

नेपाली

कक्षा : ११ र १२

विषय सङ्केत : Nep. 001 (कक्षा ११), Nep. 002 (कक्षा १२)

पाठ्यघण्टा : ३

वार्षिक कार्यघण्टा : ९६

१. परिचय

नेपाल बहुजातीय, बहुसांस्कृतिक एवम् बहुभाषिक मुलुक हो । बहुजातीय र बहुसांस्कृतिक विशेषता भएको राष्ट्रमा राष्ट्रिय एकता प्रवर्धन गर्न तथा सामाजिक, सांस्कृतिक सम्बन्ध र समन्वय कायम गर्न सम्पर्क भाषाको आवश्यकता पर्दछ । यसका लागि विद्यार्थीमा भाषिक सक्षमताको विकास हुनुपर्दछ । विद्यार्थीमा भाषिक सञ्चार एवम् बोध र अभिव्यक्तिगत सिपको विकास हुनु नै भाषिक सक्षमता हो । नेपाली भाषा विद्यालय तहको शिक्षणको प्रमुख माध्यम, सरकारी कामकाज र नेपाली समाजको साक्षात् सम्पर्कको भाषा हो । पहिलो, दोस्रो एवम् विदेशी भाषाका रूपमा नेपाली भाषाको प्रयोग हुँदै आएको छ । यस दृष्टिले नेपाली भाषाको प्रयोगमा व्यापकता रहेको छ । नेपालमा नेपाली भाषा सामाजिकीकरण, अन्तरभाषिक व्यवहार, सञ्चार, प्रशासन, प्रविधि र मौखिक तथा लिखित व्यवहारको प्रमुख माध्यमका रूपमा रहिआएको छ । नेपाली समाजको बहुलतालाई दृष्टिगत गर्दै सबै प्रकारका ज्ञान र सिप प्राप्त गर्न तथा विभिन्न माध्यमबाट अन्तर्राष्ट्रिय स्तरका ज्ञानसमेत नेपाली भाषामा सिक्न सक्ने बनाउन विद्यालय तहमा नेपाली भाषाको शिक्षण अपरिहार्य छ । त्यसैले विद्यालय तहमा नेपाली भाषालाई अनिवार्य विषयका रूपमा शिक्षण गर्नुपरेको हो । नेपाली भाषा शिक्षणको मुख्य उद्देश्य विद्यार्थीमा नेपाली भाषासम्बद्ध भाषिक सिप एवम् व्यावहारिक र सिर्जनात्मक क्षमताको विकास गराउनु हो ।

प्रस्तुत पाठ्यक्रमको उद्देश्य विद्यार्थीमा भाषिक सक्षमता अभिवृद्धि गराउनु हो । (कक्षा ९-१०) पूरा गरेका विद्यार्थीको स्तरलाई ध्यान दिई विद्यालय तहको समाप्तिपछि अन्य क्षेत्रमा लाग्ने तथा उच्च शिक्षामा प्रवेश गर्नेहरूको आधारभूमिका रूपमा नेपाली भाषामा सक्षम बनाउने अभिप्रायले यो पाठ्यक्रम तयार पारिएको हो । माध्यमिक तह (कक्षा ११-१२) पूरा गर्दा विद्यार्थीहरूले नेपाली विषयमा प्राप्त गर्ने तहगत सक्षमता र कक्षागत सिकाइ उपलब्धिलाई यस पाठ्यक्रममा समावेश गरिएको छ । पाठ्यक्रममा विद्यार्थीमा बोध एवम् अभिव्यक्तिगत क्षमताको विकासका लागि उपयुक्त विधा र क्षेत्र निर्देश गरिएको छ । यसमा प्रयोजनपरक भाषिक सिप विकास र कार्यमूलक व्याकरणमा विशेष ध्यान दिइएको छ । तदनुरूपका सिकाइ सहजीकरण प्रक्रिया र मूल्याङ्कन विधि पनि समेटिएका छन् । यस पाठ्यक्रममा निम्नलिखित पक्षहरूलाई प्राथमिकतामा राखिएको छ :

- समयसापेक्ष जीवनोपयोगी एवम् सक्षमतामा आधारित भाषिक सिप
- पाठगत विविधताको प्रस्तुति र कार्यमूलक व्याकरण
- स्तरानुरूपका पाठ्यवस्तुको छनोट एवम् स्तरण
- विद्यार्थीकेन्द्रित सिकाइमा आधारित सहजीकरण प्रक्रिया
- प्रयोजनपरक भाषिक सिप र सिकाइमा जोड
- खोजपरक, परियोजनामूलक तथा सिर्जनात्मक भाषिक अभ्यासमा जोड
- भाषिक सामर्थ्य र सम्पादनका रूपमा भाषिक सिपको विकासमा जोड
- व्याकरणलाई भाषा प्रयोगको आधारका रूपमा सैद्धान्तिकभन्दा रचनात्मक बनाउने प्रयत्न
- स्वतन्त्र पठन र रचना कौशलको विकासमा जोड
- सिपगत सक्षमता परीक्षणमा आधारित भाषिक मूल्याङ्कन

२. तहगत सक्षमता

यस तहका अन्त्यमा विद्यार्थीहरू निम्नलिखित सक्षमता प्राप्त गर्न समर्थ हुने छन् :

१. विविध विषयक्षेत्रका मौखिक सामग्रीको बोध र अभिव्यक्ति
२. विविध विषयक्षेत्रका लिखित सामग्रीको सुरक्षितपूर्ण पठन र बोध
३. पाठगत सन्दर्भको अनुमान, घटना, चरित्र र परिवेशको पहिचान, बोध र प्रस्तुति
४. देखेसुनेका, पढेका र अनुभव गरेका विषयवस्तुको मौखिक र लिखित अभिव्यक्ति
५. सामाजिक, सांस्कृतिक, राष्ट्रिय एवम् मानवीय मूल्यअनुकूलको लेख्य अभिव्यक्ति
६. दैनिक व्यावहारिक लेखनमा दक्षता प्रदर्शन
७. सिर्जनात्मक र प्रतिक्रियापरक अभिव्यक्ति कौशल
८. अन्तरसांस्कृतिक एवम् भाषिक मूल्यप्रतिको सचेतता र सम्मानजनक भाषिक व्यवहार
९. तार्किक, अन्तरक्रियात्मक एवम् समस्या समाधानमूलक अभिव्यक्ति कौशल
१०. खोज तथा परियोजनामा आधारित लेख र रचनाको सिर्जना
११. समालोचनात्मक चिन्तनसहितको मौखिक र लिखित अभिव्यक्ति

३. कक्षागत सिकाइ उपलब्धि

	कक्षा : एघार	कक्षा : बाह्र
१. सुनाइ र बोलाइ सिए	<ol style="list-style-type: none"> १. उच्चरित हुने वर्णहरूको पहिचान गरी शुद्ध उच्चारण गर्न २. विविध पाठ, सञ्चार माध्यम र अन्य सामग्री सुनेर तार्किक प्रतिक्रिया व्यक्त गर्न ३. दिइएका विषय वा शीर्षकमा समूहगत छलफल एवम् प्रस्तुतीकरण गर्न ४. सन्दर्भअनुसार गति, यति र लय मिलाई मौखिक अभिव्यक्ति गर्न ५. देखेसुनेका, पढेका तथा अनुभव गरेका विषयलाई सिलसिला मिलाई प्रस्तुत गर्न ६. सामाजिक, सांस्कृतिक सन्दर्भ, वक्ताको अवस्था तथा संवेगका आधारमा प्रतिक्रिया दिन 	<ol style="list-style-type: none"> १. शब्द सुनी अक्षरीकरणसहित शुद्ध उच्चारण गर्न २. विविध पाठ, सञ्चार माध्यम र अन्य क्षेत्रका अभिव्यक्ति सुनेर विश्लेषणात्मक प्रतिक्रिया व्यक्त गर्न ३. दिइएका विषय वा शीर्षकमा समूहगत छलफल एवम् प्रस्तुतीकरण गर्न ४. सन्दर्भअनुसार गति, यति र लय मिलाई मौखिक प्रतिक्रिया व्यक्त गर्न ५. देखेसुनेका तथा अनुभव गरेका विषयलाई सिलसिला मिलाई प्रस्तुत गर्न ६. सामाजिक सन्दर्भ, प्रसङ्ग, वक्ताको अवस्था, अभिवृद्धि र संवेग तथा भाषाको प्रयोजनपरक भेदका आधारमा शिष्टतापूर्वक प्रतिक्रिया व्यक्त गर्न ७. औपचारिक कार्यक्रममा सहभागी भई आफ्ना विचार प्रभावकारी रूपमा व्यक्त गर्न
२. पढाइ सिए	<ol style="list-style-type: none"> १. लिखित सामग्रीलाई गति, यति, लय मिलाई शुद्धसँग पढ्न 	<ol style="list-style-type: none"> १. लिखित सामग्रीलाई गति, यति, लय मिलाई शुद्धसँग पढ्न

	<p>२. साहित्यिक तथा प्रयोजनपरक पाठहरू पढी पारिभाषिक/प्राविधिक शब्दलाई वाक्यमा प्रयोग गर्न</p> <p>३. पाठमा प्रयोग भएका शब्दको हिज्जे र अर्थबोधका लागि शब्दकोशको प्रयोग गर्न</p> <p>४. लिखित सामग्रीको सस्वर तथा मौन पठनद्वारा पढाइको गति विकास गर्न</p> <p>५. लिखित सामग्रीका आधारमा सन्दर्भको अनुमान, घटना, चरित्र र परिवेशको बोध गरी पढ्न</p> <p>६. विभिन्न पाठ तथा तिनका विशिष्ट अंशको व्याख्या एवम् समीक्षा गर्न सक्ने गरी पढ्न</p> <p>७. विविध क्षेत्रसँग सम्बन्धित पाठहरू पढी बोध गर्न</p> <p>८. पूर्वानुमान, निष्कर्ष, सारांश, संश्लेषण, प्रतिक्रिया व्यक्त गर्न सक्ने गरी पाठहरू पढ्न</p>	<p>२. साहित्यिक तथा प्रयोजनपरक पाठहरू पढी पारिभाषिक/प्राविधिक शब्दको सन्दर्भअनुसार वाक्यमा प्रयोग गर्न</p> <p>३. पाठमा प्रयोग भएका शब्दको हिज्जे, उच्चारण, स्रोत, शब्दवर्ग, बनोट र अर्थ पहिचानका लागि शब्दकोशको प्रयोग गर्न</p> <p>४. लिखित सामग्रीको द्रुतपठन गर्न</p> <p>५. लिखित सामग्री भाव विश्लेषण गर्न सक्ने गरी पढ्न</p> <p>६. विभिन्न पाठ तथा तिनका विशिष्ट अंशको व्याख्या एवम् समीक्षा गर्न सक्ने गरी पढ्न</p> <p>७. विविध क्षेत्रसँग सम्बन्धित पाठहरू पढी बोध गर्न</p> <p>८. पूर्वानुमान, निष्कर्ष, सारांश, संश्लेषण, विश्लेषण, गरी प्रतिक्रिया व्यक्त गर्न सक्ने गरी पाठहरू पढ्न</p>
<p>३. लेखाइ सिप</p>	<p>१. नेपाली वर्णको पहिचान र वर्गीकरण गरी लेख्न</p> <p>२. वर्णविन्यास र लेख्य चिह्नहरूको शुद्ध प्रयोग गर्न</p> <p>३. मौखिक एवम् लिखित अभिव्यक्तिको बुँदाटिपोट गर्न र सारांश लेख्न</p> <p>४. व्यावहारिक लेखन (घरायसी पत्र, निमन्त्रणा, बधाई, शुभकामना, सम्मानपत्र, सूचना, विज्ञापन, श्रद्धाञ्जली, समवेदना) गर्न</p> <p>५. देखेसुनेका, पढेका र अनुभव गरेका विषयवस्तुका बारेमा सिलसिला मिलाएर लिखित वर्णन गर्न</p> <p>६. कुनै पनि विषय शीर्षकमा अर्थपूर्ण, क्रमबद्ध तथा प्रभावकारी रूपमा अनुच्छेद रचना गर्न</p> <p>७. पाठको प्रकृतिअनुसार विषयक्षेत्र, संरचना (आदि, मध्य र अन्त्यको शृङ्खला), घटना, चरित्र, परिवेश, भाव, लयबोध गरी लेख्न</p> <p>८. साहित्यिक विधा र पाठहरूको विश्लेषण गर्न र विशिष्ट अंशको व्याख्या गर्न</p> <p>९. लिखित अभिव्यक्तिका क्रममा व्याकरणका आधारभूत नियम पालना गरी लेख्न</p> <p>१०. विभिन्न विधामा आधारित भई निर्देशित र स्वतन्त्र सिर्जना गर्न</p> <p>११. कोशीय प्रविष्टिअनुसार शब्दक्रम मिलाई लेख्न</p>	<p>१. शब्दमा रहेका अक्षर संरचना छुट्याई लेख्न</p> <p>२. वर्णविन्यास र लेख्य चिह्नहरूको शुद्ध प्रयोग गर्न</p> <p>३. विज्ञान, प्रविधि, सामाजिक शास्त्र, वाणिज्य कानून आदि क्षेत्रसँग सम्बन्धित प्रयोजनपरक लेखन गर्न</p> <p>४. व्यावहारिक लेखन गर्न (व्यावसायिक पत्र, भरपाई, तमसुक, करारनामा, मन्जुरीनामा, मुचुल्का, प्रशासनिक टिप्पणी तथा बैठक निर्णय, विज्ञप्ति, बोलपत्र र सम्पादकलाई चिठी लेखन)</p> <p>५. सामाजिक, सांस्कृतिक, राष्ट्रिय एवम् मानवीय मूल्यमा आधारित भई लिखित अभिव्यक्ति दिन</p> <p>६. देखेसुनेका, पढेका र अनुभव गरेका विषयवस्तुका बारेमा सिलसिला मिलाएर लिखित वर्णन गर्न</p> <p>७. पाठको प्रकृतिअनुसार सन्दर्भको अनुमान, संरचना पहिचान, घटना वर्णन, भावबोध, तार्किक विश्लेषण गरी लेख्न</p> <p>८. साहित्यिक विधा र पाठहरूको विश्लेषण गर्न र विशिष्ट अंशको व्याख्या गर्न</p> <p>९. लिखित अभिव्यक्तिका क्रममा व्याकरणका आधारभूत नियम पालना गरी लेख्न</p> <p>१०. विभिन्न विधामा आधारित भई निर्देशित र</p>

		<p>स्वतन्त्र सिर्जना गर्न</p> <p>११. विद्युतीय सञ्चार माध्यममा प्रकाशित सामग्री तथा पुस्तक र लेख रचना पढी प्रतिबिम्बात्मक लेखन गर्न</p> <p>१२. कोशीय प्रविष्टिअनुसार शब्दक्रम मिलाई लेखन</p>
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४. विषयवस्तुको क्षेत्र र क्रम

(क) कक्षा : ११

क्र सं	विद्या/ पाठ	क्षेत्र	बोध	अभिव्यक्ति	भाषातत्त्व	पाठ्यघण्टा
१.	कविता (पद्य)	देशभक्ति	<ul style="list-style-type: none"> कविताको संरचना विषयको क्रम, भाषा, लय आदिको बोध देशभक्ति, संस्कृति र भाषासम्बन्धी पद्यांशको बोध 	<ul style="list-style-type: none"> कविताको लयबद्ध वाचन कवितालाई गद्यमा रूपान्तरण कविता सिर्जना (अनुकरणात्मक लेखन) 	<p>(अ) नेपाली कथ्य र लेख्य वर्ण (स्वर र व्यञ्जन) को पहिचान</p> <p>(आ) उच्चार्य व्यञ्जन वर्णको पहिचान र प्रयोग (स्थान, प्रयत्न, घोषत्व र प्राणत्व)</p>	७
२.	कथा	सामाजिक	<ul style="list-style-type: none"> कथाको संरचना (विषय, अनुच्छेद योजना, घटनाक्रम, संवाद, भाषा आदि) को बोध 	<ul style="list-style-type: none"> कथाका घटनाहरूको टिपोट कथाका पात्रहरूको चरित्र वर्णन लघुकथा लेखन (अनुकरणात्मक) 	<p>(अ) मूल र व्युत्पन्न शब्दको पहिचान</p> <p>(आ) शब्द स्रोत : तत्सम, तद्भव र आगन्तुक शब्द</p> <p>(इ) शब्दकोशीय प्रयोग</p>	८
३.	निबन्ध	सांस्कृतिक (आत्मपरक)	<ul style="list-style-type: none"> निबन्धको संरचना (अनुच्छेद योजना, विषय प्रस्तुतिको क्रम, भाषाशैली आदि) को बोध निबन्धमा प्रयुक्त कठिन शब्दको अर्थबोध 	<ul style="list-style-type: none"> निबन्धमा वर्णित मुख्य विषयको बुँदाटिपोट र सार लेखन स्थानीय समाजमा प्रचलित चाडपर्वको वर्णन गरी निबन्ध लेखन तार्किक, अन्तरक्रियात्मक एवम् समस्या 	पदवर्ग (नाम, सर्वनाम, विशेषण र क्रियापद) को प्रयोगात्मक पहिचान	७

				समाधानमूलक लेखन		
४.	जीवनी	(राष्ट्रिय)	-जीवनीको संरचना (जीवन विषयक घटना शृङ्खला, अनुच्छेद योजना, भाषा आदि) को बोध	<ul style="list-style-type: none"> जीवनीमा प्रस्तुत घटनाक्रमको वर्णन आनो समाजमा प्रतिष्ठित कुनै व्यक्तिको जीवनी लेखन जीवनीबाट प्राप्त सन्देश/शिक्षाको अभिव्यक्ति 	(अ) पदवर्ग (नामयोगी, क्रियायोगी, संयोजक, विस्मयादिबोधक र निपात) को प्रयोगात्मक पहिचान (आ) शब्द रूपायन	७
५.	पत्र लेखन	घरायसी	<ul style="list-style-type: none"> पत्र लेखनको संरचना (विषय, प्रस्तुतिक्रम, ढाँचा, भाषाशैली आदि) को बोध 	<ul style="list-style-type: none"> पत्र लेखनमा प्रस्तुत विषयवस्तु र ढाँचाको टिपोट विषयको प्रस्तुति निर्दिष्ट विषयमा पत्र लेखन निमन्त्रणा, बधाई, शुभकामना, अभिनन्दनपत्र, सम्मानपत्र, सूचना, विज्ञापन, श्रद्धाञ्जली, समवेदनाको ढाँचा र शैलीको अध्ययन तथा लेखन अभ्यास 	लेख्य चिह्न र तिनको प्रयोग (पूर्णविराम, अर्धविराम, अल्पविराम, कोष्ठक, विकल्पबोधक/तिर्यक, प्रश्नवाचक, उद्धरण, विस्मयसूचक/उदगार, निर्देशक, योजक, छुट चिह्न/कागपादे चिह्न,	८
६.	कथा	मनोवैज्ञानिक	<ul style="list-style-type: none"> कथाको संरचना (विषय, अनुच्छेद योजना, घटनाक्रम, संवाद, भाषा आदि) को बोध 	<ul style="list-style-type: none"> कथाका घटनाहरूको टिपोट कथाका पात्रहरूको चरित्र वर्णन पढेका नयाँ कथाका बारेमा प्रस्तुति लघुकथा लेखन (अनुकरणात्मक) 	(अ) वर्णविन्यासको पहिचान र प्रयोग (आ) भाषिक प्रयोगमा पदयोग र पदवियोगको पहिचान र प्रयोग	८
७.	निबन्ध	प्राकृतिक (वस्तुपरक)	<ul style="list-style-type: none"> निबन्धको संरचना (विषय प्रस्तुतिको क्रम, अनुच्छेद योजना, भाषाशैली आदि) 	<ul style="list-style-type: none"> निबन्धमा वर्णित मुख्य विषयको बुँदाटिपोट, सारांश प्रकृति तथा वातावरणको वर्णन 	उपसर्गद्वारा शब्दनिर्माण (अ) अ, अन, कु, बि, बे, बद, गैर, ना (आ) अति, अधि, अनु,	७

			को बोध ●निबन्धको शैली र ढाँचाको अध्ययन	गरी निबन्ध लेखन ●खोज तथा परियोजनामा आधारित भई समालोचनात्मक चिन्तनसहितको लेखन	अप, अभि, अव, आ, उत्, उप, दुर, दुस्, नि, निर, निस्, परा, परि, प्र, प्रति, वि, सम्, सु	
८.	लघुनाटक	सामाजि / मनोवैज्ञानिक	●नाटकको संरचना (विषय, प्रस्तुतिक्रम, हाउभाउ, मञ्चीयता, चरित्र, संवाद, भाषाशैली आदि) को बोध	●नाटकका प्रमुख पात्रको चरित्र वर्णन ●नाटकका घटना तथा परिवेशको वर्णन ●नाटकको संवादात्मक अभिनय (विषयको प्रस्तुति, हाउभाउ) ●संवाद लेखन ●प्रतिवेदन लेखन (कार्यक्रम, भ्रमण, घटना)	प्रत्ययद्वारा शब्द निर्माण: (क) अक्कड, अत, अन्त, आइ, आई/याई, आउ, आली, आलु, आवट, आहा/याहा, इया, (ख) इयार, इलो, ई, उवा, ए, एली, ओ, ओट, औली/यौली, पन/पना, ली, ले	११
९	रिपोर्ताजमूलक रचना	स्वास्थ्य, योग तथा चिकित्सा	●रिपोर्ताजको संरचना (विषय प्रस्तुतिको क्रम, अनुच्छेद योजना, भाषाशैली आदि) को बोध ●रिपोर्ताजमा प्रयुक्त कठिन शब्दको अर्थबोध ●रिपोर्ताजको ढाँचा र शैलीको अध्ययन	●रिपोर्ताजमा वर्णित मुख्य विषयको बुँदाटिपोट, टिप्पणी लेखन ●स्वास्थ्य, योग र चिकित्साको वर्णन गरी रिपोर्ताज लेखन ●रिपोर्ताजमा प्रयुक्त कठिन शब्दबाट वाक्य रचना ●प्रतिवेदन लेखन ढाँचा र शैलीको अध्ययन र लेखन अभ्यास	प्रत्ययद्वारा शब्द निर्माण: अक, अन, अनीय, इक, इत, ई, ईन/ईण, ईय, क, तर, तम, तव्य, ता, ति, त्व, मय, मान्, वान्, य	८
१०.	संवादात्मक रचना	कृषि, वन तथा वातावरण	●संवादको संरचना (विषय, प्रस्तुतिक्रम, हाउभाउ, तर्क, संवाद, भाषाशैली	●संवादमा प्रस्तुत विषयवस्तुको टिपोट ●विषयको प्रस्तुति, हाउभाउ	समास प्रक्रियाद्वारा शब्द निर्माण (अव्ययीभाव, कर्मधारय, तत्पुरुष, द्वन्द्व,	८

			आदि) को बोध	<ul style="list-style-type: none"> निर्दिष्ट विषयमा संवाद लेखन तथा मौखिक अभिव्यक्ति र अभिनय उद्घोषण, समाचार वाचन, प्रवचन आदिको अभ्यास 	द्विगु, बहुव्रीहि (समास र विग्रहसमेत)	
११.	दैनिकी रचना	पर्यटन	<ul style="list-style-type: none"> निर्दिष्ट पाठको बोध (अनुमान, संरचना पहिचान आदि) निर्दिष्ट पाठमा प्रयुक्त प्राविधिक तथा पारिभाषिक शब्दको अर्थबोध 	<ul style="list-style-type: none"> निर्दिष्ट पाठसँग सम्बन्धित रचना बुँदाटिपोट र सारांश लेखन दैनिकी लेखन अनुकरणात्मक लेखन 	(अ) द्वित्व प्रक्रियाद्वारा शब्द निर्माण (पूर्ण, आंशिक र आपरिवर्तित द्वित्व) (आ) सन्धि र सन्धि भएका शब्दको पहिचान	८
१२.	वक्तृतात्मक रचना	जलस्रोत र ऊर्जा	<ul style="list-style-type: none"> वक्तृताको संरचना (विषय, प्रस्तुतिक्रम, हाउभाउ, तर्क, संवाद, भाषाशैली आदि) को बोध 	<ul style="list-style-type: none"> वक्तृतामा प्रस्तुत विषयवस्तुको टिपोट हाउभाउसहित विषयको प्रस्तुति निर्दिष्ट विषयमा वक्तृता लेखन तथा मौखिक अभिव्यक्ति र अभिनय उद्घोषण, समाचार वाचन, प्रवचन आदिको अभ्यास वक्तृता/वादविवाद आयोजना विभिन्न ढाँचामा प्रतिवेदन लेखन 	(अ) उद्देश्य र उद्देश्य विस्तार तथा विधेय र विधेय विस्तार, पहिचान र प्रयोग (आ) व्याकरणात्मक कोटिका आधारमा वाक्य परिवर्तन (लिङ्ग, वचन, पुरुष, आदर) (इ) कथन (प्रत्यक्ष, अप्रत्यक्ष) (ई) ध्रुवीयता (करण, अकरण)	९
जम्मा						९६

(ख) कक्षा : १२

क्रम सङ्ख्या	पाठ	क्षेत्र	बोध	अभिव्यक्ति	भाषातत्त्व	पाठ्यघण्टा
१.	कविता (गद्य कविता)	सामाजिक	<ul style="list-style-type: none"> कविताको संरचना (विषयको क्रम, भाषा, शैलीको बोध आदि) गद्य कविताको लयबोध 	<ul style="list-style-type: none"> कवितालाई अनुच्छेदमा रूपान्तर कविताको लयबद्ध वाचन कविता सिर्जनाको अभ्यास 	नेपाली अक्षरको पहिचान र उच्चारण अभ्यास	७
२.	कथा	ऐतिहासिक/ पौराणिक/ सांस्कृतिक	<ul style="list-style-type: none"> कथाको संरचना (विषय, अनुच्छेद योजना, घटनाक्रम, संवाद, भाषा आदि) को बोध 	<ul style="list-style-type: none"> कथामा प्रयुक्त घटनाहरूको सिलसिलाबद्ध टिपोट निर्देशित वा स्वतन्त्र कथा लेखन अभ्यास विद्युतीय तथा सञ्चार माध्यममा प्रकाशित कथाहरूको अध्ययन र प्रभावको प्रस्तुति 	पदवर्ग (नाम, सर्वनाम, विशेषण र अव्यय) को पहिचान र प्रयोग	७
३.	निबन्ध	नियात्रा	<ul style="list-style-type: none"> निबन्धको संरचना (विषय प्रस्तुतिको क्रम, अनुच्छेद योजना, भाषाशैली आदि) को बोध निबन्धमा प्रयुक्त कठिन शब्दको अर्थबोध 	<ul style="list-style-type: none"> आफूले गरेको कुनै यात्राको वर्णन निबन्ध लेखन विद्युतीय सञ्चार माध्यम र प्रकाशित उपयोगी लेख रचनाहरूको अध्ययन र त्यसबाट प्राप्त विषयवस्तु, सन्देश आदिको प्रस्तुति तार्किक, अन्तरक्रियात्मक एवम् समस्या समाधानमूलक लेखन 	(अ) पदसङ्गति (क) लिङ्ग (ख) वचन (ग) पुरुष (घ) आदर (सामान्य, मध्यम, उच्च) (आ) शब्द रूपायन	७
४.	पत्र लेखन (व्यावसायिक)		<ul style="list-style-type: none"> पत्र लेखनको संरचना (विषय, 	<ul style="list-style-type: none"> पत्र लेखनमा प्रस्तुत विषयवस्तुको 	वाक्यको पहिचान र प्रयोग	८

			प्रस्तुतिक्रम, ढाँचा, भाषाशैली आदि) को बोध	टिपोट •विषयको प्रस्तुति •निर्दिष्ट विषयमा पत्र लेखन •भरपाई, तमसुक, करारनामा, मञ्जुरीनामा, मुचुल्का, प्रशासनिक टिप्पणी, बैठक निर्णय, विज्ञापन, सूचना, विज्ञप्ति, बोलपत्र, सम्पादकलाई चिठीको ढाँचा र शैलीको अध्ययन र लेखन अभ्यास •विद्युतीय सञ्चार माध्यममा उपलब्ध प्रयोजनपरक सामग्रीको अध्ययन र लेखन अभ्यास	(क) सरल, संयुक्त र मिश्र वाक्यको पहिचान र प्रयोग (ख) निर्धारित कथाबाट सरल, मिश्र र संयुक्त वाक्यको पहिचान र वाक्यान्तरण	
५.	उपन्यासको अंश	सामाजिक	•उपन्यास अंशको संरचना (विषय, परिच्छेद योजना, घटना शृङ्खला, पात्र, संवाद, भाषाशैली आदि) को बोध •शब्दभण्डारको बोध	•उपन्यास अंशको विषयवस्तु वर्णन •उपन्यासको अंशका प्रमुख पात्रको चरित्र वर्णन •उपन्यासको अंशको घटना तथा परिवेशको वर्णन •आफूले अध्ययन गरेको कुनै एक उपन्यासको विषयवस्तु, पात्र, परिवेश, सन्देश आदि बारेमा मौखिक तथा लिखित अभिव्यक्ति	क्रियाका काल (भूत, अभूत) पक्ष : अपूर्ण, पूर्ण, अज्ञात, अभ्यस्त (आ) नेपाली वर्णविन्यासको प्रयोगात्मक अभ्यास	१४
६.	जीवनी	अन्तर्राष्ट्रिय	•जीवनीको संरचना (जीवन विषयक घटना शृङ्खला, अनुच्छेद योजना, भाषा आदि) को	•जीवनीमा प्रस्तुत घटनाक्रमको वर्णन •आजको समाजमा प्रतिष्ठित कुनै व्यक्तिको जीवनी	क्रियाका भाव : सामान्य, आज्ञा, इच्छा, सम्भावना, सङ्केत	७

			बोध	लेखन <ul style="list-style-type: none"> खोज तथा परियोजनामा आधारित भई समालोचनात्मक चिन्तनसहितको लेखन 		
७.	गीति कविता	सामाजिक /सांस्कृतिक	<ul style="list-style-type: none"> कविताको संरचना (विषयको क्रम, भाषा, लय आदि) को बोध पद्य र गद्य कविताको लयबोध गजलको संरचना बोध 	<ul style="list-style-type: none"> कविताको लयबद्ध वाचन गीति कविता सिर्जना विद्युतीय सञ्चारमा उपलब्ध मुक्तक तथा कवितात्मक सामग्रीको अध्ययन र कक्षामा प्रस्तुति गजलको रचना 	उपसर्ग र प्रत्ययद्वारा शब्द निर्माणसम्बन्धी अभ्यास	७
८.	कथा	समाज मनोवैज्ञानिक	<ul style="list-style-type: none"> कथाको संरचना (विषय, अनुच्छेद योजना, घटनाक्रम, संवाद, भाषा आदि) को बोध 	<ul style="list-style-type: none"> कथामा वर्णित घटनाको सिलसिलाबद्ध टिपोट कथाका पात्रहरूको चरित्र वर्णन कथा सिर्जनाको अभ्यास आफूले अध्ययन गरेको कम्तीमा कुनै एक उपन्यासको विषयवस्तु, पात्र, परिवेश, सन्देश आदि बारेमा मौखिक तथा लिखित अभिव्यक्ति 	द्वित्व र समास प्रक्रियाद्वारा शब्द निर्माणसम्बन्धी अभ्यास	७
९.	आख्यानत्मक रचना	सञ्चार, विज्ञान तथा प्रविधि	<ul style="list-style-type: none"> आख्यानको संरचना (विषय, अनुच्छेद योजना, घटनाक्रम, संवाद, भाषा आदि) को बोध 	<ul style="list-style-type: none"> आख्यानमा वर्णित घटनाको सिलसिलाबद्ध टिपोट आख्यानका पात्रहरूको चरित्र वर्णन कथा सिर्जनाको 	कारक र विभक्तिको पहिचान र प्रयोग (अ) कारकका सरल र तिर्यक् रूप (आ) कारकका प्रकार : कर्ता, कर्म, करण, सम्प्रदान,	८

