

Executive Summary

EVS - I and II

Class I - V

Development of curriculum and teaching-learning material is an ongoing process in the field of education.

In context of NCF 2005, the curriculum in EVS has been revised and reorganized. We have divided EVS syllabus into two units from class III onwards.

Unit I EVS-I includes social science.

Unit II EVS-II includes natural science.

At Primary level, science education has to be a phase of joyful learning for the child with ample opportunities to explore the environment, to interact with it and talk about it.

Objectives

The following are the main objectives of the curriculum:-

- To arouse curiosity about the world (natural environment).
- To engage the child in exploratory and hands-on activities that lead to the development of basic cognitive and psychomotor skills through language, observation, recording, differentiation, classification, inference, drawing, illustrations, design and fabrication, estimation and measurement.
- To help the child imbibe values of cleanliness, honesty, cooperation, concern for life and environment.
- To develop language skills-speaking, reading and writing. Learning through local language/mother tongue is the most natural.
- To develop awareness about environmental issues like deforestation, afforestation, green-house effect, global warming and pollution, etc.
- To train/educate child to locate and comprehend relationship between social, natural and cultural environment.
- To make the child inseparable unit of society.
- To develop a strong feeling towards community living.

- To maintain the surrounding environments in such a way as is conducive to the cause of physical and mental health.

Pedagogy:

Should be based on activities in and out of classroom as well as other methods such as stories, poems, plays and other kinds of group activities.

- Interaction with the natural world.
- Understanding the web of relationships.
- To enable the child to appreciate the similarities and differences in nature, in the sounds, the colours, the sights, the shapes etc.
- Concern for environment and inculcation of related values can be promoted through activities (planting of seeds, protecting trees, not wasting water, etc.)
- The practices relating to health, hygiene and social interactions are best taught by example rather than through recitations from a text book.
- The atmosphere in the class room should not stress the child to perform; it should rather allow learning to take place at individual pace and permit free interaction among children and the teacher.

Assessment

- There should be no formal assessment.
- The progress card of the child should indicate only general observations on interests, abilities, skills, status of health and other aspects of the child.
- For classes III to V the teaching-learning process may be more structured.

The assessment should be based on various aspects like language, comprehension, reading ability, articulation, ability to work with hands and in groups, skills of observation, classification, drawing etc.

Throughout the primary stage, there should be no formal periodic tests, no awarding of grades or marks, no pass or fail criteria and no detention. There should be continuous assessment.

Expected Outcome

At the end of primary stage the student must attain the following skills.

1. Human values like trust, mutual respect for diversity, equality, justice, dignity, thinking independently, etc. are within the approach of students.
2. Understanding based on observation and illustration rates rather than abstraction.
3. Locate and comprehend the relationship between natural and social environment, natural diversity and socio-cultural diversity.
4. Plurality of approaches to understand a given phenomenon.
5. Skills of observation, identification and classification have been developed in the students.
6. Holistic understanding of the environment.
7. Sensitive to social issues like poverty, child-labour, illiteracy, caste and class inequalities, etc.
8. To expand vocabulary.
9. To help the learner expand their knowledge of the topic.
10. To make the learner to do the writing task in their daily life.

Class-wise Expected Outcome in Social & Natural Science (EVS)

Class - I : At the end of the year changes observed in the students will be :

- (i) Ability to communicate with the teacher and other elders respectfully.
- (ii) Ability to identify animals, birds, plants, flowers, fruits and vegetables of the local surrounding area.
- (iii) Ability to identify different body parts and their functions.

Class - II : After the completion of curriculum students will be able to :

- (i) write and identify domestic and wild animals, crops of local area, fruits and vegetables.
- (ii) have developed writing skills.
- (iii) have increased vocabulary.
- (iv) differentiate between clean and dirty water.
- (v) know some local fairs and festivals.
- (vi) know general means of transport and communication and general rules of the road.

Class - III : Outcomes expected by the end of the year are :

- (i) writing skill is developed.
- (ii) vocabulary is increased.
- (iii) different concepts of plants, animals, flowers, fruits, birds and insects will be clear.
- (iv) will be aware of the sources, conservation, uses and harvesting of water.
- (v) will be able to know about the people of Himachal Pradesh.
- (vi) Three tier system of Panchayati Raj will be clear to the student.
- (vii) Knowledge of living and non-living, disposal of garbage, conservation of wild life, benefits of domestic animals will be clear.
- (viii) Food habits will be improved and the students will be aware of physical health and oral hygiene.

Class I- V : Outcome in respect of 4th Class students are :

- (i) Skills of LSRW will be developed.
- (ii) Knowledge of different invaders of India be explained by the students.
- (iii) Geographical and political divisions of India be clear to the students.
- (iv) Students will be able to understand about the natural resources and their uses.
- (v) Different types of means of transport and communications will be explained by the students.
- (vi) Student will become aware of National Symbols and their importance; Govt. formation in Centre and States.
- (vii) Students will be able to understand the inter-dependence of plants and animals with the environment.
- (viii) Students will be able to know the importance of food, content of food, good food habits, balanced diet, malnutrition, etc.
- (ix) Students will be able to define work, force and energy and their relationship with each other.
- (x) Students will be able to tell about the members of Solar family, galaxy, natural and artificial satellite, concept of day and night.
- (xi) Students will be able to define pollution, types of pollution, causes and preventive measures.

Class – V :

- (i) Skill of LSRW will be developed.
- (ii) Students will be able to understand Indian Freedom Struggle Movements and Freedom Fighters of Himachal Pradesh.
- (iii) Students will be able to decipher map symbols, map reading, concept of Globe, map grid, and location of different features/places and neighbouring countries.
- (iv) Students will be able to understand organization, functions of local administration, democracy, rights and duties of a citizen.
- (v) Students will be able to explain types of roads, types of railways, water transport, air transport, mass communication and modern means of communication.
- (vi) Students will be able to explain Natural calamities, their causes.

(vii) Students will be aware of their personal hygiene and physical health.