

CURRICULUM**CLASS I-V****SCHEME OF STUDIES****1. Subject areas to be studied :**

The following are the subjects of studies for Class I and II.

- a) First Language : Manipuri/Hindi/One of the eight
Recognised Tribal languages/One of the
Major Indian Languages.
- b) Second Language : English
- c) Mathematics
- d) Art of Healthy and Productive Living (AHPL).

The following are the subjects of studies for Class III to V.

- a) First Language : Manipuri/Hindi/Any other Modern
Indian Language/One recognised tribal
language
- b) Second Language : English
- c) Third Language : Manipuri for those who do not offer
Manipuri as First Language
Or
Hindi for those who do not offer Hindi
as First Language.
Or
Elementary Hindi and Elementary
Manipuri for those who offered one
recognised tribal language.
- d) Mathematics
- e) Environment Studies
- f) Art of Healthy and Productive Living.

Notes :

- (i) For other First Language subjects like Bengali, Hindi, schools may prescribe test books prescribed by the Assam Govt. and for Tribal Languages, the text books published by the Tribal Literature Societies.
- (ii) For Art of Healthy and Productive Living, text books are not prescribed for the students. Teacher Hand Book is published for the use of teachers.
- (iii) "Recognised Tribal Languages" are the tribal languages recognized by the Govt. of Manipur.
- (iv) Schools having the required infrastructure may introduce "Computer Science" at any class.

SUBJECT WISE ALLOTMENT OF PERIODS PER WEEK, WORKING DAYS PER YEAR, MARKS AND GRADING

For Classes I and II :

Sl. No.	Subject	Periods per Week	Working days per year	Marks allotted	Grading
1.	First Language : any one of the following Manipuri, Hindi, Tangkhul, Paite, Hmar, Lushai, Thadou-Kuki, Mao, Rongmei, Zou and any one of the major Indian languages.	6	180	100	3 point absolute grading
2.	Second Language-English	6	180	100	"
3.	Mathematics	6	180	100	"
4.	Art of Healthy and Productive Living (AHPL)	6	180		3 point direct grading
		6	720	300	

For Classes III -V :

Sl. No.	Subject	Periods per Week	Working days per year	Marks allotted	Grading
1.	First Language - Manipuri	6	180	100	5 point absolute grading
2.	Second Language - English	6	180	100	"
3.	Third Language - Hindi	6	180	100	"
4.	Mathematics	6	180	100	"
5.	Environmental studies	6	180	100	"
6.	Art of Healthy and Productive Living (AHPL)	6	180	—	3 point direct grading
		36	1080	500	

INSTRUCTION TIME IN SCHOOLS

All possible efforts should be made ensure that the stipulated number of working days are available to schools for instructional activities. Loss of instructional time due to unspecified reasons should be prevented or minimised through better educational management. After taking into account the number of days required for organising evaluation activities/test/examination, school functions etc. a minimum of 180 days in a year should be made available for effective instruction.

A primary school should function for five hours a day out of which four hours should be set aside for instruction. For the upper Primary or Junior High Schools duration of a school day should be six hours out of which five hours should be kept for instruction and the rest for other school activities. The duration of a class period may be 40/45 minutes.

SCHEME OF EXAMINATION

Children at the Primary Stage (Class I – V) are at a formative state where the pace of learning and personality development are quite fast. Evaluation at this stage will, therefore, be formative in nature with adequate emphasis on both continuity and comprehensiveness. In Classes I and II, the children will be evaluated using observations and oral techniques on the basis of their participation in classroom activities. They will not even know when they are being evaluated.

In Classes III to V, there will be a slight shift in evaluation in that it will become slightly formal. The children at times will know when they are being tested. Though observation and oral techniques will continue to be used, paper and pencil tests will also form part of evaluation.

Emphasis at this stage will be laid on the use of diagnostic tests for identifying hard spots of learning and organising remedial measures. Criterion-referenced tests will be used periodically for assessing the acquisition of competencies to the level of mastery. Evaluation of co-scholastic attributes will be carried out continuously using observation and rating scales and will be reported once in three months. Student portfolios will be meticulously prepared for maintaining cumulative record of students' progress both in scholastic and co-scholastic areas.

The performance of the students will be indicated using three-point absolute grading in respect of scholastic areas and three-point direct grading in respect of co-scholastic attributes.

(5)

The following tables show the scheme to be followed.

Class	Scholastic	Co-Scholastic
III - V	3-point absolute grading	3-point direct grading

Scholastic Areas

The mark ranges and description of the grades are given below :

Classes III-V

Mark Range	Grades	Description
66 - 100	A	Excellent
33 - 65	B	Very Good
0 - 32	C	Good

Scholastic Areas

Co-Scholastic areas are direct graded as given below :

Classes III-V

Grade	Description
A	Excellent
B	Very Good
C	Good

SECOND LANGUAGE : ENGLISH**SYLLABUS OF ENGLISH****Objectives :**

Teaching of English at the primary level will have the following broad objectives :-

- (i) The child will develop the four skills of language learning, namely - listening, speaking, reading and writing in English.
- (ii) The child will develop the functional use of English in his day-to-day life. He also shall take care of his pronunciation at every stage of learning the language.
- (iii) As thinking, i.e., creative thinking is an important concern in the development of the child's personality, this important aspect of human activity shall have to be encouraged. The child shall have to be encouraged to think independently, to have a confidence in himself or herself. He/she also should be capable of differentiating between fact and fiction. He/she also should be capable of understanding various emotions, and also be able to express them in the appropriate words or language.
- (iv) The child should be able to feel and enjoy the rhythm and melody of spoken English words.

EXPECTED LEARNING OUTCOMES**(Classes I-V)**

The following are the learning outcomes that are expected from the learners at the end of various learners at the end of various levels of lower primary education.

Class - I.

At the end of Class - I, a child is expected to acquire the following skills :-

Listening :

The child should be able

- (i) to listen to simple rhymes, poems and stories/tales in English.
- (ii) to understand and follow oral requests and instructions in situations familiar to him.