Basic Education Curriculum

(Grade VI~VIII)

Local Curriculum
on
Students' Quality Circles (SQC)
2013

Together We Can ..

**Quality Circles in Education for
Students' Personality Development (QUEST-Nepal)**

**Khumaltar Height, Satdobato
Lalitpur, Nepal**

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First Edition, 2013

The publisher welcomes any comments from readers.

Contact QUEST-Nepal

Forward

The objective of the curriculum development process is to make education relevant to practical life and to produce dutiful citizens who are skilled, knowledgeable and responsible. In the process of educating students, the curriculum aims to make them dutiful, loyal to democratic values, sovereignty and independence and to respect rights of others. In this regard, the revision of Nepal's school curriculum at all levels has been initiated, considering all these factors into account.

The National Curriculum Framework, 2006 recommended that the Basic Education School Curriculum be revised and updated to meet the needs of the students in the context of political change in the country. According to the recommendations of the NCF, a new local curriculum on SQC under social behavior is included in the national curriculum.

The Task force/Technical Committee under QUEST-Nepal has developed the curriculum for SQC at basic level (Grade VI -VIII) with technical assistance from Curriculum Development Centre, Ministry of Education.

An Advisory Committee was formed in order to determine the structure of the curriculum and its development process. The aforesaid committee consists of four members, they are, Mr. Diwakar Dhungel, CDC; Prof. Dinesh Chapagain, KU; Dr. Bal Krishna Ranjit, CDC; Mr. Tejendra Rajbhandari, KUHS, who have provided professional advice and feedbacks throughout the process of development to the Taskforce/Technical Committee. The Taskforce Committee consists of eight members, they are Mr. Raj Kumar Maharjan; Mr. Ram Prasad Subedi; Mr. Lekhnath Sharma Pathak, Ms. Sarita Dewan; Mr. Nirajan Adhakari; Mr. Singh Bd. Lama; Mr. Ravi Bhattarai and Mr. Subarna K.C.

As curriculum improvement is a continual, on-going process, QUEST-Nepal looks forward to constructive suggestions and advice of curriculum experts, writers, subject experts, teachers, guardians and intellectuals for further improvement of the curriculum.

QUEST-Nepal extends its deep gratitude to the Advisory Committee, Taskforce Committee, Experts and Specialists, Teachers, Parents and other concerned personalities for their significant help and suggestions. Similarly, QUEST-Nepal is grateful to the Curriculum Development Centre/ Ministry of Education and District Curriculum Coordination Committee/ District Education Office, Bhaktapur, for their outstanding contribution and generous support.

QUEST-Nepal

Khumaltar, Lalitpur, Nepal

Content

1 Introduction

In the context of 21st century human rights, child rights, peace, gender and social equity, population education and environment conservation including global information and communication technology have become emerging needs. In order to fulfill these needs education is the only key to open the broad vision among human beings. Rights to quality education for all can only be ensured if education is taken as the major tool for social transformation and economic, cultural and political advancement. To be more precise, today's indispensable need is to bring reforms in access, equality, relevancy and quality in order to promote lifelong education.

National Curriculum Framework has been designed to make a provision of education that can generate productive, creative, qualitative, nationalistic, employment-oriented and globally competitive citizens. The effective implementation of this framework will help establish cultured, prosperous, competitive and equitable society.

National Curriculum Framework (NCF) under Curriculum Development Center, Ministry of Education, Nepal envisions education as, " the fundamental right of all people, an investment for economic, social and political advancement, a tool for empowerment of disadvantaged group, a route to the spiritual, moral, social, cultural, physical and mental development of individuals, a foundation for the culture of peace, and an avenue for developing lifelong learning society". The NCF quotes the UNESCO document, Learning: The Treasure Within known as Delors Report (1996) and the vision it has given for twenty-first century education based upon the following four principles of learning: 'learning to know'., 'learning to do', ' learning to be' and 'learning to live together'.

The Local Curriculum on Student's Quality Circle (SQC) under Social Behavior is an elective subject which has been offered for basic level education (Grade VI-VIII) in accordance with the recommendations of National Curriculum Framework, 2006. This subject aims to develop student' basic foundation of knowledge and skills, educating them social behavior at the local as well as national levels. The subject also contributes to encourage changes in their behavior and life style. Basically, the subject aims to teach the students appropriate skills, allowing them to develop practical knowledge as well as healthy attitudes concerning the lives of individuals and of the society at large. Different aspects of SQC will contribute to the development of positive perceptions of national needs, social values and respects that helps students to make intelligent decisions.

SQC, is a new terminology coined in 1999 for the first time in the history of education as an innovative teaching learning methodology for the twenty first century. It aims to impart education for holistic development of young students, as SQC is an integrated course with multidisciplinary approach and if imparted to young students, it enables them to be successful learners, confident individuals, responsible citizens and effective contributors to the society. SQC has been in practices as an informal co-curricular educational activity in various schools in Nepal since 1999, and has resulted excellent performances by SQC graduates.

SQC addresses "Life skills approach to education", a concern of NCF. It prepares students to become team players, manage time, develop communicative skills, acquire systematic and scientific approach to problem solving, be empathetic to fellow beings, learn to work under difficult situations in a scientific manner and contribute to the overall well being of all the individuals and the society.

SQC curriculum consists of theoretical and practical knowledge of Social Behavior that is essential for students. It is expected that after the completion of this course, students will be able to decide wisely when faced with choices that affect holistic development of young adolescents.

In order to develop the SQC curriculum, QUEST/ Nepal has formed the SQC Curriculum Advisory Committee and Task force (Action) Committee. Members and Experts of the Task force Committee developed and designed the draft curriculum. With the vast geographical structures and cultural diversity in the country, it is not an easy task to develop an ideal curriculum. To make it as practical as possible, school teachers, textbook writers, social science experts, subject specialists and curriculum officers were involved in National Workshop. Suggestions and feedback being obtained from the workshop has contributed a lot in finalizing the curriculum.

2. Competency

The main purpose of the course is to prepare good and smart citizens having pro-social personality traits who are able to collaboratively manage problems occurring in life for creating a better society. After the course, the students will enhance their knowledge, skills and attitude on creativity, self confidence, self-discipline, inter-personal relationships, empathy, social responsibility, teamwork, broader vision, time management, analytical tools and communication.

