

**A Report on the Gap Analysis:
Nepal's Curriculum
(Basic Education : VI-VIII)
And
Post-primary Level of
Global Learning Domains Framework**

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The gap analysis of post primary level curriculum covering grades 6-8 was carried out as part of continuation of the gap analysis of the primary curriculum for grades 1-5 that was carried out in the year 2014/2015. This report provides a comprehensive account on the gap analysis carried out on the post primary level curriculum of eight subjects on the basis of the seven domains of Learning Metrics Task Force (LMTF).

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Yogesh K. Shrestha
Executive Director
Samunnat Nepal

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TABLE OF CONTENTS

Acknowledgement	2
TABLE OF CONTENTS	3
ABBREVIATIONS	5
CHAPTER ONE	6
BACKGROUND	6
CHAPTER TWO	8
METHODOLOGY	8
CHAPTER THREE	10
FINDINGS AND DISCUSSIONS	10
3.1 Presentation of findings	10
3.2 Spread Range	10
3.3 Overall Coverage	11
3.4 Resemblances and Gap Identification	13
3.4.1 Nepal's LC over LMTF's GFLD	13
3.4.1.1 First domain: Physical well-being	14
3.4.1.2 Second domain: Social and emotional	15
3.4.1.3 Third domain: Culture and the arts	17
3.4.1.4 Fourth domain: Literacy and communication	18
3.4.1.5 Fifth domain: Learning approaches and cognition	20
3.4.1.6 Sixth domain: Numeracy and mathematics	22
3.4.1.7 Seventh domain: Science and technology	24
3.4.2 LMTF's GFLD over Nepal's LC	26
CHAPTER FOUR	28
RECOMMENDATIONS	28
APPENDICES	29
Appendix A: Steering Committee Members	29
Appendix B: Thematic Working Team Members	29
Appendix C: Domains and Sub-domains of the Global Learning Domains Framework	30
Appendix D: Description of LMTF's Domains and Sub-domains of the Post-primary Level of Global Learning Domains Framework	31
Appendix E: Level-wide Competencies of various subjects as defined by the Basic Education Curriculum (Grades VI-VIII), 2069	34
Appendix F: Grade-wise Learning Outcomes of various subjects as per the Level-wide Competencies of the subjects in Basic Education Curriculum	37
Appendix G: Tool for Curriculum Analysis of Post-primary Level	53
Appendix H: List of References	63

LIST OF TABLES

Table 1: Spread of Nepal’s Curriculum over LMTF’s Seven Domains	11
Table 2: Overall Coverage of Level-wide Competencies of all the Subjects in LMTF’s Sub-domain	12
Table 3a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF’s First Domain	14
Table 3b: Gap on Physical well-being	15
Table 4a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF’s Second Domain	15
Table 4b: Gap on Social and emotional	17
Table 5a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF’s Third Domain	17
Table 5b: Gap on Culture and arts	18
Table 6a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF’s Fourth Domain	19
Table 6b: Gap on Literacy and communication	19
Table 7a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF’s Fifth Domain	20
Table 7b: Gap on Learning approaches and cognition	22
Table 8a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF’s Sixth Doman	22
Table 8b: Gap on Numeracy and mathematics	24
Table 9a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF’s Seventh Domain	24
Table 9B: Gap on Science and technology	26
Table 10: LC not covered by description of Sub-domains of LMTF	27
Table 11: GLOs against LCs	28

ABBREVIATIONS

CDC	Curriculum Development Centre
DOE	Department of Education
E	English
EFA/GMR	Education for All/ Global Monitoring Report
ERO	Education Review Office
GLDF	Global Learning Domains Framework
GLO	Grade-wise Learning Outcomes
H	Health
LMTF	Learning Metrics Task Force
LO	Learning Outcome
LC	Level-wide Competency
M	Mathematics
ME	Moral Education
MoE	Ministry Of Education
N	Nepali
OBT	Occupation, Business and Technology Education
PE	Physical Education
SE	Science and Environment
SP	Social Studies and Population Education
UNICEF	United Nations Children Fund

BACKGROUND:

This gap analysis report provides a comprehensive analysis of the post primary curriculum of grades 6-8 based on the seven domains of the Learning Metrics Task Force¹ and is a continuation of the previous gap analysis report of grades 1-5 which was carried out in 2014/15. The findings of this gap analysis are expected to support the Curriculum Development Centre (CDC) as part of the curriculum revision cycle.

The International Context:

The world including Nepal has made substantial gains in enrollment rates but falls back in low learning levels. The EFA GMR 2013/14 report pointed out that worldwide 250 million primary age children were unable to read, write and count well despite four years in school. The report from the Learning Metrics Task Force lays out a framework to put learning on the agenda and track learning among the world's children and youth in order to achieve educational quality for all. The Task force aimed to build consensus around three core questions:

- What learning is important for all children and youth?
- How should learning outcomes be measured at the global and national levels?
- How can measurement of learning improve education quality?

The seven domains of measuring Learning:

- 1. Physical well-being**
- 2. Social and emotional**
- 3. Culture and Arts**
- 4. Literacy and Communication**
- 5. Learning Approach and Cognition**
- 6. Numeracy and Mathematics**
- 7. Science and Technology**

A series of three reports, -I, II & III presents key indicators to track learning at the global level and monitor progress in foundational skills, such as literacy and numeracy, but also goes beyond these traditional indicators. The report calls for new global indicators to include “readiness to learn” in early childhood; skills and values for youth to be successful “citizens of the world”; and a “learning for all” indicator that would combine measures of education access, completion and reading into one statistic. The task force has provided **a framework of seven essential domains of learning** that are essential for all children and youth as preparation for their future lives and livelihood. Learning serves as the foundation for all of the priorities in from better livelihoods to climate change.

National Context:

Nepal has been involved in the countrywide LMTF consultation discussion through Unicef support wherein the LMTF phase I and phase II consultations with high level national level stakeholders (ERO, CDC, MoE) in the presence of LMTF members (MoE, DoE, NCED, CDC, ERO, USAID, JICA) were organized. Based on these consultations, a draft report was submitted to LMTF Secretariat.

Nepal was selected as one of the Learning Champion partners by LMTF Secretariat along with 14 other countries wherein the countries develop a detailed work plan to carry forward the recommendations of the LMTF in the year 2014. In Nepal, the ERO was selected as the responsible government agency partner to carry forward these tasks along with the support from Samunnat Nepal, an NGO working in education and development.

A consolidated brief report based on the LMTF reports was developed with the involvement of national level stakeholders. A one day dissemination of the report was held on March 15, 2015 amongst 25 high level government officials organized under the leadership of CDC Executive Director, Mr Diwakar Dhungel. The dissemination program

¹The Learning Metrics Task Force (LMTF) was formed to give tangible meaning to the EFA Goal 6 which states that "Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills." It calls for a global paradigm shift from access to access plus learning.

was chaired by the Joint Secretary of MoE, Mr Lava Deo Awasthi. During the program, participants discussed about the possibility of the post 2015 education program to be guided by this very crucial document. And, there was mutual consensus for a need to review the curriculum of Nepal based on the LMTF domains.

The LMTF has divided the school level education into three stages viz pre-primary, primary and post-primary which corresponds to ECD, grades 1-5 and 6-10. However, at this stage only the primary and post primary level curriculum has been reviewed.

The Steering Committee was again re-formed under the chairmanship of Executive Director of CDC, Mr Krishna Bahadur Kapri. Under this committee, it was identified that seven thematic teams be formed to carry out the review of the grades 6-8 curriculum based on the seven domains mentioned by the LMTF. The seven thematic teams formed were comprised of Nepali, English, Maths, Social Studies and Population, Moral Education, Science& Environment, Occupation Business & Technology Education and Health &Physical Education subject-wise specialists from CDC.

METHODOLOGY

The previous chapter presented the background for performing this Gap analysis between the competencies of Nepal's Curriculum (Basic Education – Third Stage, VI-VIII) and Post-primary Level of Learning Metrics Task Force (LMTF)'s Global Learning Domains Framework (GLDF). This chapter describes the methodology followed in performing this analysis.

In order to initiate the task of Gap analysis to provide necessary guidance, a Steering Committee was formed under the Chairmanship of Mr. Krishna Prasad Kapri, Executive Director, of Curriculum Development Centre (CDC) – *Appendix A, pg 29*. A Working Team, coordinated by Mr. Pushpa Raj Dhakal, the Deputy Director of CDC was formed under the Steering Committee to review the curriculum. This Working Team was comprised of subject Experts from CDC related to Nepali, English, Maths, Social Studies and Population, Science and Environment, Health and Physical Education, Occupation Business and Technical Education, and Moral Education. *Appendix B, pg 29*.

LMTF has identified seven domains for the GLDF, which are further divided into sub-domains as per the three stages/levels of education viz. Early Childhood, Primary and Post-primary – *Appendix C pg 30*. Description of the seven domains and the sub-domains pertaining to the stages/levels have been clearly stated in the LMTF report. The descriptions of each of the sub-domains of all the stages/levels portray a wider picture of the coverage of the learning competencies for that particular stage/level. The descriptions of domains together with the descriptions of the sub-domains corresponding to post-primary level gives the picture of the competencies desired for that level – *Appendix D pg 31*

Nepal's curriculum is subject focused, it is not theme based. The Basic Education Curriculum, Grade VI-VIII of Nepal has defined Level-wide Competencies (LCs) for each of the subjects offered for this level – *Appendix E pg 34* and those competencies are elaborated as Grade-wise Learning Outcomes (GLOs) specific to each of the subjects – *Appendix F pg 37*.

Although the approach of LMTF's GLDF and Nepal's curriculum are quite different – domains versus subjects – it can be envisaged that many of the competencies mentioned in LMTF's are also included in one way or the other in the LCs of Nepal's curriculum. However, it would be impractical to expect that any one subject would cover all the competencies referred in one domain. Nevertheless, it is likely that subjects and corresponding LCs of Nepal's curriculum are spread across the domains and descriptions of sub-domains. And so, it is imperative that LCs of each of the subjects of Nepal's curriculum be seen across LMTF's all the sub-domains in order to find the Gap between the two.

The tool, which was developed previously for the Gap analysis of primary level, was used as the basic framework based on which necessary editing and translation in Nepali was carried out and used to carry out the Gap analysis of post-primary level. The major elements included in this tool were also the columns for indicating the serial numbers of LCs from Nepal's curriculum matching with the level of description of particular sub-domain, very much or to some extent with some differences or is not covered at all. The tool also has a column included to note the serial numbers of the GLOs in case any LC is not specific in covering the description of sub-domain, but that particular GLO has been mentioned – *Appendix G, pg 53*.

Based on this tool, an orientation program on the process of using the tool for indicating LCs, GLOs from Nepal's curriculum corresponding to LMTF's sub-domain was conducted for the subject experts of CDC at the CDC hall. A second round of session was carried out again after they had carried out some exercises on the given tools in order to avoid any confusions or mistakes that they might have committed and also to discuss and clarify any issues regards this task.

After the completion of this task of tabulation, a workshop was conducted at the CDC hall amongst the same subject experts and external consultants from Samunnat Nepal. Each of the subject experts carried out a presentation while the rest of the participants commented and provided necessary suggestions, which led to further refinement of their tabulation work.

The tabulated forms of the eight subjects finalized in the workshop were collected and collated at Samunnat Nepal with the help of consultants. Collation was done using initial alphabet/s of the subjects, e.g N for the subject Nepali, E for English and SP for Social Studies and Population Education and so on. The next step was data cleaning followed by simple percentage calculation for each of the subjects on the basis of total number of LCs, to indicate the per cent of LCs included/not included or matching/not matching with the description of LMTF's sub-domains which is the basis of the Key findings in this report.

Coverage and limitations

The present task of Gap Analysis was carried out within the following scope of task assigned.

– Analysis between the description of sub-domains of post-primary level of LMTF's GLDF and Grade VI - VIII of Basic Education of Nepal's Curriculum.

– The GLOs of Nepal's curriculum were also referred considering the suggestion that there may be GLOs, which might cover some aspects of the description of sub-domains of LMTF even though LGs may not have explicitly mentioned in the curriculum of Nepal.

– Related Textbooks and other materials were not referred, as this is beyond the scope of present analysis.

FINDINGS AND DISCUSSIONS

The previous chapter described the methodology followed for performing this Gap analysis between the level-wide competencies of all the subjects from grade six to eight of Nepal's curriculum and sub-domains of post-primary level of LMTF's GLDF. This chapter presents the findings of this Gap analysis and discussions accordingly.

3.1 Presentation of findings

The findings of this analysis are presented starting from the range of subjects' spread of Nepal's curriculum over LMTF's domains. This is followed by the overall coverage – in numbers and percent – of LCs of all the subjects in LMTF's sub-domains, and explained accordingly.

After the presentations of the overall coverage, level-wide competencies of various subjects that is being compared here with the descriptions of sub-domains are presented separately for each domain, and discussed accordingly. The Gaps identified in the competencies in the subjects of Nepal's curriculum corresponding to sub-domains of each of the domains of LMTF are also presented in tables with necessary information.

The descriptions of the LMTF's sub-domains itself is presented in the Gap table with the convention that it would be convenient to see the complete statement of the descriptions while noting the Gaps in the competencies, which are indicated in Italics and Bold font.

3.2 Spread Range

Nepal's curriculum is subject based and the level-wide competencies – desired Knowledge, Skills, Attitudes, Values, and Behaviors – of various subjects for that particular level are stated, which the students are expected to have mastered by the end of the specified level. As the domains of the LMTF are not subject based, so the sub-domains mentioned under them do not correspond with the areas comprised in the subjects of Nepal's curriculum.

LMTF's domains do not reflect, in particular, any of the subjects of Nepal's curriculum. However, the description of LMTF's sub-domains of each stage/level of education mentions competencies, which can be compared with the competencies mentioned in Nepal's curriculum. Considering this analogy, LMTF's domains, to a great extent is indicative to subjects of Nepal's curriculum, except the domain of *Learning approach and cognition*.

Also, despite the domains not being subject based, it is likely that the domains and descriptions of sub-domains are overlapped across the subjects and corresponding competencies in Nepal's curriculum. Hence, it is just practical that the LCs in Nepal's curriculum be seen against the description of all the sub-domains of LMTF. With this reasoning, LCs of each of the subjects of Nepal's curriculum is seen across all the sub-domains of LMTF in carrying out this Gap analysis.

The table below (Table 1) gives a picture of the range of LMTF's various domains spread across different subjects of Nepal's curriculum. Conversely, it also gives the range of various subjects of Nepal's curriculum's spread over the seven domains of LMTF.

Table 1: Spread of Nepal's Curriculum over LMTF's Seven Domains

Domains	Subjects								
	Nepali	English	So. St. and Pop. Ed	Maths	Science and Env.	Health and Phy. Ed.	Occupation, Business, and Tech. Ed	Moral Ed.	
1. Physical well-being	-	-	-	-	-	✓	✓	-	-
2. Social and emotional	✓	✓	✓	-	-	✓	-	✓	✓
3. Culture and Arts	✓	-	✓	✓	-	-	-	✓	-
4. Literacy and communication	✓	✓	✓	✓	-	-	-	-	-
5. Learning approach and cognition	✓	✓	✓	✓	-	-	-	✓	✓
6. Numeracy and mathematics	-	-	✓	✓	-	-	-	-	-
7. Science and technology	-	-	-	-	✓	-	-	✓	-

The domains of Physical well-being, Numeracy and mathematics, and Science and technology are found to be more indicative of the subjects. Because, these domains are found to be covered by the LCs of just the two subjects each, viz. Health and Physical Education; Mathematics, and Science and Environment. The domains of Social and emotional; and Literacy and communication, are to some extent indicative of the subjects of Social Studies and Population Education; Nepali and English.

The domain of Learning approach and cognition, despite not very much indicative of any subject is found to be covered by LCs of six subjects viz. Nepali; English; Social Studies and Population; Mathematics; Occupation, Business and Technology Education (OBT) ; and Moral Education.

The domain of Social and Emotional tops the no of LCs spread across the subjects. This domain, although indicative of the subject of Social Studies and Population Education, is found to be covered by LCs of six subjects, viz. Nepali; English; Social Studies and Population Education; Health; OBT and Moral Education.. Similarly, the domain of Literacy and communication being indicative of language related subjects, is found to be covered by LCs of four subjects, viz. Nepali; English; Social Studies and Population; and Mathematics.

Nepal's curriculum, Basic Education – Third Stage, VI-VIII does not offer any subject relating to Arts and crafts. However, the domain of Culture and arts, not being indicative of any of the subjects on Nepal's curriculum is found to be covered by LCs of four subjects, viz. Nepali; Social Studies and Population Education; Mathematics; and OBT.

3.3 Overall Coverage

As already mentioned above with reference to Table 1, the spread range of various subjects in Nepal's curriculum is found to be of more than one domain of LMTF, except the subjects of Science and Environment; and Physical Education, which has the span of just one domain coverage, viz. Science and technology and Physical well being respectively.

The subject of Social Studies and Population is found to have the highest span of five domains coverage, followed by subjects of Nepali; Mathematics; and OBT Education with four domains; subject of English with three; and the subjects of Health and Moral Education with two each.

However, greater span of a subject's coverage over the higher number of domains does not mean the higher number of LCs of that subject's coverage over all those domains. As for example, the Subject of Social Studies and Population Education, despite its coverage span of higher number of domains does not have overall higher coverage of its LCs. On the contrary, the subject of Physical Education although has the span of just one domain coverage is found to be one of the subjects with highest overall coverage of its LCs.

The table below (Table 2) gives a picture of the overall coverage of LCs of all the subjects in the sub-domains of LMTF. The table also gives the total number of LCs each subject has in Nepal's curriculum. And, the coverage is shown in numbers and percentage categorized into their level of matching with the LMTF's description of sub-domains.

Table 2: Overall Coverage of Level-wide Competencies of all the Subjects in LMTF's Sub-domains

Subjects in Nepal's Curriculum	Total Number of LCs	Number and percentage of LCs in Nepal's Curriculum								
		Matching LMTF's Sub-domains						Not covered by LMTF's Sub-domains		
		Level matching	Percent (%)	with some difference	Percent (%)	Total	Percent (%)	Not covered	Percent (%)	
1. Nepali	13	4	30.8	9	69.2	13	100.0	0	0	
2. English	6	4	66.7	2	33.3	6	100.0	0	0	
3. Mathematics	6	1	16.7	5	83.3	6	100.0	0	0	
4. So. St. and Pop. Ed	13	0	0	10	76.9	10	76.9	3	23.1	
5. Science and Env.	10	3	30.0	6	60.0	9	90.0	1	10.0	
6. Health and Physical Ed	Health	6	1	16.7	5	83.3	6	100.0	0	0
	Physical Ed.	3	0	0	3	100.0	3	100.0	0	0
7. Moral Ed	5	0	0	5	100.0	5	100.0	0	0	
8. Occupation Business and Tech. Ed	9	2	22.2	3	33.3	5	55.6	4	44.4	
Total	71	15	21.1	48	67.6	63	88.7	8	11.3	

Total numbers of LCs in Nepal's curriculum are different for different subjects. The subjects of Nepali; and Social Studies and Population Education have the highest number (13) of LCs followed by Science and Environment (10); and OBT Education (9). The subjects of English; Mathematics; and Health have equal number (6) of LCs. The two subjects having least number of LCs are Moral Education (5) and Physical Education (3).

Although the number of LCs in Nepal's curriculum matching with the description of LMTF's sub-domain is found to be the same, e.g. the subjects of Nepali and English both have four each, percentage-wise representations of those subjects are different. Except for the subjects of Social Studies and Population Education; Physical Education; and Moral Education, which have none, it is found that all other subjects have at least one LCs, which match with the description of LMTF's sub-domains.

The subject of English has the highest percentage (66.7%) of LCs matching with the description of LMTF's sub-domain, followed by the Nepali (30.8%); and Science and Environment (30.0%). The subjects of Mathematics and Health are found to be with the lowest percentage (16.7%) of LCs matching with the descriptions of LMTF's sub-domains. The subject of OBT Education has 22.2 percentage of LCs in this category.

Of the LCs of the subjects in Nepal's curriculum, which match with some differences with the description of LMTF's sub-domains, the subjects of Physical Education and Moral Education had the highest percentage (100.0%) followed by Mathematics and Health (83.3%), Social Studies and Population Education (76.9%); Nepali (69.2%); and Science and Environment (60.0%). The subjects of English; and OBT Education are found to be with the lowest percentage (33.3%) in this category.

The picture is different when the LC's coverage in Nepal's curriculum is considered in totality for of each of the subjects, without making any differentiation if they are at the level of matching or at the level of matching with some differences with the description of LMTF's sub-domains. Six of the subjects, viz. Nepali; English; Mathematics; Health;

Physical Education; and Moral Education are found to have hundred percent of the LCs covered in the descriptions of LMTF's sub-domains. Of the remaining three subjects, Science and Environment; Social Studies and Population Education; and OBT Education have coverage of 90.0; 76.9; and 55.6 percent respectively.

The three subjects namely, one (10.0%) out of ten from Science; three (23.1%) out of 13 from Social Studies and Population Education; and four (44.45%) out of nine from OBT Education have their LCs not covered by the descriptions of LMTF's sub-domains.

Overall, it is found that 88.7 percent of LCs in Nepal curriculum (63 out of a total of 71 LCs) is covered in the description of LMTF's sub-domains – 21.1 percent (15 out of 71 LCs) in the level of matching and 67.6 percent (48 out of 71 LCs) in the level of matching with some differences, and with a non-coverage of 11.3 percent (eight out of 71 LCs).

3.4 Resemblances and Gap Identification

3.4.1 Nepal's LC over LMTF's GLDF

LMTF's GLDF is for a wide range of learning settings. LMTF has pointed that the domains and sub-domains are common for all the children over the globe for the three stages of schooling, viz. early childhood, primary and post primary. It has also mentioned that some domains are more relevant at different stages of learning and the specific learning need might vary for different countries.

Hence, the LMTF's descriptions of sub-domains with the necessary competencies to master the seven domains are more of a general nature applicable globally to all the settings of learning. Considering this reality, it would be unrealistic for any country to assume an absolute match of all the competencies or learning outcomes sought by the curriculum with the descriptions of the sub-domains along with the competencies mentioned therein.

Bearing in mind that Nepal is not an exception to this reality, it is most likely that not all the LCs in Nepal's curriculum have the same amplitude of treatments compared to the descriptions of LMTF's sub-domains, and hence on their matching levels. Since one competency in general requires multitude of knowledge, skills, attitudes, values, and behaviours in order to achieve it, different people might have different level of judgment on its accomplishment. Therefore, even though there is a high level of coverage of LCs of Nepal's curriculum with the description of LMTF's sub-domains, realistically there is enough space for the discrepancies in their essence and of resemblance, which is termed in this analysis as **the Gap**.

Because of the finding that not all the LCs of the subjects in Nepal's curriculum are mentioned in the same manner, there seems to be variation in their measurability and in the cover range in framing the GLOs of the subjects. Therefore, GLOs of all the subjects are also checked during this analysis whether LOs mentioned there comply with the definitions of LMTF's sub-domains, if any of the LCs of a subject are found to be not explicitly mentioned.

The tables below (Table 3 - 9) under the headings of individual domains of LMTF and the descriptions followed present the details of the LCs of Nepal's curriculum resembling the descriptions of corresponding sub-domains. The LCs in the table are denoted by the initials of the subjects followed by a numeral, e.g. H1 for the LC of serial number one in the subject of Health, and PE1 for the LC of serial number one in the subject of Physical Education, and so on.

The resemblance of LCs are termed as level matching, level matching with some differences, not covered and included in grade-wise LOs, in synchronization with the tool used for this analysis. However, for the grade-wise LOs, they are denoted by initials of the subject followed by numerals with a dash in between, e.g. SP7-21 means LO number 21 from the grade seven in the subject of Social Studies and Population Education.

The LCs of Nepal's curriculum under the level matching has competencies hardly possessing any considerable Gap with the LMTF's description of sub-domains. But, the LCs under the level with some difference have competencies that are found to be missing the essence that are in the description of LMTF's sub-domain, and hence creating some Gaps.

Therefore, any competencies in Nepal’s curriculum, which are discrepant or missing or stated in a different level or even incompatible with the description of LMTF’s sub-domain are identified as the Gap, and is presented in italics and bold font in the tables with the description of sub-domains.

3.4.1.1 First domain: Physical well-being

This domain gives a strong signal that it is connected to the subjects of Health and Physical Education in Nepal’s curriculum and has three sub-domains.

The table below (Table 3a) presents the details of numbers and percentages of the LCs that are at the different levels of matching under those sub-domains. This is followed by the description of the LC’s coverage together with a brief discussion leading to Gaps related to this domain, which is presented in the table below (Table 3b).

Table 3a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF’s First Domain

LMTF’s Domain	LMTF’s Sub-domains	LCs in Nepal’s Curriculum matching with the description of LMTF’s Sub-domains			
		Level matching	%	With some difference	%
1. Physical well-being	1. Health and hygiene			H1, H4	33.3
				PE1	33.3
	2. Sexual and reproductive health			H3	16.7
	3. Illness and disease prevention	H2	16.7	H1, H4 PE1, PE2, PE3	33.3 100.0

It is found that four out of six (66.7%) LCs of the subject Health, and all the three (100.0%) LCs of the subject of Physical Education in Nepal’s curriculum have the competency resemblances with varying levels of matching in different sub-domains under this domain.