				अभ्यास <ul style="list-style-type: none"> आफूले अध्ययन गरेको कुनै एक आख्यानको विषयवस्तु, पात्र, परिवेश, सन्देश आदि बारेमा मौखिक तथा लिखित अभिव्यक्ति 	अपादान, अधिकरण (इ) विभक्तिको प्रयोग	
१०.	संवादात्मक रचना	समाज, संस्कृति र शिक्षा	<ul style="list-style-type: none"> संवादको संरचना (विषय, प्रस्तुतिक्रम, हाउभाउ, तर्क, संवाद, भाषाशैली आदि) को बोध 	<ul style="list-style-type: none"> संवादमा प्रस्तुत विषयवस्तुको टिपोट हाउभाउसहित विषयको प्रस्तुति निर्दिष्ट विषयमा संवाद लेखन तथा मौखिक अभिव्यक्ति र अभिनय शिक्षा र सांस्कृतिक शीर्षकमा वक्तव्य, समाचार वाचन, प्रवचन आदिको अभ्यास 	(क) वाक्य संश्लेषण र विश्लेषण (ख) वाच्य (कर्तृ, कर्म, भाव) को पहिचान र प्रयोग	८
११.	प्रबन्धात्मक रचना	कानून, प्रशासन र व्यवस्थापन	<ul style="list-style-type: none"> प्रबन्धको संरचना (विषय प्रस्तुतिको क्रम, अनुच्छेद योजना, भाषाशैली आदि) को बोध प्रबन्धमा प्रयुक्त कठिन शब्दको अर्थबोध 	<ul style="list-style-type: none"> प्रबन्धमा वर्णित मुख्य विषयको बुँदाटिपोट, सारांश प्रकृति तथा वातावरणको वर्णन गरी प्रबन्ध लेखन प्रबन्धमा प्रयुक्त कठिन शब्दबाट वाक्य रचना बैठक (माइन्सुट) को उपस्थिति तथा निर्णय एवम् भरपाई, मुचुल्का र प्रशासनिक टिप्पणीको नमुना लेखन व्यक्तिगत विवरण (बायोडाटा) लेखन 	(अ) पदक्रम (क) सामान्य पदक्रम (ख) विशिष्ट पदक्रम (आ) लेख्य चिह्न र तिनको प्रयोग	८
१२.	रिपोर्ताजमूलक	अर्थ, उद्योग	<ul style="list-style-type: none"> रिपोर्ताज पाठको 	<ul style="list-style-type: none"> निर्दिष्ट पाठसँग 	(अ) उक्ति परिवर्तन	८

	रचना	र वाणिज्य	बोध (अनुमान, संरचना पहिचान आदि) • रिपोर्टाज पाठमा प्रयुक्त प्राविधिक तथा पारिभाषिक शब्दको अर्थबोध • विभिन्न पत्रिकामा प्रकाशित रिपोर्टाजको अध्ययन र प्रस्तुति	सम्बन्धित रचना • बुँदाटिपोट र सारांश लेखन • निर्दिष्ट अनुच्छेदको उत्तर लेखन • अनुकरणात्मक लेखन • विद्युतीय सञ्चार माध्यममा आधारित विविध लेखन अभ्यास	(आ) उद्देश्य र विधेय विस्तार (इ) शब्दकोशीय प्रयोग	
जम्मा						९६

द्रष्टव्य :

- (क) विद्याको माध्यमबाट विद्यार्थीले बोध, अभिव्यक्ति र भाषातत्त्वान्तर्गतका विषयवस्तुको सिकाइ गरी भाषिक सिपहरू र भाषिक कार्यहरूमा आवश्यक सक्षमताको विकास गर्नेछन् ।
- (ख) रिपोर्टाजमूलक रचना भनेको कुनै पनि विषयमा गरिएको खोजमूलक र आख्यानात्मक संरचना भएको तथ्यमा आधारित समसामयिक प्रचलित लेखन हो ।
- (ग) पाठ्यपुस्तक विकास गर्दा प्रयोजनपरक रचनाहरूलाई साहित्यिक विधासँग सम्बन्धित पाठहरूको बिचमा आवश्यकतानुसार क्रम मिलाएर राख्नुपर्ने छ ।
- (घ) विद्याको क्षेत्र तथा क्रम र विस्तृतीकरणमा उल्लेख भएका पाठहरूमा प्रयोग भएका आधारमा उपयुक्तताअनुसार शब्दभण्डारको अभ्यास गराउनुपर्ने हुन्छ । यसका लागि पर्यायवाची शब्द, विपरीतार्थी शब्द, अनुकरणात्मक शब्द, अनेकार्थी शब्द, श्रुतिसमभिन्नार्थक शब्द, सङ्क्षिप्त शब्द, उखान टुक्रा, लघुतावाची शब्द, सिङ्गो शब्द, समूहवाचक शब्द, पारिभाषिक/ प्राविधिक जस्ता शब्दहरूको अर्थ र सन्दर्भपूर्ण प्रयोगको अभ्यास गराउनु अपेक्षित छ । पाठमा प्रयुक्त भएका शब्दहरूलाई केन्द्रबिन्दु मानी विभिन्न का शब्दभण्डारको विकास गराउने दृष्टिकोण यसमा राखिएको छ । शब्दका विभिन्न अर्थ सम्बन्धहरू र गत विविधतालाई छ्याल राखी शब्दहरूको अर्थ र सन्दर्भपूर्ण प्रयोगमा जोड दिइने छ । यस क्रममा प्रयुक्त र तत्सम्बन्धी उखान टुक्राहरूको प्रयोगलाई पनि समावेश गरिने छ ।
- (ङ) यस पाठ्यक्रम कार्यान्वयन र शिक्षण सिकाइका क्रममा सिर्जनात्मक सोचाइ/चिन्तन, समस्या समाधान, विद्युतीय सञ्चार सिप, सहकार्य र स्वव्यस्थापन, खोज, अन्वेषण, तार्किकता जस्ता भाषासम्बद्ध जीवनोपयोगी सिपहरूलाई यथासम्भव एकीकृत गरिने छ ।

५. सिकाइ सहजीकरण प्रक्रिया

सिकाइ सहजीकरण पाठ्यक्रमलाई कक्षाकोठामा प्रभावकारी रूपमा हस्तान्तरण गर्ने विधि हो । भाषा शिक्षणमा भाषिक सिपको विकासका लागि सिकाइ सहजीकरण प्रक्रिया अपरिहार्य हुन्छ । भाषा शिक्षणका क्रममा विद्यार्थीलाई सक्रिय गराएर सिकाइलाई विद्यार्थीकेन्द्रित बनाउनुपर्छ । यसका लागि कक्षाकोठामा बहुभाषिक, स्थिति भएमा पहिलो भाषा र दोस्रो भाषाका रूपमा नेपाली शिक्षणका विधिमा ध्यान पुऱ्याउनुपर्छ । सिकाइ सहजीकरण प्रक्रिया पाठ्यक्रमको उद्देश्य, विषयवस्तु, विद्यार्थीको पृष्ठभूमि, स्थानीय स्रोत साधनको उपलब्धता आदिमा निर्भर हुन्छ । यो व्यक्तिगत र सामूहिक अभ्यासमा पनि आधारित हुन्छ । यस पाठ्यक्रममा सिकाइ सहजीकरणका सिपमा आधारित विधागत शिक्षणमा जोड दिइने छ । भाषा शिक्षण भाषाका सिपहरूको शिक्षण हो । भाषाका सुनाइ, बोलाइ, पढाइ र लेखाइ सिपको एकीकृत शिक्षण गरेर नै भाषाको शिक्षण गरिन्छ । साहित्यिक विधा तथा प्रयोजनपरक पाठका माध्यमबाट भाषिक सिपको शिक्षण गर्नु भाषा सिकाइको मूल पक्ष हो । भाषा शिक्षणमा साहित्यिक विधा र प्रयोजनपरक भेदहरूको निम्नअनुसार उपयोग गरिन्छ :

(क) कविता

कविता भाषाको लययुक्त भेद हो । कविताको शिक्षण गर्दा लयबोध, शब्दार्थ र वाक्यमा प्रयोग, संरचना (आदि, मध्य र अन्त्य) बोध, भावबोध, व्याख्या जस्ता क्रियाकलाप गराउनुपर्दछ । कविता शिक्षण गर्दा पूर्व तयारी, पठन वा श्रवण र पठनपश्चात्का चरणमा बाँडी पठन पृष्ठभूमि, उद्देश्य निर्धारण, प्रश्नको सूची, प्रश्नोत्तर, भावबोध जस्ता क्रियाकलाप गराउनुपर्दछ । यसका लागि नमुना कविता दिई अनुकरणात्मक लेखन गराउने र सिर्जनात्मक अभ्यास पनि गराउनुपर्दछ ।

(ख) कथा

कथा आख्यानात्मक विधा हो । आख्यानात्मक स्वरूपका कारण कथा रुचिपूर्ण हुन्छ । कथा शिक्षण गर्दा उच्चारण, गति, यतिसहित हाउभाउपूर्ण पठन गराइन्छ । कथाबाट कथाकथन, घटना वर्णन, घटना टिपोट, बोध, प्रश्नोत्तर, भाव वर्णन र अनुकरणात्मक तथा स्वतन्त्र सिर्जनात्मक अभ्यास गराउनुपर्छ । पठन क्रियाकलापलाई योजनाबद्ध रूपमा प्रस्तुत गराउन कथा विधा उपयोगी हुन्छ । कथा शिक्षण गर्दा पूर्वपठन, पठन र पठनपश्चात्का चरणमा बाँडी पूर्वानुमान गर्ने, सहकार्यात्मक पठन, छलफल र प्रस्तुतीकरण गर्ने तथा प्रश्न निर्माण गराउने क्रियाकलाप पनि गराउनुपर्छ ।

(ग) निबन्ध

निबन्ध गद्य विधा हो । निजात्मक र वस्तुपरक अनुभूतिका लागि निबन्ध उपयुक्त विधा हो । निबन्ध शिक्षण गर्दा शब्दार्थ र वाक्यमा प्रयोग, पठनबोध, विषयबोध, बुँदाटिपोट, व्याख्या, सारांश, प्रश्नोत्तर, अनुच्छेद लेखन र स्वतन्त्र लेखन जस्ता क्रियाकलाप गराउनुपर्छ । यो लेखाइ सिप विकासका लागि उपयुक्त विधा हो । परियोजना कार्य, घटना अध्ययन, कक्षा छलफल र प्रस्तुतीकरण जस्ता क्रियाकलाप गराएर निबन्ध लेखन क्रियाकलाप गराउनुपर्छ ।

(घ) जीवनी

जीवनी भाषाको गद्य भेद हो । जीवनीबाट विद्यार्थीलाई घटना वर्णन, घटना लेखन, बुँदाटिपोट, प्रश्नोत्तर, सारांश लेखन र जीवनी लेखन जस्ता अभ्यास गराउनुपर्छ । जीवनी लेखनसँगसम्बद्ध गराएर अन्तर्वाता, परियोजना कार्य, घटना अध्ययन जस्ता क्रियाकलाप गराउनुपर्छ । जीवनी शिक्षणबाट मूलतः भाषाका पढाइ र लेखाइ सिपको विकास हुने भए पनि लेखन अभ्याससम्बन्धी क्रियाकलाप बढी प्रभावकारी हुन्छ । यसका लागि नमुना जीवनी प्रस्तुत गर्दै अनुकरणात्मक जीवनीमा अभ्यास गराई स्वतन्त्र अभ्यास गराउनुपर्छ ।

(ङ) रूपक

रूपक भनेको अभिनयात्मक विधा हो । यसमा पात्रले परिस्थिति, अवस्था, विषयवस्तु र व्यक्ति विशेषको चारित्रिक भूमिकालाई ध्यानमा राखेर हाउभाउसहित भूमिका निर्वाह गर्छ । यो कथ्य भाषासँग सम्बन्धित भएकाले मौखिक अभिव्यक्तिका माध्यमले व्यक्तिका भावना, चारित्र आदिको प्रदर्शन गरिन्छ । नाटक, एकाङ्की, संवाद, वादविवाद, मनोवाद, वक्तृता आदिका माध्यमबाट रूपकीय प्रस्तुति गरिन्छ । तसर्थ रूपकको प्रकारअनुसार हाउभाउ प्रदर्शन गरी विचारको प्रस्तुतीकरण र व्यवहार गर्ने, अभिनयात्मक ढङ्गबाट अरूले गरेका व्यवहारको अनुकरण गर्ने, जीवन्त रूपमा मौखिक भाषाको प्रयोग गर्ने, तार्किक क्षमताको विकास गर्ने जस्ता क्रियाकलापबाट रूपक शिक्षण गर्नुपर्छ । साथै अभिनयात्मक कलाका अतिरिक्त रूपक विधाबाट अन्य भाषिक सिपको पनि अभ्यास गराउन सकिन्छ ।

(च) प्रयोजनपरक पाठहरू

दैनिक जीवनमा प्रयोगमा आउने विभिन्न समसामयिक का ज्ञान, सिप एवम् विविध प्राविधिक र पारिभाषिक शब्दका माध्यमबाट भाषा सिकाइमा सहजता प्रदान गर्नका लागि यस तहमा प्रयोजनपरक रचनाहरू समावेश गरिएको छ । यसमा सिकारुका दैनिक जीवनयापन र व्यावसायिक क्षेत्रमा आवश्यक पर्ने ज्ञान, सिप, अभिवृद्धि, मूल्य र काम गर्ने तत्परतालाई व्यावहारिक रूपले उपयोग गर्न सक्ने गरी स्वास्थ्य, योग तथा चिकित्सा, कृषि, वन तथा वातावरण, पर्यटन, जलस्रोत र ऊर्जा, सञ्चार, विज्ञान तथा प्रविधि, समाज, संस्कृति र शिक्षा, कानून, प्रशासन र व्यवस्थापन, अर्थ, उद्योग र वाणिज्य जस्ता विषयमा आधारित रचनालाई समावेश गरिएको छ । यस्ता रचनाका माध्यमबाट विद्यार्थीले वाणिज्य, अर्थ, विज्ञान, स्वास्थ्य, कानून, शिक्षा, योग जस्ता विषयको रचनात्मक, प्रयोजनपरक भाषिक प्रयोग र संरचनाको अभ्यास गराउने छ । प्रयोजनपरक पाठहरूलाई रोचक बनाउनका लागि साहित्यिक विधाका रूपमा प्रस्तुत गरिने छ । सिकाइ सहजीकरणका क्रममा विभिन्न प्रयोजनपरक शीर्षक दिई तिनमा अनुकरणात्मक, निर्देशनात्मक र स्वतन्त्र लेखनको

अभ्यास गराइन्छ । उदाहरणमा आधारित पाठ वा रचनाको अभ्यास, पाठको मौखिक र लिखित अभिव्यक्ति, समूह छलफल र प्रस्तुतीकरण, परियोजना र खोजमूलक कार्य गराउने अभ्यास गराउनुपर्दछ । त्यस्तै आवश्यकतानुसार प्रचलित र सान्दर्भिक विद्युतीय सञ्चार माध्यममा उपलब्ध उपयोगी सामग्रीको अध्ययन गरी कक्षामा प्रस्तुत गर्न लगाउनुपर्छ ।

७. विद्यार्थी मूल्याङ्कन प्रक्रिया

मूल्याङ्कन गर्दा निर्माणात्मक र निर्णयात्मक दुई किसिमका प्रक्रिया अपनाइने छ । निर्णयात्मक मूल्याङ्कन गर्दा आन्तरिक र बाह्य गरी दुई तरिका अवलम्बन गरिने छ । निर्णयात्मक मूल्याङ्कनका लागि निर्माणात्मक मूल्याङ्कनमा उपयोग गरिएका विभिन्न प्रक्रिया, साधनहरू तथा तिनको अभिलेखीकरणलाई समेत आधार बनाउन सकिने छ । निर्माणात्मक मूल्याङ्कन शिक्षण सिकाइ सहजीकरण प्रक्रियाकै निरन्तरता मानिने भएकाले यसलाई निरन्तर मूल्याङ्कनका रूपमा प्रयोग गर्न सकिन्छ । स्तरोन्नति तथा कक्षोन्नतिका लागि शैक्षिक सत्रको अन्तमा निर्णयात्मक मूल्याङ्कन अन्तिम परीक्षाका माध्यमबाट गरिने छ । निर्माणात्मक वा निरन्तर मूल्याङ्कनमा क्षेत्रीय अध्ययन, परियोजना कार्य, अध्ययन भ्रमण, घटना अवलोकन तथा अध्ययन, सिर्जनात्मक तथा रचनात्मक कार्य, विद्युतीय सञ्चार माध्यममा प्राप्त सान्दर्भिक सामग्रीको अध्ययन र प्रस्तुति, सिकाइका कार्यकलापको निरीक्षण, व्यक्तिगत र सामूहिक छलफल, लिखित परीक्षा, हाजिरीजवाफ, प्रश्नोत्तर, कक्षाकार्यको परीक्षण, भाषिक व्यवहारको निरन्तर अवलोकन र तिनको अभिलेखीकरण जस्ता साधनहरूको उपयोग गरिने छ ।

नेपाली भाषाको मूल्याङ्कनमा सक्षमता र सिकाइ उपलब्धिमा लेखिएका भाषिक सिपको मापन गरिने छ । विद्यार्थीको भाषिक सिपगत सक्षमताको मापनगर्ने प्रश्नहरूको निर्माण गर्दा व्याकरण र शब्दभण्डारसम्बन्धी प्रश्नहरूसमेत भाषिक एकाइ र रचनामा केन्द्रित गरिने छ । व्याकरणको मूल्याङ्कन कार्यमूलक प्रकृतिको हुने छ । प्रश्नहरू विद्यार्थीको भाषिक दक्षताका अतिरिक्त रचनात्मक र समालोचनात्मक क्षमतालाई पनि सम्बोधन गर्ने खालका हुने छन् ।

(क) आन्तरिक मूल्याङ्कन

आन्तरिक तथा प्रयोगात्मक मूल्याङ्कनका लागि प्रत्येक विद्यार्थीहरूको कार्यसञ्चयिका फाइल बनाई सोको आधारमा उनीहरूको कार्य र उनीहरूले गरेका कार्य र उनीहरूमा आएको व्यवहार परिवर्तनका अभिलेख राखी सोका आधारमा अङ्क प्रदान गर्नुपर्दछ । सिकाइका क्रममा कक्षाकोठामा कक्षागत शिक्षण सिकाइको अभिन्न अङ्गका रूपमा गृहकार्य, कक्षाकार्य, परियोजना कार्य, सामुदायिक कार्य, सह/अतिरिक्त क्रियाकलाप, एकाइ परीक्षा, मासिक परीक्षा जस्ता मूल्याङ्कन साधनहरूको प्रयोग गर्न सकिने छ । यस्तो मूल्याङ्कनका लागि विद्यार्थीको अभिलेख राखी त्यही अभिलेखका आधारमा सिकाइस्तर निर्धारण गर्न सकिन्छ । आवश्यकतानुसार सुधारात्मक तथा उपचारात्मक शिक्षण सिकाइ क्रियाकलाप सञ्चालन गर्नुपर्छ । विशेष सिकाइ आवश्यकता भएका विद्यार्थीका लागि विषय शिक्षकले नै उपयुक्त प्रक्रिया अपनाई मूल्याङ्कन गर्नुपर्ने छ । यस विषयमा निर्माणात्मक मूल्याङ्कन प्रक्रियाको महत्त्वपूर्ण भूमिका रहेको हुन्छ । विद्यार्थीहरूले के कति सिके भन्ने कुरा पत्ता लगाई नसिकेको भए कारण पहिचान गरी पुनः सिकाइनुपर्छ । आन्तरिक मूल्याङ्कनको भार २५% छुट्याइएको छ । यस विषयको आन्तरिक मूल्याङ्कनमा कक्षा सहभागिता, कक्षा कार्य/परियोजना कार्य, विषयवस्तुको मूल्याङ्कन तथा आन्तरिक परीक्षाबाट प्राप्त विद्यार्थीको सिकाइ उपलब्धिलाई समेटिनु पर्दछ ।

यस खण्डको मूल्याङ्कन विद्यार्थीले व्यक्तिगत तथा समूह कार्य तथा परियोजनाको गुणस्तरको आधारमा विद्यालय तहमा गठन गरिने मूल्याङ्कन समितिले गर्ने छ भने तोकिएको निकायबाट यसको प्राविधिक परीक्षण हुने छ । आन्तरिक मूल्याङ्कनका आधारहरू र अङ्क विभाजन निम्नानुसार हुने छ :

आन्तरिक मूल्याङ्कनको विस्तृतीकरण

क्र.सं	क्षेत्र	परीक्षण गर्ने पक्ष	अङ्कभार	मूल्याङ्कनका आधार
१.	सहभागिता	कक्षा सहभागिता	३	विद्यार्थीको दैनिक हाजिरीको अभिलेखलाई आधार लिने भाषिक सिप विकासका लागि व्यक्तिगत, युगल र समूहगत आदि कक्षागत सिकाइ सहभागितालाई आधार मान्ने

२.	कक्षा कार्य/परियोजना कार्य	कक्षा कार्य/परियोजना कार्य	६	सुनाइ, बोलाइ, पढाइ, लेखाइ सिप विकाससम्बद्ध लिखित तथा मौखिक प्रस्तुति, गृहकार्य, कक्षा कार्य वा भाषिक सिप विकाससम्बन्धी परियोजना कार्यको प्रतिवेदन र अन्तर्वाता (भाइबा) लाई आधार लिने
३.	विषयवस्तुगत मूल्याङ्कन	(क) सुनाइ	३	रेडियो, क्यासेट, मोबाइल वा अन्य विद्युतीय सामग्रीबाट समाचार, संवाद, साहित्यिक अभिव्यक्ति, वा अन्य सन्देशमूलक गद्यांश सुनाएर अनुमान, पूर्वानुमान, प्रश्नोत्तर, शब्दबोध, अर्थबोध, सन्दर्भबोध, भावबोध, कथाकथन, घटना वर्णन, मुख्य बुँदा टिपोट आदिसँग सम्बन्धित प्रश्नहरू सोधी भन्न वा लेख्न लगाउने । वा १५० देखि २०० शब्दसम्मको कुनै गद्यांश वा पद्यांश (अदृष्टांश) सुनाएर अनुमान, पूर्वानुमान, प्रश्नोत्तर, शब्दबोध, अर्थबोध, सन्दर्भबोध, भावबोध, कथाकथन, घटना वर्णन, मुख्य बुँदा टिपोट आदिसँग सम्बन्धित प्रश्नहरू सोध्ने ।
		(ख) बोलाइ		
		(अ) मौखिक वर्णन/ कथा कथन	४	कुनै विषयवस्तु, चित्र, परिवेश आदि दिएर मौखिक वर्णन गर्न लगाउने (यसरी वर्णन गर्दा वक्ताले बोलेको कुरामा स्पष्टता, शैली, भाषिक स्तर, शुद्धोच्चारण, गति, यति, लय र हाउभाउ जस्ता पक्षमा ध्यान दिने) वा कुनै कथा सुनी कथाकथन गर्न लगाउने, घटना, पात्र र परिवेशको वर्णन गर्न लगाउने
(आ) सस्वरवाचन	३	कुनै पत्रपत्रिका वा कुनै लिखित सामग्रीबाट १५० शब्दसम्मको गद्यांश वा पद्यांश दिएर गति, यति, लय मिलाएर भावानुकूल सस्वरवाचन गर्न लगाउने । (यसरी वाचन गर्दा स्पष्टता, भाषिक शुद्धता, गति, यति, लय र हाउभाउ जस्ता पक्षमा विशेष ख्याल गर्ने)		
४	त्रैमासिक परीक्षा	त्रैमासिक परीक्षाको अङ्कबाट	६	पहिलो त्रैमासिक परीक्षाबाट ३ अङ्क र दोस्रो त्रैमासिक परीक्षाबाट ३ अङ्क
	जम्मा		२५	

द्रष्टव्य : आन्तरिक मूल्याङ्कनका आधारको विस्तृत विवरण आन्तरिक मूल्याङ्कन कार्यविधिका आधारमा हुने छ ।

(ख) बाह्य मूल्याङ्कन

(आ) भाषिक सिप (पढाइ र लेखाइ) कक्षा ११

क्र.सं	भाषिक सिप (पढाइ र लेखाइ)	विषयक्षेत्र	अङ्कभार
१.	वर्ण पहिचान	व्याकरण	३
२.	वर्णविन्यास	व्याकरण	३
३.	पदवर्ग पहिचान	व्याकरण	२
४.	शब्दनिर्माण	व्याकरण	४
५.	रूपायन र पदसङ्गति	व्याकरण	३
६.	काल, पक्ष, भाव र वाच्य	व्याकरण	५
७.	शब्दस्रोत र शब्दकोशीय प्रयोग	व्याकरण	२
८.	वाक्यान्तरण	व्याकरण	३
९.	पठनबोध	प्रयोजनपरक रचना	८
१०.	बुँदाटिपोट र सारांश	गद्य रचना	२ + ३ = ५
११.	पाठगत बोध (सन्दर्भमा आधारित छोटो उत्तरात्मक)	कथा, कविता, निबन्ध, जीवनी, रूपक, प्रयोजनपरक रचना	८
१२.	पाठगत बोध (समीक्षात्मक)	कथा, कविता, निबन्ध, जीवनी, प्रयोजनपरक रचना	४+४=८
१३.	स्वतन्त्र रचना	निबन्ध	८
१४.	प्रतिक्रिया लेखन	सामयिक विषय	४
१५.	व्यावहारिक लेखन	व्यावहारिक लेखन, पत्ररचना	४
१६.	प्रतिवेदन तथा टिप्पणी लेखन	प्रतिवेदन र टिप्पणी	५
जम्मा			७५

कक्षा १२

क्र.सं	भाषिक सिप (पढाइ र लेखाइ)	विषयक्षेत्र	अङ्कभार
१.	अक्षर संरचना	व्याकरण	३
२.	वर्णविन्यास	व्याकरण	३
३.	पदवर्ग पहिचान	व्याकरण	३
४.	शब्दनिर्माण	व्याकरण	३
५.	कारक र विभक्ति तथा पदसङ्गति	व्याकरण	४
६.	काल, पक्ष, भाव र वाच्य	व्याकरण	५
७.	वाक्यान्तरण	व्याकरण	४
८.	पठनबोध	प्रयोजनपरक रचना	८
९.	बुँदाटिपोट र सारांश	गद्य विधा	२+३=५
१०.	पाठगत बोध (सन्दर्भमा आधारित उत्तरात्मक)	उपन्यास, कथा, कविता, निबन्ध, जीवनी र प्रयोजनपरक रचना	८
११.	पाठगत बोध (समीक्षात्मक)	उपन्यास, कथा, कविता, निबन्ध, जीवनी, प्रयोजनपरक रचना	४+४=८
१२.	स्वतन्त्र रचना	निबन्ध	८
१३.	प्रतिक्रिया लेखन	प्रतिक्रिया	४
१४.	व्यावहारिक लेखन	व्यावहारिक लेखन, पत्ररचना	४
१५.	प्रतिवेदन तथा टिप्पणी लेखन	प्रतिवेदन	५
जम्मा			७५

English

Grade: 11 and 12

Subject code: Eng. 003 (Grade 11), Eng. 004 (Grade 12)

Credit hour: 4

Annual working hour: 128

1. Introduction

English is a lingua franca and is an appropriate international language for Nepal to be connected with global community. It is not only the language of international communication but also a language of higher education, mass media, information and communication technology (ICT), business, tourism, science and medicine. In the context of Nepal, English is necessary for various purposes. To be specific, our learners need English to participate in classroom interactions; to study course materials; to read things for pleasure and general information; to gain access to the world body of knowledge; to read and enjoy a wide range of literary texts, to participate in international meetings, seminars and conferences; to communicate with foreigners in general; to enhance their career development, and many more. English is taught as a compulsory subject from grade one to the bachelors level.

Ministry of Education, Science and Technology (MoEST) has approved the National Curriculum Framework (NCF), 2076 addressing the changed socio-political condition of the country and the current needs of the learners. This grade 11 and 12 English curriculum has been developed in line with the spirit of the new NCF. The present curriculum addresses all four language skills with prime focus on reading and writing skills. It focuses on the types of reading and writing skills that are necessary for the students in their real life. It also includes the language functions which the students need for their further studies and the world of work. A strong grammatical foundation is also given due consideration in this curriculum. This curriculum is based on the principle that learners learn language when they get sufficient opportunity to use it in appropriate contexts. Content should not be detached from the use of language. Content and language should be integrated while teaching. Therefore, the curriculum has focused not only on language and language functions, but also on a variety of fiction and non-fiction texts which provide a meaningful context for language learning. For some students, secondary education serves as a basis for preparation for the university education, whereas for some other students, it may be a preparation for entry into the world of work. This curriculum tries to address the linguistic requirements of both types of students.

This curriculum focuses on both the intensive reading of texts which is intended for language development in the learners and the extensive reading of texts which is intended for processing content and developing higher order reading and writing skills. Soft skills including critical thinking and creativity of the students have also been given due importance. For this purpose, a wide variety of texts have been included under various themes and topics. This curriculum includes level-wise competencies of students, grade-wise learning outcomes, scope and sequence of contents, learning facilitation process and evaluation process.

2. Competencies

This curriculum of Grade 11 and 12 in English language aims at developing the following competencies in the learners:

1. Use both spoken and written English for general and academic purposes in a variety of personal, social and academic contexts.

2. Read a wide variety of texts for information and understanding.
3. Read a variety of literary texts for pleasure and appreciation.
4. Read, reflect and interpret a wide range of texts.
5. Critically analyze and evaluate ideas in a wide range of level appropriate texts.
6. Search, select and manage information from various textual and online sources.
7. Create a variety of writing for different purposes and audiences with appropriate content, style and accuracy.
8. Produce a variety of creative and critical writings.
9. Appreciate diverse cultures.
10. Listen and respond in English with accuracy and fluency
11. Communicate clearly and effectively in a range of situations using verbal and non-verbal communication strategies.

3. Grade-wise Learning Outcomes

The learning outcomes in this curriculum are distributed between grade eleven and twelve based on their levels of difficulty. However, the same learning outcomes may be introduced in grade eleven and consolidated in grade twelve. Therefore, these may go in a sequence and will be addressed in the resource materials and pedagogy.