At the end of this level students will be able to carry out following competencies:
1.   Understand and develop positive attitude
2.   Develop team leadership and collaborative behavior
3.   Understand the concept and practicing of continuous improvement
4.   Develop creative thinking and inquiring attitude
5.   Understand the nature, scope and benefits of SQC
6.   Understand the process of systematic problem solving and decision making
7.   Learn, understand and practice qualitative visual QC tools
8.   Learn, understand and practice quantitative visual QC tools
9.   Understand and practice the planning and monitoring process
10.   Develop problem solving skills and social responsiveness
11.   Get the hands on knowledge ofbasic ICT tools and communication skills

3. Table of distribution of area and units by classes (Scope and Sequences)

	Class 6	Weight (%)	Class 7	Weight (%)	Class 8	Weight (%)
UNIT **Unit I:** **Attitude** **(5 Periods)**	**AREA** **Behaviour and Attitude** • Role Play in group • Games and activities on Attitude and Behaviour **Attitude** • Story – forming positive attitude	*4* *1*	**AREA** **Behaviour and Attitude** • Pictorial Attitudinal Test for Individual • Role Play in group **Types of attitudes** • Story – forming positive attitude • Difference between Positive and Negative Attitude	*4* *1*	**AREA** **Behaviour and Attitude** • Attitudinal Test for Individual with observation • Psychometric Test **Types of attitudes** • Story – forming positive attitude • Need and importance of Positive Attitude	*4* *1*

3. Table of distribution of area and units by classes (Scope and Sequences)

	Class 6	Weight (%)	Class 7	Weight (%)	Class 8	Weight (%)
Unit II: Team Building (5 Periods)	**Team work** • Team Building Game **Decision making** • Games on Decision making **Team leadership** • Leader and Leadership (Simple Definition) **Practice: Team work** • Group case exercise • Presentation	*1* *1* *1* *1*	**Team Work** • Introduction and Importance of Team work • Team Building Game **Decision making** • Practical exercise on decision making **Team leadership** • Qualities of good leaderships **Practice: Team work** • Group case exercise • Presentation	*1* *1* *1* *1*	**Team work** • Elements of Team work • Factors affecting team work **Decision making** • Process of decision making, Role of DM in life with example **Team leadership** • Leadership styles **Practice: Team work** • Group case exercise • Presentation	*1* *1* *1* *1* *1*
Unit III: Continuous Improvement (5 Periods)	**Continuous Improvement** • Concept **Plan-Do-Check-Act** • Introduction **Practice:** • Group field exercise (Pre-formatted form) • Presentation	*1* *1* *1* *1* *2*	**Kaizen** • Kaizen introduction and simple exercises **Plan-Do-Check-Act** • Improvement cycle **Practice: Kaizen** • Group field exercise (Pre-formatted form) • Presentation	*1* *1* *1* *1* *1*	**Continuous Improvement** • Kaizen - case analysis **Plan-Do-Check-Act** • Spiral Movement **Practice: Kaizen** • Group field exercise • Presentation	*1* *1* *1* *1* *2*
Unit IV: Brainstorming (5 Periods)	**Creative Thinking** • Creativity Test **Brainstorming** • Introduction • Rules and Procedure **Practice:** **Brainstorming** • Round Robin Brainstorming Practice • Presentation	*1* *1* *1* *1* *1*	**Creative Thinking** • Logical and Creative Thinking Example **Brainstorming** • Importance of Brainstorming **Practice:** **Brainstorming** • Round Robin Brainstorming Practice • Presentation	*2* *1* *1* *1*	**Creative Thinking** • Barriers of Creative Thinking • 6 Hats Exercise **Brainstorming** • Types of Brainstorming **Practice:** **Brainstorming** • Structural Brainstorming Practice • Presentation	*2* *1* *1* *1*
Unit V: Introduction to SQC (5 Periods)	**Definition** • Simple definition **Evolution** • Presentation with the photos of Quality personalities **Benefits:** • Good and Smart People **Model Case** • Case Presentation elaboration by Teacher **Practice** • Personality Development Exercise	*1* *1* *1* *1* *1*	**Definition & Scope of Application** • Elaboration of definition **Evolution** • Short profile of Quality Gurus, WCTQEE and QUEST-Nepal **Benefits:** 11 Types of Personality **Model Case** • Case Presentation elaboration by Teacher **Practice** • Personality Development Exercise	*1* *1* *1* *1*	**Definition & Scope of Application** • SQC principles and practices **Evolution** • Contribution of Quality Gurus • QCC to SQC **Benefits:** • Individual/Societal and National/Global **Model Case** • Case Presentation elaboration by Teacher **Practice** • Personality Development Exercise	*1* *1* *1* *1* *1*

3. Table of distribution of area and units by classes (Scope and Sequences)

	Class 6	Weight (%)	Class 7	Weight (%)	Class 8	Weight (%)
Unit VI: Systematic Problem Solving (8 Periods)	**Working with facts** • Facts types(number, word) **7 steps of QC problem solving** • Simple linear process (Identify, Analysis and Solve) **Problem hierarchy** • Simple Definition of Problem • (Gap between Ideal and present situation Example), **Problem hierarchy Concept (Why Why)** **Practice: problem hierarchy** • Why Why analysis (Exercise) • Presentation	2 2 2 1 1	**Working with facts** • Importance of facts with examples **7 steps of QC problem solving** • Detail sub – processes **Problem hierarchy** • Simple Definition of Problem • (Gap between Ideal and present situation Example), Problem hierarchy Concept (Why Why) **Practice: problem hierarchy** • Why Why analysis (Exercise) • Presentation	2 2 2 1 1	**Working with facts** • Advantages of working with facts **7 steps of QC problem solving** • Cyclic repetitive process **Problem hierarchy** • Simple Definition of Problem • (Gap between Ideal and present situation Example), Problem hierarchy Concept (Why Why) **Practice: problem hierarchy** • Why Why analysis (Exercise) • Presentation	2 2 2 1 1
Unit VII: SQC Qualitative Tools (8 Periods)	**SQC Qualitative Tools** • Introduction to Qualitative Tools and Application **Theory and Practice: Qualitative QC tools** • ABC/TPN Analysis and Practice • Rating Practice	2 2 2 2	**SQC Qualitative** • Types. **Theory and Practice: Qualitative QC tools** • Cause & Effect Analysis and Practice • Rating Practice • Presentation	3 2 2 1	**SQC Qualitative** • Characteristics **Theory and Practice: Qualitative QC tools** • Paired ranking and Practice • Presentation	3 4 1
Unit VIII: Quantitative Tools (9 Periods)	**SQC Quantitative Tools** • Introduction of Numerical Tools and Application **Theory and Practice:** Quantitative tools • Check sheet (one dimensional) • Line graph • Bar graph • Presentation	2 2 2 2 1	**SQC Quantitative Tools** • Types **Theory and Practice: Quantitative tools** • Check sheet (one dimensional) • Pareto diagram (without cumulative) • Presentation	3 2 3 1	**SQC Quantitative Tools** • Characteristics **Theory and Practice: Quantitative tools** • Check sheet (two dimensional) • Pareto diagram (with cumulative) • Presentation	2 2 4 1
Unit IX: Planning and Evaluation (6 Periods)	**Theory and Practice: Scheduling Tool** • Activity plan in tabular form **Theory and Practice: Planning Tool** • 5W & 1 H (WHY, WHAT, WHERE, WHEN, WHO and HOW) **Theory and Practice: Monitoring tool** • Result observation (Before and after)	2 2 2	**Theory and Practice: Scheduling Tool** • Milestone Chart **Theory and Practice: Planning Tool** • 5W & 1 H (WHY, WHAT, WHERE, WHEN, WHO and HOW) **Theory and Practice: Monitoring tool** Result observation in bar (Before and after)	2 2 2	**Theory and Practice: Scheduling Tool** • Gantt Chart **Theory and Practice: Planning Tool** • 5W & 1 H (WHY, WHAT, WHERE, WHEN, WHO and HOW) **Theory and Practice: Monitoring tool** • Run Chart	2 2 2

