenters using different woods for different purposes.	An outlined map of Nepal. Charts, flash cards.
a. Valley. b. Terai.	Filling up forest regions in the supplied outlined map of Nepal.	
c. Hill.	Making a chart of forest products other than timbers.	
c. Forest products other than timbers: edible roots, fruits, honey, lac, gum, etc.	Knowing the various uses of edible roots, fruits, honey, lac, gum, etc.	
7. Study of tools:	Teachers demonstration of parts, functions and care of tools.	Different parts of primary and secondary tools.
a. Parts.	Students using specific tools for specific work.	Files, saws, oil, sharpening stone.
b. Functions.	Students caring and proper handling of tools.	
c. Care.		
8. Simple measurement of yard, foot and inch.	Students measuring pieces of wood, paper etc.	Measuring stick or rod, pieces of wood and paper.
9. Knowledge of primary and secondary colours	Presentation of primary and secondary colours.	Primary and secondary colours.
10. Finishing and preservation of articles: glue, polish, paint.	Using glue, polish, and paint for finished goods and preserving the finished goods.	Glues, paint, polish and finished goods, show case.
11. Tiffin Program.	Teaching children how to prepare beaten rice, tea, etc. How to prepare tiffin out of cauliflower, peas, milk, soya-beans etc.	Rice, utensils, dishes, fuels, cauliflower, peas, woven, etc.
12. Knitting.	To make simple dresses for dolls, knitting hand-kerchief for boys and girls.	Scissors, needle, thread, knives, sticks, etc.
13. Washing, taking care of personal health.	Washing used utensils, pots, glasses, towels, taking bath, taking care of clothes.	Soap, ashes, etc.

Concepts	Suggested Activities	Suggested Materials
14. Creative work, (experience chart)	Collections of nice pictures from magazines, papers, children's own painting, decoration of class-room and home. Making toys, dolls, from simple woods, clay, wax, etc. Making elephants, dogs, horses out of clay and other local materials.	Magazines, papers, thread, their own painting crayon, scissors, needle, rags, clays, wax, wood, and models of horse. elephants, dogs etc.

GRADE V

Concepts	Suggested Activities	Suggested Materials
1. Animals-external and internal animal diseases. Livestock improvement methods.	Finding out the local animal diseases and ways to cure those diseases:— Internal and external parasites. Finding out methods of improving livestock in the locality. Conducting a class projects of animals or poultry field trips.	Various local animals. Improved and unimproved livestock. Charts, flash cards, etc. Field trip.
2. Vegetable production a. Types and varieties of fruit b. Diseases and control c. Vegetable food d. Fertilizers e. Tools for agriculture f. Irrigation.	Planting different vegetables in the school garden. Finding vegetable diseases and ways to control those diseases. Discussion on vegetable food. Using different fertilizers in School garden. Use of agricultural tools. Irrigating the school garden.	Different local vegetables. Vegetable disease. Fertilizers. Agriculture tools. Irrigational tools.
3. Germination.	Planting seeds and observing how seedlings sprout. Keeping records of plant growth.	Varieties of grass. Diseases.
4. Requirements of plant life.	Discussions on various plant and their root structure. Discussions on water requirement of plants. Plant food requirement. Plant improvement activities Soil improvement practices.	Various plants and different roots. Plant food. Different soils. Manures.
5. How can plants and grasses improve livestock and poultry ?	Students' activities showing interdependence of plants to animals and poultry. Feeding grasses to cows, etc. Observing birds eating fruits, etc.	Plants, animals, birds, grasses, seeds, fruits, etc.
6. Forest product and their uses. a. Timber b. Lac c. Herbs	Studying timber in the locality. Seasoning pieces of wood for classroom projects. Preserving pieces of wood from pest. Knowing the use of lac and herbs	Timbers, pieces of wood.

