**The Course of Study**

Minimum Levels of Learning at the Primary Stage

**Class: Four**

**Subject: Social and Env.**

*A good teacher must know*

how to arouse the interest of

the pupil in the field of study for

which he is responsible; he

must himself be a master in the

field and be in touch with the

latest developments in his

Subject; he must himself be a

fellow traveler in the exciting

pursuit of knowledge.

“Our dream for every child, life in all its fullness;
Our prayer for every heart, the will to make it so.”

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

Statement of Minimum Levels of Learning in Environmental Studies

The pupil acquires awareness about one’s well-being in the context of social and natural environment
- Precautions against common accidents
- Identifies common situations leading to accidents in his environment
- Sees relationships between accidents and lack of precaution (safety measure)
- Knows some basic measures to be taken following an accident

The pupil explores important aspects of one’s socio-civio environment and comprehends their working
- How we manage our local civic affairs (relationship)
- Find out how the VDC/ municipality is useful for us
- Enquires how the VDC / municipality is run
- Explains why the VDC and municipality are called local-self governments

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

The pupil understands and interprets the spatial and interactive relationship between man and his environment
- Our District, Zone, and Development Reason and our country
- Knows the names and location of Zone, and Development Reason of Nepal
- Locates his Zone, and Development Reason in reference to adjacent states and UTs, international boundary, coastline, etc. (as applicable)
describes main physical features and climate conditions of the state
Knows the distribution of main natural resources of the state and their importance for the country, if any
Understands distribution of main crops (in the contest of climate and terrain), important occupations and location of industries
Describes the life of typical people in the state (a few selected example)
Knows importance and location of chief places and routes of the state
Knows how to use an atlas
Undertakes necessary map-work using symbols for showing distributions

The pupil begins to see relationship between men’s past and present and to hold the past in proper perspective
Progress of man from Early Times to the present Age
Notices the gradual improvement of tools and techniques of man
Sees relationship between these developments and rise of civilization (selected example from India)
Appreciates the role of science and technology towards modern development
Knows about important aspect of cultural life, e.g., music art and sculpture and their importance for happiness of man (selected example)

The pupil senses common but simple and easily observable socio-economic situation and problems analyses them and seeks possible solutions at his level of experience
National unity
Appreciates the need of national unity for protecting our freedom and making progress
Understands how variety in resources environment and life of the people in our country enriches our unity
Knows important facts about Indian culture and contributions of different regions to its richness
Knows important facts about our national symbols and understands their significance

The pupil understands the factors contributing to the preservation of good health
Nutrition, pollution and cleanliness
Classifies food stuffs according to nutritive functions and understands the need of balanced diet
Knows how food and drinking water get contaminated
Conducts simple experiments to purify drinking water
Relates unhygienic conditions with the spread of diseases

The pupil develops skill in gathering and classifying information about living things from one’s environment and drawing simple inferences
Living things their usefulness man
Identifies some important ways of using plants and animals
Identifies some harmful insects and weeds
Examines the need of caring and protecting animals and plants, and describes simple ways of doing so
Names the natural bird, animals and flowers (also state animal, birds, etc. as applicable)
Takes part in tree plantation programmers of the locality and appreciates their importance

The pupil observes and examines some common characteristics of non-living things
Materials (matter) and their properties
Knows three states of matter-solid, liquid and gaseous
Observes the three states of matter in respect of water
Generalizes about interchangeability of these stages

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

“The Secret of education lies in respecting the pupil”

A TEACHER’S PRAYER

Give me, Divine Master,
a sincere love for my students,
and deep respect for each one’s unique gifts.
Help me to be a faithful and devoted teacher,
May I be quick of these I teach.
show to condemn,
eager to affirm and to forgive.
While I reach ideas and give training in skills,
with my eyes on the good of those I serve.
May I impart knowledge humbly
listen attentively
collaborate willingly,
and seek the lasting good of those I teach.

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

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

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

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

❖
❖ “A True Educator Must
❖ Cultivate a personality
❖ Which manifests kindness, and patience.”