

My Social Studies and Creative Arts

Grade 5

Government of Nepal
Ministry of Education
Curriculum Development Centre

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Preface

Continuity on the process of development and updating of curriculum and textbooks has been given so as to make school level education objective oriented, practical, contemporary and employment oriented. Fostering the feelings of unity towards the nation & nationality, developing attributes like morality, discipline, self-reliance, promoting fundamental language related and mathematical skills through the basic knowledge of science, environment and health-related issues. Education should instill life skills, create interest in art and beauty promote tolerance among different ethnicities, gender, religion, language, culture. Likewise it should make learners responsible citizen who can safeguard social values and norms. To fulfill this need this textbook has been revised and developed based on the curriculum 2065 which was updated according to the suggestions of various level committees, teachers, guardians and the final decisions of seminars and interactions including other stakeholders of education.

The contents of Social Studies, Visual Arts and Music are included in this book in two page spread system. Illustrations, contents and exercises to promote creativity in students are given in a way to make it more activity oriented and learner centered. And instructions to the teachers are also provide wherever necessary. The writing, editing and revision work of Social Studies portion is done by Dik Bahadur Rai, Dina Nath Gautam, Dilli Prasad Sharma and Mahendra Bista, whereas Tarzan Rai, Punyasheel Gautam, Suman Bajracharya, Dhan Bahadur Nepali and Honey Shrestha developed, edited and revised the Creative Art portion. Valuable suggestions are also obtained from Haribole Khanal, Tek Narayan Pandey, Kamala Pokharel, Shambhu Dahal and Kamala Pandey in developing this book. Language of this book was edited by Ghanashyam Raj Kafle. Art editing and layout concept of this book was done by Shreehari Shrestha by making it four colour. CDC would like to thank all those who contributed in developing this book.

Textbook is an important tool of teaching learning process. To achieve the learning outcomes of the curriculum, experienced teachers & inquisitive students will use various resources and materials in teaching learning process. Effort has been put to make this book activity oriented and more interesting, however, there might be some rooms for corrections in its language, presentation style and illustrations. Teachers, students, guardians, intellectuals and general readers of the book can contribute a lot to eliminate these weakness by sending their suggestions. Curriculum Development Centre cordially invites for their constructive suggestions.

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My Social Studies

1

Unit 1 Me, My family and Neighbours

My Neighbours and their Occupations

Today's lesson was about the occupations our neighbours are engaged in.

The teacher, starting the lesson, said, "In the neighbourhood, there are people who are involved in different kinds of occupations and trades. In your neighbourhood too, may be there are people engaged in



different kinds of jobs and occupations. Can you tell me about the occupations of your neighbours?" Sabina said, "Close to my house is Jeevan's house. His father works in the field. He is a farmer. My other neighbour uncle Bhogendra Yadav is a shopkeeper. He owns a shop. Many kinds of commodities can be bought from his shop."

"My neighbour's name is Babulal. He works in the health post. Everyone calls him a health worker. To the east of my house lies the house of sister Sumnima. She is a news reader on the radio." said Mingma.

Salim stood up from his seat to say, "Sir, close to my house is the house of Ahmad. His father is a mechanic. He repairs radio, television and telephone. To the South of Ahmed's house is the house of Bindiya. Her mother is a teacher in the local school.

Note to the teacher :

Emphasize on the active learning by asking the students in your class to tell the different kinds of work their neighbours do.

“My neighbours are engaged in different kinds professions. Some rear animals. Others work in the office. Yet others work as labours in factories” said Usha. In this way, one by one, all the students of the class told about the occupations of their neighbours.

Activities

1. Fill in the blanks with suitable words.

- A person living close to your house is called.....
- A person who works in the field is called
- A..... repairs radio, television and telephone.
- A.....teaches in school.
- A person who sells commodities in a shop is known as.....

2. Many people live in your neighbourhood. Write down what work they do.

3. What work do the neighbours of your classmates do? Ask five of your classmates and write it.

4. What benefits do you get from the occupations of your neighbours? Make a table as shown below and write.

Neighbour's occupations	Benefits

We can describe the occupations and work of our neighbours.

2

Dealings with Neighbours

Gyanimaya lives in Banepa. She reads in a local school there. She has many friends. Lata, Pushpa, Kiran are her friends from her neighbourhood. They all go to the same school as Gyanimaya. Her other friends, Fulmaya, Jayarupa and Bhajuram go to another school. They are her close friends.

She plays with her friends on Saturdays and other school off days. Sometimes, she goes to her friends' house to play with them. At times, She calls her friend's parents



Whenever she meets them, she greets them saying 'Namaste' and asking them how they are doing. During festivals and other religious function, she invites her neighbours and friends to her house. When she is invited with other friends, she goes to attend it.

She keeps herself away from of backbiters in the neighbourhood. She doesn't listen to people who talk badly of other people in the neighbourhood. She doesn't believe it on face value until she verifies its truth. She tells her friends to build a habit of believing others on the grounds the truth. All her neighbours love Gyanimaya for her good conduct. They all treat her like their own child.

Sometimes, her friends visit her house. They greet Gyanimaya's parents with 'Namaste' and show respect to them by addressing

Note to the teacher:

Divide the students into groups and ask each group to act out the role of their dealings towards the neighbours. Make them to follow the habit of believing in others only after knowing the fact or the truth.

them as uncle or aunt. Her parents feel very happy and love them as they do to their daughter. She respects her neighbours. She always talks to them in soft and polite language.

Activities

1. Copy the correct sentences only in your exercise book.

- a. We must always talk to our neighbours in soft and polite language.
- b. We must help our neighbours in every possible ways we can.
- c. It is good to quarrel with our neighbours.
- d. We must believe others only after knowing the fact or verification of truth.
- e. We must treat all our neighbours equally.

2. The following is a short description that Gyanimaya has written how she deals with her neighbours.

When I meet my neighbours, I join hands to say 'Namaste'. Then, I ask them, 'is everyone fine?' A trouble, I help them whatever ways I can. My neighbours do different kinds of work. I do not discriminate my neighbours. I always talk to them softly and politely. I like speaking this way. I believe in people by probing the truth.

Like Gyanimaya, write how you behave or deal with your neighbours.

3. In the table below, write the words you use when you address the elders and your friends in your neighbourhood.

I sound soft and polite while speaking with neighbours.

3

Help in the Community work

Santu, Maya, Sangita and her friends live in a village called Jaipur. Everyone around knows them because they are always ready to offer help. The construction of health post is going on in their village. All the locals have gathered and are contributing their share of work. As it is Saturday today. Santu, Maya and Sangita have also come there. They are helping in the construction work by collecting stones and bricks to the work site. To see them thus helping, all the people are happy there. They also extend their help at fairs and festivals in their community. They take part in cleaning the surroundings of their community. They clean up the road by removing stones, thorns, etc. At religious ceremonies the community, they collect flowers and hand them over to the organizer.

Arpana and Milan live in the same locality of a town. They join in the the work of the community in whatever ways they can. The day before, they all cleaned the road. They piled up and passed on the garbage to a disposal site.



Arpana and Milan tip off the local police station of any criminal activity in their locality. Likewise,

they also inform the fire brigade just in case of fire breaks out in the locality. Once the fire brigade knows, the fire engines are sent immediately to put the fire out.

Next month, there have a polio vaccine and vitamin ‘A’ feeding

Note to the teacher:

Conduct the teaching learning activities by applying such methods that would encourage the students to participate in the community works that take place in their local communities.

campaign to the children below five years of age. So, Arpana and Milan are going to help to make the programme successful by bringing children from the locality to the vaccination centre. Everyone is happy to have children like Arpana and Milan around.

Activities

1. Look at the given pictures. What is happening in the pictures? How can you help in such works? Tell the class.



2. In what types of work have you offered your help in your community so far? Make a list.
3. Santu, Maya and Sangita live in a village. Arpana and Milan live in a town. Where do you live? Act out the community works that you can do in the place where you live.
4. Divide your classmates into two groups, A and B. Now, ask the students of group A to tell the collective works that take place in the village, and group B to tell the collective works that take place in the town. Then, make a table as shown below and write.

Collective works that take place in the village.	Collective works that take place in the town

We must help out to the campaigners in community clean up/sanitation.

4

Equal Treatment

Long ago in the district of Saptari, there lived a man called Ram Prabesh. He had a big plot of land. His house was also not small. He had hired some men to work for him. He would think of himself as a rich man. He was proud of his money and power. Although he owned much wealth, he was very selfish. He never would help the needy people in the village. Not only that, he carried a old thought. He never sent his daughters to school of afraid. They would lose their character. He'd also discriminate people in terms of caste. He'd neglect the old and the poor of his village. No people in the village liked Ram Prabesh's manners. So, whenever in troubles, no people in the village would come out to help him.



In the same village, there lived another man called Bhola. He was very kind and helpful. He was always ready to help the people in difficulties. Although he was poor, he was ready to help others and would be happy in doing so. He did not believe superiority or inferiority just in terms of caste. He treated his son and daughter equally. Both are sent to school. People of different castes lived in his neighbourhood but he treated all of them equally. All were so inspired as to send their children to school. Bhola used to say “Son and daughter are equal”. Everyone in the village liked Bhola very much. Ram Prabesh would not like him. He would always

Note to the teacher

Explain to the students the good outcome of equal treatment and the troubles that could crop up due to unequal treatment. You can tell them stories related to such treatments or give them examples of such incidents in your own community.

speaking ill of Bhola. One day, all of a sudden, Bhola's house caught fire. Everything in the house burnt to ashes but all the people from the village came to help him. They arranged a place for him to stay and helped him by giving clothes, utensils and food. Bhola was happy to find his neighbours helping him so kindly.

Next year, Ram Prabesh's house and fields were swept away by the flood of Saptakoshi River. No one came to help him. Because of his bad manners, he did not receive any help from his neighbours. Thereafter, Ram Prabesh realized his wrong and decided to be kind to everyone and treat them equally.

Activities

1. Answer the following questions:

- Why was Ram Prabesh proud of himself?
- What behaviour of Ram Prabesh was not liked by the locals ?
- What did Bhola believe in?

2. Make a table as shown and write three different behaviours of Ram Prabesh and Bhola:

Ram Prabesh's Behaviour Manners	Bhola's Behaviour or Manners

3. What kind of people live in your locality? Are they like Ram Prabesh or like Bhola? Who do you want to be like? Why? Tell the class.

I do not discriminate my neighbours and friends. I treat them all equally.

5

Understand Others

Ram Lakhan and Srikrishna study in Grade V. Ram Lakhan is from Terai. Srikrishna is a hill born and now settled in the Terai. They go to school and sit together. One day, Ram Lakhan lost his pen. He asked all his friends in the class, but they denied to have seen it. Meanwhile, Ram Lakhan accused of stealing his pen. He shouted out ‘Srikrishna is a thief’.

Srikrishna said to Ram Lakhan, ‘I am innocent, don’t accuse me.’

Srikrishna was hurt at Ram Lakhan’s behaviour. He felt insulted and thought nobody understood his feelings. He felt embarrassed of loss of his image. He was disappointed and pulled himself apart from his friends.



That same day, at lunch break Ram Lakhan reviewed his blame to Srikrishna. He said to himself, “I have hurt him unnecessarily. Had he stolen my pen, he wouldn’t have felt so upset. How hurt would I have felt if I had been in his place? I shouldn’t have behaved like that to him.” He then went to Srikrishna to ask him to forgive him. The next day, the lost pen was found in the school ground.

We all must respect the feeling of others. We must understand.

Note to the teacher:

Right from the early age the children should be taught to cultivate the habit of understanding and respecting others’ feelings. They should be told that it is not good to hurt others. Do some activities in the class highlighting this.

We must place our selves in other's situations to see how it feels. We must share the feeling of others. This is called sympathy. Hence, from now on, all of us should try to understand others' feelings and should not treat or speak in a way that would hurt anyone.

Activities

1. **Answer the following questions:**
 - a. What did Ram Lakhan say to Srikrishna? Why did he say so?
 - b. How did Srikrishna feel about Ram Lakhan behaviour towards him?
 - c. What must we do to show our sympathy to others?
2. **What behaviour falls under sympathetic behaviour? Make a list of such behaviour.**
3. **If anyone behaves badly with you or discriminates you, how would you make him/ her understand that it is not a good thing to do?**
4. **Point out which of the following is good behaviour and which is bad behaviour.**
 - a. Taking the pen of your friend in a stealthy manner.
 - b. Helping friends in the times of need.
 - c. Hating a friend who is weak in studies.
 - d. Loving brother and sister younger to you.

I will always be sympathetic to my friends and treat them equally.

1

Unit 2 Our Traditions, Social Norms and Values

Our Traditions

Announcer: Today we are having an oratory competition in our class on the topic “Our Traditional Customs”. The first speaker Jyoti Nagarkoti is here to present her views.

Jyoti: Respected teachers, judges and my dear friends!

Some traditional customs in practice in our society have invited many problems. Calling anyone a witch or giving him/her trouble or discriminating people is a social crime of caste, preventing them to enter the temples and collect water from the public water-tap, is another form of in-justice. Exorasing (freeing from evil spirits) and quarrelling are not good practices. Ghosts, Spirits, etc. do not exist. How could the non existent make anyone sick ? People fall sick infected by germs and bacteria too small to see with our naked eye. We must keep ourselves away from all these kinds of bad customs. Thank you.

Announcer: Now I would like to call the next speaker, Brij Mohan Jha.

Brij Mohan: Respected teachers, judges and friends!

A friend speaking before me was able to see bad traditions and customs. In our society. it does not lack good customs and practice. Respecting elders and showing hospitality to the guests are good customs. Having food after bathing and changing clothes is a good habit because, in doing so, dirty things cannot get onto the food we eat. The festival of Bhai tika strengthens love between brothers and sisters. Eating ghiu-chaku at Makar Sankranti gives strength to our body. The habit of eating things after washing ourhands and legs keeps us healthy. Hence, we have to preserve the good old traditions of our society. Thank you.



Announcer : Brij Mohan just now has presented his ideas. Now I would like to call Sumitra Gauchan.

Sumitra : Respected teachers, judges and friends!

Some traditions and customs in practice in society are good and others bad. A sight of an empty pot, empty basket or a cat crossing way has no connection with good time or bad time. It is just a fear. Looking people down as lower caste or another's religion is a serious social crime. Discrimination between children as son and daughter is bad. Putting people down as poor and posing as rich is a social evil.

Throwing away the bits and pieces of foodstuff after meals and keeping the kitchen clean is a good practice because in doing so, the house always remains clean. Therefore, we must avoid all the bad practices and take up the good ones from today itself. Thank you.

Activities

1. Conduct a similar kind of oratory competition in your class and award the student who stands first.
2. Put up a role play that shows the good practices of our society.
3. Complete the table below by writing the good and bad practices that exist in your community and the ways to correct the bad practices:

Good practices	Bad practices	Ways to correct the bad practices

4. Ask your classmates to make a note of the good practices they find in their families.

We should uproot bad practices and start good ones.

2

Our Language and Costumes

A live commentary of a cultural programme of the 'Children's Day' is going on. Sunita, Jeevan and their friends are carefully listening to the commentary. People of all social classes and religions have gathered on a large ground. They are in their own traditional costumes and ornaments. Local music by social groups has heat up the area. People from Newar, Tamang, Gurung, Rai, Limbu, Dhimal, Tharu, Rajbanshi, Sherpa, Brahmin, Chhetri, Magar, Thakali, Chepang, Sunuwar, communities have joined in. Now, the song 'Saya thari goda eutai chaal; Saya thari baaja eutai taal' (Many feet, with same movement; many instruments, with the same tune) is playing. Most people there tap their feet in response to the music. The dancers dance in a group in circle to give an impression of multiple colours. The entire ground looks like a beautiful flower garden. All the spectators clap and cheer. Wow! They have position themselves in a way to give an impression of a big marigold flower. What a beautiful flower it is! One petal of the flower is of people in similar costume. A flower of hundred petals each with people in different costumes. It looks like a colourful marigold flower. Each group is dancing and singing in its own language in distinct movement. They are singing the song "Haamro bhasa ramro, Haamro bhes ramro, haamro sabai jaat ani desh ramro"(Our country is beautiful, our costumes colourful and



Note to the teacher

In our society there are people of multiple castes and they have their own languages. Even though we have diverse food habits, costumes and practices, we stand united to develop our country. Do some activities in the class that would develop feelings of helping and respecting each other.

beautiful, our country is composed of people of multiple different castes and beauty) It represents different religions and languages of Nepal. Now the singing and dancing have been stopped, and the chief guest of the programme is addressing.

Nepal is a beautiful garden of varieties of flowers. We are people of different castes, languages, culture and costumes. May be we look different in our dressup and languages. We carry a common identity 'Nepali'. People of every community, caste and religion respect their own language and costumes. We respect our own language and costumes. Certainly, we are of different communities. But, we have a sence of 'Nepal' deep at heart."

Activities

1. **Make a list of different social groups in your community and also write the languages they speak.**
2. **Translate the sentence in bold letters below into your own mother tongue. Then divide yourselves into groups of students with the same mother tongue and read out the sentence together. Finally, like in the lesson, fall in line and holding each other hands, read out the sentence in your own languages loudly.**
“Let us all Nepalis stay united, Nepal is our common home, we all live in harmony.”
3. **What needs to be done in the community to for the people of many castes and religions to live in harmony?**
4. **Draw the pictures of different costumes worn at special festivals in your community and write a few lines about them.**
5. **Saya thari goda eutai chaal
Saya thari baaja eutai taal
What does this song mean to say? Explain in one paragraph.**

Our country is a common home of all Nepalis, we all must love it.

3

Our Festivals

Dear Kajari,

A big Ekadashi fair is being held at the Bishankhu Narayan temple of our village. The fair is held every year on Kartik Sukhla Ekadashi. The temple of Lord Narayan is in the cave. People far off places come to visit the temple to offer their prayers. A large, crowd gathers here on this particular day. Cuckoopint (arum), sweet-potatoes, peanuts and oranges are bought and sold, and eaten on this day. Remember to write me about the fair held in your place.



Kajari Kalwar
Lahan, Siraha

yours friend
Bikash

Various festivals are observed in our country out of them, some are religious and other cultural. Dashain, Tihar, Chhat, Christmas, Baishak Purnima, Janai Purnima, Id, Teej, Krishna Janmastami, Wadangmet, Sakela (a festival observed by Rai community), Gaura, etc. are religious festivals. Udhauli, Ubhauli, Loshar, Maaghe Sakranti, Buba Aama ko Mukh Herne Aausi (Father's day and Mother's day), Naya Barsha (New Year), Jatra, Dewali, Guthi, etc are cultural festivals. The day to observe these festivals are marked in the calendar. In our country, almost every month one or on other festival of different communities falls. Some festivals have roots to a religion, caste or area where they are observed. Because different festivals are celebrated at different times of the year, there is always an environment of merry making and excitement in our country. The Government of Nepal declares public holiday on some important festivals. These festivals provide us a chance to meet our relatives and extend

Note to the teacher:

Our country is a multi cultural country. Different kinds of festivals of different castes and religions are celebrated here. Tell the students that festivals should be celebrated in a friendly atmosphere and in an economical way. Do some activities in the class that would aware the students on these aspects.

cooperation. We get new clothes to wear and delicious food to eat. We worship and offer our prayers to gods and goddesses, and also dance. In some festivals different games are played. Houses are also cleaned and decorated as indicative of the coming festivals.

If invited to attend the festival observed by people of any castes or religions, we should accept the invitation and after taking the permission from our parents, we must go to participate in the festival. In the name of festivals, we must not spend more than we can hold. Festival must not come as a show off or burden.

Activities

1. **Make a sample postcard and send it to your friend explaining him/her about the fair or festival celebrated in your community.**
2. **Look at the yearly calendar to find out the festivals observed in the different months of the year and present them in the table given below:**

Month	Date/ Day	Tithi	Name of the festival	Celebrated by which religious groups and castes/Where is it celebrated

3. **Make a list of festivals celebrated in your community.**
4. **Tell your friends the activities carried out at celebration time of festival in your family.**
5. **Form a group of friends and act out the things done at any one of the festivals observed in your community.**

We must celebrate our festivals happily. We must not show off while enjoying festivals.

4

Our Country Our Pride

1. Lagdachha malai ramailo merai pakha pakhero Himalchuli muntira pani bharne pandhero
2. Hey aama Nepal timilai Sansarako ramri banaunla
3. Himalko chhadke topi chha Maidanko choli dhoti chha Tara aajhai pura hunu, auta kura chha Chhaati ma Nepali mann chahinchha
4. Lalupate fhulio hajur lekhai ramailo Danphe Munal nachidiye deshai ramailo Sarangiko dhun hajur gaineko geetDanda kanda chhahara nai nepalako geet



Dear Daughter, Mehendu

Blessings!

Here, I would like to share some happy moments I had had during my trip to a foreign country. Once a foreigner asked me, “Which country do you come from?” I said to him, “I come from Nepal.” He then asked me, “Where is Nepal?” I said, “It is in Asia. It is also called a country of Mount Everest.” Embraced me and he said, “Wow, I appreciate you as a native of the country of Mount Everest.” The other foreigner said, “I visited Nepal two years ago. Your country is like the heaven. There are rivers, lakes, springs and falls in all places. We get to see rare wild animal like one horned rhinoceros and bird like spiny babbler. When I fell ill

Note to the teacher

Teach the students to identify the different important places of our country and be proud of these places. Play our national songs (given above) and make them sing together so that the students develop a sense of patriotism from the early age.

there, I was cured of taking herbal medicines. The medicinal herbs found there are very effective.” He further said, “Nepal is also known as a country of temples. There are artistic temples everywhere. Different monuments at different places have their own tales of history. Nepal is filled with natural beauty. I appreciate Nepal very much. Makalu and Kanchanjunga peaks; Phewa, Rara and Tilicho lakes; Gandaki, Koshi and Karnali rivers; Lumbini and Ram Janaki temples and Kathmandu, Patan and Bhaktapur Durbar squares are examples of art and beauty.”

I felt very proud to be a Nepali citizen. We must conserve such places in our surroundings. Our future generation should see them, so we must preserve them. My dear, discuss the things with your friends. I will keep on writing more in my next letters.

Your daddy,

Babu Tsheri Sherpa

Activities

1. In rhythm, sing together the national songs given in the lesson. Sing the complete song. You can play the cassette or CD of these songs and sing together. These songs are often played on the radio and the TV.
2. Make a list of the things that make our country known to others.
3. What things are there in your community you feel proud of and make your community known to others? Write a letter to your friend describing these places.
4. The picture given in the lesson shows the things we are proud of having them that make our country known to others. List the name of the things. If there are any other such things, add to your list.
5. Write a national song or poem and sing it in the class.
6. Organise a programme to clean the important places nearby your school or your house.

We are proud of the things that make our country known to others and we will do our best to preserve them.

5

Good People of our District

Hitmaan is a well-known farmer in the whole of Palpa district. In addition to growing paddy, wheat and maize, he grows vegetables as well. He grows varieties of fruits and ginger in his steep field. He also keeps cows, buffalos, goats and fowls. He contributes a little of his savings from agriculture and animal rearing to social work. He also lends money to the needy in his neighbourhood. Farmers from different parts of the district come to him to learn about vegetable and fruit farming. He has contributed a good amount of money to establish a higher secondary school in the neighbouring village.



Satni Devi Chaudhary is a social worker in Kailali district. She is famous all over the district. She has formed women's pressure group in many villages of her district. This has helped increasing the income of women. Now, she is active at constructing road to facilitate the goods's excess to the market. This road will link the Rural Municipality to the district headquarters. Her conviction "Let us make our place beautiful ourselves", receives wide support.

Note to the teacher

Tell the students that there are renowned people in every district. Do some activities in the class in order to make the students identify such people and their work so that the students would get encouragement and inspiration to work like them.

Hira Maya Nakarmi, an engineer working in our district says, “All must come whatever skill they have with to contribute development.” Had she worked in the city, she would have earned a lot of money. But, she preferred to live in village to contribute for it. She is involved in the developmental works like generating electricity generation from the river, construction canal to bring water for irrigation and school building in the village. This year, she was honoured as the best personality of the district. Many other people do good works in our district. She has set an example for every one to learn about 'development for us and by ourselves.

Activities

1. **Make a table like the one below to write down all the good work of Hitmann, Satni Devi and Hira Maya:**

Hitmann	Satni Devi	Hira Maya

2. **What sorts of questions would you ask if you met a renowned social worker, doctor, artist, teacher, of your district? Write any five questions that you would ask him/ her.**
3. **Make a list of work that you think you should do to become a change maker of your district in future.**
4. **Make a list of all the good work each student of your class has done. Announce the student with a series of his/her work as a renowned student of grade V, and make him leader of your class for one month.**

We know the good people of our district and will.

1

Unit 3 Social Problems and their Solutions

Save Yourself and others from Bad Habits

Dhaniya's Family

No one in Dhaniya's family is addicted to alcohol or drugs. No one there drinks, smoke or take tobacco. No record of quarrel or fight is there. Hence, all there are healthy and peace loving. No or little amount of money goes on treatment and medicine. Since they avoid a bad habit, they are able to save money from the family income. They suggest the local all around to quit bad habits. Not only this, their effort goes to rid people of bad habits. The locals are grateful to them. Most of people around there have high regards to the family.

Muniya's Family

In Muniya's family, her father drinks and smokes everyday. As a result, there is always a dispute in her family. Because he spends money on drinks and smokes, he is always in short of money for books, notebooks and study materials for his children. Their interest in reading and writing is down. His health is also failing day by day. Given the condition of Muniya's family, Dhaniya is much worried. One day she, with her family members visited Muniya's home to counsel her father. They told him about the effect drinking alcohol. He too soon realized that his habit of excessive drinking and smoking, has disturbed peace in the family and his health as well. So he promised never to touch a drink or tobacco. Nowadays, peace and happiness has returned in Muniya's family. We can save ourselves from bad habits by quitting drinking and smoking habit to live in social and moral discipline.

Note to the teacher

Engage the students in different activities by giving them examples of good family and people in the society. And, also tell them how to try bringing the people fallen into bad habits onto the right track.