Of these, H2, i.e. LC of serial number “2” of the subject Health is found to be at the level matching (16.7%) under the sub-domain of Illness and disease prevention. Whereas, two LCs, H1 and H4 are found to be at the level matching with some differences (33.3%) under two of the sub-domains each, viz. Health and hygiene; and Illness and disease prevention. One LC, H3 of this subject, and all the three LCs, PE1, PE2 and PE3 are also found to be at this level matching with some difference (16.7%). One LC, PE1, which is at the same level, is found to be under the two sub-domains, viz. Illness and prevention and Health and hygiene.

Since the LC- H2 is found to be at the level matching, the competencies mentioned in it possess no Gap with the description of LMTF’s sub-domain. LMTF’s description of Illness and disease prevention covers the essences of some of the competencies of the LCs, H1 and H4, and all the LCs, PE1, PE2 and PE3, of the subject of Physical Education. So, those LCs though are found to be at the level matching with some differences, no Gaps need to be mentioned from the angles of those LCs for this sub-domain.

However, LCs, - H1 and H4 and PE1 are also found to be at the level matching with some differences under the sub-domain of Health and Hygiene, apart from the sub-domain of Illness and disease prevention. So, there are some aspects missing in the LCs of these subjects as per the description of this sub-domain. As for example, LCs- H1 states the use of nutritious food, H4 on being safe and save others, and PE1 on exercises and Yoga, but the aspects of applying healthy behaviors and hygiene practices are missed as per the description of sub-domain of Health and hygiene. Similarly, although H3 states healthy reproductive behavior, it misses the aspects of family planning, pregnancy and child behavior as per the description of the sub-domain of Sexual and reproductive health.

Therefore, these aspects are identified as the Gaps – competencies in the description of sub-domain found not included in Nepal’s curriculum – in relation to the domain of Physical well-being, which is presented below in a table (Table 3b) in Bold and Italics font in the description of each of the sub-domain under this domain.

Table 3b: Gap on Physical well-being

Domains	Sub-domains	Gap Competencies
1. Physical well-being	1. Health and hygiene	1. Health and hygiene includes knowing and applying healthy behaviors and hygiene practices , including those that are related to positive mental health outcomes.
	2. Sexual and reproductive health	2. Sexual and reproductive health refers to understanding basic concepts of sexual health, family planning, pregnancy and childbirth .
	3. Illness and disease prevention	3. Illness and disease prevention involves knowing how health conditions are acquired or transmitted and implementing strategies for prevention, including nutrition and exercise choices.

3.4.1.2 Second domain: Social and emotional

This domain correlates specifically to the subjects of Social Studies and Population Education. It is found that the LCs of six subjects – Nepali; English; Social Studies and Population Education; Health; Moral Education; and Occupation and Business Education – fall under the sub-domains of this domain which has seven sub-domains.

The table below (Table 4a) presents the details of numbers and percentages of the LCs that are at the different levels of matching under those sub-domains. This is followed by the description of the LC’s coverage together with a brief discussion leading to Gaps related to this domain, which is presented in the table below (Table 4b).

Table 4a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF’s Second Domain

LMTF’s Domain	LMTF’s Sub-domains	LC in Nepal’s Curriculum matching with the description of LMTF’s Sub-domains				Serial Nos. of		
		Level matching	%	With some difference		LCs not covered by descriptions of LMTF’s Sub-domains		GLOs the LCs of which are not explicit
					%	Not covered	%	
2. Social and emotional	1. Social awareness			N5	7.7			
				E6	16.7			
				SP1, SP6	15.4			
				H4, H5	33.3			
				ME3	20.0			
	2. Leadership							
	3. Civic engagement			SP1, SP5	15.4			
				ME3	20.0			
	4. Positive view of self and others			SP11	7.7	SP4	7.7	
				H6	16.7			
			OBT4	11.1				
			ME4, ME5	40.0				
5. Resilience and grit							SP7-21	

	6. Moral and ethical values			SP1, SP2, SP5, SP12, SP13	38.5			
				ME1, ME2	40.0			
	7. Social sciences			SP1, SP12 H6	15.4	SP7, SP10	15.4	ME6-5
					16.7	OBT1, OBT2,		ME7-4
						OBT3, OBT7	44.4	ME8-4,5,7

Of the LCs of six subjects falling under the various sub-domains of this domain, it is found that one each out of 13 (7.7%), six (16.7%) and nine (11.1%) LCs of the subjects Nepali, English and OBT Education respectively; seven out of 13 (53.8%) LCs of the subject Social Studies and Population Education; three out of six (50.0%) LCs of the subject Health; and all the five (100.0%) LCs of the subject Moral Education in Nepal's curriculum have the competency resemblance only at the level matching with some differences in all the sub-domains under this domain.

It is found that only the subjects of Nepali, English and OBT Education have their LCs falling under just one sub-domain, e.g. N5 (7.7%), and E6 (16.7%) under the sub-domain of Social awareness; and OBT4 (11.1%) under Positive view of self and others. Rest of the subjects are found to have their LCs falling under more than one sub-domain, e.g. the subject Social Studies and Population has its LCs falling under five sub-domains, e.g. SP1 and SP6 (15.4%) under the sub-domain of Social awareness; SP1 and SP5 (15.4%) under Civic engagement; SP11 (7.7%) under Positive view of self and others; SP1, SP2, SP5, SP12 and SP13 (38.5%) under Moral and ethical values and SP1, SP12 under Social science. Similarly, the subjects of Health and Moral Education have their LCs falling under three sub-domains each, e.g. HE4 and HE5 (33.3%) under Social awareness; and H6 (16.7%) under Positive view of self and others; and Social science; and, ME3 (20.0%) under Social awareness, ME4 and ME5 (40.0%) under Positive view of self and others; and ME1 and ME2 (40.0%) under Moral and ethical values.

Although many subjects are found to have many of the LCs falling under this domain, there are many aspects in the LCs of those subjects that are missing because of not having any of their LCs at the level matching, hence missing the essence, as per the descriptions of the sub-domains. As for example, LCs, N5 and E6, both from the language group, the first states situation and context friendly expression; and the second on promoting tolerance, inclusiveness and socio-cultural harmony; but the essence and aspects of ability to understand and respond appropriately to the social environment are missed as per the description of the sub-domain of Social awareness.

Similarly, the LCs, SP1 states respect, protection, promotion and following social norms and values; and SP5 states participation in the artistic, cultural, intellectual and creative activities; but the aspects of management of society at the community level and beyond is missed as per the description of the sub-domain of Civic engagement. In the same manner, there are various aspects that are found to be missing, and hence the essence as per the description of the other sub-domains under this domain is missed in the LCs of other subjects that fall under this domain.

Apart from this, LCs of all the subjects in Nepal's curriculum are found to have missed total coverage on the descriptions of the sub-domains of Leadership; and Resilience and grit.

Although, non-mentioned in the LCs that relates to the description of the sub-domain: Resilience and grit, LO serial number 21 of grade VII under the GLOs of the subject Social Studies and population Education states about disaster management pre and post disaster, which to some extent could be linked to this domain. However, it still misses the aspects of ability to overcome failures and persist even when it is difficult to do so, and understanding that one can learn from failures and mistakes as per the description of this sub-domain.

Similarly, under the GLOs of the subject Moral Education, LO serial numbers five of grade VI states about identifying various aspects of human characteristics; LO serial number four of grade VII states about identifying social and professional human values; and LO serial numbers four, five and seven of grade VIII state about identifying national, international and spiritual human values; comprehend family and social responsibilities; support in social and cultural transformation, but those LOs miss the core aspect of understanding the manner in which people behave and influence the world around them; and ability to analyze ourselves.

All these missing are identified as the Gaps, which are presented in details in the table (Table 4b) below. There are some LCs, which are not covered by descriptions of LMTF’s sub-domains of this domain. They are, three out of 13 (23.1%) LCs of the Social Studies and Population Education– SP4 (7.7%) falling under the sub-domain of Positive view of self and others; and SP7 and SP10 (15.4%) falling under the sub-domain of Social science; and four out of nine (44.4%) LCs of the subject OBT Education – OBT1, OBT2, OBT3 and OBT7 falling under the sub-domain of Social science. These are described at the end of this chapter.

Table 4b: Gap on Social and emotional

Domains	Sub-domains	Competencies in the description of Sub-domains found not included in Nepal’s Curriculum are shown in <i>Bold Italics</i>
2. Social and emotional	1. Social awareness	1. Social awareness is the <i>ability to understand and respond appropriately to the social environment.</i>
	2. Leadership	2. <i>Leadership is the ability to make decisions and act on those decisions autonomously or collaboratively as appropriate.</i>
	3. Civic engagement	3. Civic engagement is taking a responsible role in the <i>management of society at the community level and beyond.</i>
	4. Positive view of self and others	4. <i>Positive view of self</i> and others reflects <i>the aspiration to a high quality of life for individuals, their families and their community.</i>
	5. Resilience and grit	5. Resilience and grit refer to the <i>ability to overcome failures and persist, even when it is difficult to do so.</i> It refers to having a positive attitude and <i>understanding that one can learn from failures and mistakes.</i>
	6. Moral and ethical values	6. Moral values are attributed to a <i>system of beliefs, political, religious</i> or cultural. Ethical values refer to the actions one takes in response to his or her values.
	7. Social sciences	7. Social science is the <i>understanding</i> of society and the <i>manner in which people behave and influence the world around them.</i> It refers to the <i>ability to analyze ourselves,</i> values, beliefs and belonging, and culture relevant to others.

3.4.1.3 Third domain: Culture and the arts

Although there are no subjects specifically assigned to this domain in the curriculum of Nepal, it is found that the LCs of four subjects – Nepali; Social Studies and Population Education; Mathematics; and OBT Education – fall under the sub-domains of this domain. This domain has two sub-domains.

The table below (Table 5a) presents the details of numbers and percentages of the LCs that are at the different levels of matching under those sub-domains. This is followed by the description of the LC’s coverage together with a brief discussion leading to Gaps related to this domain, which is presented in the table below (Table 5b).

Table 5a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF’s Third Domain

LMTF’s Domain	LMTF’s Sub-domains	LCs in Nepal’s Curriculum matching with the description of LMTF’s Sub-domains			
		Level matching	%	With some difference	%
3. Culture and the arts	1. Creative arts			N8, N13 SP5 M1, M2	15.4 7.7 33.3
	2. Cultural studies			N6, SP2 OBT8	7.7 7.7 11.1

It is found that out of the LCs of four subjects falling under this domain, three out of 13 (23.1%) LCs of the subject Nepali, two out of 13 (15.4%) LCs of the subject Social Studies and Population Education, two out of six (33.3%) LCs of the subject Mathematics, and one out of nine (11.1%) LC of the subject of OBT Education in Nepal's curriculum have the competency resemblance, at the level matching with some difference in both the sub-domains under this domain.

Although none of these subjects are directly linked to arts as such, the aforementioned LCs of these subjects are classified into this domain because of the availability of some tints of creative expressions and links to culture and society in their statements.

Hence, LCs, N8 and N13 (15.4%), SP5 (7.7%), and M1 and M2 (33.3%) are found to be under the sub-domain of Creative arts; and N6 (7.7%), SP2 (7.7%) and OBT8 (11.1) are found to be under the sub-domain of Cultural studies.

Since, LCs of all the subjects are at the level matching with some differences and not at the level matching, there are aspects in the LCs of those subjects that are missing as per the descriptions of the sub-domains. As for example, LCs: N8 and N13 state presentation of free composition, and creative thinking; SP5 on participation in creative works like artistic, cultural, and intellectual; and M1 and M2 on image creation and model preparation, but the crucial factor related to these sub-domains, i.e. the aspects of understanding and historical aspects are missed as per the description of the sub-domain of Creative arts; and common understanding of the artistic contexts of culture, history and environment as per the description of the sub-domain of Cultural studies.

All these missing aspects are identified as the Gaps, which are presented in detail in the table (Table 5b) below.

Table 5b: Gap on Culture and arts

Domains	Sub-domains	Competencies in the description of Sub-domains found not included in Nepal's Curriculum are shown in <i>Bold Italics</i>
3. Culture and the arts	1. Creative arts	1. Creative arts is <i>understanding</i> and expressing, creating, perceiving and responding in personal, social, cultural and <i>historical contexts</i>
	2. Cultural studies	2. Cultural studies allows people to have a <i>common understanding of the interconnectedness between identity, society and culture</i> . It relates to the <i>artistic contexts of culture and history, and environment</i> contexts.

3.4.1.4 Fourth domain: Literacy and communication

The title of this domain gives a tip that the subjects of languages should have more connections to it. However, it is found that the LCs of four subjects – Nepali; English; Social Studies and Population Education; and Mathematics – fall under the sub-domains of this domain. And, this domain has three sub-domains.

The table below (Table 6a) presents the details of numbers and percentages of the LCs that are at the different levels of matching under those sub-domains. This is followed by the description of the LC's coverage together with a brief discussion leading to Gaps related to this domain, which is presented in the table below (Table 6b).

Table 6a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF's Fourth Domain

LMTF's Domain	LMTF's Sub-domains	LCs in Nepal's Curriculum matching with the description of LMTF's Sub-domains			
		Level matching	%	With some difference	%
4. Literacy and communication	1. Speaking and listening	N1, N2, N3	23.1	N5, N7, N9, N10, N11 SP3	38.5 7.7
		E1, E2	33.3		
	2. Writing	N4	7.7	N7, N8, N11 M4	23.1 16.7
E4		16.7			
3. Reading	3. Reading	N1, N2	15.4	M4	16.7
		E3	16.7		

As the title of this domain suggests, this domain is found pervasively in the language subjects, i.e. Nepali and English. It is found that ten out of 13 (76.9%) LCs of the subject Nepali; four out of six (66.7%) LCs of the subject English; one out of 13 (7.7%); and two out of six (33.3%) LCs of the subjects Social Studies and Population Education, and Mathematics respectively in Nepal's curriculum have the competency resemblance with varying levels of matching in different sub-domains under this domain.

Of these, N1, N2, and N3; and E1 and E2 are found to be at the level matching (23.1% and 33.3% respectively) under the sub-domain of Speaking and listening. Similarly, N4 and E4 are also found to be at the same level matching (7.7% and 16.7% respectively) under the sub-domain of Writing. So, with the repetition N1 and N2; and E3 are found to be at the same level matching (15.4% and 16.7% respectively) under the sub-domain of Reading.

Whereas, five LCs of the subject Nepali, N5, N7, N9, N10 and N11; and one LC of the subject Social Studies and Population Education, SP3 are found to be at the level matching with some differences (38.5% and 7.7% respectively) under the sub-domain of Speaking and listening. Similarly, three LCs of Nepali subject, N7, N8 and N11 (with the repetition of N7 and N11); and one LC of Mathematics M4 are found to be at the same level (23.1% and 16.7%) under the sub-domain of Writing. One LC of Mathematics, M4 (with the repetition) is also found to be at the same level (16.7%) under the sub-domain of Reading.

Since, the LCs, N1, N2, N3, N4 and E1, E2, E3, and E4 are found to be at the level matching under all the three sub-domains of this domain, the competencies mentioned in them possess no Gap with the descriptions of LMTF's sub-domains of this particular domain. LMTF's description of all the three sub-domains of this domain cover essences of the competencies of the LCs, N5, N7, N8, N9, N10, and N11. As SP3 states communicating in an effective and appropriate way, and M4 states communicating available information, this statement holds true for these LCs as well, even though they are at the level matching with some difference. Hence, no Gaps need to be mentioned from the angles of those LCs for all the sub-domains of this domain.

Therefore, although the table (Table 6b) is presented below with the description of sub-domains in order to have consistency with the presentations of other domains it does not have any aspects in Bold and Italics font, since no Gap is needed to be mentioned in relation to the domain of Literacy and communication.

Table 6b: Gap on Literacy and communication

Domains	Sub-domains	Competencies in the description of Sub-domains found not included in Nepal's Curriculum are shown in <i>Bold Italics</i>
4. Literacy and communication	1. Speaking and listening	1. Speaking and listening is understanding and expressing ideas effectively in the appropriate language or languages.
	2. Writing	2. Writing refers to the ability to produce meaningful written text for a variety of purposes.
	3. Reading	3. Reading skills include understanding written texts, their construction and the effect the texts are trying to achieve. Written texts may include books and other paper materials and computer/digital media

3.4.1.5 Fifth domain: Learning approaches and cognition

This domain is not directly linked to any specific subject as such but because learning approach and cognition has to do with all types of learning, it should be contained in the LCs of every subject. Anyway, it is found that the LCs of six subjects – Social Studies and Population Education; Nepali; English; Mathematics; Occupation, business and Technology Education; and Moral Education – fall under the sub-domains of this domain. This domain has eight sub-domains, which is the highest among all the domains.

The table below (Table 7a) presents the details of numbers and percentages of the LCs that are at the different levels of matching under those sub-domains. This is followed by the description of the LC's coverage together with a brief discussion leading to Gaps related to this domain, which is presented in the table below (Table 7b).

Table 7a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF's Fifth Domain

LMTF's Domain	LMTF's Sub-domains	LCs in Nepal's Curriculum matching with the description of LMTF's Sub-domains				Serial Nos. of		
		Level matching	%	With some difference	%	LCs not covered by descriptions of LMTF's Sub-domains		GLOs, the LCs of which are not explicit
						Not covered	%	
5. Learning approaches and cognition	1. Collaboration			SP5	7.7			ME7-3
	2. Self-direction			N12	7.7			
				E3, E4, E5	50.0			
	3. Learning orientation	OBT6	11.1	M4	16.7			
				E5	16.7			
	4. Persistence			M3	16.7			
	5. Problem solving			N13	7.7			
				SP9	7.7			
			M3, M5, M6	50.0				
			ME5	20.0				
6. Critical decision making			OBT5	11.1				
			N13	7.7			M7-4,15,19	
7. Flexibility			E6	16.7			M8-1,3,19	
							ME8-5	
8. Creativity								
			N8, N12	15.4			M6-12	
			E6	16.7			M713	
							M8-9	

Of the LCs of six subjects falling under the various sub-domains of this domain, only the subject Moral Education is found to be falling under just one sub-domain, Problem solving, at the level matching with some difference. The rest of all the subjects are found to fall under more than one sub-domain.

It is found that two out of 13 (15.4%) LCs of the subject Social Studies and Population Education falling under two sub-domains; three out of 13 (23.1%) LCs of the subject Nepali fall under four sub-domains; four out of six (66.7%) LCs of the subjects English and Mathematics fall under four and three sub-domains respectively; one out of five (20.0%) LC of the subject Moral Education fall under one sub-domain; and two out of nine (22.2%) LCs of the subject Occupation business and Technology Education fall under two sub-domains have the competency resemblance in Nepal's curriculum only at the level matching with some differences in all the sub-domains under this domain, except for the subject Occupation Business and Technology, which has one LC out of two, falling at the level matching.

Of these, the subject Social Studies and Population Education has one of its LC, SP5 (7.7%) found under the sub-domain of Collaboration. This is the only LC that is found under this sub-domain. The LCs of the subjects Nepali, N12 (7.7%); English, E3, E4, and E5 (50.0%); and Mathematics, M4 (16.7%) are found under the sub-domain of Self-direction. One of the LC of the subject Occupation Business and Technology, OBT6 (11.1%), the only LC that is at the level matching; and

the LCs of the subjects English, E5 (16.7%); and Mathematics, M3 (17.7%) are found under the sub-domain of Learning orientation. The LCs of the subjects Nepali, N13 (7.7%); Social Studies and Population Education, SP9 (7.7%); Mathematics, M3, M5, M6 (50.0%); Moral Education, ME5 (20.0%); and Occupation Business and Technology Education, OBT5 (11.1%) are found under the sub-domain of Problem Solving. The LCs of the subjects Nepali, N13 (7.7%); and English, E6 (16.7%) are found under the sub-domain of Critical decision-making. The LCs of the subjects Nepali, N8 and N12 (15.4%); and English, E6 (16.7%) are found under the sub-domain of Creativity.

Although many subjects with their LCs are found under this domain, there are various aspects in the LCs of those subjects that are missing as per the description of the sub-domains. This is because except for one of the LCs, OBT6, of the subject Occupation Business and Technology Education, none of the LCs of other subjects have any of their LCs at the level matching. This fact creates a Gap in between the LCs of Nepal’s curriculum and LMTF’s sub-domains of GLDF.

As for example, LC-SP5 states participation in the artistic, cultural, intellectual and creative activities; but the aspects of ability to work with others to address matters of shared concern is missed as per the description of the sub-domain of Collaboration. However, under GLOs of the subject Moral Education, LO serial number three of grade VII states about coordination between the religious and social conduct/behavior, which to some extent covers this Gap.

Similarly, N12 which is found to fall under two sub-domains – *Self-direction and Creativity* – states concept building based on plan, investigation, analysis and evaluation. Although this LC is at the higher level, it misses the essence of ability to act autonomously as per the descriptions of the sub-domain; *Self-direction*; and *capacity to view circumstances in unexpected ways and find ways to reach satisfactory outcomes*, including aesthetic and pragmatic considerations of the sub-domain *Creativity*.

Since, the LC, OBT6 is found to be at the level matching under the sub-domain Learning orientation of this domain, the competencies mentioned in that LC should possess no Gap with the LMTF’s descriptions of this sub-domain. However, this LC misses the essence of LMTF’s description – respond to evolving demands.

There are some LOs found under the GLOs of various subjects, irrespective of their non-reference in the LCs, which in some way diminish the Gaps identified. But they do not completely address as per the essence of the description on the sub-domains under various domains. For example, LOs serial number four, 15 and 19 of grade VII under the GLOs of the subject of Mathematics state simple geometrical facts, discriminate various sets, tell characteristics etc. but they miss the essence mentioned in the description of the sub-domain *Critical decision making* – process of finding and weighing evidence in assessing possible solutions to questions.

Apart from all these, LCs of all the subjects in Nepal’s curriculum are found to have missed total coverage on the descriptions of the sub-domains of *Persistence*, and *Flexibility* under this domain.

All these missing are identified as the Gaps, which are presented in details in the table (Table 7b) below.

Table 7b: Gap on Learning approaches and cognition

Domains	Sub-domains	Competencies in the description of Sub-domains found not included in Nepal’s Curriculum are shown in <i>Bold Italics</i>
5. Learning approaches and cognition	1. Collaboration	1. Collaboration refers to the <i>ability to work with others to address matters of shared concern.</i>
	2. Self-direction	2. Self-direction reflects the <i>ability to act autonomously</i> to collect and understand information.
	3. Learning orientation	3. Learning orientation refers to the individual’s commitment to using learning to <i>respond to evolving demands.</i>
	4. Persistence	4. <i>Persistence in learning captures the ability of individuals to begin and complete activities with attention.</i>
	5. Problem solving	5. Problem solving involves <i>researching problems and finding innovative and effective solutions.</i>
	6. Critical decision	6. Critical decision making refers to the <i>process of finding and weighing</i>

Domains	Sub-domains	Competencies in the description of Sub-domains found not included in Nepal's Curriculum are shown in <i>Bold Italics</i>
	making	<i>evidence in assessing possible solutions to questions.</i>
	7. Flexibility	<i>7. Flexibility is the ability to analyze and respond to changing life circumstances in a way that reflects resilience and commitment to achieving success.</i>
	8. Creativity	<i>8. Creativity is the capacity to view circumstances in unexpected ways and find ways to reach satisfactory outcomes, including aesthetic and pragmatic considerations.</i>

3.4.1.6 Sixth domain: Numeracy and mathematics

This domain is connected to the subject of Mathematics. However, two LCs of the subject Social Studies and Population Education are also found under it. This domain has seven sub-domains.

The table below (Table 8a) presents the details of numbers and percentages of the LCs that are at the different levels of matching under those sub-domains. This is followed by the description of the LC's coverage together with a brief discussion leading to Gaps related to this domain, which is presented in the table below (Table 8b).

Table 8a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF's Sixth Domain

LMTF's Domain	LMTF's Sub-domains	LCs in Nepal's Curriculum matching with the description of LMTF's Sub-domains				Serial Nos. of		
		Level matching		With some difference		LCs not covered by descriptions of LMTF's Sub-domains		GLOs, the LCs of which are not explicit
		Level matching	%	With some difference	%	Not covered	%	
6. Numeracy and mathematics	1. Number			M3	16.7			
	2. Algebra			M6	16.7			
	3. Geometry			M1, M2	33.3			
	4. Everyday calculations	M3	16.7					
	5. Personal finance			SP2, SP8	15.4			M6-22,24 M7-22, 24 M8-21,23 ME8-6
	6. Informed consumer							M6-22 M7-22 M8-21
	7. Data and statistics			M4	16.7			

This domain and its sub-domains are dominantly covered by the subject Mathematics, with the exception of the sub-domain of *Personal finance*, which is covered by the subject Social Studies and Population Education. It is found that five out of six (83.3%) LCs of the subject Mathematics in Nepal's curriculum have the competency resemblances with varying levels of matching under different sub-domains. Though a LC of the subject of Mathematics, M5 is missed in this domain, but it is found to be under the sub-domain of *Problem solving* in the domain of Learning approaches and cognition.

Only one LC: M3 is found to be at the level matching (16.7%) under the sub-domain of *Everyday calculations*. All the other four LCs, are found to be at the level matching with some differences under various sub-domains – M6 (16.7%) under Algebra; M1 and M2 (33.3%) under Geometry; and M4 (16.7%) under Data and statistics. Although already being at the level matching, the LC: M3 is also found under the sub-domain of Number at the level matching with some difference. Two LCs of the subject Social Studies and Population are found under this domain – SP2 and SP8 (15.4%) under the sub-domain of *Personal finance* at the level of matching with some difference.