Concepts	Suggested Activities	Suggested Materials
7. Forest regions of Nepal	Filling up forest regions in the outlined map Nepal.	Map of Nepal.
8. Building materials- bamboos, bricks, thatch, reeds, etc.	Using different building materials such as, bamboos, reeds, etc for different school projects.	Bamboos, bricks, thatch, reeds, etc.
9. Functions and care of tools: a. Functions of the various parts of tools. b. Greasing c. The nature of rust.	Caring for tools in the school. Preserving metal tools from rust.	Different wood work tools. Rusted metal tools.
10. Finishing and presentation of articles. Glue, sand paper, polish, paint etc.	Knowing the various use of glue, sand paper, polish, paint, etc.	Glue, sand paper, polish.
11. Cost of materials.	Finding out the cost of materials produced at, school necessary tools and equipment, cost of projection - value of articles produced.	Raw materials, paper, pencil, ink, etc.
12. Study of metal work.	Listing the names of the metal parts of tools both at home and school.	Metal tools, furniture etc. at school and home.
13. Clothing.	Preparing dresses for dolls and making toys from clothes and other materials.	Scissors, needle, thread, wool, knitting sticks frame, drawing charts etc.
14. Washing.	Knowing the techniques of washing cotton and woolen dresses, used utensils, dishes, plates,	Soap, water, woolen and cotton dresses, used utensils, dishes, plates, etc.
15. Tiffin programme.	Teaching children how to prepare bitten rice, tea, etc. Prepare tiffin out of cauliflowers, peas, soyabeans, milk and potatoes vegetables etc.	Rice, tea, soyabeans, peas, potatoes, water, fuel, woven, etc.

Concepts	Suggested Activities	Suggested Materials
16. Creative works (Experience charts)	Collection of paintings from magazines, papers, children's own painting, decoration of class room and home making toys, dolls out of clay, wax, etc. Making clay models of horse, elephants, cats, dogs etc.	Magazines, paper, scissors. Children's painting, nails. Model of horses, elephants, cats, dogs, wood, wax, clay, crayon, rags, etc.
17. Knitting.	Making simple wooden dresses for dolls, making simple cotton dresses for toys, etc.	Woolen and cotton thread, needles, knitting sticks, scissors etc.
18. Cleanliness.	Cleaning kitchen, home, body and personal belongings.	Soap, hair, oil, comb nail-cutter, water, paints. boot polish, etc.

THE LANGUAGE ARTS (ENGLISH)

INTRODUCTION : The syllabus that follows contains materials that can be covered by pupils within the age level of 8 and 10 in a period of three years at the Primary stage.

General Objectives of Teaching English for Grade 3 To 5 :

- | | |
|---|--|
| 1. Acquaintance with the elementary sentence patterns of English and a vocabulary of 800 words at the production level. | 3. An ability to read materials written within a vocabulary of 1000 words. |
| 2. A working knowledge of spoken English using acceptable intonation and pronunciation. | 4. An ability to write neatly and correctly. |

ENGLISH FOR GRADE III.

Work plan : Introduction of formal English teaching through speech plus some informal reading.

Points for Teaching : Ability to use a language correctly is largely a matter of automatic habit. This habit is formed by adequate imitation and repetition of what is said and used by the speakers of the language. Drill with the sentence as the unit of thought is therefore necessary. Accuracy of sentence structures rather than the know-

ledge of a wide vocabulary should be the aim of language teaching at the initial stages. At this grade the first few months will be devoted entirely to oral work. Reading appears only a long time after that.

Oral Reading : Difficult consonantal sounds like, f, v, th, w (esp. wu) and vowel sounds like ei and ou are to be specially attended to.

Aids and Activities : Guessing games, dramatisation etc.

Flash-cards, wall pictures etc.

Structures :—

No. Teaching points &

Basic Vocabulary : Structures :

- | | |
|------------------------------|------------------------------------|
| 1. This/that is | This/that is Hari |
| 2. This/that is a | This/that is a book. |
| 3. My, your | This/that/is my/your book. |
| 4. his, her | " " |
| 5. I am/you are | I am/you are/Hari/a boy. |
| 6. He/she is | " " |
| 7. here, there | He/his book is here/there. |
| 8. the | This is the door. |
| 9. on, in | My book is on/ in the table. |
| 10. Present Continuous Tense | You are running. |
| 11. to, from | Your are running to/from the desk. |
| 12. me, him, | He is running to me/him. |
| 13. you, her | " " |
| 14. go, come. | He is going/coming to his school. |
| 15. S.V.O. | He is opening the book. |
| 16. It. | This is a book. It is |

No. Teaching points &

Basic Vocabulary : Structures :