Activities

1. Look at the pictures below and answer the questions that follow:



- What made the man in the picture to fall down?
 - What sort of place has the man fallen down on?
 - What happens to a person addicted to alcohol and drugs?
 - What do you think is the disease that inflicted the smoking man in the picture ?
2. Make a table as given below and write what kinds of losses could occur due to the bad habit. Specify how drinking and smoking cause loss of health and image:

Bad habit	Loss
Drinking alcohol	encourage to quarrel, unnecessary expense of money, harmful to health, give trouble to family

3. There are two ways to drop bad habits. One personal and the other collective. One example of each is given below. Write down two other:

Bad habit	Personal way	Collective way
Smoking Cigarette	Avoid smoking by yourself	Launch anti-smoking campaign collectively

- Draw a picture showing alcohol drinking and its negative effects to present it in the class.
- What needs to be done to make your society an Alcohol Free Zone? Write.

Save yourself and others from the addiction of alcohol and drugs consumption.

2

Theft, Robbery and Ways to Protect Ourselves

Goods Worth Lakhs of Rupees Robbed

At around Dashain with no one at home, goods worth lakhs of rupees have been stolen from a house at Battisputali, Kathmandu. The robbers took off 20 tolas of gold, one hundred tolas of silver, Rs 2 lakhs cash, a computer, a television set and several valuables. Right next day of the robbery, the police have arrested some suspects with some amount of money and goods.

Robbery in the Night Bus

A night bus coming to Kathmandu from Kankadvitta was robbed by a gang of robbers in the jungle at Pathlaiya. The robbers took away cash, ornament and other valuables of the passengers. They cried "The robbers spared not even one rupee". The police post of Patlaiya has reported that the search of dacoits is going on.

The above of news published in different newspapers are the examples of theft and robbery rampant in our society. These kinds of crimes always take place there. Several reasons give rise to such incidents. Many such incidents occur due security lapse.

The reasons of such crimes are unemployment hope of quick money, gamble and feeble crime control, etc. In order to avoid these crimes, every individual must be watchful. Most importantly, there should be serve punishment to the guilty. The local too, should immediately report crimes and threats to the nearest police post. The following precautions can help prevent crimes.

Note to the teacher

Ask the students to share their experiences related to theft and robbery. Discuss about the reasons behind theft and robbery and then ask the students to list the precautions that have to be taken into account to protect oneself from being stolen. Also, tell the students that in case of robbery, they need to inform the police immediately.

What should be done?	What shouldn't be done?
<ul style="list-style-type: none"> - Make sure the windows doors and are closed when you leave home. - In case of your long absence from home, tell your next door neighbour to keep an eye on your house. - Keep the precious things at a safe place. - Inform the police at once at any suspicious persons movement around. 	<ul style="list-style-type: none"> - Don't leave the doors and windows of your house open when not in need. - Don't allow a strangers. - Don't go to a crowded place with expensive ornaments and money. - Don't carry a lot of cash or precious material with you in journey. - Don't eat anything given by a stranger while travelling.

Activities

1. **Cut out the news items about theft and robbery and read them out to the class. If you don't get newspaper, tell the class about the theft or robbery that has recently taken place in you or about the one you have heard.**
2. **Did you have your things or your friend's got stolen? If yes, what do you think were the reasons behind this? Write.**
3. **What are the reasons behind theft and robbery in your society? What should you do if you come to know about these crimes?**
4. **Put cross mark (X) against the incorrect statement and tick mark (✓) against the correct ones.**
 - a. If an unknown person comes to your house, you must take him or her straight into your house.
 - b. We must not go to a crowded place with expensive ornaments or cash.
 - c. We must close our doors and windows before leaving our homes.
 - d. We can eat the food given to us by an unknown person when we are travelling.

We can prevent crimes by eliminating the reasons. By exercise of precautions also we can prevent them.

3

Don't be over-Imitative

Mohan Lal used to live in a village before. He would love his festivals and rituals. He would actively participate in all the ceremonies and functions held in his village. He loved wearing Nepali daura, suruwal, topi and waist coat. He also loved singing folk songs in tune of the madal. Roti, dhindo, gundruk made his favourite food. He was good at studies, too. He would say he wished to get a high degree in his studies to serve the society.

One should involve himself/herself in the development work of the village. He directed his friends to preserve our language, culture and rituals.

He finished his schooling from the local school. He then moved to the town for further studies. After only a brief life in the town, he went changed. Nobody had expected that would happen. He did not remain Mohan Lal anymore. He changed his name to Michael. Instead of traditional dress, he started wearing new dress, tearing it at different places. He kept long hair. He forgot the folk songs to pick up English songs and rap. He left the madal to get used to the drum-set. He forgot Nepali fair and festival, tempted by disco. In total disregard to oil lamp at pray,



Note to the teacher

Ask the students to share their experiences related to theft and robbery. Discuss about the reasons behind theft and robbery and then ask the students to list the precautions that have to be taken into account to protect oneself from being stolen. Also tell the students that in case of robbery, they need to inform the police immediately.

he celebrated his birthday by blowing out the candles cake and burger gave him better taste. Freshly made dhindo and roti was of no taste to him. He had come to the town with a promise to continue his studies and return to serve his village. But he forgot all these. In the name of modernization, he opted to show off. He disregarded country life and tradition.

Activities

1. **What changes took place in Mohan Lal after he became Michael ? Make a table as shown below and write. One example has been given to you.**

Before (Mohan Lal)	Now (Michael)
Used to sing folk songs	Started singing pop songs and raps
.....

2. **What changes did you think Mohan Lal would have after going to the town?**
3. **What traditional mores do we need to avoid ? What should we retain ? Write as shown in the example.**

Traditional mores we need to avoid	traditional mores we should retain
Torturing others with the accusation of being witch.	Respecting parents

4. **Have you noticed a similar person who has changed himself or herself like Mohan Lal, what changes have you seen in him/her ?**
5. **What suggestions would you give to Michael if you met him? Write down all your suggestions in points.**
6. **How does a person learn to imitate others' things ?**

A radio's news message
We must not forget our tradition and practices.
We must not imitate others just so.

4

Co-operation

Ujeli, Ajaya and Shanti were grazing goats. Three or so children came to see them. One asked if they noticed a white goat coming that way. “A short while ago it was grazing here. I don’t know where it fled now” replied Shanti. Then the children left.

Screams and shouts were heard close around. Ujeli and her friends went there. The goat that was missed had gone into Phurba’s garden. Phurba’s mother had caught the goat and kept it with her. The shepherds were



arguing with Phurba’s mother. “Old woman. Give us our goat back!” one shouted. “If she doesn’t, we will knock her garden fence to let our goats. We’ll set them to eat all her crops” shouted the other. Shanti objected to this she said he shouldn’t think of such a bad plan. Doing so would make the situation worse. We must always resolve a conflict in peaceful means.

After listening to both sides, Ujeli thought of resolving the quarrel. She said, “Aama, It is their fault. They should have supervised their goats carefully. It is no use of quarrelling like this. What should they do to get their goat back ?”

Phurba’s mother said, “They let their goat into my garden and call me this and that. I will keep the goat here will take the boy”

Note to the teacher

Both known and unknown people live in our society. Students must be taught to behave nicely with all. They must cultivate the habit of thinking positively. Do some activities to teach the students how to mediate democratically between the two quarrelling sides when a quarrel breaks out between the students, and how to maintain peace and cooperation in the school.

straight to his parents.”

Ujeli asked the shepherds what they should do then. “Please don’t report our parents. We will never do this again.” Ujeli made peace between them. She said to Phurba’s mother, “Aama, forgive them this last time.” She then said, “You also apologize for your mistake to aama. From now on watch your goats well”. Dont defend yourself when fault is on your side.

The shepherds asked for forgiveness. Phurba’s mother gave their goat back. The shepherd thanked Ujeli and her friends. Then they decided to graze their goats together during their vacation. Ujeli and her friends became happy to have new friends.

Activities

1. Answer the following questions.

- Are the things, Ujeli and her friends posed of right ?
- What is the difference between Ujeli and the shepherds?
- How did Ujeli made peace beetwen the two parties ?
- How must we speak with the people in our society?
- Can a stranger become our friend at need ?
- What good things and bad things did the shepherds do?
- What would you yourself do if you were in the placewhere the shepherds and Phurba’s mother were quarreling ?

2. Have you ever settled a quarrel? If yes, how did you make peace ?

3. Before going to bed, make a list of good and bad things you thought or did during the day. The points of good (positive) things must out number than the bad (negative) things.

Positive	Negative

4. Act out the incident given in the lesson or any other similar incident.

Positive thinking and peace-making helps grow cooperation. We must behave in a polite manner with all the people.

5

Social Organisations

Social ills and evils have been pushing our society far behind day by day. There are a number of social problems in our society. We cannot solve them all at one strike. In order to solve them, the local institutions like local level Club, Scouts, Red Cross and Aama Samuha must play an important role.

“Rescue a Youth Victim of Bad Habit”

A youth in a village used to take drugs and disturb the society. His parents counseled him a lot. But their counsel had no effect on him. He would rather argue with them. His father was much upset and informed the police. The police had to use a great force to get hold of him. While using force to catch him, his eye got injured. His father was worried if it would lose his eyesight. So, he sought help in the community. The members of the club assembled. They pleaded that such a person should not be taken to the police. First, he should be taken to a Rehabilitation Centre to rid him of his bad habit and then take legal. The youth was admitted to a Rehabilitation Centre. He was rid of his bad habit, and was imprisoned for trapping his friends and juniors in drugs. Today he has realized that a bad habit takes away time, prestige, health and wealth. Now he says nobody should do whatever he had done.

We all read newspapers, listen to the radio or watch television. Examples to undo social problems by Youth Club and Aama Samuha come in the means of communication. Local level contribution in the social service and other similar institutions have helped resolve social problems. It generated a sense of co-operation and partnership with local institutions. Social problems and evils can be eliminated by the joint effort of local institutions and involvement of the local people.

Note to the teacher

The locally formed Youth Club, Women group, Aama Samuha, etc are working to eliminate social problems and evils. Find out where these institutions are in your community and encourage your students to help them in their work.

Activities

1. How can a local club help eliminate social problems and evils?
2. What kinds of activities do Red Cross and Scouts run to resolve social problems?
3. A social institution established in Shanti Lama's village has operated several activities to eliminate the social problems. She has written down the work done by the institution in the following way:

Name of the institution	Place	Date of establishment	Activities done
Bethan Youth Club	Dahu (Ramechaap)	2060	Ban on taking alcohol

Make a table like the one Shanti has made. Then write the name of the social institutions in your Rural municipality or Municipality and the activities they have done or are doing to eliminate social problems and evils.

4. If you see people addicted to drugs and alcohol in your community, how will you help them get rid of this bad habit?
5. Read the incident given in the lesson and discuss the following questions.
 - a. What did the youth use to do?
 - b. Why was he taken by the police?
 - c. How did his eye get injured?
 - d. What should be done to a person who does evil practices? Punish them according to law or torment them?
 - e. Who took the youth to Rehabilitation Centre?
 - f. What would have happened if the youth had not been taken to Rehabilitation Centre but given punishment?

Social institutions and organizations help speed up social development.

6

Role of our Local Level

A person has to be careful prior to doing anything. He should avoid bad habits. There is nothing impossible, if we try. We should counsel others to rid them of bad habits. We should also teach them ways how to keep away from such habits.

Gambling leaves a man homeless. We can learn it from the Mahabharata. According to the story of Mahabharata, the five Pandava brothers were to leave home and live under the sky because of gambling.

Such social evils need eliminating from our society. Social institutions like Ward Offices, Rural municipality, Municipality, District Co-ordination, committee Local Clubs, Police Station, Non-Government Organizations (NGOs) play an important role to fight against such evils. Social ills and evils like theft, robbery, drinking, smoking, gamble are enemies of all. The local body has to do the following works:

Generate public awareness by holding meetings, conferences and gatherings, protest march etc collectively by local people,

Aware people through leaflets, pamphlets, posters, miking etc,

Organize discussion programme, interaction etc

Publicize through Tv, Radio, FMs,

Notice at public places

Prepare directives, rules and regulations at local level and implement them,

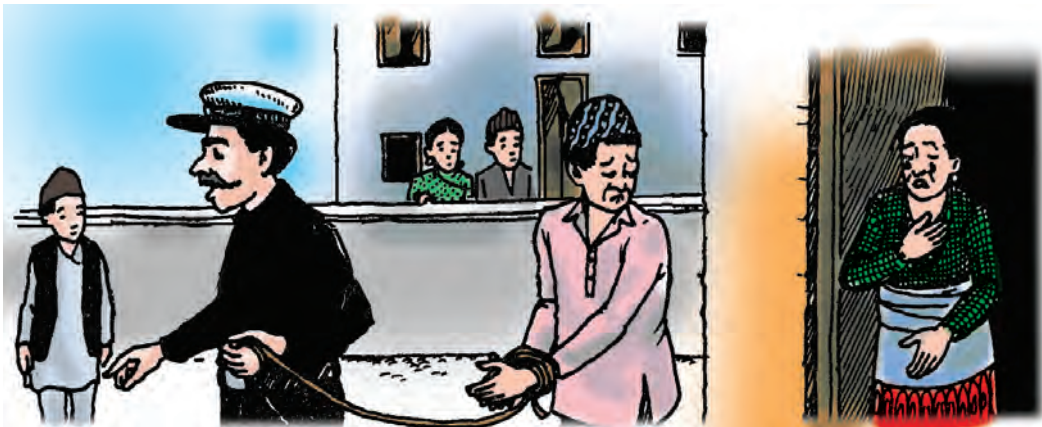
Note to the teacher

The locally formed Youth Club, Women group, Aama Samuha, etc are working to eliminate social problems and evils. Find out where these institutions are in your community and encourage your students to help them in their work.

Conduct public awareness programme on radio and television,
Form a locality improvement committee and make it active,
Activate Children Club, Aama Samuha, Youth Club, etc

Activities

1. Prepare a list of the social institutions existing in your community.
2. What does the following picture tell us ? Discuss.



3. Do and Show.

Write one social problems and a slogan to prevent it in big letters and display it in the class.

4. Make a list of activities being carried out by your Rural municipality or Municipality to resolve the social problems.

The Local level play a vital role in eliminating social problems and evils

1

Unit 4

Civic Sense

Our Rights

Sangita Nepali lives in Otoo Tole. In her locality, there is equal participation of men and women in all the social activities. Her son and daughter go to the same school. She knows that human rights is our fundamental right. She has taught her children that the constitution of Nepal has guaranteed the human rights to its citizens. They know it is their right to express their thoughts. The thoughts are heard by the authorities. Sangita makes all the women aware of their rights and equality.

She has spread the message of the rights to religion. She shares her knowledge with all the women around about children's right. They now know the right of the child to safety and sound right from fetus to maturity. The people now know that fetus discrimination is a social crime. Child right is violated if a child is kept as a domestic servant or is put by force to work of hard labour.



The major law of the country is the constitution. All must respect the constitution. Fundamental rights have been guaranteed by the constitution. Fundamental rights mean basic human rights that every citizen is entitled to. We Nepalese command equal

Note to the teacher

Encourage the children to offer their help to both known and unknown people, to talk to them politely, to treat them equally and to remain mindful with the strangers. Also encourage them to respect the people according to their traditional customs.

rights. Any one deprived of any rights can file a case for legal remedy. The people in Sangita's locality enjoy the fundamental rights. People in the villages or city have equal rights.

Activities

1. The constitution of our country has guaranteed the fundamental rights. Some of them are given below. Discuss and show in the table which rights do you and your family enjoy and which rights you don't.

- a. Men or women all have equal rights.
- b. People must not be discriminated in term of caste, race and religion.
- c. People have rights to religion of their choice.
- d. Everyone has his/her right to read, write and travel.
- e. It is disallowed to make anyone work beyond his capacity and against his will.
- f. It is illegal to make anyone work without payment.
- g. Everyone has the right to listen to the news and read the newspapers.
- h. Everyone has the right to live in a good environment and get medical treatment when sick.
- i. Children's rights should be protected.
- j. No people shall be physically and mentally tortured.

Rights you enjoy	Rights you don't enjoy

2. What rights must you have? Write in points.

We have rights to enjoy our fundamental rights.

2

Our Duties

Citizens' rights and duties are two sides of the same coin. The sense of duty rose with the rights. We must do to our duties while enjoying our rights. A right is a claim obtained without hurting or harming others. Duty is a responsibility to be done without causing harm to others. Just as lamp does not burn without oil, there is no claiming of rights without duty.

Public welfare works benefit to all. Road construction, supply of clean drinking water and sanitation are the works of local authorities. It ensures public welfare. All get benefits from such work.

Our use of rights must never obstruct other rights. We have right to listen to the radio. But

we have no right to disturb others with full volume. This is where we all should be careful. Respect and obey of rules and timely payment of tax is every one's duty. Likewise, love of the country, pride of its history comes under duty. Similarly rights to vote, right to education, right to property are some of the rights.



Note to the teacher

Make the students practise using their rights along with abiding by their duties.

Activities

1. "Rights and duties are two sides of the same coin." Explain with examples.
2. Take part in the public welfare work. Back to school or your neighbourhood share your experience to your class.
3. Every citizen must pay tax to the government. Do your parents pay tax or not? Ask them and write.
4. An election is being held in your village and locality. The people in your house and neighbourhood do not want to cast their votes. When you tell them that this is not use of their rights, they tell you that a child shouldn't talk about such big matters. In this situation, what would you do?
5. What are your duties as a citizen? Describe any four of them.
6. Some problems are given below. On the basis of citizen's rights and duties, decide which one is right and which one wrong.
 - a. Imagine you are in a hurry to go to school. You are boarding a local bus but it is over crowded. You push a person aside for your easy ride.
 - b. There is a in the town, you see a person about to smash the electric bulb of the street lamp post. You stop him and say, "This is a public property. You can't destroy it."

We have to abide by our duties while enjoying our rights.
Our National Heritage

3

Our National Heritage



Taplejung, 2nd Bhadra.

Planting the saplings of trees on the barren hill in Funling Rural Municipality has just been completed. The children of local primary school and the members of the youth club planted over 200 saplings. When they grow into trees, there won't be any problem of fodder for animals and firewood for the locals.

Close to Bhima's house, there is a park. A temple stands in the park. Near to that, there is also an open field and a pond. Recently, the villagers connected a road to the park. While making the road, they took every care not to destroy the jungle natural resources. They planted trees on either side of the road. While making road, Bhima helped the villagers by feeding them water. Nowadays, people from many places come to the park for social gathering. The road has made it easy for the locals to go to the nearby community forest to collect fodder for their animals, wood for building purpose, firewood, herbs, etc. The farmers water their

Note to the teacher

Our national and local heritages will remain undamaged in future if we can engage our children in the work of conserving such heritages. Therefore, make the children participate in the conservation work of our heritages.

fields through a canal from the river. The water of the river is also used to run the mill and generate electricity. Bhima and her friends always help in cleaning the river. They do not throw plastic, stone, bottles etc into the river. They clean the park at regular intervals.

Activities

1. Make a group and organize a clean up campaign of the religious and historical places, parks, around your locality. Write a brief description of the work you and your friends did in such places and tell it to the class.
2. What are the advantages of conserving our national heritages like roads and streets, rivers and brooks, forests, wells, parks, religious places, etc? Write a letter to your friend explaining them.
3. Make a list of the ways of conserving our heritages.
4. Point out the bad effects of neglecting our national heritages.
5. Plant flowers and trees around your school and your house and look after them. Write a news story about it so as to publish it in the newspaper.
6. Draw the pictures of the heritages around your locality and display them in the classroom.
7. Our national heritages can be classified into national and cultural heritages. List them as shown in the table below.

Natural Heritage	Cultural Heritage
Forests	Panche baaja

**Lets us rain hands to conserve our National Heritages.
Our Social Rules and Regulations**

4

Our Social Rules and Regulations

Biju Chaudhari's father was constructing a new house. First of all, he made a ritual pooja at the foundation of the house. Then the construction work started. His brother had bought a new motorcycle. He worshipped it before to ride. The practice of ritual offering or worship before starting any new work has become a convention in the society.

Next week, a pageant, jatra, is being organized in Ramila Shrestha's locality. It is a must for all the members of the trust, (guthi), to arrange in the jatra. If anyone abstains, S/he is fined by the trust. This is the rule of their society. Such rule promotes cooperation in the society and creates an environment of helping each other.



In Kisan's village people lend a hand to one another at cultivation and harvest time. This exchange of labour at cultivation is termed as Parma. This is also known as share-working. When the people in the village are in short of stuff like salt, oil, rice, flour, sugar, etc. they borrow from their neighbours and return at ease. This practice of borrowing is termed as Paincho.

People, in Pema's village get together to extend their help ceremonies or practices like bratabnanda, chheor, wedding,

Note to the teacher

If the people in the society follow the rules and regulations, they will be disciplined and social. Do some activities that would aware the children about such rules and follow them.

funeral rites, etc. If a person falls sick in a house, the people around look after the patient. This is their social rules and regulations. Such rule is of their own making.

In every society, there are such social rules and regulations. Although these rules and regulations are not in written form, the locals follow them. It would also be difficult to protect them. We must follow the good practice and correct the bad ones. Each local must follow the rules. In case of breach or disregard of the rules, the offender is out cast.

Activities

1. What are the social rules and regulations of your society ? After discussion on them with your parents write share yur experiences to the class.
2. What do we gain of following the social rules and regulations. What's the harm of not following them ? Show in a table.

Merits of following social rules	Demerits of following rules social rules

3. Divide your class into different groups, and then, list down the rules of your school. Next, collect the rules by different groups and make a list of rules and regulations. Write them in big letters on a chart paper and hang/paste it on the wall of your classroom. Follow the rules every day.
4. What do you mean by Parma and Paincho? Do you have these practices in your community? Ask your parents and write.

We must follow our social rules and regulations.

5

District Co-ordination Committee

Nepal has become a federal state. According to the present constitution of Nepal, there are three levels of the government:

- i. Federal level
- ii. Provincial level
- iii. Local level

The local level comprises Rural municipality, Municipality and District coordination committee. Each district has a district assembly. It is formed by all of the chair person, deputy chair person of rural municipality, mayor and deputy mayors of the municipality within the district within 30 days of the elections held for the village assembly and municipal assembly.

The district coordination committee comprises a chief, deputy chief and other members including at least three women members and one dalit or from minority group with total of nine members in maximum.

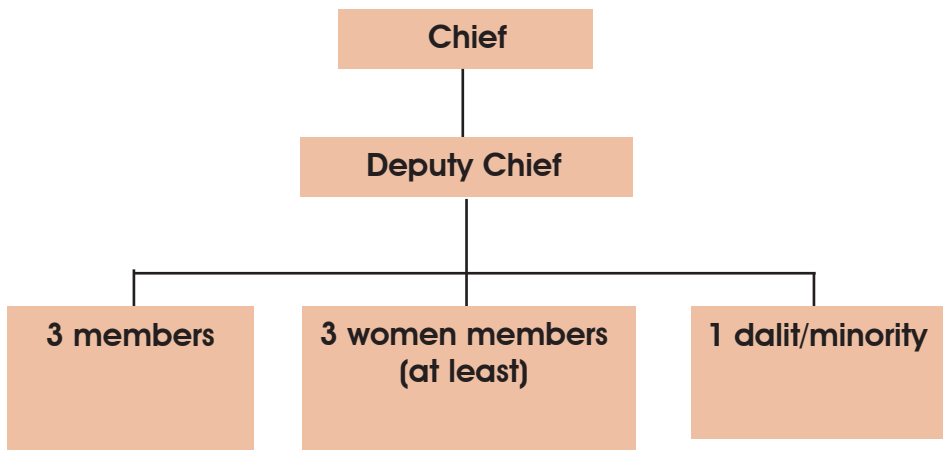
The members of the village assembly and municipal assembly are eligible to be elected as the members of the district coordination committee. The organization structure of the district coordination committee is as follows:

The members of the district assembly, formed in this way, elect the members of the district coordination committee.

All these members of the district coordination committee are elected by the members of the district assembly from among the members of the village assembly and municipal assembly.

Note to the teacher

Don't simply depend on this textbook to teach the children about the procedures of the formation of District Development Committee and its organization. Teach them according to the norms set up by the existing directive.



Activities

1. How is district coordination committee formed ?
2. How is district assembly formed ?
3. Who can be elected as the members of the district coordination committee ?
4. Conduct a work election to elect the members of the district coordination committee.

Each district has a district coordination committee to maintain coordination between and/or among the rural municipalities and municipalities within the district.

6

Functions of District Co-ordination Committee

The district development committees of the country have been changed into the district coordination committees after Nepal has become a federal state. The present constitution has given the power, authorities, responsibilities and resources for local development to the local government i.e. rural municipality and municipality. The district coordination committee, as its

name suggests, is only for coordinating and monitoring the activities performed by the rural municipality and municipalities within the districts.

The main functions of the district coordination committee are as follow:

- i. To maintain proper coordination between council and municipalities within the district.
- ii. To monitor the development activities conducted in the district to maintain the balance of development.
- iii. To maintain coordination between federal and provincial government and village council and municipalities at local level.



Note to the teacher

Give general information to the children about the functions of the District Co-ordination Committee. Ask them to find out the projects completed with the assistance of District Co-ordination Committee, and prepare a short report about such projects.

iv. To carry out other function according to the provincial law. It links the coordination of federal and provincial government with the local government (Rural municipality and municipality)

Activities

1. **What kind of institution is the district coordination committee ?**
2. **Write the main function of the district coordination committee.**
3. **District coordination committee is like a bridge between the local government and provincial and federal government. Justify in two points.**
4. **Fill in the blanks:**
 - a. There are maximum members in DCC.
 - b. The members of the DCC are elected by the members of the
 - c. Development activities conducted by the village council and municipalities are monitored and coordinated by the

7

Equal Treatment and Mutual Co-operation

(Urmila and Sharmila are discussing the issue how to treat equally with all. The conversation between them is given below.)

Sharmila: What does equal treatment mean? Will you explain me, please ?

Urmila : Sure ! It's the same kind of behaviour to all known and strangers. It concerns how we behave with people of physical difficulties in our community. We all must behave politely with in our community.

Sharmila: Is there a difference between how we behave with familiar and unfamiliar persons ?

Urmila : No. We ought to treat all the people equally. We ought to behave in a polite manner with all. We always must be polite and soft spoken.

Sharmila : So we should, deal with familiar and unfamiliar people equally, don't we?

Urmila : Yes, we should If we exchange help and keep good relation with all, there won't be any conflict. There will be peace in the society when conflict misses. We are people of different castes, class and religions. We may not know all of them, We should introduce ourselves to them. We should behave politely with all.