Since, M3 is found to be at the level matching and also at the level matching with some differences, the competencies mentioned in that LC possess no Gap with the descriptions of LMTF’s sub-domain of this particular domain – *Everyday calculations*. However, except for M3, the other LCs of the subject Mathematics are at the level matching with some differences. So there are aspects in those LCs that are missing as per the descriptions of the sub-domains. As for example, LC:M6 states development of simple problem solving skills related to algebraic expressions and equations, but the crucial factor related to this sub-domain Algebra, i.e. the aspects of Recognizing patterns and using algebraic models to solve real-world problems are missed.

Similarly, LCs:M1 states construction of geometrical figures and testing of some general relations; and M2 states model preparation of geometrical solid shapes, but the important aspects of understanding the properties of geometrical shapes, using geometrical properties to solve problems; and understanding coordinate points and use of geometrical transformations are missed as per the description of the sub-domain Geometry. M4 states data collection, presentation and communication of available information, but the fundamental aspects of understanding the concept of data and statistics; and calculation of means, medians, modes and ranges and skill of reading statistical graphs are missed as per the description of the sub-domain: Data and statistics.

In the same manner, two LCs of the subject Social Studies and Population Education: SP2 and SP8 are also at the level matching with some difference. There are various aspects that are found to be missing, which lose the essence as per the description of the sub-domain *Personal finance*. As for example, SP2 states acquire knowledge and skills of economic situations and use for active life, but the very critical aspect of managing individual and financial decisions is missed.

As with the other subjects, despite being non-mentioned in a specific way in the LCs that relates to the description of the sub-domains, the LOs of different grades under the GLOs of the subject Mathematics have also accounts, which seems to some extent could be linked to the descriptions of the sub-domains concerned. As for example, LO serial numbers 22 and 24 of grades VI, and VII state solving problems related to profit and loss; and calculation of simple interest respectively; and LO serial numbers 21 and 23 of grade VIII state solving problems related to profit and loss together with discount and VAT; and solving practical problems related to simple interest. However, they still miss the aspects of managing individual and family financial decisions; and the ability to select products and assess benefits on the basis of numerical information as per the descriptions of the sub-domains: *Personal finance and Informed consumer* respectively.

All these missing are identified as the Gaps, which are presented in details in the table (Table 8b) below.

Table 8b: Gap on Numeracy and mathematics

Domains	Sub-domains	Competencies in the description of Sub-domains found not included in Nepal’s Curriculum are shown in <i>Bold Italics</i>
6. Numeracy and mathematics	1. Number	1. <i>Ways of understanding numbers, the relationships between them</i> and number systems, covering skills in relation to whole numbers, fractions and decimals, integers, and ratios and percentages.
	2. Algebra	2. <i>Recognizing patterns</i> , using algebraic symbols to represent mathematical situations, solving linear equations and <i>using algebraic models to solve real-world problems</i> .
	3. Geometry	3. <i>Understanding the properties of geometric shapes, using geometric properties to solve problems</i> , understanding and use of geometric measurement, <i>understanding coordinate points and the use of geometric transformations</i> .
	4. Everyday	4. Applies understanding of numbers effectively in a variety of common

Domains	Sub-domains	Competencies in the description of Sub-domains found not included in Nepal's Curriculum are shown in <i>Bold Italics</i>
	calculations	settings.
	5. Personal finance	5. Managing individual and family financial decisions in an informed way.
	6. Informed consumer	6. <i>The ability to select products and assess benefits on the basis of numerical information.</i>
	7. Data and statistics	7. <i>Understanding the concept of data and statistics</i> , methods of organizing and displaying data graphically, <i>the calculation of means, medians, modes and ranges, and the skill of reading statistical graphs.</i>

3.4.1.7 Seventh domain: Science and technology

This domain is pervasively connected to the subject of Science with the exception of one LC:, OBT9 which relates to the subject: Occupation Business and Technology Education. This domain has seven sub-domains.

The table below (Table 9a) presents the details of numbers and percentages of the LCs that are at the different levels of matching under those sub-domains. This is followed by the description of the LC's coverage together with a brief discussion leading to Gaps related to this domain, which is presented in the table below (Table 9b).

Table 9a: LCs of Various Subjects resembling descriptions of Sub-domain in LMTF's Seventh Domain

LMTF's Domain	LMTF's Sub-domains	LCs in Nepal's Curriculum matching with the description of LMTF's Sub-domains				Serial Nos. of		
		LCs not covered by descriptions of LMTF's Sub-domains		GLOs, the LCs of which are not explicit		Not covered	%	
		Level matching	%					
7. Science and technology	1. Biology			SE8	10.0			6U14-16, 7U15-17 8U16-18
	2. Chemistry			SE5	10.0			6U9-13 7U11-14 8U11-15
	3. Physics			SE4	10.0			6U2, 6U4-8 7U2,4-10 8U2,4-10
	4. Earth science	SE10	10.0					SP6-14,15 SP7-16,17 SP8-14,15,16
	5. Scientific approaches	SE2, SE3	20.0					
	6. Environmental awareness			SE1, SE6, SE7	60.0	SE9	10.0	SP6-16,17 SP7-20
	7. Digital learning	OBT9	11.1					N6-LS4, R8 N7-LS4, R8 N8-LS4

Altogether 9 of the ten LCs (90.0%) of the subject Science in Nepal's curriculum have competency resemblances at varying levels of matching under different sub-domains in this domain. with However, one LC, SE9 (10.0%) is found

missed in this domain and one LC:OBT9 (11.1%) of the subject OBT is found under the sub-domain of Digital learning.

Out of these, three LCs:SE10 and SE2 and SE3 are found to be at the level matching (30.0%) under the sub-domains of *Earth science and Scientific approach* respectively. Rest of the eight LCs, are found to be at the level matching with some differences under various sub-domains – SE8 (10.0%) under *Biology*; SE5 (10.0%) under *Chemistry*; SE4 (10.0%) under *Physics*; and SE1, SE6 and SE7 (60.0%) under *Environmental awareness*.

Since, SE10, SE2, SE3, and OBT9 are found to be at the level matching, the competencies mentioned in these LCs possess no Gap with the descriptions of LMTF's sub-domains, viz. *Earth science, Scientific approach and Digital learning* of this particular domain. However, since the remaining six LCs of this subject Science are at the level matching with some difference under various sub-domains, there are aspects in those LCs that are missing as per the descriptions of those sub-domains. As for example, LC-SE8 states presentation of life process and life cycle of living things, but the basic factors related to understanding structure, diversity and interdependence of living organisms of this sub-domain *Biology* are missed.

Similarly, LCs-SE5 states about getting information on properties of matter and use in practice; and SE4 states about identifying various sources of energy and their proper use. However, the important aspects of understanding of concepts related to the classification and composition of matter and chemical change in the sub-domain Chemistry; and understanding concepts related to physical states and changes in matter, energy transformation, heat and temperature, light and sound, electricity and magnetism and force and motion in the sub-domain Physics are missed as per the description of those sub-domains.

However, unlike other subjects, LOs of different grades under the GLOs of the subject Science have details, which are highly linked, if not to cent percent, to the descriptions of the sub-domains concerned. As for example, LOs under Unit 14 to 16 of grades VI, Unit 15 to 17 of grade VII and Unit 16 to 18 of grade VIII state details of what it is described under the sub-domain of Biology. This is true for other sub-domains as well. So, in that sense the gap posed by the statements of LCs in comparison to the descriptions of the sub-domains described above are not valid in true sense.

For the sake of consistency all the missing identified above as the Gaps are presented in details in the table (Table 9b) below, but shaded dark.

Table 9B: Gap on Science and technology

Domains	Sub-domains	Competencies in the description of Sub-domains found not included in Nepal's Curriculum are shown in <i>Bold Italics</i>
7. Science and technology	1. Biology	1. <i>Understanding the structure</i> , life processes, <i>diversity and interdependence of living organisms.</i>
	2. Chemistry	2. Understanding of concepts related to the <i>classification and composition of matter</i> , the properties of matter and <i>chemical change.</i>
	3. Physics	3. Understanding of <i>concepts related to physical states and changes in matter, energy transformations, heat and temperature, light and sound, electricity and magnetism and forces and motion.</i>
	4. Earth science	4. The study of the Earth and its place in the solar system and the universe.
	5. Scientific approaches	5. Knowledge of the basic problem-solving perspectives of science and the ways they can be applied.
	6. Environmental awareness	6. <i>Knowledge of ecological and other natural factors and the ability to respond to them.</i>
	7. Digital learning	7. The ability to engage effectively with digital communication technologies in each step of the learning process.

3.4.2 In LMTF's GLDF over Nepal's LC

LMTF has pointed out that the domains and sub-domains of the Global Learning Domains Framework are common for all the children over the globe for a wide range of learning settings. So the specific learning needs for different countries might be different depending upon each country's needs and contexts – cultural, social, economical, political etc.

As it is natural to see not all the competencies sought by any country's curriculum matching with the descriptions of the LMTF's sub-domains, it is equally natural to see some competencies emphasized by a country missing in the LMTF's sub-domains.

As presented above, there are missing of some competencies in Nepal's LC compared to that of LMTF's domains. However, there are a few competencies from only a few subjects – Social Studies and Population Education; Occupation Business and Technology Education; and Science – in Nepal's LCs, which are found not mentioned in the description of LMTF's sub-domains. These LCs, in general are stated in the context of Nepal. The table (Table 10) below presents those missing.

Table 10: LC not covered by description of Sub-domains of LMTF

Nepal's		LMTF's			
Subject	LC	Domain	Sub-domain	Description	
SP4	Pride for Nepalese.	2. Social and emotional	4. Positive view of self and others	Positive view of self and others reflects the aspiration to a high quality of life for individuals, their families and their community	
SP7	Identification of interrelation between society and geography and adjusting accordingly.		7. Social sciences		Social science is the understanding of society and the manner in which people behave and influence the world around them. It refers to the ability to analyze ourselves, values, beliefs and belonging, and culture relevant to others.
SP10	Acquiring information on population aspects and management and participation in the activities for building quality living.				
OBT1	Be familiar with the possible areas of professional development and select appropriate area in future based on own interest, capacity and opportunity				
OBT2	Information on national and international labour market				
OBT3	Acquire life supporting common soft skills and demonstrate				
OBT7	Use of equipment that are of practical purpose properly and safely				
SE9	Understand characteristics and importance of some important plants and animals found in Nepal and be conscious towards their protection	7. Science and technology	6. Environmental awareness	Knowledge of ecological and other natural factors and the ability to respond to them.	

RECOMMENDATIONS

The seven domains of learning, which is important for all children and youth identified by the LMTF are applicable from early childhood through post-primary schooling. LMTF has these domains and its sub-domains under them that are the product of the recommendations of the working group members and inputs from global consultations.

Although, LMTF has put equal importance on all the domains, however it also suggests that different purposes might emphasize unequally to these domains at different levels and by different countries. As anticipated, during the exercise of this Gap analysis, it has been experienced that descriptions of some of the sub-domains are at a high level for our grade VI – VIII.

Nevertheless, based on the observations and findings during this exercise – the basic purpose of finding the gap in between the Grade-wide Learning Competencies in Nepal’s Curriculum and LMTF’s descriptions of the sub-domains under the seven domains it has proposed – it is recommended that the Level-wide competencies need to:

1. ... cover all the sub-domains, and their descriptions as much as possible to minimize the Gaps identified.
2. ... bestated in the same mode and with consistency, within and across all the subjects – measurable/general
3. ... bestated more precisely, in order to avoid inconsistency and uncertainty in defining GLOs

A suggestion to avoid inconsistency and uncertainty in stating GLOs as per the LCs, and in order to have them in a user friendly manner, it would be more practical to present them in a table. This table will have LCs in one column and corresponding GLOs in another, grade-wise. As for example:

Table 11: GLOs against LCs

Subject:

LCs	Grade-wise GLOs		
	VI	VII	VIII
1.	1a.		
	1b.		
	1c.		
2.	2a.		
	2b.		
	2c.		

APPENDICES

Appendix A: Steering Committee Members.

S.N	Name	Position	Organization
1.	Krishna Prasad Kapri	Executive Director/ Chairperson	CDC
2.	Pushparaj Dhakal	Deputy Director/ Member	CDC
3.	Bodh Kumar Khanal	Deputy Director/ Member	NCED
4.	Tukraj Adhikari	Deputy Director/ Member	DOE
5.	Badri Paudel	Deputy Director/ Member	NFEC
6.	Pralhad Aryal	Under Secretary/ Member	ERO
7.	Purushottam Acharya	Education Specialist/ Representative	UNICEF
8.	Yogesh K Shrestha	Executive Director/ Representative	SN

Appendix B: Thematic Working Team Members

S.N	Name	Thematic working group on	Organization
1.	Mohan Gopal Nyachhyon	Team Leader / Education Analyst	Samunnat Nepal
2.	Bhola K.C.	Assistant Education Analyst	Samunnat Nepal
3.	Pushparaj Dhakal	Coordinator	CDC
4.	Saraswoti Guragain	Health and Physical Education	CDC
5.	Bishnumaya Sapkota	Social and Moral Education	CDC
6.	Harish Pant	Maths	CDC
7.	Ramesh Prasad Ghimire	English	CDC
8.	Arun Rai	Occupation Business & Technology Education	CDC
9.	Rajani Dhimal	Nepali	CDC
10.	Yubaraj Adhikari	Science	CDC
11.	Udaya Manandhar	Analyst	Samunnat Nepal
12.	Rosy Shakya	Analyst	Samunnat Nepal

Appendix C: Domains and Sub-domains of the Global Learning Domains Framework

Domain	Physical well-being	Social and emotional	Culture and the arts	Literacy and communication	Learning approaches and cognition	Numeracy and mathematics	Science and technology
Stages	Sub-domains						
Early Childhood Level	<ul style="list-style-type: none"> Physical health and nutrition Health knowledge and practice Safety knowledge and practice Gross, fine, and perceptual motor. 	<ul style="list-style-type: none"> Self-regulation Emotional awareness Self-concept and self-efficacy Empathy Social relationships and behaviors Conflict resolution Moral values 	<ul style="list-style-type: none"> Creative arts Self- and community-identity Awareness of and respect for diversity 	<ul style="list-style-type: none"> Receptive language Expressive language Vocabulary Print awareness 	<ul style="list-style-type: none"> Curiosity and engagement Persistence and attention Autonomy and initiative Cooperation Creativity Reasoning and problem solving Early critical thinking skills Symbolic representation 	<ul style="list-style-type: none"> Number sense and operations Spatial sense and geometry Patterns and classification Measurement and comparison 	<ul style="list-style-type: none"> Inquiry skills Awareness of the natural and physical world Technology awareness
Primary Level	<ul style="list-style-type: none"> Physical health and hygiene Food and nutrition Physical activity Sexual health 	<ul style="list-style-type: none"> Social and community values Civic values Mental health and well-being 	<ul style="list-style-type: none"> Creative arts Cultural knowledge 	<ul style="list-style-type: none"> Oral fluency Oral comprehension Reading fluency Reading comprehension Receptive vocabulary Expressive vocabulary Written expression/composition 	<ul style="list-style-type: none"> Persistence and attention Cooperation Autonomy Knowledge Comprehension Application Critical thinking 	<ul style="list-style-type: none"> Number concepts and operations Geometry and patterns Mathematics application 	<ul style="list-style-type: none"> Scientific inquiry Life science Physical science Earth science Awareness and use of digital technology
Post-primary Level	<ul style="list-style-type: none"> Health and hygiene Sexual and reproductive health Illness and disease prevention 	<ul style="list-style-type: none"> Social awareness Leadership Civic engagement Positive view of self and others Resilience/“grit” Moral and ethical values Social sciences 	<ul style="list-style-type: none"> Creative arts Cultural studies 	<ul style="list-style-type: none"> Speaking and listening Writing Reading 	<ul style="list-style-type: none"> Collaboration Self-direction Learning orientation Persistence Problem Solving Critical decision making Flexibility Creativity 	<ul style="list-style-type: none"> Number Algebra Geometry Everyday calculations Personal finance Informed consumer Data and statistics 	<ul style="list-style-type: none"> Biology Chemistry Physics Earth science Scientific approaches Environmental awareness Digital learning

Source: Towards Universal Learning – What Every Child Should Learn: Centre for Universal Education at Brookings and UIS, Feb 2013

Appendix D: Description of LMTF's Domains and Sub-domains of the Post-Primary Level of Global Learning Domains Framework

Domain	Description of domain	Sub-domain	Description of Sub-domain
1. Physical well-being	Physical well-being describes how children and youth use their bodies, develop motor control, and understand and exhibit appropriate nutrition, exercises, hygiene and safety practices. For older children and adolescents, the domain of physical well-being refers to the knowledge that individuals need to learn to ensure their own health and well-being, as well as that of their families and communities.	1. Health and hygiene	1. Health and hygiene includes knowing and applying healthy behaviors and hygiene practices, including those that are related to positive mental health outcomes.
		2. Sexual and reproductive health	2. Sexual and reproductive health refers to understanding basic concepts of sexual health, family planning, pregnancy and childbirth.
		3. Illness and disease prevention	3. Illness and disease prevention involves knowing how health conditions are acquired or transmitted and implementing strategies for prevention, including nutrition and exercise choices.
2. Social and emotional	Social development refers to how children and youth foster and maintain relationships with adults and peers. It also encompasses how they perceive themselves in relation to others. Emotional development is closely linked and refers to how children and youth understand and regulate their behavior and emotions. This domain also includes aspects of personality and other social skills, including communication and development of acceptable values that are important as children and youth develop both cognitive and noncognitive skills.	1. Social awareness	1. Social awareness is the ability to understand and respond appropriately to the social environment.
		2. Leadership	2. Leadership is the ability to make decisions and act on those decisions autonomously or collaboratively as appropriate.
		3. Civic engagement	3. Civic engagement is taking a responsible role in the management of society at the community level and beyond.
		4. Positive view of self and others	4. Positive view of self and others reflects the aspiration to a high quality of life for individuals, their families and their community.
		5. Resilience and grit	5. Resilience and grit refer to the ability to overcome failures and persist, even when it is difficult to do so. It refers to having a positive attitude and understanding that one can learn from failures and mistakes.
		6. Moral and ethical values	6. Moral values are attributed to a system of beliefs, political, religious or cultural. Ethical values refer to the actions one takes in response to his or her values.
		7. Social sciences	7. Social science is the understanding of society and the manner in which people behave and influence the world around them. It refers to the ability to analyze ourselves, values, beliefs and belonging, and culture relevant to others.
3. Culture and the arts	The arts in the realm of education are often described as creative arts expression, and can include activities from the areas of music, theater, dance or creative movement, and the visual, media and literary arts. The foundation for learning in history and social science is built on children's	1. Creative arts	1. Creative arts is understanding and expressing, creating, perceiving and responding in personal, social, cultural and historical contexts
		2. Cultural studies	2. Cultural studies allows people to have a common understanding of the interconnectedness between identity, society and culture. It relates to the artistic contexts of culture and history, and environment contexts.

Domain	Description of domain	Sub-domain	Description of Sub-domain
	cultural experiences in their families, school, community and country.		
4. Literacy and communication	The domain of literacy and communication includes those skills required to communicate in the primary language(s) of the society in which the child lives as well as beginning skills that enable children to both communicate and gain knowledge through the written word	1. Speaking and listening	1. Speaking and listening is understanding and expressing ideas effectively in the appropriate language or languages.
		2. Writing	2. Writing refers to the ability to produce meaningful written text for a variety of purposes.
		3. Reading	3. Reading skills include understanding written texts, their construction and the effect the texts are trying to achieve. Written texts may include books and other paper materials and computer/digital media
5. Learning approaches and cognition	Learning approaches and cognition refers to engagement, motivation, and participation in learning. It has been defined as the ability to take initiative, solve problems that come up in work and play make use of available resources and reflect on experiences. Learning approaches include many of the skills considered “executive functioning”, which refers to inhibitory control, working memory and the ability to organize, plan and reflect on one’s learning. Cognition is described as the mechanics of thinking and processing information. More specific processes include reasoning, inferring, problem solving, classifying, relating, creating, generating plans and strategies, conceptualizing and thinking.	1. Collaboration	1. Collaboration refers to the ability to work with others to address matters of shared concern.
		2. Self-direction	2. Self-direction reflects the ability to act autonomously to collect and understand information.
		3. Learning orientation	3. Learning orientation refers to the individual’s commitment to using learning to respond to evolving demands.
		4. Persistence	4. Persistence in learning captures the ability of individuals to begin and complete activities with attention.
		5. Problem solving	5. Problem solving involves researching problems and finding innovative and effective solutions.
		6. Critical decision making	6. Critical decision making refers to the process of finding and weighing evidence in assessing possible solutions to questions.
		7. Flexibility	7. Flexibility is the ability to analyze and respond to changing life circumstances in a way that reflects resilience and commitment to achieving success.
		8. Creativity	8. Creativity is the capacity to view circumstances in unexpected ways and find ways to reach satisfactory outcomes, including aesthetic and pragmatic considerations.
6. Numeracy and mathematics	Mathematics is a quantitative language used universally to represent phenomena observed in the environment. Numeracy and mathematics in early childhood include number sense and related mathematical skills, such as operations, spatial sense and geometry, and patterns and classification. In primary school, children typically learn concepts related to numbers, operations, geometry and	1. Number	1. Ways of understanding numbers, the relationships between them and number systems, covering skills in relation to whole numbers, fractions and decimals, integers, and ratios and percentages.
		2. Algebra	2. Recognizing patterns, using algebraic symbols to represent mathematical situations, solving linear equations and using algebraic models to solve real-world problems.
		3. Geometry	3. Understanding the properties of geometric shapes, using geometric properties to solve problems, understanding and use of geometric measurement, understanding coordinate points and the use of geometric transformations.

Domain	Description of domain	Sub-domain	Description of Sub-domain
	patterns, and they apply their knowledge of mathematics to solve problems. In the postprimary years, the domain of numeracy and mathematics refers to the ability of individuals to use quantitative ideas to understand the world around them and make informed financial and life choices.	4. Everyday calculations	4. Applies understanding of numbers effectively in a variety of common settings.
		5. Personal finance	5. Managing individual and family financial decisions in an informed way.
		6. Informed consumer	6. The ability to select products and assess benefits on the basis of numerical information.
		7. Data and statistics	7. Understanding the concept of data and statistics, methods of organizing and displaying data graphically, the calculation of means, medians, modes and ranges, and the skill of reading statistical graphs.
7. Science and technology	Science can be defined as specific knowledge or a body or system of knowledge covering physical laws and general truths. Children and youth move from spontaneous knowledge gained in their natural environments to scientific knowledge gained through formal schooling. Technology refers to the creation and usage of tools used to solve problems. It includes physical technology (such as machines), the application of methods or systems and computer-based solutions.	1. Biology	1. Understanding the structure, life processes, diversity and interdependence of living organisms.
		2. Chemistry	2. Understanding of concepts related to the classification and composition of matter, the properties of matter and chemical change.
		3. Physics	3. Understanding of concepts related to physical states and changes in matter, energy transformations, heat and temperature, light and sound, electricity and magnetism and forces and motion.
		4. Earth science	4. The study of the Earth and its place in the solar system and the universe.
		5. Scientific approaches	5. Knowledge of the basic problem-solving perspectives of science and the ways they can be applied.
		6. Environmental awareness	6. Knowledge of ecological and other natural factors and the ability to respond to them.
		7. Digital learning	7. The ability to engage effectively with digital communication technologies in each step of the learning process.

Source: Towards Universal Learning – What Every Child Should Learn: Centre for Universal Education at Brookings and UIS, Feb 2013

Appendix E: Level-wide Competencies of various subjects as defined by the Basic Education Curriculum (Grades VI-VIII), 2069.

नेपाली

२. तहगत सक्षमता

यस तहको अन्तमा विद्यार्थीहरू निम्न लिखित सक्षमता हासिल गर्न समर्थ हुने छन् :

१. मौखिक, लिखित एवम् सञ्चार माध्यमका विषयवस्तुको सुनाइ र पढाइ
२. प्रचलित विधागत र सूचनामूलक सामग्रीहरूको सुनाइ र पढाइ
३. सिकेका कुराको विभिन्न माध्यमबाट अभिव्यक्ति
४. वैयक्तिक र सामाजिक उद्देश्य परिपूर्तिका लागि विविध ढाँचा र शैलीको लेखन
५. भाषिक विविधता पहिचानसहित परिस्थिति र सन्दर्भअनुकूलको अभिव्यक्ति
६. अन्तरभाषिक तथा सांस्कृतिक विशेषताअनुरूप शिष्ट भाषाशैलीको प्रयोग
७. सञ्चार शिल्प र सिकाइका लागि भाषाको प्रयोग
८. निर्देशित तथा स्वतन्त्र रचनाको प्रस्तुति
९. नेपाली भाषाका भाषिक विशेषताप्रति सचेतता र तदनु रूप प्रयोग
१०. दैनिक व्यवहारमा आत्मविश्वासका साथ भाषाको प्रयोग
११. विचारको अभिव्यक्तिमा स्पष्टता तथा विश्लेषणात्मक प्रतिक्रिया
१२. योजना, सोधखोज, विश्लेषण, मूल्याङ्कनका आधारमा धारणा निर्माण
१३. प्रभावकारी सिकाइ, रचनात्मक सोच तथा प्रत्यक्ष सम्पर्कबाट विचारहरूको सिर्जना र समस्या समाधान ।

English

2. Competency:

English being an academic language course should help students of this level gain competency at grammatical, discourse, sociolinguistic and strategic level. Hence, the following competencies have been derived from the above mentioned areas.