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3. Table of distribution of area and units by classes (Scope and Sequences)

	Class 6	Weight (%)	Class 7	Weight (%)	Class 8	Weight (%)
Unit X: Identify the problem (30 Periods)	**Identify (SQC Case Study Project Work)** • Formation of Team (Members, Circle Name, Leader) Roles and Responsibilities • Select Topic - list problems - select topic • Select Target - Identify Characteristics -　　　Set Target	*5* *15* *10*	**Identify (SQC Case Study Project Work)** • Formation of Team (Members, Circle Name, Leader) Roles and Responsibilities • Select Topic - Identify and list problems - select topic • Select Target - Identify Characteristics - Set Target	*5* *15* *10*	**Identify (SQC Case Study Project Work)** • Formation of Team (Members, Circle Name, Leader) Roles and Responsibilities • Select Topic - Identify and list problems - select topic • Select Target - Identify Characteristics - Set Target	*5* *15* *10*
Unit XI: Analyze the Problem (30 Periods)	**Analyze (SQC Case Study Project Work)** • Plan Activities - Decide activities - Decide Dates • Analysis Causes - Identify causes • Identify Countermeasures	*10* *10* *10*	**Analyze (SQC Case Study Project Work)** • Plan Activities - Decide activities - Decide Schedule • Analysis Causes - Identify causes - Decide cause to tackle • Identify Countermeasures	*10* *10* *10*	**Analyze (SQC Case Study Project Work)** • Plan Activities - Decide activities - Decide Schedule - Draw action plan • Analysis Causes - Identify causes - Analyze causes - Decide cause to tackle . Identify Countermeasures	*10* *10* *10*
Unit XII: Solve and Standardize the problem (46 Periods)	**Solve (SQC Case Study Project Work)** • Implement Countermeasures - Implement Plan • Check Result - Compare results with target • Standardize Control - Presentation to other students - Check for re-occurrence	*26* *10* *5* *5*	**Solve (SQC Case Study Project Work)** • Implement Countermeasures - Decide countermeasure activities - Implement Plan • Check Result - Compare results with target - Identify benefits • Standardize Control - Educate and train others - Monitors for maintenance	*26* *10* *5* *5*	**Solve (SQC Case Study Project Work)** • Implement Countermeasures - Decide countermeasures activities - Draw Implementation plan - Implement Plan • Check Result - Evaluate results - Compare results with target - Identify benefits • Standardize Control - Standardize the system - Educate and train other - Monitors for maintenance	*26* *10* *5* *5*

3. Table of distribution of area and units by classes (Scope and Sequences)

	Class 6	Weight (%)	Class 7	Weight (%)	Class 8	Weight (%)
Unit XIII: Commu- nicating Skills (13 Peri- ods)	**Communication** • Meaning **Theory and Practice: Computer Skills** • Word processing • Spreadsheet • Presentation **Case Study Preparation** Compiling minute of the meetings, charts and graphs, presentation preparation. (Presentation through Chart Paper or Presentation) **Theory and Practice: Presentation Skills** • Case Study Presentation • Practice : Case Study Presentation	*1* *2* *2* *2* *2* *2* *2*	**Communication** • Types • Presentation Skills **Theory and Practice: Computer Skills** • Word processing • Spreadsheet • Presentation **Case Study Preparation** • Compiling minute of the meetings, charts and graphs, presentation (Presentation through Chart Paper or Presentation) **Theory and Practice: Presentation Skills** • Case Study Presentation • Practice : Case Study Presentation	*1* *2* *2* *2* *2* *2*	**Communication** • Importance • Presentation Skills **Theory and Practice: Computer Skills** • Word processing • Spreadsheet • Presentation **Case Study Preparation** • Compiling minute of the meetings, charts and graphs, presentation preparation. (Presentation through Chart Paper or Presentation) **Theory and Practice: Presentation Skills** • Case story writing • Case Study Presentation • Practice : Case Study Presentation	*1* *2* *2* *2* *2* *2*

4. Elaboration of Teaching–Learning Process by Area/Unit by class:

Class 6 (SIX):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
I	**Attitude**	• Identify good/ bad behaviour themselves • Gain ideas to adjust attitude	• **Attitude and Behaviour**	• Conceptual knowledge of the topic through lecture and practical examples • Discussion in group or pair on the topic • Sharing the ideas • Games/role play • Write on facts	• Real stories • Pictures/ photographs • Chart papers • Flip charts • Role play cards	• Subjective and Objective Questions • Observation on students' performance • Portfolio making	*5*
II	**Team Building**	• Develop the idea of team work/group work/collaborative work • Goal setting, develop strategies to complete the task • Factors that affect teamwork	• Team work • Decision making • Team leadership • Practice: Team work	• Conceptual idea on the topic theoretically and practically • Process of team building through role play • Activities on selecting leader • Games on making leaders/team building • Role play • Presentation	• Pictures of renown leaders • Audio/visual materials • Chart paper • Fill the format to rank oneself as the leader • Role play cards	• Subjective questions • Objective questions • Observation on students' performance • Portfolio making	*5*

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4. Elaboration of Teaching-Learning Process by Area/Unit by class:

Class 6 (SIX):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
III	Continuous Improvement	• Implement the topic in real life situation • reflection to identify errors for improvement • Identify reasons for continuous Improvement	• **Continuous Improvement** • **Plan-Do-Check-Act** • **Practice: Kaizen**	• Introduction • Of Plan-Do-Check-Act practically • Discussion on Conceptual knowledge about PDCA • Group work exercise on simple task related with the topic • Presentation	• Work sheets on PDCA cycle • Posters • Chart papers	• subjective/ objective questions • Observation on students' performance • Portfolio making	5
IV	Brainstorm-ing	• To make students generate new ideas using brainstorming techniques • To make students understand the advantages and disadvantages or constraints of brainstorming as a technique for generating ideas.	• **Creative Thinking** • **Brainstorming** • **Practice:** • **Brainstorming**	• Creativity Test • Lecture on Introduction, Rules and Procedure • Round Robin Brainstorming Practice • Presentation	• Conceptual knowledge about brainstorming through practical exercises • Creative thinking through lecture and practical exercise. • Creativity Test • Rules and Procedure of brain storming • Practice brainstorming • Round Robin Practice • Presentation	• Subjective/ objective tests • Observation on students' performance • Portfolio making	5
V	Introduction to SQC	• Knowledge of quality circles evolution from Japan. • Understand the contribution of Quality Gurus in the quality movement of the world. • Understand how quality circles concept brought in academia as Students' quality circles. • Know how the problems are identified, analyzed and solved. • Personality development.	• **Definition** • **Evolution** • **Benefits:** • **Model Case** • **Practice**	• Lecture on Simple definition • Presentation with the photos of Quality • Lecture Good and Smart People • Case Presentation elaboration by Teacher • Personality Development Exercise	• Book • Chart papers • Videos • Stories • Games	• Report writing • Questions • presentations	5

4. Elaboration of Teaching-Learning Process by Area/Unit by class:

Class 6 (SIX):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
VI	Systematic Problem Solving	• Learn to work systematically using scientific problem solving tools and techniques. • Develop analytical skills • Learn to define problem and go to the real depth of the problems and analyze them.	• **Working with facts** • **7 steps of QC problem solving** • **Problem hierarchy** • **Practice: problem hierarchy**	• Lecture on Facts types(number, word, Simple linear process (Identify, Analysis and Solve), Simple Definition of Problem (Gap between Ideal and present situation Example), Problem hierarchy Concept (Why Why) • Why Why analysis (Exercise) • Presentation	• Book • Chart papers • Videos • Stories • Games • Practical exercises	• Report writing • Questions • Presentations • Case study	8
VII	SQC Qualitative Tools	• Learn to use the qualitative tools of problem solving in their practical cases and in real life.	• **SQC Qualitative Tools** • **Theory and Practice: Qualitative QC tools**	• Lecture on Introduction to Qualitative Tools and Application • ABC/TPN Analysis and Practice • Rating Practice	• Book • Chart papers • Drawing aids • Sign pens • Videos • Stories • Games • Practical exercises	• Report writing • Questions • Presentations • Case study • Practical	8
VIII	Quantitative Tools	• Learn to use the quantitative tools of problem solving in their practical cases and in real life.	• **SQC Quantitative Tools** • **Theory and Practice: Quantitative tools**	• Lecture on Introduction of Numerical Tools and Application • Practice on Check sheet (one dimensional), Line graph, Bar graph • Presentation	• Book • Chart papers • Graph and chars • Drawing aids • Videos • Stories • Games • Practical exercises	• Report writing • Questions • Presentations • Case study • Practical	9
IX	Planning and Evaluation	• To enhance skills of time management among students • To help students identify resources to help implement plans and programs. • To develop review skills among students • To enhance review skills among students • To prepare students work on review of the implementation programs with upper and lower limits.	• **Theory and Practice: Scheduling Tool** • **Theory and Practice: Planning Tool** • **Theory and Practice: Monitoring tool**	• Preparing Activity plan in tabular form, 5W & 1 H (WHY, WHAT, WHERE, WHEN, WHO and HOW) • Result observation (Before and after)	• Book • Chart papers • Graph and chars • Drawing aids • Practical exercises	• Report writing • Questions • Presentations • Practical	6

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4. Elaboration of Teaching-Learning Process by Area/Unit by class:

Class 6 (SIX):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
X	**Identify the problem**	• To inculcate the mindset to own problems • To promote the idea of doing brainstorming • To develop listening skills and empathy • To help practice democratic process of problem selection • To help students to look at problems more close • To help students to speak for themselves.	**• Identify (SQC Case Study Project Work)**	• Formation of Team (Members, Circle Name, Leader) Roles and Responsibilities • Select Topic - list problems - select topic • Select Target - Identify Characteristics - Set Target	• Book • Chart papers • Graph and chars • Drawing aids • Practical exercises • Worksheets	• Subjective/ objective tests • Observation on students' performance	*30*
XI	**Analyze the Problem**	• To help students think scientific and analytical • To develop mindset to work with list of ideas and stratification • To help students lean 'why-why analysis' • To encourage them to think on the same problem and it's root causes • To build a group working skills • To inculcate systematic analytical skills	**• Analyze (SQC Case Study Project Work)**	• Plan Activities - Decide activities - Decide Dates • Analysis Causes - Identify causes - Identify Countermeasures	• Book • Chart papers • Graph and chars • Drawing aids • Practical exercises • Worksheets	• Subjective/ objective tests • Observation on students' performance	*30*
XII	**Solve and Standardize the problem**	• To build confidence in students to solve their own problems. • To teach students to find solution to their own problems • To promote use of locally available resources to solve problems • To execute their ideas and plan • To teach the basics of documentation techniques • To build confidence, share the finding of systematic problem solving. • Promote collaborative learning among students.	**• Solve (SQC Case Study Project Work)**	• Implement Countermeasures - Implement Plan • Check Result - Compare results with target • Standardize Control - Presentation to other students - Check for re-occurrence	• Book • Chart papers • Graph and chars • Drawing aids • Practical exercises • Worksheets	• Subjective/ objective tests • Observation on students' performance	*46*

4. Elaboration of Teaching-Learning Process by Area/Unit by class:

Class 6 (SIX):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
XIII	Communicat-ing Skills	• To help students learn about effective communication techniques • To promote various presentation tools and techniques for effective communication • To enhance visual communication with the help of various data representation • To help learn question and answer technique during communication and presentation. • To enhance case study presentation skill in the QC story flow and formate	• **Communication** • **Theory and Practice:** • **Computer Skills** • **Case Study Preparation** • **Theory and Practice:** • **Presentation Skills**	• Lecture on Meaning of communication • Practice on Word processing, Spreadsheet, PowerPoint • Compiling minute of the meetings, charts and graphs, presentation preparation. (Presentation through Chart Paper or PowerPoint preparation) • Preparation of Case Study Presentation • Practice : Case Study Presentation	• Book • Flip Charts Display • Practical exercises	• Subjective/ objective tests • Observation on students' performance	13