Sharmila : What should we do if there is a conflict between people ?

Urmila : In case of conflict between people, we should first understand the cause. Then, we should try to settle

Note to the teacher

Encourage the children to offer their help to both known and unknown people, to talk to them politely, to treat them equally and to remain mindful with the strangers. Also encourage them to respect the people according to their traditional customs.

it. If a quarrel starts in the classroom, you should initiate to resolve it in free and fair manner.

Sharmila : Please, tell me, what must I keep in mind while exchanging help and keeping good relation with the strangers?

Urmila : We must speak softly and politely with them. We should be equally careful not to let our remarks hurt others feelings. At times, we should initiate to make peace at conflict. To prevent such incident, we must ask for help from the people we know.

Activities

- Put cross mark (x) against the incorrect statement and tick mark (✓) against the one that is correct.**
 - Equal treatment means the same kind of behaviour to both familiar and unfamiliar persons.
 - There will be lasting peace in the society if there is a conflict between the people.
 - We should always be conscious and aware of unfamiliar persons.
 - We should build a habit of unfair treatment to all.
 - We should maintain peace to settle conflict between the people.
- Why should we treat everyone equally? Discuss with your friend and write.**
- What would you do if there is a quarrel between your friends?**
- Why should we be cautious while dealing with strangers?**
- Write down the ways of respecting the familiar and the unfamiliar according to the custom of your community.**

We must all learn to live in a peaceful environment. We should treat everyone equally and maintain mutual cooperation among ourselves.

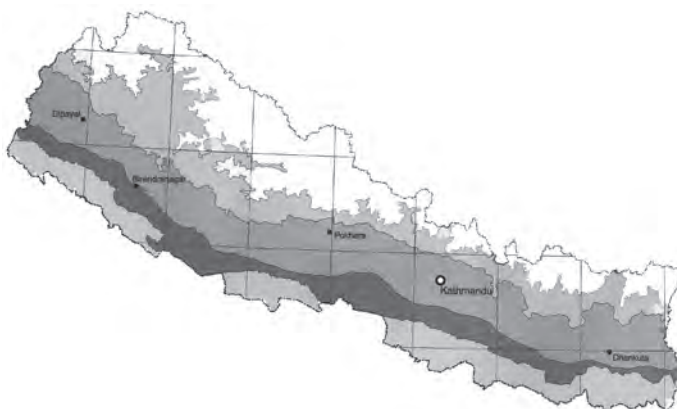
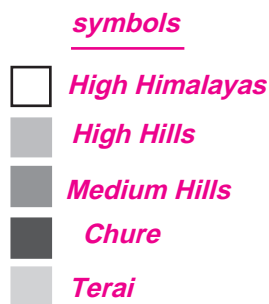
1

Unit 5

Our Earth

Physical Features of Nepal

Our country Nepal lies in Asia. Our immediate neighbours China lies to the north and India to the south, east and west. The total area of our country is 147181 square kilometer. In shape, it stretches east-west and shrinks in the north-south. Its land topography is diverse. The northern side has many high snow covered mountain peaks. Kumbakarna, Mahalangur, Rolwaling, Lamtang, Mt.Everest, Annapurna and Dhaulagiri are the main mountain peaks in this region. Therefore the region is called the Himalayan region. This region remains cold throughout the year. According to the physical division, the Himalayan region covers about 15 percent of the total land area of Nepal.



The Hilly Region falls in the middle part of our country. This region consists of different landforms like high and low hills, valleys, besi and taar (field depending solely on rain). Tumlingtaar, Rumjhataar, Khumaltaar, Mangaltaar, Palungtaar etc are the major taars. Taars are flat dry area. Pokhara, Surkhet, Kathmandu are the major valleys in the hilly region. The climate of this region is moderate. The region occupies about 68 percent of the total land area of our country.

The southernmost part of Nepal has a plain area. This plain area is

Note to the teacher

Teach about the physical features of Nepal by asking questions showing the map of Nepal or by applying any other suitable means. Perform the activities in such a way that there is an active participation of every child.

known as the Terai region. This region stretches all the way from Mechi in the east to Mahakali in the west. This region is made up of fertile soil. The soil of this region has been carried down by the rain water from the hills to deposit there. Many different types of crops grow here in large quantity. Besides food crops like paddy, wheat, maize and mustard oil seeds, grow. Cash crops like jute, sugarcane, tobacco, etc are also grow and sold here in large quantity. Therefore, it is known as the ‘granary of Nepal’. The climate here is hot. It covers about 17 percent of the total land area of Nepal.

Activities

1. Fill in the blank spaces:

- a. In the northern part of Nepal, there is the..... region.
- b. Theregion falls in the southern part of our country.
- c. The Himalayan region occupies about..... percent of the total land area of Nepal.
- d. is known as the granary of Nepal.
- e. In the middle part of our country, there is.....

2. Look at the map of the world or the map of Asia to find out where Nepal is located.

3. Look at the physical map of Nepal and identify the Himalayan, the Hilly and the Terai regions of Nepal.

4. Which region of Nepal do you live in? Which region of Nepal do you like most apart from the region you live in? Why? Give reasons.

Physically our country is divided into three regions: Mountain, Hill and Terai

2

Climate and Life style of Nepal

The Himalayan region remains cold throughout the year. Hence, the people here wear heavy woolen clothes. They wear Bakkhu, Docha (dress and shoes worn by the people living in the Himalayan region). The women also wear Pangden (dress worn by the woman from Sherpa and Tamang community). Crops like potatoes, millet, buck wheat, barley, apples, etc are grow here. Therefore, the people in this region eat food made from these crops. Some people here also rear animals. This region is famous for animal rearing and fruit farming. Some are engaged in agriculture and others in tourism industry. Sherpa, Thakali, Gurung, Thakuri, Jirel, etc are the inhabitants of this region. Some of the people here follow Buddhism and other Hinduism.



The people of social groups like Gurung, Rai, Limbu, Tamang, Magar, Newar, Sunuwar, Chepang, Thami, Bishwakarma, Pariyaar, Brahmin, Chhetri, etc live in the Hilly region. The people here follow religions like Hinduism, Buddhism, Islam, Christianity, Kirant, etc. They speak the language of their own caste. The climate of this region is temperate. Men wear daura suruwal, waistcoat, ghalek, bhoto, kacchad, etc and the women chaubandi, fariya (saree), barko mekhli, chhit ko lungi (the dress worn by women from Aathpahariya Rai community), etc. The people have are engaged in occupations like agriculture, trade, government service, etc.



Brahmin, Chhetri, Tharu, Yadav, Kurmi, Satar, Musahar, Rajbhansi, Dhimal, Musalmaan, etc, live in the Terai region. They speak languages like Nepali, Doteli, Tharu, Maithali, Bhojpuri, Urdu,

Note to the teacher

Teach the children about the social life of the people living in the different regions of Nepal by discussing, asking and answering, exhibiting and acting or by using any suitable technique.

Rajbanshi, Dhimal, etc. The climate is very hot here. Most men here wear shirt, pants, dhoti, kurta, etc. Women wear saree, blouse, petani, bona, kurta salwar, etc. Hinduism, Islam, Buddhism, Christianity are the religions here etc. The main food of this region is daal (lentil), roti (chapatti) and bhaat (rice). No matter which region we live in or what caste we are, we all are Nepalis and our country is Nepal.



Activities

- You have learned many things about the life styles of the people living in the Himalayan, the Hilly and the Terai regions of Nepal. Now make a table like the one given below and fill in the required information:**

Topics	Himalayan	Hilly region	Terai	Your place
region		region		
Major Castes				
Religion				
Occupation				

- Why is our country regarded as the common flower garden of all castes? Give reasons.**
- Write a letter to your friend from another region stating the life style and the climate of the place you live in.**

I can give a general introduction to the life style of the people and the climate of the Himalayan, the Hilly and the Terai regions of our country.

3

Natural Vegetation of Nepal

The climate determines the vegetation. Nepal is a country having diverse climate. Therefore, different type of vegetations (plant life) are found here. In the Terai, it is hot with a lot of rains fall. So trees like saal, sisau, simal, khayer, etc find it the best climate to grow. These trees always remain green, so they are known as evergreen trees.



The climate of the Hilly region is warm and moderate. It's neither too hot nor too cold. The temperature does not go up even in the summer season. It rains here during this season. Hence, hazelnut, walnut, rhododendron (gurans), Alnus (uttish), etc are found here. These trees shed their leaves during the winter season so they are called deciduous trees.



In the Himalayan region, it is cold throughout the year. Its Snowfall is frequent here. Fir, pine, juniper, spurge, deodar, etc are the trees found here. These trees are conical in shape and have small and spiky leaves because such size and shape help them to protect from the snow.

These trees are called coniferous trees. These trees also remain green throughout the year.

The vegetation has benefitted us a lot. We obtain firewood, wood, herbs, etc from the vegetation. We have also been able to run paper and furniture



Note to the teacher

Carry out teaching learning activities by following different suitable methods like organizing exhibition, taking students on a tour, making them do research or any other productive methods.

industries because of this vegetation. Likewise, the forests saves us from flood, landslide and soil erosion. It also plays a great role in conserving the environment.

Activities

1. Put cross mark (x) against the incorrect statement and tick mark (✓) against the one that is correct.
 - a. It is colder in the Hilly region than in the Himalayan region.
 - b. Big and tall evergreen trees are found in the Terai region.
 - c. Trees with small and spiky leaves are found in the Himalayan region.
 - d. Trees that shed leaves in the winter are called deciduous trees.

2. Different types of climate and vegetation are found in the three different regions of Nepal. Make a table like the one below and write what kinds of vegetation and climate are found in each. Select words from the given

hot climate, cold climate, warm climate, alnus, deodar pine, sisau, khayer, saal, hazelnut, walnut, juniper

Region	Climate	Vegetation

3. Which region of Nepal do you live in? What type of climate is there and what kinds of trees are found there? Find out and write.
4. Write five name of evergreen trees, deciduous trees and coniferous trees.

I can tell the types and importance of various types of vegetation of our country.

4

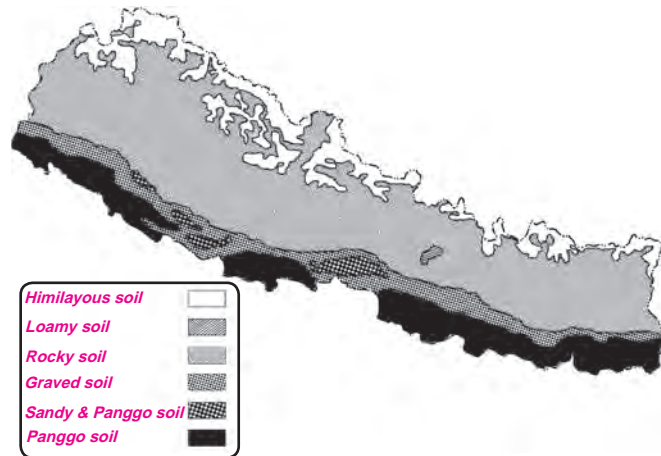
The Soil of Our Country

Haridev, Malati and Nanishova are discussing about the soil of our country.

Hari: The Terai region lies in the South of Nepal. It is made up of fertile alluvial soil. This soil is most suitable for growing wheat, paddy, jute, sugarcane, tobacco and different vegetables. So, these crops are produced in large quantity in this region.

To the North of the Terai region lies the low mountain belt. This belt is called chure belt. The adjoining area to the south of chure belt is known as “Bhanwar region”. This region is made up of the mixture of mud, gravel and sand. This sandy soil is not suitable for growing crops. It is suitable for plants and trees. So we find a vast stretch of forest in this region.

Mala: In the Hilly region of our country, we find red, pale, sandy and various other different types of soil. The soil here is known as rocky soil. In this soil potato, maize, buckwheat, millet and Junelo grows very well.



Note to the teacher

Like in the previous lesson, carry out teaching learning activities by following different suitable methods like organizing exhibition, taking students on a tour, making them do research or any other productive methods. Collect different types of soil and exhibit it in the class.

Cardamom, tea, coffee and fruits are also grows in several parts of this region.

Nani: In the Hilly region, we find loamy soil in Kathmandu valley. This soil is formed after the drying up of a lake. That is why, this soil is as fertile as the alluvial soil. Wheat, paddy and vegetables are produced in large quantities in this soil. The Himalayan region lies in the northernmost part of our country. The soil of this region is made up of big rocks and sand. This kind of soil is not so productive. Potato, buckwheat, barley and fruits grow in this soil.

Activities

1. In the map of Nepal below, what type of soil is found in the dotted regions.



2. Which region of Nepal do you live in? What type of soil is found there? What crops are grown in this soil? Ask your parents or your teacher about it and then make a table as the one below and write it down.

The region you live in	What type of soil?	What crops are grown?

I can give a short introduction to the soil found in the different regions of Nepal.

5

Learn to Draw a Map

A map is the representation of the earth's surface on a piece of paper. Map gives us a lot of information about the earth. Geographical features are shown in the map. Looking at the map, we learn about different things found at different places. For that reason, we need to learn how to draw a map. First of all, let's learn how to draw a map of Nepal. There are three methods of drawing it.

Methods of Drawing a Map

- a. According to the first method of drawing the outline of a map, you need to have the original map of Nepal, a finely sharpened pencil and a tracing paper. Place the map on a flat surface and over it place a tracing paper. In so doing you can see the shape of the map through the tracing paper. With a pencil gently draw the outline over the shape on the tracing paper. Now your map of Nepal is ready. This process of drawing a map is known as tracing method.
- b. There is another easy method of drawing a map. The method is called freehand method. To draw a map of Nepal according to this method, you need to have the original map of Nepal,



Note to the teacher

Make the students practise drawing the outline map of Nepal using the methods given in the lesson. Also, ask them to practice drawing the map of their zone, district and community.

a pencil, an eraser and a clean sheet of blank paper. With a pencil draw the outline of the map on the piece of paper. Erase the part which doesn't seem to be correct and keep on drawing until your map looks right.

- c. There is also a third method the method is called graphic method. To draw a map of Nepal in this method, you need to have the original map of Nepal, tracing paper and a clean sheet of blank paper, a pencil and an eraser. On the traced map draw several vertical and horizontal lines as shown in the figure below. Then, draw vertical and horizontal lines of equal measurement on the sheet of paper and draw a similar outline of the map on the paper using the lines as guidelines.



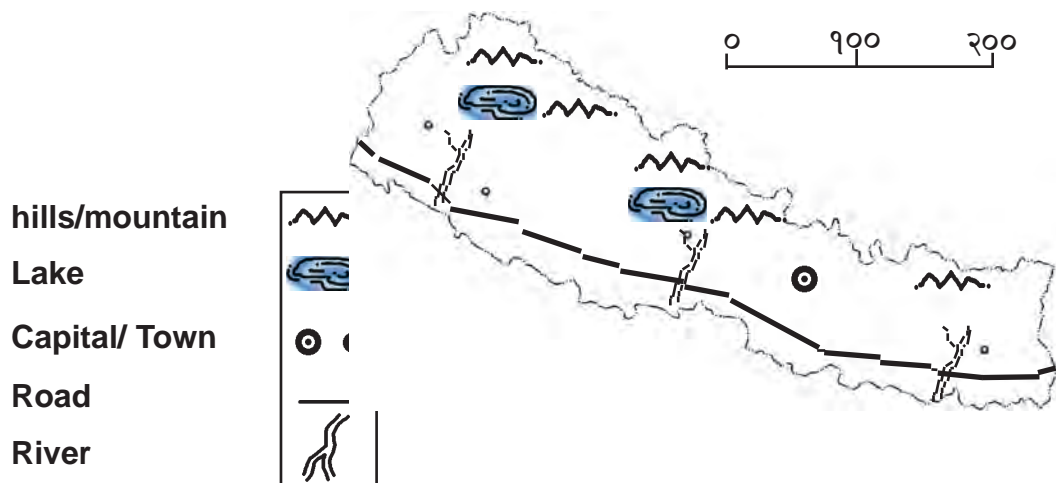
1. Trace the outline of the map of Nepal on a tracing paper and then copy it on a clean sheet of blank paper.
2. Draw vertical and horizontal lines on the trace map of Nepal and then using the graphic method draw a similar outline of the map on a clean sheet of paper.
3. Show the map you have drawn to your friend and also observe the maps of your friends. Select the best one and pin it on the display board of your class.

We can draw the outline of the map using different methods.

6

Fill the Symbols in the Map

In the previous lesson, you have learnt to draw an outline map of Nepal. Learning how to draw a map is not enough. A map that does not show any fact or information is a useless map. We should be able to show various facts and information on the map because it is from the map we get to learn about the facts like rivers, lakes, ponds, hills, mountains, roads, main cities, etc of a place or a country. These facts are represented on the map with the help of symbols or indices. We cannot always give all the information in writing about different facts or information on a small map. Writing on the map also doesn't make it look attractive and we cannot even get the right information. It is for this reason that symbols are used in the map. Some of the common symbols or indices that are used on the map are given below:






In the map of Nepal above, some of the important facts are shown through symbols. Try to identify the symbols.

Note to the teacher

Make the students draw and fill up the facts on the map side by side and also make them practice to insert the symbols correctly.

Activities

1. Draw the symbols given in the lesson on a chart paper and display it in the class.
2. Match the following fact with their symbol.

नदी	
ताल	
हिमाल	
सडक	
सहर	

3. Draw an outline map of Nepal in your exercise book and include the facts like river, lake, mountain, Kathmandu city, road using symbols.
4. Draw the map of the place where your school lies and by using symbols show the important facts of that place.

We have learnt how to show different facts of Nepal on the map by using symbols.

7

Use of the Globe and Maps

The bell rang after the lunch break. All the students got back to their respective classes. The students of grade five were eager to learn about the globe and the map. The teacher came into the class with the materials. He put the globe on the table and hung the map on the wall. Then, he asked, “Students, can you tell me what I have hung on the wall?”

“Sir, you have hung a map there and e put globe on the table” said Jayalalita.

Teacher : That's clever, Jayalalita. You are right.

Pasang : Sir, why is the map flat in shape and the globe round like a ball?

Teacher : A map is a flat picture of the earth represented on paper, canvas or flex. That’s why, it is flat in shape. The globe is round in shape because it is a small replica of the earth. From the map we get to learn about the portion of land and water on the earth. Likewise, we can also learn about countries and their capitals, rivers, lakes, hills, mountains, important and famous places, roads, agricultural lands, etc.

Nasir Ahmed: We have come to learn about the map. Will you please tell us how to use the globe?

Teacher : Globe indicates the shape of the earth. It is a replica of the earth. which has land mass and water. These land and water parts of the earth are shown on the globe. We can also learn about the motion of the earth from the globe. That’s why, It is called the model of the earth. If we want to learn about anything from the globe, we need to rotate

Note to the teache

Ask the students to show the land and water parts and the oceans on the map and the globe. Also, give the general idea to the students on how to use the map and the globe.

it slowly and look for the thing we want to know. The earth rotates in the same way.

Bhaikaji : How are the land and the water parts of the earth shown on the map and the globe, sir?

Teacher : The land part of the earth is generally shown in green, yellow and grey colour. The green colour shows the low lying area; the yellow shows the highland and the grey shows the mountainous part. The water part of the earth is shown in blue colour. There are seven continents and five oceans in the earth. The continents are the land part of the earth. The continents include Asia, Africa, North America, South America, Europe, Antarctica and Australia. The oceans are the water part of the earth. The Pacific Ocean lies to the east of Asia. This is the largest ocean. The Atlantic Ocean lies to the west of Europe and Africa. The Indian Ocean lies to the south of Asia whereas the Arctic Ocean lies to the north and the Antarctic Ocean lies to the southernmost part of the earth.

Activities

1. **Slowly rotate the globe and look at the map of the world. Which oceans and continents did you see ? Write down their name.**
2. **On a blank map of the world show the seven continents and five oceans using suitable colours.**
3. **In the table below, write the things that you can learn from the map and the globe:**

Things you can learn from the map	Things you can learn from the globe

We can use the globe and the map to find out geographical facts.

8

Our Neighbouring Countries: Bangladesh, Pakistan and Bhutan

1.

Bangladesh

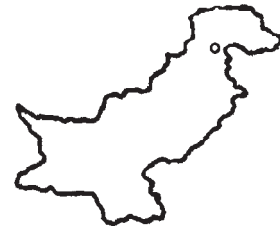
Area	: 1,44,000 square km.
Border	: India to the east, west and north. Bay of Bengal and Myanmar to the south.
Capital	: Dhaka
Climate	: Hot and rainy
Population	: 12 crore 94 lakh
Language	: Bengali, Urdu
Major Production	: Paddy, jute and Jute products, fish, tea, etc
Main Occupation	: Farming/ cultivation
Currency	: Taka



2.

Pakistan

Area	: 8,04,000 square km
Border	: India to the east, Afghanistan and Iran to the west, China to the North and the Pacific Ocean to the south
Capital	: Islamabad
Climate	: Hot in the south, cold in the north and it rains in the rainy season
Population	: 15 crore 6 lakh
Language	: Urdu, Punjabi, Sindhi, Pastu
Major Occupation	: Farming/cultivation
Currency	: Rupee



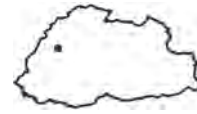
Note to the teacher

If possible invite persons who have visited Bangladesh, Pakistan and Bhutan as resource persons to teach the students. If not possible use any suitable methods like question-answer, discussion, etc

3.

Bhutan

Area	: 46,620 square km
Border	: India to the east, west and north; China to the south
Capital	: Thimpu
Climate	: Cold in the north, warm in the south
Population	: 9 lakh
Language	: Dzonkha, Nepali
Major Production	: Cardamom, fruits, wood, electricity, etc
Main Occupation	: Farming/cultivation
Currency	: Negultrum



Activities

1. Look at the map of Asia to find out where Bangladesh, Pakistan and Bhutan lie?
2. Fill in the blanks with appropriate words:
 - a. Bangladesh lies to theof Nepal.
 - b. The capital city of Bangladesh is.....
 - c.is the main occupation of Pakistan.
 - d. The area of Bhutan is..... sq.km.
 - e. To the south of Pakistan lies.....
 - f. The major productions of Bhutan are.....
3. Look at the atlas and write down the name of the countries bordering Bangladesh, Bhutan and Pakistan.

We can give the general information of our neighbouring countries: Bangladesh, Bhutan and Pakistan.

9

Our Neighbouring Countries: Sri Lanka, Maldives and Afganistan

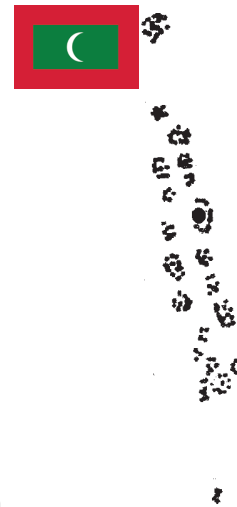
1. Sri Lanka

Area	: 66,000 square km.
Border	: Indian Ocean on all sides
Capital	: Colombo
Climate	: Hot and humid (extreme hot and rainy)
Population	: 1 crore 92 lakh
Language	: Sinhali, Tamil, English
Major Production	: Coconut, rubber, cloth, fish, tea, etc
Main Occupation	: Farming
Currency	: Rupee



2. Maldives

Area	: 300 square km
Border	: Indian Ocean on all sides
Capital	: Male
Climate	: Extreme hot and rainy
Population	: 3 lakh
Language	: Divehi, Sinhali, Tamil
Major Production	: Fish
Main Occupation	: Farming/cultivation and Tourism
Currency	: Rupiah



Note to the teacher

Collect some other information about Afghanistan, Sri Lanka and Maldives and share them with the students.

3. Afganistan

- Area : 6, 5,2000 square km
Border : Pakistan and China to the east; Iran to the west; Turkmenistan and Tazakistan to the north and Pakistan to the south
Capital : Kabul
Climate : Scanty rainfall; Cold in the north, hot in the south
Population : 2 crore 5 lakh
Language : Pharsi, Pastu, Paito, Daari
Major Production : Silk, wheat
Main Occupation : Farming, trade, etc
Currency : Afgani



Activities

1. Find out Sri Lanka, Maldives and Afganistan in the map of Asia.
2. Write about the following things of Sri Lanka, Maldives and Afganistan.

Countries	Capital	Major Occupation	Major Production	Population	Language

3. Draw the maps of the following countries and colour them with appropriate colours.
Maldives, Afghanistan, Sri Lanka, Bhutan, Pakistan, Bangladesh, India, Nepal and China
4. What would have happened if our country had been in the place of Sri Lanka? Discuss with your friends or think by yourself and say.

We can give the general information of our neighbouring countries Sri Lanka, Maldives and Afghanistan.

1

Unit 6 Our Past

Historical Objects of Our Community

History is a form of record of past events. We did not notice many events ourselves. The facts and figures tell us how the people in the past lived, what clothes they wore and what occupation they adopted. Historical facts tell us about it. In order to learn about such facts, the inscriptions written at that time are very helpful. We can learn about about history from the ancient coins, pots, documents, books, etc. We find such objects everywhere in our community. Some of them might be in our homes, too. We must recognize such historical objects and must conserve them. The following are the sources from which we can learn about history:

1. Stone inscriptions : The words engraved or carved on stone are called stone inscriptions.
2. Copperplate : The words inscribed on the sheet of copper are called copperplate.
3. Ancient Documents: The documents in our house and in different offices also give us some information about the things that took place in the past.
4. Stories: We can also learn about ancient events and incidents from stories.
5. Coins/Currency: From old coins and currency we can learn about dates and names of the rulers.
6. Statues: The statues and monuments set up in the temples, chautari and public places also give us information about the people, costumes, ornaments and traditions of olden times.



Note to the teacher

Cultivate the habit of finding out the objects of historical and archeological importance of the community in the children. The habit of participating in the work of preserving such objects should be encouraged right from their young age.

7. Utensils: We can get knowledge about the lifestyle of the people living in the past from old utensils pots.
8. Pictures and Paintings: The old pictures and paintings tell us about the past events and incidents, houses, people, costumes and the occupation of the people living in the past.



Activities

1. Write, in about one page, about one of the objects mentioned in the lesson. Also sketch the image of the object and display it in the class.
2. There are several objects of historical and religious importance in the temple, mosque, church, monastery (gumba), mankhim, water spout, chautari, junction, etc. Find such objects and prepare a short description of each.
3. Collect at least one object of historical importance and display it in the class.