1. Listen and comprehend spoken English in a variety of personal, social and academic contexts.
2. Communicate in spoken English in a variety of personal, social and academic contexts
3. Comprehend written English in personal, social and academic contexts.
4. Communicate in written English in a variety of personal, social and academic contexts.
5. Develop skills and competencies to use English as a medium for further studies and a tool for obtaining information and enjoyment
6. Learn to think creatively and critically to develop the language skills by promoting tolerance, inclusiveness and socio-cultural harmony

गणित

२. तहगत सक्षमताहरू

यस तहको अन्त्यमा विद्यार्थीहरू निम्न लिखित सक्षमताहरू हासिल गर्न समर्थ हुने छन् :

१. ज्यामितीय आकृतिहरूको रचना र केही साधारण सम्बन्धको परीक्षण
२. ज्यामितीय ठोस आकारहरूको नमुना तयारी
३. दैनिक जीवनका सरल अङ्क गणितीय व्यावहारिक समस्याहरूको समाधान
४. तथ्याङ्क सङ्कलन, प्रस्तुति र प्राप्त सूचनाको सम्प्रेषण
५. समूहको प्रयोगबाट सरल व्यावहारिक समस्याको समाधान
६. बीजीय अभिव्यञ्जक तथा समीकरण सम्बन्धी सरल समस्याहरू समाधान गर्ने सिपको विकास ।

२. तहगत सक्षमता

यस तहको अन्त्यमा विद्यार्थीहरूले निम्नानुसारका सक्षमताहरू हासिल गर्ने छन् :

१. हाम्रा सामाजिक मूल्य तथा मान्यताको सम्मान, संरक्षण, संवर्धन र पालना
२. आफ्नो सांस्कृतिक, भौगोलिक, ऐतिहासिक तथा आर्थिक परिस्थितिहरूको ज्ञान र सिप हासिल गरी सक्रिय जीवनका लागि उपयोग
३. आफ्नो र आफूभन्दा भिन्न समाज र संस्कृतिका मानिसहरूसँग प्रभावकारी र उपयुक्त ढङ्गले सञ्चार तथा स्थानीय, राष्ट्रिय एवम् विश्वव्यापी रूपमा योगदान
४. नेपालीपनप्रति गौरव
५. कलात्मक, सांस्कृतिक, बौद्धिक जस्ता रचनात्मक कार्यहरूमा सहभागिता
६. आफ्नो कर्तव्य र अधिकारप्रति सचेत रही र तिनको जवाफदेही ढङ्गले परिपालना
७. समाज र भूगोलको अन्तर सम्बन्ध पहिचान र सोअनुसार समायोजन
८. प्राप्त आर्थिक ज्ञान र सिपको माध्यमबाट सीमित स्रोत र साधनको प्रयोग गरी वैयक्तिक वृद्धि र सामाजिक उन्नतिका अभ्यासमा संलग्नता
९. सामाजिक सम्बन्ध र द्वन्द्वका कारणहरू पहिचान गरी द्वन्द्व समाधानको विभिन्न उपायहरू अवलम्बन
१०. जनसाङ्ख्यिक पक्षहरू तथा व्यवस्थापनको जानकारी हासिल गरी गुणस्तरीय जीवन निर्माणका क्रियाकलापमा सहभागिता
११. अरूको विचारको सम्मान, रचनात्मक प्रतिक्रिया र सहयोग एवम् समानुभूतिको अभिव्यक्ति
१२. सामाजिक, भौगोलिक, सांस्कृतिक विविधताको पहिचान र सम्मान
१३. शान्ति, सद्भाव, सहकार्य, सहयोग, समझदारी, विश्वबन्धुत्व र मानव अधिकारको मर्मअनुरूप मर्यादापूर्ण सामाजिकव्यवहार ।

विज्ञान तथा वातावरण :

२. तहगत सक्षमताहरू

यस तहको अन्त्यमा विद्यार्थीहरू निम्न लिखित सक्षमताहरू हासिल गर्न समर्थ हुने छन् :

१. वरपरका वस्तु तथा घटनाहरूका तथ्य, प्रक्रिया र असरहरूको अवलोकन र प्रस्तुतीकरण
२. वैज्ञानिक धारणा (scientific concept), तथ्य, सिद्धान्त र नियमहरूको ज्ञान प्राप्त गरी दैनिक जीवनमा प्रयोग
३. विज्ञान प्रक्रियागत सिपहरू (science process skills) को विकास र प्रयोग
४. शक्तिका विभिन्न स्रोतहरूको पहिचान गरी यसको उचित प्रयोग र संरक्षण गर्न उन्मुखता
५. पदार्थका गुणहरूको जानकारी लिई व्यवहारमा प्रयोग
६. जीवित वस्तुहरू र वातावरणविचको अन्तरसम्बन्धको पहिचान
७. वातावरणको महत्त्व बुझी त्यसको संरक्षण र संवर्धन गर्न उन्मुख
८. जीवित वस्तुहरूको जीवन प्रक्रिया र जीवनचक्रको प्रस्तुतीकरण
९. नेपालमा पाइने केही महत्त्वपूर्ण बिरुवाहरू र जनावरहरूको गुण र महत्त्व बुझी तिनीहरूको संरक्षणप्रति सचेत
१०. पृथ्वी र अन्तरिक्ष सम्बन्धी तथ्य तथा प्रकृति सम्बन्धी खोजी र तुलना ।

स्वास्थ्य तथा शारीरिक शिक्षा

स्वास्थ्य शिक्षा

२. तहगत सक्षमता

यस तहको अन्त्यमा विद्यार्थीहरू निम्न लिखित सक्षमताहरू हासिल गर्न समर्थ हुने छन् :

१. शरीर विज्ञानको महत्त्व बुझी स्वस्थ शरीर निर्माणका लागि पोषणयुक्त खाद्य पदार्थको उपयोग
२. रोगहरूको पहिचान गरी रोकथामका उपाय अवलम्बन

३. उमेरअनुसार हुने शारीरिक परिवर्तनको महत्त्व बुझी स्वस्थ प्रजनन व्यवहार
४. लागुपदार्थ, मद्यपान र धूमपानका असरबाट बच्न र बचाउन
५. विभिन्न दुर्घटनाबाट बच्ने उपाय अवलम्बन गरी सामान्य प्राथमिक उपचार
६. पारिवारिक तथा सामुदायिक स्वास्थ्यमा योगदान ।

शारीरिक शिक्षा

२. तहगत सक्षमता

यस तहको अन्त्यमा विद्यार्थीहरू निम्न लिखित सक्षमताहरू हासिल गर्न समर्थ हुने छन् :

१. स्वस्थ र फुर्तिलो शरीरका लागि कसरत, कवाज, व्यायाम तथा योगाभ्यास
२. खेल नियमको पालना गरी विभिन्न खेलहरू प्रदर्शन
३. एथलेटिक्सका विभिन्न इभेन्ट्सहरूमा उपयुक्त सिपहरू प्रदर्शन ।

नैतिक शिक्षा

२. तहगत सक्षमताहरू

यस तहको अन्त्यमा विद्यार्थीहरू निम्नलिखित सक्षमताहरू हासिल गर्न समर्थ हुने छन् :

१. असल चारित्रिक व्यवहार प्रदर्शन
२. मानवीय मूल्य मान्यताको प्रवर्धन
३. नागरिक कर्तव्य र दायित्वको परिपालना तथा अधिकारको खोजी
४. विविधताको सम्मान
५. अनुशासन र सकारात्मक सोचको विकास र खोजमूलक व्यवहार प्रदर्शन

पेसा, व्यवसाय र प्रविधि शिक्षा

२. तहगत सक्षमताहरू

आधारभूत तहको पेसा, व्यवसाय तथा प्रविधि शिक्षा विषयको अध्ययन पश्चात् विद्यार्थीहरू निम्नलिखित कुराहरूमा सक्षम हुनेछन् :

१. वृत्ति विकासका सम्भावित क्षेत्रहरूसँग परिचित भई आफ्नो रूचि, क्षमता र अवसरका आधारमा भविष्यमा उपयुक्त क्षेत्र छनोट ।
२. राष्ट्रिय तथा अन्तर्राष्ट्रिय श्रमबजारको जानकारी ।
३. जीवनेपयोगी सामान्य व्यावसायिक सीपहरू (soft skills) हासिल गरी प्रदर्शन ।
४. कामप्रति सकारात्मक दृष्टिकोण राखी सबै किसिमका श्रमप्रति चाख, समभाव र सम्मान गर्ने तथा संलग्न हुने बानीको विकास ।
५. स्थानीयस्तरमा सम्भावना भएका व्यवसाय सञ्चालनमा अभिमूखीकृत भई सञ्चालनका लागि योजनाको सामान्य ढाँचा ९वअजभभ० निर्माण ।
६. शिक्षालाई काम (Education for work) संग जोडेर लैजाने बानीको विकास ।
७. व्यावहारिक प्रयोगमा आउने उपकरणहरूको सही र सुरक्षित तवरले प्रयोग ।
८. परम्परागत प्रविधिका बारेमा जानकारी हासिल गरी संरक्षण ।
९. आधुनिक सूचना प्रविधिको जानकारी लिई उपयोग ।

Appendix F: Grade-wise Learning Outcomes of various subjects as per the Level-wide Competencies of the subjects in Basic Education Curriculum

नेपाली

३. कक्षागत सिकाइ उपलब्धिहरू

कक्षा : ६		
सुनाइ र बोलाइ	पढाइ	लेखाइ
<p>१. शब्दहरूमा प्रयुक्त उच्चार्य वर्णहरू सुनी तिनको भिन्नता पहिल्याउन</p> <p>२. शब्दहरूको शुद्ध र स्पष्ट उच्चारण गर्न</p> <p>३. अरूले भनेका कुरा ध्यानपूर्वक सुन्न र भन्न</p> <p>४. सञ्चार माध्यमका सूचनाहरू सुन्न र भन्न</p> <p>५. सामान्य मौखिक वर्णनहरू सुनी मुख्य कुरा बताउन</p> <p>६. कविता, गीत, कथा, वर्णन र जीवनी सुनेर प्रतिक्रिया जनाउन</p> <p>७. ससाना कुराकानी, संवाद, प्रश्नोत्तर आदिमा प्रभावकारी ढङ्गले भाग लिन</p> <p>८. आफूले देखेसुनेका, अनुभव गरेका वस्तु, वातावरण र घटनाका विषयमा वर्णन गर्न</p> <p>९. सिलसिला र हाउभाउ मिलाई बोल्न</p> <p>१०. अनुभवका आधारमा सन्दर्भ र प्रसङ्ग मिलाई मौखिक रूपमा प्रश्नोत्तर गर्न</p> <p>११. भाषिक मौलिकता पहिचान गर्ने गरी वक्ताहरूको अभिव्यक्ति सुन्न ।</p>	<p>१. लिखित सामग्रीलाई गति, यति र लय मिलाई शुद्ध र स्पष्टसँग वाचन गर्न</p> <p>२. विभिन्न विधाका पाठहरू आशयानुसार पढ्न</p> <p>३. मुख्यमुख्य कुरा बताउन सक्ने गरी विभिन्न पाठ पढ्न</p> <p>४. विभिन्न प्रयोजनका लागि लिखित सामग्रीहरूको मौनवाचन गर्न</p> <p>५. प्रतिक्रिया दिन सक्ने गरी विभिन्न विधाका पाठहरू सस्वरवाचन गर्न</p> <p>६. पाठमा प्रयुक्त शब्दहरूको अर्थ बुझी पढ्न</p> <p>७. विभिन्न विधाका पाठहरू पढी शब्द भण्डार वृद्धि गर्न</p> <p>८. विभिन्न मुद्रित तथा विद्युतीय सामग्री रुचिपूर्वक पढ्न ।</p>	<p>१. हिज्जे मिलाई सफा र शुद्धसँग लेख्न</p> <p>२. लेख्यचिह्नहरूको ठिकसँग प्रयोग गर्न</p> <p>३. शब्द, वाक्य र पाठका अंशहरू सुनेर लेख्न</p> <p>४. आफूले सुनेका, देखेका, अनुभव गरेका घटना, वस्तु तथा वातावरणको लिखित वर्णन गर्न</p> <p>५. सुनेका, पढेका विषयवस्तुको सार लेख्न</p> <p>६. अनुच्छेद, चिठी र निवेदन सिलसिला मिलाई लेख्न</p> <p>७. आफ्नो रुचिअनुसारका विषयमा स-साना मौलिक रचना गर्न</p> <p>८. वाक्यमा सङ्गति मिलाई तिनको उपयुक्त प्रयोग गर्न</p> <p>९. विशिष्ट अंशको भाव विस्तार/व्याख्या गर्न</p> <p>१०. व्याकरणसम्मत वाक्य रचना गर्न ।</p>
कक्षा : ७		
<p>१. शब्दहरूमा प्रयुक्त उच्चार्य वर्णहरूको भिन्नता पहिल्याई शब्द उच्चारण गर्न</p> <p>२. सुनेका शब्दहरूको शुद्ध र स्पष्ट उच्चारण गर्न</p> <p>३. अरूले वर्णन गरेका कुराहरू सुनी आफ्नो शब्दमा व्यक्त गर्न</p> <p>४. सञ्चार माध्यमका सूचनाहरू सुन्न र भन्न</p> <p>५. सामान्य मौखिक वर्णनहरू सुनी मुख्य मुख्य कुरा बताउन</p> <p>६. साहित्यिक विधाका पाठहरू सुनेर सो सम्बन्धी प्रतिक्रिया जनाउन</p> <p>७. स्तरअनुसारका मौखिक अभिव्यक्तिहरू (कुराकानी, प्रश्नोत्तर, संवाद, वादविवाद,</p>	<p>१. लिखित सामग्रीलाई गति, यति र लय मिलाई शुद्ध र स्पष्टसँग सस्वरवाचन गर्न</p> <p>२. विभिन्न पाठहरू पढी तिनका मुख्य मुख्य कुराहरू बताउन</p> <p>३. विभिन्न प्रयोजनका लागि लिखित सामग्रीहरूको मौन वाचन गर्न</p> <p>४. विभिन्न प्रयोजनका लागि कथा, कविता, प्रबन्ध र जीवनीकापाठहरू पढ्न</p> <p>५. विभिन्न स्रोतका सामग्रीबाट शब्द भण्डारको वृद्धि गर्न</p> <p>६. पढेका पाठका शब्दहरूको उपयुक्त प्रयोग गर्न</p> <p>७. पाठमा प्रयुक्त उखान टुक्काहरूको अर्थ</p>	<p>१. हिज्जे र वाक्य गठन मिलाई सफा र शुद्धसँग लेख्न</p> <p>२. लेख्य चिह्नहरूको उपयुक्त प्रयोग गर्न</p> <p>३. सफा र स्पष्टसँग लेख्न र लेखेका कुरा दोहोर्चाई सच्याउन</p> <p>४. शब्द, वाक्य र पाठका अंशहरू सुनेर लेख्न</p> <p>५. आफूले देखेका, सुनेका, अनुभव गरेका वस्तु, घटना तथा वातावरणका विषयमा लिखित वर्णन गर्न</p> <p>६. सुनेका र पढेका विषयवस्तुको सार लेख्न</p> <p>७. अनुच्छेद, चिठी, निवेदन, कथा, प्रबन्ध, जीवनी र वादविवाद सिलसिला मिलाई</p>

<p>छलफल) ध्यानपूर्वक सुनी तिनमा भाग लिन</p> <p>८. आफूले देखेसुनेका, अनुभव गरेका घटना, वस्तु तथा वातावरणका विषयमा सिलसिला मिलाई मौखिकवर्णन गर्न</p> <p>९. हाउभाउ मिलाई उपयुक्त ढङ्गले बोलन</p> <p>१०. मौखिक अभिव्यक्तिहरू सुन्ने क्रममा प्रयुक्त हाउभाउ र अभिनयमा ध्यान दिन</p> <p>११. वक्ताको अभिव्यक्ति सुनी भाषिक मौलिकता पहिचान गर्न ।</p>	<p>बुझी वाक्यमा प्रयोग गर्न</p> <p>८. विभिन्न सूत्रित तथा विद्युतीय सामग्री रुचिपूर्वक पढ्न ।</p>	<p>लेखन</p> <p>८. आफ्नो रुचिअनुसारका विषयमा मौलिक रचना गर्न</p> <p>९. शब्दहरूलाई लिखित रूपमा उपयुक्त ढङ्गले प्रयोग गर्न</p> <p>१०. विशिष्ट अंशहरूको भाव विस्तार/व्याख्या गर्न</p> <p>११. व्याकरणसम्मत वाक्य रचना गर्न</p> <p>१२. पाठमा प्रयुक्त उखान टुक्काहरूको अर्थ बुझी वाक्यमा प्रयोग गर्न</p> <p>१३. परियोजना कार्यको माध्यमले भाषिक समस्या समाधान गर्न ।</p>
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कक्षा : ८

<p>१. शब्दहरूमा प्रयुक्त उच्चार्य वर्णहरूको भिन्नता पहिल्याउन र सोहीअनुरूप शब्द उच्चारण गर्न</p> <p>२. शब्दहरूको शुद्ध र स्पष्ट उच्चारण गर्न</p> <p>३. अरूले वर्णन गरेका कुराहरू सुनी आफ्नो शब्दमा व्यक्त गर्न</p> <p>४. सञ्चार माध्यमका सूचनाहरू सुन्न र भन्न</p> <p>५. विभिन्न किसिमका वर्णन तथा अभिव्यक्तिहरू सुनी तिनका मुख्य कुराहरू भन्न</p> <p>६. साहित्यिक विधाका पाठहरू आनन्द लिने गरी सुन्न र प्रतिक्रिया जनाउन</p> <p>७. कुराकानी, प्रश्नोत्तर, संवाद, वादविवाद, छलफल जस्ता मौखिक अभिव्यक्तिहरू ध्यानपूर्वक सुनीतिनमा भाग लिन</p> <p>८. आफूले देखेसुनेका, पढेका, अनुभव गरेका वस्तु, वातावरण तथा घटनाका विषयमा सिलसिला मिलाई मौखिक वर्णन गर्न</p> <p>९. मौखिक अभिव्यक्ति सुनेर प्रतिक्रिया दिन तथा हाउभाउ र अभिनयको ख्याल गर्न</p> <p>१०. भन्न चाहेका कुरालाई शिष्ट भाषा प्रयोग गरी हाउभाउपूर्ण र प्रभावकारी ढङ्गले व्यक्त गर्न</p> <p>११. समुदायका व्यक्तिहरूसँग शिष्टतापूर्वक कुराकानी गर्न</p> <p>१२. वक्ताहरूको अभिव्यक्ति सुनी भाषिक मौलिकता पहिचान गर्न ।</p>	<p>१. लिखित सामग्रीलाई गति, यति मिलाई शुद्ध र स्पष्टसँग सस्वरवाचन गर्न</p> <p>२. पाठमा व्यक्त भावअनुसार गति, यति, लय मिलाई पढ्न</p> <p>३. पाठहरू पढी तिनका मुख्य मुख्य कुराहरू बताउन</p> <p>४. विभिन्न उद्देश्यले लिखित सामग्रीहरूको मौन वाचन गर्न</p> <p>५. विभिन्न प्रयोजनका लागि प्रबन्ध/निबन्ध, जीवनी र कथापढ्न</p> <p>६. साहित्यिक विधाका पाठहरू आनन्द लिने गरी पढ्न र प्रतिक्रिया जनाउन</p> <p>७. विभिन्न स्रोतका सामग्री तथा विधाका पाठहरू पढी शब्द भण्डार वृद्धि गर्न</p> <p>८. पढेका पाठका शब्दहरूको उपयुक्त प्रयोग गर्न</p> <p>९. उखान टुक्काहरूको अर्थ बुझी उपयुक्त ढङ्गले प्रयोग गर्न ।</p>	<p>१. हिज्जे र वाक्य गठन मिलाई सफा र शुद्धसँग लेखन</p> <p>२. विभिन्न चिह्नको उपयुक्त ढङ्गले प्रयोग गर्न</p> <p>३. शब्द, वाक्य र पाठका अंशहरू सुनेर लेखन</p> <p>४. आफूले देखेसुनेका, पढेका, अनुभव गरेका वस्तु, वातावरण तथा घटनाका विषयमा लिखित वर्णन गर्न</p> <p>५. सुनेका र पढेका विषयवस्तुको सारांश लेखन</p> <p>६. विभिन्न विषयहरूमा अनुच्छेद, चिठी, निवेदन, निमन्त्रणा पत्र, समवेदना, कथा, जीवनी र वादविवाद सिलसिला मिलाई लेखन</p> <p>७. स्तरअनुसारका विषयहरूमा सिलसिला मिलाएर प्रबन्ध लेखन</p> <p>८. आफ्ना रुचिअनुसारका विषयमा मौलिक रचना गर्न</p> <p>९. शब्दहरूलाई लिखित रूपमा उपयुक्त ढङ्गले प्रयोग गर्न</p> <p>१०. पाठका विशिष्ट अंशहरूको भाव विस्तार/व्याख्या गर्न</p> <p>११. व्याकरणसम्मत वाक्य रचना गर्न</p> <p>१२. पाठमा प्रयुक्त उखानटुक्काहरूको अर्थ बुझी वाक्यमा प्रयोग गर्न</p> <p>१३. परियोजना कार्यको माध्यमले भाषिक समस्या समाधान गर्न ।</p>
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3. Grade wise learning outcomes

3.1 Listening skill

S.N.	Six	Seven	Eight
1.	Listen and carry out a short and simple set of instructions.	Listen and carry out instructions commonly used in both school and social environment.	Listen and respond appropriately to multistep directions/instructions.
2.	Listen and distinguish minimal pairs	Listen and distinguish between similar words and sentences. Listen and identify/guess the topic of oral presentation through verbal responses.	Listen and distinguish between similar words and sentences.
3	Listen to short dialogue/simple text from teacher/ electronic media and discuss it.	Listen to short dialogues and other text from teacher or electronic media and extract information.	Listen to short texts/news items from the teacher/ electronic media and put down main ideas in note form.
4.	Listen to a simple oral presentation/story and demonstrate comprehension through verbal/non-verbal response	Listen to spoken information and transfer it to complete chart or table.	Listen to spoken materials and transfer information to complete a chart, table, etc.
5	Listen to a formal or informal text and do various types of listening comprehension exercises	Listen to a formal or informal text and do various types of listening comprehension exercises	Listen to a text and respond to varieties of exercises.
6.		Respond to common queries about personal and immediate surroundings.	Listen, understand and reproduce dialogues with correct stress and intonation
7.		Listen and identify/guess the topic of oral presentation through verbal responses	Listen and identify the topic and main points of oral presentation

3.2 Speaking skill

S.#.	Six	Seven	Eight
1	Communicate verbally or nonverbally mainly at home and school environment.	Respond to a stranger about immediate surroundings (school, home, market, etc)	Communicate formally or informally according to the situation
2	Receive/make phone call in informal situations	Receive/make phone call in informal situations	Receive/make phone call in formal and informal situations
3	Describe a picture, cartoon or object orally	Interpret a chart, map or table orally	Describe pictures, cartoons, maps, charts and posters orally
4	Use simple words/phrases to ask/respond to questions	Make and respond to queries politely	Participate in debate or oratory contests/activities
5	Speak with correct stress and intonation, especially for questions and statements.	Narrate simple story or event/experience with correct stress and intonation	Describe a sequence of actions or events orally with appropriate mood and expression
6	Engage in short dialogues/ group discussions.	Engage in dialogues/ group discussions	Engage in group discussion to solve a particular problem or come to a decision
7	Retell short stories	Retell stories, information and events using simple sentences	Speak with coherence and fluency to convey ideas

3.3 Reading skill

S.#.	Six	Seven	Eight
1	Read public notices or instructions and follow them	Use clues and illustration to understand the main idea of the reading materials	Read and scan important facts/ideas from a variety of reading texts (written, printed, electronic)
2	Read silently and make notes of important information from the text.	Read a passage silently with understanding (simple structures only)	Read informative texts and show understanding by retrieving important facts and ideas
3	Guess the meaning of unfamiliar words by its position and context	Guess meanings of words by position in sentence, context or similarity to other words.	Guess the meanings of unfamiliar words while reading
4	Develop basic skills to use a monolingual dictionary	Enhance skills to use monolingual English dictionary.	Enhance skills to use monolingual dictionary and thesaurus
5	Understand simple timetables, labels, charts, graphs, simple notices, price-lists, maps, tickets	Figure out pictures, cartoons, charts, diagrams and extract information from them	Understand information/ facts presented in diagrammatic form like chart/cartoon, and sort out the main information
6	Follow simple written instructions correctly.	Follow written instructions and procedures correctly.	Follow multistep instructions and procedures correctly.
7	Read text and transfer information (reading comprehension activities)	Read and comprehend electronic texts (emails, short messages, web materials)	Read and predict the possible consequences of the remaining part of a text or story
8	Read and enjoy poems, short stories in printed as well as electronic form	Enjoy simple literary texts including poems, picture stories, short essays and short plays.	Comprehend (enjoy) simple literary texts including poem, drama, essay and story.