3.1 Listening

	Learning outcomes	
Listening constructs	Grade 11	Grade 12
1. Identify and discriminate stress and intonation patterns.	<ul style="list-style-type: none"> ▪ Identify the speaker's attitudes and feelings through their use of stress and intonation. ▪ Show an understanding of differentiating tones (warnings, advice, suggestion, etc.). ▪ Identify the effects of supra-segmental features in a connected speech. 	<ul style="list-style-type: none"> ▪ Identify the speaker's attitudes and feelings through their use of stress and intonation. ▪ Identify the speaker's purpose by distinguishing tone and intonation patterns. ▪ Identify the effects of supra-segmental features and phonological processes in a connected speech. ▪ Identify the key words and phrases in the given text. ▪ 1.5 Identify the differences between formal and informal English.
2. Listen to the spoken text and understand its gist and retrieve specific information from it.	<ul style="list-style-type: none"> ▪ Identify the gist of a listening text. ▪ Retrieve specific information from spoken English. ▪ Compare and contrast information. ▪ Show an understanding of the functions of common discourse markers. 	<ul style="list-style-type: none"> ▪ Identify the gist, main idea and supporting details of a listening text. ▪ Retrieve specific information from spoken English, and take notes. ▪ Compare and contrast information. ▪ Distinguish between cause and

		<ul style="list-style-type: none"> effect. ▪ Interpret information and auditory cues. ▪ Show an understanding of the functions of a wide range of discourse markers.
3. Make inference while listening	<ul style="list-style-type: none"> ▪ Make predictions about the subsequent content using prior knowledge, phonological clues and contextual clues. ▪ Make inference about themes and message of the spoken text from prior knowledge and contextual clues. 	<ul style="list-style-type: none"> ▪ Make predictions about the subsequent content, actions and events using prior knowledge, phonological clues and contextual clues. ▪ Make inference about purpose, intentions, themes and message of the spoken text from prior knowledge and contextual clues.
4. Listen to the spoken text and critically analyse and evaluate the information in it.	<ul style="list-style-type: none"> ▪ Distinguish between facts and opinions in a spoken text. ▪ Draw conclusions from main ideas, specific details, prior knowledge and contextual clues. ▪ Identify the content and organisation of presentations. ▪ Form opinions about ideas presented in listening texts. ▪ Understand the meaning of common idiomatic expressions. 	<ul style="list-style-type: none"> ▪ Separate facts from opinions in a spoken text. ▪ Draw conclusions from main ideas, specific details, prior knowledge and contextual clues. ▪ Identify different points of view and make judgment. ▪ Make judgment on the relevance of spoken message. ▪ Evaluate the content and organisation of presentations. ▪ Form and interpret opinions about ideas presented in texts. ▪ Understand and interpret the meaning of common and grade appropriate idiomatic expressions.
5. Listen to the spoken text and take note of important information.	<ul style="list-style-type: none"> ▪ Listen to a variety of audio materials (e.g. lectures, conversations, personal accounts, narratives and explanations) and take notes of them. ▪ Restate what has been heard. 	<ul style="list-style-type: none"> ▪ Listen to a variety of audio materials (e.g. lectures, conversations, personal accounts, narratives and explanations) and take notes of them. ▪ Restate what has been heard.

<p>6. Participate actively and effectively in an interaction.</p>	<ul style="list-style-type: none"> ▪ Participate as an active listener in an interaction and discussion. ▪ Ask for clarification and elaboration. ▪ Respond to the speaker with appropriate facial expressions and gestures. ▪ Respect the age, gender, social position and cultural traditions of the speaker. 	<ul style="list-style-type: none"> ▪ Participate as an active listener in an interaction and discussion. ▪ Ask for clarification and elaboration. ▪ Respond to the speaker with appropriate facial expressions and gestures. ▪ Respect the age, gender, social position and cultural traditions of the speaker. ▪ Collaborate with others in order to explore and discuss understanding of spoken texts.
<p>7. Listen to instructions, directions and announcements and follow them.</p>	<ul style="list-style-type: none"> ▪ Show an understanding of complex directions and instructions. ▪ Show an understanding of common public announcements e.g. at an airport, at a stadium, etc. 	<ul style="list-style-type: none"> ▪ Show an understanding of complex directions and instructions. ▪ Show an understanding of common public announcements e.g. at an airport, at a stadium, etc..
<p>8. Gain knowledge and understanding of target culture (s) through listening.</p>	<ul style="list-style-type: none"> ▪ Identify nationality/ background of speaker (s) of listening texts ▪ Demonstrate an understanding of the patterns of interactions from various English speaking cultures. ▪ Show an understanding of verbal and non- verbal social conventions that characterize the English speaking culture. ▪ Compare and contrast the practices of both national and international cultures. 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the patterns of interactions from various English speaking cultures. ▪ Analyse the verbal and non- verbal social conventions that characterize the English speaking cultures. ▪ Show an understanding of verbal and non- verbal social conventions that characterize the English speaking culture. ▪ Evaluate the practices and values of both national and international cultures.

3.2 Speaking

S.N.	Speaking constructs	Learning outcomes	
		Grade 11	Grade 12
1.	1. Participate effectively in interactions and conversations.	<ul style="list-style-type: none"> ▪ Initiate, maintain and conclude an interaction using appropriate expressions. ▪ Take part in conversations on subjects of common interest. ▪ Speak fluently, accurately and effectively in different situations on a wide range of general or leisure topics. ▪ Understand and respond to what has been said by the other interlocutors in conversation. ▪ Ask questions for clarification and understanding. ▪ Respond to questions. ▪ Present ideas, opinions, experiences and arguments with confidence. ▪ Respect age, gender, social position of the listener. ▪ Indicate understanding and express certainty or uncertainty. ▪ Make proper use of extra linguistic features such as facial expressions and gestures. ▪ Use common discourse markers. 	<ul style="list-style-type: none"> ▪ Initiate, maintain and conclude an interaction using both verbal and non-verbal expressions and with confidence. ▪ Take part in relatively long conversation with multiple speakers on subjects of common interest. ▪ Speak fluently, accurately and effectively according to social norms and cultural values in different situations on a wide range of general, academic, vocational or leisure topics. ▪ Understand and respond to what has been said by the other interlocutors in conversation. ▪ Ask questions for clarification and understanding. ▪ Respond to questions in a convincing way. ▪ Respect age, gender, social position and cultural traditions of the listener. ▪ Present ideas, opinions, experiences and arguments with confidence. ▪ Use discourse markers to enable others to follow what is being said. ▪ Respond with suggestions, feedback and different viewpoints. ▪ Change the topic of an interaction as required. ▪ Indicate understanding and express certainty or uncertainty. ▪ Negotiate meaning in communication. ▪ Make proper use of extra linguistic features such as facial expressions and

			<ul style="list-style-type: none"> gestures. ▪ Use a wide range of discourse markers.
2.	Participate effectively in an informal discussion.	<ul style="list-style-type: none"> ▪ Convey message effectively using appropriate language functions. ▪ Comment and put forward point of a view clearly. ▪ Give opinions on the topic of discussion. ▪ Comment on another person's opinions or viewpoints. ▪ Express thoughts and ideas using verbal and non-verbal communication strategies. ▪ Respect others' views and ideas. 	<ul style="list-style-type: none"> ▪ Convey message effectively using appropriate language functions and idiomatic expressions. ▪ Comment and put forward a point of view clearly and evaluate alternative proposals. ▪ Give opinions by providing relevant explanations, arguments and comments. ▪ Comment on and judge another person's views and opinions with argument. ▪ Be aware of social etiquette and apply in conversation. ▪ Respect others' views and ideas.
3.	Participate effectively in a formal discussion.	<ul style="list-style-type: none"> ▪ Have a discussion on matters related to his/her field. ▪ Ask and reformulate questions as required. ▪ Present a point of view clearly. ▪ Present and respond to arguments. ▪ Take part in informal debates on the issues of current topics and concerns. 	<ul style="list-style-type: none"> ▪ Have a discussion on matters related to his/her field. ▪ Ask, reformulate and paraphrase questions as required. ▪ Present a point of view clearly and in a convincing way. ▪ Present and respond to arguments convincingly. ▪ Take part in both formal and informal debates on the issues of current topics and concerns. ▪ Make critical remarks or express disagreement.
4.	Give and take an interview.	<ul style="list-style-type: none"> ▪ Actively participate in an interview both as a interviewer and as an interviewee. ▪ Expand the points being discussed. ▪ Check and confirm information. ▪ Ask questions and respond to them properly. 	<ul style="list-style-type: none"> ▪ Actively participate in an interview, including group interview both as a interviewer and as an interviewee. ▪ Expand the points being discussed in a persuasive way. ▪ Check and confirm information. ▪ Ask questions and respond to them properly.
5.	Use telecommunications effectively.	<ul style="list-style-type: none"> ▪ Use telecommunications such as telephone, Skype and Viber effectively for 	<ul style="list-style-type: none"> ▪ Use telecommunications such as telephone, Skype and Viber effectively for personal and

		personal purposes.	professional purposes. <ul style="list-style-type: none"> ▪ Maintain appropriate etiquette and ethics of telecommunications.
6.	Narrate a sequence of events or process	<ul style="list-style-type: none"> ▪ Narrate a sequence of events or processes using appropriate structures and vocabulary. 	<ul style="list-style-type: none"> ▪ Narrate a sequence of events or processes using appropriate structures and vocabulary.
7.	Use supra-segmental features like stress, tone and intonation for expressing a range of meanings and emotions.	<ul style="list-style-type: none"> ▪ Speak fluently and accurately with acceptable pronunciation, stress and intonation patterns. ▪ Produce utterances with appropriate features of connected speech such as assimilation and elision. 	<ul style="list-style-type: none"> ▪ Speak fluently and accurately with acceptable pronunciation, stress and intonation patterns. ▪ Produce utterances with appropriate features of connected speech such as assimilation and elision.
8.	Make effective presentations.	<ul style="list-style-type: none"> ▪ Generate ideas and make presentations appropriate to the purpose and audience. ▪ Choose appropriate expressions and registers according to the context/field. ▪ Maintain appropriate posture and eye contact. 	<ul style="list-style-type: none"> ▪ Generate ideas and make presentations appropriate to the purpose, audience, time and style. ▪ Choose appropriate expressions and registers according to the context/field. ▪ Use appropriate discourse markers. ▪ Maintain appropriate posture and eye contact. ▪ Use effective presentation skills.
9.	Describe, people, objects, events, etc.	<ul style="list-style-type: none"> ▪ Describe people, objects, events, etc. using appropriate structures and vocabulary. 	<ul style="list-style-type: none"> ▪ Describe people, objects, events, etc. using appropriate structures and vocabulary.
10.	Seek and provide a wide variety of information.	<ul style="list-style-type: none"> ▪ Use a range of question forms for seeking and confirming required information. ▪ Give detailed information on different topics. 	<ul style="list-style-type: none"> ▪ Use a range of expressions for seeking, confirming, checking and elaborating required information. ▪ Give detailed information on different topics.
11.	Speak with critical analysis and evaluation.	<ul style="list-style-type: none"> ▪ Express personal opinions to clarify the points expressed. ▪ Present reasons and examples from different sources such as reviews of books, plays and interviews to defend opinions and judgments. 	<ul style="list-style-type: none"> ▪ Express personal opinions to clarify the points expressed and persuade the interlocutors. ▪ Present reasons, examples and the details from different sources such as reviews of books, plays and interviews to defend opinions and

			judgments.
12.	Understand and demonstrate inter-cultural understanding.	<ul style="list-style-type: none"> ▪ Express one’s own cultural values and practices effectively and clearly. ▪ Express tolerance and respect for the cultural practices of other people. 	<ul style="list-style-type: none"> ▪ Express one’s own cultural values and practices and compare it with that of others. ▪ Express tolerance and respect for the cultural practices of other people.

Note: The prescribed language functions should be included while selecting topics and tasks for speaking.

3.3 Reading

S. N.	Reading constructs	Learning outcomes	
		Grade 11	Grade 12
1.	Read the texts intensively for information and understanding.	<ul style="list-style-type: none"> ▪ Scan the text and retrieve specific information from it. ▪ Skim the text and get its main idea/theme. ▪ Identify the topic sentence of a paragraph. ▪ Distinguish between cause and effect. ▪ Separate facts from opinions. ▪ Compare and contrast ideas. ▪ Find out main ideas and supporting details. ▪ Deduce the meanings of unfamiliar words and phrases in a given context. ▪ Read the texts and identify the order of events. ▪ Identify explicit as well as implicit information. ▪ Read and interpret the graphic organizers (e.g. Venn diagram, time line, semantic webs, etc.) given in the text to facilitate understanding of grade appropriate reading texts. 	<ul style="list-style-type: none"> ▪ Scan the text and retrieve specific information from it. ▪ Skim the text and get its main idea/theme. ▪ Distinguish between cause and effect and fact and opinions. ▪ Compare and contrast ideas. ▪ Identify different points of view. ▪ Find out main ideas and supporting details. ▪ Deduce the meanings of unfamiliar words and phrases in a given context. ▪ Read the text and identify the order of events. ▪ Identify explicit as well as implicit information. ▪ Read and interpret the graphic organizers (e.g. Venn diagram, time line, semantic webs, etc.) given in the text to facilitate understanding of grade appropriate reading texts. ▪ Follow the pattern of arguments with the help of the clues available in the text.
2.	Read a variety of literary texts for pleasure,	<ul style="list-style-type: none"> ▪ Read and interpret literary texts (e.g. short stories, essays, poems and dramas) 	<ul style="list-style-type: none"> ▪ Read and interpret literary texts (e.g. short stories, essays, poems and dramas) from a wide variety of authors,

	appreciation and interpretation.	<p>from a wide variety of authors, subjects and genres.</p> <ul style="list-style-type: none"> ▪ Read and respond to literary works that represent a range of social, historical and cultural perspectives. ▪ Interpret multiple levels of meaning such as literal meaning, contextual meaning, figurative meaning and intended meaning in literary texts. ▪ Analyse and evaluate fiction and non-fiction including the effect of diction and figurative language. ▪ Analyse special features of languages that distinguish literary texts from non-literary ones. ▪ Appreciate literary texts of appropriate level. ▪ Determine the themes of literary texts. ▪ Describe the characters of the literary texts. 	<p>subjects and genres.</p> <ul style="list-style-type: none"> ▪ Read and respond to literary works that represent a range of social, historical and cultural perspectives. ▪ Interpret multiple levels of meaning such as literal meaning, contextual meaning, figurative meaning and intended meaning in literary texts. ▪ Analyse and evaluate fiction and non-fiction including the effect of diction and figurative language. ▪ Analyse special features of languages that distinguish literary texts from non-literary ones. ▪ Appreciate literary texts of appropriate level. ▪ Determine the themes of literary texts. ▪ Describe the characters of the literary texts.
3.	Read the texts and critically analyse, interpret and evaluate the information.	<ul style="list-style-type: none"> ▪ Determine the writer's attitude, perspectives, purposes and intended meaning. ▪ Identify the particular kind of language used in a particular text. ▪ Analyse and synthesize information from different sources by making connections and showing relationships with other texts, ideas and subjects. ▪ Form a variety of questions at different levels about the text. ▪ Read, review and present a critical response to a text. ▪ Express opinions and make judgments about ideas, information, experiences 	<ul style="list-style-type: none"> ▪ Determine the writer's attitude, perspectives, purposes and intended meaning. ▪ Identify the particular kind of language used in a particular text. ▪ Analyse and synthesize information from different sources by making connections and showing relationships with other texts, ideas and subjects. ▪ Form a variety of questions at different levels about the text. ▪ Read, review and present a critical response to a text. ▪ Express opinions and make judgments about ideas, information, experiences and issues presented in literary and factual texts. ▪ Arrive at conclusion and

		<p>and issues presented in literary and factual texts.</p> <ul style="list-style-type: none"> ▪ Arrive at conclusion and comment on a given text. ▪ Summarise the texts. 	<p>comment on a given text.</p> <ul style="list-style-type: none"> ▪ Summarise the texts.
4.	Read the texts closely and understand the structure and organization of the text.	<ul style="list-style-type: none"> ▪ Identify the structure and organization of paragraphs and longer texts by developing an awareness of cohesive devices. ▪ Analyse the organisational patterns of a text (such as chronological, cause-effect, problem-solution and reason-conclusion). ▪ Identify cohesive devices and their referents. ▪ Identify the discourse markers and their functions in the texts. 	<ul style="list-style-type: none"> ▪ Identify the structure and organization of paragraphs and longer texts by developing an awareness of cohesive devices. ▪ Analyse the organisational patterns of a text (such as chronological, cause-effect, problem-solution and reason-conclusion). ▪ Identify cohesive devices and their referents. ▪ Identify the discourse markers and their functions in the texts. ▪ Compare the structure of different types of text organization.
5.	Read the texts and predict the content and make inference.	<ul style="list-style-type: none"> ▪ Read the title and predict the content of the text. ▪ Make predictions about the content of a text while reading based on contextual clues, text features, background knowledge, patterns of relationship of ideas, etc. ▪ Make predictions about upcoming events in the narrative texts. ▪ Make inferences from contextual information, writer's viewpoints, implied information, etc. ▪ Use knowledge of the world or background knowledge while reading. 	<ul style="list-style-type: none"> ▪ Read the title and predict the content of the text. ▪ Make predictions about the content of a text while reading based on contextual clues, text features, background knowledge, patterns of relationship of ideas, etc. ▪ Make predictions about upcoming events in the narrative texts. ▪ Make inferences from contextual information, writer's viewpoints, implied information, etc. ▪ Use knowledge of the world or background knowledge while reading.
6.	Read the texts and take notes.	<ul style="list-style-type: none"> ▪ Make notes by reading various resources. ▪ Read a text and make notes covering the key points. 	<ul style="list-style-type: none"> ▪ Make notes by reading various resources. ▪ Read a text and make notes covering the key points. ▪ Organise the notes and write on what has been read.
7.	Read and	<ul style="list-style-type: none"> ▪ Interpret and integrate 	<ul style="list-style-type: none"> ▪ Interpret and integrate

	interpret the para-orthographic texts.	information presented in diagrammatic forms (charts, graphs, tables, maps etc.) <ul style="list-style-type: none"> Paraphrase information or ideas of the texts. 	information presented in diagrammatic forms (charts, graphs, tables, maps etc.) <ul style="list-style-type: none"> Paraphrase information or ideas of the texts.
8.	Read texts and deduce the meaning of unfamiliar lexical items from the context.	<ul style="list-style-type: none"> Deduce the meaning of unfamiliar lexical items on the basis of contextual, syntactic and semantic clues. 	<ul style="list-style-type: none"> Deduce the meaning of unfamiliar lexical items on the basis of contextual, syntactic and semantic clues.
9.	Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference material.	<ul style="list-style-type: none"> Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference materials. 	<ul style="list-style-type: none"> Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference materials.
10.	Read and identify the practices and values of national and target cultures.	<ul style="list-style-type: none"> Read and identify the practices and values of national and target cultures. Read a variety of texts from both national and international cultures for information and understanding. Read and compare social, democratic, political and economic issues in both national and international cultures. Read expository texts on issues affecting social, political, economic and cultural aspects in a given society. 	<ul style="list-style-type: none"> Read and identify the practices and values of national and target cultures. Read a variety of texts from both national and international cultures for information and understanding. Read and compare social, democratic, political and economic issues in both national and international cultures. Read expository texts on issues affecting social, political, economic and cultural aspects in a given society.

3.4 Writing

S. N.	Writing constructs	Learning outcomes	
		Grade 11	Grade 12
1.	Compose well-	<ul style="list-style-type: none"> Compose well-formed 	<ul style="list-style-type: none"> Compose well-formed paragraphs including the

	formed paragraphs.	paragraphs including the appropriate topic sentence, supporting details and a concluding sentence.	appropriate topic sentence, supporting details and a concluding sentence.
2.	Write different kinds of letters and emails with appropriate format and layout.	<ul style="list-style-type: none"> ▪ Write different types of personal letters such as letters to friends, and relatives. ▪ Write emails. ▪ Create blogs for expression. 	<ul style="list-style-type: none"> ▪ Write different types of formal letters such as letters to the editors, complain letters, job application letter, and business letters. ▪ Write emails. ▪ Prepare curriculum vitae (CV) with appropriate format and layout. ▪ Create blogs for expression.
3.	Write well organised essays on the given topics and the topics of own interest.	<ul style="list-style-type: none"> ▪ Write well organised descriptive, narrative, argumentative and expository essays on the given topics and the topics of interest. ▪ Edit the written products. 	<ul style="list-style-type: none"> ▪ Write well organised descriptive, narrative, argumentative and expository essays on the given topics and the topics of interest. ▪ Edit the written products.
4.	Write news articles on current issues.	<ul style="list-style-type: none"> ▪ Write articles on current issues using appropriate forms and styles. 	<ul style="list-style-type: none"> ▪ Write articles on current issues using appropriate forms and styles.
5.	Write formal reports in an appropriate style and format.	<ul style="list-style-type: none"> ▪ Write study reports based on project works or mini-researches in an appropriate form and format. 	<ul style="list-style-type: none"> ▪ Write study reports based on project works or mini-researches in an appropriate form and format.
6.	Narrate a sequence of events and personal experiences.	<ul style="list-style-type: none"> ▪ Narrate an event in a chronological order. ▪ Narrate a personal experience appropriately. ▪ Write stories. 	<ul style="list-style-type: none"> ▪ Narrate an event in a chronological order. ▪ Narrate a personal experience appropriately. ▪ Write biographies of famous national and international people. ▪ Write a travelogue/memoire.
7.	Describe a person or event appropriately.	<ul style="list-style-type: none"> ▪ Describe a person or event using appropriate structures and vocabularies. 	<ul style="list-style-type: none"> ▪ Describe a person or event using appropriate structures and vocabularies.
8.	Summarise a text.	<ul style="list-style-type: none"> ▪ Summarise a text into a short form condensing the information. 	<ul style="list-style-type: none"> ▪ Summarise a text into a short form condensing the information.
9.	Write a character sketch.	<ul style="list-style-type: none"> ▪ Write a character sketch of the characters in a text. 	<ul style="list-style-type: none"> ▪ Write a character sketch of the characters in a text with

			sufficient arguments.
10.	Write a book/film review.	<ul style="list-style-type: none"> Write a critical review of a book/film. 	<ul style="list-style-type: none"> Write a critical review of a book/film.
11.	Transfer information from tables, graphs and charts to prose and vice versa.	<ul style="list-style-type: none"> Transfer information from tables, graphs and charts to prose and vice versa. Describe and interpret tables, charts and graphs clearly. 	<ul style="list-style-type: none"> Transfer information from tables, graphs and charts to prose and vice versa. Describe and interpret tables, charts and graphs clearly.
12.	Prepare communiqué and press release.	<ul style="list-style-type: none"> Prepare communiqué in a simple and clear form. 	<ul style="list-style-type: none"> Prepare a press release of an organisation.
13.	Use the mechanics of writing properly.	<ul style="list-style-type: none"> Write a variety of text types using spelling, punctuation, capitalisation, contractions, abbreviations, acronyms, numbers and numerals properly. 	<ul style="list-style-type: none"> Write a variety of text types using spelling, punctuation, capitalisation, contractions, abbreviations, acronyms, numbers and numerals properly.
14.	Use various strategies for generating and organising ideas for writing.	<ul style="list-style-type: none"> Use writing strategies such as brainstorming, making mind maps and spider grams for generating ideas. Gather required information for writing from various printed and online sources. Draft interview questions to collect information. Take notes while reading or interviewing and use the notes for writing. Use a range of organisational strategies such as clustering, webbing, and mapping to present information. Critically analyse the sample writings to find out their structure and styles. 	<ul style="list-style-type: none"> Use writing strategies such as brainstorming, making mind maps and spider grams for generating ideas. Gather required information for writing from various printed and online sources. Draft interview questions to collect information. Take notes while reading or interviewing and use the notes for writing. Use a range of organisational strategies such as clustering, webbing, and mapping to present information. Critically analyse the sample writings to find out their structure and styles.
15.	Apply process approach to writing for producing a variety of	<ul style="list-style-type: none"> Apply the stages of process approach (i.e. planning, making an outline, preparing the first draft and revising, editing and 	<ul style="list-style-type: none"> Apply the stages of process approach (i.e. planning, making an outline, preparing the first draft and revising, editing and producing the final

	creative writings.	producing the final draft) for creating a variety of creative writings such as essays, personal experiences and articles.	draft) to create a variety of creative writings such as essays, personal experiences and articles.
16.	Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference material.	<ul style="list-style-type: none"> ▪ Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference materials for drafting, revising and editing their writing. ▪ Develop personal dictionary. 	<ul style="list-style-type: none"> ▪ Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference materials for drafting, revising and editing their writing. ▪ Develop personal dictionary.

Note:

Self-exploration and self-expression/creative writing should be dealt with as an inherent part while interacting with texts.

4. Scope and Sequence

4.1 Reading

The content of reading section is divided into two parts: Part I and Part II. Part I includes a wide variety of contemporary issue-based thematic texts intended for the practice of (a) intensive reading (b) grammar (c) vocabulary (d) listening and speaking (e) writing. Part II is built on the successful exposition of Part I. Part II includes literary genre-based selected texts of different types for reading for pleasure, for both intensive and extensive purposes so as to enable the learners to discern different aspects of literary texts and practise creative writings, which involves expression of imagination.

Part I (Outlines for the selection of texts)

There will be a wide variety of texts on different issues- both local and global of mainly contemporary concerns, which include gender issues, diaspora, science and technology, depletion of natural resources, etc. There will be maximum 21 reading texts of moderate length not exceeding 2000 words and technical terms at each grade. The texts should be taken from various thematic areas that have been proposed below. Around each selected text, specially tailored exercises will be developed for supporting the learners' engagement with the texts.

S. No.	Thematic areas	Possible topics
1.	Education and humanity	ethics, human values, moral values, education, spirituality, animal rights, patriotism, responsibility of citizens
2.	Health, sports and adventure	yoga, travelogue, illness, disease, diet, nutrition, epidemics, hygiene, mental health, physical exercise, traditional and alternative medicine, meditation
3.	Media and society	change in communication and pace of life, advertising, bias in media, the Internet, radio and television, telephone, press

4.	History and culture	identity, language, ethnicity, ethnic groups in Nepal, folk literature, folk songs, folk culture/children's literature diaspora, ethics, cultural diversity, beliefs, values and norms, etiquette, historical events, national customs
5.	Ecology and development	global warming, deforestation, diversity, sustainable development, population, agronomy, forestry, wildlife, weather, ecosystem, food and water, the effect of man on nature, the environment, natural disaster
6.	Science and technology	ethics and science, impact of ICT on society, entertainment, renewable energy
7.	Globalisation and economy	international economy, migration, poverty and famine, global citizenship
8.	Humour and satire	humour, satire
9.	Democracy and human rights	democracy, human rights, gender, law and justice, legal awareness, children's rights, women's rights, rights of senior citizens, non-violence, charity
10.	Home life, family and social relationships	celebrations and social events, friendship, work, family, social acceptance, sex education
11.	Arts, music and creation	painting, arts, music, creation
12.	Fantasy	fantasy, imagination
13.	Career and entrepreneurship	jobs, career, entrepreneurship, problems of unemployment
14.	Power and politics	power, politics, struggle, conflict
15.	War and peace	war, peace
16.	Critical thinking	critical thinking, divergent thinking, logical thinking

Possible text types for part I

A wide variety of texts will be covered for reading purposes. Reading texts for part I will cover the following types:

- interviews
- book/film reviews
- news reports and articles
- literary writings
- reports
- academic publications
- letters
- essays
- news articles

- biographies/auto-biographies
- product guides
- poems
- blogs
- brochures
- emails
- travelogues/memoire

Part II (Outline for the selection of reading texts)

As mentioned before, this part will consist of different types of creative works that involve the expression of imagination and art so that the students can perceive how language functions differently. These are higher functions. This section will expose the students to a different world of imagination and art. This will encourage them to read more, think more and express with individual artistry. There lies infinite possibility of growing independently. In this part, there will be maximum **20** reading texts of moderate length at each grade.

The genres that will be included in this part along with the number of texts of each genre is given below:

S. N.	Genres	Number of texts to be included
1.	Short stories	7
2.	Poems	5
3.	Essays	5
4.	One act plays	3
Total		20

Based on the above genres, different types of reading and writing tasks should be developed so that the students can think more independently, work creatively and develop a good foundation for the university level education.

The tasks incorporated in this part will focus on:

- glossary
- literary devices used in the texts
- comprehension questions (short and long: literature-based reading, reading between the lines, appreciation of texts, interpretation of texts)
- writing a summary
- describing the character
- comparing and contrasting
- critical and creative writing

4.2 Writing

Grade 11	Grade 12
1. Paragraphs 2. Personal letters (letters to friends and	1. Paragraphs 2. Formal letters (letters to the editors, job

relatives) emails, blogs 3. Essays (descriptive, narrative, argumentative and expository) 4. News articles 5. Formal reports based on project works or mini-research 6. Narratives (personal experiences, stories, events, travelogues, memoir) 7. Descriptions (persons, events) 8. Summaries 9. Character sketch 10. Book/film review 11. Transferring information from para-orthographic texts 12. Communique 13. Mechanics of writing 14. Writing strategies 15. Process approach to writing	application, business letters) 3. Curriculum vitae 4. Essays (descriptive, narrative, argumentative and expository) 5. News articles 6. Formal reports based on project works or mini-research 7. Narratives (personal experiences, stories, events, travelogues, memoir) 8. Descriptions (persons, events) 9. Summaries 10. Character sketch 11. Book/film review 12. Transferring information from para-orthographic texts 13. Press release 14. Mechanics of writing 15. Writing strategies 16. Process approach to writing
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4.3 Listening and speaking

As far as possible listening and speaking skills will be practised not in isolation but in the context of reading texts in an integrated way. Listening texts will cover the following types in both grades:

- Lectures
- Talks
- Presentations
- Conversations
- Personal accounts (e.g. oral anecdotes, past experiences, etc.)
- Interviews
- Short discussions
- Narratives (e.g. radio dramas)
- Procedures (e.g. instructions and directions)
- Factual accounts (news reports, eye witness accounts)
- Explanations (e.g. how an engine works)
- Expositions (debates, speech, advertisements)
- Public announcements
- Weather forecast

Speaking skill will be linked with the prescribed language functions. The prescribed language functions will be included in the tasks and topics for speaking. Speaking tasks and topics should be linked directly to the reading texts. Speaking tasks will cover the following main areas in both grades:

- conversations/interactions
- formal and informal discussions
- interviews
- telecommunications
- narrating
- making presentations
- describing

4.4. Language functions

The language functions prescribed in this curriculum should be the basis developing tasks for listening and speaking, and the grammar should be linked to the language functions.

Grade 11	Grade 12
<ol style="list-style-type: none">1. Expressing good wishes1. Giving directions and instructions2. Expressing agreement/disagreement3. Expressing decisions, intentions and plans4. Expressing obligation5. Requesting and offering6. Suggesting and advising7. Describing objects, people and places8. Asking about opinions/giving opinions9. Describing experiences10. Describing hopes, wants and wishes11. Expressing certainty, probability, doubt12. Interrupting13. Generalizing and qualifying14. Expressing reactions, e.g. indifference15. Talking about regular actions and activities16. Encouraging/discouraging17. Persuading18. Comparing past and present19. Narrating past events, actions and experiences20. Expressing complements21. Reporting	<ol style="list-style-type: none">1. Expressing feelings, emotions and attitudes2. Expressing certainty3. Expressing indifference4. Making comparisons and contrasts5. Arguing/defending a point6. Responding to counter arguments7. Expressing disappointment8. Clarifying9. Describing processes10. Predicting11. Expressing degrees of certainty12. Expressing necessity13. Speculating14. Giving reasons15. Denying16. Complaining/criticizing17. Reminding18. Summarizing19. Narrating past events, actions and experiences20. Reporting21. Announcing

4.5. Grammar

The grammar part of the curriculum will include the following topics:

- a. Adjectives and adverbs
- b. Concord/subject verb agreement
- c. Prepositions
- d. Modal auxiliaries
- e. Tense and aspects
- f. Infinitives and gerunds
- g. Conjunctions,
- h. Relative clause
- i. Voice
- j. Reported speech

The grammar should not be taught separately. It should be dealt with in the texts as far as possible.

4.6. Sounds, vocabulary and dictionary use

- a. Sound system of English
 - Consonants
 - Vowels
- b. Vocabulary study-word formation
 - Stem/root
 - Prefixes
 - Inflexion
 - Parts of speech
 - Nouns-number
 - Spelling
 - Suffixes
 - Derivation
 - Synonyms/antonyms
 - Idioms and phrases
 - Verb conjugation
 - Punctuation
- c. Dictionary use (focus on the use of electronic dictionary)
- d. Idioms and phrasal verbs

The Curriculum has two broad sections : Language Development and literature. The allocation of working hours for language development and literature will be 73 and 55 respectively.

Note: Activities focusing on the specific features of vocabulary e.g. prefixes, suffixes, changing word class, synonyms, antonyms, giving single words, concussing words, etc. should be designed based on the reading texts.