4. Match the following:

Historical objects	Methods of preserving
a. Stone inscription/Statue	- not spending
b. Ancient Documents	- keeping in the safe place
c. Utensils	- not scribbling or pelting stones
d. Currency/Coins (ancient)	- keeping in files safely

We must preserve the objects of historical importance.

2

Historical Personalities of Our Community

Our Social Studies teacher gave us a project work. It was to find out the historical personalities of the community. And, then prepare a short report on them. In order to complete her work, Pushpa, a student of grade five, visited different places. Her aim was to find out about the historical personalities of that place. She found some of them and prepared her report about them in the following ways:

Historical Personalities of our Community :

1. In our village, there was a woman called Maiya Devi Chhetri. She died twenty years ago. She had personally invested her savings to repair the roof of the temple in the village. This information is inscribed on the stone fixed at the wall of the temple. The people of the village remember her even today.
2. Jagmaan Gurung is an exemplary person in our village. He helps all the needy people. He actively participated in the People's Movement of 2063 B.S.



Note to the teacher

The children should learn to respect the historical personalities of our community. Introduce them to the historical personalities who had done good works in the community and who had contributed for the nation. Ask them to find out more about them and publicize their contribution. Also, conduct such activities in the class that would inspire the children to do something good for the community and the country and become known like the historical personalities.

It established Loktantra in our country. Although he lost his eye sight by injuries during the movement, he is happy at the arrival of Loktantra in the country.

3. There is a statue on the ground of our school. It is the statue of Ahmed Hassan who donated his land for the construction of the school building. Our school was founded by him.

Activities

1. **May be, there are some historical personalities in your community. Find out about them and do project work like the one done by Pushpa in the lesson.**
2. **What kind of people are given the status of historical personalities?**
3. **Why are Maiya, Jagmaan and Ahmed called the historical personalities?**
4. **Do you also want to be a historical personality? What kind of work do you think you need to do to become one ?**
5. **Who helped to construct your school building? Make inquiries to find out.**
6. **Make a table like the one below and write the name of the personalities and the contribution they made for the country:**

Names of the personalities	The contribution they made for the country

There are historical personalities in our community. We must find and respect them.

3

Ancient Nepal

Many years ago Kathmandu valley was a big lake. It was not like what it is now. The Bagmati River that flows south from Kathmandu valley undercut its course it caused the drain of the water out of the valley. As a result, the lake drained. Because of the fertile soil there, the valley became suitable for settlement, so people started to live here.

Gopal Dynasty

Because of green grass waved all around the Kathmandu valley, the Gopals, came from Mathura (India) to settle here. They started to keep cows. Later, they started to rule over the valley. Keeping cows was their main occupation. They were also called Neep or Nep. It is said that Nepal derived its name after Neep. The first king of Gopal dynasty was Bhumi Gupta. The Gopal dynasty ruled over the country for more than 500 years. The last king of the dynasty was Yaksha Gupta.



Mahispal Dynasty

After Gopal dynasty, Mahispal dynasty, came to take on Nepal. The last king of the Gopal dynasty Yaksha Gupta had no child. So, his relative Jaya Singh became the king of Nepal after Yaksha Gupta. Jaya Singh's occupation was to rear buffaloes. In Sanskrit,

Note to the teacher:

Explain the children about the Gopal, Mahispal and Kirat dynasties of ancient Nepal by telling stories or by holding discussion about them.

a buffalo is called Mahis. The people who reared buffaloes thus came to be called Mahispal. The dynasty ruled Nepal for about 150 years. The last king of the dynasty was Bhuwan Singh. During this period also, the main occupation of the people was animal rearing and cultivation.

Kirat Period

After the fall of Mahispal, the Kirat kings emerged in Nepal. The Kirats people lived by hunting in the jungle. Later, they started cultivation. The Kirats ruled Nepal for over 1000 years. The first Kirat king was Yalambar. The last was king Gasti. Their capital was at Gokarna. Lord Kirateshwor Madhev is worshipped at Pashupatinath. Later, the Kirats were defeated by the Lichchavis. The present days Rais and Limbus are said to be the descendants of Kirat people. Even today, Patan is called Yala because it was ruled by Yalambar at that time.

Activities

- 1. Divide your class into groups, Discuss one dynasty in each group and prepare a story about them to present it to the class.**
- 2. Draw to picture of the Kathmandu valley to show what it looked like when it was a big lake.**
- 3. Put cross mark (x) against the incorrect statement and tick mark (✓) against the is correct one.**
 - The first king of Gopal dynasty was Yalambar.
 - Jitedasti was the last Kirat king.
 - The people who reared buffaloes were called Mahispal.
 - The Kathmandu valley was the living place of the Gopals and the Mahispals because there was plenty of grass.
 - The Rais and the Limbus are said to be the descendants of the Kirats.

Ancient Nepal was ruled by the Gopal, the Mahispal and the Kirat dynasties.

4

Our National Heroes: Janak, Sita, Buddha, Ariniko, Sankhadhar and Amshuverma



Janak was the king of Mithala. He was a great thinker. It was, during his rule, that art, literature and civilization flourished in Mithila.

Sita was the daughter of king Janak. She was married to Lord Ram from Ayodhya (India). In Hindu scriptures, she stands as a faithful wife. So she is also regarded as a symbol of power and purity



Gautam Buddha was born in Lumbini, Nepal. He is known as ‘The Light of Asia’. He was the preacher of truth, non-violence and justice.

Ariniko was a famous architect of Nepal. He built many monasteries in Pagoda style. He spread Nepali art and architecture over China & Tibet to make Nepal known there.



Note to the teacher

The name and fame of Nepal is known all over the world because of the deeds and contributions of our national luminaries. The personalities above are not only the characters of any stories or religious books. They are the people of our country and had worked for the betterment of the citizens and the country. Conduct such activities in the class that the children would admire and feel proud of these people.



Amshuverma was a famous king of the Lichchhavi period. He had good relations with the neighbouring countries. He was a social reformer. He developed art and culture in the country.

Sankhadhar Sankhwa is known for his deeds of humanity. He helped the needy people by paying off their loans. He started Nepal Sambat.



Activities

1. Write brief description of any two national heroes of Nepal.
2. Make a table like the one below to write something more about Janak, Sita, Buddha, Ariniko, Amshuverma and Sankhadhar. Asking about them to your parents, friends and neighbours.

Janak	Sita	Buddha	Ariniko

3. Divide your class into small groups. After that visit to your school library to read and find out more about our national luminaries Janak, Sita, Buddha, Ariniko, Amshuverma and Sankhadhar. Next, prepare a project work on each. Use pictures, sayings, etc of the people to make your work more informative and attractive.
4. Why are the people mentioned in this lesson called national luminaries ?
5. What sort of work do you think you should do to become famous like our national luminaries ?

We all should do something great that to raise the image of your country.

5

Our National Heroes: Prithivi Narayan, Balabhadra and Amar Singh

Mukesh had an exciting dream last night. In his dream, he met some of our national heroes. He spoke to them. The following is the conversation he had with them:

Mukesh: Namaste. I am Mukesh. You look like Prithivi Narayan Shah.

Prithivi: Yes, I am Prithivi Narayan. I am the one to begin the unification of several scattered states into one single Nepal.



Mukesh: Then, please tell me, why do you raise your one index finger in your statue?

Prithivi: Great question, Mukesh ! It signifies all Nepali as one. We will be strong if Nepal remains united. Though we are of different castes with different languages, we all need to live in peace and harmony.

Mukesh: Did you do the great deeds of unification of Nepal alone yourself ?

Prithivi: Not at all. I worked out a plan and set on it . I encouraged the army to accomplish the task of unification. They were brave and daring to make it happen. At that time, there were fears from India and China. The Nepalis knew how to defend the country from those fears.

Mukesh: Now, I would like to ask a question to Balabhadra. Is it true that you showed a great courage at Nalapani ?

Balabhadra: Yes, Mukesh. We kept fought against the British soldiers. We had only a little food and water. But we didn't give up hope. The everyforce tried every way to tempt me. But I was not the type to be tempted. It was our duty to protect our country. If bold people like us had not defended this country, we would have lost this

Note to the teacher

Carry out such activities that would arouse the feeling of learning lessons about patriotism and self-respect from our national heroes.

country. We were ready to die for the country. We never surrendered to the foreigners.

Mukesh: I heard that you were of self-respect nature. Is that true, great Amar Singh?

Amar Singh: Yes, you are right. Once, the Britons urged me to join them to work for them. They also offered me a high rank and cash. I was not a person to be tempted by such thing. Only traitors deceive the country.

Mukesh: Nowadays, many wish to go to a foreign country. Why didn't you do so ? You were offered money and rank ?

Amar Singh: Mukesh, nothing is superior to the country you were born in. If the wise, the capable, and the brave escape duties, who else will take up responsibilities ? Who will protect it? That's why, we lived here and fought for it.



Balbahadur Kunwar



Amarsingh Thapa

Activities

1. Read out the above dialogue with necessary gestures.
2. What lessons have you learnt from Prithivi Narayan Shah, Balbhadra and Amar Singh? Write in short.
3. Collect the pictures of the national heroes in the lesson and paste each of them on a separate piece of paper. Give their introduction, write about the works they had carried out just below the pictures and display them in the class.

It is the duty of us Nepalis to live with dignity and work for progress and prosperity.

6

Our National Heroes



Pasang Lhamu Sherpa
Born on : 2018 B.S.
Place of birth : Solukhumbu
Died on : 2050 B.S.
Major work : She was

the first Nepali woman to reach the summit of Mt. Everest. She successfully scaled Everest on 10th of Baishak, 2050. She proved to the world that Nepali women are brave and courageous like any in the world. She has inspired to Nepalis to do brave and courageous work.



Bhanu Bhakta Acharya
Born on: 1871 B.S.
Place of birth: Tanahun
Died on: 1926 B.S

Major work : At a time when literature was composed in Sanskrit, Urdu, and Hindi languages only. he proved to all that poetry could be written in Nepali language, too. He translated the Ramayana from Sanskrit into easy Nepali language. This promoted Nepali language. He wrote Bhakta Mala, Badhu Sikshya and many others in Nepali language. Therefore, called the pioneer poet of Nepal.

Note to the teacher

It is our duty to respect and honour our national luminaries. Conduct the activities in the class so that the students would feel that they should do good work to become like the national heroes.



Bhimsen Thapa
Born on: 1832 B.S.
Place of birth: Gorkha
Died on: 1896 B.S.
Major work : He

was the first Prime Minister of Nepal. He planned to chase the Britons from Asia in order to protect Nepal from them. After they defeated Nepal, he signed the Treaty of Sugauli to defend Nepal. He had also introduced some reform in Nepal.



Motiram Bhatta
Born on: 1923 B.S.
Place of birth: Kathmandu
Died on: 1953 B.S.

Major work : Motiram Bhatta is known as a Young poet of Nepal. He introduced Bhanu Bhakta Acharya by publishing the Nepali version of the Ramayana written by him. It was he who brought the printing press in Nepal. He served the Nepali language by composing many poems and gajals in the language.



Tribhuvan
 Born on : 1963 B.S.
 Place of birth : Kathmandu
 Died on: 2011 B.S.

Major work : He played an important role to end the Rana regime from Nepal. Nepal was declared a democratic country on 7th of Falgun, 2007. He was with the people in this democratic movement.



Ram Shah
 Born on : 1643 B.S.
 Place of birth: Gorkha
 Died on: 1693 B.S.

Major work : Gorkhali king Ram Shah was expert in justice delivery. He made from a lot of reforms to ensure people and happy life. He introduced system of measurement. Maana, Pathi, Dhak, Taraju was brought into use in his period. He made Gorkha known as the centre of good governance and justice.



Falgunanda
 Born on : 1942 B.S.
 Place of birth : Illam
 Died on : 2005 B.S.

Major work : He organized the General Kirat Conference in 1988 B.S. He approved 'Satyadharma Muchulka'. He also ended the custom of animal sacrifice from the Kirat community.

Activities

1. Prepare posters to introduce the national luminaries in a way given in the lesson. Then, display them in the class.
2. Prepare a poster presents your major work to introduce you. Also affix your photo to it. Then, display it in the class.
3. What work should we initiate from today itself to introduce ourselves as famous persons like the national luminaries?
4. Fill in the blank with correct answers:
 - a. The first Prime Minister of Nepal is
 - b. is the first Nepalese woman to scale Mt Everest.
 - c. Ram Shah put into practice the system of
 - d. Bhanu Bhakta is called of Nepal.
 - e. Motiram Bhatta introduced..... by publishing his works.
5. Make a list of all the National Luminaries of Nepal.

National Luminaries are those who serve the country to uphold its image. They spend their lifetime there.

7

Our Head of State and the Head of Government

Head of the State

A person holding the highest post of the country is called the head of the state. S/he commands respect and honor of all. According to the present constitution of Nepal, the head of the state is the President. Before this, the king was. The Mass Movement (24th of Chaitra 2062 and went on till 11th of Baishak, 2063) ended the king's rule. The ultimate absolute power of the



king was vested to the people on 4th of Jestha, 2063. Nepal was declared a Federal Republic country on the 15th Jestha, 2065. Ever since we have president to command respect and honor of all. The president stands as a guardian figure. The first President of Nepal is Dr. Ram Baran Yadav. According to the constitution as promulgation 2072 Asoj 3, now we have the second sitting president Mrs Bidhya Devi Bhandari.

Head of the Government

The head of the government derives executive power to govern the country. According to the present constitution of Nepal, the head of the Government is the Prime Minister. Deputy Prime Minister and other ministers assist the Prime Minister in his work. It is known as the council of ministers. Prime Minister is elected from among the People's Representatives. The following are the functions of the Prime Minister:

- To run the day to day administration of the country
- To maintain law and order in the country
- To speed up development in the country
- To maintain good relation with friends of Nepal.

Note to the teacher

The citizens of every country should get to know about the head of their state and the head of their government and that they should be honoured and helped. Conduct such activities in the class so that the children would know that the head of the state and the head of the government are our representatives and they work for us.

The first Prime Minister of Nepal was Bhimsen Thapa. The first Prime Minister elected by the people of Nepal was Bisheshwor Prasad Koirala. Pushpa Kamal Dahal "Prachanda" was the first elected Prime Minister of the Federal Republic of Nepal.



The head of the state and the head of the government are the institutions of the country. So, all the Nepalis honour respect to them. They are our representatives. We should support them in their vision and mission. We should also equally watch that nothing wrong goes. They are appointed for a term of five years. If they fail to deliver services, people in next election reject them.

Activities

1. Give a brief introduction of the present head of the state and the head of the government.
2. Collect the news and pictures of good deeds of our head of the state and the head of the government and share it to the class.
3. Collect photos and pictures of the President and the Prime Minister of our country to paste them in your school wall magazine.
4. Ask your parents or your neighbours and then make a list of the functions of the President and the Prime Minister of our country.

Functions of the President	Functions of the Prime Minister

We know our President and our Prime Minister

1

Unit 7 Our Economic Activities

Occupation of the People of Dolma's District

Dolma lives in Shankuwashaba district. Though the district is known as a Himalayan district, most of its parts lie in the hilly region. The deepest Arun Valley and Mount Makalu lie in the district. Dolma has shown in the table below what the people living in different parts of her district do to earn their living:

Place	Major Economic Activities
Hatiya, Kimathanka, Chepuwa, Chyamtang, Makalu	Yak, sheep and mountain goat rearing; collecting herbs and selling it; weaving and selling carpets and woolen blankets.
Hedangna, Mawadan, Tamku, Bala, Yamdang, Sisuwā, Pawakhola	Weaving doko, baskets and woolen blankets, orange farming, cultivation of wheat, paddy, etc.
Num, Siddha Pokhari, Swachi, Barahbise, Nundhaki, Sabha Pokhari, Siprung	Livestock rearing; Cultivation of maize, millet etc.
Chewa, Pangma, Dhupu, Chandanpur, Wana	cultivation millet, maize and vegetables; livestock farming, etc.
Manebhanjyang, Khandbari, Tumlingtaar, Chainpur, Madi	Business, labour, making utensils, job, tourism, etc.
Tamaphok, Mudhe, Sanishchare, Syabun	Cultivation of paddy and vegetables, livestock farming etc.










Note to the teacher

The subject matter given in the lesson is just a model. Ask the students to find out and write about the people engaged in the economic activities in their districts. Also ask them to show the major production of their districts in the map.

Dolma learnt how to draw the map of her district since grade four. So, she has drawn a map of her district. There, she show the places and the jobs of the people. What occupation people pick depends on the climate of the place activities. No work or occupation is big or small. We should do all jobs, and the peoples professions. We should help them, in whatever ways we can.

Economic Activites of Shankuwashaba district



<u>Symbols</u>	
	— paddy farming
	— orange farming
	— sheep and mountain goat
	— cardamom
	— business industry
	— maize
	— carpet
	— vegetables
	— doko and baskets

Activities

1. Make a list of the important places of your district and write down what occupation the people in there engaged in.
2. Draw a map of your district, and then using symbols show what economic activities happen in different parts of your district.
3. 'We must respect all sorts of profession people engaged at work'. Write a paragraph explaining this statement.
4. Make a table as the one below and write down the jobs of the people in your district and their importance.

I can describe the professions and people of my district are involved in.

2

School Property

Like in our house, there are a number of materials in a school. They help us during teaching and learning process. In the classroom, there are a white/black board to write on, board-marker/chalk to write with and a duster to wipe with. In the corner of the room a bin is placed. You can see a broom to sweep the room. The bin in the corner is to hold wastage. We must take proper care of the things in



our classroom. We must not write or scratch on the desks. We must not break the the furniture chairs. We should not play with electric bulbs and switch boards. Our school's library has got a collection of books, magazines and newspapers. They are kept for us to read. We must be careful while using these materials. Reading books widen our knowledge. Reading magazines and newspapers Updates us about the world events. In the school, we arrange games and sports materials to play with. We have



different musical instruments and costumes which we use in cultural programmes at school. All the materials that we have in our school are our property. Therefore, we all must use them carefully and keep them properly.

1. Make a table as given below. Write the name of the

Note to the teacher

Divide the students into several groups and give each group the responsibility like arranging the materials in the classroom, taking care of the materials, keeping the classroom clean, etc. Monitor the work done by each group and reward the group that carries out its responsibility properly.

Activities

materials on one side and the ways to use them carefully on the other:

Name of the material	Ways to use them carefully and properly
Desks and benches	We must not step on the benches and desks; not make them look dirty; if we need to arrange them or move them to other place, we should handle them carefully

- Put cross mark (x) against the incorrect statement and tick mark (√) against the one that is correct.**
 - It is a good habit to write on the wall with chalk.
 - In the library, we must put the books and newspapers back in the place.
 - We must not throw wastages in and around the school.
 - It is not necessary to take care of the sports materials and the materials for cultural programmes.
 - We must not smash furniture of the school.
- Divide your classmates into a group of six. Assign each group a task of arranging the classroom, taking care of things, cleaning the classroom, etc for each day (i.e., for six days). Ask your teacher to observe which group does the work properly.**
- Draw pictures of the things in your school that you like ?**

We must take proper care of all the materials in the school.

3

National Production

Many different kinds of goods are produced in our country. Majority of the population in our country is engaged in agriculture. Most of the goods produced here are agro products. In the rural areas, different kinds of local goods are also produced in cottage industries.



Big industries center in the urban areas. There many different kinds of goods are manufactured. Trade and commerce hubs has been grown in the urban areas. There is dense with services and facilities. The various kinds of goods produced in different parts of our country are as follows:

Many goods other than those of above are also produced in our country. They include paper, biscuits, noodles, toys, fountain pen, ball-pen, books, tooth-paste, tooth-brush, carpets, wood and metal furniture, medicines, radio, television, motor parts, garments, etc. We do not consume all we produce. The rest products are sold out this is what we call export. It earns us foreign currency.

Goods produced	Source of Production	Production Place
Paddy	Agriculture	Terai region, flat land in the hills
Maize, Millet and	Agriculture	Hilly region, high hilly region Tea
	Agriculture	Illam, Jhapa, Panchthar, Dhankuta
Jute, Mango,	Agriculture	Terai region, flat land in the hills
Sugarcane	Jack fruit, Banana,	
Oranges	Agriculture	Dhankuta, Pokhara and other high region

Apples	Agriculture	Jumla, Mustang, Helambu and the Himalayan areas
Vegetables	Agriculture	Almost every places
<i>Doko, Naamlo,</i>	Cottage	Almost every places
Basket (dalo)	Industries	every places
Utensils	Cottage Industries	Rural and urban areas of different places
Cement	Large Scale Industries	Udaypur, Hetauda
Clothes, Shoes	Large Scale Industries	Big towns like Kathmandu, Hetauda, Birjung, Biratnagar, etc
Soap	Cottage & Large Scale Industries	Duhabi, Birjung and Butwal
Sugar	Large Scale Industries	Birjung, Bhairahawa, Morang etc

Activities

- 1. Make a list of the goods used in your house and school. Write which of them were made in your own country and which others came from outside in or imported.**
- 2. Sort out whether the given goods are produced in agriculture industry, cottage industry or large scale industry. Also, mention where these goods are produced.**
Sugar, jute bags, tea, apple, biscuits, medicine, soap, clothes, basket, fountain pen, copy, tooth-paste, paddy, milk, vegetables, furniture, dhaka, khukuri, karuwa, churpi, doko, and mandro.
- 3. Visit the nearest shop. Look at the things on sale and make a list of the things that are produced in Nepal and the things produced in the foreign countries. Find out the percentage of goods of Nepali and foreign brand.**
- 4. Maybe, there are goods locally popular or popular world wide in the market around you. Write a paragraph about it.**

I can recognize the brands and the importance of the goods produced in our country.

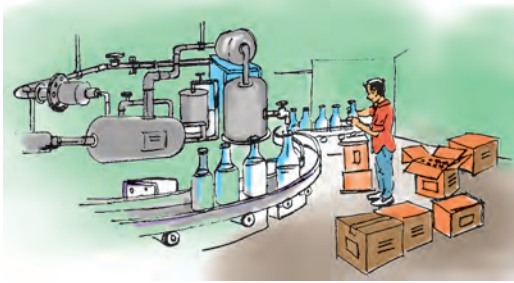
4

Use of National Products

The conversation between Sabina and Ram Agrawal is here She is a class five student and he is an industrialist. They discuss **'Why we should goods be produced in our country?'**

Student : Namaste sir. I am Sibina, a student of grade five.

Industrialist: Namaste Sabina. Nice to meet you! What brought you to our industry today?



Student : I am here to learn about the goods produced in our own country. I also want to learn about the goods you manufacture here. How do you manufacture them ?

Student : (after observing the industry) I like the clothes you produce in your industry.

Where do you sell these products?

Industrialist: The clothes made here look attractive they are of good quality. But the people of our country do not use our products very much. If students like you ask parents to use home made products, the industries will grow.

Student : You suggest using goods made in Nepal. What other goods are made in our country. What are the benefits of using our own products?

Industrialist: Products like soap, shoes, cement, biscuits, sugar, clothes etc are produced at home. The goods produced locally are better and cheaper. Goods made outside are costly. If

Note to the teacher

Ask the students to distinguish between the goods produced in the country and the goods from other countries. Also help them to write the slogans on the usefulness of home produced goods. You can also conduct debate, lecture, etc. to add to the children's knowledge.

people use home made goods large and small industries, will grow. People will also get jobs to earn their living. The money of our country will remain here. People need not go abroad for jobs. The industries grow here. Development gathers speed.

Student : Now, knew the reasons why we should use the products made in our own country. We should tell our parents and other people to use home made goods. Besides, we explore ways and means to promote the industries of our country.

Activities

1. **Write a short note on why goods made in our country have to be used. Holding discussion in your group.**
2. **Write five benefits of using goods in our country.**
3. **Prepare various slogans, like the ones below. Suggest using goods made in our own country, and stick them at various places.**

“Let’s use the goods made in our own country and make our economy strong”

“Let’s consume goods made in our country to become self dependent”

4. **Fill in the blanks selecting appropriate words from the list below.**

employment, rich, use, industries

We mustgoods manufactured in our own country. If we use goods produced in our country, the of the country will foster. The growth of country’s industries will provideopportunities to the people. If all the people in the country get jobs, the country will be

We must build our habit to use goods made in our own country.

5

Economic Activities of Our Country

The main occupation of the people in the Terai region is cultivation. This region of Nepal is called the 'granary'. A large quantity of crops grow here. In addition to paddy and wheat, cash crops like sugarcane, tobacco, vegetables, coconut, betel-nut, mangoes and bananas grown there. Fishery has also started in ponds in the region.

Industries and factories operate in the districts' headquarters of this region. Large scale industries like cement factory, match factory, soap factory, sugar mill, paper factory, thread mill, cloth factory, etc. are set up here. Commercial activities are high in there. The region shares borders with India. There are custom check points. Kankadvitta, Jogbani, Raxual, Bhairahawa, Rupaidiah, Tanakpur, etc some major custom check-points.



Most of people in the hilly region are engaged in agriculture. Maize, millet, potato, tea- leaf, cardamom, orange, lemon, different kinds of vegetables, etc are grown there. The hilly region is naturally and socio and culturally beautiful. Many tourists love to visit this region. The people operate hotels and restaurants to serve food and stay for the tourists people. work as tourist guides to earn their livelihood. Pokhara, Kathmandu, Illam, Palpa, Dhankuta, Dadheldhura, etc are the major tourist destinations. In the towns, people are engaged in trade and industry as well. The major trading centres in the hilly region are Kathmandu, Pokhara, Palpa, Dhankuta, Surkhet, etc.

The Himalayan region of our country has cold climate. As a result,

Note to the teacher

Ask the students to discuss and then, tell the class the reasons behind why there are different kinds of economic activities in our country. Also ask the students to differentiate between the economic activities of their place and the other places.

the region is not suitable for crops. However, wheat, barley, potatoes, apples, etc. grow in limited quantity. There is a vast stretch of grazing land. So, people here keep animals like sheep, mountain goat, yak, etc. They weave carpets and blankets from the wool of sheep people make cheese from the milk of such animals. It is sold for good money. Several mountain peaks like Kanchanjunga, Sagarmatha (Everest), Makalu, Gaurishankar, Langtang, Annapurna, Dhaulagiri, Saipal, etc fall in this region. Mountain climbers from home and abroad, come to this region for trekking and mountain climbing. Thus, tourism industry has also expanded here. Annapurna region, Langtang, Namche Bazaar, Makalu, Olangchunggola, etc are the major tourist destinations of the region.