3.4 Writing skill

S.#.	Six	Seven	Eight
1	Use punctuation marks (capital letters, full stops, question, exclamation)	Use correct layout, full stops, capitals, commas, apostrophes and inverted commas	Write short paragraphs on given topics with correct layout and punctuation marks
2	Fill up a form (admission forms)	Fill up an official form with the necessary information	Fill up an official form with the information sought by it
3	Write a short request, invitation or thank you- note to a friend.	Write 'thank you letters' post card and short personal letter with correct layout	Write personal letter/ thank you letter and letter of apology
4	Write short dialogues.	Write short dialogues	Write longer dialogues
5	Write simple directions	Write simple instructions and double-step directions	Prepare a short news report on a given topic/event
6	Describe a picture/real object using 'and', 'but', 'because'	Describe a person, picture or event in two short paragraphs using various connectives	Develop a short story with the help of clues provided
7	Describe a short sequence of events or actions.	Create paragraphs with the help of guidelines provided.	Prepare curriculum vitae
8	Write /design posters	Design posters/ advertisements	Prepare simple leaflet/posters about village/town, etc.
9	Revise or edit one's own writing with pair/teacher support.	Revise or edit one's own writing with pair/teacher support.	Revise or edit one's own writing with pair/teacher support.
10			Transfer information from charts and table to paragraph

३. कक्षागत सिकाइ उपलब्धिहरू

कक्षा : ६	कक्षा : ७	कक्षा : ८
<p>१. प्रतिच्छेदित र समानान्तर रेखाहरू छुट्याउन तथा सेटस्क्वायरको प्रयोगद्वारा समानान्तर रेखाहरूको रचना गर्न</p> <p>२. लम्ब, रेखाखण्डको अर्धक, लम्बार्धक तथा सेटस्क्वायरको प्रयोगद्वारा लम्ब रेखाहरूको रचना गर्न ।</p> <p>३. कोणहरूको वर्गीकरण गर्न तथा सेटस्क्वायरको प्रयोगद्वारा 30°, 45°, 60° र 90° का कोणहरू रचना गर्न</p> <p>४. त्रिभुजको वर्गीकरण गर्न</p> <p>५. कम्पास तथा रूलरको प्रयोगद्वारा वर्ग र समबाहु त्रिभुजको रचना गर्न</p> <p>६. बहुभुजको परिचय दिन</p> <p>७. ठोसको परिचय दिन, नियमित ठोस वस्तुका सतह, किनारा, कुना पहिचान गर्न तथा घन र षड्मुखका खोक्रा नमुना तयार गर्न</p> <p>८. अक्ष र निर्देशाङ्कको परिचय दिई पहिलो चतुर्थांशमा विन्दुहरू अङ्कन गर्न</p> <p>९. त्रिभुजको परिमिति निकाल्न</p> <p>१०. वर्ग गन्ती गरेर नियमित समतल आकृतिको क्षेत्रफल आँकलन गर्न, आयत र वर्गको क्षेत्रफल तथा षड्मुखा र घनको आयतन सम्बन्धी सरल समस्या समाधान गर्न</p> <p>११. स्थानान्तरणको परिचय दिन</p> <p>१२. सममिति चित्रहरू चिन्न तथा बहुभुजबाट ढाँचा तयार पार्न</p> <p>१३. समूहलाई जनाउने तरिकाहरू बताउन, समूहका सदस्यको गणनात्मकता पत्ता लगाउन तथा समतुल्य, बराबर, सीमित र असिमित समूहको परिचय दिन ।</p> <p>१४. पूर्ण सङ्ख्याको परिचय दिन, भाज्यताको परीक्षण गर्न तथा कोष्ठसहित सरलीकरण गर्न ।</p> <p>१५. रूढ र संयुक्त सङ्ख्या छुट्याउन तथा गुणनखण्ड र अपवर्त्यहरू निकाल्न ।</p> <p>१६. (0-१००) सम्मको वर्ग सङ्ख्या पहिचान गर्न</p> <p>१७. रूढ खण्डीकरणबाट म.स. र ल.स. निकाल्न</p> <p>१८. पूर्णाङ्क तथा अनुपातिक सङ्ख्याको</p>	<p>१. कम्पासको प्रयोगबाट 60°, 120°, 30°, 90°, 45°, 135°, 75°, 105° का कोणहरू खिचन</p> <p>२. दिएको कोणसँग बराबर हुने गरी कोणको रचना गर्न</p> <p>३. शीर्षाभिमुख, आशन्न, समपूरक, परिपूरक, एकान्तर, सङ्गत र क्रमागत भित्री कोणहरूका जोडाको परिचय दिन</p> <p>४. शीर्षाभिमुख कोण, सरलकोण, पूर्णकोणसम्बन्धी केही सामान्य ज्यामितीय तथ्यहरूको परीक्षण गर्न</p> <p>५. त्रिभुज, आयत, वर्ग, समबाहु चतुर्भुज, समानान्तर चतुर्भुजका विशेषताहरू पत्ता लगाई रचना गर्न</p> <p>६. नियमित बहुभुजका भित्री तथा बाहिरी कोणहरूको नाप निकाल्न</p> <p>७. समरूप र अनुरूप आकृतिहरूको परिचय दिन</p> <p>८. वृत्तका भागहरूको परिचय दिन</p> <p>९. टेढाहेडुन, अकटाहेडुन, सोली र बेलनाका खोक्रा नमुना तयार गर्न</p> <p>१०. लेखाचित्रमा विन्दुको निर्देशाङ्क पत्ता लगाउन तथा विन्दुहरू अङ्कन गर्न</p> <p>११. वर्ग र आयतको परिमिति निकाल्न तथा षड्मुखा र घनको सतहको क्षेत्रफल सम्बन्धी समस्या हल गर्न</p> <p>१२. परावर्तन, परिक्रमण र विस्थापनको परिचय दिन</p> <p>१३. रेखा र विन्दु सममितिको परिचय दिन, बहुभुज तथा अन्य सरल ढाँचामा आधारित ट्रेसिलेसन तयार पार्न</p> <p>१४. नक्सा पढ्न, दिशास्थिति र स्केल ड्रइङको परिचय दिन</p> <p>१५. सर्वव्यापक समूह, उपसमूह, अलग्गएका र खण्डिएका समूहहरू छुट्याउन तथा समूहको संयोजन तथा प्रतिच्छेदन पत्ता लगाई भेन चित्रमा प्रस्तुत गर्न</p> <p>१६. रूढ खण्डीकरण र भाग विधिद्वारा वर्गमूल निकाल्न तथा रूढ खण्डीकरणद्वारा घनमूल पत्ता लगाउन, सङ्ख्याको घन निकाल्न र भाग विधिद्वारा म.स. र ल.स.</p>	<p>१. दुई सरलरेखाहरू प्रतिच्छेदन हुँदा बन्ने आसन्न तथा शीर्षाभिमुख कोणहरूको सम्बन्धको परीक्षण तथा प्रयोग गर्न</p> <p>२. समानान्तर रेखाहरूलाई एउटा छेदकले काट्दा बन्ने सङ्गत कोण, एकान्तर कोण र क्रमागत भित्री कोणहरूको सम्बन्धको खोजी गर्न</p> <p>३. त्रिभुजका भित्री कोणहरूको योगफल 180° हुन्छ भन्ने तथ्यको परीक्षण गर्न तथा समद्विबाहु र समबाहु त्रिभुजका विशेषताहरूको खोजी र परीक्षण गर्न</p> <p>४. नियमित बहुभुज (पञ्चभुज, षड्भुज र अष्टभुज) को रचना गर्न</p> <p>५. समानान्तर चतुर्भुज, वर्ग र आयतका गुणहरूको परीक्षण गर्न</p> <p>६. आयतको रचना गर्न</p> <p>७. त्रिभुजहरू अनुरूप तथा समरूप हुने अवस्थाहरू बताई समरूप त्रिभुज सम्बन्धी समस्याहरू हल गर्न</p> <p>८. वृत्तको परिधि र व्यासको सम्बन्ध पहिचान गर्न तथा वृत्तको क्षेत्रफल सम्बन्धी समस्या हल गर्न</p> <p>९. त्रिभुजाकार प्रिज्म र पिरामिडको परिचय दिई घन, षड्मुखा, टेढाहेडुन, सोली र बेलनाका जालीहरू तयार पार्न</p> <p>१०. पाइथागोरस साध्यको परिचय दिन र सूत्र प्रयोग गरी दुई विन्दु बिचको दुरी निकाल्न</p> <p>११. सूत्र प्रयोग गरी त्रिभुज र चतुर्भुजको क्षेत्रफल निकाल्न</p> <p>१२. षड्मुखा र घनको आयतन सम्बन्धी समस्या हल गर्न</p> <p>१३. निर्देशाङ्कका आधारमा परावर्तन, परिक्रमण र विस्थापन गर्न</p> <p>१४. दिशास्थिति र स्केल ड्रइङको प्रयोग गर्न</p> <p>१५. समूहहरूको फरक र समूहको पुरक पत्ता लगाउन तथा भेनचित्रको प्रयोग गरी सरल शाब्दिक समस्याहरू समाधान गर्न</p> <p>१६. पञ्चआधार र द्विआधारबाट दशमलव पद्धतिमा रूपान्तर गर्न</p> <p>१७. कोष्ठसहित पूर्णाङ्कको सरलीकरण</p>

कक्षा : ६	कक्षा : ७	कक्षा : ८
परिचय दिन	निकालन	गर्न
१९. भिन्नको सरलीकरण गर्न	१७. पञ्चआधार र द्विआधार सङ्ख्याकङ्कन पद्धतिको परिचय दिन	१८. सङ्ख्याहरूलाई वैज्ञानिक सङ्केतमा लेख्न
२०. दशमलवको शून्यान्त गर्न, दशमलव सङ्ख्याको गुणन गर्न, दशमलव सङ्ख्यालाई पूर्णाङ्कले भाग गर्न तथा दशमलव र भिन्न एक अर्कामा रूपान्तर गर्न	१८. पूर्णाङ्कका चार साधारण नियम प्रयोग गरी सरल गर्न	१९. वास्तविक सङ्ख्या पद्धतिको परिचय दिन तथा दशमलव र अनानुपातिक सङ्ख्याहरू छुट्याउन
२१. प्रतिशत र अनुपातको सम्बन्ध बताउन तथा अनुपात र समानुपातको परिचय दिन	१९. अनुपातिक सङ्ख्याका विशेषताहरू बताउन तथा अनुपातिक र अनानुपातिक सङ्ख्याहरू छुट्याउन	२०. अनुपात, समानुपात र प्रतिशत सम्बन्धी सरल व्यावहारिक समस्याहरू समाधान गर्न
२२. नाफा तथा नोक्सानका समस्या हल गर्न	२०. दशमलव सङ्ख्याको सरलीकरण गर्न तथा भिन्न र दशमलव सङ्ख्या सम्बन्धी शाब्दिक समस्याहरू हल गर्न	२१. छुट र मूल्य अभिवृद्धि करसहितका नाफा र नोक्सान सम्बन्धी सरल समस्याहरू समाधान गर्न
२३. प्रत्यक्ष विचरणमा आधारित ऐकिक नियमका समस्या समाधान गर्न	२१. प्रतिशत, अनुपात र समानुपातका सरल समस्याहरू हल गर्न	२२. ऐकिक नियम प्रयोग गरी सरल समस्याहरू समाधान गर्न
२४. साधारण व्याजको परिचय दिन र ऐकिक नियमद्वारा साधारण व्याज निकालन	२२. नाफा र नोक्सान सम्बन्धी समस्याहरू हल गर्न	२३. साधारण व्याज सम्बन्धी व्यावहारिक समस्याहरू समाधान गर्न
२५. आँकडा सङ्कलन गरी बारम्बारता तालिका तथा साधारण स्तम्भ चित्रको निर्माण गर्न	२३. प्रत्यक्ष तथा अप्रत्यक्ष विचरणमा आधारित ऐकिक नियमका साधारण समस्याहरू हल गर्न	२४. असमूहगत आँकडाको मध्यिका, रित र विस्तार निकालन तथा वृत्तचित्र र रेखाचित्र खिचन
२६. बीजीय अभिव्यञ्जकको परिचय तथा तत्सम्बन्धी समस्या हल गर्न, बीजीय अभिव्यञ्जकहरूका चार क्रियाहरू गर्न	२४. सूत्र प्रयोग गरेर साधारण व्याज निकालन	२५. बीजीय अभिव्यञ्जकको खण्डीकरण गर्न ($a^2 - b^2$, पूर्ण वर्ग हुने त्रिपदीय, $ax^2 \pm bx \pm c$ स्वरूपको त्रिपदीय) तथा खण्डीकरण विधिद्वारा बीजीय अभिव्यञ्जकका ल.स. र म.स. निकालन
२७. एक चलयुक्त रेखीय समीकरणको हल गर्न, असमानता र ट्रिकोटोमी नियमको परिचय दिन ।	२५. बहुस्तम्भ चित्र खिचन, असमूहगत तथा समूहगत आँकडाको परिचय दिई असमूहगत आँकडाबाट अङ्क गणितीय मध्यक निकालन	२६. $(a \pm b)^3$ को ज्यामितीय धारणा दिन र प्रयोग गर्न
	२६. बीजीय अभिव्यञ्जकको गुणन र भाग गर्न, बहुपदीय अभिव्यञ्जकको वर्गीकरण गर्न र बहुपदीयहरूको गुणन र भाग गर्न	२७. चार साधारण क्रिया प्रयोग गरी दुई पदसम्मका बीजीय अभिव्यञ्जकहरूको सरलीकरण गर्न
	२७. घाताङ्कका साधारण नियम बताउन	२८. घाताङ्कका नियम सम्मिलित साधारण सरलीकरण गर्न
	२८. एक चलयुक्त रेखीय समीकरणका समस्याहरू हल गर्न तथा असमानतालाई सङ्ख्या रेखामा देखाउन	२९. एक चलयुक्त रेखीय समीकरणका समस्याहरू हल गर्न, एक चलयुक्त रेखीय असमानताको हल गर्न र सङ्ख्या रेखामा देखाउन
	२९. फलन यन्त्रबाट दुई चलयुक्त रेखीय समीकरणमा चल राशिबिचको सम्बन्ध देखाउन	३०. दुई चलयुक्त युगपतरखीय समीकरण लेखाचित्रद्वारा हल गर्न
	३०. दुई चलयुक्त रेखीय समीकरणको लेखाचित्र खिचन ।	३१. वर्ग समीकरणको परिचय दिन तथा खण्डीकरण विधिद्वारा हल गर्न ।

३. कक्षागत सिकाइ उपलब्धि

कक्षा ६	कक्षा ७	कक्षा ८
१. समाज र समुदायको परिचय र समाज निर्माणका आधारहरू उल्लेख गर्न	१. समाजको उत्पत्ति, विकास क्रमसँग परिचित भई सामाजिकीकरण प्रक्रियामा संलग्न हुन	१. विकास क्षेत्र र सङ्घीय राज्यको अवधारणा व्यक्त गर्न
२. गाविस/नगरपालिकाको परिचय, संरचना र कार्यहरू उल्लेख गर्न	२. जिल्ला विकास समितिको परिचय दिई त्यसको संरचना र कार्यहरू उल्लेख गर्न	२. विकासको अवधारणा बताई विकासका पूर्वाधारको रूपमा रहेको खानेपानी, ऊर्जा तथा जनशक्तिको परिचय, महत्त्व र विकासको अवस्था वर्णन गर्न
३. आफ्नो गाविस/नगरपालिकामा भएका विकासकार्यहरू प्रस्तुत गर्न	३. जिल्लामा भएका विकास कार्यहरूको खोजी गरी विकासको अवस्था पत्ता लगाउन	३. हाम्रो देशमा भएका प्रमुख विकास कार्यहरूको खोजी गरी विकासको वर्तमान अवस्था पत्ता लगाउन
४. विकासको पूर्वाधारको रूपमा शिक्षा र स्वास्थ्यको परिचय, महत्त्व र विकासको अवस्था उल्लेख गर्न	४. विकासका पूर्वाधारको रूपमा यातायात र सञ्चारको परिचय दिई तिनको महत्त्व र विकासको अवस्था उल्लेख गर्न	४. नेपालको सामाजिक तथा धार्मिक परम्परा तथा प्रचलनहरूको खोजी गरी संरक्षण कार्यमा सहभागी हुन
५. विभिन्न प्रकारका चाडपर्वहरूको सम्मान गर्न र संरक्षण कार्यमा सहयोग गर्न	५. समाजका विभिन्न धार्मिक तथा सामाजिक संस्कारहरूको खोजी गरी तिनको क्षणमा सहयोग गर्न	५. विविधतामा एकताको रूपमा नेपालको परिचय दिई सामाजिक सद्भाव र सहिष्णुता कायम राख्न
६. राष्ट्रिय गौरवका आधारहरूको पहिचान गरी सोअनुरूप आचरण गर्न	६. राष्ट्रिय सरोकारका विषयप्रति सचेत हुँदै राष्ट्रको सम्मान र राष्ट्रियताको जगेर्ना गर्न	६. नेपालको राष्ट्रिय सम्पदाहरूको पहिचान गरी संरक्षण कार्यमा सहयोग गर्न
७. विभिन्न सांस्कृतिक तथा धार्मिक सम्पदा स्थलहरूको खोजी र संरक्षण गर्न	७. लोक गीत, लोक नृत्य, लोक बाजा, गरगहना, पहिरन आदि जस्ता हाम्रा सांस्कृतिकरीतिरिवाजहरूको खोजी र संरक्षण गर्न	७. विभिन्न अन्तरराष्ट्रिय व्यक्तित्वहरूको खोजी गरी सम्मान गर्न र उनीहरूको कामबाट प्रेरणा लिन
८. शैक्षिक तथा सामाजिक क्षेत्रमा काम गरेका राष्ट्रिय व्यक्तित्वहरूको खोजी गरी सम्मान गर्न र उनीहरूको कामबाट प्रेरणा लिन	८. नेपालका ऐतिहासिक र वैज्ञानिक व्यक्तित्वहरूको खोजी गरी सम्मान गर्न र उनीहरूको कामबाट प्रेरणा लिन,	८. विभिन्न सामाजिक समस्या तथा विकृति पहिचान गरी समाधानका उपायहरू पत्ता लगाउन र उक्त कार्यमा विभिन्न अन्तरराष्ट्रिय सङ्घसंस्थाहरूको भूमिका उल्लेख गर्न
९. लैङ्गिक विभेद, छुवाछूत, घरेलु हिंसा, बालश्रम आदिजस्ता सामाजिक समस्या तथा विकृतिहरूको पहिचान गरी समाधानका उपाय अवलम्बन गर्न	९. अन्धविश्वास, फजुल खर्च, मानव बेचबिखन आदि जस्ता सामाजिक समस्या र विकृतिको पहिचान गरी समाधान कार्यमा सहयोग गर्न	९. समाजमा हुने द्वन्द्वका कारण पत्ता लगाई यसको व्यवस्थापनका उपायहरू खोजी गरी द्वन्द्व व्यवस्थापनमा सहयोग गर्न
१०. परिवार, कक्षा कोठा र विद्यालयमा हुने द्वन्द्वको पहिचान गरी त्यसको उचित व्यवस्थापनमा सहभागी हुन	१०. सामाजिक समस्या समाधानमा विद्यालय र राष्ट्रिय सामाजिक सङ्घसंस्थाहरूले खेल्न सक्ने भूमिका उल्लेख गर्न	१०. सामाजिक नियमको पालना गरी मानव अधिकारको उपयोग र संरक्षण गर्न
११. संविधानको परिचय दिई सङ्घीय लोकतन्त्रिक गणतन्त्रको अवधारणा व्यक्त गर्न	११. परिवार र छरछिमेकमा हुने द्वन्द्व व्यवस्थापनमा सहयोग गर्न	११. समावेशीकरणको अवधारणाअनुरूप व्यवहार गर्न
१२. नागरिक अधिकारको पहिचान गरी असल नागरिक बन्न	१२. शान्तिको अवधारणासँग परिचित भई सोहीअनुरूप व्यवहार गर्न	१२. वर्तमान संविधानका विशेषताहरू पत्ता लगाई देशको व्यवस्थापिका, कार्यपालिका र न्यायपालिकाको परिचय दिन
१३. ट्राफिक नियमको जानकारी लिई पालना गर्न र अरूलाई सहयोग गर्न	१३. राज्यका आधारभूत तत्त्वहरू उल्लेख गरी नेपालको वर्तमान संविधानमा उल्लिखित मौलिक हकहरूको वर्णन गर्न	१३. सङ्घीय लोकतान्त्रिक गणतन्त्रात्मक व्यवस्थामा नागरिकले खेल्नुपर्ने भूमिका बताउन र सोअनुरूप व्यवहार गर्न
१४. पृथ्वीको परिचय दिई यसको दैनिक र वार्षिक गतिले मानव	१४. बाल अधिकारको उपयोग गर्न र संरक्षणका लागि भएका प्रयासहरू खोजी गर्न	१४. अक्षांश, देशान्तर, प्रतिलोम, दुरी, मौसम, हावापानी आदिको परिचय दिन र यिनीहरूको प्रभाव बताउन
	१५. लोकतान्त्रिक संस्कार विकसित गरी सबैमा समान व्यवहार गर्न र सामाजिक नियम पालना गर्न	१५. ऋतु परिवर्तन र यसको असर वर्णन गर्न
	१६. अक्षांश र देशान्तरको परिचय दिन	१६. जलवायु परिवर्तनका तत्त्वहरू उल्लेख गरी भूकम्प र हावाहुरीबाट बच्ने तरिका अवलम्बन गर्न
	१७. धरातलीय स्वरूपमा परिवर्तन ल्याउने	

<p>जीवनमा पार्ने प्रभाव प्रस्तुत गर्न</p> <p>१५. अक्षांश र देशान्तर रेखाको परिचय दिन</p> <p>१६. नेपालको प्राकृतिक स्वरूप, जलवायु परिवर्तन, प्राकृतिक प्रकोप व्यवस्थापनले सामाजिक जनजीवनमा पारेको प्रभाव व्यक्त गर्न,</p> <p>१७. एसिया महाद्वीपको प्राकृतिक र आर्थिक अवस्था तथा सामाजिक जनजीवनको वर्णन गर्न</p> <p>१८. नेपालको नक्सा बनाउन र भौगोलिक तथ्यहरू भर्न</p> <p>१९. प्राचीन नेपालको राजनीतिक, सामाजिक, आर्थिक र कला संस्कृतिको अध्ययन र खोजी गर्न</p> <p>२०. नाइल नदी र सिन्धु उपत्यका सभ्यताको वर्णन गर्न र त्यसले मानव जीवनमा पारेको प्रभाव एवम् ल्याएको परिवर्तन उल्लेख गर्न</p> <p>२१. नेपालको कृषि र सेवा क्षेत्रको वर्तमान अवस्था, महत्त्व, विकासमा देखिएका समस्या र समाधानका उपायहरू उल्लेख गर्न</p> <p>२२. नेपालको अन्तरराष्ट्रिय सम्बन्ध र सहयोगको अवस्था तथा महत्त्व व्यक्त गर्न</p> <p>२३. सार्क सङ्गठनको परिचय, उद्देश्य र आवश्यकता तथा महत्त्व पत्ता लगाउन</p> <p>२४. सामाजिक अध्ययनको विषय वस्तुसँग सम्बन्धित समसामयिक गतिविधिहरूको जानकारी लिन र सोअनुरूप समायोजित हुन</p> <p>२५. जनसङ्ख्याको परिचय दिई यसका प्रमुख तत्त्वहरू उल्लेख गरी नेपालको जनसङ्ख्याको बनोट र वितरण वर्णन गर्न</p> <p>२६. नेपालको जनसङ्ख्याको अन्य विषयहरूसँगको सम्बन्ध उल्लेख गर्न</p> <p>२७. तीव्र जनसङ्ख्या वृद्धिका असरहरू पहिचान गरी जनसङ्ख्या व्यवस्थापनसम्बन्धी समस्या समाधानका उपय र यसमा स्थानीय निकायहरूको भूमिका उल्लेख गर्न ।</p>	<p>आन्तरिक र बाह्य तत्वहरू उल्लेख गर्न</p> <p>१८. नेपालको हिमाली, पहाडी र तराई प्रदेशको भौगोलिक विवरण दिन र नेपालको नक्सा सम्बन्धी कार्य गर्न</p> <p>१९. युरोप र अस्ट्रेलिया महाद्वीपको भौतिक तथा आर्थिक अवस्था र सामाजिक जनजीवन उल्लेख गरी नक्सामा भौगोलिक तथ्यहरू भर्न</p> <p>२०. जलवायु परिवर्तनले सामाजिक जनजीवनमा पारेको प्रभाव वर्णन गर्न</p> <p>२१. विपत् पूर्वअवस्था, विपत्को अवस्था र विपत्पछिको अवस्थाको व्यवस्थापन गर्न</p> <p>२२. मध्यकालीन नेपालको सामाजिक, राजनीतिक, आर्थिक पक्ष र कला संस्कृतिको वर्णन गर्न</p> <p>२३. मेसोपोटामिया र हवाडहो सभ्यताको सङ्क्षिप्त वर्णन गरी त्यसले जनजीवनमा पारेको प्रभाव उल्लेख गर्न</p> <p>२४. नेपालको प्राकृतिक स्रोत साधनहरूको वर्तमान अवस्था बताउन र सदुपयोग गर्न</p> <p>२५. नेपालको उद्योग र व्यापारको वर्तमान अवस्था, महत्त्व र यसका विकासमा देखिएका समस्या र समाधानका उपायहरू उल्लेख गर्न</p> <p>२६. सार्कमा नेपालको भूमिका उल्लेख गरी यसका गतिविधिहरू खोजी गर्न</p> <p>२७. भूपरिवेष्ठित राष्ट्रको परिचय, समस्या तथा न्यूनीकरणका उपायहरू उल्लेख गर्न</p> <p>२८. सामाजिक अध्ययनको विषय वस्तुसँग सम्बन्धित समसामयिक गतिविधिहरूको जानकारी लिन र सोअनुरूप समायोजित हुन</p> <p>२९. जनसङ्ख्या शिक्षाको परिचय, महत्त्व बताई यसको क्षेत्र तथा विकास क्रम उल्लेख गर्न</p> <p>३०. जनसङ्ख्या तथ्याङ्कका स्रोतहरूको परिचय दिई जनसङ्ख्या परिवर्तनमा प्रभाव पार्ने तत्त्वहरू उल्लेख गर्न</p> <p>३१. नेपालको जनसाङ्ख्यिक स्थिति पहिचान गरी जनसङ्ख्या व्यवस्थापनमा संलग्न विभिन्न राष्ट्रिय सङ्घ संस्थाको भूमिका उल्लेख गर्न ।</p>	<p>१७. नेपालको जिल्ला, अञ्चल र विकास क्षेत्रको भौगोलिक स्वरूपको नक्सा कार्य गर्न</p> <p>१८. उत्तर अमेरिका, दक्षिण अमेरिका र अफ्रिकाको भौतिक तथा आर्थिक अवस्था र सामाजिक जनजीवन उल्लेख गरी नक्सामा भौगोलिक तथ्यहरू भर्न</p> <p>१९. आधुनिक नेपालको एकीकरण अभियान र यसमा जनताको भूमिका उल्लेख गर्न</p> <p>२०. सुगौली सन्धिपछिको नेपालको राजनीतिक अवस्था र राणाकालीन नेपालको राजनीतिक, आर्थिक र सामाजिक सुधार वर्णन गर्न</p> <p>२१. वि.सं. २००७ देखि हालसम्मको प्रमुख राजनीतिक घटना क्रम र यस समयमा भएका सामाजिक तथा आर्थिक उपलब्धि उल्लेख गर्न</p> <p>२२. ग्रीस र रोमको सभ्यता तथा पुनर्जागरणकालमा भएका सुधारहरू र मानव चेतनामा आएको परिवर्तनको वर्णन गर्न</p> <p>२३. नेपालको पर्यटन उद्योग र वैदेशिक व्यापारको वर्तमान अवस्था, महत्त्व, समस्या र समाधानका उपायहरू उल्लेख गर्न</p> <p>२४. सहकारिता, मुद्रा, बैङ्क, मूल्य निर्धारण, बचत, लगानी, पुँजी निर्माण, आन्तरिक एवम् वैदेशिक रोजगार आदिको अवधारणा बताउन र व्यावहारिक उपयोग गर्न</p> <p>२५. मित्रराष्ट्रहरूको परिचय दिन तथा नेपालसँगको आपसी सम्बन्ध र सहयोग खोजी गर्न</p> <p>२६. संयुक्त राष्ट्रसङ्घमा नेपालको सहभागिता उल्लेख गर्न</p> <p>२७. सामाजिक अध्ययनको विषयवस्तुसँग सम्बन्धित समसामयिक गतिविधिहरूको जानकारी लिन र सोअनुरूप समायोजित हुन</p> <p>२८. जनसाङ्ख्यिक प्रक्रिया उल्लेख गरी जनसङ्ख्यिक दरहरूको मापन उल्लेख गर्न</p> <p>२९. नेपालको बसाइँसराइका कारणहरू उल्लेख गर्न</p> <p>३०. जनसङ्ख्या वृद्धिका कारण गुणस्तरीय जीवनमा ह्रास, गुणस्तरीय जीवन विकासका उपायहरू र पारिवारिक जीवन शिक्षाका बारेमा वर्णन गर्न</p> <p>३१. जनसङ्ख्या व्यवस्थापनमा अन्तरराष्ट्रिय सङ्घसंस्थाहरूको भूमिका उल्लेख गर्न ।</p>
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३. कक्षागत सिकाइ उपलब्धिहरू