Class 7 (SEVEN):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
I	Attitude	• Reflect upon students' own attitude behaviour • Gain ideas to improve, adjust their attitude/behaviour	• **Attitude and Behaviour** • **Types of attitudes**	• Conceptual knowledge of the topic through lecture and practice • Discussion-pair/group to identify negative/ positive attitudes/ behaviour of each other • presentation	• Real stories • Photos/pictures	• Subjective and Objective Questions(T/F, fill in the blanks) • Making Portfolio of students based on observation • Report writing	5
II	Team Building	• To impart Conceptual knowledge about the topic. • To make students build teams using different techniques • Analyze importance of Team work • Involve students in decision making • Develop qualities of good leadership	• **Team Work** • **Decision making** • **Team leadership** • **Practice: Team work**	• Explanation • Group formation/ selection of leaders in each group • Activities on the process of building teams, • Identify qualities of leaders • Role play • Games on team building/selecting leaders	• Chart paper • Pictures • Real objects • Role play cards	• Subjective/ objective questions • Subjective and • Making Portfolio of students based on observation • Report writing	5
III	Continuous Improvement	• Give conceptual knowledge of Kaizen/ Deming Cycle • Implement the continuous Improvement in daily work • Implement Kaizen in simple tasks	• **Kaizen** • **Plan-Do-Check-Act** • **Practice: Kaizen**	• Discussion in group • Group field exercise • Presentation • Filling the worksheets (in group/ pair/ individually) • Analyze • Simple task on the topic	• Chart paper • Pictures • Work sheets	• Subjective and Objective Questions(T/F, fill in the blanks) • Making Portfolio of students based on observation • Report writing	5

4. Elaboration of Teaching-Learning Process by Area/Unit by class:

Class 7 (SEVEN):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
IV	Brainstorm-ing	• Use techniques for brainstorming • Develop critical thinking using brainstorming. • Exercise brainstorming for innovative ideas, problem solving, generating strategies, reveal true opinion, identify risks, gather feedback for improvement • Discuss the barriers of creative thinking	• **Creative Thinking** • **Brainstorming** • **Practice:** • **Brainstorming**	• Lecture on Types of Brainstorming • Practice in group for problem solving exercise • Presentation	• Worksheets on different types of brainstorming • Chart paper	• Subjective and Objective Questions • Making Portfolio of students based on observation • Report based on presentation	5
V	Introduction to SQC	• Knowledge of quality circles evolution from Japan. • Understand the contribution of Quality Gurus in the quality movement of the world. • Understand how quality circles concept brought in academia as Students' quality circles. • Know how the problems are identified, analyzed and solved. • Personality development.	• **Definition & Scope of Application** • **Evolution** • **Benefits:** • **Model Case** • **Practice**	• Lecture on Elaboration of definition • Short profile of Quality Gurus, WCTQEE and QUEST-Nepal • Lecture on 11 Types of Personality • Case Presentation elaboration by Teacher • Personality Development Exercise	• Book • Chart papers • Videos • Stories • games	• Report writing • Questions • presentations	5
VII	Systematic Problem Solv-ing	• Learn to work systematically using scientific problem solving tools and techniques. • Develop analytical skills • Learn to define problem and go to the real depth of the problems and analyze them.	• **Working with facts** • **7 steps of QC problem solving** • **Problem hierarchy** • **Practice: problem hierarchy**	• Lecture on Importance of facts with examples, Detail sub – processes, Simple Definition of Problem, (Gap between Ideal and present situation Example), Problem hierarchy Concept (Why Why) • Why Why analysis (Exercise) • Presentation	• Book • Chart papers • Videos • Stories • Games • Practical exercises	• Report writing • Questions • Presentations • Case study	8
VIII	SQC Quantita-tive Tools	• Learn to use the quantitative tools of problem solving in their practical cases and in real life.	• **SQC Quantitative Tools** • **Theory and Practice: Quantitative tools**	• Lecture on Types. • Cause & Effect Analysis and Practice • Rating Practice • Presentation	• Book • Chart papers • Drawing aids • Sign pens • Videos • Stories • Games • Practical exercises	• Report writing • Questions • Presentations • Case study • Practical	9

4. Elaboration of Teaching-Learning Process by Area/Unit by class:

Class 7 (SEVEN):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
IX	Planning and Evaluation	• To enhance skills of time management among students • To help students identify resources to help implement plans and programs. • To develop review skills among students • To enhance review skills among students • To prepare students work on review of the implementation programs with upper and lower limits.	• Theory and Practice: Scheduling Tool • Theory and Practice: Planning Tool • Theory and Practice: Monitoring tool	• Preparation of Milestone Chart, 5W & 1 H (WHY, WHAT, WHERE, WHEN, WHO and HOW) • Result observation in bar (Before and after)	• Book • Chart papers • Graph and chars • Drawing aids • Practical exercises	• Report writing • Questions • Presentations • Practical	6
X	Identify the problem	• To inculcate the mindset to own problems • To promote the idea of doing brainstorming • To develop listening skills and empathy • To help practice democratic process of problem selection • To help students to look at problems more close • To help students to speak for themselves.	• Identify (SQC Case Study Project Work)	• Formation of Team (Members, Circle Name, Leader) Roles and Responsibilities • Select Topic - Identify and list problems - select topic • Select Target - Identify Characteristics - Set Target	• Book • Chart papers • Graph and chars • Drawing aids • Practical exercises • Worksheets	• Subjective/ objective tests • Observation on students' performance	30
XI	Analyze the Problem	• To help students think scientific and analytical • To develop mindset to work with list of ideas and stratification • To help students lean 'why-why analysis' • To encourage them to think on the same problem and it's root causes • To build a group working skills • To inculcate systematic analytical skills	• Analyze (SQC Case Study Project Work)	• Plan Activities - Decide activities - Decide Schedule • Analysis Causes - Identify causes - Decide cause to tackle • Identify Countermeasures	• Book • Chart papers • Graph and chars • Drawing aids • Practical exercises • Worksheets	• Subjective/ objective tests • Observation on students' performance	30