Activities

1. **Make a list of the large scale industries of Nepal.**
2. **Name the major custom-check- points at the Indo- Nepal border. Why are these entry points important from the economic point of view? Discuss and write.**
3. **Why is the Terai region known as the ‘granary of Nepal’? Give suitable reasons.**
4. **Write the name of the crops, fruits and vegetables grown in the hilly region of Nepal.**
5. **Write the reasons why many tourists go to the hilly and the Himalayan regions of Nepal. Also make a list of the major tourist destinations of these regions.**
6. **Why do many people prefer to live in the Kathmandu valley to other places of Nepal? Discuss in group and write.**
7. **Why aren’t the people all over Nepal engaged in similar kinds of profession ? Give your own reasons.**

In our country, people in different places are engaged in different economic activities.

Unit1 Visual Art

Lesson 1

Making Pictures that Come into Your Mind

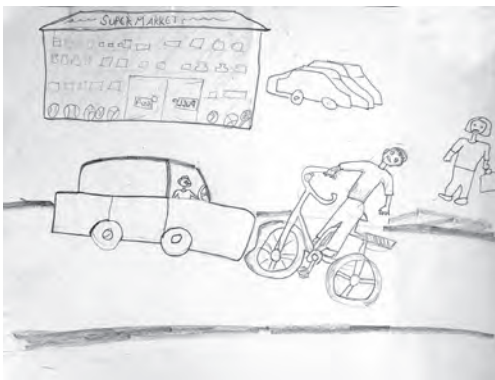
A feeling needs thousand of words to be expressed but it can be expressed in the best way by a single picture. It is easy to show the misery of a bird dripping wet in the rain or the deep attachment one has while playing with a pet dog through a picture. The subject matter of any story or different emotions in our mind can be shown through drawings. We can see how effective cartoons events, incidents, views, etc. are to picture the situations. We can also present our thoughts, feelings and experiences through pictures. For instance, look at the given pictures.



My enjoyable day



A being from another planet



An awful imagination

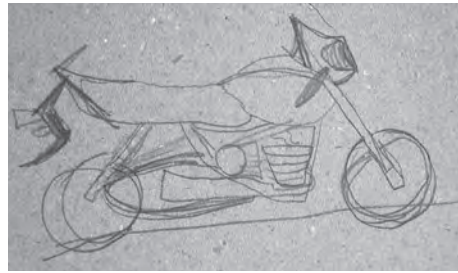


A terrible accident I saw

Look at the following pictures and try to draw similar pictures.



Cleaning programme



My dad's motorcycle



My home

Exercise

1. Discuss different kinds of activities taken place in your school or community and draw them.
2. Imagine that you have visited a newer world and then draw a picture of that world.
3. How your own house and your own vehicle would look like? Draw them.
4. When were you frightened? Draw a picture to show how scared you were.
5. How should we behave with animals? Draw a picture showing such manner.
6. Draw a picture of you helping someone.

Note to the teacher:

Students can have separate sheets of paper or copies for drawing purpose. Encourage the students to draw pictures using the available materials on such sheets of paper or copies. While making, the students draw the pictures, use the pictures given in the lesson as examples. Don't simply make them copy these pictures. Give them freedom to draw pictures of their own.

Lesson 2

Sketching Pictures of Plants, Trees and Environment

Drawing pictures of the plants, trees and environment around us is fun. It enables us to better understand our world. We get to learn about the objects that we see every day from the pictures. What does the leaf of cuckoopint plant look like? Where do the flowers grow up in the flower plant? How are the branches and twigs of a tree connected? How are the houses in the towns clustered one another? How big should we make a person nearby and the one far away in our picture? We can get the answer to these questions only after observing them carefully and drawing their pictures.



A tree in my garden



Flowers blooming on a flower pot



A temple

Exercise

1. Visit a garden, a park or a jungle. Carefully observe the trees, branches or leaves there and draw pictures.
2. Draw a picture of plant in flower after carefully observing one.
3. Sit on a clean and safe place and draw the pictures of the houses you see around.

Note to the teacher

In order to make the students execute the above given activities, take the students to the relevant places and encourage them to draw what they see.

Lesson 3

Making Pictures of Different Animals

Animals are friends of man. We live in a village or a town, Animals like cat, dog, cow, buffalo, goat, pigeon, crow, etc are always there in or around us. Through the pictures of animals, we can present human nature or subjects for stories. Domestic animals hold important place in our culture. The relation between human and animals has been expressed through pictures by several renowned artists. We present our ideas, feelings, thoughts and subjects for stories through the pictures of animals.



I love riding a horse



My puppy's babies



An encounter of a cat and a mouse

Exercise

1. Imagine an animal you like most and draw its picture.
2. Carefully observe animal toys, statues or any other objects and draw their pictures.
3. Draw picture of a cow, a goat, a dog, a hen, one each. Watching them carefully before drawing.

Note to the teacher

Animals do not always stand like statues. They move here and there. So, ask the students to observe their different parts of body and draw the body parts. After they draw the body parts, encourage them to draw the entire animals body.

Lesson 4

Making Pictures through Geometrical Shapes

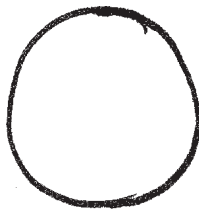
The looks of all the objects are like those of different geometrical shapes. Therefore, it is easier to draw the picture of any object with the help of geometrical shapes.



triangle

hill

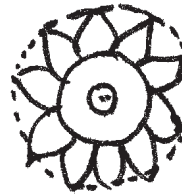
tent or roof



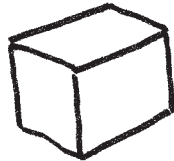
circle



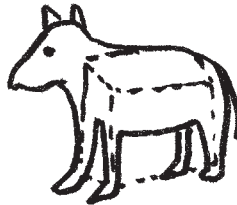
bear



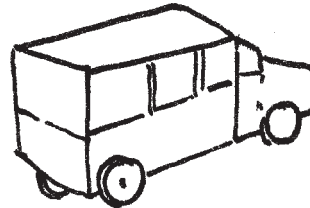
flower



box

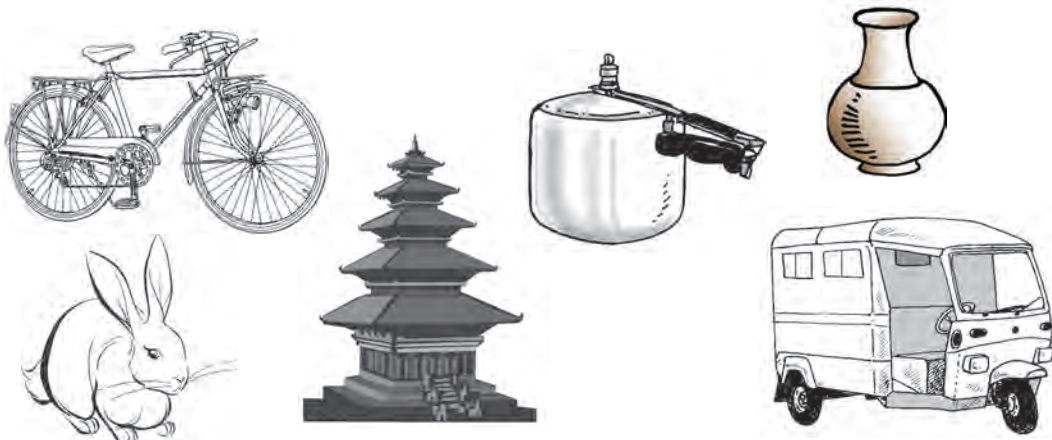


dog



jeep

Identify which geometrical shapes have been used in the following pictures and then draw pictures using those shapes.





Exercise

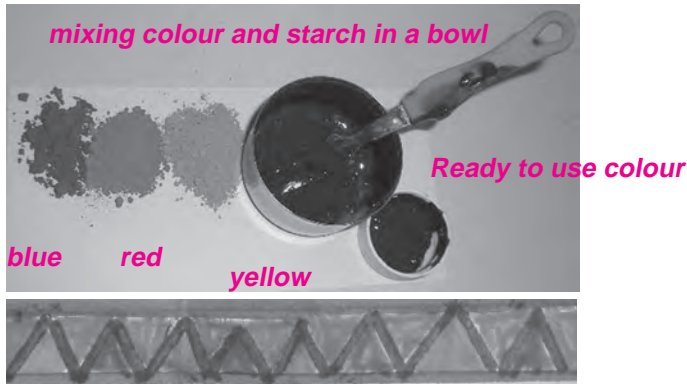
1. Look at the pictures above carefully and find out what types of geometrical shapes have been used in the pictures. Discuss among your friends.
2. Draw a triangle, a circle and a cube. Using these shapes, draw pictures of different objects.
3. Take utensils such as glass, mug, bowl, etc. Now draw geometrical shapes you can see in these objects. Then, draw the pictures of the utensils over the geometrical shapes.
4. Carefully observe the building or any other such physical infrastructure based on geometrical shapes and try to draw its picture.

Note to the teacher

Almost all the pictures are in one or more geometrical shapes. Tell the students that the framework of all the objects is made of one or the other geometrical shapes, and then ask them to draw pictures with the help of such shapes.

Colour can be made by mixing colour powder like keshari (saffron powder), abir (red powder), neer (blue powder), kamero (light grey mud), red mud, flower and leaves dust, etc, to gum or starch and by adding correct amount of water to it. Glue or starch is mixed to make the colour longer or lasting. If such colour is used to colour the picture. The colour does not peel off to mess up our hands or other objects after it gets dried up. We can also make new colour with the materials available in the classroom.

In order to make colour, we need red powder, blue powder, saffron powder, chalk powder, light grey mud powder and black (charcoal) powder. To stick the colour, we need glue or starch or mobicol and to mix the colour well, we need some water. To prepare a colour, mix one teaspoon full of colour powder with one teaspoon full of starch or glue and then add half teaspoon full of water to the mixture and mix them well. Now, prepare red, yellow and blue colours and use them to colour to pictures.



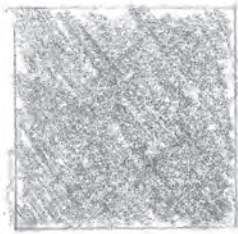
Exercise

1. Prepare colours of your own with blue powder, red powder and saffron powder and then use them, to colour the scene, designs or shapes.
2. Find out the substances that you can use to prepare colours, and use them to prepare colours of your choice. After that, use the colour you have prepared to colour different pictures.

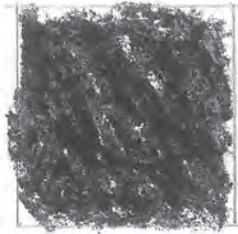
Lesson 6

Mixing Colours

There are various colourful objects in our surrounding, but only certain colours like white, black, red, blue, yellow, etc are available with us. In order to colour the pictures with desired colours, we have to prepare such colours by mixing the available colours. There are several methods of preparing new colour. We have to find out new colours ourselves by mixing two or more colours available with us. Use the new colours to put them on different pictures.



pencil colour



wax colour (crayons)



water colour

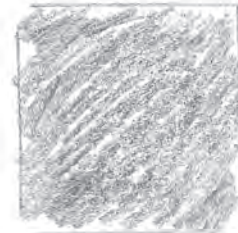


poster colour

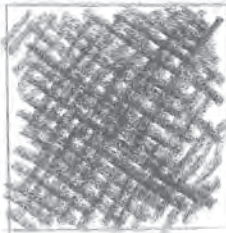
Methods of mixing red and blue colours

Methods of using pencil

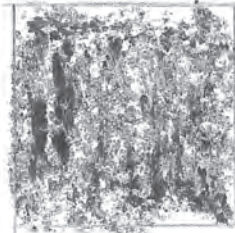
Methods of using wax



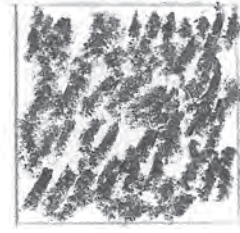
one way stroking



two way stroking



flat way stroking



vertical freckled stroking

colour

colour



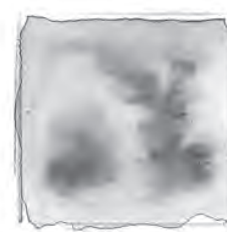
wet brush stroking



dry brush coating



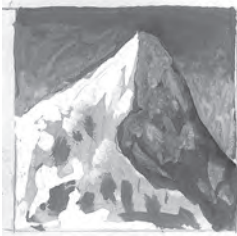
*over lapping
colour*



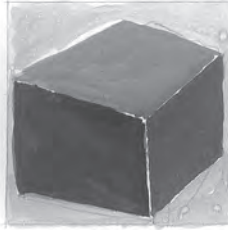
*colour spread on a wet
paper*

Methods of using local colour

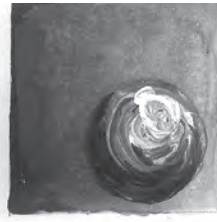
How can we make dark and light colour? Some examples are



Showing sun shining



Showing surface separation



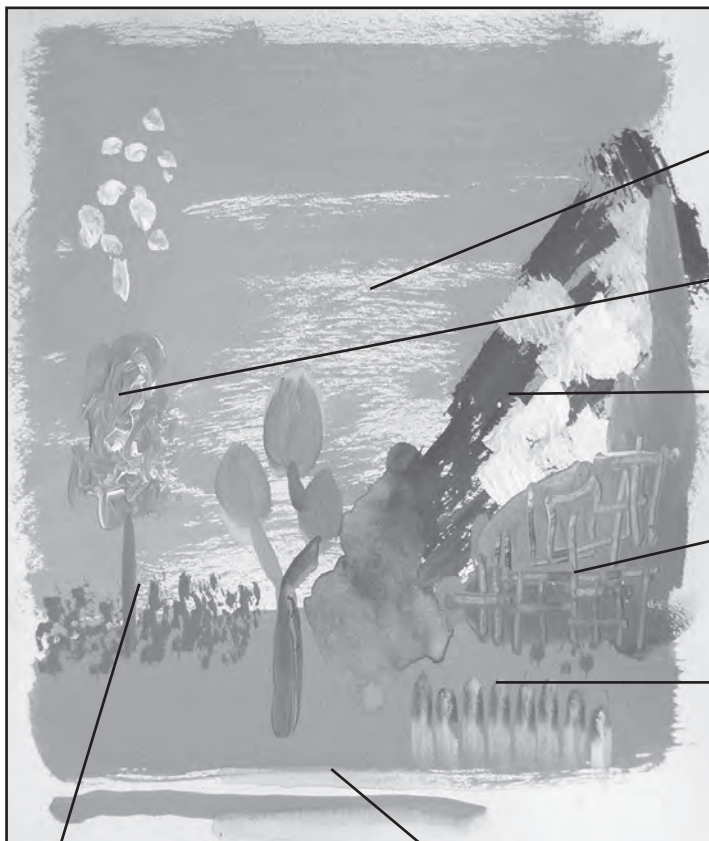
Showing round



Showing Shadow object

given below.

After learning to mix colours and to show the different effects of dark and light colours, use what you have learnt in your picture.



Coarse lines of dry brush

Colours mixed on the paper itself (incomplete)

Colour applied by slanting the brush

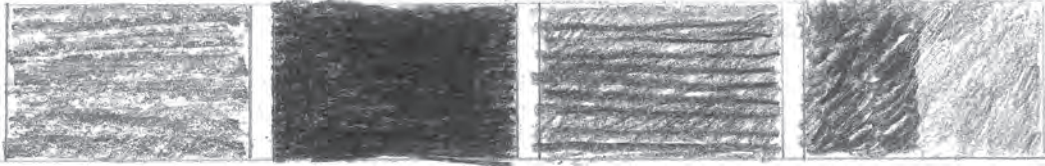
Scraped after using thick colour

Added new colour on the top of the other when colour dried

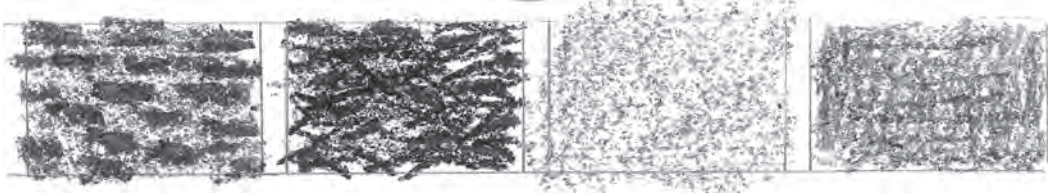
Made by vertically kept brush

Water spread by using brush

Tests of pencil colour and wax colour (crayons)



What do the effects of colouring and mixing colours shown above look like?



What do the effects of wax colour as shown above look like?

Exercise

1. **Make four squares of a postal stamp size in your exercise book. Colour each square uniformly and neatly with pencil colour. Then colour each pencil coloured square with different colours. Keep on colouring four different colours one on the top of the other on each of the squares. Write What the effect on each square looks like.**
2. **Draw a plain figure of your palm with a pencil on a piece of paper and colour its different parts with pencil colour by mixing colour.**
3. **Draw 30 postal stamp size squares in your notebook and colour each square by mixing different colours you have.**
4. **Draw the pictures of things you have learnt from the tests of mixing colours and colouring and use them to decorate your room/classroom.**

Note to the teacher

Select some of the activities from the ones given above and make the students do the activities by using the colours available in the classroom. Make it compulsory for all the students do the given exercise.

Lesson 7

Expression through Colours

Colours are the most powerful means of expressing our ideas. Different feelings can be experienced by looking at the colours. If colours are used in the pictures, new things can be noticed or understood. We can also express our views through colours. Some of the examples of paintings by the child artists are given below.



Exercise

1. Draw a colourful picture based on the subject matter of any story in your text book.
2. How would you arrange the necessary physical facilities in your community? Discuss with the class and show your plan related to agriculture, schools, vehicles, etc through drawing.
3. Make a multi-coloured drawing by combining different figures and shapes.

Lesson 8

Wall Painting

Different kind of pictures made on the wall is called wall painting or mural art. The development of wall painting started right from the time when human civilization began. Ancient wall paintings tell us about the condition and lifestyle of the people of that time. It is found that the people of the Stone Age used to make the paintings based on their activities. Some of the famous wall paintings are shown below.



Wall painting about war in Stone Age



Wall painting of different animals on the wall of Lascaux cave



Wall painting of Egypt



Wall painting of Ajanta in India

Note to the teacher

Similar kinds of wall paintings are on display at different museums. Arrange a trip to take students to these museums to show them such paintings and also provide them information about those paintings.

Making Wall painting

We can select any suitable wall of our school for wall painting, one each class. The teacher will select a suitable wall. Then, the students will make it ready for wall painting by colouring it with red mud, grey mud or lime. After the wall is ready, measure its length and breadth. Next prepare a big chart paper of the same proportion. If the wall is 48 inches broad and 60 inches long, take a paper of proportion 7 and 5 i.e., 28 inches long and 20 inches broad. Using colourful markers or ball-point pens, draw several pictures on all parts of the paper and then divide the paper into sixteen parts. Now, form smaller groups among yourselves, and according to the number of students in each group start painting the pictures drawn on each division of the paper onto the wall. Make sure that each one of you is engaged. Make the environment of your school look beautiful by drawing such wall paintings.



Children making wall painting]

Exercise

1. Together with your friends make a wall painting using the colours available in your locality.

Note to the teacher

Make the children draw wall painting by pasting paper on the wall. In doing so the painting can be removed after some days and another can be made on the same place.

Lesson 9

Printing by means of Different Techniques

The method of copying the same impression from the surface of any coloured object onto another surface is called printing. Printing can be done in different ways. Printing can be done by getting the impression of an object by pressing, putting the paper onto a rough object and scrubbing with pencil or by using a roller. Attractive impressions can be obtained by means of these techniques.

Getting a print by making a design on a potato or a radish



First of all, take a potato or a radish or a cuckoopint. Then cut it into circular shape. Next, carve any pattern or design of your choice on the flat surface and then carefully cut out the outer part of the design. Now, your design is ready. Apply colour over the design on the surface or dip the surface in colour and press it onto the plain paper to get the print. Once, the design is made, it can be used for getting several prints. Hence, from one design, several patterns can be made.



Exercise

1. Prepare a print by making designs different from the ones given in the lesson on potato, cuckoopint, radish, gourd, pumpkin, etc. Also make border around the design.
2. Sketch a figure on the page and do the printing.

Note to the teacher

Since the students have to use knife and colour in this method of printing, advice the students to be careful. Ask the students to make border at the edge and other designs in the centre.

Take a thick piece of paper. Tear it as shown in the picture below and after that stick the torn pieces on a smooth surface. Now, colour the paper pieces you have stuck on. After colouring them, place a clean piece of paper on them and press it to get the impression of the image on the paper.



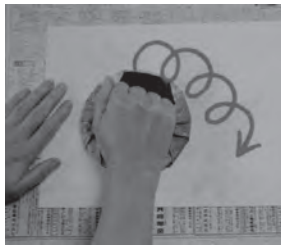
Tearing the thick piece of paper



Sticking



Colouring



Pressing Image



print



Several other images made by following the same technique



Exercise

1. **Make pictures or images of your choice on a thick piece of paper and cut them accordingly. Then, paste the images on another piece of paper following the same method as above to produce different print images**

Note to the teacher

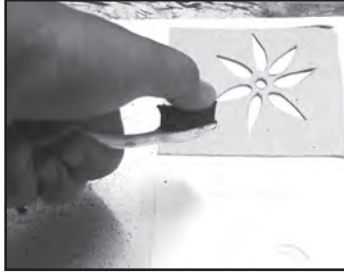
Hold discussion on the above given examples with the students and encourage them to try making other such images. After they come up with images of their choice, display their work in the classroom.

Lesson 10 Printing after Making Stencil

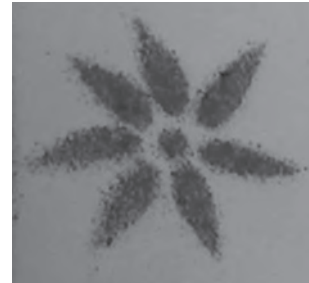
You have already learnt about the stencil/template method of printing in grade four. Printing can be done either by cutting the desired image or the shape on a thick piece of paper or a thin sheet of tin. In this lesson you are given some ideas about this method of printing.



Cutting shape after drawing it on a thick piece of paper



Sprinkling colour after putting the stencil/template on the paper



Shape produced after sprinkling the colour

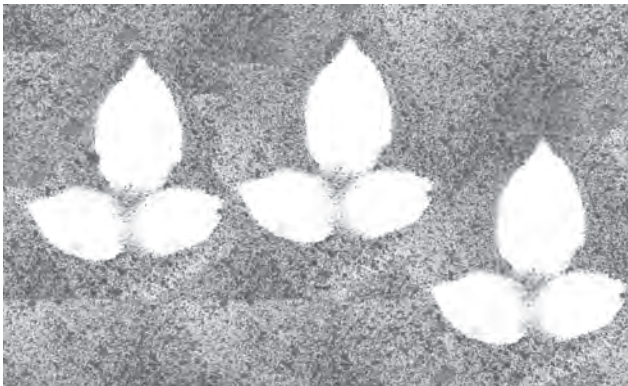
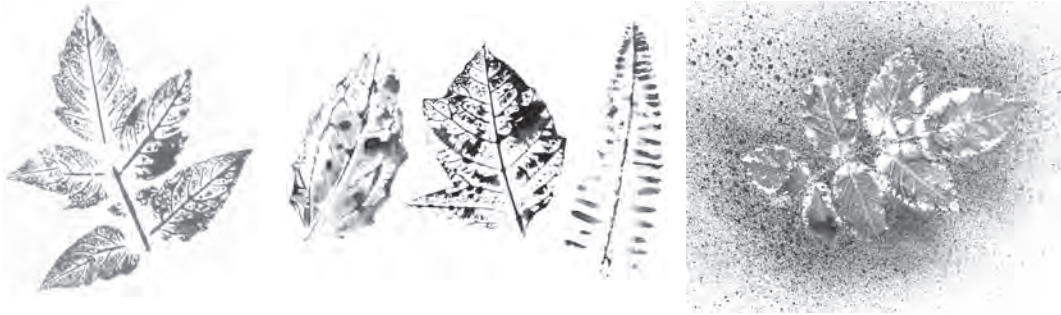
Print images produced through stencil/template



Exercise

1. Prepare these types of templates and print the images.

Images produced after sprinkling or coating colour



Varieties of images can be printed through stencil/template. Through this method different kinds of Greeting cards can also be made. Try a few such cards.

Exercise

1. Collect leaves of different plants and trees to make different kinds of greeting cards.

Note to the teacher

You need to pay special attention as the students will be using sharp instruments like scissors, knife and needle. Encourage the students to print out different images by using different objects.

Lesson 11

Plan Collectively

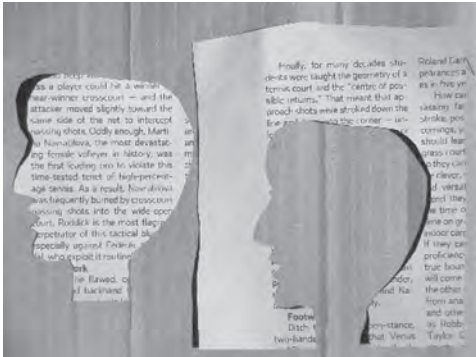
You can plan collectively to have your friends' collage and yours to contain similar ideas. By working in groups in the classroom, you can make useful objects like books and calendar by means of collage method.



The above given pictures are related to each other. Parts of the same story are shown in each picture. Before making collage, discuss beforehand and make picture plan with pencil on the pieces of base papers. After agreeing on the plan made together, make collage by using suitable pieces of paper for objects (like houses), characters (persons) and places (hill, floor, etc.)

Note to the teacher

After having collected the papers, ask the students to plan together and to divide the work among them. It is better to give the students the base paper by drawing border in which the students are supposed to make collage. For making a book, the space for binding margin and summary writing has to be allocated in advance.



Draw a shape on a piece of paper. Then cut out the shape you have drawn. Use the outer part of that paper. The outer part of the paper is called negative space and the inner part is called the positive space. If you paste the outer part of the paper that remains after cutting the shape drawn, it may help you to show the desired shape.