कक्षा : ६	कक्षा : ७	कक्षा : ८
<p>भौतिक विज्ञान</p> <p>१. नाप</p> <ul style="list-style-type: none"> - दैनिक जीवनमा नापको आवश्यकता बताउन नाप र एकाइको प्रयोग गर्न - स्थानीय नाप र प्रामाणिक नापको परिचय दिन - नापका विभिन्न प्रणालीहरू (FPS, CGS, MKS) को परिचय र अन्तरसम्बन्ध उल्लेख गर्न - लम्बाइ, पिण्ड र समयका ठुला र साना एकाइहरूबिचको सम्बन्ध देखाउन र प्रयोग गर्न - मापनका साधारण उपकरणहरू चिन्न र प्रयोग गर्न । <p>२. बल र गति</p> <ul style="list-style-type: none"> - बलको परिचय दिई यसका नाप र एकाइहरू व्यक्त गर्न - बलका विभिन्न असरहरू वर्णन गर्न - बलको प्रयोगबाट वस्तुलाई विश्राम र चाल अवस्थामा ल्याउने परिवर्तन प्रदर्शन गर्न - चालका प्रकारहरूको वर्णन गर्न । <p>३. सरल यन्त्र</p> <ul style="list-style-type: none"> - दैनिक जीवनमा प्रयोग हुने सरल यन्त्रहरू (उपकरण) को नाम र उपयोगिता बताउन । <p>४. ताप</p> <ul style="list-style-type: none"> - तापका विभिन्न स्रोतहरू बताउन र वर्णन गर्न - दैनिक जीवनमा तापका असरहरू (आयतन र अवस्थामा परिवर्तन) प्रदर्शन गर्न - ताप शक्तिको शोषण गर्ने विभिन्न वस्तुहरू र यसको उपयोगिता वर्णन गरी प्रदर्शन गर्न - ताप शक्तिको उपयोगिता वर्णन गर्न । <p>५. प्रकाश</p> <ul style="list-style-type: none"> - प्रकाशका विभिन्न स्रोतहरू बताउन 	<p>भौतिक विज्ञान</p> <p>१. नाप</p> <ul style="list-style-type: none"> - नापका SI प्रणालीको परिचय दिई आधारभूत नाप र त्यसका एकाइहरूको प्रयोग गर्न - नियमित र अनियमित समतल सतहको क्षेत्रफल निकाल्न - नियमित र अनियमित ठोस वस्तुहरूको आयतन नाप्न - तरल पदार्थको आयतन नाप्ने विधि बताउन र आयतन नाप्न - क्षेत्रफल र आयतन सम्बन्धी साधारण गणितीय समस्याहरू समाधान गर्न । <p>२. बल र गति</p> <ul style="list-style-type: none"> - बलका प्रकारहरूको व्याख्या गर्न - दुरी र स्थानान्तरको परिचय दिन - वेग र गतिको परिभाषा दिई समान र असमान गतिको व्याख्या गर्न - प्रवेगको परिभाषा दिन - वेग र गति सम्बन्धी साधारण गणितीय समस्याहरू समाधान गर्न । <p>३. सरल यन्त्र</p> <ul style="list-style-type: none"> - विभिन्न किसिमका (उत्तोलक, घिर्नी, पाङ्ग्रा बिँड, छुङ्के सतह, फेसो र पेच) सरल यन्त्रको परिभाषा दिई पहिचान गर्न - सरल यन्त्रका उपयोगिताहरू बताई प्रयोग गर्न । <p>४. चाप</p> <ul style="list-style-type: none"> - चापको परिचय दिई दैनिक जीवनमा चापको उदाहरण र उपयोगिता व्याख्या गर्न - चाप सम्बन्धी सरल गणितीय समस्याहरू समाधान गर्न । <p>५. शक्ति, कार्य र सामर्थ्य</p> <ul style="list-style-type: none"> - शक्ति, कार्य र सामर्थ्यको परिचय दिन - शक्तिका प्रकारहरू व्याख्या गर्न । <p>६. ताप</p> <ul style="list-style-type: none"> - ताप प्रसारण हुने विभिन्न विधिहरू 	<p>भौतिक विज्ञान</p> <p>१. नाप</p> <ul style="list-style-type: none"> - आधारभूत र तत्जन्य एकाइको परिभाषा दिन - पिण्ड, तौल र समयका नापहरू चिन्न । <p>२. गति र प्रवेग</p> <ul style="list-style-type: none"> - औसत गति र सापेक्षिक गतिको व्याख्या गर्न - प्रवेग र गति ह्रासको परिचय दिन - गति र प्रवेग सम्बन्धी समीकरण लेख्न र प्रयोग गर्न - गति र प्रवेग सम्बन्धी सरल गणितीय समस्याहरू हल गर्न । <p>३. सरल यन्त्र</p> <ul style="list-style-type: none"> - उत्तोलकको परिचय दिई यसको कार्य सिद्धान्त वर्णन गर्न - उत्तोलकको उदाहरण दिई यसमा हुने यान्त्रिक फाइदा, गति अनुपात र कार्यक्षमताको परिचय दिन - उत्तोलकमा हुने यान्त्रिक फाइदा, गति अनुपात, कार्यक्षमता सम्बन्धी सरल गणितीय समस्याहरू समाधान गर्न । <p>४. चाप</p> <ul style="list-style-type: none"> - वायुमण्डलीय चापको परिचय दिन र यसको महत्त्व वर्णन गर्न - तरल पदार्थको चापको परिचय दिन - तरलको चाप नाप्ने सूत्र बनाई (derive) चाप सम्बन्धी सरल गणितीय समस्याहरू समाधान गर्न । - वस्तुको घनत्व र सापेक्षिक घनत्वको परिचय दिई सूत्र लेख्न - घनत्वको आधामा बस्तुको उत्रने र डुबने क्रिया व्याख्या गर्न - घनत्व सम्बन्धी साधारण गणितीय समस्या समाधान गर्न । <p>५. शक्ति, कार्य र सामर्थ्य</p> <ul style="list-style-type: none"> - शक्ति, कार्य र सामर्थ्यबिचको सम्बन्ध र भिन्नता बताउन - शक्तिको सामान्य रूपान्तरणको व्याख्या गरी प्रदर्शन गर्न - शक्ति, कार्य र सामर्थ्य नाप्ने सूत्र लेखी सरल गणितीय समस्या समाधान गर्न । <p>६. ताप</p> <ul style="list-style-type: none"> - ताप र तापक्रमको परिचय दिई सम्बन्ध देखाउन - तापक्रमका एकाइहरू (सेल्सियस, फरेन्हाइट) निर्धारण गर्ने विधि बताउन र ती एकाइहरूबिचको अन्तर सम्बन्ध

<p>- दिप्त र अदिप्त वस्तुको परिभाषा दिन र त्यस्ता वस्तुहरू चिन्न</p> <p>- पारदर्शक, अपारदर्शक र अर्ध पारदर्शक वस्तुका गुणहरू र उपयोगिता बताउन र प्रदर्शन गर्न</p> <p>- प्रकाश सरल रेखामा जाने क्रिया प्रयोग गरी देखाउन र व्याख्या गर्न ।</p> <p>६. ध्वनि</p> <p>- ध्वनिको परिचय दिई यसका स्रोतहरू बताउन</p> <p>- वस्तु र ठोकाइअनुसार त्यसबाट निस्कने ध्वनिमा भिन्नता प्रदर्शन गर्न</p> <p>- तरङ्गको सामान्य परिचय दिन</p> <p>- विभिन्न माध्यममा हुने ध्वनिको प्रसारण व्याख्या गर्न र प्रदर्शन गर्न (प्रयोगद्वारा प्रभावित गरी देखाउन)</p> <p>७. चुम्बक</p> <p>- चुम्बकको परिचय दिई त्यसका गुणहरू बताउन र प्रदर्शन गर्न</p> <p>- चुम्बकीय र अचुम्बकीय वस्तुहरू छुट्याउन</p> <p>- चुम्बकमा चुम्बकीय ध्रुवहरू चिन्ने विधि वर्णन र प्रदर्शन गर्न</p> <p>- चुम्बकीय क्षेत्र व्याख्या गर्न र पत्ता लगाउन ।</p> <p>८. विद्युत्</p> <p>- विद्युत्को परिचय दिन र स्रोत पहिचान गर्न</p> <p>- साधारण विद्युत् परिपथ तयार पार्न र व्याख्या गर्न</p> <p>- सुचालक, अचालक र अर्धचालक वस्तुहरू छुट्याउन ।</p> <p>रसायन विज्ञान</p> <p>९. पदार्थ</p> <p>- पदार्थको परिचय दिन र पदार्थका भौतिक गुणहरू (आयतन र पिण्ड) व्यक्त गर्न</p> <p>- पदार्थका विभिन्न अवस्था (ठोस, तरल र ग्यास) र तिनीहरूबिचको अन्तर सम्बन्ध प्रयोग गरी देखाउन</p> <p>- पदार्थको अवस्था परिवर्तनको प्रदर्शन गर्न र उपयोगिता बताउन</p> <p>- तत्व, यौगिक र मिश्रणको उदाहरणसहित परिभाषा दिई</p>	<p>व्याख्या र प्रदर्शन गर्न</p> <p>- तापक्रमको परिचय दिई तापक्रम मापक यन्त्र (thermometer) को प्रयोग गरी तापक्रम नाप्न ।</p> <p>७. प्रकाश</p> <p>-प्रकाशको परावर्तनको परिभाषा दिई परावर्तनका किसिम र त्यसका असरहरू बताउन</p> <p>-प्रकाश परावर्तनका नियमहरू बताउन र प्रदर्शन गर्न</p> <p>-परावर्तन सम्बन्धी सामान्य उपकरणहरू (पेरिस्कोप, केलिडोस्कोप) बनाउन र कायपद्धति वर्णन गर्न ।</p> <p>८. ध्वनि</p> <p>-ध्वनि तरङ्ग (लङ्गिच्युडिनल वेभ) को उत्पत्ति र प्रसारणबारे बताउन</p> <p>-ध्वनि प्रसारणलाई असर पार्ने तत्वहरूको व्याख्या गर्न</p> <p>-विभिन्न माध्यममा ध्वनिको वेग फरक हुने कुरा प्रदर्शन गर्न ।</p> <p>९. चुम्बक</p> <p>-प्राकृतिक र कृत्रिम चुम्बकको फरक छुट्याई तिनका उपयोगिता बताउन</p> <p>-चुम्बक बनाउने केही विधिहरू वर्णन गर्न र प्रदर्शन गर्न ।</p> <p>१०. विद्युत्</p> <p>-स्थिति विद्युत् (static electricity) को परिचय, प्रदर्शन र असर व्याख्या गर्न</p> <p>-सरल विद्युत् परिपथको चित्र कोर्न र त्यसमा प्रयोग हुने सङ्केतहरू चिनाउन</p> <p>-सेलको समूहीकरणको तरिका र महत्त्व बताउन ।</p> <p>रसायन विज्ञान</p> <p>११. पदार्थ</p> <p>-पदार्थको सामान्य अवस्था र गुणको व्याख्या गर्न</p> <p>-केही साधारण पेरिपोडिक तालिकामा भएका (पारमाणविक सङ्ख्या १ देखि २० सम्मका) तत्वहरूको नाम र सङ्केत लेख्न</p> <p>-यौगिकको परिभाषा दिन र केही यौगिकहरूको अणुसूत्र लेख्न</p> <p>-अणु र परमाणुको सामान्य परिचय दिई अणुसूत्र लेख्न</p> <p>-भौतिक र रासायनिक परिवर्तनको परिभाषा दिई तिनीहरूबिच फरक</p>	<p>देखाई रूपान्तरण गर्न</p> <p>- साधारण र क्लिनिकल तापक्रम मापक यन्त्र (thermometer) को बनोट र कार्य प्रणाली व्याख्या गर्न ।</p> <p>७. प्रकाश</p> <p>- ऐना र यसका प्रकारहरू (समतल र गोलाकार) को परिचय दिई वक्र ऐनाबाट हुने परावर्तनको प्रदर्शन गर्न</p> <p>-वास्तविक र अवास्तविक आकृतिको परिचय दिन र प्रदर्शन गर्न</p> <p>-गोलाकार ऐनाबाट विभिन्न दुरीमा (अनन्तमा र बक्रताको केन्द्र पछाडि) रहेका वस्तुको आकृति बनाई प्रदर्शन गर्न र किरण रेखाचित्र खिचन</p> <p>-गोलाकार ऐनाको उपयोगिता वर्णन गर्न</p> <p>-प्रकाशको आवर्तनको परिभाषासहित परिचय दिन ।</p> <p>८. ध्वनि</p> <p>-ध्वनि सम्बन्धी शब्दावलीहरू (गति, आवृत्ति र तरङ्ग लम्बाइ) को परिचय दिन</p> <p>-प्रतिध्वनि र गुञ्जयमान असरको परिचय दिन, असर बताउन र फरक छुट्याउन ।</p> <p>९. चुम्बक</p> <p>-चुम्बकत्वको आणविक सिद्धान्तको वर्णन गर्न</p> <p>-चुम्बकीय उपपादनको परिभाषा दिन, प्रदर्शन गर्न र वर्णन गर्न</p> <p>-चुम्बकीय शक्तिको हासको कारण र चुम्बकीय शक्ति संरक्षणका उपायहरू बताउन ।</p> <p>१०. विद्युत्</p> <p>-साधारण सेल र ड्वाइ सेलको समान्य बनोट र उपयोगिता वर्णन र प्रदर्शन गर्न</p> <p>-गार्हस्थ विद्युतीकरण तथा यसका उपकरणहरूको परिचय दिन</p> <p>-फ्युज र एम.सी.बी.को परिचय र यसको प्रयोग बताउन ।</p> <p>रसायन विज्ञान</p> <p>११. पदार्थ</p> <p>-परमाणुको बनोटको मोडल देखाई इलेक्ट्रोन, प्रोटोन र न्युट्रोनका गुणहरू बताउन</p> <p>-यौगिकहरूको अणु सूत्र लेख्न</p> <p>-मेन्डलिवको पेरियोडिक तालिकाको सामान्य परिचय दिन</p> <p>-संयुज्यता परिभाषित गर्न र पहिलो २० ओटा तत्वहरूको इलेक्ट्रोनिक विन्यास हेरी संयुज्यता पत्ता लगाउन</p> <p>-पारमाणविक भार र पारमाणविक सङ्ख्याको परिभाषा दिई यसका आधारमा प्रोटोन, न्युट्रोन र इलेक्ट्रोनको सङ्ख्या पडभा लगाउन</p> <p>-आणविक भारको परिभाषा दिन र आणविक भार हिसाब गरी निकाल्न</p> <p>-रासायनिक प्रतिक्रिया र समीकरणको परिभाषा दिई केही</p>
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<p>सामान्य वर्गीकरण गर्न</p> <p>१०. मिश्रण</p> <ul style="list-style-type: none"> - मिश्रणको परिचय दिई समान र असमान मिश्रणको उदाहरणसहित व्याख्या गर्न - असमान मिश्रणमा भएका अवयवहरू छुट्याउने केही सरल विधिहरू (थिग्राउने, छान्ने, निफन्ने, चाल्ने, चुम्बकीय विधि) प्रयोगद्वारा देखाउन । <p>११. हावा</p> <ul style="list-style-type: none"> - हावालाई मिश्रणका रूपमा परिचय दिई यसको बनोट वर्णन गर्न - हावाका गुणहरू व्यक्त गर्न - हावामा रहेका केही प्रमुख ग्यासको परिचय र महत्त्व बताई प्रदर्शन गर्न । <p>१२. धातु र अधातु</p> <ul style="list-style-type: none"> - धातु र अधातुको परिचय दिन - दैनिक जीवनमा धातु र अधातुको उपयोगिता व्यक्त गर्न - दैनिक जीवनमा प्रयोग हुने केही धातुहरू (फलाम, तामा, सुन, चाँदी) को सामान्य परिचय दिन । <p>१३. केही उपयोगी रसायनहरू</p> <ul style="list-style-type: none"> - दैनिक जीवनमा उपयोगी केही रसायनहरू (खानेसोडा, घिउ, चुक अमिलो, चिनी, खानेनुन) को परिचय र उपयोगिता व्यक्त गर्न । <p>जीव विज्ञान</p> <p>१४. जीवहरू</p> <ul style="list-style-type: none"> - जनावर र बिरुवाबिच भिन्नता (physiological) छुट्याउन - जनावर र बिरुवालाई अनुकूलताका आधारमा सरल वर्गीकरण गर्न - विभिन्न बासस्थानमा पाइने जीवहरूको अवलोकन गरी वर्णन गर्न - एकदलीय र दुई दलीय बिरुवाहरूको सामान्य भिन्नता छुट्याउन - ठाड नभएका जनावरहरूको वर्गीकरण गर्न । <p>१५. कोष र तन्तु</p> <ul style="list-style-type: none"> - कोषको बनोटका बारेमा सामान्य प्रस्तुति - जनावर कोष र बिरुवा कोषको 	<p>छुट्याउन ।</p> <p>१२. मिश्रण</p> <ul style="list-style-type: none"> - ठोस र तरलको मिश्रण छुट्याउने तरिकाहरू (वाष्पीकरण, ऊर्ध्वपातन, सेन्ट्रिफ्यूजिङ र मणिभीकरण) को वर्णन र प्रदर्शन गर्न - मिश्रणको उपयोगिता वर्णन गर्न - घोलको परिचय दिई फिक्का र गाढा घोल छुट्याउन - सन्तृप्त, असन्तृप्त र अतिसन्तृप्त घोलको उदाहरणसहित परिचय दिन र प्रदर्शन गर्न - दैनिक जीवनमा घोलको उपयोगिता वर्णन गर्न । <p>१३. धातु र अधातु</p> <ul style="list-style-type: none"> - धातु, अधातु र मिश्रित धातु (सल्फर, आयोडिन, पित्तल, काँस) का गुणहरू बताई तिनीहरूबिच भिन्नता छुट्याउन । <p>१४. केही उपयोगी रसायनहरू</p> <ul style="list-style-type: none"> - फिनायल, डेटोल, डिटरजेन्ट र रासायनिक मलको परिचय र उपयोगिता व्याख्या गर्न । <p>जीव विज्ञान</p> <p>१५. जनावरहरूको वर्गीकरण</p> <ul style="list-style-type: none"> - ठाड भएका जनावरहरूको वर्गीकरण गरी तुलना गर्न - भ्यागुताको जीवनचक्र सचित्र वर्णन गर्न - फुल फुल्ने र नफुल्नेका आधारमा बिरुवाको वर्गीकरण गरी फुल फुल्ने बिरुवाका विभिन्न भागको बनोट र कार्य सचित्र वर्णन गर्न - फुलको बनोट र कार्य सचित्र वर्णन गर्न र प्रयोग गरी देखाउन । <p>१६. कोष र तन्तु</p> <ul style="list-style-type: none"> - जनावर र बिरुवाकोषका अवयवहरू (organelles) को कार्य वर्णन गर्न - एककोषीय जीव (अमिवा) र बहु कोषीय जीव (हाइड्रा) को शरीर रचनाबारे सामान्य परिचय दिन । <p>१७. जीवन प्रक्रिया</p> <ul style="list-style-type: none"> - श्वासप्रश्वासको परिचय दिन र जनावर र बिरुवामा हुने श्वासप्रश्वासका अङ्गहरू (स्टोमाटा, गिल, स्पाइराकल, फोक्सो) को वर्णन गर्न - जनावर र बिरुवामा हुने श्वासप्रश्वास क्रियाको सामान्य वर्णन गर्न - जनावर र बिरुवामा हुने निष्कासन 	<p>सामान्य रासायनिक प्रतिक्रियाहरूलाई शब्द र सूत्र समीकरणमा व्यक्त गर्न ।</p> <p>१२. मिश्रण</p> <ul style="list-style-type: none"> - फ्याक्सनल आसवन क्रिया (fractional distillation), स्टिम आसवन क्रिया (stem distillation) र क्रोमाटाग्राफी विधिको परिचय दिन र प्रदर्शन गर्न । <p>१३. धातु र अधातु</p> <ul style="list-style-type: none"> - साधारण पेरियोडिक टेबलमा तत्त्वहरूलाई धातु, अधातु र अर्ध धातुमा छुट्याउन - हाम्रा प्रचलनका केही धातु, अधातु र अर्ध धातुहरू (सुन, चाँदी, फलाम, तामा, आल्मोनियम, सिलिकन, गन्धक) को परिचय, भौतिक गुण, रासायनिक गुण र उपयोगिता बताउन । <p>१४. अम्ल, क्षार र लवण</p> <ul style="list-style-type: none"> - अम्ल, क्षार र लवणको परिचय दिन, गुणहरू वर्णन गर्न र उपयोगिता बताउन - सूचक (indicator) को सामान्य परिचय दिई अम्ल, क्षार र लवण छुट्याउन, लिटमसको प्रयोग गर्न - बिरुवाका विभिन्न भागका रसहरूबाट लिटमस बनाउन - पि. एच. (PH) स्केलको सामान्य परिचय र प्रयोग बताउन । <p>१५. केही उपयोगी रसायनहरू</p> <ul style="list-style-type: none"> - पानीका भौतिक र रासायनिक गुणहरूको व्याख्या गरी कडा र नरम पानीको परिभाषा दिन र छुट्याउन - कडा पानीका प्रकारहरू बताई पानीको कडापन हटाउने सरल विधिहरू रासायनिक प्रतिक्रियासहित (उमालेर र धुने सोडा हालेर) वर्णन र प्रदर्शन गर्न - सोडियम कार्बोनेट, सोडियम वाई कार्बोनेट र ग्लिसरलको परिचय, गुण र उपयोगिता बताउन । <p>जीव विज्ञान</p> <p>१६. जीवहरू</p> <ul style="list-style-type: none"> - केही सूक्ष्म जीवहरू (ब्याक्टेरिया, भाइरस र फन्जाइ) को सामान्य परिचय दिन - बिरुवाका रूपान्तरित अङ्गहरू (जरा, काण्ड र पात) को बनोट र कार्यहरू वर्णन गर्न - बिउको छुराइ (dispersal of seed) का तरिकाहरू व्याख्या गर्न - बिउको अङ्कुरण हुन आवश्यक अवस्थाहरू (हावा, पानी, ताप) को वर्णन गरी बिउ अङ्कुरण क्रिया प्रदर्शन र व्याख्या गर्न - बिउको बनोट प्रदर्शन गर्न र बिउका विभिन्न भागका कार्य बताउन - फुल फुल्ने बिरुवाको जीवन चक्रको प्रदर्शन र वर्णन गर्न । <p>१७. कोष र तन्तु</p> <ul style="list-style-type: none"> - इपिथिलियम तन्तु (जनावर) र मेरिस्टेमेटिक तन्तु (
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<p>अध्ययन गरी भिन्नता छुट्याउन</p> <ul style="list-style-type: none"> - कोषका कार्यहरू वर्णन गर्न । <p>१६. जीवन प्रक्रिया</p> <ul style="list-style-type: none"> - बिरुवाको जरा, काण्ड र पातको सामान्य कार्यहरू व्यक्त गर्न - बिरुवामा हुने शोषण, परिवहन र उत्स्वेदन क्रियाको व्याख्या र प्रदर्शन गर्न । <p>भू तथा अन्तरिक्ष विज्ञान</p> <p>१७. पृथ्वीको बनावट</p> <ul style="list-style-type: none"> - पृथ्वीको बाहिरी र आन्तरिक बनावटको वर्णन गर्न । <p>१८. मौसम र हावापानी</p> <ul style="list-style-type: none"> - मौसम, यसका प्रकार र यसलाई असर पार्ने तत्वहरूको व्याख्या गर्न - प्रकृतिमा हुने जलचक्रको वर्णन गर्न र प्रदर्शन गरी देखाउन । <p>१९. पृथ्वी र अन्तरिक्ष</p> <ul style="list-style-type: none"> - सौर्यमण्डलको परिचय दिन र यसका सदस्यहरूको छोटकरीमा व्याख्या गर्न - सूर्य, पृथ्वी र चन्द्रमाको आकार, साइज र आपसी दुरीको तुलना गर्न - छायाको परिचय, बन्ने कारण र प्रकार प्रदर्शन गर्न - ग्रहण लाग्ने कारण र अवस्था व्याख्या गरी सूर्य र चन्द्र ग्रहणको सचित्र वर्णन गर्न । <p>वातावरण शिक्षा</p> <p>२०. वातावरण र यसको सन्तुलन</p> <ul style="list-style-type: none"> - वातावरणको परिचय दिई महत्त्व व्यक्त गर्न - अजैविक र जैविक अवयवको परिचय दिन र यिनीहरूबिचको अन्तर सम्बन्ध पहिल्याई वर्णन गर्न - वातावरण सन्तुलनको परिचय, महत्त्व र आवश्यकता बुझी वातावरण सन्तुलनमा योगदान गर्न - प्राकृतिक स्रोतको परिचय र महत्त्व बताउन । <p>२१. वातावरण ह्रास तथा यसको संरक्षण</p> <ul style="list-style-type: none"> - वातावरण ह्रासको अर्थ बताई वातावरण ह्रास हुनुका कारणहरू (प्राकृतिक र मानवीय) को वर्णन 	<p>क्रियाको परिचय दिन र वर्णन गर्न</p> <ul style="list-style-type: none"> - मानव शरीरमा पाचन प्रणालीको परिचय दिन र वर्णन गर्न । <p>भू तथा अन्तरिक्ष विज्ञान</p> <p>१८. पृथ्वीको बनावट</p> <ul style="list-style-type: none"> - चट्टानको परिभाषा दिई यसको बनावट र भौतिक गुणहरू व्याख्या गर्न - विभिन्न प्रकारका चट्टानहरूको परिचय दिई महत्त्व र उपयोगिता बताउन - नेपालमा पाइने केही महत्त्वपूर्ण चट्टानहरूको पहिचान गर्न । <p>१९. मौसम र हावापानी</p> <ul style="list-style-type: none"> - बादल, हिउँ र तुसारोको परिचय दिन - पृथ्वीको वायुमण्डलीय तह र यसको बनावट व्याख्या गर्न - हावाको चाल, यसका कारणहरू र असरको प्रदर्शन र व्याख्या गर्न - मौसमको पूर्वअनुमान गर्ने सरल उपायहरू वर्णन गर्न र स्थानीय मौसम अनुमान गर्न - मौसमलाई प्रभाव पार्ने तत्वहरूको मापन गर्ने यन्त्रहरूको परिचय र उपयोग बताउन । <p>२०. पृथ्वी र अन्तरिक्ष</p> <ul style="list-style-type: none"> - सौर्यमण्डल र यसका सदस्यहरूको परिचय (आकार, दुरी, दिन र वर्ष दिन - उत्तरी गोलार्धका ग्रह र ताराको सामान्य परिचय दिई यिनीहरूबीचको भिन्नता (सतह, रङ, तापक्रम, साइज) वर्णन गर्न - केही प्रमुख तारामण्डलको परिचय दिन । <p>वातावरण शिक्षा</p> <p>२१. वातावरण र यसको सन्तुलन</p> <ul style="list-style-type: none"> - प्राकृतिक स्रोतको वर्गीकरण (अनन्त, नवीकरणीय, अनवीकरणीय) गरी वर्णन गर्न - प्राकृतिक स्रोत/सम्पदाको तुलनात्मक अध्ययन गरी यसको वर्तमान अवस्था बताउन - जलस्रोत, जलाधार र सिमसारको परिचय, महत्त्व, आवश्यकता र संरक्षणका उपायहरू वर्णन गर्न - वातावरण सन्तुलन गर्ने आधारभूत कारक तत्वहरू पहिल्याई तिनको आवश्यकताको व्याख्या गर्न - उत्पादक, उपभोक्ता र विच्छेदकबिचको 	<p>वनस्पति) को परिचय दिई वर्णन गर्न</p> <ul style="list-style-type: none"> - मानव शरीरमा कोष, तन्तु र अङ्गको अन्तर सम्बन्धको व्याख्या गर्न । <p>१८. जीवन प्रक्रिया</p> <ul style="list-style-type: none"> - बिरुवा र जनावरमा हुने अमैथुनिक र मैथुनिक प्रजनन क्रियाको वर्णन गर्न - मानव रक्त सञ्चार प्रणालीको परिचय दिन र प्रक्रिया वर्णन गर्न - बिरुवामा हुने प्रकाश संश्लेषण क्रियाको परिचय दिन र प्रयोग गर्न । <p>भू- तथा अन्तरिक्ष विज्ञान</p> <p>१९. पृथ्वीको बनावट</p> <ul style="list-style-type: none"> - खनिजको परिभाषा दिन, यसका भौतिक गुणहरू बताउन र यसबाट हुने फाइदाहरूको व्याख्या गर्न - नेपालमा पाइने प्रमुख खनिजहरू (फलाम, तामा, सिसा, चुनढुङ्गा, ग्रेफाइट र जिङ्क) को सामान्य परिचय दिन - माटो बन्ने प्रक्रिया व्याख्या गर्न र आफ्नो वरपर रहेका माटोको प्रोफाइल देखाउन - भूक्षय र निक्षेपण क्रियाको व्याख्या गरी माटोको संरक्षण गर्ने उपायहरू बताउन । <p>२०. मौसम र हावापानी</p> <ul style="list-style-type: none"> - हावापानीको परिभाषा दिई यसलाई असर पार्ने तत्वहरूको व्याख्या गर्न - नेपालको हावापानी सम्बन्धी सामान्य जानकारी दिन - मनसुन बन्ने प्रक्रिया, नेपालमा आउने मनसुन र मनसुनबाट हुने असरबारे व्याख्या गर्न । <p>२१. पृथ्वी र अन्तरिक्ष</p> <ul style="list-style-type: none"> - पृथ्वीको उत्पत्तिबारे केही परिकल्पनाहरूको व्याख्या गर्न - विभिन्न ऋतुमा सूर्य र पृथ्वीको स्थिति परिवर्तनको व्याख्या गर्न - चन्द्रमा र पृथ्वीको स्थितिका आधारमा चन्द्रकलाको विभिन्न स्थितिको वर्णन गर्न । <p>वातावरण शिक्षा</p> <p>२२. वातावरण र यसको सन्तुलन</p> <ul style="list-style-type: none"> - खाद्यान्न, बासस्थान, जडिबुटी र अन्य प्राकृतिक स्रोतहरूमा मानिसको निर्भरता वर्णन गर्न - नेपालका विभिन्न राष्ट्रिय निकुञ्ज, आरक्ष र संरक्षण क्षेत्रको सूची तयार पारी संक्षिप्तपरिचय दिन - वनजङ्गलको वर्तमान स्थिति बुझी त्यसको महत्त्व र आवश्यकता वर्णन गर्न - प्रकाष्ठ तथा विशेष महत्त्वका जडिबुटी जस्ता वन पैदावारको विवरण तयार गरी संरक्षित वन पैदावारको जानकारी दिन - पशुपन्छीहरूको महत्त्व र आवश्यकता बताउन र लोप
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<p>गर्न</p> <ul style="list-style-type: none"> - प्राकृतिक प्रकोप (बाढी, पहिरो, भूक्षय र आगलागी) हुने कारणहरू र यसबाट बच्ने उपायहरू व्यक्त गर्नु - वातावरण संरक्षणको आवश्यकता महसूस गरी यसको संरक्षणमा तत्परता देखाउनु - आफ्नो विद्यालय र समुदायमा वातावरण संरक्षणका क्रियाकलापहरू सञ्चालन गर्नु - नेपालका संरक्षित क्षेत्रहरूको सामान्य परिचय दिन । <p>२२. वातावरण र दिगो विकास</p> <ul style="list-style-type: none"> - दिगो विकासको परिचय र महत्त्व बताउनु - जनसङ्ख्या, वातावरण र विकासबिचको अन्तर सम्बन्ध व्याख्या गर्नु - दिगो विकासका लागि स्थानीय स्तरमा गरिएका प्रयासहरूको व्याख्या गर्नु । 	<p>सन्तुलन पहिल्याई तिनको आवश्यकता वर्णन गर्नु</p> <ul style="list-style-type: none"> - वातावरण सन्तुलनमा मानिसको भूमिकाको व्याख्या गर्नु । <p>२२. वातावरण हास तथा यसको संरक्षण</p> <ul style="list-style-type: none"> - वन विनाश हुने कारणहरू वर्णन गर्नु - प्राकृतिक स्रोतको विनाश र यसबाट वातावरणमा पर्ने असरको व्याख्या गर्नु - प्राकृतिक प्रकोप (भूकम्प र ज्वालामुखी) बाट वातावरणमा पर्ने असर र बच्ने उपायहरू व्याख्या गर्नु - वातावरणीय सरसफाइका तीन मुख्य पक्षहरू न्यूनीकरण, पुनः उपयोग र पुनर्चक्रण (reduce, reuse and recycle) को जानकारी हासिल गरी प्रयोग गर्नु उन्मुख हुनु - वातावरण संरक्षण तथा संवर्धनमा राष्ट्रिय निकायको भूमिका र अन्तरराष्ट्रिय निकायहरूको सूची तयार गर्नु । <p>२३. वातावरण र दिगो विकास</p> <ul style="list-style-type: none"> - दिगो विकासको अवधारणा व्याख्या गर्नु - प्रकृतिसँतरी विकास अवधारणाको आवश्यकता र महत्त्व बताउनु - नेपालको सन्दर्भमा दिगो विकासका लागि गरिएका प्रयासहरूको व्याख्या गर्नु । 	<p>हुनु लागेका पशुपन्छीहरूको सूची तयार गर्नु</p> <ul style="list-style-type: none"> - नेपालका केही संरक्षित पशुपन्छीहरूको सामान्य परिचय दिन । <p>२३. वातावरण हास तथा यसको संरक्षण</p> <ul style="list-style-type: none"> - वातावरणीय प्रदूषण (वायु, जल, जमिन र ध्वनि) र यसका असरहरूको व्याख्या गर्नु - हरित गृह प्रभावको व्याख्या गर्नु र यसले गर्दा हुने तापक्रम वृद्धिले गर्दा वातावरणमा पर्ने असरको वर्णन गर्नु - जलवायु परिवर्तन, यसका असरहरू र प्रभाव न्यूनीकरणका लागि स्थानीय स्तरमा गर्नु सक्ने प्रयासहरू पहिचान गर्नु - अम्लिय वर्षा हुने कारण र यसको असरबारे व्याख्या गर्नु - वातावरण संरक्षण गर्ने उपायहरूको व्याख्या गर्नु - प्रकोपका किसिमका सामान्य परिचय दिन र कारणहरू बताउनु - जोखिम न्यूनीकरण गर्ने उपायहरू बताउनु र प्रकोप व्यवस्थापनका उपायहरू व्याख्या गर्नु - राष्ट्रिय प्रकृति संरक्षण कोष (NTNC), आइ.यु.सि.एन. (IUCN), विश्व वन्यजन्तु कोष(WWF), संयुक्त राष्ट्रसङ्घीय वातावरण कार्यक्रम (UNEP) र इसिमोड (ICIMOD) को सामान्य परिचय र भूमिका बताउनु । <p>२४. वातावरण र दिगो विकास</p> <ul style="list-style-type: none"> - जैविक विविधताको परिचय दिन - दिगो विकासका सिद्धान्तहरूको व्याख्या गर्नु - विश्वको सन्दर्भमा दिगो विकासका प्रयासहरू र यसको महत्त्वको व्याख्या गर्नु ।
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स्वास्थ्य तथा शारीरिक शिक्षा