5 Learning Facilitation Process

5.1 Principles of Language Pedagogy

The current grade XI and XII curriculum is based on the following pedagogic principles :

- ***Content and language integrated learning:*** Language learning becomes effective when the learners develop an awareness of some specific content knowledge. Meaningful content relating to the real world helps learners comprehend not only the content itself but also the accompanying language. Integrating content and language is a clear departure from the mere communication towards a meaningful cognition through the language being learnt.
- ***Real world link:*** The principle of real world link is about exposing learners to the realities of the world through meaningful information and knowledge. Simulated and real tasks allow learners to envisage how the English language will be used in their real life.
- ***Diversity as a resource:*** In diverse classrooms, with learners from multilingual and multi-cultural backgrounds, exploiting diversity as a resource helps not only in the teaching learning process but also in creating social cohesion. The content from diverse contexts establishes the pluralistic concept first in the classrooms and later in the real world.
- ***Learning through Information and Communication Technology (ICT):*** With the advent of the ICT, language learning has been more accessible to the learners. The mobile and media technologies allow learners to access learning materials from anywhere and anytime. The use of ICT tools in the classroom pedagogy gives learners more autonomy in different ways.
- ***Learner engagement:*** Language learning becomes enriching as well as fulfilling when learners are fully engaged. Their engagement in the pedagogical process should be ensured with their involvement in the meaningful tasks, projects and out of class activities. Engaged learners are not only successful in developing their language but also become a resource for the class.

5.2 Learning Activities

Based on the above-mentioned pedagogical principles, the following activities have been suggested in order to achieve the competencies of this curriculum:

- Reading and presentation
- Writing projects
- Dramatization, role-play and simulation
- Inquiry-based writing
- Reading for comprehension
- Reading for critical assessment/analysis
- Discussion sessions
- Think - Pair- Share
- RDWS (Read, Discuss, Write and Say/Share)
- Teacher-guided self-study
- Journal writing
- Library visits
- Listening to lyrical poems and songs
- Reciting lyrical poems and songs
- Watching movies (animated/unanimated, comic) and dramas
- Brainstorming and mind mapping
- Quick write/flash writing
- Book/film reviews
- Paraphrasing

5.3 Instructional Materials for Learning Facilitation

Each student must have a textbook. Each teacher should have a teacher's guide and a set of teacher support materials for the appropriate grade, including digital and electronic materials as far as practicable. Teachers should make an extensive and proper use of the board. To make learning easy, effective and interesting, a variety of materials should be used including the following:

- Charts
- Comparison tables
- Role cards
- Newspapers
- Bulletins, brochures
- Pictures/drawings
- Audio-visual materials
- Writing samples (e.g. essay, book/film review, mind mapping, brainstorming, etc.)
- Worksheets
- Flash cards
- Formats (of book review/film review/project work, etc.)
- Dictionaries, computers, audio players and mobile phones
- Multi-media
- Online resources
- Readers
- Additional references
- Sample interpretation/sample summaries/character sketches/poems, etc.

6. Student Assessment

The letter grading system will be used for assessing the students' performance. In order to assess the student's learning achievement as expected by this curriculum, formative as well as summative and internal as well as external assessment will be done.

In order to ensure the learning of the students, informal assessment will be conducted regularly and timely feedback will be provided to the students for improvement. The goal of formative assessment is to help the learners to learn more rather than to check what they have learnt and what they have not. Formative assessment should focus on those areas which pose problems in learning. This can also take the form of remedial teaching. Formative assessment should focus on the development of all the language skills and aspects in the learners. Various classroom activities and techniques should be used to help the learners to learn more. The following techniques/activities can be used as tools for formative assessment:

<ul style="list-style-type: none"> • Observation of students' linguistic behaviour • Anecdotal record • Rating scale • Check lists • Work sample/written samples • Interviews • Home assignments 	<ul style="list-style-type: none"> • Portfolio • Tests (class, weekly, monthly, trimester) • Project works • Creative works • Self-initiation in learning • Class work 	<ul style="list-style-type: none"> • Games • Debates • Story telling/retelling • Poetry recitation • Dramatization/simulation • Role play • Group discussion • Journal writing
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As a part of summative assessment, tests for assessing four skills of language, viz. listening, speaking, reading and writing will be conducted terminally. Listening and speaking tests will be conducted on practical basis. There will be both internal as well as external evaluation as part of summative or final assessment.

6.1 Internal Evaluation: The internal evaluation converts 25 marks. The allocation of marks is as follows:

S. N.	Areas	Marks
1.	Participation	3
2	Listening test	6
3	Speaking test	10
4	Score from terminal exams	6
	Total marks	25

6.2 External evaluation: The external evaluation carries 75 marks. The allocation of marks for each language skill and aspect is given below:

S. N.	Language skills and aspects	Marks
1.	Reading	35
2.	Writing	25
3.	Grammar	10
4.	Vocabulary	5
	Total marks	75

6.3 Alternative Evaluation

For the students with disabilities, alternative assessment tools will be used. They are suggested in the test specification grid.

6.4 Elaboration of Internal Assessment

S. N.	Areas	Marks	Guidelines for evaluation
1.	Participation	3	This covers students' attendance, participation in classroom activities and their performance on classwork, homework and project works assigned to them. The teacher needs to maintain the record of students. The same record is to be consulted to award the marks for this aspect.
2	Listening test	6	<p>1. Listening comprehension</p> <p>Types of sound files:</p> <p>(The sound files may contain: lectures, talks, presentations, poetry, interviews, conversations, short discussions, advertisements, personal accounts (oral anecdotes, past experiences) narratives (e.g. radio dramas), instructions and directions, factual accounts (e.g. eye news reports, eye witness accounts) explanations, public announcements operating instructions, weather forecast)</p> <p>There will be two listening tasks on two different sound files. Each task should consist of three questions.</p> <p><i>Note: The sound files should be authentic and clearly articulated with normal speed of delivery. Each sound file should be of 3 minute maximum in length.</i></p>

			<p>Listening constructs to be focused:</p> <ol style="list-style-type: none"> Specific information Gist Main information and supporting details Specific information and important details <p>Number of sound files: Two sound files each carrying 3 marks will be used.</p> <p>Length of the sound file: Maximum three minutes</p> <p>Types of test items</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">1. Multiple choice</td> <td style="width: 50%;">4. Short answer questions</td> </tr> <tr> <td>2. Fill in the blanks</td> <td></td> </tr> <tr> <td>3. Matching</td> <td></td> </tr> </table> <p>Alternative test methods for students with speech and hearing difficulties</p> <p>For the students with speech and hearing difficulties, any one of the following types of questions can be asked:</p> <ol style="list-style-type: none"> Paragraph writing on a given topic Writing a letter Writing a description of the given picture <p>Time: 20 minutes.</p>	1. Multiple choice	4. Short answer questions	2. Fill in the blanks		3. Matching	
1. Multiple choice	4. Short answer questions								
2. Fill in the blanks									
3. Matching									
3	Speaking	10	<p>The speaking test will be administered practically. The test starts with greeting and introducing to make the students feel comfortable. This will not carry any marks. The speaking test consists of the following sections:</p> <ol style="list-style-type: none"> 1. Introduction and interview (3 marks) The students will be asked at least any three questions on their personal affairs and immediate situation. (How are you preparing for the exam? What will you study after grade 12? What's your aim in life? Do you like English? Why?/Why not?) 2. Describing pictures (4 marks) The students are given a picture or a set of pictures. They are expected to describe the picture in at least 8 sentences. 3. Speaking on a given topic (3marks) The students will be given a topic like; my school, my hobby, my family. They will get one-minute time to 						

			<p>think over the topic and then they will speak on the topic. This will also be done individually.</p> <p>Time: 10 to 15 minutes for per student</p> <p>Alternative test methods for students with visual difficulties</p> <p>For the students with visual difficulties, ask them to narrate a sequence of events instead of the task 2 'describing pictures' above.</p>
4	Score from terminal exams	6	3 marks from each terminal exams

माध्यमिक शिक्षा पाठ्यक्रम

२०७७

सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षा

कक्षा : ११ र १२

विषय सङ्केत : Sol.005 (कक्षा ११) Sol.006 (कक्षा १२)

साप्ताहिक पाठ्यघण्टा : ५

वार्षिक कार्यघण्टा : १६० घण्टा

१. परिचय

शिक्षालाई ज्ञान, सिप, अभिवृत्ति, नेतृत्वकला आर्जन गर्ने, समालोचनात्मक विश्व दृष्टिकोणको आधारमा समाजका घटना परिघटनाको व्याख्या गर्ने र समाज रूपान्तरणमा महत्त्वपूर्ण योगदान गर्ने साधनको रूपमा लिइन्छ । शिक्षालाई समयसापेक्ष बनाउन यसलाई समुदायसँग जोड्नुपर्दछ । व्यक्तिले आफू, परिवार, समाज, राष्ट्र र विश्व परिवेशसँग सामञ्जस्य कायम गर्दै समयानुकूल, स्वच्छ, स्वस्थ र मर्यादित जीवन निर्वाहका लागि क्रियाशील रहन शारीरिक, मानसिक तथा संवेगतत्मक व्यवस्थापन गर्नु आवश्यक हुन्छ । मानव जीवनलाई सहज, उन्नत एवम् सुसंस्कृत बनाउन र सामाजिक सम्बन्धहरूलाई न्यायपूर्ण, सौहार्द्रपूर्ण एवम् सहयोगात्मक बनाउँदै लैजान शिक्षाको महत्त्वपूर्ण भूमिका हुन्छ । समाजलाई समुन्नति र सभ्यतातर्फ अघि बढाउने एउटा प्रभावकारी माध्यमका रूपमा शिक्षालाई लिइन्छ । विश्वमा ज्ञान, विज्ञान र प्रविधिलगायत राजनीति, अर्थतन्त्र, संस्कृति र सामाजिक सम्बन्धहरूमा समेत परिवर्तनहरू आइरहेका हुन्छन् । यस्ता परिवर्तनलाई सम्बोधन गर्न समुदायलाई शिक्षाको पाठ्यक्रमका रूपमा लिई सिकाइका कार्यहरू सञ्चालन गर्नुपर्दछ । विद्यार्थीहरूलाई विद्यालय तहदेखि नै समाज र वातावरणसँग अन्तरक्रिया गर्ने अवसर प्रदान गर्नु पनि आवश्यक छ । यस्तै किशोरकिशोरीमा उत्पन्न हुने द्विविधाहरू व्यवस्थापन गरी कार्यमूलक जीवनमा प्रवेश गर्दा आवश्यक पर्ने जीवनोपयोगी सिपहरू विद्यालय तहमै हासिल गराउनु औचित्यपूर्ण हुन्छ । विद्यालय शिक्षाको राष्ट्रिय पाठ्यक्रम प्रारूप, २०७६ अनुसार कक्षा ११ र कक्षा १२ का विद्यार्थीहरूमा समाजको अध्ययनसहित जीवनोपयोगी सिप विकास गराई मानवीय मूल्य र मान्यतासहित लोकतान्त्रिक समाजमा अनुकूलन हुन सक्ने सक्षम नागरिक तयार पार्ने उद्देश्यले सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षाको यो पाठ्यक्रम तयार गरिएको छ ।

यस पाठ्यक्रममा सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षाको अवधारणा, सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षाको अन्तरसम्बन्ध र विधि, जीवनोपयोगी सिप, मानव समाजको उद्भव र विकास, समाजको विकास र दर्शन, भूगोल र सामाजिक जीवन, विश्व र नेपालको इतिहास, सामाजिक पहिचान र विविधता, संविधान र नागरिक सचेतना, बस्ती, जनसङ्ख्या र विकास, सहरीकरण र बसाइँसराइ, शिक्षा र विकास, स्वास्थ्य सेवा र सामाजिक विकास, अर्थतन्त्र र विकास र समसामयिक घटनाजस्ता विषय समेटिएको छ । यस

पाठ्यक्रमले ज्ञान, सिप, अभिवृत्ति र मूल्यको विकासमा जोड दिएकाले अध्ययन अध्यापनमा सैद्धान्तिकभन्दा व्यावहारिक र प्रयोगात्मक पक्षमा बढी जोड दिनुपर्ने हुन्छ । यस विषयका लागि साप्ताहिक ५ पाठ्यघण्टा र वार्षिक कुल १६० कार्यघण्टा छुट्याइएको छ । विषयवस्तुमा १२० कार्यघण्टाको सैद्धान्तिक तथा ४० कार्यघण्टाको व्यावहारिक अभ्यास समावेश गरिएको छ । मूल्याङ्कनलाई शिक्षणसिकाइ प्रक्रियाको अभिन्न अङ्गका रूपमा प्रयोग गर्नुपर्ने पक्षलाई जोड दिइएको छ । यसका लागि विद्यार्थीमा आवश्यक सामाजिक तथा जीवनोपयोगी शिक्षाका ज्ञान, सिप, अभिवृत्ति र मूल्यहरू हासिल भएनभएको परीक्षण हुने गरी मूल्याङ्कनका विभिन्न विधि तथा साधनहरू निर्माण तथा प्रयोग गर्नुपर्दछ । मूल्याङ्कन प्रक्रियालाई सहजीकरण गर्नका लागि मूल्याङ्कनका आधारसमेत यस पाठ्यक्रममा समावेश गरिएको छ ।

यस पाठ्यक्रममा परिचय, विषयगत रूपमा अपेक्षित ज्ञान, सिप, अभिवृत्ति, मूल्य र कार्य तत्परतालाई समेटेरी त्यसको क्रियात्मक स्वरूपमा सक्षमता निर्धारण गरिएको छ । सिकाइको स्तर र सक्षमताको विशिष्टीकृत विस्तृतीकरण तथा अधिल्ला कक्षासँग लम्बीय सन्तुलन र अन्य विषयसँगको क्षितिजीय सन्तुलनका आधारमा विषयवस्तुको क्षेत्र र क्रम निर्धारण गरिएको छ । विषयगत विशिष्टपन र मौलिकतालाई समेटेरी सिकाइ सहजीकरणका विधि तथा प्रक्रिया प्रस्तुत गरिएको छ । यसमा आन्तरिक र बाह्य मूल्याङ्कनका विधि तथा प्रक्रियासमेत उल्लेख गरी विद्यार्थी मूल्याङ्कनलाई व्यवस्थित गरिएको छ ।

२. तहगत सक्षमता

१. सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षा र सामाजिक विज्ञानविचको अन्तरसम्बन्ध बोध र प्रस्तुति
२. जीवनोपयोगी सिपहरूका अतिरिक्त व्यक्तिगत र सामाजिक जीवनमा अनुसन्धान र सूचना तथा सञ्चार प्रविधिको साधनहरूको प्रयोगलाई जीवनोपयोगी सिपका रूपमा उपयोग
३. सामाजिक जीवनमा जीवनोपयोगी सिप विकास, प्रयोग एवम् स्वस्थ जीवनशैलीको व्यावहारिक अभ्यास
४. मानव जाति तथा समाजको विकासक्रमको विश्लेषण एवम् समाज, विश्वदृष्टिकोण र जीवन दर्शनको अन्तरसम्बन्ध बोध र उपयोग
५. भूगोल र मानवजीवनविचको अन्तरसम्बन्ध बोध र अनुकूलन
६. नेपाल तथा विश्वको ऐतिहासिक तथ्यहरूको खोजी एवम् त्यसका कारण र प्रभावको विवेचना
७. बहुजातीयता र बहुसांस्कृतिकताका विविध आयामहरूको पहिचान तथा समातामूलक समाज निर्माणमा सहभागिता
८. नेपालको विगत र वर्तमान संविधानको तुलना र नागरिक अधिकारप्रतिको सचेतता र कर्तव्यको पालना
९. जनसाङ्ख्यिकी, बसाइँसराइ, बस्ती विकास र सहरीकरणको अन्तरसम्बन्धको खोज र प्रस्तुति
१०. नेपालको अर्थतन्त्र र विकासका आयामहरूसँगको अन्तरसम्बन्धको बोध र प्रस्तुति
११. समसामयिक घटना विश्लेषण र सकारात्मक प्रभावको उपयोग
१२. सामाजिक अध्ययन र जीवनोपयोगी शिक्षामा सूचना प्रविधिको प्रयोग तथा प्रस्तुति
१३. विकास र सामाजिक परिवर्तनमा शिक्षा र स्वास्थ्यले पार्ने प्रभावको विश्लेषण

३. कक्षागत सिकाइ उपलब्धि

कक्षा ११	कक्षा १२
१. सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षाको अर्थ, स्वरूप र महत्त्व बताउन	१. सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षाको अन्तरसम्बन्ध उल्लेख गर्न
२. सामाजिक अध्ययन, सामाजिक शिक्षा र सामाजिक विज्ञानको अन्तरसम्बन्ध खोजी गर्न	२. जीवनोपयोगी शिक्षा, जीवनोपयोगी सिप र स्वस्थ जीवनशैलीबिचको अन्तरसम्बन्ध पहिचान गर्न
३. सामाजिक अध्ययनका सिप र जीवनोपयोगी सिपको अवधारणा उल्लेख गर्न	३. सामाजिक अध्ययन र जीवनोपयोगी शिक्षामा प्रयोग हुने विधि, तथ्याङ्क, सूचनाको परिचय र अन्तरसम्बन्ध बताउन
४. डिजिटल साक्षरताका आधारभूत सिपहरू दैनिक तथा व्हावसायिक जीवनमा प्रयोग गर्न	४. सामाजिक अध्ययनमा सहसम्बन्ध तथा कार्यकारण सम्बन्धको अवधारणा बताउन र प्रयोग गर्न
५. सञ्चार एवम् डिजिटल एप्लिकेसनहरूको व्यावहारिक प्रयोग गर्न	५. अध्ययन प्रस्तावना तयार गर्दा ध्यानदिनुपर्ने पक्षहरू बताउन र अध्ययन प्रस्तावनाको सामान्य खाका कोर्न
६. इन्टरनेटको प्रयोगबाट सूचना, तथ्याङ्क, अध्ययन सामग्रीको खोजी र उतरदायी प्रयोग	६. सामाजिक अध्ययनका लागि समस्याको पहिचान र अध्ययन विधिको चयन गर्न
७. जीवनोपयोगी सिपको व्याख्या गर्न र सामाजिक तथा पेसागत जीवनमा तिनको प्रयोग गर्न	७. सामाजिक अध्ययन र जीवनोपयोगी शिक्षामा तथ्यांक संकलन एवम् विश्लेषणका साधनको प्रयोग र प्रस्तुत गर्न
८. मानवजातिको उद्भव र मानव समाजको विकासक्रमको व्याख्या गर्न	८. जीवनोपयोगी सिपको ऐतिहासिक पृष्ठभूमि बताउन र वर्गीकरण गर्न
९. वर्तमान विश्व परिवेशसँग परिचित हुन र सोअनुरूपको सामाजिक व्यवहार अवलम्बन गर्न	९. समालोचनात्मक चिन्तन, सिर्जनात्मक चिन्तन, समानुभूति, संवेग व्यवस्थापन जस्ता जीवनउपयोगी सिपको अर्थ र महत्त्व बताउन र व्यावहारिक अभ्यास गर्न
१०. विश्वको भौगोलिक परिचय दिन	१०. वर्तमान विश्वको सामाजिक विविधताको विशेषता बताउन र सम्मान गर्न
	११. सामाजिक सम्बन्ध विकासका आधार पहिचान गरी सामाजिक अन्तरनिर्भरताको महत्त्व बताउन
	१२. दर्शन, विश्वदृष्टिकोण र जीवनमा दर्शनको आधारमा वस्तु र घटनाको बोध र विश्लेषण गर्न

	र विश्व मानचित्रमा नेपालको अवस्थिति उल्लेख गर्न	१३. जीवनदर्शन र मानवीय मूल्यमान्यताहरूको बोध गरी सामाजिक व्यवहारमा प्रदर्शन गर्न
११.	मानव र वातावरणबिचको सम्बन्ध पहिचान गर्न	१४. समुदायमा आएका परिवर्तनका कारणहरू खोजी गर्न र समाजिक रूपान्तरणको व्याख्या गर्न
१२.	भौगोलिक विविधताले समाजमा पार्ने असरहरूको विश्लेषण गर्न	१५. नेपालका प्रशासनिक प्रदेशको परिचय दिन र तिनका विशेषताहरू बताउन
१३.	नेपालका पर्यावरणीय क्षेत्रका विविध आयाम र तिनका विशेषताहरू खोजी गर्न	१६. विभिन्न आयामहरूको आधारमा अन्तरप्रादेशिक सम्बन्ध खोजी गर्न
१४.	विश्व इतिहास लेखनको सुरुवाती अवस्थाको वर्णन गर्न	१७. नेपालमा विपद्का प्रकार, कारण, प्रभाव तथा संयन्त्र पहिचान गर्न र विपद् व्यवस्थापनका उपायहरू अवलम्बन गर्न
१५.	मध्यकालीन एसियाको आर्थिक उदय र त्यसपछिको आर्थिक सङ्कुचनको व्याख्या गर्न	१८. सूचना प्रविधिको प्रयोग गरी सामाजिक तथ्य तथा सूचनाको प्रस्तुतीकरण गर्न ।
१६.	औद्योगिक क्रान्तिको परिचय दिई यसका कारण र प्रभावको विश्लेषण गर्न	१९. सामाजिक र भूसूचनाको संकलन र विश्लेषणमा जिआइएस, आर.एस., जिपिएस प्रविधिको महत्त्व बताउन र सामान्यतः प्रयोग गर्न
१७.	विश्वमा लोकतन्त्रको उदय र त्यसले विकासमा पारेको प्रभावको व्याख्या गर्न	२०. नेपालको प्राचिन इतिहासको परिचय दिन र त्यस समयको आर्थिक सामाजिक, राजनितिक अवस्था विश्लेषण गर्न
१८.	नेपालका जाति, जनजाति र दलितका विविध पक्षहरूको पहिचान र सवालहरूको विश्लेषण गर्न	२१. मध्यकालीन इतिहासमा ससाना राज्यहरूको उदय र अवसानको अवस्था उल्लेख गरी सो समयको अर्थतन्त्र, कानून, संस्कृति र कला कौशलको अवस्था विवेचना गर्न
१९.	बहुसांस्कृतिकता र सामाजिक एकताबिचको अन्तरसम्बन्धको समीक्षा गर्न	२२. आधुनिक नेपालको ऐतिहासिक विकासक्रम, राज्यसत्ता, अर्थतन्त्र, कानून, संस्कृति तथा कला कौशलको वर्णन गर्न
२०.	नेपालको अधिराज्यको संविधान २०४७ र नेपालको संविधानको प्रस्तावनाको तुलना गर्न	२३. आफ्नो समुदायमा घटेका महत्त्वपूर्ण घटनालाई समय तालिकामा देखाउन
२१.	नेपालको संविधानको राजनीतिक, कानुनी, आर्थिक र सांस्कृतिक विशेषताहरू उल्लेख गर्न	२४. समाजमा वर्गको अवधारणा र वर्ग विभाजनका आधारहरू बताउन एवम् वर्ग र समाजिक रूपान्तरण बिचको सम्बन्ध पहिचान गर्न
२२.	नेपालको संविधानले व्यवस्था गरेका निर्वाचन प्रणालीको	२५. लैङ्गिक र अपाङ्गताका विविध पक्षहरूको पहिचान गर्न
		२६. धार्मिक तथा क्षेत्रीय पहिचानको परिचय र अवधारणा उल्लेख गर्न

	विश्लेषण गर्न	२७.	समावेशीकरणका माध्यमबाट समतामूलक समाज निर्माणका उपायहरू खोजी गर्न
२३.	राष्ट्र, राष्ट्रियता र राष्ट्रिय सुरक्षाको अवधारणा प्रस्तुत गर्न	२८.	सङ्घीय, प्रादेशिक र स्थानीय सरकारहरूको गठन प्रक्रिया र काम, कर्तव्य, अधिकार बताउन
२४.	बस्तीको परिचय, वर्गीकरण र विशेषता बताउन	२९.	सङ्घीय, प्रादेशिक र स्थानीय सरकारहरूबिचको अन्तरसम्बन्धको खोजी गर्न
२५.	बस्तीहरूको प्रकृति र सामाजिक सेवाबिचको तालमेल उल्लेख गर्न	३०.	नागरिक अधिकारप्रति सचेत रही कर्तव्य र उत्तरदायित्वको बोध एवम् पालन गर्न
२६.	बस्ती विकास र पर्यावरणीय क्षेत्रबिचको सम्बन्ध उल्लेख गर्न	३१.	किशोरकिशोरीका अधिकार सम्बन्धमा सचेत रही कर्तव्य पालनामा जिम्मेवार बन्न
२७.	नेपालको जनसङ्ख्याक अवस्था पहिचान गर्न र जनसङ्ख्या व्यवस्थापनका उपायहरू खोजी गर्न	३२.	मुलुकी संहिताको व्यावहारिक पक्षहरूको बोध र परिपालन गर्न
२८.	नेपालको अर्थतन्त्रका आधार पहिचान गरी विशेषताहरू खोजी गर्न	३३.	सूचनाको हकसँग परिचित हुन र यसको उपयोग गर्न
२९.	समाजका औपचारिक र अनौपचारिक आर्थिक कारोबार पद्धतिहरू खोजी गर्न	३४.	सदाचार र सामाजिक जवाफदेहीको अनुसरण गर्न
३०.	नेपालको आर्थिक तथा सामाजिक विकासमा सार्वजनिक, निजी, सहकारी क्षेत्रको महत्त्व उल्लेख गर्न	३५.	सहरीकरणको अवधारणा र विश्वव्यापी प्रवृत्तिसँग परिचित हुन
३१.	कृषि, उद्योग, निर्माण र सामाजिक क्षेत्रले नेपाली अर्थतन्त्रमा पारेको प्रभाव विश्लेषण गर्न	३६.	नेपालमा सहरीकरणको मापदण्ड, विस्तार र प्रवृत्तिको चर्चा गरी अवसर र चुनौतीको विश्लेषण गर्न
३२.	श्रम शक्ति र रोजगारबिचको अन्तरसम्बन्ध बताउन र उद्यमशीलताका लागि अभिप्रेरित हुन	३७.	बसाइँसराइको अवधारणा, विशेषता र प्रभाव बताउन र सुरक्षित बसाइँसराइका उपायहरू खोजी गर्न
३३.	नेपालको अर्थतन्त्रमा विप्रेषणको योगदान र यसको सामाजिक आर्थिक प्रभाव उल्लेख गर्न	३८.	नेपालको अर्थतन्त्र र वैदेशिक सम्बन्धका आयामहरू उल्लेख गरी छिमेकी देशहरूसँगको सम्बन्धका विविध पक्षहरू विवेचना गर्न
३४.	सरकारी वित्तको स्रोत र वितरण	३९.	नेपालको वैदेशिक व्यापार सन्तुलन र घाटाको अवस्था समीक्षा गर्न
		४०.	क्षेत्रीय तथा वैश्विक सङ्गठनको परिचय दिन दिई तिनको भूमिका व्याख्या गर्न
		४१.	नेपालको वैदेशिक श्रमसम्बन्धी नीतिको सामान्य जानकारी लिन र तिनको कार्यान्वयनका चुनौती र समस्या पहिचान गर्न
		४२.	आर्थिक वृद्धि, मानव विकास तथा दिगो विकास अवधारणा बताउन र नेपालको आर्थिक विकासमा

अवस्थसँग परिचित हुन र यसले सामाजिक विकासमा खेलेको भूमिका समीक्षा गर्न	यिनको भूमिका चर्चा गर्न
३५. नेपालमा गुणस्तरीय स्वास्थ्य सेवाको पहुँच र सामुदायिक सहभागिताको अवस्था विश्लेषण गर्न	४३. गरिबी चक्रको अवधारणा बताउन र नेपालको सन्दर्भमा यसको कारण, प्रभाव एवम् सम्बोधनका उपायहरू खोजी गर्न
३६. समुदायमा अभ्यासमा आएका आधुनिक र परम्परागत स्वास्थ्य सेवा पद्धतिको खोजी र विश्लेषण गर्न	४४. राष्ट्रिय तथा अन्तर्राष्ट्रिय स्तरमा भएका समसामयिक घटनाहरूको खोजी, सङ्कलन र प्रभावको विश्लेषण गर्न
३७. स्वस्थ जीवनशैलीको महत्व बोध र अवलम्बन गर्न	४५. शिक्षा, मानव संसाधन र रोजगारीको अन्तरसम्बन्ध वर्णन गर्न
	४६. शिक्षामा पहुँच, समावेशिता र सामुदायिक सहभागिताको अवस्था विश्लेषण गर्न
	४७. शिक्षाले सामाजिक तथा सांस्कृतिक विकासमा ल्याउने परिवर्तन र प्रभावहरू खोजी गर्न

४. विषयवस्तुको क्षेत्र र क्रम

कक्षा ११			कक्षा १२		
विषयक्षेत्र	विषयवस्तु	पाठ्य घण्टा	विषय क्षेत्र	विषयवस्तु (कक्षा १२)	पाठ्य घण्टा
१. सामाजिक तथा जीवनोपयोगी शिक्षाको अवधारणा	१.१ सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षाको अर्थ, स्वरूप (nature) र महत्त्व १.२ सामाजिक अध्ययन, सामाजिक शिक्षा र सामाजिक विज्ञानको भिन्नता र अन्तरसम्बन्ध १.३ सामाजिक अध्ययनका सिप र जीवनोपयोगी सिपको अवधारणा	५	१. सामाजिक तथा जीवनोपयोगी शिक्षाको अवधारणा	१.१ सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षाको अन्तरसम्बन्ध १.२ जीवनोपयोगी शिक्षा, जीवनोपयोगी सिप र स्वस्थ जीवनशैलीबिचको अन्तरसम्बन्ध १.२.१ पूर्विय चिन्तन परम्परा र भैरहेका अभ्यास १.२.२ पाश्चात्य चिन्तन परम्परा र वर्तमान अभ्यास	४