Collage made by using inner and outer of cloth



**Composition of Monalisa, parts
Kazimir Malevic**

Exercise

1. Suppose, your class is given a task of making a yearly calendar through collage method. First discuss with your friends who would prepare which month's calendar and what to be displayed on each month? Now, make a collage for your monthly calendar.
2. Make a picture story after reading any story. Prepare a scene of the story. You may work individually or in a group.

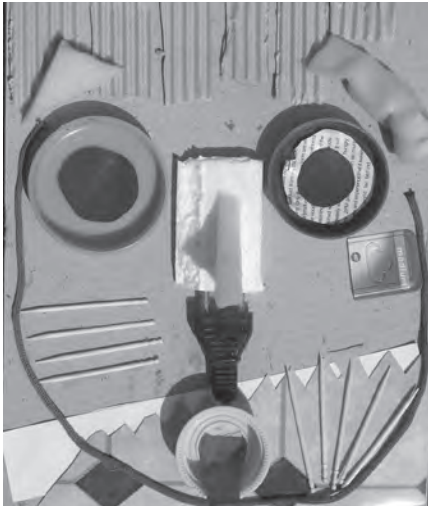
Note to the teacher

Conduct lessons for making collages of different sizes like the ones shown in the pictures above. If you want your students to prepare collages in a group, ask the students to choose the subject for collage work after holding discussion. Use the collected materials to prepare collage and store the leftover materials for reuse.

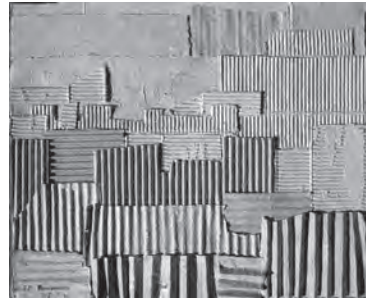
Lesson 12

Different Types of Collages

Collage can be made by using different objects, pieces of cloth, pieces of paper and various other artificial objects, but the collage looks attractive if only one kind of object is used to prepare a piece of collage art. Using different kinds of objects for the same collage may make it look untidy. Generally, for a small size collage, a similar kind of object is used. But, for a larger one or a wall-size collage, the use of paper, cloth and artificial objects at proper places also make it look beautiful. Look at the examples given below. Some collage are small and others big.



A collage made by using card-board pieces.



A collage made by using card-board pieces.



Going fishing, Arthur Dove

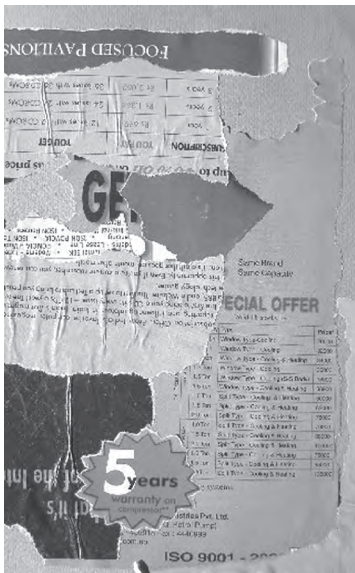
Exercise

1. Collect different kinds of papers like newspapers, magazines, old calendars, cartons, etc. and keep them separately in your classroom.
2. Collect artificial goods like used ball-point pen, bangles, buttons, match boxes, plastic goods, etc and keep them in separate boxes.
3. Make a chart paper size collage using different kinds of paper pieces.
4. Make a collage art using different artificial objects on a base paper similar to the size of you exercise-book's page.

Lesson 13

Painting the Collage

Make a collage by sticking different objects. You can also arrange the shapes and surfaces of it by coating different colours. Use colour according to your desire. It would be easier to show light and dark shades, smooth and rough surfaces, nearer and closer objects, etc. This method is effectively used by modern artists to present their ideas. Look at the examples below. The image seen in the collage made by sticking several pieces from the newspapers has been more clearly defined after colouring it.



Pasted only the pieces of cardboard paper



Coloured after pasting the cardboard paper pieces

Exercise

1. From among different materials used for making collage, use only one material to make a collage picture and colour it.

Note to the teacher

Colouring the collage becomes effective if only one kind of material like natural objects, used papers, newspapers, others are used to craft a collage. To make the collage look effective, instruct the students not to cover the whole of collage with colours but use the colours wherever necessary.

Lesson 14 Making Different Objects with Clay

Different objects like tub, box, toys, house, etc. can be made after making slabs of clay. Some examples are shown below.



Several objects can be made from the lump of clay after making coil or string of the clay.



As shown in the figure, keep on placing the clay coil one on top of the other

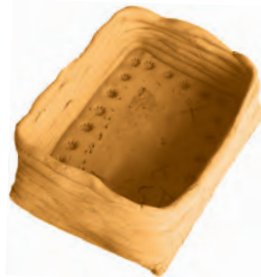


As shown in the figure, keep on crowning the clay coil in a circular shape



With your wet finger smoothen the coil

Some samples of objects prepared using coil method

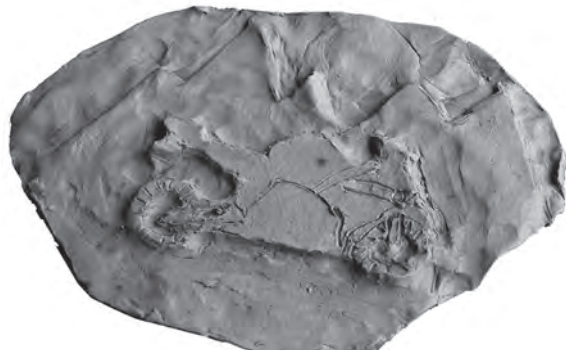


Exercise

1. Make any object of your choice after making a slab of clay.
2. Make any material of your choice after making a coil of clay.

Making a figure or a design on a clay slab

Keep a lump of clay on a flat surface or a wooden plank. Prepare a slab through kneading. On the slab you have prepared, draw an image or a design of your choice with a pointed instrument. Then carefully cut out the unnecessary part to obtain the desired image or design. Smaller lumps of clay can also be topped on the slab to make an image. By using these techniques, a texture (image) can be made on the surface of the slab. Observe the textures on the clay slab in the samples given below.



Exercise

1. Make a clay slab and cut a shape after that make textures using several objects on its surface.

Note to the teacher

Hold discussion with the class after making the students carefully observe the samples of the textures given above. Encourage the students to produce such images after providing the required materials.

Lesson 15

Relief Work

The surface of a clay slab can be heightened by topping it with clay. It can be deepened by cutting out the clay from it. The statue or other artistic works carved with these methods is known as Relief. Some of the examples of artistic works carved using these methods are given below.



A relief statue carved on a stone



A relief image carved on a wooden plank



A relief made by bonding clay onto a slab



A relief work carved on a clay slab

Exercise

1. **Make a relief of any object or image of your choice on a clay slab using the methods of adding or cutting out clay.**

Note to the teacher

Arrange the required materials needed for making any objects with relief methods and ask the students to carve relief object or image of their choice. Encourage the students to create relief images by showing them statues, images produced through relief methods. Encourage the students to paint their creations.

Lesson 16 Independent Presentation Using Clay

Clay is the easiest means of making statues of your choice. Given below are some of the examples of famous statues made independently.



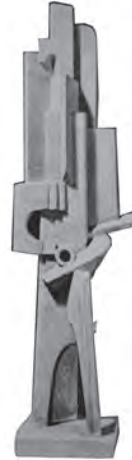
*"Century" Seymour
Leptonn*



*"A Fat Boy" Ishamu
Nagachi*



"Guardian"



*"A man and the
Guitar" Jack Lipiz*



*"A Human
Head" Picasso*



*"The Thinker" Auguste
Rodin*



*"Mile Pogani"
Constantine Brankusi*



*"Reclining Figure"
Henry Murray*

Exercise

1. Make a statue of your own feelings and thoughts, like the ones above, from clay.

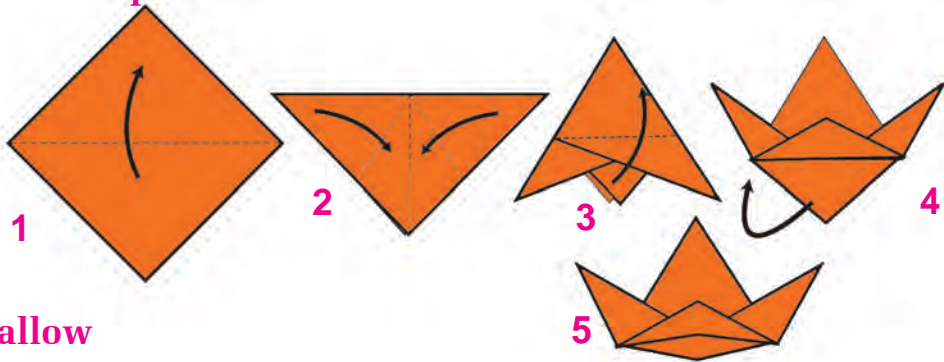
Note to the teacher

Don't ask the students to copy the samples given above. Use these samples to encourage the students to create other statues of their own choice. Make necessary arrangement to display the statues and the write ups related to the statues.

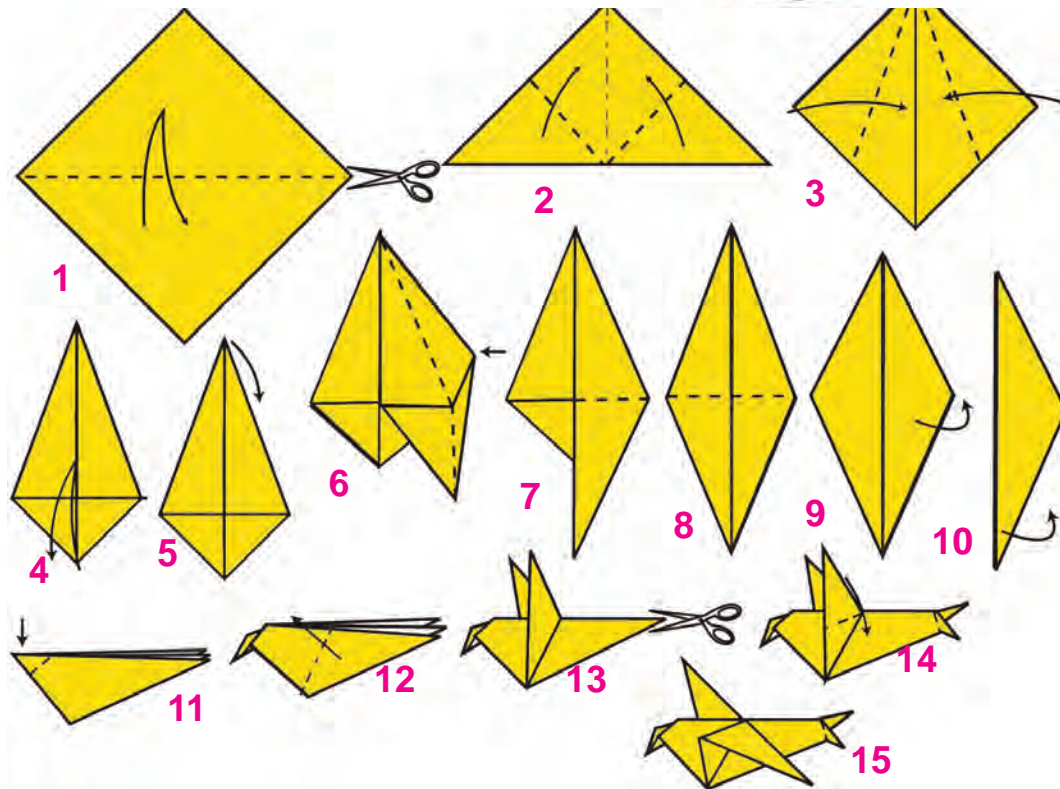
Lesson 17 Making Different Objects from Paper

Different images and shapes can be made by folding or cutting sheets of paper. This art of folding or cutting paper sheet is called Origami. You did this sort of art in previous class, too. In this lesson, you are going to learn more about making attractive objects with sheets of paper. Look at the given pictures very carefully and try to make such art pieces.

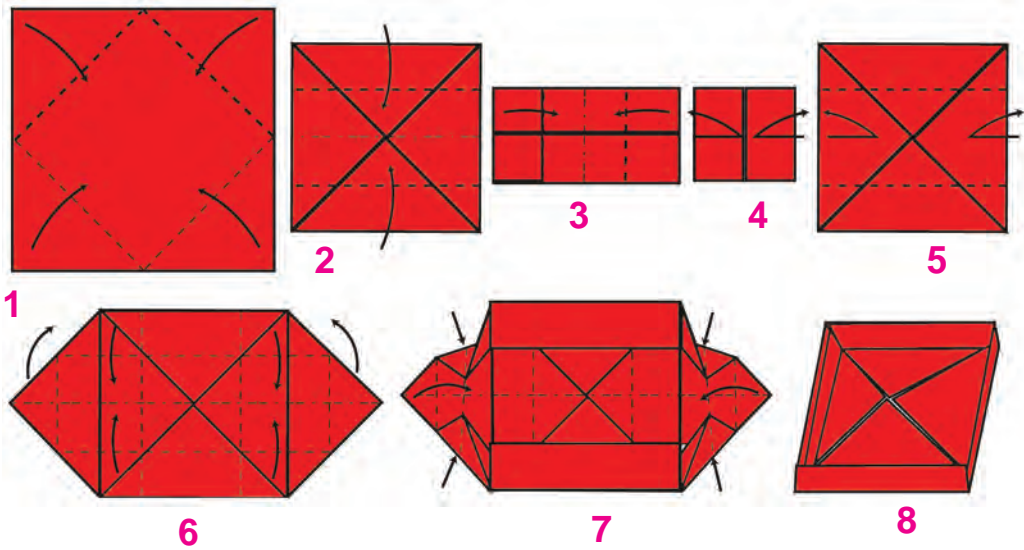
A Pointed Cap



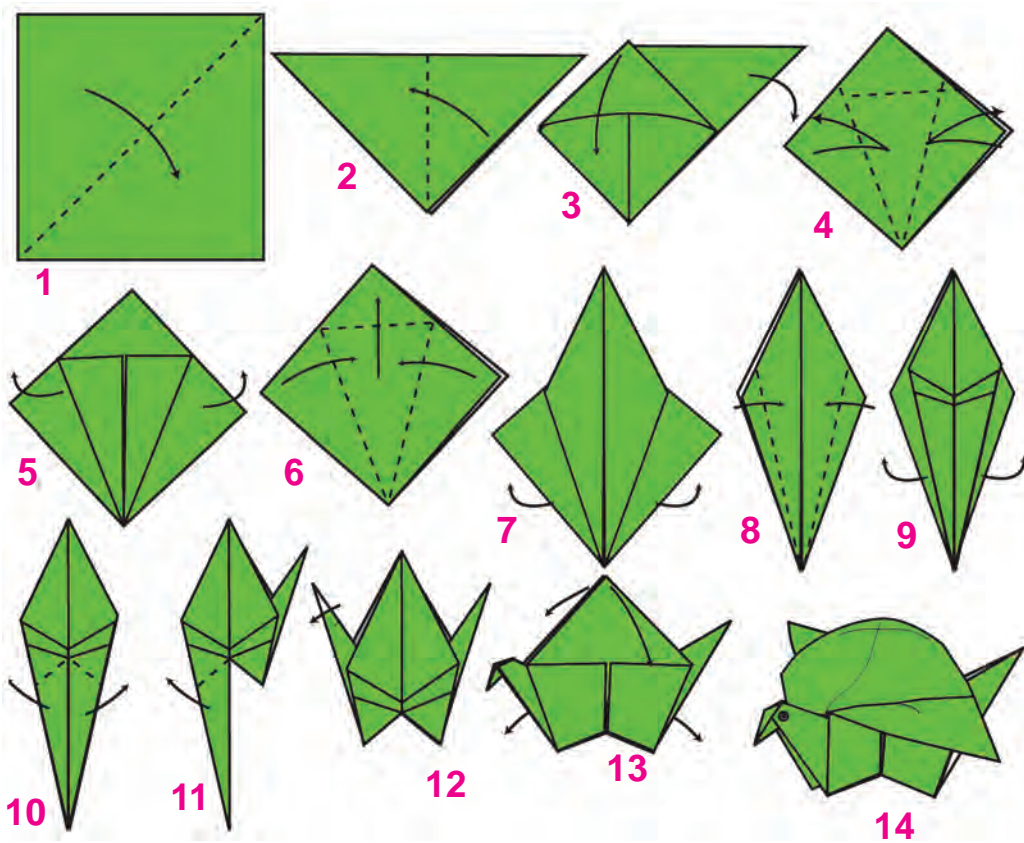
A Swallow



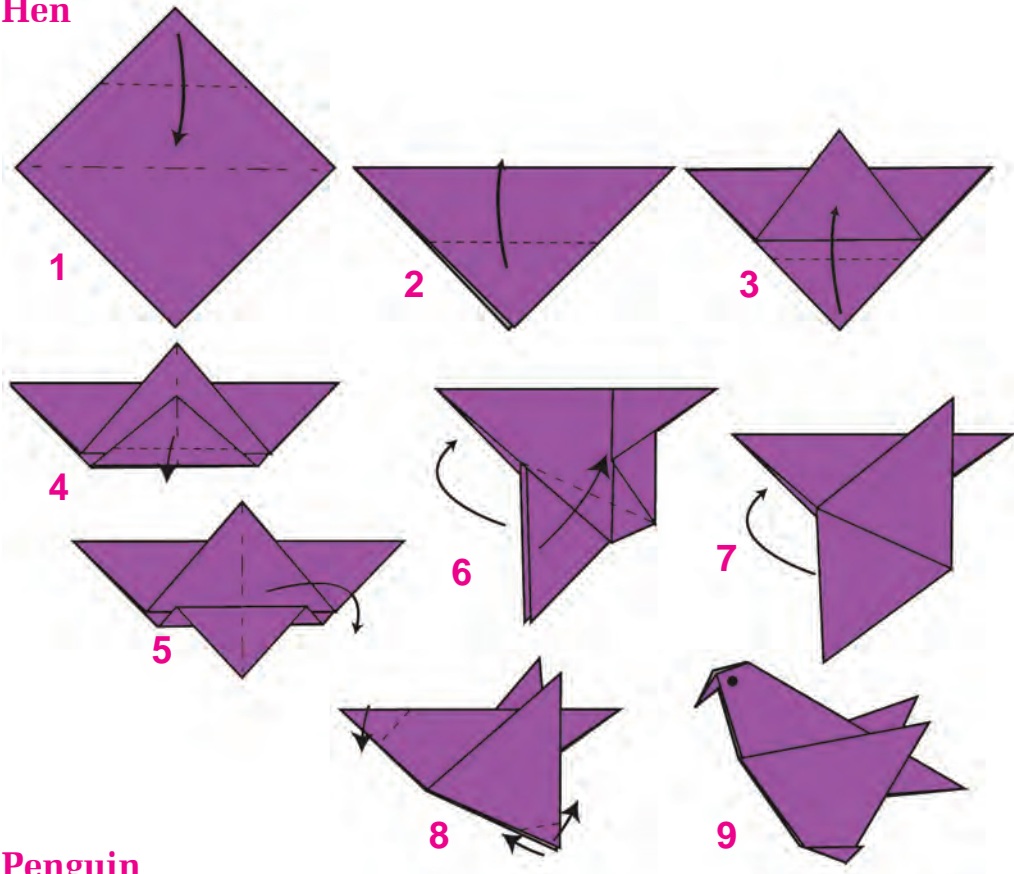
A Paper Box



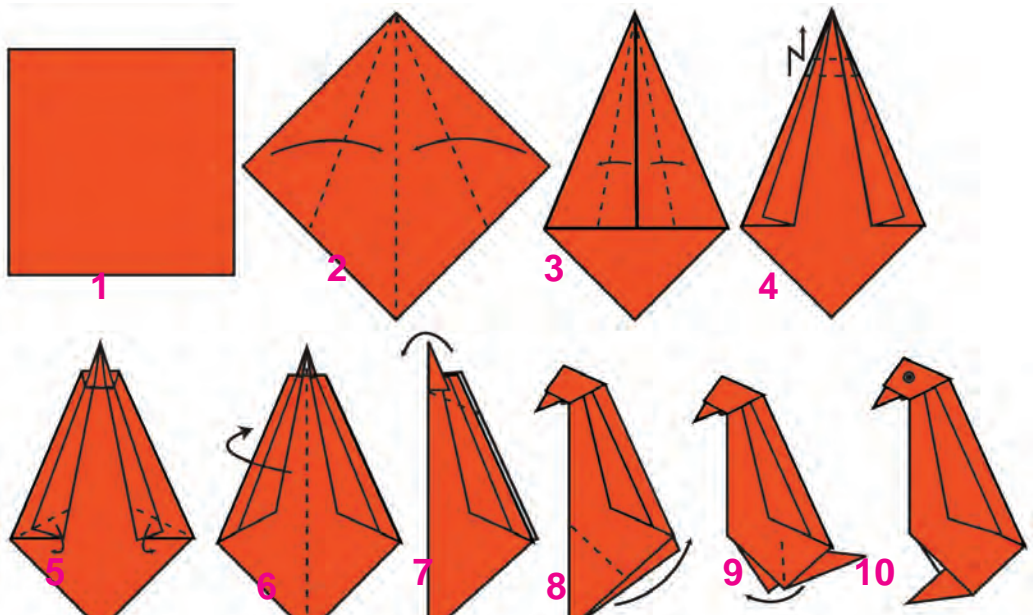
A Crane



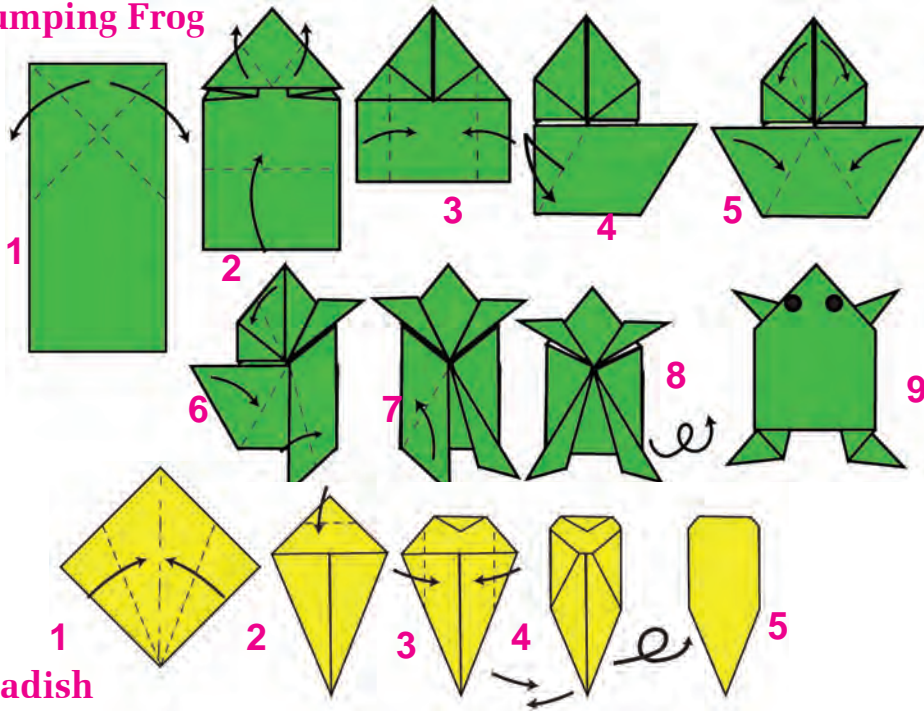
A Hen



A Penguin

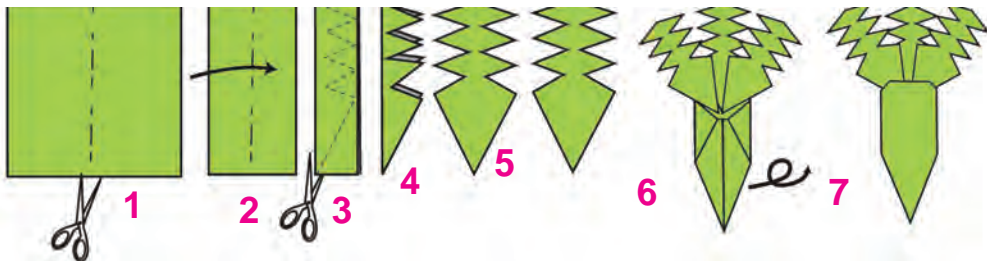


A Jumping Frog



A Radish

Now cut a piece of paper into two halves with a pair of scissors. Cut one half of the paper as shown in the pictures below:



The paper made above can be fixed as shown in picture 6 to get a complete paper radish. Applying the same method other paper objects can also be made. Try to make some.

Exercise

Using colour paper, make a paper radish like the one shown above.

Note to the teacher

Your students have already done similar kinds of activities in the previous class. Make the students do the above activities properly. See if the students are doing the activities step wise. If not, give necessary suggestions. Make necessary arrangement to display the different objects made by the student

Lesson 18

Making Designs by Cutting Paper

Take a coloured sheet of paper measuring 6 inches long and 3 inches wide. Measuring about 1 inch from one end, keep on folding the paper inside and outside until you reach the other end. The paper thus folded would look like a small cuboid.



fold the colour paper inside and outside as shown in the figure



a



b

After you have completely folded the paper, it would look like the one in picture (a). Now, draw a figure of your choice on the folded paper, then slowly and carefully cut over the image you have drawn with a pair of scissors or a knife. After having cut, slowly unfold the paper. Thus, you will get an attractive paper design as shown in picture (b). Following the same technique, several designs can be made. Such designs can be used to decorate windows, doors, pillars, walls, etc of your school or house. Try out to make other designs.



square paper folded and cut

Exercise

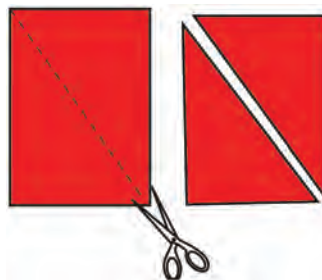
Take a coloured sheet of paper and make attractive design.

Note to the teacher

It would be better to use a soft coloured sheet of paper to make paper design. Encourage your students to make several kinds of designs. Such designs can be used at school during ceremonies and functions.