- | | |
|-------------------------------|--|
| | on the table. |
| 17. An. | This is an egg. |
| 18. These/those | These/those are books. These books are here. Those books are there. |
| 19. And | This is a book and that is pen. |
| 20. S.V.O. | I am throwing the ball to you. |
| Extension | |
| 21. Put on, in/take off, from | I am putting my book on the table/in the desk. He is taking my book off the table/ from the desk |
| 22. Give get | I am giving these book, to him. |
| 23. We, they, you (Plural) | He is getting these books from me. |
| 24. Our, your ,their | |
| 25. Us, them | |
| 27. Adjectives | It is small/a big house. |
| 27. Colour adjectives | Only four |
| 28. Now | I am reading now. |
| 29. Up and down | He is up/going up. |
| 30. Imperatives | Sit down/stand up. |

Vocabulary :**Suggested 100 words**

(Exclusive of the structural words)

Baby, bad, bag, ball, basket, bed, bird, black, book, boy, bring, brother, bull, cap, car, cat, catch, chair, cow, cup, dance, day, desk, doctor, dog, door, dress, drink, ear, eat, egg, eye, father, finger, fish, flower, fly, friend, garden, girl, give, goat, good, half, hand, head, hill, holiday, hour, house, ink, jump, key, king, late, leg, letter, make, man, market, minute, mother, name, open, pen, pencil, picture, play, pocket, queen, road, read, red, room, run, school, shut, sing, sister, sit, sleep, small, son, stand, star, student, sun, table, take, teacher, throw, time, tree, village, walk, wall, white, window, write, yellow.

GRADE FOUR

Work Plan: Further Oral work, Formal reading, informal writing.
Vocabulary: 200 more words.

Structures

Sentences based on the following teaching points

1. 's. 2. Over, Under, Between. 3. Its. 4. Was. 5. Will be. 6. Today, tomorrow, yesterday. 7. Days of the week. 8. Just now, soon, then. 9. Past Continuous. 10. Future. 11. Simple Past. 12. Specific questions. What is this ? Where is it ? 13. Inverted questions—Is this a book or a pen ? Is this a book ? 14. Is S. V.—ing ? Will ? 16. Did ? 17. Short Positive answers. 18. Short and full negative answers. 19. But. Specific Questions without inversions—Who ran ? Which/whose book is on the

table ? 21. Numerals and time. 22. Uncountable nouns. 26. Every. 27. Habitual Present. 28. of. 29. Introductory there. 30. Some, any, no. 31. Do, does, did, for questions and negatives. 32. Adjective Phrase—The book in the bag is big. 33. First, last, next. 34. Before, after. 35. Say—He says: "Good-morning". 36. Always, sometimes, never. 37. Each, all, both. 38. Much, many, a lot of. 39. another, the other. 40. Please, Excuse me, I beg your pardon.

Points for Teaching : Every period for English must include some oral work. Give enough drill through dramatisation, substitution tables and other exercise without allowing the mother tongue to intervene.

Reading : Attend to defective pronunciations and accents. Give the pupils something written and tell them to act according to the instruction it contains. The pupils should be encouraged to read something without moving their lips.

Writing : It is to be based on the words and sentences done orally and in reading.

Activities and aids : Puzzle cards. Word-matching cards. Labelling things and displaying them. etc.

Vocabulary List :**Suggested 200 words**

(Structural words have been left out)

Absent, afraid, ago, air, aloud, angry, animal, answer, arm, ask, aunt, bank, bath, boat, beautiful, bee, begin, bicycle, bite, blind, blood, blown, blue, boil, branch, brave, bread, break, breakfast, brick, bright, bring, brown,

buffalo, burn, carpenter, carry, charge, cheap, chicken, child, choose, clean, clever, cold, colour, cool, cut, daughter, dog, deaf, die, difficult, dig, dirty, duck, dumb, early, east, easy, elephant, empty, evening, example, expensive, force, fall, fail, family, far, figth, find, finish, fire, fish, foolish, foot, forget, fresh, gold, green, ground, hair, happy, hard, hear, help, high, hit, horse, husband, ill, keep, kill, kind, kitchen, knife know, lame, lamp, large, laugh, lazy, learn, left, light, long, look, lucky, lunch, marry, match, neat, medicine, mile, milk, mistake, more/, month, moon, morning, mother, mountain, mouth, mud, nail, narrow, necessary, nice, new, night, nose, office, old, organe, page, pain, pass, people, peon, pot, present, push, question, rain rich, right, ring, road, sad, salt, seat, send, sheep, shoe, shop short, skin, smoke, soft, spend, start, straight, strong, sugar, swim, tail, tailor, tall, teacher, today, tomorrow, tongue, tooth, try, umbrella, uncle, understand, wait, war, warm, wash, watch, water, way, weak,, week, well, wide, wife, wing, winter, woman, wood, world, write, year, yesterday, young,.