<p>२.जीवनोपयोगी सिपको रूपमा डिजिटल सिपहरू तथा सामान्य अनुसन्धान सिप</p>	<p>२.१ दैनिक तथा व्यावसायिक जीवनमा आवश्यक डिजिटल साक्षरताका आधारभूत सिपहरू</p> <p>२.१.१ कम्प्युटर तथा प्रिन्टरको प्रयोग</p> <p>२.१.२ सञ्चार एप्लिकेसनहरूको प्रयोग</p> <p>(ब्राउजरको प्रयोग, इन्टरनेटसँग सम्पर्क स्थापना, व्यक्तिगत खाता तयार गर्ने, सुरक्षित पासवर्डको प्रयोग, इमेल पठाउने र लिने, इमेलमा सामग्री संलग्न गर्ने, अन्य सामाजिक सञ्जालका साधनको सुरक्षित प्रयोग)</p> <p>२.१.३ अनलाइन पेमेन्ट एकाउन्ट तयारी र प्रयोग</p> <p>२.१.४ डिजिटल एप्लिकेसनको प्रयोग गरी घर, कार्यालय, अस्पताल, यातायात सेवा लिन सक्ने सिपहरू</p> <p>२.२ इन्टरनेटको प्रयोगबाट सूचना, तथ्याङ्क, अध्ययन सामग्रीको खोजी र प्रयोग</p> <p>२.३ इन्टरनेट र सामाजिक सञ्जालको उत्तरदायी प्रयोग(साइबर कानून, अपराधको जानकारीसहित)</p>	<p>१२</p>	<p>२.जीवनोपयोगी सिपको रूपमा डिजिटल सिपहरू तथा सामान्य अनुसन्धान सिप</p>	<p>२.१ अनुसन्धान परिचय</p> <p>सामाजिक अध्ययनमा प्रयोग हुने विधि, तथ्याङ्क, सूचनाको परिचय, यिनीहरूबिच फरक र अन्तरसम्बन्ध</p> <p>२.२ सामाजिक अध्ययनमा सहसम्बन्ध तथा कार्यकारण सम्बन्धको अवधारणा</p> <p>२.३ अध्ययन प्रस्तावनाको संरचना</p> <p>२.४ लेखनकार्यमा अरुको लेखरचनाको प्रयोग गर्दा ध्यान दिनुपर्ने नैतिक पक्षहरू</p> <p>२.५ सामाजिक अध्ययनका लागि समस्या निर्माण र अध्ययन विधि चयन (सर्भे, अन्तर्वार्ता, क्षेत्र अवलोकन)</p> <p>२.६ सामाजिक तथ्याङ्क र सूचना सङ्कलनका विधि र साधनहरू (डिजिटल साधनको समेत प्रयोग जस्तै गुगल सर्भे फर्म, सामाजिक सञ्जाल, कमर्सियल सफ्टवेयर प्रयोग परिचय)</p> <p>२.७ तथ्याङ्क तथा सूचनाको विश्लेषण र प्रस्तुतीकरण</p> <p>(एक्सेल वा यस्तै अन्य साधनमा डाटा इन्ट्री गर्ने, तालिका, ग्राफ, चार्टमा डाटाको प्रस्तुति गर्ने)</p> <p>२.८ एक्सेल वा यस्तै अन्य साधनको प्रयोगबाट विभिन्न स्प्रेडसिटहरू तयार गर्ने तथा औसत, मध्यक, बहुलाङ्क, तथ्याङ्कको फैलावट आदिको गणनाबाट तथ्याङ्कको विश्लेषण गर्ने</p> <p>२.९ शाब्दिक जानकारीलाई प्रस्तुत गर्ने तरिका</p>	<p>१६</p>
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<p>३. जीवनोपयोगी सिप</p>	<p>३.१ जीवनपयोगी सिपको परिचय र यसको वर्गीकरण</p> <p>३.१.१ निर्णय प्रक्रिया (Decision making)</p> <p>(क) निर्णयको परिचय र प्रकार</p> <p>(ख) निर्णय प्रक्रियाका चरण, प्रयोग र अभ्यास</p> <p>(ग) निर्णयमा अनिर्णीत हुने अवस्थाको पहिचान</p> <p>३.१.२ समस्या समाधान (Problem solving)</p> <p>(क) समस्याको परिचय र पहिचान</p> <p>(ख) समस्या समाधानका चरण</p> <p>(ग) समस्या समाधानको व्यावहारिक अभ्यास</p> <p>३.१.३ सञ्चार (Communication)</p> <p>(क) सञ्चार सिपको पहिचान र प्रकार</p> <p>(ख) सञ्चारका अवरोधहरू</p> <p>(ग) प्रभावकारी सञ्चार र प्रभावकारी सम्बन्ध</p> <p>(घ) प्रभावकारी सञ्चारका माध्यम र अभ्यास</p> <p>(ङ) सामाजिक सञ्जालको सदुपयोग</p> <p>३.१.४ तनाव व्यवस्थापन (Stress management)</p> <p>(क) तनावको अर्थ, सिर्जित अवस्था र असर</p> <p>(ख) तनाव व्यवस्थापनका उपायहरू : समर्पण, प्रतिरोध र सम्भौता तथा तिनका व्यावहारिक अभ्यास</p> <p>(ग) तनाव व्यवस्थापनका रणनीति</p> <p>(घ) द्वन्द्व, तनाव, द्वन्द्व रूपान्तरण</p>	<p>२१</p>	<p>३. जीवनोपयोगी सिप</p>	<p>३.१ जीवनोपयोगी सिपको ऐतिहासिक पृष्ठभूमि, वर्गीकरण र अभ्यास</p> <p>३.१.१ समालोचनात्मक चिन्तन (Critical thinking)</p> <p>(क) अर्थ र महत्त्व</p> <p>(ख) समालोचनात्मक चिन्तनमा प्रयोग हुने सिपहरू</p> <p>(ग) आत्मालोचना र स्वरूपान्तरण</p> <p>(घ) कार्य तथा घटनाको समालोचनात्मक चिन्तन विकास र अभ्यास</p> <p>३.१.२ सिर्जनात्मक चिन्तन (Creative thinking)</p> <p>(क) अर्थ र विशेषता</p> <p>(ख) चरण</p> <p>(ग) सिर्जनात्मक चिन्तनको अभ्यास</p> <p>३.१.३ समानुभूति (Empathy)</p> <p>(क) अर्थ, मूल तत्त्व र किसिम</p> <p>(ख) सिप विकास र अभ्यास</p> <p>३.१.४ आत्मबोध (Self-awareness)</p> <p>(क) आत्मबोधको अर्थ, महत्त्व र तरिका र अभ्यास</p> <p>(ख) आत्ममूल्याङ्कनको अर्थ, तरिका, महत्त्व र प्रयोग</p> <p>३.१.५ संवेग व्यवस्थापन (Emotion management)</p> <p>(क) संवेग र संवेग व्यवस्थापनको अवधारणा, सिप र उपायहरू</p> <p>(ख) किशोरावस्थाका संवेग र यसको व्यवस्थापन</p> <p>(ग) किशोरावस्थामा संवेग नियन्त्रणका लागि योग तथा ध्यान</p>	<p>२१</p>
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	<p>र व्यवस्थापनको प्रक्रिया र अभ्यास</p> <p>(ड) तनाव व्यवस्थापनमा मनोसामाजिक परामर्श, योग र ध्यानको प्रयोग</p> <p>३.१.५ अन्तरवैयक्तिक सिप र सम्बन्ध (Interpersonal skills and relationship)</p> <p>(क) अन्तरवैयक्तिक सिपको अर्थ र महत्त्व</p> <p>(ख) अन्तरवैयक्तिक सम्बन्ध सुधारका उपाय</p> <p>(ग) अन्तरवैयक्तिक सम्बन्ध र सामाजिक सञ्जाल</p> <p>(घ) असल नेतृत्वका लागि अन्तरवैयक्तिक सम्बन्ध व्यवस्थापन</p> <p>(ङ) टोलीकार्य र नेतृत्व विकास</p>				
४.मानव समाजको उद्भव र विकास	<p>४.१ मानवजातिको उद्भव र मानव समाजको विकासक्रम</p> <p>४.१.१ ढुङ्गे युगको जीवन पद्धति</p> <p>४.१.२ कृषि युगको सुरुआत र विकास</p> <p>४.१.३ पुँजीवादी युग, औद्योगिक युग (विश्व) र त्यसको प्रभाव</p> <p>४.२ वर्तमान विश्व परिवेश र सामाजिक व्यवहार</p>	१२	४. समाजको विकास र दर्शन	<p>४.१ वर्तमान विश्वका सामाजिक विविधता र विशेषता (धर्म, संस्कृति, कला र भाषा)</p> <p>४.२ सामाजिक सम्बन्धहरूको विकास र सामाजिक अन्तरनिर्भरता</p> <p>४.३ जीवन दर्शन, सामाजिक मूल्यमान्यताहरू र सामाजिक व्यवहार</p> <p>४.३.१ दर्शनको अर्थ, विभिन्न विश्वदृष्टिकोणको बोध र जीवन दर्शन परिचय</p> <p>४.३.२ विभिन्न विश्वदृष्टिकोणबाट बुझिने जीवन र जगत् (समाज, विविधता र सामाजिक सम्बन्ध)</p> <p>४.३.३ समतामूलक विश्वदृष्टिकोण</p> <p>४.४ दैनिक जीवनमा दर्शनको उपयोगिता</p> <p>४.५ समुदायमा आएका परिवर्तन र सामाजिक रूपान्तरण</p>	१२

<p>५. भूगोल र सामाजिक जीवन</p>	<p>५.१ विश्वको भौगोलिक चिनारी र विश्व मानचित्रमा नेपाल</p> <p>५.२ मानव र वातावरणविचको सम्बन्ध : परिचय, पहिचान र प्रस्तुति</p> <p>५.३ भौगोलिक विविधताले समाजमा पार्ने असरहरू</p> <p>५.३.१ अर्थतन्त्र</p> <p>५.३.२ जीविकोपार्जन</p> <p>५.३.३ क्षेत्रीय र प्रादेशिक अन्तरसम्बन्ध</p> <p>५.३.४ पहुँच र सहजता</p> <p>५.३.५ पर्यटन</p> <p>५.४ नेपालका पर्यावरणीय क्षेत्रका विविध आयाम र तिनका विशेषताहरू</p> <p>५.४.१ भौगोलिक</p> <p>५.४.२ जनसाङ्ख्यिक</p> <p>५.४.३ आर्थिक</p> <p>५.४.४ सामाजिक तथा सांस्कृतिक</p>	<p>१६</p>	<p>५. भूगोल र सामाजिक जीवन</p>	<p>५.१ नेपालका प्रशासनिक प्रदेशको परिचय र तिनका विशेषताहरू</p> <p>५.१.१ भौगोलिक</p> <p>५.१.२ जनसाङ्ख्यिक</p> <p>५.१.३ आर्थिक</p> <p>५.१.४ सामाजिक तथा सांस्कृतिक</p> <p>५.२ अन्तरप्रादेशिक सम्बन्धका विविध आयामहरू</p> <p>५.२.१ आर्थिक र सामाजिक तथा सांस्कृतिक सम्बन्ध</p> <p>५.३ नेपालमा विपत् : प्रकार, कारण, प्रभाव,संयन्त्र, योजना निर्माण र व्यवस्थापन</p> <p>५.४ भूगोल र सामाजिक जीवनमा सूचना प्रविधि</p> <p>५.४.१ सामाजिक तथ्य तथा तथ्याङ्क प्राप्तमा सूचना प्रविधि प्रयोग गरी ग्राफ, चार्ट र रेखाचित्रको माध्यमबाट प्रस्तुति</p> <p>५.४.२ सामाजिक र भूसूचनाको संकलन र विश्लेषणमा जिआइएस, आर.एस., जिपिएस प्रविधिको महत्त्व र प्रयोग</p>	<p>१८</p>
<p>६. विश्वको इतिहास</p>	<p>६.१ विश्वको इतिहास</p> <p>६.१.१ विश्व इतिहासको लेखनको सुरुआत र इतिहास लेखनका मूल प्रवृत्ति</p> <p>६.१.२ मध्यकालीन एसिया : आर्थिक उदय</p> <p>६.१.३ एसियामा आर्थिक सङ्कुचन</p> <p>६.१.४ औद्योगिक क्रान्ति :कारण र प्रभाव(युरोपेली औपनिवेशिकताको सुरुआत)</p>	<p>१५</p>	<p>६.नेपालको इतिहास</p>	<p>६.१ नेपालको इतिहास</p> <p>६.१.१ प्राचीन काल : परिचय र आर्थिक, सामाजिक एवम् राजनीतिक अवस्था</p> <p>६.१.२ मध्य काल :</p> <p>(क) ससाना राज्यहरूको उदय र अवसान</p> <p>(ख) अर्थतन्त्र, कानून, संस्कृति र कला कौशल</p> <p>६.१.३ आधुनिक काल: राज्यसत्ता, अर्थतन्त्र, कानून, संस्कृति र कला</p>	<p>१५</p>

	६.२ लोकतन्त्रको उदय र विकास			कौशल (क) पृथ्वीनारायण शाहदेखि राणाकालको अन्त्यसम्म (ख) सङ्क्रमणकालीन अवधि (वि.सं. २००७ देखि २०१७ सम्म) (ग) पञ्चायत काल (वि.सं. २०१७ देखि २०४७ सम्म) (घ) बहुदलीय लोकतन्त्र (वि.सं. २०४७ देखि २०६३ सम्म) (ङ) दोस्रो सङ्क्रमणकालीन अवधि (वि.सं. २०६३ देखि २०७२ सम्म) (च) सङ्घीय लोकतान्त्रिक गणतन्त्रात्मक काल (वि.सं. २०७२ देखि हालसम्म)	
७. सामाजिक पहिचान र विविधता	७.१ बहुजातीयता र बहुसांस्कृतिकता ७.१.१ जातप्रथा (क) जातप्रथाको प्रारम्भिक इतिहासका तीन अवधारणाहरू : दैवी, शास्त्रीय र व्यवहारजन्य (ख) जात, उपजात र आर्थिक विस्तार ७.१.२ जाति, जनजाति : पहिचान र सवाल : जनसङ्ख्या, मानव अधिकार र समावेशीकरण ७.१.३ दलित सवाल : जनसङ्ख्या, मानव अधिकार र समावेशीकरण ७.२ बहुसांस्कृतिकता र सामाजिक एकता	१८	७. सामाजिक पहिचान र विविधता	७.१ सामाजिक वर्ग, वर्ग विभाजनका आधार र सामाजिक रूपान्तरण ७.२ लैङ्गिक सवाल ७.२.१ लैङ्गिकताको निर्माण : जैविक र सामाजिक ७.२.२ लैङ्गिक तथा यौनिक अल्पसङ्ख्यक ७.२.३ लैङ्गिक समावेशिता ७.३ अपाङ्गताको सवाल ७.३.१ पहिचान र समावेशीकरण ७.४ धार्मिक तथा क्षेत्रीय पहिचान र समावेशीकरण ७.५ समतामूलक समाज निर्माणका उपायहरू	१५
८. संविधान र नागरिक सचेतना	८.१ नेपालको अधिराज्यको संविधान २०४७ र नेपालको संविधानको प्रस्तावनाको तुलना ८.२ नेपालको संविधानको राजनीतिक, कानुनी, आर्थिक र	१२	८. संविधान र नागरिक सचेतना	८.१ सङ्घीय, प्रादेशिक र स्थानीय सरकारहरूको गठन प्रक्रिया, काम, कर्तव्य, अधिकार र अन्तरसम्बन्ध ८.२ नागरिक अधिकार, कर्तव्य र उत्तरदायित्व	१२

	सांस्कृतिक विशेषताहरू ८.३ नेपालको संविधान र निर्वाचन प्रणाली ८.४ राष्ट्र, राष्ट्रियता र राष्ट्रिय सुरक्षाको अवधारणा			८.३ किशोरकिशोरीका कर्तव्य र अधिकार ८.४ मुलुकी संहिताको व्यावहारिक पक्ष ८.५ सूचनाको हक र यसको कार्यान्वयन ८.६ सदाचार र सामाजिक जवाफदेही	
९. बस्ती, जनसङ्ख्या या र विकास	९.१ बस्ती विकास ९.१.१ बस्तीको परिचय र वर्गीकरण ९.१.२ ग्रामीण र सहरी बस्तीका विशेषताहरू ९.१.३ बस्तीहरूको प्रकृति र सामाजिक सेवाविचको तालमेल ९.१.४ बस्ती विकास र पर्यावरणीय क्षेत्र ९.२ जनसङ्ख्या र विकास ९.२.१ जनसङ्ख्या वितरण, परिवर्तन र प्रादेशिक विकास ९.२.२ उमेर संरचनाको सङ्क्रमण र जनसाङ्ख्यिक लाभांशको उपयोग ९.२.३ जनसङ्ख्या व्यवस्थापन	१८	९.सहरीकरण र बसाइँसराइ	८.१ सहरीकरण ८.१.१सहरीकरणको अवधारणा र विश्वव्यापी प्रवृत्ति ९.१.२ नेपालमा सहरीकरणको मापदण्ड, विस्तार र प्रवृत्ति ९.१.३ गाउँ सहर सम्बन्ध र जीविकोपार्जन शैली ९.१.४ सहरीकरणका अवसर र चुनौती ९.२ बसाइँसराइ ९.२.१ बसाइँसराइको अवधारणा र विशेषता ९.२.२ बसाइँसराइको वर्गीकरण, प्रवृत्ति र प्रभाव ९.२.३ सुरक्षित एवम् मर्यादित आप्रवासन ९.२.४ बसाइँसराइ र यसको प्रभाव (क) आर्थिक (विप्रेषणसहित) (ख) सामाजिक (ग) सांस्कृतिक	१८
१०. अर्थतन्त्र र विकास	१०.१ नेपालको अर्थतन्त्रका आधार र विशेषताहरू: कृषि, पर्यटन, उद्योग र व्यापार १०.२ नेपालको अर्थतन्त्रमा	१६	१० अर्थतन्त्र र विकास	१०.१ नेपालको अन्तर्राष्ट्रिय सम्बन्ध, अर्थतन्त्र र विकास १०.१.१ नेपालको विदेश नीतिका आधार र अन्तर्राष्ट्रिय सम्बन्ध (भारत,	१८

	<p>सार्वजनिक, निजी, सहकारी क्षेत्रको तीन खम्बे नीतिको महत्त्व</p> <p>१०.३ विप्रेषण र नेपाली अर्थतन्त्र</p> <p>१०.४ नेपाली समाजमा विद्यमान आर्थिक क्रियाकलाप तथा औपचारिक र अनौपचारिक आर्थिक कारोबार पद्धतिहरू</p> <p>१०.५ कृषि, उद्योग, निर्माण र सामाजिक क्षेत्रको नेपाली अर्थतन्त्रमा प्रभाव</p> <p>१०.६ श्रम शक्ति, रोजगार र उद्यमशीलता</p> <p>१०.७ सरकारी वित्त: स्रोत, वितरण र सामाजिक विकास</p>			<p>चिन र अन्य विश्वसम्बन्ध)</p> <p>१०.१.२ अर्थतन्त्र र नेपालको वैदेशिक सम्बन्ध</p> <p>१०.१.३ नेपालको भारत र चिनसँगको सामाजिक सांस्कृतिक र आर्थिक सम्बन्ध</p> <p>१०.२ वैदेशिक व्यापार सन्तुलन र घाटा</p> <p>१०.३ नेपालको वैदेशिक श्रमसम्बन्धी नीति</p> <p>१०.४ क्षेत्रीय, वैश्विक सङ्गठनको सामाजिक आर्थिक भूमिका</p> <p>१०.४.१ सार्क (SAARC)</p> <p>१०.४.२ बिमस्टेक (BIMSTEC)</p> <p>१०.४.३ विश्व व्यापार सङ्गठन</p> <p>१०.४.४ साफ्टा</p> <p>१०.५. आर्थिक वृद्धि, मानव विकास तथा दिगो विकास अवधारणामा नेपालको आर्थिक विकास</p> <p>१०.६. नेपालमा गरिबी चक्र र सम्बोधनका उपायहरू</p> <p>१०.७ निम्नलिखित क्षेत्रसँग सम्बन्धित राष्ट्रिय तथा अन्तर्राष्ट्रिय स्तरका समसामयिक घटनाहरू</p> <p>(क) शिक्षा</p> <p>(ख) विज्ञान तथा प्रविधि</p> <p>(ग) राजनीति</p> <p>(घ) अर्थतन्त्र</p> <p>(ङ) समाज</p>	
११. स्वास्थ्य	<p>११.१ स्वास्थ्य</p> <p>११.१.१ नेपालमा गुणस्तरिय</p>	१५	११ शिक्षा र	<p>११.१ शिक्षा</p> <p>११.१.१ शिक्षा र मानव संसाधन</p>	११

सेवा र सामाजिक विकास	स्वास्थ्य सेवा: पहुँच र सामुदायिक सहभागिता ११.१.२ नेपालको समुदायमा अभ्यासमा आएका आधुनिक र परम्परागत स्वास्थ्य सेवा पद्धति ११.२ स्वस्थ जीवनशैली र सामाजिक जीवन ११.२.१ पोषणयुक्त तथा सन्तुलित खाना ११.२.२ शारीरिक, मानसिक र आत्मिक स्वास्थ्य ११.२.३ विभिन्न दुर्व्यसन, कुलत तथा लागु पदार्थप्रतिको सजगता ११.२.४ किशोरावस्था र स्वस्थ जीवनशैली ११.२.५ योग तथा ध्यानको महत्त्व र अभ्यास ११.२.६ फुर्सदको उपयोग, खेल, मनोरञ्जन, आराम तथा निन्द्रा ११.२.७ सामुदायिक सहभागिता : सामुदायिक कार्य र स्काउट ११.२.८ मितव्ययी जीवनशैली र आर्थिक व्यवस्थापन		सामाजिक विकास	विकास ११.१.२ शिक्षामा पहुँच र समावेशिता ११.१.३ शिक्षाले सामाजिक तथा सांस्कृतिक विकासमा ल्याउने परिवर्तन र प्रभाव ११.१.४ नेपालको शिक्षामा समुदायको सहभागिता ११.१.५ शिक्षा र रोजगार	
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५. विषयक्षेत्र र पाठ्यघण्टा

क्र.स.	विषय क्षेत्र	कक्षा ११			कक्षा १२			
		पाठ्यघण्टा			विषय क्षेत्र	पाठ्यघण्टा		
		जम्मा	सैद्धान्तिक	प्रयोगात्मक		जम्मा	सैद्धान्तिक	प्रयोगात्मक
१.	सामाजिक तथा जीवनोपयोगी शिक्षाको अवधारणा	५	४	१	१. सामाजिक तथा जीवनोपयोगी शिक्षाको अवधारणा	४	३	१
२.	जीवनोपयोगी सिपको	१२	९	३	जीवनोपयोगी	१६	१३	३

	रूपमा डिजिटल सिपहरू तथा सामान्य अनुसन्धान सिप				सिपको रूपमा डिजिटल सिपहरू तथा सामान्य अनुसन्धान सिप			
३.	जीवनोपयोगी सिपा	२१	११	१०	जीवनोपयोगी सिप	२१	११	१०
४.	मानव समाजको उद्भव र विकास	१२	१०	२	मानव समाजको उद्भव र विकास	१२	१०	२
५.	भूगोल र सामाजिक जीवन	१६	१२	४	भूगोल र सामाजिक जीवन	१८	१४	४
६.	विश्वको इतिहास	१५	१२	३	नेपालको इतिहास	१५	१२	३
७.	सामाजिक पहिचान र विविधता	१८	१४	४	सामाजिक पहिचान र विविधता	१५	१२	३
८.	संविधान र नागरिक सचेतना	१२	१०	२	संविधान र नागरिक सचेतना	१२	१०	२
९.	बस्ती र जनसाङ्ख्यिकी	१८	१४	४	सहरीकरण र बसाइँसराइ	१८	१३	५
१०.	अर्थतन्त्र र विकास	१६	१२	४	अर्थतन्त्र र विकास	१८	१३	५
११.	स्वास्थ्य र सामाजिक विकास	१५	१२	३	शिक्षा र सामाजिक विकास	११	९	२
	जम्मा	१६०	१२०	४०		१६०	१२०	४०

प्रयोगात्मक कार्य तथा अन्य क्रियाकलाप

आन्तरिक मूल्याङ्कन खण्डमा तोकिएको परियोजना तथा प्रयोगात्मक कार्य, प्रतिवेदन लेखन तथा प्रतिवेदनको प्रस्तुतिअन्तर्गतको १६ अङ्कका लागि तल दिइएका क्रियाकलापहरू गराउनुपर्ने छ । दिइएका क्रियाकलापहरू नमुना मात्र हुन् । स्थानीय परिवेश र विषयको प्रकृतिअनुसार शिक्षकले यस्तै प्रकृतिका अन्य क्रियाकलापहरू गराउन सक्ने छन् । क्रियाकलापको मूल्याङ्कन गर्दा योजना निर्माण, प्रतिवेदन लेखन, प्रतिवेदन प्रस्तुति, व्यवहार परिवर्तनको अवस्था, सिपको प्रतिविम्बन, अवलोकन, प्रत्यक्ष अन्तर्वार्ता आदिका आधारमा अभिलेखीकरण गर्नुपर्ने छ ।

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एकाइ	क्रियाकलाप
१. सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षाको अवधारणा	<ul style="list-style-type: none"> सामाजिक अध्ययनको महत्त्व भल्कने चार्ट तयार पारी कक्षामा प्रस्तुत गर्नुहोस् ।
२. जीवनोपयोगी सिपको रूपमा डिजिटल सिपहरू तथा सामान्य अनुसन्धान सिप	<ul style="list-style-type: none"> शिक्षकको सहयोगमा आफूले अध्ययन गर्न चाहेको एक समस्या वा विषय वा मुद्दा छान्नुहोस् । यससँग सम्बन्धित भएर अध्ययनको समस्या, अध्ययन गर्ने तरिका, समस्या समाधानका लागि तथ्याङ्क र जानकारीहरू सङ्कलन गर्ने तरिका, विधि र साधन तथा प्रस्तुतीकरण गर्ने कुराहरू समावेश गरी अध्ययन प्रस्तावना तयार गर्नुहोस् ।
३. जीवनोपयोगी सिप	<ul style="list-style-type: none"> तपाईंको एक मिल्ने साथीले धूमपान गर्न लागेको छ । उसले तपाईंलाई समेत धूमपान गर्न कर गरिरहेको छ तर तपाईंलाई उसको यो बानी मन पर्दैन । आफूभन्दा बलियो र भिन्न सामाजिक परिवेशबाट आएकाले तपाईं उसलाई केही भनिहाल्न पनि सक्नुहुन्न । अब तपाईं यस्तो कुलतबाट टाढा बस्न के निर्णय गर्नुहुन्छ अनि त्यो निर्णय कसरी कार्यान्वयन गर्नुहुन्छ ? प्रतिवेदन तयार पारी प्रस्तुत गर्नुहोस् । तलको घटना अध्ययन गर्नुहोस् र दिइएका प्रश्नका आधारमा घटना विश्लेषण गरी प्रतिवेदन तयार गर्नुहोस् : तपाईंको एक साथी साथीहरूको सङ्गतमा परेर लागु पदार्थको दुर्व्यसनमा फसेको छ । ऊ परिवारलाई यो कुरा भन्न सकिरहेको छैन तर घरमा सामानहरू हराउने, पैसा हराउने समस्याले अभिभावकहरू हैरान छन् । उसको समूहका साथीहरूबाट पनि ऊ खतरामा छ भने पुलिस प्रशासनबाट पनि पक्राउ पर्ने सम्भावना छ । अभिभावकहरूमा छोरामा आएको परिवर्तनमा थोरै आशङ्का रहे पनि के गर्ने नगर्ने केही गर्न सकिरहेका छैनन् । अब सोच्नुहोस् : (क) माथिका घटनाको मुख्य समस्या केसँग सम्बन्धित छ ? (ख) समस्याका कारणहरू के के हुन सक्छन् ? (ग) समस्या समाधानका उपायहरू के के हुन सक्छन् ? तपाईंको समुदायमा रहेको कुनै एक समस्या पहिचान गर्नुहोस् । यो समस्या कसरी समाधान गर्न सकिन्छ ? समस्या समाधानका लागि योजना तयार पार्ने, समाधानको प्रयास गर्ने र समाधानका लागि आफूले गरेको प्रयास र त्यसको प्रगतिसम्बन्धी सम्पूर्ण योजना तयार पारी प्रस्तुत गर्नुहोस् । तपाईंको कक्षाको एक साथीको एउटा सकारात्मक र एउटा सुधारापेक्षी व्यवहार सङ्केत गरी सङ्केत गरिएको व्यवहार सुधारका लागि साथीले गर्नुपर्ने कार्यकलापको सूची बनाई सकारात्मक कार्यलाई यथावत् राख्न र सुधारापेक्षी व्यवहारलाई सुधार गर्न सुझाव दिनुहोस् र साथीले उसको सूचीअनुसारको व्यवहार पालन गरेनगरेको अवलोकन गरी टिपोट तयार गर्नुहोस् अनि साथीको व्यवहारबाट आफूले समेत सुधार गर्नुपर्ने पक्ष समेत टिपोट गर्नुहोस् । पछिल्लो १५ दिनमा आफूले सामना गर्नुपरेको तनाव उल्लेख गरी उक्त

	तनावका कारण र त्यसलाई समाधान गर्न आफूले गरेका प्रयास उल्लेख गरी प्रस्तुत गर्नुहोस् ।										
४.मानव समाजको उद्भव र विकास	<ul style="list-style-type: none"> ● तपाईंको समाजमा पछिल्लो १५ वर्ष यता के के परिवर्तन भए र त्यसका सामाजिक, आर्थिक, भौगोलिक र वातावरणिय कारणहरूको विवरण संकलन गरी समाज र संस्कृतिको विकासमा यस्ता परिवर्तनको भूमिका सम्बन्धमा कक्षामा प्रस्तुतीकरण गर्नुहोस् । 										
५.भूगोल र सामाजिक जीवन	<ul style="list-style-type: none"> ● तपाईं बसेको भौगोलिक क्षेत्रमा उत्पादन हुने अन्न, फलफूल र तरकारी एवम् तपाईंको भन्दा भिन्न भौगोलिक क्षेत्रमा बस्ने साथीको समुदायमा उत्पादन हुने अन्न, फलफूल र तरकारीको सूची तयार पारी तिनको उत्पादनमा हावापानी, माटो र भूस्वरूपको कारण परेको प्रभावको समानता वा भिन्नता सोधखोज गरी कक्षामा प्रस्तुत गर्नुहोस् । 										
६.विश्वको इतिहास	<ul style="list-style-type: none"> ● लोकतन्त्र र त्यसले समाजमा ल्याएको परिवर्तन सम्बन्धमा समुदायका विभिन्न ५ व्यक्तिलाई भेटी उहाँहरूको अनुभव समेटी एउटा प्रतिवेदन तयार पार्नुहोस् र कक्षामा प्रस्तुत गर्नुहोस् । 										
७.सामाजिक पहिचान र विविधता	<ul style="list-style-type: none"> ● जातीय भेदभाव र छुवाछुतको विरुद्धमा आफ्नो रुचिअनुसार चेतनामूलक गीत, कविता, चित्र वा नाटकमध्ये कुनै एक तयार पार्नुहोस् र कक्षामा प्रस्तुत गर्नुहोस् । ● समाजमा छुवाछुत र जातीय भेदभावको न्यूनीकरणका लागि भएका प्रयासहरूको खोजी गरी एक समाचार वा सम्पादकीयको नमुना तयार पार्नुहोस् । उक्त समाचार वा सम्पादकीय सामाजिक सञ्जालमा पोस्ट गर्नुहोस् र मानिसहरूले के के प्रतिक्रिया जनाए, लेखेर कक्षामा सुनाउनुहोस् । 										
८.संविधान र नागरिक सचेतना	<ul style="list-style-type: none"> ● राष्ट्रियता वा राष्ट्रिय सुरक्षा सम्बन्धमा पत्रपत्रिका वा विभिन्न सञ्चार माध्यमबाट प्रकाशन वा प्रसारण भएका समाचारहरू संकलन गरी कक्षामा प्रस्तुत गर्नुहोस् । ● समुदायमा गएर चुनावमा मतदान गरेका मतदातालाई भेटी मतदान गर्नुको कारण, अपेक्षा र निर्वाचित जनप्रतिनिधिबाट सो अपेक्षा पूरा भएनभएको सम्बन्धमा सूचना सङ्कलन गर्नुहोस् र सोको आधारमा प्रतिवेदन तयार गरी प्रस्तुत गर्नुहोस् । 										
९.बस्ती, जनसाङ्ख्या विकास	<ul style="list-style-type: none"> ● तपाईंको नजिकको कुनै एउटा ग्रामीण बस्ती वा सहरी बस्तीको अवलोकन गरी निम्नलिखित आधारमा अध्ययन गरी निचोड प्रस्तुत गर्नुहोस् : (अवस्थिति, प्रकृति, विशेषता जनसङ्ख्या, सेवा तथा सुविधा, पूर्वधारहरूको विकास) ● छिमेकका १० घरको स्थलगत भ्रमण गरी निम्नानुसार तथ्याङ्क सङ्कलन, विश्लेषण र प्रस्तुतीकरण गर्न पाँच वर्षको अन्तरालको उमेर समूह राखी जनसङ्ख्यालाई स्प्रेडसिटमा तालिकामा प्रस्तुत गर्नुहोस् र तथ्याङ्कलाई बार ग्राफमा प्रस्तुत गर्नुहोस् : <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>उमेर समूह</td> <td colspan="4">तथ्याङ्क</td> </tr> <tr> <td></td> <td>शिक्षा</td> <td>पेसा</td> <td>.....</td> <td>.....</td> </tr> </table>	उमेर समूह	तथ्याङ्क					शिक्षा	पेसा
उमेर समूह	तथ्याङ्क										
	शिक्षा	पेसा							