Lesson 19 Making Festoon (Decorative Strips/ Toran) of Colourful Paper

Colorful strips of paper can be used to decorate homes and surroundings during functions, ceremonies, festivals, etc. Such strips are prepared by cutting colourful sheets of paper into triangular shapes and gluing them onto a long piece of string at equal space. The art of making such decorative strips of colourful paper is called festoon. In order to make colourful festoon, different colourful sheets of paper are required. Take the sheets of paper and fold it measuring 3 to 4 inches. Then, cut the folded part with a pair of scissors or knife to get several strips of 3 to 4 inches. Again fold the cut strips into equal size of 4/5 inches. Now, you will get smaller pieces of paper of 4/5 inches. Cut these strips in the same way as shown in the figure.



After cutting the pieces of paper, two small pieces of triangular shape will be obtained. Cut all the colourful pieces of paper. Now, take a long piece of string and glue the triangular shape of colourful pieces alternately to prepare a festoon or a decorative strip. Try out to make such strip.



ready to use Toran

Exercise

Take different colourful sheets of paper and prepare a festoon.

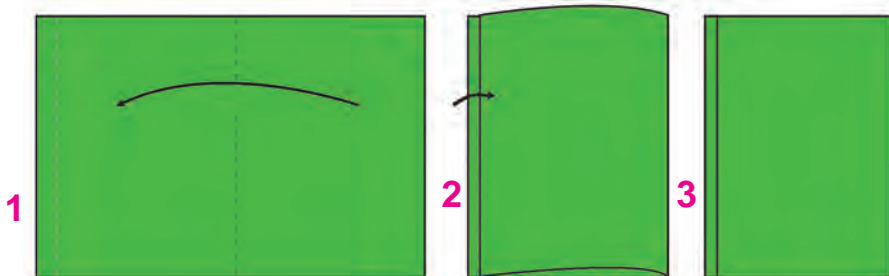
Note to the teacher

Arrange different pieces of colourful paper, scissors, glue, string/thread, pencil, etc. for the class. Encourage your students to make festoon by giving them paper pieces. Demonst. Ask the students to use the festoon prepared by them during different occasions, ceremonies, etc.

Lesson 20

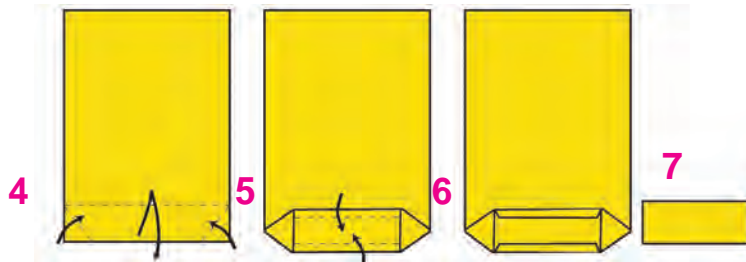
Making Paper Bags

A kind of paper bag made with paper and other simple materials available at home is called paper bag. It is commonly known as thunga in Nepali language. This type of paper bags can be used as a substitute of plastic bags. Using paper bags would also help keep the environment clean. These bags can also be used to carry different stuffs. Paper that doesn't get torn quickly, waste paper, old newspapers and magazines, etc. can be used to make these bags. Materials like old waste papers or newspapers, starch or glue, scissors, etc. are required to make paper bags. The method of making paper bag is given below. Have a piece of paper measuring 1 foot long and 10 inches wide and do as shown in the figure.



Leaving half inch at one side edge of the paper, fold the paper as shown in figure 1.

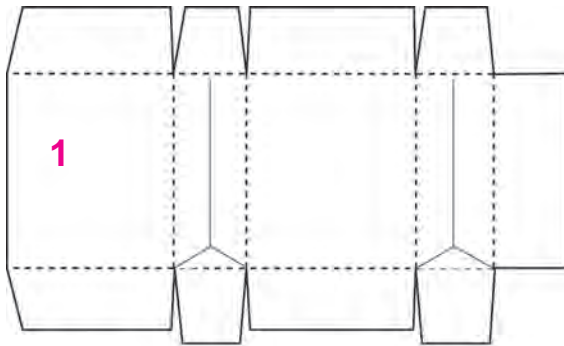
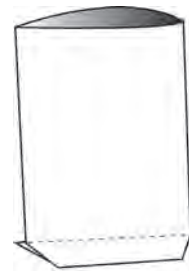
Now carefully apply starch or glue to the half inch side edge part and folding it, stick it on the other part as shown in figure 2 and 3.



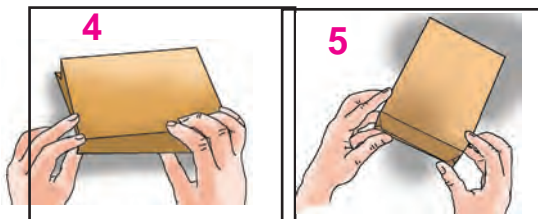
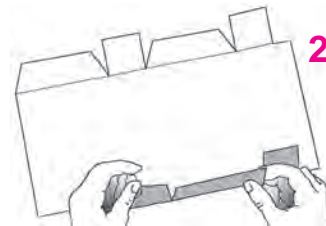
After the glue gets dried up, fold the paper at the bottom part as shown in figure 4 and 5.

After folding, stick the paper, shown in figure 7, at the bottom part. To make the bag stronger, a thick piece of paper can be pasted at the bottom. In this way a paper bag can be made.

Applying the same method, a stronger and better paper bag can also be made. For this, a strong and good quality paper piece is required. After having such piece of paper, follow the sample given below and try to make a stronger and better paper bag by yourself.



Cut and paste a rectangular piece of paper in the same way as shown in the above figures.



Such paper bag can be used as a shopping bag by folding the top part inside and fixing pieces of string on both the sides.

Note to the teacher

Ask the students to collect different types of old newspaper and magazines. Encourage your students to make paper bags, but first demonstrate yourself how to make the bag before making the students do so. Ask the students to make paper bags of different sizes. These bags can also be sold at the community market.

Lesson 21 Reusing Used Articles

Many objects are thrown away at home after use. Some such things can be reused by making other useful items. Collect old and waste materials like lids of ball-point pen, chocolate wrappers, sticks used to hold sweetened ice, etc to make some useful items. It is necessary to find out ways for fixing while making them. Different techniques can be applied to fix different items. Look at the construction works given below. What methods have been applied to fix two different objects?



Tied with thread

Fixed with sellotape



Fixed with nails



Fixed with glue



Pushed after making holes



Fixed with staples

Exercise

Objects made with pieces of wood



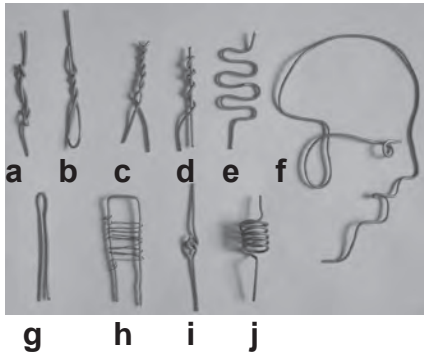
Take only two different types of articles from the collected ones and using simple means, go on fixing these articles to make a bigger item or object.

Note to the teacher

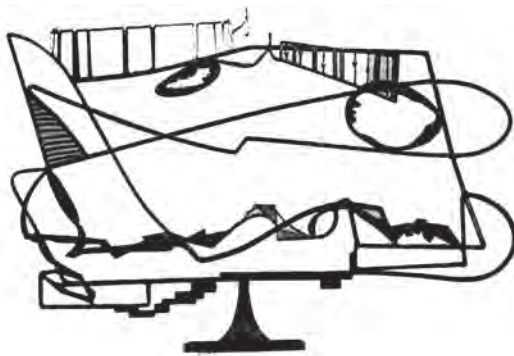
After the students construct an object/item using one or two articles they have collected, allow them to use various articles to make the item of their choice. Instruct them to use the tools safely. If they encounter difficulty in fixing the articles, help them to fix them up.

Lesson 22 Constructing Items using Wire and Boxes

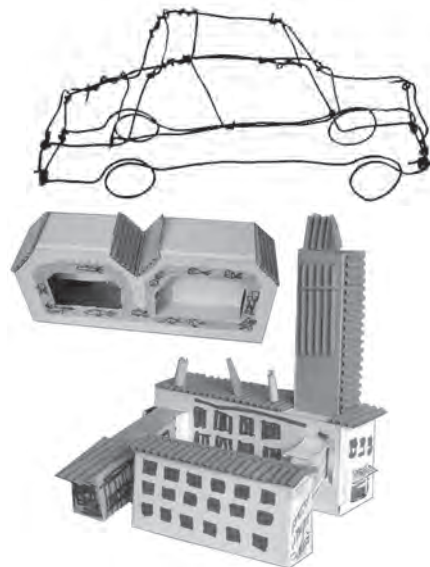
Different shapes can be made with soft wire. Wire artistic pieces that can be hung or that can stand on its own can be made with wire. Carefully look at the methods of fixing pieces of wire. What shapes can be given to the wire, have a look at it also.



(a) linking (b) loop twisting (c) fixing by twisting (d) winding one over the other (e) wave (f) lining figure of wire (g) making loop (h) wrap (i) hook joining (j) coil



Landscape of River Hudson



Models made from boxes

Exercise

1. Construct different shapes that can stand on their own or that can be hung with the pieces of wire.

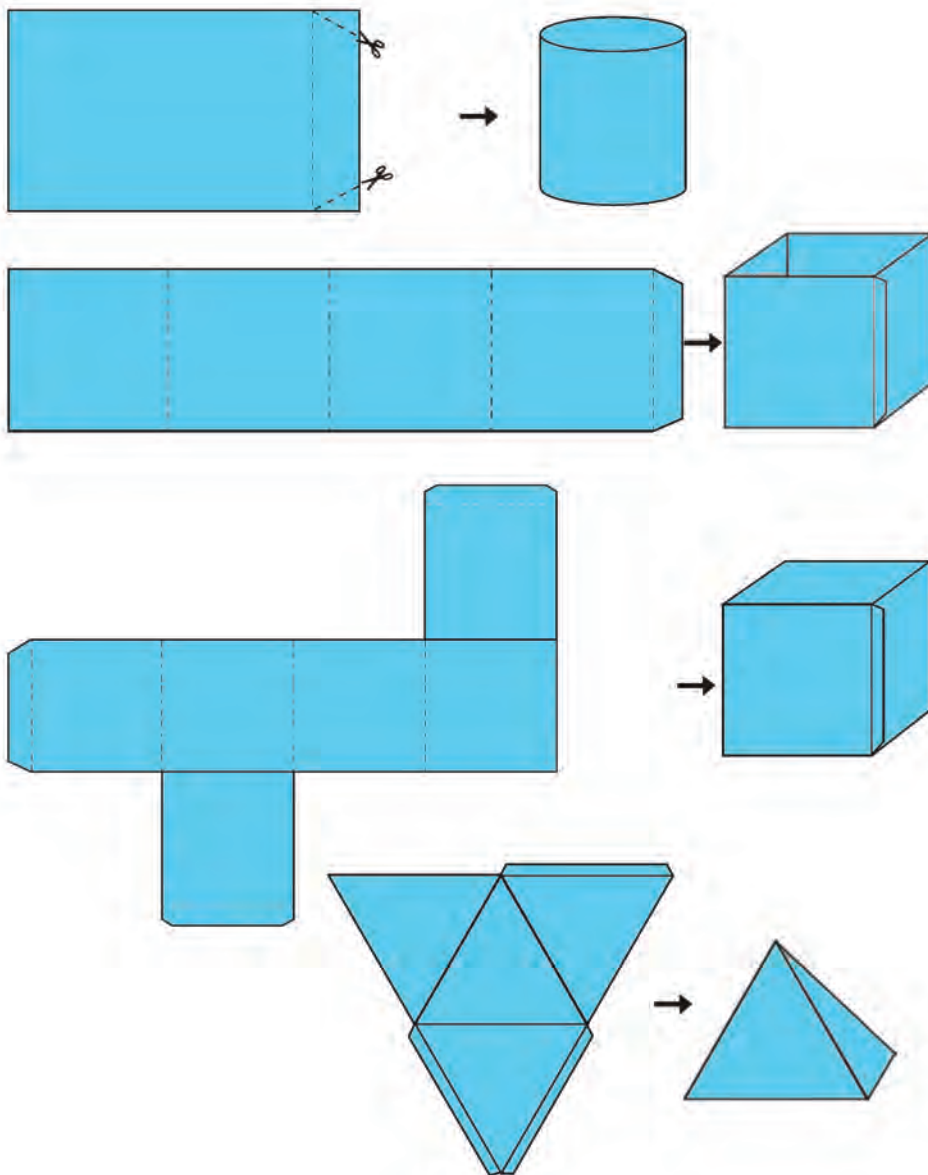
Note to the teacher

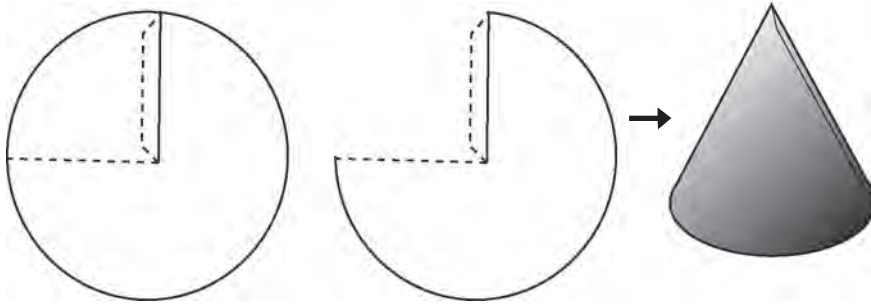
Arrange pliers for the students to work with wire pieces. In order to avoid the injury from pointed wire pieces. keep the students at a certain distance while they work with wire pieces. While constructing items with boxes, make available the different substances needed for fixing. Ask the students to make different models that are related Social Studies from the boxes. Encourage them to make models of factory, school, memorial, etc

Lesson 23

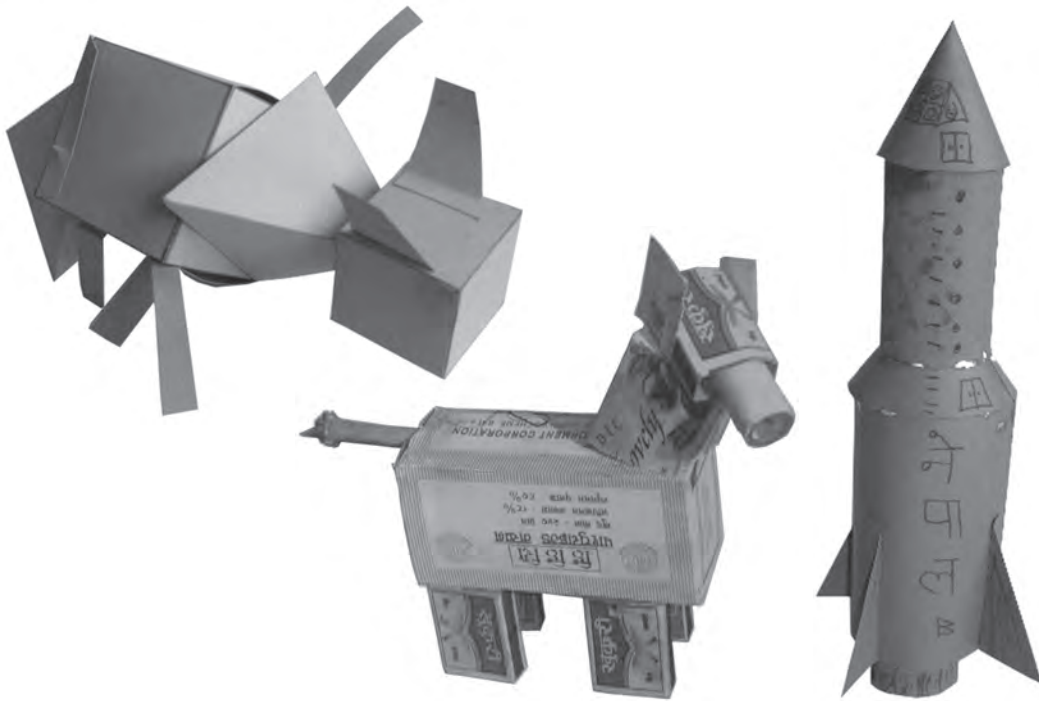
Constructing Items Using Different Geometrical Figures

You have learnt to make different geometrical shapes with a ruler and a compass in Mathematics. Three dimensional figures can be made by fastening geometrical shapes. After making the angles and lines of correct measurement, it would be easy to fasten them. Look at the plans given below.





Items constructed from different kinds and shapes of boxes



Exercise

Make geometrical shapes as shown above on a thick piece of paper. Fold the lines and cut out at necessary points. Spread glue on the part meant for fastening, fasten it. Then with the help of stapler, attach the different geometrical shapes one on top of the other to make objects like rocket, house, animal, ship, and airplane and so on.

Note to the teacher

Before doing the activities, display the models. Help the students to measure and cut out the shapes accurately,

Paper Mache

Cutting out different geometrical shapes from cardboard fasten them. Several useful items and materials can be used while performing plays. It can also be made by layering them with newspapers. This method of making items is known as Paper Mache method.



Pieces of newspaper pasted on the cardboard

glue made by cooking wheat flour and pieces of newspaper

Collect and bring the cardboard boxes no longer used. Cut out geometrical shapes from it with scissors or knife. Make an object by fastening the shapes with glue or sellotape. Cover the object by pasting pieces of newspaper on it with starch or glue. Paste at least four layers of newspaper pieces on the object. Dry the object and colour it. Take it home and use it.

Paper Mache crocodile's head to be used during a play.



Exercise

Make an object of your choice through Paper Mache method.

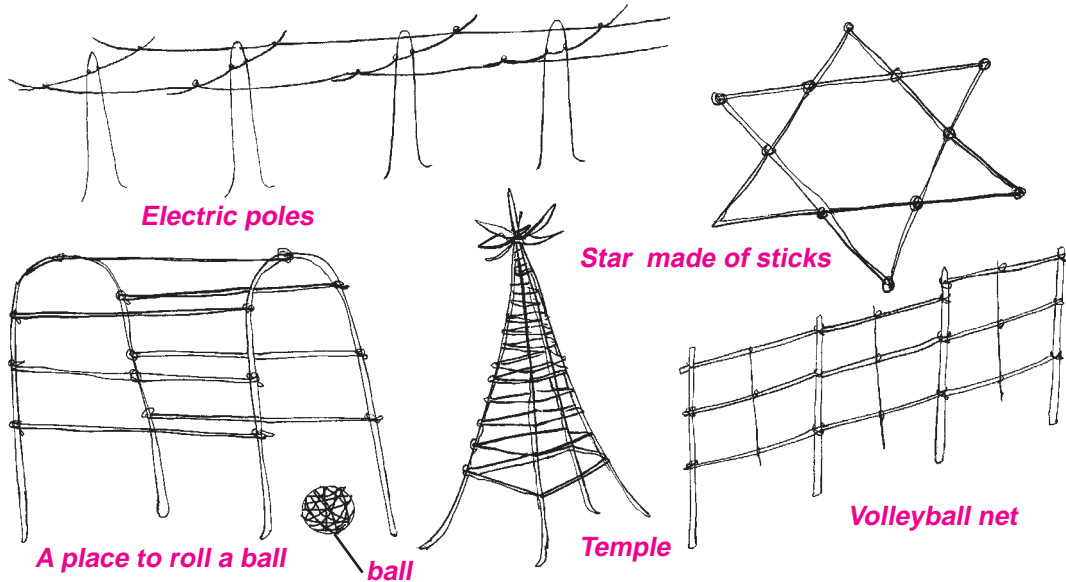
Note to the teacher

Make necessary arrangement of materials required for Paper Mache. Demonstrate the method of fastening after smearing starch or glue. Make the students clean up things after completing their works.

Constructing Things Using Sticks and Strings

In your previous grade, you made things by tying up sticks with string and by using the objects found outside the classroom. You might have enjoyed a lot playing with those things. In grade five, you can play outside the classroom by making things out of sticks, twigs, pebbles, mud, etc.

Look for straight, thumb-sized thick sticks and then making hole into the ground, fix these sticks. Now, make a small group of friends and play by tying other sticks and twigs onto the sticks fixed in the ground to make anything you like.



Electric poles

Star made of sticks

A place to roll a ball

ball

Temple

Volleyball net

Exercise

Look at the example given above. Make a group of four and go to the outside of classroom. Collect objects like sticks, twigs, dried stems of maize plants, etc and tying them with thread, string, etc make things of your choice.

Note to the teacher

With the materials needed for digging and cutting and strings for tying, take the students to an open space outside the school. Help the children in their construction work, if necessary and encourage them to play and work together.

Lesson 25 Constructing Things Using Pieces of Paper

A page of paper is two dimensional. But, if it is cut into pieces and fastened, a three dimensional structure with length, width and height can be made. Buildings, monuments, parks having such structures look like great designs. Some renowned sculptors and artists have made such structures of greater measurement and size.

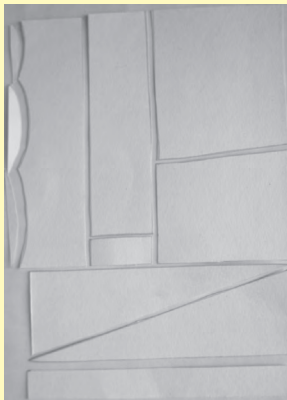


Sydney Opera in Australia



A statue of Calder

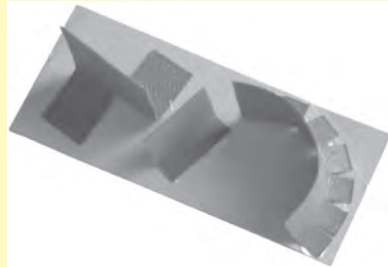
Take a thick paper of a size similar to that of a notebook's page. Cut different shapes from this page. Don't throw away any piece. Fold each piece at one or the other point and spreading glue to the folded part, stick it to another piece to make a three dimensional object.



Shapes cut out from a page



Object made after fastening those shapes



Ways of fastening

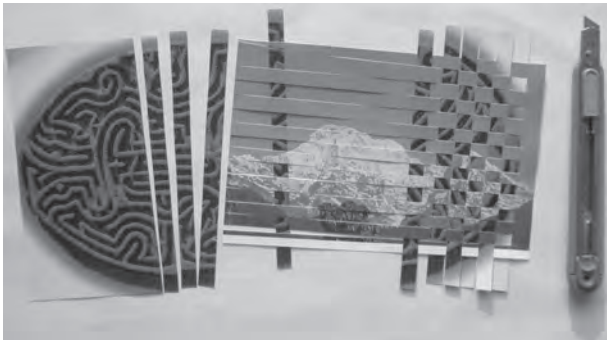
Note to the teacher

Show the students other models like the ones shown above and ask them to construct the models you show them.

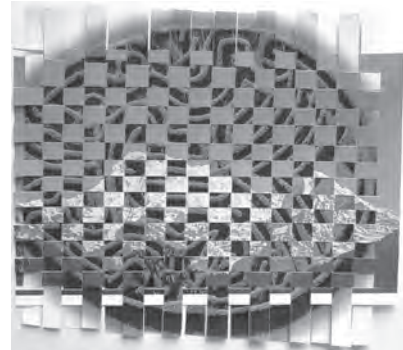
Lesson 26

Paper Weaving

Like in grade IV, make useful objects by weaving strips cut from a large piece of paper. Many articles woven from different materials are used in villages and towns. These articles can be the source of inspiration for us.



Strips cut after drawing lines on the paper.



woven from paper strips



Exercise

A woven work from curved paper strips

1. Like shown above, cut strips from pages of two different colours and weave any normal article you like.
2. Hold discussion with the class on what sorts of useful things can be made from paper strips. Make useful articles like mat, calendar, bamboo basket(perungo), etc.

Note to the teacher

Show them the samples of woven articles/objects and hold discussion on the materials used for making them. Cut curved paper strips and make the students do some weaving work.

Lesson 27

Weaving work in the Community

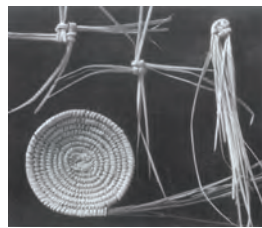
At home, we use different woven objects like gundri, nanglo, doko, Ghum, etc. Observe, how these objects are woven. There are people who make such objects in your neighbourhood. Visit them to observe how they weave. Ask them to show you how they weave those things. Observe, how they weave objects using flexible materials like hay, thin pieces of sticks, crown of paddy, stolk (chawali), etc and try to weave similar objects. Display the model of such woven object in the classroom.



A man weaving doko.



A women weaving cloth



Exercise

1. Take an interview of person in your locality who knows how to weave different things or discuss and learn how to weave from him/her.
2. Do some weaving work using flexible materials like banana leaf, hay, saal leaf, etc.

Note to the teacher

At the time, when the mentioned flexible materials are available, find out the person who knows how to weave and ask him/her to do the activities given in the lesson so that the students can carefully observe him / her weaving and learn how to weave.

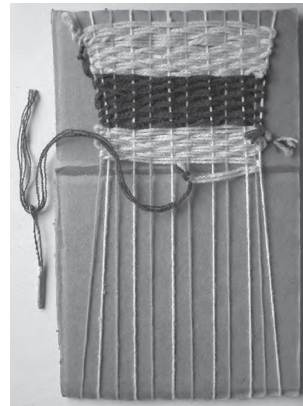
Lesson 28

Weaving Work Using the Frames

Look at the picture of a woman weaving cloth in the previous lesson. What is cloth woven on ? Look at the model like that of a cloth weaving loom in the picture below and using the frame of cardboard and yarn (thread), do some weaving. For this, the yarn has to be spun around the cardboard at equal distance. Now, as shown in the picture below, with the help of a needle or a piece of wire insert another piece of yarn or any other flexible material/strip across the yarn on the cardboard. The yarn or material that you insert across should be above and below the alternate lines of the yarn on the cardboard.



Weaving on the cardboard.



Weaving by using cardboard as a loom .



Woven from different objects using wire net.

Exercise

1. Make a cardboard frame and do some weaving with different coloured thread, string, wool, cloth, etc.
2. Do some weaving works on a wire net using flexible materials?