GRADE—FIVE

Work Plan : More oral work, formal reading and writing.

Vocabulary : Some 300 new words.

Structures:

Sentences based on 1. Measure. 2. Possessive Adjectives mine/yours. 3. Once twice—how many times. 4. First, second, third. 5. as...as. not so...as. 6. Comparatives. 7. That/those (pronominal use)—The climate of Nepal is

better than that of India. 8. Superlatives. 9. How big ? How tall ?—very. 10. What is he/it like ? 11. With (instrument) See. look at, hear/listen to. 13. Back (go, come, put). 14. Very much (a great deal), not at all. 15. Very well/not at all. 16. Who (Whom for speech). 17. How ? (adverbs of manner). 18. For (this tea is for you. I read for two hours). 19. Present perfect. 20. Still, yet, already, just. 21. Present Perfect Continuous. 22. Since. 23. How long ? 24. Either or/ Neither nor. 25. too/either (I like it, too. I do not like it either). 26. Make, do 27. Have (to consume, to get, to contain). 28. can, could, be able to 29. must, need not. 30. About. 31. Too enough. 32. Say, tell. 33. ought to. 34. Have to, have got to. 35. ones. ones. 36. Home (Adverbial). 37. By, within, 38. like (resemblance).

Points for Teaching: Oral work will still form an important part of the class for English. Give drill with concrete examples to help assimilation of the language without the intervention of the vernacular. Have the pupils to ask questions in order to give them drill in Interrogative Sentences.

Written Work: Writing answers in one sentence from memory to a question.

Reading: The major portion of time at this stage is to be devoted to teaching reading either orally or in silence. Correct spelling and correct sentences will be facilitated by a good deal of reading, The Rapid Reader which contains mostly the vocabulary included in the Second Reader is to be used for silent reading. Questions must be made to test their comprehension.

Grammar and Exercises: Nouns, Pronouns, Verbs and Adjectives are to be taught not in a pedagogical manner but, from the functional point of views, to inculcate formation of correct sentences. The practical use of the language must receive more emphasis than the theoretical part.

Vocabulary:

Suggested 300 words.

(Structural words have been left out)

Agriculture, alive, aloud, alone, altogether, ant, army, asleep, attack, attend, autumn, awake, become, blame, blouse, breathe, bridge, build, business, call, cave, certain, cheat, city, clear, climb, close, cloth, clothes, cloud, coffee, count, danger, date, dead, decide, defeat, describe, desire, different, discipline, distant, doubt, dozen, drown, dry, dull, dust, duty, earn, earth, education, end, enjoy, equal, event, expense, false, famous, former, fault, fast, fear, feather, feel, fence, fever, few, field, fit, flat, flow, follow, foolish, foot, force, foreign, forest, former, forward, free, freeze, friend, front, fun, furniture, future, gather, gentlemen, glad, glass, gloves, grey, grow, guess, habit, hang, happen, harm, harvest, hate, health, heart, holy, honour, hospital, human, hungry, hurt, hut, idea, important,

inch, indeed, independent, in-law, invite, jaw, job, join, joke, journey, joy, knee, knock, knowledge, lady, language, last (v), letter, law, lay, lead, leaf, leather, leave, live, load, loose, lose, manner, mat, matter, meal, mean, member, merchant, metal, million, mind, modern, move, music, native, nature, neck, need, nephew, noble, noise, north, number, nurse, obey, oil, only, opinion, oppose, order, ordinary, paper, parents, party, path, peace, patient, pigeon, place, plenty, plough, plant, point, poison, policemen, polite, position, possible, post, price, postman, proud, pupil, push, quarrel, queen, quiet, quite, rather, raw, ready, real, reasonable, recent, relation, remember, remain, reply, respect, rest, result, return, ride, root, rough, round, rude, rule, safe, same, scene, season, seed, seem, send, separate, serious, serve, several, shadow, shame, shape, share, sheep, shirt, shorts, show, side, silent, silk, silver, size, slow, smile, smooth, shake, show, snow, soap, soil, sound, south, speak, spoon, step, stone, storm, straw, study, street, success, summer, sweet, paste, temple, tear, thief, thing, thirsty, tight, tin, tired, touch, towel, town, train, travel, trouble, tone, turn, use, visit, weapon, wet, wheat, wicked, window, win, wind, wine, winter, wise, wonder, work, worm, worry.

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