4. Elaboration of Teaching-Learning Process by Area/Unit by class:

Class 7 (SEVEN):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
XII	Solve and Standardize the problem	• To build confidence in students to solve their own problems. • To teach students to find solution to their own problems • To promote use of locally available resources to solve problems • To help students make implementation plan to execute their ideas • To teach the basics of documentation techniques • To build confidence to share the finding of systematic problem solving. • Promote collaborative learning among students.	• Solve (SQC Case Study Project Work)	• Implement Countermeasures - Decide countermeasures activities - Implement Plan • Check Result - Compare results with target - Identify benefits • Standardize Control - Educate and train others - Monitor for maintenance	• Book • Chart papers • Graph and chars • Drawing aids • Practical exercises • Worksheets	• Subjective/ objective tests • Observation on students' performance	46
XIII	Communicat-ing Skills	• Communicate verbally or nonverbally mainly in the presentation • Interpret a ideas orally and effectively. • Manage time frame, Expression (body language, voice modulation, eye contact etc) and subject matter. • Knowledge of presentation mediums and its use	• Communication • Theory and Prac-tice: • Computer Skills • Case Study Prepara-tion • Theory and Prac-tice: • Presentation Skills	• Lecture on Types • Practice on Presentation Skills, Word processing, Spreadsheet, Presentation • Compiling minute of the meetings, charts and graphs, presentation (Presentation through Chart Paper or PowerPoint preparation) • Case Study Presentation • Practice : Case Study Presentation	• Book • Flip Charts Display • Practical exercises	• Subjective/ objective tests • Observation on students' performance	13

Class 8 (EIGHT):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
I	Attitude	• Identify good/ bad behaviour themselves • Gain ideas to adjust attitude	• Attitude and Behaviour	• Attitudinal Test for Individual with observation • Psychometric Test • Story – forming positive attitude • Need and importance of Positive Attitude	• Real stories • Photos/pictures	• Subjective and Objective Questions(T/F, fill in the blanks) • Making Portfolio of students based on observation • Report writing	13

4. Elaboration of Teaching-Learning Process by Area/Unit by class:

Class 8 (EIGHT):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
II	Team Building	• Develop the idea of team work/group work/collaborative work • Goal setting, develop strategies to complete the task • Factors that affect teamwork	• Team work • Decision making • Team leadership • Practice: Team work	• Lecture on Elements of Team work • Lecture on Factors affecting team work • Process of decision making, Role of DM in life with example • Lecture on Leadership styles • Group case exercise • Presentation	• Chart paper • Pictures • Real objects • Role play cards	• Subjective/ objective questions • Subjective and • Making Portfolio of students based on observation • Report writing	5
III	Continuous Improvement	• Implement the topic in real life situation • reflection to identify errors for improvement • Identify reasons for continuous Improvement	• Continuous Improvement • Plan-Do-Check-Act • Practice: Kaizen	• Kaizen - case analysis • Lecture on Spiral Movement • Group field exercise • Presentation	• Chart paper • Pictures • Work sheets	• Subjective and Objective Questions (T/F, fill in the blanks) • Making Portfolio of students based on observation • Report writing	5
IV	Brainstorm-ing	• To make students generate new ideas using brainstorming techniques • To make students understand the advantages and disadvantages or constraints of brainstorming as a technique for generating ideas.	• Creative Thinking • Brainstorming • Practice: • Brainstorming	• Lecture on Barriers of Creative Thinking • 6 Hats Exercise • Lecture on Types of Brainstorming • Structural Brainstorming Practice • Presentation	• Worksheets on different types of brainstorming • Chart paper	• Subjective and Objective Questions • Making Portfolio of students based on observation • Report based on presentation	
V	Introduction to SQC	• Able to define SQC and its scope and application. • Understand the contribution of Quality Gurus in the quality movement of the world. • Understand how quality circles concept brought in academia as Students' quality circles. • Know how the problems are identified, analyzed and solved. • Enable students to accepts the benefits of SQC • Gets the ideas going through Model case study.	• Definition & Scope of Application • Evolution • Benefits: • Model Case • Practice	• Lecture on SQC principles and practices • Lecture on Contribution of Quality Gurus • Lecture on QCC to SQC • Lecture Individual/ Societal and National/ Global • Case Presentation elaboration by Teacher • Personality Development Exercise	• Book • Chart papers • Videos • Stories • games	• Report writing • Questions • presentations	5

4. Elaboration of Teaching-Learning Process by Area/Unit by class:

Class 8 (EIGHT):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
VI	Systematic Problem Solving	• Learn to work systematically using scientific problem solving tools and techniques. • Develop analytical skills • Learn to define problem and go to the real depth of the problems and analyze them.	• **Working with facts** • **7 steps of QC problem solving** • **Problem hierarchy** • **Practice: problem hierarchy**	• Lecture on Advantages of working with facts • Lecture on Cyclic repetitive process • Lecture on Definition of Problem • (Gap between Ideal and present situation Example), Problem hierarchy Concept (Why Why) • Why Why analysis (Exercise) • Presentation	• Book • Chart papers • Videos • Stories • Games • Practical exercises	• Report writing • Questions • Presentations • Case study	5
VII	SQC Qualitative Tools	• Learn to use the qualitative tools of problem solving in their practical cases and in real life.	• **SQC Qualitative** • **Theory and Practice: Qualitative QC tools**	• Lecture on Characteristics • Paired ranking and Practice • Presentation	• Book • Chart papers • Drawing aids • Sign pens • Videos • Stories • Games • Practical exercises	• Report writing • Questions • Presentations • Case study • Practical	8
VIII	Quantitative Tools	• Learn to use the quantitative tools of problem solving in their practical cases and in real life.	• **SQC Quantitative Tools** • **Theory and Practice: Quantitative tools**	• Lecture on Characteristics • Practice on Check sheet (two dimensional) • Practice on Pareto diagram (with cumulative) • Presentation	• Book • Chart papers • Graph and chars • Drawing aids • Videos • Stories • Games • Practical exercises	• Report writing • Questions • Presentations • Case study • Practical	9
IX	Planning and Evaluation	• To enhance skills of time management among students • To help students identify resources to help implement plans and programs. • To develop review skills among students • To enhance review skills among students • To prepare students work on review of the implementation programs with upper and lower limits.	• **Theory and Practice: Scheduling Tool** • **Theory and Practice: Planning Tool** • **Theory and Practice: Monitoring tool**	• Preparation of Gantt Chart • Preparation of 5W & 1 H (WHY, WHAT, WHERE, WHEN, WHO and HOW) • Preparation of Run Chart	• Book • Chart papers • Graph and chars • Drawing aids • Practical exercises	• Report writing • Questions • Presentations • Practical	6