Note to the teacher

The edges of the wire net are pointed and the students may get hurt. So, use sellotape to cover such edges. Make necessary arrangement of the required materials before starting weaving work.

1

Music

Practicing Voice

In order to sing in a good voice (swor) regular practice is necessary. Voice practicing enables one to understand sur and taal and it becomes easier to sing. Some alankaras are given below to practice voice. Practice them with rhythm.

1. Sa Re Ga Ma Pa Dha Ni San – Rising
San Ni Dha Pa Ma Ga Re Sa – Falling
2. SaSaSaSa ReReReRe GaGaGaGa MaMaMaMa PaPaPaPa
DhaDhaDhaDha NiNiNiNi SanSanSanSan
SanSanSanSa NiNiNiNi DhaDhaDhaDha PaPaPaPa
MaMaMaMa GaGaGaGa ReReReRe SaSaSaSa
3. SaGa ReMa GaPa MaDha PaNi DhaSa
SaDha NiPa DhaMa PaGa MaRe GaSa
4. SaMa RePa GaDha MaNi PaSa
SaPa NiMa DhaGa PaRe MaSa
5. SaRe ReGa GaMa MaPa PaDha DhaNi NiSa
SaNi NiDha DhaPa PaMa MaGa GaRe ReSa

Exercise

1. Practice the above given swor in rhythm either individually or in a group.

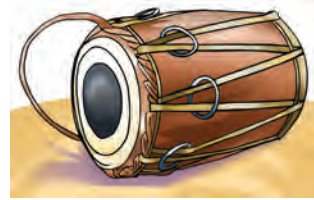
Note to the teacher

Assuming 'Sa' swor of the eight white key (parda) from the left of the harmonium is known as natural swor of Sa. Now, ask your students about swor and practise Sa swor. If the students find it difficult to sing from that key (parda), instruct them to assume 'Sa' swor from any other keys which they find simpler and make them practise. In the absence of the harmonium instrument, teach the students assuming 'Sa' to any other swor you find easy to produce. Besides, try to make the students recognize the swor.

2

Playing the Madal, the Tabala and the Harmonium

There are many popular musical instruments in Nepal. Among them the madal is one popular and a major musical instrument of the Nepalese people. It is used a like from the east to the west of Nepal. Likewise, another musical instrument used in both modern and classical music is the tabala. The tabala is a two-piece musical instrument, the left and the right. Both have to be played at a time. The one played with right hand is called Right and that played with left hand is called the Left. Different bols can be produced from the madal and the tabala. Some of the familiar bols are given below. Practice these bols together with your friends.



The bol of the Madal

- (a) **Khayali**
(8 matra)
- | | | | | | | | |
|-----|---|---|----|---|---|-----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| lw+ | S | g | lt | g | s | lw+ | gf |
- (b) **Jhyaure**
(6 matra)
- | | | | | | |
|----|---|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| wL | S | lt | gf | lw | gf |



The bol of the Tabala

- (a) **Kaharwa**
(8 matra)
- | | | | | | | | |
|----|----|---|----|---|---|-----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| wf | u] | g | lt | g | s | lw+ | gf |
| | x | | O | | | | |

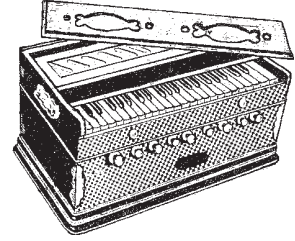
(b). Dadra 1 | 2 3 4 | 5 6 |
 (6 matra) wf lw gf | wf t" gf |
 x O

Exercise

Practise the notation (swor lipi) on the harmonium

Practise the given notation (swor lipi) slowly on the harmonium

Practise the given notation (swor lipi) in Khyali Taal



१. सा - - - | रे - सा - | सा नि ध नि. | सा - - - |
 सा रे ग म | ग - - - | रे सा नि रे | सा - - - |
 सा रे ग - | रे ग म - | ग म प - | म ग रे - |
 ग रे सा नि | ध प. ध नि | सा रे ग रे | सा - - - |
 सा रे ग म | रे ग म प | ग म प ध | म प ध नि |
 सा नि ध प | म ग रे - | नि ध प म | ग रे सा - |
 सा रे ग म | प ध नि सां | नि ध प म | ग रे सा - |
२. सा रे ग रे | सा नि ध नि | सा रे ग म | ग रे सा - |
 सा रे ग म | प ग - म | प म ग म | ग रे सा - |
 सा रे ग, सा | - रे ग म | रे ग म, रे | - ग म प |
 ग म प, ग | - म प ध | म प ध म | - प ध नि |

प ध नि प | - ध नि सां | सां नि ध प | सां नि ध्रुप मग रेसा |
 सा रे सारे ग | रे ग रेग म | ग म गम प | म प मप ध |
 प ध पध नि | ध नि धनि सां | सां रे गंमं पंमं गंरे | सां नि ध्रुप मग रेसा |

Practise of the notation (sworlipi) in Dadra Taal

१. सा रे ग | सा नि ध | ध नि रे | सा - - | ग - रे | ग म - |
 म ग रे | सा - - | सा रे ग | रे ग म | ग म प | म प ध |
 प ध नि | ध नि सां | सां नि ध | नि ध प | ध प म | प म ग |
 म ग रे | ग रे सा | सारे गम पध | निसां निध्रुपम | गरे गम पध | पम गरे सा |
२. ग म ग | प - - | म ग रे | सा - - | सा - रे | ग - म |
 प - ध | नि - सां | सां - नि | ध - प | म - ग | रे - - |
 नि - ध | प - म | ग - रे | सा - - | सारे सारे ग | रे - - |
 रेग रेग म | ग - - | गम गम प | म - - | मप मप ध | प - - |
 पध पध नि | ध - - | धनि धनि सां | नि - - | सां नि सां नि ध्रुप | म ग रे |
 निध्रुपम गरे | सा - - |

Exercise

Practise the above given notation (swor lipi) in Khayali Taal and Dadra Taal on the harmonium. Also practise the taal on the musical instruments like the Bansuri, the Bela, the Sarangi, etc if they are locally available.

Note to the teacher

Write these notations (swor lipi) on the board or on the cardboard in the classroom and make them practise these notations (swor lipi) regularly. It would be better if the musical instrument is played while they practise these notations.

3

National Anthem

It is necessary for each citizen to learn the national anthem. The national anthem is the identity of our country. It is compulsory for the teachers and the students to sing the national anthem at morning school prayer.



सयौ थुँगा फूलका हामी एउटै माला नेपाली
सार्वभौम भई फैलिएका मेची महाकाली
प्रकृतिका कोटि कोटि सम्पदाको आँचल
वीरहरूका रगतले स्वतन्त्र र अटल
ज्ञानभूमि शान्तिभूमि तराई पहाड हिमाल
अखण्ड यो प्यारो हाम्रो मातृभूमि नेपाल
बहुल जाति, भाषा, धर्म, संस्कृति छन् विशाल
अग्रगामी राष्ट्र हाम्रो जय जय नेपाल ।



Notation (swor lipi) of the National Anthem

ग-रे	सा-नि	सा-ग	म-प	ग-रे	सा-नि	सा-नि	प--
सस्यौं	थुँगा	फूलका	हासमी	एउटै	मासला	नेसपा	लीss

ग-म	प-नि	सा-ग	म-प	ग-रे	सारेनि	सा--	सा--
सासर्व	भौमभई	फैसलि	एसका	मेसची	मसहा	काss	लीss

प-प	सा-सा	निसानि	प-प	सा-सा	प-म	ग-सा	म--
प्रस्कृ	तिसका	कोसटि	कोसटि	ससम्प	दासको	आँसच	लss

पमगु	मगुसा	गुसान्ति	सान्तिप	सा -प	म-सा	गु-गु	गु--
वीरह	रुऽका	रऽग	तऽले	स्वऽतन्	त्रऽर	अऽट	लऽऽ

गु-रे	सा-न्ति	सा-गु	म-प	गु-रे	सा-न्ति	सा-न्ति	पु--
ज्ञाऽन	भूऽमि	शाऽन्ति	भूऽमि	तराई	पहाडऽ	हिऽमा	लऽऽ

गु-म	प-न्ति	सा-गु	म-प	गु-रे	सा - ति	सा--	सा--
अऽख	ण्डऽयो	प्याऽरो	हाऽम्रो	माऽतृ	भूऽमि	नेऽपा	लऽऽ

पु-पु	सा-सा	न्तिऽान्ति	पु-पु	सा-सा	प-म	गु-सा	म--
बऽहुल	जाऽति	भाऽषा	धऽर्म	सऽस्कृ	तिऽछन्	विऽशा	लऽऽ

पमगु	मगुसा	गुसान्ति	सान्तिप	सा-सा	प-प	म--	गु-सा
अऽग्र	गाऽमी	राऽष्ट्र	हाऽम्रो	जऽय	जऽय	नेऽऽ	पाऽऽ

गु--	---
लऽऽ	ऽऽऽ

Composer: Byakul Maila
(Pradeep Kumar Rai)
Music : Ambar Gurung

Exercise

1. Practise the notation (swor lipi) of the national anthem given above in taal.
2. Try to sing the national anthem in the taal of the madal.

Note to the teacher

Write the given notation (swor lipi) on the board or on the cardboard in such way that they could be clearly visible to all the students in the classroom and make them practise the notation (swor lipi) regularly. Ask them to sing at the taal of the madal, too. Make the students practise the national anthem either individually or in a group. Also tell them that the composer and the musician of this anthem are Byakul Maila (Pradeep Kumar Rai) and Amber Gurung respectively.

4

Class Song

There is a provision of classwise song from class 1 to class X. The class song for class V is “Muna haun hami kalila.....deshko laagi marni chaun”. This song gives a message that is enough to help the students build up a good character. This song has to be sung by the students everyday.

मुना हौं हामी कलिला फुलेर सुवास छर्ने छौं ।
देशका लागि बाँच्ने छौं देशकै लागि मर्ने छौं ।
हावा र पानी राम्रो छ स्वच्छ र निलो आकाश
संसारले पुज्ने गरेको बुद्धको दिव्य प्रकाश
असङ्ख्य थुँगा फूलका उनेको सुन्दर माला यो
संसारलाई माया सिकाउने पवित्र पाठशाला यो
विश्वमा शान्ति फैलाउने, प्रतिज्ञा हामी गर्ने छौं
देशका लागि बाँच्ने छौं देशकै लागि मर्ने छौं
धर्तीमा हाम्रो कहिल्यै बैरीले टेक्न पाएन
प्राणको बाजी लगायौं हामीलाई हेप्न पाएन
माटाको माया नगरे नेपाली कहाँ हुने छौं
तराईका फाँट अँगाली हिमालचुली हुने छौं
नेपालको नाम चम्काउन जीवनै अर्पण गर्ने छौं
देशका लागि बाँच्नेछौं, देशकै लागि मर्ने छौं
मुना हौं हामी कलिला ...

Exercise

Practise the above given class song repeatedly in swor and taal.

5

Singing Local Songs

The songs sung in the local area are called local songs. Varieties of local songs sung in different places of our country. According to place, environment and life style of people, the local songs differ from place to place. On the basis of geographical area, the local songs can also be divided into four categories.

1. Himalayan songs
2. Hilly songs
3. Valley songs
4. Terai songs

Try to sing and play on the musical instruments. The local songs sung in your area is great. These day, the local sons are played on the radio and television also. Listen to those songs and try to sing them. Some popular songs of different areas are: “Resham firiri, resham firiri, Yehi thin tikuli haara gayla, Basantaney gir Khalu kale baadal kanwaney gir Khalu kale baadal, holi ya melamayaju masaula abir vachha san taya nahanla.....,paanko paat maaya timilai samjhanchu dinko raat, ukali, jyanmani, lau tirkha lagyo khau kakari chirera resham”, etc.

Exercise

1. Practise singing the local songs sung in your place in sur and taal.
2. Sing any local song individually or in group. Keep on singing repeatedly until you can sing comfortably

Note to the teacher

Different types of songs are sung in the local area. Among these songs encourage the students to sing the song that you know or that they know in the taal of clapping, madal or any locally available musical instruments. Divide the students into two groups A and B and then ask group A to sing the song first and group to repeat the song after Group A. Wherever the students make error, ask them to correct it by instructing them how to sing. Make the students sing different types of local songs sung in our country.

6

Singing Songs

Different types of songs are sung in different places of our country. In the place where you live, there are also different songs that are quite popular. Try to sing such songs together with your friends. Some songs are given here, practise singing them.

देशको माटो

देशको माटो सिर्जनाले भर्न सके हुन्थ्यो
छातीभरि न्यानो माया छर्न सके हुन्थ्यो १
माटोसँगै नाता गाँसी बस्ने मन भयो
घामपानीमा जीवन सधैं अर्पण भइरह्यो
केही गर्न सके जस्तो छैन अझै पनि
निदले छोप्ला भनी डर लाग्छ छायामुनि
धर्तीलाई उज्यालोमा हेर्न सके हुन्थ्यो
देशको माटो सिर्जनाले भर्न सके हुन्थ्यो १
घामको झुल्को टिप्तै जाँदा भित्र धेरै ठुँग्यो
त्यही ठुँगाइ मेट्ने गीत गाउन सके पुग्यो
हातले थोरै आँसु पुछ्छी जान सके पनि
ओठओठमा रङ्ग चढाई सफल बन्थ्यो जुनी
मृत्युलाई हाँसीहाँसी बर्न सके हुन्थ्यो
देशको माटो सिर्जनाले भर्न सके हुन्थ्यो १

Exercise

1. Practise singing the children songs that you have heard with your friends in taal. Also, sing the poem in rhythm.

Note to the teacher

Different types of children songs are sung in the local area. Among these songs, encourage the students to sing the song that you know or that they know. Make the students practise such songs either individually or in a group in the taal of clapping, madal or any locally available musical instruments. In this way, make the students sing different types of poems in the form of songs.

झरना

पहाडको शिखरबाट
देखें झरेको जल ।
मेरो मनमा बत्ती बले
हजारौं झलमल ॥
त्यो पानीको झरनामा
शक्ति कति छ लुकेको ।
देख्न सके कति त्यसमा
बत्ती बिजुली बलेको ॥
तर हाय त्यसै नै पगली
पानी व्यर्थ बहन्छ ।
तत्त्व हामी जान्दैनौं
भिन्नभिन्नै रहन्छ ॥
के हामी मानिसको
हृदयका गिरिमा ।
छैनन् यस्तै अटुट
निर्मल जलका झरना १
हामीभित्र भए यदि यस्ता
सुन्दर झरना हजार ।
हाय छ कस्तो अपसोच
अझ छ अँध्यारो संसार ।

1

Introduction to Dance

Dance is typically known as naach in Nepali language. It is one of the means through which our happiness and sorrow is expressed. When we are happy, we express our feelings of happiness by dancing gracefully. The art of moving different parts of our body to the rhythm and taal of music is called dance. It is also a kind of artistic and creative presentation of oneself.

Dance is performed with the accompaniment of song and melody. In one word, the art of singing, playing musical instruments and dancing is called music. It is for this reason that dance is an important part of music. While dancing, the parts of the body move with definite gestures. Dancing in different costumes also add to making the movement of hands, feet, head, body, etc. We have to show and also preserve our art and culture by dancing the popular dance of the area where we live. Although there are different dances in our society, dance has been mainly categorized into two groups:

- (a) Folk dance
- (b) Classical dance

(a) Brief Introduction to Folk Dance

A folk dance is, typically known as Lok nritya in Nepali language. It is a simple dance performed in a traditional ways of fascinated possessed by the customary rituals, festivals, happiness, sorrow, pujas, people dance etc. Folk dance exhibits the way of life of the people of the community. It also provides enough fun to the people. The dance evolves from the folk lifestyle. The dance clearly reveals the culture of the country. There are different kinds of folk dances. Syabru, sorathi, jyhaure, Kauda, Dhime, Selo, Jhijhiya, Jhangad, etc are some of the folk dances of our country.

(b) Brief Introduction to Classical Dance

A classical dance is typically known as Sashtriya nritya in Nepali language. It is a dance performed through movement of different parts of the body in perfect match with the sur, taal, rhythm, action, etc. as defined by the Sashtra. The dance is completely under control of Sashtra (rules and regulations). There are different types of classical dances like Charya dance, Asthamatrika dance, etc.

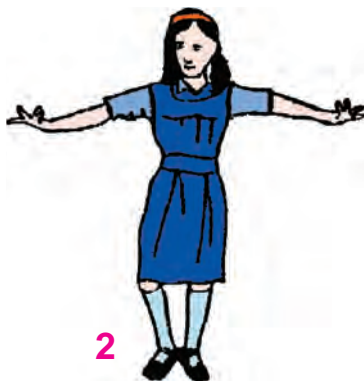
2

Namaskara Dance

From grades I to IV, you have learnt the basic steps of dance like moving forward and backward by shaking your waist along with the movement of feet, palms and heels you have also learnt how to move around from right to left by making flower with your hand on over your head. Now in this lesson, you will practise Namaskara dance.

Brief Introduction to Namaskara Dance

Namaskara dance is performed to seek blessings from the audience sitting at your right, left and front, gurus and god before starting to perform any dance.



Exercise

Practise namaskara dance by looking at the pictures given above.

Look at the different postures of dance and practise doing them.



Exercise

Dance as shown in the picture above by moving around in taal.

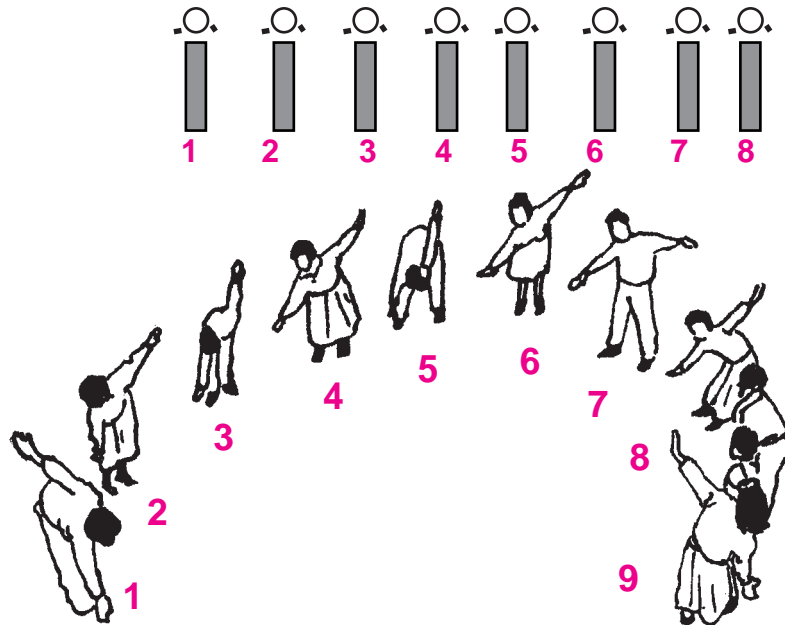
Note to the teacher

Namaskara dance is based on khayali taal. Before making the students perform this dance, divide the students into a group of eight. Now, make the students stand in a straight line in attention position. Ask the students to stand by keeping distance from one another so that they could spread their hands without touching their friends. Then, ask them to put both their hands onto their waists. First, show how to perform this dance to the students and then, ask them to follow you. Make them practise this action repeatedly.

3

Dancing in a Semi Circular (Chandrakar) Position

Dancing by giving taal with feet and by holding frock with both the hands or by putting the hands onto the waist is known as semi circular dance, typically known as chandrakar nritya. Look at the picture below and dance by standing in a line.



Exercise

Perform a semi circular dance together with your friends.

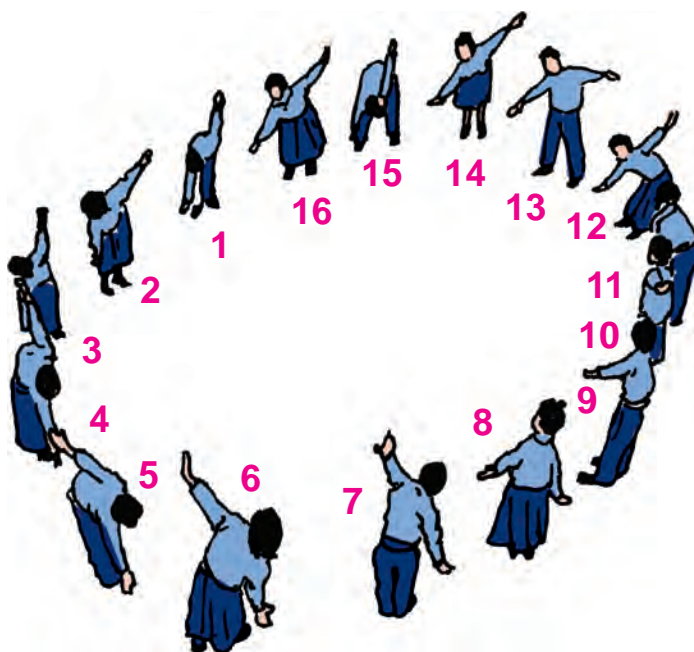
Note to the teacher

First of all, divide the students into a group of nine and make the students stand in a straight line in attention position and ask them to do namaskara. There must be at least nine or eleven or any odd number of students. After making nine students stand in a line, ask them to thump on the ground for 2 to 3 times with their feet. While doing so their hands must be on their waists. To perform semi circular dance, ask the 3rd, 4th and 5th students in the line to move horizontally thumping their right feet and the 9th, 8th and 7th students in a line to move horizontally thumping their left feet. The 4th, 5th and 6th students should remain in the same place thumping their right feet. While practising this dance, the students can also move their hand both sides. If there are girls, they can hold their frocks with both the hands and if there are boys they can put their hands onto their waists or both can put their hands onto their heads giving the shape of flowers.

4

Dancing in a Circular (Golakar) Position

The circular dance, typically known as golakar nritya, can be performed by making circle. This dance is to some extent similar to semi circular dance. While dancing, the movement of hands and waists should match to the taal. While performing this dance, one hand has to be put onto the head and the other on the waist or both hands have to be placed onto the head giving them the shape of a flower. The girls can also hold their frocks and dance. The picture below is an example of circular dance.



Exercise

Perform a circular dance together with your friends.

Note to the teacher

To practise circular dance, there must be at least 9 to 16 students. Make 16 students stand in a straight line and ask them to thump their right feet on the ground for four times in khayali taal. The students should thump their feet uniformly in taal. Now, ask the 1st student in the line to move forward in a circular position thumping his/her right feet and then ask the remaining students 2nd to 16th to follow the 1st student keeping uniform distance. Ask the 1st student to move at a longer pace and the 16th student to move at a shorter pace. In the 16th matra of the khayali which is played for four times, the 1st student should meet the 16th student by dancing in the circular form.

5

Local Folk Dance

Local folk dance is a typical dance performed in the local area or community. The dance is performed in the local language, taal, and style. This type of dance is performed in a different way in different parts of Nepal. One of the local folk dances is given below.

Tamang Selo

Tamang selo is the most popular dance of the Tamang people in the eastern hilly region of Nepal. The dance is performed individually



or in a group. There is also a custom of performing the dance as a dohori between young boys and girls. There are many songs of tamang selo dance such as “Chyangba hoi chyangba, suna suna hai chyangba..., Mathi mathi Sailungayma chaunri dulaunilai...,” etc.

In this dance, the boys play the damphu and the girls dance by holding their frocks or by moving around their hands on their heads forming the shape of flower. This dance is danced with steps 1, 2, 3, 1, 2, 3 in the taal of damphu.

Exercise

Perform a tamang selo dance together with your friends.

Note to the teacher:

Make the students dance in the songs sung in the local area or community. While making the students perform such dance, use the available local musical instruments.

6

Hand's Posture

Different shapes are made with fingers and hands in the course of dancing. These shapes of fingers and hands are known as hand's posture or Hasta Mudra. Posture of hands is one of the most important parts of dancing. While dancing, it is the position of hands that helps the dancer to get done her/his dance successfully. We can also make the shapes of different animals, birds, flowers, hills, rivers etc with our fingers and hands. The posture of our hands helps us to convey the meaning of words. Try to copy the different postures of hand by carefully looking at the pictures given below.



(Patak)

Meaning: This posture of hand helps to convey the meaning of wait, come, go, you, blessing, country, wind, Buddha (if both hands are kept over the head), hill.



(Musti)

Meaning: bravery, courage, move ahead, etc



(Sikhar)

Meaning: pride, Buddha



(Suchi)

Meaning: one, wait, that, listen....



(Singhamukh)

Meaning: deer, lion, cow



(Anjali)

Meaning: namaskar



(Alpadam)

Meaning: flower, where.....



(Kapot)

Meaning: book, give and take blessing



(Matsya)

Meaning: fish



(Utsanga)

Meaning: we

Exercise

Using the postures of hand or hasta mudras, given above, act in any play, story or dance.

Note to the teacher

Make the students position their hands as shown above. While making postures/mudras the position of fingers should remain as it is. Explain the students what meaning is conveyed or which animal is shown by a particular posture/mudra.

7

Acting

The art of theatrical presentation of the imitation of any character of a story by an actor is called acting. The facial expression and dialogues are the major areas that the actor has to focus on while acting. There are various types of acting; some of them are given below.

1. **Angik** – Acting performed by the movement of body only.
2. **Vachik** – Acting by delivering dialogues.
3. **Aharya**– Acting by putting on ornaments, costumes, etc.
4. **Satwik** – Acting to convey, with meaning, the gist of the story.

Hello, Dorje! Tell us how we shall celebrate this year's children's day?

The teacher should think how Children's Day should be celebrated.



Exercise

Together with your friends, put up a play of any story from the Nepali text book of grade V.

Note to the teacher

Choose any story from the Nepali text book of grade V, and on the basis of the story choose different characters from among the students and make them act out the story. Ask the students to create the subject matter for a story or you create one for them and make them act on the same.

Nepali folk musical instruments

Different types of folk musical instruments are played in Nepal. Some of the folk musical instruments are shown below. Look at them, identify them and try to play them.

Ektaare



Tyamko



Damphu



Dholak



Narsingha



Tungana



Chyangbrung



Sarangi



Madal



Dhyangro



Bansuri



Sanai

Dhime



Note to the teacher

Hold discussion about the different local musical instruments shown above and then ask them when these instruments are played. Also, make necessary arrangements for playing the local musical instruments found in the locality.