१०. अर्थतन्त्र विकास	र	<ul style="list-style-type: none"> ● तपाईंको समुदायमा वा छिमेकीको कृषि र उद्योग, व्यापार व्यवसायको अवस्था पहिचान गरी त्यसले तपाईं र छिमेकीको पारिवारिक जीवनस्तर र राष्ट्रिय अर्थतन्त्रमा पुऱ्याएको योगदान समेटी कार्यपत्र प्रस्तुत गर्नुहोस् । ● तपाईंको समुदायमा सफल उद्यमीलाई भेटी निजले उद्यमशीलताको प्रवर्धनका लागि गरेका उदाहरणाय कार्यहरूको विवरण र उहाँको अनुभव समेत समेटी प्रतिवेदन तयार पार्नुहोस् र कक्षामा प्रस्तुत गर्नुहोस् ।
११. स्वास्थ्य सामाजिक विकास	र	स्वस्थ जीवन यापन गर्नका लागि तपाईंले अवलम्बन गरेका उपायहरू के के हुन् ? त्यसबाट तपाईंमा के कस्ता सकारात्मक परिवर्तन आए ? आफ्नो अनुभव समेटी लेख तयार पारी कक्षामा प्रस्तुत गर्नुहोस् ।

कक्षा १२

विषयक्षेत्र	क्रियाकलापहरू																				
१. सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षाको अध्ययन विधि	<ul style="list-style-type: none"> ● दिइएको सूचना फाराममा आफ्नो कक्षाका १० जना साथीहरूको देहायको विवरण तयार पारी तालिकामा देखाउनुहोस् र पेसा र जन्मस्थानको आधारमा ग्राफ वा चार्ट बनाई विश्लेषण गर्नुहोस् <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">साथीको नाम</th> <th rowspan="2">जन्मस्थान</th> <th colspan="3">परिवारका सदस्य</th> <th rowspan="2">अभिभावको पेसा</th> </tr> <tr> <th>महिला</th> <th>पुरुष</th> <th>जम्मा</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>						साथीको नाम	जन्मस्थान	परिवारका सदस्य			अभिभावको पेसा	महिला	पुरुष	जम्मा						
साथीको नाम	जन्मस्थान	परिवारका सदस्य			अभिभावको पेसा																
		महिला	पुरुष	जम्मा																	
२. जीवनोपयोगीसिपको रूपमा डिजिटल सिपहरू तथा सामान्य अनुसन्धान सिप	<ul style="list-style-type: none"> ● तपाईंले अध्ययन गर्ने कुनै एक विषयसँग सम्बन्धित रही अध्ययन शीर्षक, उद्देश्य, प्रयोजन, विधि र साधन प्रस्तावनाको ढाँचा तयार पार्नुहोस् । ● तपाईंले अध्ययन गरेको कुनै एक सामुदायिक समस्याको अध्ययनको सिलसिलामा एक्सेल वा यस्तै अन्य साधनमा डाटा इन्ट्री गर्नुहोस् र तालिका, ग्राफ, चार्ट समेत बनाई पावर प्वाइन्टमाफत कक्षामा प्रस्तुतीकरण गर्नुहोस् । 																				
३. जीवनोपयोगी सिप	<ul style="list-style-type: none"> ● समाजमा आक्रोश वा आवेगका कारण घटेको कुनै एक घटनालाई आधार बनाई घटनाको कारण, प्रतिरोध वा सम्भौता र परिणाम समेटी मनोसामाजिक परामर्शका लागि तनावपूर्वको सचेतना, तनाव व्यवस्थापन र तनावपश्चात्को स्वानुभूतिका बुँदाहरू समेटी प्रस्तुत गर्नुहोस् । ● आफ्नो जीवनको लक्ष्य निर्धारण गर्ने तालिका बनाई कक्षामा प्रस्तुत गर्नुहोस् । 																				

	पच्चिस वर्षभित्र के के गर्नुहुन्छ ?	पैंतिस वर्षभित्र के के गर्नुहुन्छ ?	पचास वर्षभित्र के के गर्नुहुन्छ ?
४.मानव समाजको उद्भव र विकास	<ul style="list-style-type: none"> ● तपाईंको अभिभावकलाई सोधी तपाईंको पाँच पुस्तासम्मको पारिवारिक वंशावली तालिका वा चार्ट तयार पार्नुहोस् र परिवार नै मानव समाज उत्पत्तिको र विकासको मूल आधार हो भन्ने विश्लेषणसहित एक वक्तृता कक्षामा प्रस्तुत गर्नुहोस् । 			
५.भूगोल र सामाजिक जीवन	<ul style="list-style-type: none"> ● तपाईं बसोबास गर्ने प्रदेश र नजिकैको प्रदेशसँगको भौगोलिक, सामाजिक सांस्कृतिक र आर्थिक समानता र भिन्नता खोज गरी प्रस्तुत गर्नुहोस् । ● तपाईं रहेको स्थानीय तहमा हुन सक्ने सम्भाव्य विपत्को अवस्था पहिचान गर्नुहोस् । सो विपत्का सम्भाव्य कारणहरू समेत खोजी गर्नुहोस् र सो विपत्को रोकथामको लागि कसको के भूमिका रहन्छ ? सुभाव समेत समेटी एक प्रतिवेदन तयार पार्नुहोस् । 			
६.नेपालको इतिहास	<ul style="list-style-type: none"> ● वि.सं २००७ देखि हालसम्मका कुनै दश मुख्य मुख्य ऐतिहासिक घटनालाई समयरेखामा देखाउनुहोस् र प्रदर्शन पाटीमा प्रस्तुत गर्नुहोस् । 			
७.सामाजिक पहिचान र विविधता	<ul style="list-style-type: none"> ● तपाईं बसोबास गर्ने समाजमा कुन कुन जात जातिको बसोबास छ ? तिनको विवरण तयार पार्नुहोस् र तिनीहरूका बिचमा के कस्ता सामाजिक आर्थिक समानता वा असमानता छन्? सोधखोज गर्नुहोस् र समानता कायम गर्न के के प्रयास भएका छन् र अब के के गर्नुपर्दछ ? सूची तयार गरी प्रस्तुत गर्नुहोस् । ● नेपालमा महिला अधिकार र लैङ्गिक समावेशीकरणका लागि भएका प्रयासहरूलाई समय रेखामा देखाउनुहोस् ● अपाङ्गता भएका व्यक्तिहरूलाई आवश्यक पर्ने सहयोग र उत्थानका लागि गर्नुपर्ने कार्य समेटेर संवाद वा नाटक तयार गरी अभिनय गर्नुहोस् । 			
८.संविधान र नागरिक सचेतना	<ul style="list-style-type: none"> ● “मतदान गर्नु नागरिकको कर्तव्य हो भने मताधिकारको प्रयोग गरी योग्य उम्मेदवारलाई निर्वाचित गर्नु असल नागरिकको कर्तव्य हो” भन्ने विषयमा वक्तृता तयार गरी कक्षामा प्रस्तुत गर्नुहोस् । ● कक्षामा रहेका विद्यार्थीहरूले समूह बनाई अधिकार र कर्तव्यबिचको सम्बन्धको छलफल गर्नुहोस् र चार्ट बनाई कक्षामा प्रस्तुत गर्नुहोस् । 			
९.बसाइँसराइ र सहरीकरण	<ul style="list-style-type: none"> ● नेपालमा सहरीकरणको प्रवृत्ति (सन् १९५२/५४-२०१८ सम्म) को तथ्याङ्कलाई स्तम्भ चित्र (Bar Chart) मा देखाउनुहोस् । तीव्र गतिले सहरीकरण हुने मुख्य कारणहरू, त्यसबाट उत्पन्न चुनौतीहरूको न्यूनीकरणका लागि के गर्नुपर्ला ? आफ्ना बिचार प्रस्तुत गर्नुहोस् । ● तपाईं बसोबास गर्ने स्थानबाट वैदेशिक रोजगारीमा गई विप्रेषण पठाउने परिवारका सदस्यहरूको आर्थिक, सामाजिक जीवनमा के के प्रभाव परेका छन् ? खोजी गरी छोटो विवरण तयार पारी प्रस्तुत गर्नुहोस् । 			
१०.अर्थतन्त्र र	<ul style="list-style-type: none"> ● नेपालको वैदेशिक व्यापार सन्तुलन र घाटा सम्बन्धामा एक लेख तयार 			

विकास	<p>पारी कक्षामा प्रस्तुत गर्नुहोस् ।</p> <ul style="list-style-type: none"> राष्ट्रिय तथा अन्तर्राष्ट्रिय स्तरमा घटेका कुनै दुई समसामयिक घटनाको सङ्कलन गरी त्यसको कारण, प्रभाव खोजी गरी एक लेख तयार पार्नुहोस् ।
११. शिक्षा र सामाजिक विकास	<ul style="list-style-type: none"> तपाईंको समुदायमा खोलिएका विद्यालय वा क्याम्पसले सो समुदायको विकास र परिवर्तनमा कस्तो भूमिका निर्वाह गरेका छन् ? समुदायका कुनै पाँच जानकार व्यक्तिलाई सोधी उनीहरूका विचार र अनुभवलाई समेटि प्रतिवदन तयार पारी प्रस्तुत गर्नुहोस् ।

६. सिकाइ सहजीकरण प्रक्रिया

सामाजिक अध्ययन र जीवनोपयोगी शिक्षा विषयले विद्यार्थीहरूलाई राष्ट्र र राष्ट्रियताप्रति समर्पित, नागरिक मूल्य मान्यताप्रति सचेत र समसामयिक परिवेशको विश्लेषण र समालोचनात्मक दृष्टिकोणका साथै जीवनोपयोगी सिपसहितको नागरिक तयार गर्ने उद्देश्य राखेको छ । यो पाठ्यक्रम सामाजिक जीवनसँग सम्बन्धित विभिन्न क्षेत्रहरूलाई समेटेर एकीकृत रूपमा तयार गरिएको छ । यसमा उल्लेख गरिएका विषयवस्तुहरूको अध्ययन अध्यापन गराउँदा सबै क्षेत्रलाई उत्तिकै महत्त्व दिनुपर्ने हुन्छ । सम्बन्धित विषयवस्तुको एकीकृत रूपमा सहजीकरण गराई विषयवस्तुको ज्ञान, सिप र धारणाको विकास गराउनुपर्छ । विद्यार्थीहरूमा सैद्धान्तिक र व्यावहारिक दुवै पक्षको विकास गराई सकारात्मक व्यवहारको जगेर्ना गर्नु यस विषयको मुख्य ध्येय हो ।

विद्यार्थीहरूमा समालोचनात्मक तथा सकारात्मक सोचको विकास, प्रतिभा प्रस्फुटन, सिर्जनात्मक सिपको विकास र विविध प्रकारका सामाजिक र जीवनोपयोगी सिपको विकास गरी व्यवहारमा सुधार गर्दै समाजको नेतृत्व गर्न सक्ने क्षमताको विकास गराउने जस्ता मूलभूत उद्देश्यहरू यस विषयले राखेको छ । सामाजिक तथा जीवनोपयोगी शिक्षाका विषयवस्तुको व्यावहारिक ज्ञान दिनका लागि कक्षाभित्र वा बाहिर आआफ्नो कक्षाकोठा, विद्यालय, परिवार, टोल, विभिन्न समूह, समुदायलगायत स्थानीय सरकारसँग सम्बन्धित क्रियाकलापहरू गराउनुपर्ने छ । विषयवस्तुलाई जस्ताको तस्तै कण्ठ गराउने शिक्षण पद्धतिलाई निरुत्साहन गरी विद्यार्थीहरूलाई आआफ्ना समुदायमा खोज गरी सिर्जनात्मक प्रतिभाको विकास गर्न प्रोत्साहन गर्नुपर्ने छ । यस विषयले विद्यार्थीहरूमा कथा, कविता, नाटक, समाचार, चिठी, सम्पादकीय, गीत, प्रतिवेदन, रेखाचित्र, वृत्त चित्र, स्तम्भ चित्र, तालिका, तस्बिर, नक्सा, परियोजना कार्य, क्षेत्रभ्रमण, भूमिका निर्वाह र नेतृत्व विकासजस्ता सिर्जनशील क्रियाकलापमार्फत आवश्यक ज्ञान, सिप र अभिवृत्ति विकास गराउँदै सिर्जनशीलताको विकास गराउने लक्ष्य राखेको छ ।

सिपको विकास गराउन विद्यार्थीलाई बहुबौद्धिकताको सिद्धान्तानुरूप रुचि र क्षमताअनुसारका ज्ञान र सिप एवम् मूल्यहरूको विकाससँग सम्बन्धित क्रियाकलापमा विविधता ल्याउनुपर्छ । यसका निमित्त योजनाबद्ध सिकाइ सहजीकरणको ठुलो भूमिका रहन्छ । विद्यार्थीहरूलाई गर र सिक अनि सिक र गर भन्ने धारणाको अभिवृद्धि गराउनु सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षा विषयको मूल लक्ष्य हो । किशोरकिशोरी आफैले गरेर

सिकेका कुरामा विश्वास गर्छन् । मनमा विश्वास जागेपछि उक्त सिकाइले व्यवहारमा सुधार ल्याउँछ । त्यसैले सामाजिक तथा जीवनोपयोगी शिक्षा विषयमा सिकाइ सहजीकरण गर्दा प्रश्नोत्तर, प्रदर्शन, समस्या समाधान, छलफल विधि, अवलोकन, खोज, अभिनय, परियोजना, प्रयोग, स्थलगत भ्रमण, घटना अध्ययन, समालोचनात्मक चिन्तन जस्ता विद्यार्थीकेन्द्रित शिक्षण विधिहरू प्रयोग गर्नुपर्छ ।

यी विधिहरू नमुना मात्र हुन् । स्थानीय परिवेश, विषयवस्तुको प्रकृति र स्वरूपका आधारमा सिकाइ सहजीकरणमा विविधता ल्याउन सकिने छ । शिक्षकले सिकाइ सहजीकरण गर्दा विद्यार्थीको उमेर, तह, रुचि, बहुबौद्धिकता, मनोविज्ञान, सामाजिक पृष्ठभूमि, विद्यार्थी सङ्ख्या, शैक्षिक सामग्रीको उपलब्धता आदि समेतलाई ध्यान दिनुपर्ने हुन्छ । सहजीकरण गर्दा विद्यार्थीहरूको सहभागिता एवम् सामूहिक तथा सहयोगात्मक सिकाइलाई प्रोत्साहन गर्नुपर्छ । विद्यार्थीलाई समस्या समाधान गर्न गाह्रो वा अप्ठ्यारो परेको अवस्थामा उनीहरूका कमीकमजोरीलाई राम्ररी केलाई शिक्षकद्वारा समस्या समाधानमा सहयोग गर्नुपर्छ । उल्लिखित विधिका अतिरिक्त कथाकथन, मन्थन, कार्यशाला, प्रवचन, सर्वे जस्ता विधिहरू पनि आवश्यकताअनुसार प्रयोग गर्नुपर्छ । सामाजिक अध्ययन र जीवनोपयोगी शिक्षा विषय शिक्षण गर्दा सूचना प्रविधिको समेत सहयोग लिएर सिक्न सक्ने वातावरण तयार गर्नुपर्छ । यस विषयमा गरिने प्रयोगात्मक कार्य, परियोजना कार्य र अन्य कार्यकलाप सिकाइ सहजीकरणका अङ्गको रूपमा रहने छन् ।

६. विद्यार्थी मूल्याङ्कन

विद्यार्थीको सिकाइ उपलब्धि सुनिश्चित गर्न निर्माणात्मक र निर्णयात्मक दुवै प्रकारको मूल्याङ्कन गर्नुपर्ने छ । विद्यार्थीको सिकाइ उपलब्धि सुधारका लागि कक्षा शिक्षणकै क्रममा कक्षाकार्य, परियोजना कार्य, क्षेत्रभ्रमण, , सर्वे, प्रस्तुतीकरण, उपलब्धि परीक्षा जस्ता क्रियाकलाप गराई सैद्धान्तिक तथा प्रयोगात्मक ज्ञान तथा सिप हासिल गराउन आवश्यक छ । यसको प्रभावकारी रूपमा कार्यान्वयन तथा विद्यार्थीको सिकाइस्तर सुधार गर्न सिकाइ सहजीकरण क्रियाकलापको अभिन्न अङ्गका रूपमा निर्माणात्मक मूल्याङ्कनलाई उपयोग गर्नुपर्छ । निर्माणात्मक मूल्याङ्कनको सिकाइ उपलब्धिको निश्चित भारलाई निर्णयात्मक मूल्याङ्कनमा समेत जोडिने छ ।

पाठ्यक्रमले निर्धारण गरेका उद्देश्यअनुरूप विद्यार्थीहरूले ज्ञान, सिप तथा अभिवृत्ति प्राप्त गर्न सके सकेनन् भन्ने कुरा पत्ता लगाउने महत्वपूर्ण संयन्त्र मूल्याङ्कन हो । विद्यार्थीहरूको मूल्याङ्कन गर्दा सिकाइ उपलब्धिहरूलाई ध्यान दिई सक्षमता र सिकाइ उपलब्धिअनुरूप सिकाइको सबै स्तरलाई समेटेर गर्नुपर्दछ । आन्तरिक र बाह्य मूल्याङ्कनमार्फत यस विषयको मूल्याङ्कन हुने छ । पाठ्यक्रमले निर्दिष्ट गरेका उद्देश्यहरू के कति प्राप्त भए, विद्यार्थीहरूले कति ज्ञान, सिप र क्षमता हासिल गरे भनी मूल्याङ्कन गरिन्छ । आन्तरिक र बाह्य प्रणालीद्वारा विद्यार्थीको सिकाइ उपलब्धि मूल्याङ्कन गरिने छ । कक्षा ११ र १२ दुवैमा कुल १६० कार्यघण्टामध्ये ७५ प्रतिशत अर्थात् १२० कार्यघण्टा सैद्धान्तिक र २५ प्रतिशत अर्थात् ४० कार्यघण्टा प्रयोगात्मक तथा अन्य क्रियाकलापलाई छुट्याइएको छ । यसकै आधारमा ७५ प्रतिशत अङ्कका लागि विशिष्टीकरण तालिकाका आधारमा प्रश्नहरू निर्माण गरी बाह्य परीक्षा लिखित रूपमा सञ्चालन हुने छ । २५ प्रतिशत अङ्कका लागि प्रयोगात्मक र अन्य क्रियाकलापका आधारमा आन्तरिक मूल्याङ्कन गर्नुपर्ने छ ।

(क) आन्तरिक मूल्याङ्कन

आन्तरिक मूल्याङ्कनका लागि प्रत्येक विद्यार्थीहरूले गरेका कार्य र उनीहरूमा आएको व्यवहार परिवर्तनको अभिलेख राखी सोका आधारमा अङ्क प्रदान गर्नुपर्दछ । विद्यार्थीहरूले सिके नसिकेको पत्ता लगाई नसिकेको भए कारण पहिचान गरी पुनः सिकाइन्छ भने यस्तो मूल्याङ्कन प्रक्रियालाई निर्माणात्मक मूल्याङ्कन भनिन्छ । कक्षा ११ र १२ को सामाजिक अध्ययन तथा जीवनोपयोगी शिक्षा विषयलाई कक्षाभित्र मात्र सीमित नगरी कक्षा बाहिर पनि अध्ययन गर्न सकिने अनुसन्धानमूलक क्रियाकलाप यहाँ समेटिएको छ । कक्षा शिक्षणमा शिक्षकले निरन्तर मूल्याङ्कनबाट प्राप्त नतिजालाई आधार मानी सिकाइ सुधारका लागि निरन्तर पृष्ठपोषण प्रदान गर्नुपर्दछ ।

यस विषयमा कक्षा ११ र १२ मा कुल भारमध्ये २५ प्रतिशत आन्तरिक मूल्याङ्कन हुने छ । यसको मूल्याङ्कन निम्नानुसार हुने छ :

क्र.सं.	क्षेत्र	अङ्कभार
१.	कक्षा सहभागिता	३
२.	त्रैमासिक परीक्षाको मूल्याङ्कन	६
३.	परियोजना कार्य, प्रयोगात्मक कार्य, प्रतिवेदन लेखन तथा प्रस्तुति र अन्तर्वार्ता	१६
जम्मा		२५

(ख) बाह्य मूल्याङ्कन

यस विषयमा कक्षा ११ र १२ प्रत्येकमा कुल भारमध्ये ७५ प्रतिशत भार बाह्य मूल्याङ्कन हुने छ । कक्षा ११ र १२ प्रत्येक कक्षामा लागि लिइने परीक्षाका लागि पाठ्यक्रम विकास केन्द्रले तयार गरेको विशिष्टीकरण तालिकाअनुसार प्रश्नपत्र निर्माण गर्नुपर्ने छ । यस विषयको परीक्षामा विशेष गरेर ज्ञान/बोध, व्यावहारिक प्रयोग, समस्या समाधान, समालोचना र सिर्जनासँग सम्बन्धित प्रश्नहरू सोधिने छन् । पाठ्यक्रमले निर्धारण गरेका उद्देश्यअनुरूप विद्यार्थीहरूले ज्ञान, सिप, अभिवृत्ति प्राप्त गरे नगरेको मूल्याङ्कन गरिन्छ । बाह्य परीक्षामा अक्षराङ्कन पद्धतिको प्रयोग गरिने छ ।

**Secondary Education Curriculum
2076**

Jurisprudence and Legal Theories

Grades: 11
Credit Hours: 5

Subject code: Jlt.107
Working Hours: 160

1. Introduction

Jurisprudence is considered as the indispensable subject for the study of any law courses. It includes principles, methods and process to study law; and conceptualizes the underlying philosophy and thoughts of any law. Teaching of jurisprudence is vital for the enhancement of the capacity of students towards realistic interpretation of the provisions of law.

This curriculum, which embodies underlying principles, theories and concepts of law, is introduced primarily with a view to impart to students with foundational knowledge on principles, theories and concepts of law. Through this curriculum, students will practically be able to know about law and its importance, its sources and significance in society and; making and enforcing institutions of law.

Contents in the subject have been selected in such a way that it will cater skills of understanding legal systems and uses in legal practices to the students even in the changed context and situation of the legal system in the country. It incorporates the level-wise competencies, grade-wise leaning outcomes, scope and sequence of contents, suggested practical/project activities, learning facilitation process and assessment strategies so as to enhance the learning on the subject systematically.

2. Competencies

At the end of this course, the students will have developed the following competencies:

1. Explain the importance, definition and types of law
2. Discuss several legal thoughts and concepts which are in use in the field of the study of law.
3. Explain general principles and legal thoughts including certain underlying principles which collectively constitute the subject jurisprudence
4. Distinguish between eastern and western legal thoughts and practices
5. Demonstrate understanding about various legal concepts and their implications in understanding of the regime and basis of various legal concepts prevalent in Nepal
6. Illustrate and interpret various legal concepts and their implications in understanding of the regime and basis of various legal concepts prevalent in Nepal

7. Explain and analyze the judicial institutions and their functions from the standpoint of upholding the notion of justice

3. Grade-wise Learning Outcomes

S.N.	Content Area	Learning Outcomes
1	Introduction to Law and Jurisprudence	1.1 Define law through various approaches, scholars and layman's perspective. 1.2 Explain the characteristics and importance of law. 1.3 Outline the concept of jurisprudence.
2	Types of Law	2.1 Compare and distinguish between various types of law from the perspective of the nature, making, jurisdiction, objectives and development. 2.2 Classify law in various categories. 2.3 Interpret law according to its types and specific nature.
3	Sources of Law	3.1 Locate various sources of law from where law emerges. 3.2 Explain expert opinion, conscience and equity as other sources of law.
4	Various School of Thoughts of Jurisprudence	4.1 Infer various schools of thought regarding the understanding of development and underlying idea of jurisprudence. 4.2 Analyze some of the basic tenants of various schools Of thought of law. 4.3 Distinguish between eastern thoughts of law and western school of thoughts.
5	Rights and Duties	5.1 Learn and classify the concepts of rights and duties. 5.2 Categorize the types and distinguish between the correlativity of rights and duties 5.3 Explain various elements of rights and duties. 5.4 Diagnose what refers to having a right and duty means.
6	Concept of Property	6.1 Explain the meaning and concept of property. 6.2 Categorize property in various types like movable-immovable, tangible and non-tangible. 6.3 Assess the process of transfer and acquisition of property. 6.4 Describe the provisions of property law in Nepal.
7	Possession and Ownership	7.1 Explain the concept and meaning of possession and ownership. 7.2 Compare between having possession and having ownership. 7.3 Assess the differences and relationship between possession and ownership. 7.4 Distinguish between different types of possession and ownership and show the relationship between them. 7.5 Explain the process of the acquisition and termination of possession and ownership. 7.6 Describe Nepali legal provisions of possession and ownership.

8.	Concept of Personality	<p>8.1 Describe the essentialities to have personality including their respective theories.</p> <p>8.2 Compare and contrast between legal and natural person.</p> <p>8.3 Describe the legal provisions related to personality in <i>Muluki Civil Code, 2074</i>.</p> <p>8.4 Identify the legal status of fetus, animal and dead body.</p>
9.	Morality and Law	<p>9.1 Explain the meaning of law and morality.</p> <p>9.2 Differentiate between law and morality.</p> <p>9.3 Examine when law and morality overlap with each other.</p>
10.	Concept of Justice	<p>10.1 Interpret and explain the meaning and concept of justice.</p> <p>10.2 Explain the meaning and conceptual development of administration of Justice.</p> <p>10.3 Explain the methods and kinds of administration of justice.</p> <p>10.4 Examine the differences between private and public prosecution.</p>

4. Scope and Sequence of Contents

S.N	Content Areas	Elaboration of Contents	Working Hours
1	Introduction to Law and Jurisprudence	<p>1.1 Concept and meaning of law</p> <p>1.2 Characteristics of law</p> <p>1.3 Importance of law</p> <p>1.4 Concept and meaning of jurisprudence</p> <p>1.5 Kinds of jurisprudence</p> <p>1.6 Scope of jurisprudence</p>	20
2	Types of Law	<p>2.1 Substantive and procedural law</p> <p>2.2 Civil and criminal law</p> <p>2.3 Public and private law</p> <p>2.4 National and international Law</p> <p>2.5 Constitutional law and administrative law</p> <p>2.6 Federal law, state Law and local law</p> <p>2.7 Others: commercial law, contract law, Tort law, environment law, family law, cyber law</p>	12
3	Sources of Law	<p>3.1 Sources of law</p> <p>3.1.1 Custom</p> <p>3.1.2 Legislation</p> <p>3.1.3 Precedent</p> <p>3.2 Others sources: expert opinion, conscience and equity</p>	6
4.	Various Schools of Thought of Jurisprudence	<p>4.1 Schools of jurisprudence and their characteristics</p> <p>4.1.1 Natural school</p> <p>4.1.2 Analytical school</p>	18

		<ul style="list-style-type: none"> 4.1.3 Historical school 4.1.4 Sociological school 4.1.5 Realist school 4.1.6 Economic school 4.2 Eastern jurisprudence and characteristics 	
5.	Rights and Duties	<ul style="list-style-type: none"> 5.1 Definition of rights and duties 5.2 Elements of rights and duties 5.3 Types of rights: <ul style="list-style-type: none"> 5.3.1 Fundamental rights and legal rights, 5.3.2 Human rights and moral rights 5.3.3 Perfect and imperfect rights 5.3.4 Absolute and contingent rights 5.4 Types of duties <ul style="list-style-type: none"> 5.4.1 Fundamental duties 5.4.2 Moral and legal duty 5.4.3 Positive and negative duty 5.5 Inter-relationship between rights and duties 	12
6.	Concept of Property	<ul style="list-style-type: none"> 6.1 Meaning of property 6.2 Types of property 6.3 Acquisition and transfer of property 6.4 Property law in Nepal 	12
7.	Possession and Ownership	<ul style="list-style-type: none"> 7.1 Meaning and definition of possession and ownership 7.2 Elements of possession and ownership 7.3 Types of possession and ownership 7.4 Relation between possession and ownership 7.5 Acquisition and termination of possession and ownership 7.6 Nepali legal framework on possession and ownership 	12
8.	Concept of Personality	<ul style="list-style-type: none"> 8.1 Meaning of person and personality 8.2 Types of person <ul style="list-style-type: none"> 8.2.1 Natural person 8.2.2 Legal/Artificial person 8.3 Characteristics of natural person and legal person 8.4 Theories of corporate personality 8.5 Legal provisions related to personality as per <i>Muluki Civil Code, 2074</i> 8.6 Legal status of: <ul style="list-style-type: none"> 8.6.1 Fetus/unborn child 8.6.1 Animal 8.6.1 Dead body 	10
9.	Morality and Law	<ul style="list-style-type: none"> 9.1 Meaning of morality 	8

		9.2 Relationship between law and morality 9.3 Difference between law and morality	
10.	Concept of Justice	10.1 Meaning of justice 10.2 Meaning of administration of justice 10.3 Kinds of administration of justice 10.4 Concept of public and private prosecution	10
		Total	120

5. Practical activities

Practical is integral part of Secondary Education Curriculum. It focuses more on skill development than knowledge building. It consists of project work, group work, presentation, observation, internship etc. Total of 40 hours has been designated to practical activities and will be carried out under the guidance and monitoring of teacher. Following are only sample practical activities, teacher can assign any relevant practical activity as per requirement.

S. N.	Content Areas	Practical Activities	Working Hours
1.	Introduction to Law and Jurisprudence	1.1 Collect five different definitions of law both in Nepali and English from among various scholars, politician and law makers and display in the classroom. 1.2 Group Work competition: Assign students to make handwritten chart of features, importance and scope of jurisprudence and display in the classroom.	4
2.	Types of Law	2.1 Carry out debates among the students regarding the various types of law. 2.2 Enlist various statutes, acts and law enforcing agencies related to the specific category of law.	4
3.	Sources of Law	3.1 Make a presentation on various sources of law using power point slides or in cardboard or in newsprint paper and present in the classroom.	2
4.	Various Schools of Thought of Jurisprudence	4.1 Prepare presentation slides on the significance of each of the jurisprudential thoughts in Nepali context in the groups of 5-6 students. Present it in the classroom and discuss.	6
5.	Rights and Duties	5.1 Make a comparative chart of fundamental rights and duties of the Constitution of Nepal and carry out debate or discussion on correlativity of rights and duties	4
6.	Concept of Property	6.1 Make a chart of different types of property and present in the classroom. 6.2 Carry out the case study from the community on the process of acquisition and transfer of property. Analyze how property law has helped to regulate it. Present the case study report in the classroom and discuss on the findings and conclusions.	4

7.	Possession and Ownership	7.1 Carry out oratory program on the topics of possession and ownership. 7.2 Work in group work for categorization of elements, types, acquisition and termination of ownership and possession. Prepare a presentation and present in the class.	4
8.	Concept of Personality	8.1 Carry out the interaction between the experts and teachers about types of personality and write a short report. 8.2 Enlist various rights to personality of dead body, fetus and animal and present in the class.	5
9.	Morality and Law	9.1 Carry out the debate about law with morality and law without morality. Write a short reflection report. 9.2 Write an essay reviewing the Hart-Fuller Debate.	2
10.	Concept of Justice	10.1 Visit either nearest court, quasi-judicial bodies, judicial committee of the rural municipality or municipality. Write a report on how they are functioning and ensuring justice to the people and present it in the classroom.	5
Total			40

Note: Each student should maintain a file to keep all the records of the practical activities. For the internal assessment, the same is to be taken as the reference

6. Learning Facilitation Method and Process

Various methods are used for facilitating learning in legal subjects including jurisprudence and legal theories. Some of the major methods and strategies for the facilitation of learning are given below:

- a. Socratic method
- b. Discussion
- c. Demonstration
- d. Problem solving method
- e. Observation
- f. Project works
- g. Field visit/seminar
- h. Case study
- i. Group work and individual work
- j. Jurisprudential inquiry method
- k. Role play and simulation

The teacher shall use appropriate methods and techniques of teaching and facilitating the students in their learning process. The selection of methods and techniques depends on the learning objectives, subject matter, class size, and classroom facilities and so on.