4. Elaboration of Teaching-Learning Process by Area/Unit by class:

Class 8 (EIGHT):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
X	Identify the problem	• To inculcate the mindset to own problems • To promote the idea of doing brainstorming • To develop listening skills and empathy • To help practice democratic process of problem selection • To help students to look at problems more close • To help students to speak for themselves.	• Identify (SQC Case Study Project Work)	• Formation of Team (Members, Circle Name, Leader) Roles and Responsibilities • Select Topic - Identify and list problems - select topic • Select Target - Identify Characteristics - Set Target	• Book • Chart papers • Graph and chars • Drawing aids • Practical exercises • Worksheets	• Subjective/ objective tests • Observation on students' performance	30
XI	Analyze the Problem	• To help students think scientific and analytical • To develop mindset to work with list of ideas and stratification • To help students lean 'why-why analysis' • To encourage them to think on the same problem and it's root causes • To build a group working skills • To inculcate systematic analytical skills	• Analyze (SQC Case Study Project Work)	• Plan Activities - Decide activities - Decide Schedule - Draw action plan • Analysis Causes - Identify causes - Analyze causes - Decide cause to tackle • Identify Countermeasures	• Book • Chart papers • Graph and chars • Drawing aids • Practical exercises • Worksheets	• Subjective/ objective tests • Observation on students' performance	30
XII	Solve and Standardize the problem	• To build confidence in students to solve their own problems. • To teach students to find solution to their own problems • To promote use of locally available resources to solve problems • To help students make implementation plan to execute their ideas • To teach the basics of documentation techniques • To build confidence to share the finding of problem solving. • Promote collaborative learning among students.	• Solve (SQC Case Study Project Work)	• Implement Countermeasures - Decide countermeasures activities - Draw Implementation plan - Implement Plan • Check Result - Evaluate results - Compare results with target - Identify benefits • Standardize Control - Standardize the system - Educate and train others - Monitor for maintenance	• Book • Chart papers • Graph and chars • Drawing aids • Practical exercises • Worksheets	• Subjective/ objective tests • Observation on students' performance	46

4. Elaboration of Teaching-Learning Process by Area/Unit by class:

Class 8 (EIGHT):

UNIT	AREA	LEARNING OUTCOMES	CONTENTS	TEACHING METHODS AND ACTIVITIES	TEACHING MATERIALS	EVALUATION	Weight (%)
XIII	Communicating Skills	• To	• Communication • Theory and Practice: • Computer Skills • Case Study Preparation • Theory and Practice: • Presentation Skills	• Lecture on Importance • Lecture and practice on Presentation Skills • Practice on Word processing • Practice on Spreadsheet • Practice on PowerPoint • Compiling minute of the meetings, charts and graphs, presentation preparation. (Presentation through Chart Paper or PowerPoint preparation) • Case story writing • Case Study Presentation • Practice : Case Study Presentation	• Book • Flip Charts Display • Practical exercises	• Subjective/ objective tests • Observation on students' performance	13

5. Teaching Methods

This curriculum includes the specific objectives of each unit in the learning areas of SQC. This subject covers bout theoretical and practical activities. The curriculum intends to develop students' knowledge, skills and attitudes in this subject. For different topics, practical activities inside and outside the classroom must be carried out by teachers to achieve the objectives of the course: the materials and environment around the school can be used as teaching materials. Some of the general teaching methods and techniques of each unit are laid out in the curriculum elaboration section. It is necessary to conduct students' group work, while presentation of group work, project work and learning through discovery are some important activities that help to achieve the objectives of his curriculum. Some of the main methods and techniques that can be used in teaching this subject are given below:

a.   Demonstration
b.   Answering questions orally
c.   Creative Thinking
d.   Delivery of ideas
e.   Answering comprehension questions
f.   Describing given pictures/ photographs
g.   Following instructions
h.   Group discussion/presentation
i.   Demonstration Method
j.   Inquiry and Discovery Method
k.   Using Games
l.   Listen and carry out different activities
m.   Observation Method

n.   Pair work/project work
o.   Art of Listening
p.   Role Play Method
q.   Writing
r.   Presentation Skills
s.   Critical Thinking
t.   Project work, Presentation and Discussion
u.   Respecting Others views
v.   Question and Answer Method
w.   Story telling/retelling
x.   Working with facts
y.   Problem Solving Method
z.   Working with plan

It is necessary to design any activity with a student-centered approach in mind. As a rule, students' partici-pation in teaching-learning activities should be achieved through question and answer sessions, discus-sion, writing reports on fieldwork and presenting them to the class. Teachers should be able to analyze students' learning difficulties in order to facilitate their learning.

6. Evaluation

Evaluation is necessary to find out whether the expected objectives of curriculum were fulfilled or not. Like the other subjects, student evaluation of this subject (Student Quality Circle) should be done by 60% (i.e.60 marks) terminal (written) exam and 40% continuous assessment modality. Out of this 60 marks, 10% (6 marks) for trimester, 30% (18 marks) for half yearly and 60% (36 marks) for final evaluation. As the nature of this subject is basically behavioral and practical oriented, 50% theoretical and 50% (30 marks) practical evaluation modality should be followed in each terminal evaluation (viz. trimester, half yearly and yearly exam). Mathematically, in the terminal evaluation of trimester, 3 marks for theory and 3 marks for practi-cal is allocated. Likewise, 9 marks for theory and 9 marks for practical as well as 18 marks for theory and 18 marks for practical evaluation is allocated for half yearly and yearly exams respectively. For the 40% part of continuous assessment, evaluation should be done on the basis of given criteria attached herewith in the annex below.

Note: According to the Basic Education (6-8) Curriculum – 2013, this evaluation system is applied only for grade 6 and 7. Since there is the provision of district level exam at grade 8, evaluation of this grade will be done following the direction of Curriculum Development Centre.