३. कक्षागत सिकाइ उपलब्धिहरू

कक्षा ६	कक्षा ७	कक्षा ८
<ol style="list-style-type: none"> १. आफ्नो शरीरका विभिन्न अङ्गहरूको सरसफाइ गर्नु २. शरीरलाई स्वस्थ राख्ने आवश्यक उपायहरू अपनाउनु ३. खानाको वर्गीकरण गरी यसको महत्त्व बताउनु ४. सर्ने र नसर्ने रोगहरूको परिचय दिँदै त्यसबाट बच्ने उपायहरू अपनाउनु ५. किशोरावस्थाको परिवर्तन र यौन शिक्षाको महत्त्व बताउनु ६. महिला र पुरुषको प्रजनन अङ्गहरूसँग परिचित हुँदै प्रजनन अङ्गको सरसफाइ गर्नु 	<ol style="list-style-type: none"> १. मानव शरीरका विभिन्न प्रणालीहरूको बनावट र कार्य बताउनु २. शरीरको हेरचाह गर्ने तरिकाहरू प्रदर्शन गर्नु ३. पौष्टिक तत्त्वको पहिचान गरी सन्तुलित भोजन ग्रहण गर्नु ४. विभिन्न किसिमका सर्ने र नसर्ने रोगहरूबाट बच्नु ५. प्रजनन अङ्गको सङ्क्रमणबाट सुरक्षित हुने उपाय अपनाउनु ६. लागु पदार्थ, मद्यपान तथा धूमपानबाट टाढा रहनु 	<ol style="list-style-type: none"> १. मानव शरीरको विभिन्न प्रणालीहरूको बनावट र कार्य बताउनु २. शरीर स्वस्थ राख्ने उपायहरू अपनाउनु ३. कुपोषणबाट बच्नका लागि पौष्टिक तत्त्व जोगाउने तरिका अवलम्बन गर्नु ४. विभिन्न किसिमका सर्ने र नसर्ने रोगहरूको परिचय दिँदै तिनबाट बच्नु ५. यौन तथा प्रजनन स्वास्थ्यको आवश्यकता पहिचान गरी बृहत् यौनिकता शिक्षाको परिचय दिन ६. लागु पदार्थ, मद्यपान तथा धूमपानको असरबाट बच्नु ७. वातावरण दूषित हुने तत्त्वहरूको

कक्षा ६	कक्षा ७	कक्षा ८
७. लागु पदार्थ तथा धूमपानको दुष्परिणामबाट बच्न ८. फोहोरमैलाको वर्गीकरण गरी यसका उचित व्यवस्थापन गर्न ९. सुरक्षा तथा प्राथमिक उपचारको महत्त्व बताउन १०. पारिवारिक तथा सामुदायिक स्वास्थ्यको परिचय दिन ।	७. वातावरण स्वस्थ राख्ने उपाय अपनाउन ८. विभिन्न किसिमका दुर्घटनामा सुरक्षाका उपाय अपनाइ प्राथमिक उपचार गर्न ९. पारिवारिक र सामुदायिक स्वास्थ्यको महत्त्व बताउन ।	पहिचान गरी स्वस्थ वातावरणका लागि योगदान दिन ८. विभिन्न किसिमका दुर्घटनामा प्राथमिक उपचार गर्न ९. समुदायमा उपलब्ध स्वास्थ्य सेवाहरूको पहिचान गरी उपयोग गर्न ।

शारीरिक शिक्षा

३. कक्षागत सिकाइ उपलब्धि

कक्षा ६	कक्षा ७	कक्षा ८
१. विभिन्न प्रकारका शारीरिक कसरत गर्न २. कवाजका विभिन्न क्रियाकलापहरू गर्न ३. शारीरिक व्यायाम सिलसिलाबद्ध रूपमा गर्न ४. योगको परिचय दिँदै विभिन्न योगासनको अभ्यास गर्न ५. विभिन्न खेलका आधारभूत सिपहरू प्रदर्शन गर्न ६. एथलेटिक्सका इभेन्ट्सहरूमा अभ्यास गर्न ।	१. जिउ तताउने विभिन्न किसिमका कसरत गर्न २. कवाजका विभिन्न क्रियाकलाप गर्न ३. विभिन्न शारीरिक व्यायामहरूका लागि मादल र ड्रमको प्रयोग गर्न ४. योगको परिचय दिँदै विभिन्न योगासनको अभ्यास गर्न ५. भलिबल, फुटबल र बास्केटबलका आधारभूत सिप प्रदर्शन गर्न ६. एथलेटिक्सका विभिन्न इभेन्ट्सहरू प्रदर्शन गर्न ।	१. कसरतका विभिन्न क्रियाकलापहरू गर्न २. ड्रम ताल मिलाई कवाज र शारीरिक व्यायाम अभ्यास गर्न ३. मादल र ड्रमको तालमा शारीरिक व्यायाम गर्न ४. योगको परिचय दिँदै विभिन्न योगासनको अभ्यास गर्न ५. एथलेटिक्सका विभिन्न इभेन्ट्सहरू नियमपूर्वक खेलन ।

नैतिक शिक्षा

३. कक्षागत सिकाइ उपलब्धिहरू

कक्षा ६	कक्षा ७	कक्षा ८
१. चरित्र निर्माणको अवधारणा र प्रभाव पार्ने तत्त्वहरू व्यक्त गर्न २. चरित्र विकासका आधारशिलाहरू उल्लेख गर्न र व्यवहारमा देखाउन ३. असल चरित्रिक गुणको विकास गर्न ४. मानवको अन्य प्राणीसँगको समानता एवम् अन्तर्निभरताका पक्षहरू पहिचान गरी भिन्नताहरू छुट्याउन ५. मानवीय विशेषताका विभिन्न पक्षहरू पहिचान गरी आफूमा त्यस्ता विशेषता भए नभएको पत्ता लगाउन ६. वैयक्तिक र पारिवारिक मानवीय मूल्यहरू पहिचान गरी सोअनुरूप व्यवहार गर्न ७. सकारात्मक सोचका साथ नागरिक कर्तव्य पालना गर्न र अधिकारको खोजी गर्न	१. चरित्र विकासका विभिन्न नमुनाहरू प्रस्तुत गर्न र सोअनुसार व्यवहारमा अनुसरण गर्न २. मानवीय आचरणका सम्बन्धमा धर्मका साफा सार व्यक्त गर्न र त्यसलाई व्यवहारमा उपयोग गर्न ३. धार्मिक एवम् सामाजिक आचरणबिच समन्वय गर्न ४. सामाजिक र पेसागत मानवीय मूल्यहरू पहिचान गरी त्यस्ता मूल्यहरूलाई व्यवहारमा उतार्न ५. असल नागरिकका गुण व्यवहारमा उतार्न ६. नैतिक दायित्वप्रति सचेत रही सोहीअनुरूपको कार्य गर्न ७. सामाजिक आचरण र नियमको पालना	१. असल चरित्रको प्रदर्शन गर्न २. असल चरित्रले मानवीय जीवनमा पार्ने प्रभाव मनन गरी सोअनुरूपको व्यवहार गर्न ३. असल चरित्र निर्माणका लागि सत्य, सदाचार, शान्ति, प्रेम र अहिंसा जस्ता मानवीय मूल्य र मान्यता व्यवहारमा प्रयोग गर्न ४. राष्ट्रिय, अन्तरराष्ट्रिय तथा आध्यात्मिक मानवीय मूल्यहरूको पहिचान गरी त्यस्ता मूल्यप्रति सकारात्मक सोच राख्दै योगदान गर्न ५. पारिवारिक र सामाजिक दायित्व बोध गरी राज्यले निर्धारण गरेका आधारभूत कानूनको जानकारी लिई पालना गर्न र अधिकारप्रति सचेत रहन

<p>८. सार्वजनिक सम्पत्तिको महत्त्व र आवश्यकता बुझी संरक्षण, संवर्धन र सदुपयोग गर्न</p> <p>९. मर्यादित सामाजिक व्यवहार प्रदर्शन गर्न</p> <p>१०. नैतिक विकासमा सहयोग पुऱ्याउने स्थानीय अभ्यासहरू खोजी गरी निरन्तरता दिन</p> <p>११. जातीय, क्षेत्रीय, भाषिक विविधताको सम्मान गर्न</p> <p>१२. सही कुराको पहिचान गरी कार्यान्वयन तथा पालना गर्न</p> <p>१३. आफ्नो दैनिक कार्यलाई व्यवस्थित गर्न ।</p>	<p>गर्न</p> <p>८. असल सामाजिक संस्कृतिको निर्माणमा सहयोग गर्न</p> <p>९. नैतिक विकासमा सहयोग पुऱ्याउने स्थानीय अभ्यासहरूलाई निरन्तरता दिन</p> <p>१०. वैयक्तिक, सामाजिक तथा सांस्कृतिक विविधताको सम्मान गर्न</p> <p>११. अनुशासनसँग सम्बन्धित पक्षहरू अवगत गरी व्यवहारमा प्रदर्शन गर्न</p> <p>१२. असल कार्यको पहिचान गरी व्यवहारमा उतार्न</p>	<p>६. दैनिक व्यवहारमा मितव्ययी भई साधन स्रोतको समुचित उपयोग गर्न</p> <p>७. सामाजिक एवम् सांस्कृतिक रूपान्तरणमा सहयोग गर्न</p> <p>८. शान्ति तथा सद्भाव कायम गर्न र सबैसँग मित्रवत् व्यवहार गर्न</p> <p>९. नैतिक विकासमा सहयोग पुऱ्याउने स्थानीय समुदायमा भएका असल अभ्यासहरूलाई निरन्तरता दिन</p> <p>१०. सामूहिक नेतृत्व विकास गरी सोअनुसार कार्य गर्न</p> <p>११. सकारात्मक सोचका लागि आवश्यक क्षमताको विकास गरी त्यसलाई व्यवहारमा उतार्न</p> <p>१२. सकारात्मक सोचद्वारा स्वव्यवस्थापन गर्ने उपाय अपनाउन ।</p>
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पेसा, व्यवसाय र प्रविधि शिक्षा

३. कक्षागत सिकाइ उपलब्धिहरू

कक्षा ६	कक्षा ७	कक्षा ८
<p>पेसागत शिक्षा</p> <ol style="list-style-type: none"> पेसाको परिचय दिन र महत्त्व बताउन । नेपालका कृषि र गैरकृषिमा आधारित परम्परागत व्यावसायिक (Vocational) पेसाहरूको खोजी गरी जानकारी लिन । स्थानीय स्तरका व्यावसायिक पेसाहरूको जानकारी र वयान गर्न रोजगारीका प्रकारको परिचय दिन तथा स्थानीय स्तरका रोजगारीको पहिचान गर्न । रोजगारीको शिक्षा र तालिमसँगको सम्बन्ध खोजी गर्न । साधारण र व्यावसायिक तालिमको परिचय तथा महत्त्व बताउन । व्यावसायिक तालिम प्रदायक संस्था र कार्यक्रमहरूको परिचय दिन । स्थानीय रोजगारीको सूचना प्राप्तिको स्रोतहरू पहिचान गरी सूचना लिन । <p>व्यवसाय अभिमुखीकरण</p> <ol style="list-style-type: none"> सामान्य व्यावसायिक (soft skills) तथा व्यावसायिक सीपको परिचय दिन । सञ्चार सीप, अन्तर वैयक्तिक सीप तथा समूहकार्य सीप प्रदर्शन गर्न । व्यवसायको परिचय र महत्त्व बताउन । नेपालका कृषि र गैरकृषिमा आधारित परम्परागत व्यवसायहरूको खोजी गरी 	<p>पेसागत शिक्षा</p> <ol style="list-style-type: none"> पेसाका प्रकार पहिचान गर्न । आधारभूत प्राविधिक (Technical) पेसाहरूको जानकारी प्रस्तुत गर्न । तालिमको प्रकारको जानकारी प्रस्तुत गर्न । पेसा र तालिमको सम्बन्ध खोजी गर्न । राष्ट्रिय स्तरका प्राविधिक शिक्षा तथा तालिम प्रदायक संस्थाहरू तथा कार्यक्रमहरूको जानकारी लिन । रोजगारीसम्बन्धी सूचना प्राप्तिका स्रोतहरू प्रयोग गर्न क्षेत्रीय तथा राष्ट्रिय स्तरका रोजगारी सम्बन्धी जानकारी हासिल गर्न । <p>व्यवसाय अभिमुखीकरण</p> <ol style="list-style-type: none"> रचनात्मक सीप र नेतृत्व गर्ने सीपको प्रदर्शन गर्न । स्थानीय स्तरमा सञ्चालन गर्न सकिने सम्भावित साना व्यवसायहरूको खोजी गर्न । साना व्यवसाय सञ्चालनका लागि योजना बनाउँदा ध्यान दिनुपर्ने कुराहरू बताउन । सेवामूलक र उत्पादनमूलक व्यवसायको परिचय दिई महत्त्व बताउन । 	<p>पेसागत शिक्षा</p> <ol style="list-style-type: none"> मध्यम तथा उच्च स्तरीय पेसाहरू (Professional)को जानकारी लिन । पेसा र शिक्षाको सम्बन्ध बताउन । मध्यम तथा उच्चस्तरीय साधारण र प्राविधिक शिक्षा प्रदायक संस्थाहरू र कार्यक्रमहरूको परिचय दिन । रूचि, क्षमता र अवसरका आधारमा भविष्यमा उपयुक्त क्षेत्र छनोटको योजना बनाउन । अन्तर्राष्ट्रियस्तरका रोजगारीसम्बन्धी सूचना प्राप्तिका स्रोतहरू पहिचान गरी जानकारी प्रस्तुत गर्न । वैदेशिक रोजगारीका अवसर र चुनौती पहिचान गर्न तथा आवश्यक आधारभूत जानकारी हासिल गर्न । <p>व्यवसाय अभिमुखीकरण</p> <ol style="list-style-type: none"> निर्णय गर्ने र समस्या समाधान गर्ने सीप तथा व्यावसायिक सीप प्रदर्शन गर्न । योजना व्यवस्थापन सीपको विकास गर्न बहुराष्ट्रिय कम्पनीको परिचय र महत्त्व बताउन । उद्यमशील शिक्षाको परिचय दिन । स्थानीय स्तरमा साना व्यवसाय सञ्चालनको योजनाको खाका बनाउन