7. Student Assessment

The assessment and evaluation of students' learning will be based on the competencies, learning outcomes and the contents of the curriculum. For this purpose, both the formative and summative assessment approaches are used in the subject. So far as formative assessment strategies are concerned, the teacher uses the following assessment strategies:

- Assessment of students' everyday learning
- Presentation of home assignments by the students
- Students' participation in discussions
- Project work completion
- Weekly, Monthly and trimester tests

With reference to summative assessment, both the internal and external evaluation will be utilized.

a. Internal Evaluation

The internal evaluation in this subject carries 25 percent of the total weightage. It consists of (a) Classroom participation, (b) Marks from trimester examinations and (c) Practical/project work and its report presentation. Mark distribution for these areas of internal evaluation will be as given in the table:

S.N.	Criteria	Marks
1	Classroom participation (Daily attendance, home assignment, classwork, individual, group and class participation in learning, participation in academic and other activities)	3
2	Trimester exam (3 marks from each trimester exam)	6
3	Practical works, project report and presentation	16
	Total	25

b. External Evaluation

External evaluation of the students will be based on the written examination. It carries 75 percent of the total weightage. The types and number questions will be as per the test specification chart developed by the Curriculum Development Centre.

**Secondary Education Curriculum
2076**

Nepali Legal System

Grades: 12
Credit Hours: 5

Subject Code: Nls. 110

Working Hours: 160

1. Introduction

Legal system reflects social behavior of a particular country and also the political and cultural trends of any nation. It consists of both law making and law implementing process. It represents the history and civilization of a particular country and incorporates long inherited legal customs and practices. At present in Nepal, political changes have brought massive changes into law and legal system. This curriculum is, therefore, introduced to acquaint students the fundamental knowledge of Nepali Legal System.

This curriculum on Nepali legal system familiarizes students with the Nepali legal history, legal system and legal education along with its development and aspects of world influence on them. It also presents the court system, justice dispensation procedures and role and functions of the lawyer in the society and legal education.

The curriculum has been offered as per the structure of National Curriculum Framework. It provides a comprehensive outline of level-wise competencies, grade-wise leaning outcomes and scope and sequence of contents, suggested practical/project activities, learning facilitation process and assessment strategies.

2. Competencies

At the end of this course, the students will have developed the following competencies:

1. Demonstrate understanding of the concept, importance and types of legal system.
2. Outline and explain various legal systems prevalent worldwide including their fundamental features and their influences in Nepali legal system.
3. Illustrate the history of legal education and profession of Nepal including their present status.
4. Distinguish between eastern and western legal systems and practices emphasizing on the Hindu Dharma Sastra/Philosophy and their influence/role in development of Nepali legal system.
5. Evaluate the position and basis of the Nepali law, legal system and various legal concepts prevalent in Nepal.
6. Explain the judicial institutions and their functions.

3. Grade-wise Learning Outcomes

S. No.	Content Area	Learning Outcomes
1	Introduction to Legal System	1.1 Define and explain legal system. 1.2 State the importance and characteristics of legal system. 1.3 Outline the concept of legal system and its dimensions.
2	Types of Major Legal System	2.1 Compare and distinguish between major types of legal system. 2.2 Classify various countries based on the legal system they have been following. 2.3 Evaluate major legal system based on their features and criteria. 2.4 Locate the major sources of various legal system.
3	Introduction to Hindu Jurisprudence	3.1 Trace the development of Hindu dharma/jurisprudence. 3.2 Locate various sources of Hindu dharma/jurisprudence. 3.3 Infer various school of thought of Hindu dharma and legal system. 3.4 Distinguish Hindu legal system from rituals and religion. 3.5 Analyze some of the basic characteristics of Hindu legal system. 3.6 Examine the influence and contribution of Hindu Dharma in Nepali context.
4	Development of Nepali Legal System	4.1 Illustrate and show the gradual development of Nepali legal system. 4.2 Categorize the numbers of laws and codes Nepal have enacted and implemented in various span of time. 4.3 Compare between various forms of legal and judicial system prevalent in Nepal before and after codification. 4.4 Compare between various constitutions that Nepal have brought. 4.5 Practically diagnose the historical context of various categories of law that Nepal have had adopted.
5	Introduction to Nepali Legal System	5.1 Demonstrate the sources of Nepali legal system. 5.2 Explain the characteristics of Nepali legal system. 5.3 Evaluate court system, their respective hierarchy. 5.4 Categorize various courts and tribunals. 5.5 Distinguish between the formal court system and alternative dispute resolution mechanism.
6	Influence of Major Legal system in Nepali Legal System	6.1 Discover the extent of influence of various legal systems to Nepali legal system. 6.2 Compare Nepali legal system with major families of legal system. 6.3 Assess the relationship of Nepali legal system with other legal systems.

		6.4 Locate the originality of Nepali legal system.
7	Legal Education in Nepal	7.1 Explain the historical development of legal education in Nepal. 7.2 Illustrate the importance of legal education. 7.3 Examine the track of Legal education in Nepal compare various categories of available modes of legal education. 7.4 Explain legal education in schools, vocational education and university sytem. 7.5 Evaluate the importance of legal education in context of restructured Nepal through the Constitution of Nepal.
8	Legal Profession in Nepal	8.1 Explain the historical development of legal professions in Nepal. 8.2 Analyze the regulating body of lawyers in Nepal i.e. Nepal Bar Council and its composition. 8.3 Illustrate the importance of legal profession. 8.4 Categorize and compare various types of law practitioners. 8.5 Examine the code of conducts of law practitioners. 8.6 Demonstrate the categories of lawyers in Nepal. 8.7 Discover lawyers as social engineers.

4. Scope and Sequence of contents

S.N	Content Area	Elaboration of Contents	Working Hours
1	Introduction to Legal System	1.1 Concept and meaning of legal system 1.2 Importance of legal system 1.3 Characteristics of legal system 1.4 Difference between law and legal system 1.5 Various dimensions of legal system	14
2	Types of Major Legal System	2.1 Sources and fundamental characteristics of major legal systems 2.1.1 Common legal system 2.1.2 Civil legal system 2.1.3 Socialist legal system 2.1.4 Religious legal system	20
3	Introduction to Hindu Jurisprudence	3.1 Meaning and nature of Hindu jurisprudence 3.2 Evolution of Hindu jurisprudence 3.3 Sources of Hindu law 3.4 The schools of Hindu law 3.5 Concept of justice in Hindu jurisprudence	12
4	Development of Nepali Legal System	4.1 Legal system of Nepal before codification 4.1.1Laws of <i>Kirat</i> 4.1.2 Laws of <i>Lichhavi</i> 4.1.3 Laws of <i>Malla</i> period 4.1.4 Contribution of <i>Ram Shah</i>	22

		4.2 Legal system of Nepal after codification 4.2.1 <i>Muluki Ain, 1910 B.S</i> 4.2.2 <i>Muluki Ain, 2020</i> and beyond 4.2.3 Era of specific statutes (2007 BS and beyond) 4.3 Brief constitutional history of Nepal 4.4 <i>Muluki</i> Codes and Procedures	
5	Introduction to Nepali Legal System	5.1 Introduction of Nepali legal system 5.2 Characteristics of Nepali legal system 5.3 Sources of modern Nepali law 5.4 Judicial system of Nepal 5.4.1 Existing hierarchy of courts in Nepal 5.4.2 Tribunals and quasi-judicial bodies 5.4.3 Judicial committee 5.4.4 General concept of judicial activism & judicial review 5.5 Alternative dispute resolution (negotiation, mediation and arbitration)	22
6	Influence of major legal systems in Nepali Legal System	6.1 Influence of Hindu legal system 6.2 Influence of common legal system 6.3 Influence of civil legal system 6.4 Influence of socialist legal system	10
7	Legal Education in Nepal	7.1 Historical development of legal education in Nepal 7.2 Importance of legal education 7.3 Scope of legal education 7.4 Recent trends of legal education in Nepal 7.5 Basic concept and importance of clinical legal education	10
8	Legal Profession in Nepal	8.1 Historical development of legal profession in Nepal 8.2 Lawyers as social engineers 8.3 Categories of lawyers 8.4 Introduction of Nepal Bar Council 8.5 Code of conduct of lawyers 8.6 Punishment for the violation of code of conduct 8.7 Why do lawyers wear black coats?	10
Total			120

5. Practical activities

Practical is integral part of Secondary Education Curriculum. It focuses more on skill development than knowledge building. It consists of project work, group work, presentation, observation, internship etc. Total of 40 hours has been designated to practical activities and will be carried out under the guidance and monitoring of teacher. Following are only sample practical activities, teacher can assign any relevant practical activity as per requirement.

S.N.	Content Area	Practical Activities	Working Hours
1	Introduction to Legal System	<p>1.1 Prepare a chart differentiating law and legal system.</p> <p>1.2 Collect five different definitions both in Nepali and English about legal system and present in the class.</p> <p>1.3 Make a list of various institutions and their respective functions in relation to legal system and present in the class.</p>	4
2	Types of Major Legal System	<p>2.1 Bring black and white map of the world with countries and color them based on the types of legal system respective country follows or prepare the chart of various countries following specific types of legal system.</p> <p>2.2 Organize debates about various types of legal system and write a short reflection report.</p>	4
3	Introduction to Hindu Jurisprudence	<p>3.1 Prepare a report with chronology of development of specific events of Hindu jurisprudence.</p> <p>3.2 Enlist the various sources of Hindu jurisprudence with brief introduction and their features.</p>	4
4	Development of Nepali Legal System	<p>4.1 Divide students into five groups and each group shall bring the guiding laws of specific dynasty.</p> <p>4.2 Visit to the Department of Archaeology for observing the manuscript of <i>Manab Nyaye Sastra</i>. Write a report and present in the class</p> <p>4.3 Search historical documents or information about Nepali legal system from internet websites and write a report and present in the classroom.</p> <p>4.4 Prepare a comparative study of the features <i>Muluki Ain 1910 and Muluki 2020</i> and submit to the teacher.</p> <p>4.5 Prepare a chart on the development of constitutions in Nepal along with their name, year of promulgation, process of promulgation, total number of chapters, articles and annexes.</p>	6
5	Introduction to Nepali Legal System	<p>5.1 Carryout oratory program about the modernization of Nepali legal system and write a short report of it.</p> <p>5.2 Visit nearby court, judicial or quasi-judicial body, write a report and submit to the teacher.</p> <p>5.3 Visit a local level mediation center and write a</p>	8

		report about it and present in the classroom. 5.4 Make a list of various sources of modern Nepali laws searching from different sources.	
6	Influence of Major Legal System in Nepali Legal System	6.1 Listen to the lectures from an expert or visiting resource person on the influence of various legal systems on Nepali laws. Prepare some questions, ask the questions to the expert and make notes and discuss in the classroom. 6.2 Visit some religious pundits or priest and talk about the significance of Hindu laws in Nepali laws. 6.3 Conduct a debate program about the originality of Nepali legal system	4
7	Legal Education in Nepal	7.1 Prepare a chart of historical development of legal education of Nepal. 7.2 Carry out simulation on clinical legal education. 7.3 Search from different sources, i.e., books and journals in libraries or websites about the recent trends and scope of legal education in Nepal and abroad. Make a report and discuss in the classroom.	4
8	Legal Profession in Nepal	8.1 Watch videos, documentary movies related to the legal profession. Make notes and discuss on your reflections in the classroom. 8.2 Role play/ simulation of various profession within legal fraternity (advocates/government attorney/judge/ investigator/journalist/detective/forensic experts) 8.3 Report writing on the role, responsibility and functions of Nepal Bar Council. 8.4 Have a short term internship in the local level as para legal volunteers.	6
Total			40

Note: Each student should maintain a file to keep all the records of the practical activities. For the internal assessment, the same is to be taken as the reference.

6. Learning Facilitation Method and Process

Various methods are used for facilitating learning in legal subjects. Some of the major methods and strategies for the facilitation of learning are given below:

- a. Socratic method
- b. Discussion
- c. Demonstration
- d. Problem solving method
- e. Observation

- f. Project works
- g. Field visit/seminar
- h. Case study
- i. Group work and individual work
- j. Jurisprudential inquiry method
- k. Role play and simulation

The teacher shall use appropriate methods and techniques of teaching and facilitating the students in their learning process. The selection of methods and techniques depends on the learning objectives, subject matter, class size, and classroom facilities and so on.

7. Student Assessment

The assessment and evaluation of students' learning will be based on the competencies, learning outcomes and the contents of the curriculum. For this purpose, both the formative and summative assessment approaches are used in the subject. So far as formative assessment strategies are concerned, the teacher uses the following assessment strategies:

- Assessment of students' everyday learning
- Presentation of home assignments by the students
- Students' participation in discussions
- Project work completion
- Weekly, Monthly and trimester tests

With reference to summative assessment, both the internal and external evaluation will be utilized.

a. Internal Evaluation

The internal evaluation in this subject carries 25 percent of the total weightage. It consists of (a) Classroom participation, (b) Marks from trimester examinations and (c) Practical/project work and its report presentation. Mark distribution for these areas of internal evaluation will be as given in the table:

S.N.	Criteria	Marks
1	Classroom participation (Daily attendance, home assignment, classwork, individual, group and class participation in learning, participation in academic and other activities)	3
2	Trimester exam (3 marks from each trimester exam)	6
3	Practical works, project report and presentation	16
	Total	25

b. External Evaluation

External evaluation of the students will be based on the written examination. It carries 75 percent of the total weightage. The types and number questions will be as per the test specification chart developed by the Curriculum Development Centre.

Secondary Education Curriculum

2076

Procedural Law

Grade: 11

Subject Code: Prl.207

Credit Hour: 5

Annual Working hours: 160

1. Introduction

Procedural law is a tool to apply substantive laws into work or practice. It is a fundamental tool of professionalism for law practitioners. Without the knowledge of procedural law, the study of law becomes futile. This curriculum aims to enhance the knowledge and skills of the students on substantive law and procedural law with core procedures applied in the judicial and quasi-judicial bodies in the context of Nepal. It is expected that the theoretical and practical contents provided through the present structure would make the students capable of using procedural knowledge in the legal field as well as in their practical life.

It embodies concept, meaning, nature, principles and importance of procedural law. It also contains types of procedures and the principles of natural justice and other principles as well. Moreover, the curriculum focuses to enhance the knowledge and skills of the students on legal procedures relating it with the rights and duties as provided by the substantive laws.

This course is structured for a year in accordance with National Curriculum Framework, 2076. It incorporates the level-wise competencies, grade-wise leaning outcomes, scope and sequence of contents, suggested practical/project activities, learning facilitation process and assessment strategies so as to enhance the learning on the subject systematically.

2. Competencies

At the end of this course, the students will have developed the following competencies:

1. Describe concept, nature, importance and principles of the procedural law
2. Differentiate between substantive law and procedural law
3. Demonstrate understanding about the legal procedures as provided by substantive law
4. Explain civil and criminal procedures
5. Explain different types of court procedures
6. Explain the concept of evidence law
7. Demonstrate the skills of pleading in civil and criminal cases
8. Explain court management system
9. Explain the process of appeal court against the decision made by the judicial bodies
10. Explain the procedures of execution of judgment.
11. Define Court management and identify the use of ICT in case management.

3. Grade-wise Learning Outcomes

S.N.	Content Area	Learning outcomes
1	Concept and Nature of Procedural Law	<p>1.1 Define nature and concept of procedural law.</p> <p>1.2 Explain the importance of procedural law.</p> <p>1.3 Differentiate between procedural and substantive law.</p>
2	Types of Procedures	<p>2.1 Explain the various types of Procedures.</p> <p>2.2 Differentiate between general, summary and special procedures.</p> <p>2.3 Describe appellate and trial court procedures.</p> <p>2.4 Describe Writ Procedure and Juvenile justice procedure.</p>
3	Principles of Procedural Law	<p>3.1 Explain the principles of Natural Justice.</p> <p>3.2 Summarize the concept of Locus Standi.</p> <p>3.3 Explain the Principles of Jurisdiction. (Chetradhikar).</p> <p>3.4 Differentiate between limitation and laches.</p> <p>3.5 Explain the Principles of res-judicata (prang nyaya).</p> <p>3.6 Define the Principles of stare decisis.</p> <p>3.7 Differentiate between ratio deeedendi and obiter dicta.</p>
4.	Laws of Evidence	<p>4.1 Explain the meaning and definition of evidence law.</p> <p>4.2 Enlist the various types of primary and secondary evidence.</p> <p>4.3 Differentiate between primary and secondary evidence.</p> <p>4.4 Describe the process of collection and examination of evidence.</p> <p>4.5 Explain the process of examination of witness.</p>
5	Court proceedings and Law of Evidence	<p>5.1 Explain the requirements to be met in legal documents.</p> <p>5.2 Calculate Court fee and charges.</p> <p>5.3 Explain the procedure of registration of complaints.</p> <p>5.4 Tell the legal provisions concerning notice to the parties.</p> <p>5.5 Describe the procedure of issuance of warrant.</p> <p>5.6 Explain the procedure concerning appearance in the court.</p> <p>5.7 State the procedure concerning examination of evidence witness.</p> <p>5.8 Describe the procedure concerning documentation of Parties' statement.</p> <p>5.9 Tell the procedure adjournment.</p> <p>5.10 Illustrate the meaning of revocation and discover condition of withdrawal of cases.</p> <p>5.11 Interpret the meaning and procedure of mediation.</p> <p>5.12 Describe and interpret procedures concerning judgment execution of judgment and correction of the order and judgment.</p>
6	Civil and Criminal Procedures	<p>6.1 Explain the procedures of registration of complaints.</p> <p>6.2 Describe and discuss the process of issuance of italayanama and other relevant notices.</p> <p>6.3 Examine the procedure of myad tameli.</p> <p>6.4 Express the procedure of stay and release (rokka ra</p>

		<p>phukuwa).</p> <p>6.5 Describe and examine the procedure of filing of first information.</p> <p>6.6 State the condition and procedure of arrest and detention of suspects.</p> <p>6.7 Discover the procedure of filing of charge sheet and prosecution.</p> <p>6.8 Describe the procedure concerning bail and remand.</p>
7.	Court Management	<p>7.1 Summarize the meaning of Court Management.</p> <p>7.2 Describe and explain concept of Case Flow Management.</p> <p>7.3 List out the Use of ICT in Case Management</p> <p>7.4 Appraise the Bench Decorum</p> <p>7.5 Explain Court Client Relationship.</p>

4. Scope and Sequence of contents

Unit No.	Content Area	Elaboration of contents	Working Hours
1	Concept and Nature of Procedural Law	<p>1.1 Meaning and definition of procedure law</p> <p>1.2 Nature of procedural law</p> <p>1.3 Importance of procedural law</p> <p>1.4 Relationship and differences between procedural law and substantive law</p>	22
2	Types of Procedures	<p>2.1 General procedure</p> <p>2.2 Summary Procedure</p> <p>2.3 Special procedure</p> <p>2.4 Appellate and Trial Court Procedures</p> <p>2.5 Writ procedure and juvenile justice procedure</p>	12
3	Principles of Procedural Law.	<p>3.1 Principle of Natural Justice</p> <p>3.2 Principles of <i>Locus Standi</i> (<i>Hakdaiya</i>).</p> <p>3.3 Principles of Jurisdiction. (<i>Chhetradhikar</i>)</p> <p>3.4 Principles of Limitation (<i>hadmyad</i>)</p> <p>3.5 Principles of <i>Res-judicata</i> (<i>prangnyaya</i>).</p> <p>3.6 Principles of <i>Stare decisis</i> (<i>faisala sthiratako siddhanta</i>), <i>ratio decidendi</i> (<i>Nirnayadhar</i>) and <i>obiterdicta</i> (<i>prasangik kathan</i>)</p>	18
4.	Law of Evidence	<p>4.1 Meaning and definition of Evidence</p> <p>4.2 Kinds of Evidence:</p> <p>4.2.1 Primary Evidence:</p> <p>4.2.1.1 Documentary evidence</p> <p>4.2.1.2 Physical evidence (<i>Dashi Praman</i>)</p> <p>4.2.2 Secondary Evidence</p> <p>4.2.2.1 Hearsay evidence</p> <p>4.2.2.2 Oral evidence</p> <p>4.3 Collection and examination of evidence</p> <p>4.4 Examination of witness (<i>Sakshi parikshan</i>)</p>	12

5	Court Proceedings and Law of Evidence	5.1 Test of the validity of documents (<i>Kagajjanch</i>) 5.2 Court fees and charges 5.3 Procedures relating to: 5.3.1 Response to the parties (<i>myad ra suchana jari</i>) 5.3.2 Issuance of warrant 5.3.3 Appearance in the court by person or power of attorney (Waris). 5.3.4 Examination of evidence and witness 5.3.5 Documentation of parties' statement 5.3.5 Adjournment 5.3.6 Revocation and withdrawal of cases 5.3.7 Mediation (<i>melmilap</i>) and <i>milapatra</i> 5.3.8 Hearing of cases and judgments 5.3.9 Judgment and its execution 5.3.10 Correction of the order and judgment	28
6	Civil and Criminal Procedures	6.1 Introduction to Civil Procedures 6.1.1 Procedure of registration of complaints (<i>Firadpatra</i>) 6.1.2 Issuance of <i>Italayanama</i> and other relevant notices 6.1.3 Procedures of <i>myaad tameli</i> 6.1.4 Procedure regarding endorsement 6.2 Introduction to Criminal Procedures 6.2.1 Filing of First Information Report (FIR) 6.2.2 Arrest and detention of suspect 6.2.3 Filing of charge sheet 6.2.4 Prosecution 6.2.5 Bail and remand	18
7.	Court Management	7.1 Introduction to Court Management 7.2 Cash flow management 7.3 Use of Information Technology in case management 7.4 Bench Decorum 7.5 Court-client relationship	10
Total			120

5. Practical Activities

Practical is integral part of Secondary Education Curriculum. It focuses more on skill development than knowledge building. It consists of project work, group work, presentation, observation, internship etc. Total of 40 hours has been designated to practical activities and will be carried out under the guidance and monitoring of teacher. Following are only sample practical activities, teacher can assign any relevant practical activity as per requirement.

S.N.	Content Area	Practical Activities	Working Hours
1.	Concept and Nature of Procedural Law	1.1 Collect different definition of procedural law of various scholars, jurists and present in the class room	4

		1.2 Make hand written chart of nature of procedural law and discuss in class.	
2.	Types of Procedures	2.1 Debate and discuss regarding various types of procedures and present in the class.	6
3.	Principles of Procedural Law.	3.1 Make a chart of principles of procedural law and discuss in group and write a short reflection report on it.	6
4.	Law of Evidence	4.1 Carry out the interaction between expert and teachers about evidence.	6
5.	Court Proceedings and Law of Evidence	5.1 Field visit of nearest court, judicial committee, or quasi-judicial bodies, prepare the report on legal proceedings and make presentation in the class.	12
6.	Civil and Criminal Procedures	6.1 Carry out role play or simulations on civil and criminal case proceedings and write a short reflection report about it.	6
Total			40

Note: Each student should maintain a file to keep all the records of the practical activities. For the internal assessment, the same is to be taken as the reference.

6. Learning Facilitation Methods and Process

This course aims to blend both theoretical and practical aspects of knowledge and skills required procedural law. Therefore, it is to be taught by a competent teacher involving with law practice. In general, the following and methods and techniques could be employed in delivering the course.

- Case observation
- Field visit
- Library assignment
- Project work
- Group and individual work
- Presentation
- Lecture and discussion

Apart from these general methods and strategies, the most specifically identified and the concerned law should be used for detailed knowledge on particular course component. The Civil Code, 2074, Criminal Code of Nepal 2074, Judicial Administration Act, Government Cases Act, 2049, Summary Procedure Act 2028 are to be used as reading materials as needed.

7. Student Assessment

Student assessment is an important aspect for assessing the students learning. It is mainly done for measuring student's understanding, knowledge and skill in the subject content. For this purpose, both the formative and summative assessment approaches are used in the subject. So far as formative assessment strategies are concerned, the teacher uses the following assessment strategies:

- Assessment of students' everyday learning
- Presentation of home assignments by the students
- Students' participation in discussions
- Project work completion
- Weekly, Monthly and trimester tests

With reference to summative assessment, both the internal and external evaluation will be utilized.

a. Internal Evaluation

Internal evaluation in this subject covers 25 percent of the total weightage. It consists of (a) Classroom participation, (b) Marks from trimester examinations and (c) Practical/project work and its report presentation. Mark distribution for these areas of internal evaluation will be as given in the table:

S.N.	Criteria	Marks
1	Classroom participation (Daily attendance, home assignment, classwork, individual, group and class participation in learning, participation in academic and other activities)	3
2	Trimester exam (3 marks from each trimester exam)	6
3	Practical works, project report and presentation	16
	Total	25

b. External Evaluation

External evaluation covers 75 percent of total weightage. The tool for external evaluation of theoretical learning will be a written examination. Types of questions and their marks for the external examination will be based on the test specification developed by Curriculum Development Centre.

Secondary Education Curriculum

2076

Legal Drafting

Grade: 12

Subject Code: Led .210

Credit Hour: 5

Annual Working hours: 160

1.Introduction

Drafting is a professional tool which is essential for professional legal communication. The legal drafting comprises of specific skills, art and knowledge of law and its application in practice. Without required competence of drafting legal documents, no one can be a competent law practitioner who will work in the judiciary and government attorney office, quasi-judicial bodies, local bodies and other institutions. This curriculum is, therefore, introduced to prepare students with basic and fundamental skills on drafting of legal documents.

It is specifically expected through this curriculum that the students will acquire basic skills and art of drafting of documents related to court proceedings, crime investigation, prosecution, mortgage, deed of will, loan deed, property partition deed, and other deeds related to private transactions. Moreover, the curriculum enables the students to prepare drafts of various types of no-objection, recommendation and documents essential for the local government.

This course is structured for a year in accordance with National Curriculum Framework, 2076. It incorporates the level-wise competencies, grade-wise leaning outcomes, scope and sequence of contents, suggested practical/project activities, learning facilitation process and assessment strategies so as to enhance the learning on the subject systematically.

2.Competencies

At the end of this course, the students will have developed the following competencies:

1. Explain the basic principles of legal drafting
2. Demonstrate understanding of core legal documents to be used by courts and various other institutions including the local government body
3. Prepare basic and core legal documents in general use and transactions
4. Prepare basic legal documents used in court proceedings.

3.Grade-wise Learning Outcomes

Unit	Content Area	Learning Outcomes
1.	Introduction to Legal Drafting	1.1 Differentiate legal drafting and other form of drafting. 1.2 State the importance of legal drafting. 1.3 Enlist the general principle of legal drafting.
2.	Drafting of Court	2.1 State the steps and requirements to be fulfilled in drafting deed of complaints.

	Documents	<p>2.2 Explain the key elements to be mentioned in response deed.</p> <p>2.3 Define the FIR and state the components of FIR.</p> <p>2.4 Describe the charge sheet and enlist the requirements to be met in the drafting charge sheet.</p> <p>2.5 Enlist the grounds on which <i>thunchhek adesh</i> is issued.</p> <p>2.6 Explain the procedure to issue <i>thunuwa purji</i>.</p> <p>2.7 Differentiate between <i>warisnama</i> and <i>adhikrit waresnama</i> (General Power of Attorney).</p> <p>2.8 State the procedure of appointment of General Powerof Attorney.</p> <p>2.9 Explain the necessity of letter of consent.</p> <p>2.10 State the importance of <i>milapatrako nibedan</i>.</p> <p>2.11 Mention the grounds for filling the <i>berit ko aadeshbaddar garne nirnaya</i>.</p> <p>2.12 Describe the term <i>kaifiyt pratibedan</i> and enlist its components.</p> <p>2.13 Describe the term <i>wakalatnama</i>.</p> <p>2.14 Enlist the requirements to be fulfilled in <i>bahasnote</i>.</p> <p>2.15 Describe the term judgment and its components.</p> <p>2.16 State the key components to be included petition for appeal.</p> <p>2.17 Tell the grounds for the issuance of <i>jhagadiya jhikaune aadesh</i>.</p> <p>2.18 Summarize the legal provision on execution of judgment.</p> <p>2.19 Enlist the various types of writs and the procedure to file the writ.</p> <p>2.20 Summarize the legal provision concerning <i>likith jawaf</i>.</p>
3.	Drafting of Private Transaction Documents	<p>3.1 Enlist the various types of private transaction documents.</p> <p>3.2 State the general requirements to be met in private transaction documents.</p> <p>3.3 Differentiate between various types of private transaction documents.</p>
4.	Drafting of Commercial Transaction Documents	<p>4.1 State the commercial transaction documents.</p> <p>4.2 Define contract paper and enlist its key components.</p> <p>4.3 Define advance payment deed.</p> <p>4.4 Define exchange Deed.</p>
5.	Drafting of Document in General use	<p>5.1 State the importance of various types of no objection or recommendation letter.</p> <p>5.2 Enlist the key components of recommendation letter.</p> <p>5.3 Enlist the various types of recommendation letter.</p> <p>5.4 Identify the authority which issue the particular recommendation letter</p>
6.	Drafting other documents	<p>6.1 Define <i>Muchulka</i> and enlist its types.</p> <p>6.2 Differentiate between <i>Tarekhparcha</i> and <i>Tarekhbharpai</i>.</p> <p>6.3 Differentiate between Summons and <i>Italayanama</i>.</p> <p>6.4 Define Warrants.</p> <p>6.5 Differentiate between <i>Tok aadesh</i> and <i>Tippani aadesh</i>.</p> <p>6.6 State the grounds for <i>Darpith</i>.</p> <p>6.7 Describe <i>Pesisthaganko nibedan</i>.</p> <p>6.8 Describe <i>Hajir hune nibedan</i>.</p>

4.Scope and Sequence of Contents

Unit	Content Area	Elaboration of Content	Working Hours
1.	Introduction to Legal Drafting	1.1 Introduction to Legal Drafting 1.2 Importance of Legal Drafting 1.3 Basic principles on techniques of legal drafting 1.4 Difference between legal drafting and legislative drafting	8
2.	Drafting of Court Documents	2.1 Drafting of deed complaint (<i>Phiradpatra</i>) 2.2 Response Document (<i>Pratiuttarpatra</i>) 2.3 First Information Report(<i>Jaheri darkhasta</i>) 2.4 Charge Sheet (<i>Abhiyogpatra</i>) 2.5 <i>Thunchhek adesh</i> 2.6 <i>Thunuwa purji</i> 2.7 Power of Attorney (<i>Warisnama</i>) 2.8 General Power of Attorney(<i>Adhikrit warishnama</i>) 2.9 Letter of Consent (<i>Manjurinama</i>) 2.10 <i>Milapatrako nivedan</i> 2.11 <i>Beritko adesh badar garne nibedan</i> 2.12 <i>Kaiphayat prativedan</i> 2.13 <i>Wakalatnama</i> 2.14 <i>Bahasnote</i> 2.15 Judgment and Appeal (<i>Phaisalarapunaravaden patra</i>) 2.16 <i>Jhagadiya jhikauna aadesh</i> 2.17 <i>Phaisala karyanwayanko nivedan</i> 2.18 Writ petitions and <i>Likhitjawaph</i>	25
3.	Drafting of Private Transaction Documents	3.1 Sale Deed (<i>Rajinama likhaat</i>) 3.2 Mortgage deed (<i>Bhogbandhakilikhaat</i>) 3.3 Sight of assets motgage (<i>Dristibandhakilikhaat</i>) 3.4 Deed of bail (<i>Jamanat likhaat</i>) 3.5 Loan Deed (<i>Kapali tamasuk</i>) 3.6 Partition Deed (<i>Angsabanda</i>)	15

		3.7 Deed of will (<i>Bakash patra</i>)	
4.	Drafting of Commercial Transaction Documents	4.1 Contract paper(<i>Kararnama</i>) 4.2 Advance Payment deed (<i>Bainabatta</i>) 4.3 Exchange deed (<i>Sattapatta likhaat</i>)	15
5.	Drafting of Documents in General use	5.1 No-objection or recommendation letters (<i>Shipharis pattra</i>) 5.2 <i>Shipharispattra</i> for citizenship 5.3 Certificate from municipality or 5.4 <i>Gaupalika</i> 5.5 <i>Shipharispattra</i> for sale of property 5.6 From municipality or <i>Gaupalika</i> 5.7 <i>Shipharispattra</i> for sale of property from municipality or <i>Gaupalika</i> 5.8 <i>Shipharispattra</i> for connection of Electricity, telephone and water Supply 5.9 <i>Shipharispattra</i> for certification of resident for passport, survey of the land and similar other services 5.10 <i>Shipharispattra</i> for conjugal, Matrimonial and offspring relation	10
6.	Drafting other documents	6.1 <i>Muchulka, Tarekh parcha, Tarekh bharpai, Bharpai, summons, Italayanama, warrants, tok adesh, tippani adesh, darpith, peshi sthaganko nibedan, Hajirhune nibedan</i>	7
		Total:	80

5. Practical Activities

Practical is integral part of Secondary Education Curriculum. It focuses more on skill development than knowledge building. It consists of project work, group work, presentation, observation, internship etc. Total of 80 hours has been designated to practical activities and will be carried out under the guidance and monitoring of teacher. Following are only sample practical activities, teacher can assign any relevant practical activity as per requirement.