7. Table of distribution of area and weightage

Unit	Area	Weightage					
		Class 6		Class 7		Class 8	
		Theory	Practical	Theory	Practical	Theory	Practical
I	Attitude	2	3	2	3	2	3
II	Team Building	2	3	2	3	2	3
III	Continuous Improvement	2	3	2	3	2	3
IV	Brainstorming	3	2	3	2	3	2
V	Introduction to SQC	3	2	3	2	3	2
VI	Systematic Problem Solving	6	2	6	2	6	2
VII	SQC Qualitative Tools	4	4	4	4	4	4
VIII	Quantitative Tools	5	4	5	4	5	4
IX	Planning and Evaluation	4	2	4	2	4	2
X	Identify the problem	15	15	15	15	15	15
XI	Analyze the Problem	15	15	15	15	15	15
XII	Solve and Standardize the problem	19	27	19	27	19	27
XIII	Communicating Skills	7	6	7	6	7	6
	Total	87	88	87	88	87	88

Annex 1

Continuous Assessment Guidelines for SQC

A)   SOCIAL BEHAVIOR

1)   Team Work
    a) Active contribution and cooperation   (5)
    b) Adjustable and satisfactory performance   (4)
    c) Partial participation   (3)
    d) Usually passive   (2)

2)   Communication Skill
    a) Clear opinions with proper gestures   (5)
    b) clear opinion but less use of gestures   (4)
    c) Express opinion but lack gestures   (3)
    d) Express opinion but incomplete   (2)

3)   Time Management
    a) Punctual and regular   (5)
    b) Complete the task but less manages   (4)
    c) Complete task but irregular   (3)
    d) Frequently unable to finish the task   (2)

4)   Self Discipline
    a) Always able to have control on himself/herself   (5)
    b) Able to have control but rarely misses it   (4)
    c) Sometimes becomes out of control   (3)
    d) Knows the rules but neglects it on elder's absence   (2)

5)   Analytical Skill
    a) Prepares and formulates rational plan to solve the problem   (5)
    b) Prepares and formulates plans but lacks rationality   (4)
    c) Mental planning but less formulation   (3)
    d)Lack of potential to formulate the plans   (2)

6)   Creativity
    a) Instant and self creation and implementation   (5)
    b) Proper use of techniques and tools   (4)
    c) Use of techniques in same manner   (3)
    d) Shows less interest
    (2)

7) Empathy
   a) Take initiative role to support and sole other's genuine problems   (5)
   b) Take other's problem seriously and tries to support   (4)
   c) Show empathy in other's genuine problem   (3)
   d) Feels sorry but unconcern   (2)

8) Interpersonal Skill
   a) Has very high tendency of sharing and caring   (5)
   b) Hs interactive quality   (4)
   c) Shows interactive only when encouraged   (3)
   d) Passive   (2)

9) Social Responsibility
   a) Innovative and responsible for managing available school resources   (5)
   b) Assist in managing school resources   (4)
   c) Feeling of responsibility   (3)
   d) Indifferent   (2)

10) Broader Vision
   a) Take action with plan considering future impact   (5)
   b) Takes action with plan but ignores future impact   (4)
   c) Takes action without making plan and considering future impact   (3)
   d) Impatient (seeks quick better result   (2)

B)   LEARNING BEHAVIOUR

1) Class Work/ Classroom Participation
   a)   Proactive and always completes class work in time, always helps
        and motivates the weaker friends to uplift their learning level   (5)
   b)   Active and always completes class work in time, helps
        the weaker friends when necessary.   (4)
   c)   Active and mostly complete the class works with the help of friends   (3)
   d)   Passive in class, teacher and friends need to focus
        many times to be concentrated in study.   (2)

2)   Practical/Project work
   a)   Plays excellent role to complete the project. plays the
        leadership role to perform the practical assignments.   (5)
   b)   Enthusiastic on doing practical and project work but
        sometimes needs teacher's and friends guideline.   (4)
   c)   Participate in practical and project work only
        because of teacher's and friends' encouragement.   (3)
   d)   Feels pressurized and seek the ways to escape from his/her duties.   (2)

3)   Change in learning behavior
    a)   Excellent improvement in learning behavour   **(5)**
    b)   Very Good improvement in learning behavour   **(4)**
    c)   Good improvement in learning behavour   **(3)**
    d)   Satisfactory improvement in learning behavour   **(2)**

4)   SQC Tools and Techniques
    a)   Can elaborate and use perfectly the SQC
       tools and techniques in subject study and daily life.   **(5)**
    b)   Can elaborate and use perfectly the SQC
       tools and techniques in subject study.**(4)**
    c)   Has adequate knowledge about SQC tools and techniques
       and can use them at study time moderately   **(3)**
    d)   Has general knowledge about SQC tools and techniques
       but needs extra support to use them at study time   **(2)**

5)   Homework
    a)   Always and perfectly do homework.   **(5)**
    b)   Mostly present but needs correction.   **(4)**
    c)   Does homework not to learn but only to show to the teacher. **(3)**
    d)   Usually do not present home work and sometimes
       presents but imperfect.   **(2)**

6)   Level of formative text
    a)   Student has excellent formative text   **(5)**
    b)   Student has Good formative text   **(4)**
    c)   Student has Moderate formative text   **(3)**
    d)   Student has limited formative text   **(2)**

7)   Attendance
    a)   More than 95% present and punctual class   **(5)**
    b)   90% plus present and sometimes late in class   **(4)**
    c)   80% plus present and sometimes late in the class   **(3)**
    d)   Below 75% present and not punctual in the class   **(2)**

8)   Presentation
    a)   Outstanding in time frame, Expression (body language,
       voice modulation, eye contact etc) and subject matter.   **(5)**
    b)   Good in time frame, Expression (body language, voice
       modulation, eye contact etc) and subject matter   **(4)**
    c)   Moderate in time frame, Expression (body language,
       voice modulation, eye contact etc) and subject matter   **(3)**
    d)   Limited in time frame, Expression (body language,
       voice modulation, eye contact etc) and subject matter   **(2)**

9) **Critical Thinking**
    a)   **Level of Critical thinking has increased tremendously**   **(5)**
    b)   **Level of Critical thinking has increased noticeably**   **(4)**
    c)   **Moderate Level of Critical thinking has increased**   **(3)**
    d)   **Limited Level of Critical thinking has increased.**   **(2)**

10) **Comprehension Capacity**
    a)   **Grasps everything discussed and taught.**   **(5)**
    b)   **Grasps most of the stuff discussed and taught**   **(4)**
    c)   **Grasps some of the stuff discussed and taught**   **(3)**
    d)   **Grasps little of the stuff discussed and taught**   **(2)**

Annex 2

Yearly class wise continuous assessment record form
Class: 6/7/8
Subject: SQC

Roll No.	Name of the Student	Trimester Yearly	Evaluation Evaluation	Half yearly Evaluation	Final Evaluation

Note: While recording the continuous evaluation, both percentage and division should be mentioned. i.e. 85.5% (A).

The description & range of marks for the grades and honour are as follows:

A   Excellent   Above 80
B   Very Good   70-79
C   Good   50-69
D   Satisfactory   Below 50