<p>जानकारी लिन ।</p> <ol style="list-style-type: none"> 5. स्थानीय स्तरमा सञ्चालित साना व्यवसायहरूको खोजी गरी जानकारी लिन । 6. व्यापारको परिचय र किसिम बताउन । 7. बजार व्यवस्थापन बारे बताउन । 8. बिक्रेता सीप प्रदर्शन गर्न । 9. हाटबजार तथा बजारका रूप बताउन । <p>प्रविधि शिक्षा</p> <ol style="list-style-type: none"> १. स्थानीय स्तरमा प्रयोगमा आएका केही प्रविधिहरूको परिचय र महत्व बताउन । २. दैनिक प्रयोगमा आउने साधारण उपकरण/साधनहरूको सुरक्षित उपयोग गर्न । ३. आधुनिक प्रविधिको आवश्यकता र महत्व बताई प्रयोग गर्न । ४. कम्प्युटरका प्रमुख अंगहरूको जानकारी लिई कम्प्युटर खोल्न र बन्द गर्न । ५. कम्प्युटर संचालन प्रणाली (Operating System) को सामान्य प्रविधिको जानकारी लिई प्रयोग गर्न । ६. सूचना प्रविधिको आवश्यकता बोध गरी कम्प्युटर, टेलिफोन र मोबाइलको सामान्य प्रयोग गर्न । ७. वैकल्पिक ऊर्जाको परिचय र महत्व बताउन । 	<ol style="list-style-type: none"> ५. व्यापार र व्यवसायको सम्बन्ध बताउन ६. व्यापारको खोजी तथा सहकार्य सीपको जानकारी प्रस्तुत गर्न । ७. व्यापारिक सीपमा आधुनिकीकरणको जानकारी प्रस्तुत गर्न । ८. कृषिमा आधारित व्यापारको खोजी तथा सहकार्य सीप प्रदर्शन गर्न । <p>प्रविधि शिक्षा</p> <ol style="list-style-type: none"> १. परम्परागत र आधुनिक प्रविधिको अन्तरसम्बन्ध बताउन । २. दैनिक प्रयोगमा आउने उपकरणहरू सुरक्षित तरिकाले प्रयोग गर्न । ३. रेडियो, एफ. एम र टि.भि. लाई सूचनाका स्रोतको रूपमा प्रयोग गर्न । ४. कम्प्युटरको प्रयोग गरी इन्टरनेटबाट सूचना आदानप्रदान गर्न । ५. वैकल्पिक ऊर्जाको प्रकार बताउन । 	<ol style="list-style-type: none"> 6. बजार व्यवस्थापनको परिचय र महत्व बताउन । 7. बजार तथा उद्यमशीलताको सम्बन्ध बताउन । 8. विश्व व्यापार संगठनको परिचय दिन । <p>प्रविधि शिक्षा</p> <ol style="list-style-type: none"> 1. स्थानीय ज्ञान र प्रविधिको महत्व बताउन र त्यसको खोजी गर्न । 2. घरायसी विद्युतीय उपकरणहरूको सुरक्षित तवरले प्रयोग गर्न । 3. ए.टि.एम., फ्याक्स, फोटोकपी, मल्टिमिडियाको सामान्य प्रयोग गर्ने तरिका बताउन तथा प्रयोग गर्न । 4. इन्टरनेटलाई पढाइको माध्यमको रूपमा प्रयोग गर्ने तरिका बताउन तथा प्रयोग गर्न । 5. सूचना प्रविधि प्रयोगको आचार संहिताको जानकारी लिई पालना गर्न । 6. वैकल्पिक ऊर्जा (सौर्य ऊर्जा साना जलविद्युत (पेल्टिक सेट) को कार्य सिद्धान्त बताउन ।
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Appendix G: Tool for Curriculum Analysis of Post-primary Level.

Post Primary – 1. Tool for Curriculum Analysis

Analysis of Competencies of Nepal's Curriculum (Basic Education – Third Stage, VI-VIII)

against Post-primary Level of LMTF's Global Learning Domains Framework

सिकाइ मापन कार्यदलको विश्वव्यापी सिकाइ क्षेत्र ढाँचाको उत्तर-प्राथमिक तहको तुलनामा नेपालको पाठ्यक्रम
(आधारभूत शिक्षा – तेस्रो चरण, कक्षा ६ देखि ८ सम्म) का सक्षमताको विश्लेषण

Domains and Sub-domains of the Global Learning Domains Framework proposed by the LMTF do not match exactly, one to one, with the Subjects and Subject-wide areas as provided by Nepal's curriculum. The description of each of the Sub-domains of all the seven Domains provided by the LMTF gives a picture of the depth of learning for that area of the Sub-domain under that particular Domain. Nevertheless, the Level-wide Competencies in Nepal's curriculum can be seen against the LMTF's Sub-domains and their descriptions. Since the Domains are not subject based, it is likely that the Domains and descriptions of Sub-domains are overlapped across Subjects and corresponding Competencies in Nepal's curriculum. And so, in order to carry out the Gap Analysis of Competencies of Nepal's curriculum against LMTF's Framework, it is imperative that each of the Subjects be seen across all the Sub-domains.

नेपालको पाठ्यक्रममा उल्लेख भएका विषय र विषयगत क्षेत्रहरू सिकाइ मापन कार्यदलले प्रस्ताव गरेका विश्वव्यापी सिकाइका क्षेत्र र उपक्षेत्रहरूसँग हुबहु मिल्दैनन् । सिकाइ मापन कार्यदलले ती विश्वव्यापी प्रत्येक सिकाइका उपक्षेत्रहरूको वर्णन गरेको छ । यसरी गरिएको वर्णनका आधारमा नेपालको पाठ्यक्रमको तहगत सक्षमतालाई उपक्षेत्रसँग तुलना गर्न सकिन्छ । तर सिकाइ मापन कार्यदलले प्रस्ताव गरेका क्षेत्रहरू विषयगत नभएकाले ती क्षेत्रहरू र उपक्षेत्रहरूको वर्णन नेपालको पाठ्यक्रमका विषयहरू र तिनका तहगत सक्षमताहरूमा समेटिएको हुन सक्छ । त्यसैले विश्लेषणका क्रममा पाठ्यक्रमका हरेक विषयका तहगत सक्षमताहरू हरेक उपक्षेत्रमा वर्णन गरिएका कुरासँग तुलना गरेर हेर्नुपर्ने हुन्छ ।

Nepali	English	Social Studies and Population Ed	Mathematics	Science and Env.	Health and Physical Ed.	Occupation, Business & Tech. Ed.	Moral Ed.
नेपाली	अङ्ग्रेजी	सामाजिकअध्ययन र जनसङ्ख्या शिक्षा (SP)	गणित	विज्ञान तथा वातावरण	स्वास्थ्य तथा शारीरिक शिक्षा	पेसा, व्यवसाय र प्रविधि शिक्षा	नैतिक शिक्षा
(N)	(E)		(M)	(SE)	(H), (PE)	(OBT)	(ME)

Domains क्षेत्र	Sub-domains उपक्षेत्र	Description of Sub-domains उपक्षेत्रको वर्णन	Competency in Nepal's Curriculum matching with the description of Sub-domains of LMTF सिकाइमापनकार्यदलले गरेको उपक्षेत्रहरूसँग नेपालको पाठ्यक्रमको तहगत सक्षमता		Level of Competency difference – Knowledge, Skills, Attitudes and Values – (behavioural verbs/terms) सक्षमता भिन्नताको स्तर - ज्ञान, सीप, अभिवृत्ति र मान्यता (व्यावहारिक क्रियापद, शब्दावली)	Description of Sub-domains not included in Competency तहगत सक्षमतामानपरेका उपक्षेत्रको वर्णन	Competency not covered by description of Sub-domains of LMTF (Serial nos.) विश्वव्यापी सिकाइका उपक्षेत्रको वर्णनमानसमेटिएका तहगत सक्षमता (क्रम सङ्ख्या)	Objectives that are not explicit in the Competency but mentioned in Grade-wide Learning Outcomes/ Specific Objectives (Serial nos.) तहगत सक्षमतामा स्पष्ट नभएका तर कक्षागत सिकाइ उपलब्धित या विशिष्ट उद्देश्यमा उल्लेख भएको (क्रम सङ्ख्या)
			Level matching स्तर मिले	With some difference केही भिन्नता सहित				
1. Physical well-being शारीरिक तन्दुरुस्ती	1. Health and hygiene स्वास्थ्य तथा सरसफाइ	1. Health and hygiene includes knowing and applying healthy behaviors and hygiene practices, including those that are related to positive mental health outcomes. स्वास्थ्य तथा सरसफाइले सकारात्मक मानसिक स्वास्थ्यका उपलब्धि सँग सम्बन्धित कुरा समेत समेटि स्वस्थ व्यवहार तथा सरसफाइका अभ्यास सिक्ने र प्रयोग गर्ने कुरालाई समावेश गर्छ ।						

	<p>2. Sexual and reproductive health यौन तथा प्रजनन स्वास्थ्य</p>	<p>2. Sexual and reproductive health refers to understanding basic concepts of sexual health, family planning, pregnancy and childbirth.</p> <p>यौन तथा प्रजनन स्वास्थ्यले यौन स्वास्थ्य, परिवार नियोजन, गर्भ तथा शिशु जन्मका आधारभूत अवधारणालाई समेटेछ ।</p>						
	<p>3. Illness and disease prevention रोग र रोगको रोकथाम</p>	<p>3. Illness and disease prevention involves knowing how health conditions are acquired or transmitted and implementing strategies for prevention, including nutrition and exercise choices.</p> <p>रोग र रोगको रोकथाममा पोषण र व्यायामका साथै कसरी स्वास्थ्य अवस्था हासिल गर्ने तथा रोगको रोकथामका कारण नीतिहरू कार्यान्वयन गर्ने भन्ने कुरा समेटिएको हुन्छ ।</p>						
<p>2. Social and emotional सामाजिक तथा संवेगात्मक</p>	<p>1. Social awareness सामाजिक चेतना</p>	<p>1. Social awareness is the ability to understand and respond appropriately to the social environment.</p> <p>सामाजिक चेतना भनेको सामाजिक वातावरणलाई बुझ्ने तथा उपयुक्त किसिमले व्यवहार गर्ने क्षमता हो ।</p>						
	<p>2. Leadership नेतृत्व</p>	<p>2. Leadership is the ability to make decisions and act on those decisions autonomously or collaboratively as appropriate.</p> <p>नेतृत्व भनेको निर्णय लिने तथा उक्त निर्णयको उपयुक्त किसिमले स्वतन्त्र वा सामूहिक रूपमा कार्यान्वयन गर्ने क्षमता हो ।</p>						

<p>3. Civic engagement नागरिकसंलग्नता</p>	<p>3. Civic engagement is taking a responsible role in the management of society at the community level and beyond. नागरिकसंलग्नताभनेको समाजको समुदायतह र सोभन्दा परको तहको व्यवस्थापनमाउत्तरदायीभूमिकालिनुहो ।</p>											
<p>4. Positive view of self and others स्वयम् र अन्यप्रतिको सकारात्मकदृष्टिकोण ।</p>	<p>4. Positive view of self and others reflects the aspiration to a high quality of life for individuals, their families and their community. स्वयम् र अन्यप्रतिको सकारात्मकदृष्टिकोणले व्यक्ति, उनीहरूको परिवार तथा समुदायकानिमित्तउच्च गुणस्तरीय जीवनको अपेक्षाप्रतिविम्बित गर्छ ।</p>											
<p>5. Resilience and grit उत्थानशीलतातथाधैर्य</p>	<p>5. Resilience and grit refer to the ability to overcome failures and persist, even when it is difficult to do so. It refers to having a positive attitude and understanding that one can learn from failures and mistakes. उत्थानशीलतातथा धैर्यले कठिन अवस्थाभएतापनिअसफलतामाथिविजय गर्ने क्षमताहुने कुरा गर्छ । कसैले असफलतातथा गल्तीबाट सिक्न सक्छ भन्ने कुराको सकारात्मकअवधारणा तथाबुझाइलाई यसले दर्शाउँछ ।</p>											
<p>6. Moral and ethical values नैतिकतथाआचरणगत मूल्यहरू</p>	<p>6. Moral values are attributed to a system of beliefs, political, religious or cultural. Ethical values refer to the actions one takes in response to his or her values. नैतिकमूल्यहरू विश्वास, राजनीतिक, धार्मिक वा सांस्कृतिक पद्धतिसँग</p>											

		सम्बन्धित हुन्छ । आचरणगत मूल्यहरु कसैले आफ्नै मूल्यप्रतिगर्ने प्रतिक्रियासँग सम्बन्धित हुन्छ ।						
	7. Social sciences सामाजिक विज्ञान	7. Social science is the understanding of society and the manner in which people behave and influence the world around them. It refers to the ability to analyze ourselves, values, beliefs and belonging, and culture relevant to others. सामाजिक विज्ञान समाजबारेको बुझाइ हो र यस्तो व्यवहार हो, जसमामानिसले आफ्नो वरपरको विश्वसँग व्यवहार गर्छ र त्यसलाई प्रभाव पार्छ ।						
3. Culture and the arts संस्कृतितथाकला	1. Creative arts सिर्जनात्मककला	1. Creative arts is understanding and expressing, creating, perceiving and responding in personal, social, cultural and historical contexts सिर्जनात्मककलाभनेको व्यक्तिगत, सामाजिक, सांस्कृतिक तथा ऐतिहासिक सन्दर्भलाई बुझ्नुका साथै अभिव्यक्त गर्नु, सिर्जना गर्नु, ग्रहण गर्नु तथा प्रतिक्रिया व्यक्त गर्नु हो ।						
	2. Cultural studies सांस्कृतिक अध्ययन	2. Cultural studies allows people to have a common understanding of the interconnectedness between identity, society and culture. It relates to the artistic contexts of culture and history, and environment contexts. सांस्कृतिक अध्ययनले पहिचान, समाज र संस्कृतिबिचको अन्तर सम्बन्धका बारेमा निःसंशयको साझा समझदारीलाई सम्बोधन गर्छ । यसले संस्कृति र इतिहासको कलात्मक सन्दर्भ र वातावरणीय सन्दर्भसँग सम्बन्ध						

		राख्छ ।						
4. Literacy and communication साक्षरता तथा सञ्चार	1. Speaking and listening सुनाइ र बोलाइ	1. Speaking and listening is understanding and expressing ideas effectively in the appropriate language or languages. सुनाइ र बोलाइभनेको उपयुक्तभाषामाविचारहरु प्रभावकारी रूपमाबोध गर्नु र अभिव्यक्तगर्नु हो ।						
	2. Writing लेखाइ	2. Writing refers to the ability to produce meaningful written text for a variety of purposes. लेखाइभनेको विभिन्नप्रयोजनकालागि अर्थपूर्ण किसिमले लेख्ने क्षमताहो ।						
	3. Reading पढाइ	3. Reading skills include understanding written texts, their construction and the effect the texts are trying to achieve. Written texts may include books and other paper materials and computer/digital media पढाइसिपभनेको लेख्य वस्तु, तिनको संरचनातथातिनले दिनखोजेको सन्देशलाई बुझ्नु हो । लेख्यवस्तु अन्तर्गत किताबतथाअन्यकागजी सामग्री र कम्प्युटर तथाविद्युतीयमाध्यम पर्छन् ।						
5. Learning approaches and cognition सिकाइविधितथा संज्ञान	1. Collaboration समन्वय	1. Collaboration refers to the ability to work with others to address matters of shared concern. समन्वयभन्नाले सामूहिकचासोकाविषयलाई सम्बोधनगर्न अरुसंग मिलेर कामगर्ने क्षमताबुझ्नुपर्छ ।						
	2. Self-direction	2. Self-direction reflects the ability to act autonomously to collect and						

	आत्मनिर्देशन	understand information. आत्मनिर्देशनले सूचनाहरु सङ्कलनगर्न र बोध गर्न स्वतन्त्र रुपमाकार्य गर्ने क्षमतालाई बुझाउँछ ।						
	3. Learning orientation सिकाइउन्मुखता	3. Learning orientation refers to the individual's commitment to using learning to respond to evolving demands. सिकाइउन्मुखताभनेको मागतथाआवश्यकतालाई सम्बोधनगर्ने कार्यमासिकाइलाई उपयोग गर्ने व्यक्तिको प्रतिबद्धतालाईबुझाउँछ ।						
	4. Persistence धैर्य	4. Persistence in learning captures the ability of individuals to begin and complete activities with attention. सिकाइमा धैर्य भन्नाले व्यक्तिको कुनै कार्य सुरु गरेदेखि सम्पन्नभएसम्मध्यानपूर्वक रहने क्षमताहो ।						
	5. Problem solving समस्या समाधान	5. Problem solving involves researching problems and finding innovative and effective solutions. समस्या समाधानभित्र समस्याखोतल्ने तथाप्रवर्तनात्मक र प्रभावकारी समाधानपत्तालगाउने कुरा पर्छन् ।						
	6. Critical decision making सिर्जनात्मक निर्णय निरूपण	6. Critical decision making refers to the process of finding and weighing evidence in assessing possible solutions to questions. सिर्जनात्मक निर्णय निरूपणले प्रश्नतथा समस्याका सम्भाव्य समाधानको लेखाजोखागर्ने काममा प्रमाणहरु पत्तालगाउने र मूल्याङ्कनगर्ने प्रक्रियालाई बुझाउँछ ।						
	7. Flexibility	7. Flexibility is the ability to analyze and respond to changing						

	लचिलोपन	life circumstances in a way that reflects resilience and commitment to achieving success. लचिलोपन भन्नाले उत्थानशीलता तथा प्रतिवद्धता हासिल गर्ने किसिमले जीवनका बदलिँदो परिवेशको विश्लेषण तथा त्यसमा प्रतिक्रिया गर्ने क्षमता हो ।						
	8. Creativity सिर्जनशीलता	8. Creativity is the capacity to view circumstances in unexpected ways and find ways to reach satisfactory outcomes, including aesthetic and pragmatic considerations. सिर्जनशीलता परिवेशहरूलाई अनपेक्षित वा फरक किसिमले हेर्ने तथा सौन्दर्य र प्रगतिवादी सोचका साथ सन्तोषजनक उपलब्धि हासिल गर्ने उपायपत्ता लगाउने क्षमता हो ।						
6. Numeracy and mathematics गणित	1. Number सङ्ख्या	1. Ways of understanding numbers, the relationships between them and number systems, covering skills in relation to whole numbers, fractions and decimals, integers, and ratios and percentages. सङ्ख्या, तिनीहरूका अन्तरसम्बन्ध र सङ्ख्या प्रणाली, पूर्ण सङ्ख्यासँग सम्बन्धित सिपहरू, भिन्न तथा दशमलव, पूर्णाङ्क, अनुपात र प्रतिशतहरूलाई बोध गर्ने विभिन्न तरिका ।						
	2. Algebra बीज गणित	2. Recognizing patterns, using algebraic symbols to represent mathematical situations, solving linear equations and using algebraic models to solve real-world problems. ढाँचाहरू (patterns) को पहिचान गर्ने, गणितीय स्थितिको						

		प्रतिनिधित्वगर्नकालागि बीज गणितीय चिह्नहरूको प्रयोग गर्ने, linear equationsको समाधानतथावास्तविक समस्या समाधानगर्नकालागिबीज गणितीय नमुनाहरूकोप्रयोग गर्ने ।						
	3. Geometry ज्यामिति	3. Understanding the properties of geometric shapes, using geometric properties to solve problems, understanding and use of geometric measurement, understanding coordinate points and the use of geometric transformations. ज्यामितीयआकारहरूको गुणबुझ्ने, समस्या समाधानगर्नकालागिज्यामितीयगुणको प्रयोग गर्ने, ज्यामितीयमापनबुझ्ने तथाप्रयोग गर्ने, निर्देशाङ्कबिन्दुहरू(coordinate points)बुझ्ने र ज्यामितीय रूपान्तरणहरूको प्रयोग गर्ने ।						
	4. Everyday calculations दैनिकहिसाबकिताब	4. Applies understanding of numbers effectively in a variety of common settings. विविधप्रकारका सामान्य परिवेशमा सङ्ख्याहरूलाईको बुझाइलाई प्रभावकारी रूपमाप्रयोग गर्ने ।						
	5. Personal finance व्यक्तिगत अर्थ व्यस्थापन	5. Managing individual and family financial decisions in an informed way. बुद्धिमत्ताकिसमले व्यक्तिगततथापारिवारिक आर्थिक निर्णय गर्ने ।						
	6. Informed consumer	6. The ability to select products and assess benefits on the basis of numerical information.						

	सुसूचितउपभोक्ता	साङ्ख्यिक सूचनाका आधारमा उत्पदनहरुको छनोट तथा मूल्याङ्कन गर्ने क्षमता ।						
	7. Data and statistics सूचना तथा तथ्याङ्क	7. Understanding the concept of data and statistics, methods of organizing and displaying data graphically, the calculation of means, medians, modes and ranges and the skill of reading statistical graphs. सूचना तथा तथ्याङ्कको अवधारण बुझ्ने, सूचना सङ्गठित गरी ग्राफमा प्रस्तुत गर्ने विधिहरु, means, medians modes र rangesको calculation तथा तथ्याङ्कीय ग्राफ पढ्ने सिप ।						
7. Science and technology विज्ञान तथा प्रविधि	2. Biology जीव विज्ञान	1. Understanding the structure, life processes, diversity and interdependence of living organisms. संरचना बुझ्ने, जीवनका प्रक्रियाहरु, जीवहरुको विविधता तथा अन्तर्निर्भरता						
	2. Chemistry रसायनशास्त्र	2. Understanding of concepts related to the classification and composition of matter, the properties of matter and chemical change. पदार्थको वर्गीकरण र संयोजन, पदार्थको गुण तथा रासायनिक परिवर्तनसँग सम्बन्धित अवधारणा बुझ्ने						
	3. Physics भौतिकशास्त्र	3. Understanding of concepts related to physical states and changes in matter, energy transformations, heat and temperature, light and sound, electricity and magnetism and forces and motion. पदार्थको अवस्था तथा परिवर्तन, शक्तिको रूपान्तरण, ताप र तापक्रम, प्रकाश र						

		ध्वनि, विद्युत र चुम्बकत्व तथा बल र चालसँग सम्बन्धित अवधारणा बुझ्ने						
4. Earth science पृथ्वी विज्ञान		4. The study of the Earth and its place in the solar system and the universe. पृथ्वीको अध्ययन तथा सौर्य प्रणाली र ब्रह्माण्डमा यसको स्थान						
5. Scientific approaches वैज्ञानिक पद्धतिहरू		5. Knowledge of the basic problem-solving perspectives of science and the ways they can be applied. विज्ञानको समस्या समाधान गर्ने आधारभूत दृष्टिकोण सम्बन्धी ज्ञान तथा त्यसलाई प्रयोग गर्ने उपायहरू						
6. Environmental awareness वातावरणीय चेतना		6. Knowledge of ecological and other natural factors and the ability to respond to them. पर्यावरणीय तथा अन्य प्राकृतिक तत्वहरूको ज्ञान तथा तिनीहरूसँग प्रतिक्रिया गर्ने क्षमता						
7. Digital learning विद्युतीय सिकाइ		7. The ability to engage effectively with digital communication technologies in each step of the learning process. सिकाइ प्रक्रियाका प्रत्येक चरणमा विद्युतीय सञ्चार प्रविधिको प्रयोगमा प्रभावकारी रूपमा संलग्न हुने क्षमता						

Appendix H: List of References

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