Unit	Content Areas	Practical/project Activities	Working Hours
1	Drafting of Court Documents	2.1 Draft the following legal documents: <ul style="list-style-type: none"> 2.1.1 Deed complaint (<i>Phiradpatra</i>) 2.1.2 Response Document (<i>Pratiuttarpatra</i>) 2.1.3 First Information Report(<i>Jaheri darkhasta</i>) 2.1.4 Charge Sheet (<i>Abhiyogpatra</i>) 2.1.5 <i>Thunchhek adesh</i> 2.1.6 <i>Thunuwa purji</i> 2.1.7 Power of Attorney (<i>Warisnama</i>) 2.1.8 General Power of Attorney(<i>Adhikrit warishnama</i>) 2.1.9 Letter of Consent (<i>Manjurinama</i>) 2.1.10 <i>Milapatrakon nivedan</i> 2.1.11 <i>Beritko adesh badar garne nibedan</i> 2.1.12 <i>Kaiphiyat prativedan</i> 2.1.13 <i>Wakalatnama</i> 2.1.14 <i>Bahasnote</i> 2.1.15 Judgment and Appeal (<i>Phaisala ra Puneravaden patra</i>) 2.1.16 <i>Jhagadiya jhikauna aadesh</i> 2.1.17 <i>Phaisala karyanwayanko nivedan</i> 2.1.18 Writ petitions and <i>Likhit jawaph</i> 	30
2.	Drafting of Private Transaction Documents	3.1 Draft the following legal documents: <ul style="list-style-type: none"> 3.1.1 Sale Deed (<i>Rajinama likhaat</i>) 3.1.2 Mortgage deed (<i>Bhogbandhakilikhaat</i>) 3.1.3 Sight of assets motgage (<i>Dristibandhaki likhaat</i>) 3.1.4 Deed of bail (<i>Jamanat likhaat</i>) 3.1.5 Loan Deed (<i>Kapali tamasuk</i>) 3.1.6 Partition Deed (<i>Angsabanda</i>) 3.1.7 Deed of Will (<i>Bakash patra</i>) 	15

3.	Drafting of Commercial Transaction Documents	4.1 Draft the following legal documents: 4.1.1 Contract Paper (<i>Kararnama</i>) 4.1.2 Advance Payment Deed (<i>Bainabatta</i>) 4.1.3 Exchange Deed (<i>Sattapattako likhat</i>)	15
4.	Drafting of Documents in General use	5.1 Draft the following legal documents: 5.1.1 No-objection or Recommendation Letters (<i>Sipharish patra</i>) for Citizenship certification from Municipality or <i>Gaunpalika</i> 5.1.2 <i>Sipharish patra</i> for sale of property from Municipality or <i>Gaunpalika</i> 5.1.3 <i>Sipharis patra</i> for connection of electricity, Telephone and water supply. 5.1.4 <i>Sipharishpatra</i> for certification of resident for passport, survey of the land similar other services 5.1.5 <i>Sipharishpatra</i> for conjugal, matrimonial and offspring relation	10
5.	Drafting other documents	6.1 Draft the following legal documents: <i>Muchulka, Tarekh parcha, Tarekh bharpai, Bharpai, Summons, Italayanama</i> <i>Warrants, Tok adesh, Tippani adesh, Darpith, Peshi</i> <i>Sthaganko nibedan, Hajirhune nibedan</i>	10
		Total:	80

Note: Each student should maintain a file to keep all the records of the practical activities. For the internal assessment, the same is to be taken as the reference.

6. Learning Facilitation Methods and Process

The curriculum aims to blend both theoretical and practical aspects of knowledge and skills required for legal drafting. So, its facilitation process should integrate different methods in course of teaching learning process. As the practical aspect is much focused in the curriculum, the methods and strategies that enable the practical skills in the students are much used in course of content facilitation. Besides other subject specific methods, the following and methods and techniques could be employed in delivering the course.

- Case observation
- Field visit
- Library assignment
- Project work

- Group and individual work
- Presentation
- Lecture and discussion

Apart from these methods and strategies, the assigned teacher must use the most specifically identified and concerned law for detailed knowledge on particular course component. The chapters related to drafting of legal deeds from Civil Code, 2074, Criminal Code of Nepal 2074, Judicial Administration Act, Government Cases Act, 2049, Summery Procedure Act 2028, Special Court Act, 2069 etc. are to be used as reading materials. The project and practical works are to be used on relevant chapter.

6. Student Assessment

Student assessment is an important aspect for assessing the students leaning. It is mainly done for measuring student's understanding, knowledge and skill in the subject content. For this purpose, both the formative and summative assessment approaches are used in the subject. So far as formative assessment strategies are concerned, the teacher uses the following assessment strategies:

- Assessment of students' everyday learning
- Presentation of home assignments by the students
- Students' participation indiscussions
- Project work completion
- Weekly, Monthly and trimester tests

With reference to summative assessment, both the internal and external evaluation will be utilized.

a. Internal Evaluation

Internal evaluation of this subject covers 50 Percent of the total weightage. Internal evaluation consists of (a) Classroom participation, (b) Marks from trimester examinations, (c) Practical/project work and its report presentation to the teacher; and (d) practical works evaluation and viva voce by external examiner. Mark distribution for these areas of internal evaluation will be as given in the table:

S.N.	Criteria	Marks
1	Classroom participation (Daily attendance, home assignment, classwork, individual, group and class participation in learning, participation in academic and other activities)	3
2	Trimester exam (3 marks from each trimester exam)	6
3	Practical work and project works	16
	Total	25
4	Practical works evaluation and viva-voce by external examiner	25
	Grand Total	50

b. External Evaluation

External evaluation covers 50 percent of the total weightage. The tool for external evaluation of theoretical learning will be a written examination. Types of questions and their marks for the external examination will be based on the test specification developed by Curriculum Development Centre.

**Secondary Education Curriculum
2076**

Constitutional Law

Grades: 11
Credit hrs: 5

Subject code: Col. 317
Working hrs: 160

1. Introduction

Constitution is the foundation for validity of laws in every modern democratic state. The study of constitutional law is considered pre-eminent for understanding the system of governance, which necessarily includes the philosophy, provisions and compliance of fundamental rights. As a matter of fact, the present course, is introduced primarily with a view to impart fundamental and basic knowledge on and of constitutional law so that the students may transform themselves into moderate human resource of law as well as to build a base for learning for the advanced levels.

This curriculum incorporates the history of constitution making, the structure of the constitution, various tiers of the Government and the reason behind the uniqueness of constitution. It also pays equal attention to the understanding of the limited government, separation of powers, some fundamental principles of constitutional law.

The curriculum has been offered as per the structure of National Curriculum Framework. It provides a comprehensive outline of level-wise competencies, grade-wise leaning outcomes and scope and sequence of contents, suggested practical/project activities, learning facilitation process and assessment strategies so as to enhance the learning on the subject systematic.

2. Competencies

At the end of this course, the students will have developed the following competencies:

1. Demonstrate an understanding of general principles and theories about state, government, fundamental rights, federalism, constitutional bodies, and constitution making procedures in the context of Nepal's constitutional law.
2. Explain the general historical perspectives of the Constitution of Nepal as well as importance and functions of the government in relation to the Constitution of Nepal.
3. Distinguish between various types of constitutions.
4. Explain with the ideas on constitution making and amendment procedures prescribed by the Constitution of Nepal.
5. Discuss the existing federal structure and local government system in Nepal.
6. Be prepared to apply fundamental rights in the context of violation of fundamental and legal rights.

3. Grade-wise Learning Outcomes

S.N.	Content Area	Learning Outcomes
1	Concept & Definition of Constitution	<p>1.1 Identify the characteristics and importance of Constitution.</p> <p>1.2 Outline the concept of constitution and analyze common elements of constitutionalism.</p> <p>1.3 Distinguish between limited and unlimited governments.</p>
2	Constitution Making Process	<p>2.1 Identify the different processes of constitution making.</p> <p>2.2 Explain the constitution making process of Nepal.</p> <p>2.3 Highlight the process of the making of the Constitution of Nepal through constituent assembly.</p>
3	Types of Constitution	<p>3.1 Compare and contrast between various types of constitutions.</p> <p>3.2 Illustrate various types of constitution on the basis of the nature, making, amendments, objectives and development.</p> <p>3.3 Examine the basic strengths and weaknesses of the Constitution of Nepal.</p>
4.	Fundamental Rights, Duties and Directive Principles and Policies of state	<p>4.1 Compare fundamental rights, fundamental duties and directive principles with special emphasis on the provisions enshrined into the Constitution of Nepal.</p> <p>4.2 Categorize different types of fundamental rights and directive policies.</p> <p>4.3 Recognize prerequisite of emergency and derogation of the fundamental rights</p> <p>4.4 List the constitutional remedies upon the breach or violation of fundamental rights.</p>
5	Power Distribution Structure of Nepal	<p>5.1 Outline the powers of different tiers of government in the schedules of the constitution of Nepal.</p> <p>5.2 Compare between unitary structure of the State and the federal structure with their merits and demerits.</p> <p>5.3 Explain the idea of separation of power and check and balance, including devolution/decentralization of power.</p>
6	Structure of Federal Government under the Constitution of Nepal	<p>6.1 List tiers of Governments and their powers.</p> <p>6.2 Identify the major bodies of federal government, with their major functions, powers and duties.</p> <p>6.3 Demonstrate broader understanding of major state structures and their functioning.</p> <p>6.4 Recognize the structure and list the jurisdictions of judiciary at different levels.</p>
7.	Structure of State Government under the	<p>7.1 Recognize the structure and composition of the state Government.</p>

	Constitution of Nepal	7.2 Identify the functions, powers and duties of state government, enactment of acts and adoption of annual budget. 7.3 Demonstrate an understanding of the election of state assembly and the formation of Government.
8.	Structure of Local Level Government under Constitution of Nepal	8.1 Explain the meaning of local level Government, its types, compositions and their specific rights and powers. 8.2 Describe the composition, election, function, powers and responsibilities of the local Government. 8.3 Differentiate between the three tiers of the Governments under the Constitution of Nepal. 8.4 Examine the idea of autonomy and self-governance.
9.	Security Agencies of Nepal under Constitution of Nepal	9.1 Categorize various security agencies of Nepal under the constitution of Nepal. 9.2 Identify the structure and list powers, functions and responsibilities of Nepal Army, Nepal Police, Armed Police Force and National Investigation Department.
10.	Commissions and Constitutional Bodies	10.1 List an understanding of and list various commissions and constitutional bodies with their composition, functions, rights and duties under the Constitution of Nepal.

4. Scope and Sequence of Contents

S. N	Content Area	Contents	Working Hours
1	Concept & Definition of Constitution	1.1 Definition of constitution 1.2 History of constitutional development 1.3 Importance, features and elements of constitution 1.4 Concept of constitutionalism and limited government 1.5 Constitutional development in Nepal	8
2	Constitution Making Process	2.1 Meaning and concept of constitution making 2.2 Constitution making by commission 2.3 Constitution making by experts 2.4 Constitution making by Constituent Assembly 2.5 Constitution making by referendum	12
3	Types of Constitution	3.1 Written and unwritten constitution 3.2 Federal and unitary constitution 3.3 Rigid and flexible constitution 3.4 Evolutionary and enacted constitution	6

4.	Fundamental Rights, Duties and Directive Principles and Policies of state	<p>4.1 Concept and definition of fundamental rights</p> <p>4.2 Different types of fundamental rights guaranteed by the Constitution of Nepal</p> <p>4.3 Fundamental duties of citizens</p> <p>4.4 Emergency and derogation of fundamental rights</p> <p>4.5 Remedies in the violation of fundamental rights</p> <p>4.6 Concept and definition of directive principles and policies of state</p>	20
5	Power Distribution Structure of Nepal	<p>5.1 Concept of state and government</p> <p>5.2 Organs of Government: Legislative, executive and judicial</p> <p>5.3 Concept of unitary and federal structure of State</p> <p>5.4 Doctrine of separation of power and check and balance</p> <p>5.5 Power distribution between federal government, state government and local government: federal power list, state power list, local government power list, concurrent power list, and residual power.</p>	20
6	Structure of Federal Government under the Constitution of Nepal	<p>6.1 President and Vice-president of Nepal: election, tenure, functions, powers and duties</p> <p>6.2 Federal council of ministers: composition & structure, power & functions and election and appointment of prime minister and ministers.</p> <p>6.3 Federal parliament: composition and election of the house of representative and national assembly</p> <p>6.4 Functions, powers and duties of federal parliament: enactment of acts, ratification of treaties, approval of the appointments and adoption of annual budget</p> <p>6.5 Dissolution of house of representatives</p> <p>6.6 Judiciary: jurisdiction (functions, powers and duties) of the courts, tribunals and quasi-judicial bodies</p> <p>6.7 Appointments, impeachment or removal of judges</p>	22
7.	Structure of State Government under Constitution of Nepal	7.1 Structure and composition of the state government: state council of ministers and state assembly	8

		7.2 Functions, powers and duties of state assembly: enactment of acts and adoption of annual budget 7.3 Election of state assembly	
8.	Structure of Local Level Government under Constitution of Nepal	8.1 Composition, election, function, powers and duties of the local level government: local executives and local assembly (district, municipal and village assembly) 8.2 Judicial committee	8
9.	Security Agencies of Nepal under Constitution of Nepal	9.1 National security council 9.2 Composition, power, functions and responsibilities of Nepal Army, Nepal Police, Armed Police Force and National Investigation Department.	8
10.	Commissions and Constitutional Bodies	10.1 General Introduction to Constitutional Bodies such as Commission on Investigation of Abuse of Authority, Auditor General, Election Commission, Public Service Commission, Attorney General and other Constitutional bodies/Commissions.	8
		Total	120

5. Practical Activities

Practical is integral part of Secondary Education Curriculum. It focuses more on skill development than knowledge building. It consists of project work, group work, presentation, observation, internship etc. Total of 40 hours has been designated to practical activities and will be carried out under the guidance and monitoring of teacher. Following are only sample practical activities, teacher can assign any relevant practical activity as per requirement.

S. No.	Content Area	Practical/Project Activities	Working Hours
1.	Concept & Definition of Constitution	1.1 Collect five different definitions of Constitution both in Nepali and English from various sources and display them in classroom wall. 1.2 Prepare handwritten chart of all seven constitution of Nepal including total number of Part, Articles, annexure and number of amendments followed by presentations as a group competition.	5
2.	Constitution Making Process	2.1 Watch the videos, documentary, movies related to constitution making process in Nepal and other countries and discuss about them in class. 2.2 Participate in debate on the best methods of constitution making organized by the school/teacher. 2.3 Participate in constitution making role play: mock	5

		assembly or expert committee.	
3.	Types of Constitution	3.1 Make presentations in classroom on various types of constitution and discuss in the classroom.	2
4.	Fundamental Rights, Duties and Directive Principles and Policies of state	4.1 Preparing comparative charts of fundamental rights and duties in all the constitutions of Nepal. 4.2 Bring any two case laws related to fundamental rights, duties and directive principles and policies and making presentation in class.	6
5.	Power Distribution Structure of Nepal	5.1 Make chart of single powers lists and concurrent power list of all the three tiers of government. 5.2 Make a presentation on conditions and criteria for the check and balance of different organs of government with illustrations.	6
6.	Structure of Federal Government under the Constitution of Nepal	6.1 Participate in debate, speech regarding the power, functions and role of federal government organized by the school/teacher.	5
7.	Structure of State Government under Constitution of Nepal	7.1 Carry out the interaction with the elected members of state assembly of the concerned election constituency regarding the power, functions and duties of state government and their law making process. 7.2 Carry out mock state assembly session.	5
8.	Structure of Local Level Government under Constitution of Nepal	8.1 Carry out interaction with the head/deputy-head, ward president of the respective locality regarding the power, functions and duties of local government. 8.2 Field visit of the local government offices including judicial committee and writing a report.	2
9.	Security Agencies of Nepal under Constitution of Nepal	9.1 Field visit of either offices or institution of various units of federal security agencies like Nepal Army, Nepal Police, Armed Police Force, etc. and writing a report.	2
10.	Commissions and Constitutional Bodies	10.1 Field visit of any of the constitutional bodies or commissions, their district or regional office nearby to school and preparing a report./Enlisting the numbers of Constitutional bodies and preparing the charts displaying their functions, roles and responsibilities.	2
		Total	40

Note: Each student should maintain a file to keep all the records of the practical activities. For the internal assessment, the same is to be taken as the reference.

6. Learning Facilitation Method and Process

The teacher will use a variety of student centered methods and techniques in delivering the course. Besides other subject specific methods, the following methods and techniques could be employed in delivering the course.

- a. Interactive lectures
- b. Socratic method
- c. Group work and individual work and presentation
- d. Collaborative method
- e. Role play and simulation
- f. Seminar method
- g. Field visit
- h. Discussion
- i. Question answer

7. Student Assessment

Assessment is an important aspect of teaching learning process which serves two purposes: assessment of learning and assessment for learning. Both formative and summative evaluation will be carried out to measure the student's learning. Formative assessment is mainly to bring improvement in students' learning and it is to be done on continuous basis. The following strategies could be used for the formative assessment.

- Assessment of students' everyday learning through appropriate technique like question answer, home work.
- Presentation of assignments by the students.
- Students' participation in discussion and other class tasks.
- Project work completion.
- Weekly, monthly and trimester tests.

Summative assessment will be done through internal and external evaluation.

a. Internal Evaluation

The internal evaluation in this subject carries 25 percent of the total weightage. It consists of (a) Classroom participation, (b) Marks from trimester examinations and (c) Practical/project work and its report presentation. Mark distribution for these areas of internal evaluation will be as given in the table:

S. N.	Criteria	Marks
1	Classroom participation (daily attendance, home assignment and class work, participation in activities)	3
2	Trimester exam (3 marks from each trimester exam)	6
3	Project/practical works, reports and presentation, viva	16
Total		25

b. External Evaluation

The external evaluation of the students' learning will carry 75% weightage and will be based on written examination. The types and number of question will be as per the test specification chart developed by the Curriculum Development Centre.

Secondary Education Curriculum
2076
Civil and Criminal Law and Justice

Grade:12
Credit Hours: 5

Subject code: Ccl. 320
Working Hours: 160

1. Introduction

In the realm of justice, the civil matters are concerned with the everyday life of general people. In large number of affairs, the individual citizens are involved in transaction without any involvement in the formal or government institutions. Often, the transaction generates disputes, and the state's judicial and quasi-judicial bodies, including process of arbitration and mediation of disputes by parties themselves, must handle such issues to set forth justice. This curriculum acquaints the student with core principles and methods of civil and criminal justice system of Nepal and also explores the historical development, current operation, and future trends of civil and criminal justice.

This curriculum familiarizes the student with the terms, procedures, principles of substantive civil matters and laws related to it. The civil law and justice part provide a wide-ranging and detailed overview of the key statutory provisions, rules, practice directions, and case law which govern the various stages of a civil litigation and justice. It covers the Nepali criminal system through a review of the history of criminal law and present criminal justice system. The students will examine both the reasoning behind criminal law, the practical applications of the law, and current issues in the enforcement of the law.

The curriculum has been offered as per the structure of National Curriculum Framework. It provides a comprehensive outline of level-wise competencies, grade-wise leaning outcomes and scope and sequence of contents, suggested practical/project activities, learning facilitation process and assessment strategies so as to enhance the learning on the subject systematic.

2. Competencies

At the end of this course, the students will have developed the following competencies:

1. Explain the concept of civil law with reference to Nepalese legal provisions.
2. Analyze the general principles of civil and criminal law and justice, with emphasis to Nepalese context and *Muluki* Civil and Criminal codes.
3. Describe core process of the civil law, litigation system, and judicial proceedings as prescribed by the laws of Nepal.
4. Demonstrate understanding of general modality of criminal justice system including concept of crime, criminal law and punishment of Nepal.
5. Distinguish between civil and criminal litigation and procedures.
6. List the major crimes in Nepal and discuss the legal procedures and punishment for them.
7. Explore and analyze the civil and criminal cases and their application in practical contexts.

3. Grade-wise Learning Outcomes

S. No.	Content Area	Learning outcomes
1	Introduction to Civil Law and Justice	<p>1.1 Examine the concept, nature, scope and importance of civil law and justice.</p> <p>1.2 Distinguish civil law and justice and criminal law and justice.</p> <p>1.3 Explain the principles of civil law.</p> <p>1.4 Identify and explain the features of <i>Muluki Civil Code, 2074</i>.</p>
2	Introduction to Property Law	<p>2.1 Explore and examine the concept of property and property law of Nepal.</p> <p>2.2 Compare and contrast various types of property and property law related concepts like partition, gifts and donations, inheritance and succession.</p> <p>2.3 Analyze the basic strengths and weaknesses of the property law of Nepal.</p>
3	Introduction to Law of Marriage and Divorce	<p>3.1 Explain the concept of marriage and divorce.</p> <p>3.2 Recognize different types and forms of marriage.</p> <p>3.3 Identify the different legal criteria of marriage and divorce.</p> <p>3.4 Illustrate valid, void and voidable marriage and applicable legal provision.</p> <p>3.5 Highlight the process and conditions of claiming alimony.</p>
4.	Law Concerning Adoption	<p>4.1 Explain the concept of adoption and its significance.</p> <p>4.2 Compare national and inter-country adoption under the <i>Muluki Civil Code</i> and <i>Muluki Civil Procedure Code, 2074</i>.</p> <p>4.3 Recognize prerequisite of valid adoption.</p> <p>4.4 List the procedure of adoption in Nepal.</p> <p>4.5 Describe the rights of adopted child and process of revocation of adoption.</p>
5	Law of Contract	<p>5.1 Demonstrate a broader understanding about meaning and importance of contract and laws on contract.</p> <p>5.2 Compare and contrast various types of contracts.</p> <p>5.3 Illustrate and examine valid, void, voidable and contingent contract.</p> <p>5.4 Evaluate remedies available upon breach of contract.</p>
6	Introduction to Criminal Law and Justice	<p>6.1 Develop concept and definition of crime.</p> <p>6.2 Classify crime.</p> <p>6.3 Illustrate different types of criminal liability.</p> <p>6.4 Categorize and assess the elements of crime.</p> <p>6.5 Interpret various kinds of inchoate offences.</p>

7.	Punishment System	7.1 State various types of punishment. 7.2 Explain various theories of punishments.
8.	Development of Criminal Justice in Nepal	8.1 Trace the historical development of criminal justice system in Nepal. 8.2 Identify the features of criminal justice system during different dynasties. 8.3 Compare traditional criminal justice system and modern criminal justice system of Nepal.
9.	Some Major Crimes	9.1 Explain and examine the major types of crime including their procedure and punishments as per <i>Muluki</i> Criminal Code, 2074. 9.2 Classify major crimes based on its punishments, severity and intensity.
10.	Major Principles of Criminal Law	10.1 Describe the rights of suspects and accused guaranteed by the constitution and laws of Nepal. 10.2 Discover the major principles of criminal law enshrined in the <i>Muluki</i> Criminal Code, 2074 and Sentencing Act, 2074. 10.3 Safeguard and advocate the rights of accused and suspects.
11	Victim Justice	11.1 Explain about crime victim. 11.2 Illustrate the rights of the crime victim.

4. Scope and Sequence of Contents

S. N.	Content Area	Contents	Working hours
1	Introduction to Civil Law and Justice	1.1 Concept, nature and scope of civil law and justice 1.2 Importance of civil law and justice 1.3 Principles of civil law under <i>Muluki</i> Civil Code, 2074 1.4 Characteristics of civil law and justice 1.5 Differences between civil law and justice and criminal law and justice	6
2	Introduction to Property Law	2.1 Concept and types of property law 2.2 Law of property transaction 2.3 Law of gift and donations 2.4 law of partition 2.5 Law of succession/inheritance 2.6 Registration of property ownership	12
3	Introduction to law of Marriage and Divorce	3.1 Definition and types of marriage 3.2 Legal criteria of marriage 3.3 Valid, void and voidable marriage 3.4 Divorce and criteria of divorce 3.5 Alimony	12

4.	Law Concerning Adoption	4.1 Concept of adoption 4.2 Requirements for valid adoption 4.3 Procedures of adoption 4.4 Rights & responsibilities of adopted children and Parents 4.5 Revocation of adoption 4.6 National and inter-country adoption	12
5	Law of Contract	5.1 Meaning and elements of contract 5.2 Kinds of contract (valid, voidable, void) 5.3 Performance and breach of contract and their remedies	12
6	Introduction to Criminal Law and Justice	6.1 Concept and definition of crime, crime victim and criminal law 6.2 Classification of crime: simple, grievous, heinous 6.3 Concept and nature of crime and criminal law 6.4 Types of criminal liability 6.5 Elements of crime-actus reus (commission, omission and the state of affairs) and mens rea (intention, recklessness, negligence), transferred malice 6.6 Stages of crime: preparation, planning, conspiracy, attempt and completion of crime 6.7 Inchoate offences	10
7.	Punishment System	7.1 Concept and meaning of punishments 7.2 Types of sentence: physical, pecuniary, community punishment 7.3 Theories of punishment: retributive, deterrence, preventive, reformative	10
8.	Development of Criminal Justice in Nepal	8.1 Historical development of criminal justice system in Nepal 8.1.1 <i>Kirat</i> dynasty 8.1.2 <i>Lichhavi</i> dynasty 8.1.3 <i>Malla</i> dynasty 8.1.4 <i>Shah</i> dynasty and <i>Rana</i> period 8.2 Modern era of Nepali criminal justice system	9
9.	Some Major Crimes	9.1 Offence against documents 9.1.1 Forgery of documents 9.1.2 Fraud of document 9.1.3 Abuse or forgery of government documents 9.2 Offence against property: theft & dacoit, cheating, looting 9.3 Offence against person: homicide, physical assault, trafficking of drugs and trafficking in	25

		persons, kidnapping, sexual offences (rape, indecent assault, pedophile, sexual harassment)	
10.	Major Principles of Criminal law	10.1 Some important principles of criminal law 10.1.1 Ignorance of law is no excuse 10.1.2 Nullem crimen sine lege 10.1.3 Principles of double jeopardy 10.1.4 Crime dies with criminal 10.1.5 Principles of ex post-facto law 10.1.6 Actus non facit reum nisi mens sit rea 10.2 Procedural rights of the suspects 10.2.1 Right to have notice and information about arrest and criminal proceedings 10.2.2 Right against torture and right to have compensation for torture 10.2.3 Right to have counsel and legal representation from lawyers of choice 10.2.4 Right against detention except judicial remand 10.2.5 Right to remain silence 10.2.6 Right against double jeopardy	6
11	Victim Justice	11.1 Introduction to crime victim 11.2 Rights of crime victims 11.2.1 Right to have notice of case proceedings 11.2.2 Right to privacy 11.2.3 Right to compensation 11.2.4 Right to restoration, reintegration and rehabilitation 11.3 Duty of crime victim	6
Total			120

5. Practical Activities

Practical is integral part of Secondary Education Curriculum. It focuses more on skill development than knowledge building. It consists of project work, group work, presentation, observation, internship etc. Total of 40 hours has been designated to practical activities and will be carried out under the guidance and monitoring of teacher. Following are only sample practical activities, teacher can assign any relevant practical activity as per requirement.

S.N.	Unit	Practical activities	Working Hours
1.	Introduction to Property Law	1.1 Project work on categorizing various kinds of property claim followed by report writing and presentation 1.2 Demonstration of various ways of registration of	4

		the property or partition of property	
2.	Introduction to law of Marriage and Divorce	2.1 Studying the case laws published in <i>Nepal Kanoon Patrika</i> , Supreme Court Bulletin, etc. related to marriage or divorce, divorce including property claim and writing a report 2.2 Preparing a case study of any case of divorce from the students' local community. Teachers should provide sample or hypothetical case study for reference	6
3.	Law Concerning Adoption	3.1 Conducting debate on the national adoption between the country and inter country	4
4.	Law of Contract	4.1 Drafting of various types of contract documents based on its validity, void, and voidable	4
5.	Punishment System	5.1 Conducting speech on significance of punishment based on its types 5.2 Preparing charts of various types of punishment followed by report writing and presentation	6
6.	Development of Criminal Justice in Nepal	6.1 Making charts of crime and punishment system of various dynasties and display in classroom 6.2 Presenting the chronological development of the modern criminal justice system based on its sources	4
7.	Some Major crimes	7.1 Compiling various news article, paper cutting related to major crimes of specific period preparing report and doing presentation	8
8	Major Principles of Criminal Law	8.1 Writing a report based on the lecture by an expert or a practitioner on the real life experiences related to the principles of the criminal law and the rights of the suspects 8.2 Prepare questionnaire for interview with a person related to the principles of criminal justice	4
		Total	40

Note: Each student should maintain a file to keep all the records of the practical activities. For the internal assessment, the same is to be taken as the reference.

6. Learning Facilitation Method and Process

The teacher shall use appropriate methods and techniques for facilitating learning on the part of the students. The selection of methods and techniques depends on the learning objectives,

subject matter, class size, and classroom facilities and so on. Some methods and techniques appropriate for delivering the course are as follows:

(a) Socratic method (b) Question & answer (c) Group/individual work (d) Discussion (e) Problem solving (f) Demonstration (g) Observation (h) Project method (i) Field visit (j) Case method (k) Inquiry (l) Collaborative learning (m) Interactive lecture (n) Role play and simulation (o) Seminar (p) Clinical method

7. Student Assessment

Assessment is an important aspect of teaching learning process which serves two purposes: assessment of learning and assessment for learning. Both formative and summative evaluation will be carried out to measure the student's learning. Formative assessment is mainly to bring improvement in students' learning and it is to be done on continuous basis. The following strategies could be used for the formative assessment:

- Assessment of students' everyday learning through appropriate technique like question answer, home work.
- Presentation of assignments by the students.
- Students' participation in discussion and other class tasks.
- Project work completion.
- Weekly, monthly and trimester tests.

Summative assessment will be done through internal and external evaluation.

a. Internal Evaluation

The internal evaluation carries 25% of weightage for final evaluation of student achievement. The internal assessment consists of different aspects as shown in the table below.

S. N.	Criteria	Marks
1	Classroom participation (daily attendance, home assignment and class work, participation in activities)	3
2	Trimester exam (3 marks from each trimester exam)	6
3	Project/practical works, reports and presentation, viva	16
Total		25

b. External Evaluation

The external evaluation of the students' learning will carry 75% weightage and will be based on written examination. The types and number of question will be as per the test specification chart developed by the Curriculum Development Centre.