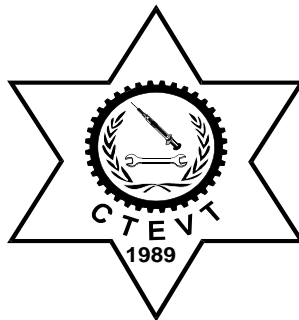


CURRICULUM
Pre-diploma in
Early Childhood Development (ECD)
Facilitation
(Apprenticeship Model)



Council for Technical Education & Vocational Training
Curriculum Development and Equivalence Division

Sanothimi, Bhaktapur

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Introduction

This curricular program is designed to prepare middle level competent human resources as **Early Childhood Development Facilitators** equipped with knowledge, skills and attitude of discipline for that level. They can provide services at the growing child development centres, day care centres, home based ECD services, Montessori, Kindergarten, inclusive pre- schools as well as innovative services with related international non-governmental organisations or can benefit from self-employment.

Ministry of Education, Science and Technology of Nepal Government has implemented the letter grading system in School Education Examination (SEE) since 2072 B.S. The door of Pre-diploma curricular programme is open for those students who have appeared in the SEE examination and achieved any GPA and grade in any subject. Aiming to target at such students and ECD promoters, the curricular programs of TSLC of 29 months and 15 months have been converted into 18 months to make uniformity among different Pre-diploma curricular programs.

The council for Technical Education and Vocational Training (CTEVT) has been developing and implementing Pre-diploma level Apprenticeship curricular programs. The Apprenticeship training program is one of the distinct training modalities under the Enterprise-based curricular program. It is dual training system (DTS) and it involves an instructional mode of delivery for technology-based education and training in which learning takes place in two venues: the technical school or training institute and the company or industry (Resource Organizations). It is also known as combined form of institute based training and industry practice or industrial training curricular program. In addition, practice in an industry practice is also a means of instruction. Here, the term industry is not a single area, it is meant generally to include all the sectors of the economy in our community, which range from the manufacturing firms, service shops, business establishments, government agencies to the NGOs that employ the mid-level technical manpower that are trained by TVET institutions as well as colleges and universities to other types of training institutions.

UNESCO-UNEVOC defines apprenticeship as a 'unique form of vocational education, combining on-the-job learning and school based training, for specially defined tasks and work processes. It is regulated by law and based on written employment contract with a compensatory payment, and standard social protection scheme. A formal assessment and a recognized certification come at the end of a clearly identified duration.'

Apprenticeship is a form of vocational training in which the apprentice learns a trade or craft in dual system consisting of both schooling and 'training on the job' where they are generally an employee contract (Mincer, 1962).

This curricular program is designed for apprentices willing to learn integrated holistic aspects of early childhood development Integrated Services through Early Childhood Development Facilitation curricular program. In this curricular program, the expected apprentices will learn basic knowledge and skills of early childhood development related courses and other core courses in technical schools or training institutes and learn the rest of knowledge and skills of the curricular program at related Early Child development centres, Day care centres, Pre-schools schools, Montessori, Kindergarten and Inclusive ECD center. In addition, attitude of an apprentice is one of the important aspects of learning along with knowledge and skills. The training, provided by the technical institutes or schools will be linked with the Early Child development centres, Day care centres, Pre-schools schools, Montessori, Kindergarten and Inclusive ECD center; will furnish the entire educational processes of the curricular program. The Early Child development centres, Day care centres, Pre-schools schools, Montessori, Kindergarten and Inclusive ECD centers serve as the practice venues. The apprentices are expected to learn through the real of world of work experiences at the actual in various modalities of Early child development centres. There will have the tripartite training agreement among apprentices, sponsoring industries and training institute for implementing this curricular program.

Rationale behind designing this curricular program is to acquire competencies by an apprentice through his/her engagement in hands-on practices (the real world of work experiences) as he/she involves in different forms of child development centres for facilitation. It also allows an apprentice to involve in pre-and-post operation phases of Early childhood development centre/Pre-schools/ Day care centre/Montessori/inclusive pre-school. Furthermore, after certification such graduates will provide quality services in ECD sub-sector.

This curricular program will be implemented as an apprenticeship mode of learning. This program is based on practical exposure in different areas as required. In every subject, theoretical contents will be delivered and explained will be followed through demonstrations by the instructors and in all the tasks, apprentices will be asked to practice by themselves through do-it-yourself/hands-on practice so that they could internalize what they have learned in the institutes and related industries.

This curricular program will be implemented and operated as based on the **Apprenticeship Training Operation Working Procedures, 2075 B.S.**

Curriculum Title

The title of this curricular program is Pre-diploma in Early Child Development (ECD) Facilitation (Apprenticeship).

Program Aim

The aim of the program is to prepare middle level competent early childhood development human resources as **Early Childhood Development Facilitator** in the early child development sub-sector of education to serve in Early child development centres, Day care centres, Home based ECD service, Montessori and other related inclusive Pre- schools in the rural and urban area of in Nepal.

Program Objectives

The program has following objectives to:

1. Operationalize ECD centres and Preschools and Pre-primary schools effectively;
2. Develop front-line human resources in the field of early childhood education;
3. Prepare competent middle level ECD facilitator/educator;
4. Apply ECD policy and program efficiently as an implementer and supervisor;
5. Promote innovative practice in the sector of ECD early childhood development and education;
6. Serve in growing ECD service sector in the field of multisector programs ;
7. Facilitate in establishing and managing well equipped, safe and quality ECD education;
8. Facilitate in strengthening holistic early childhood development activities;
9. Apply National ECD strategic plan and program in collaboration with local government ; and
10. Coordinate and share report to stakeholders based on evidences.

Program Description

This curricular program is based on the job require to be performed by middle level ECD educator as **Early Childhood Development Facilitator** at Early Childhood development centres, Pre-School, day care centres, home based ECD service, Montessori and Inclusive Pre- schools in the rural and urban area of in Nepal. This program includes various aspects of early childhood Development and early education system of education sub-sector as Child Developmental Psychology, Child's Learning Strategies, ECD Policy and Programs, Parents Community Partnership, Integrated Thematic Approach, ECD Center Management, and Health, Nutrition, Safety and Protection. In addition, Applied Communication and Professionalism, Computer Application, and Entrepreneurship Development subjects are also offered here. The expected

apprentices will learn basic skills and knowledge in institutes and learn in-depth knowledge and skills at related above mentioned venues. Furthermore, workplace learning is envisioned in this type of technical educations.

Program Duration

This course will be completed within 24 months after the enrolment in a formal setting. The total duration for the curricular program will be 3880 hours in the 24 months (2 years) of period. Pre-training phase (maximum 15 weeks), 78 weeks are allocated for industrial practice or workplace learning at related early child development centers and at the last phase of the whole curricular program, four weeks Block Release is allocated. The Block Release program is conducted at the Institute.

There will have the tripartite training agreement among apprentices, sponsoring industries and training institute for implementing this curricular program. The Agreement terms and conditions will be implemented and operated as based on the **Apprenticeship Training Operation Working Procedure, 2075 B.S.** for the whole training period.

The details of the course duration are as follows:

A. Institute Based Training Phase:	1280 hours
• Pre training course:	15 weeks (600 Hours)
• One day/week for 78 weeks:	13 weeks (520 Hours)
• Block Released:	4 weeks (160 Hours)
B. Industry Based Training (Hands on Practice)Phase:	2600 Hours
65 weeks (78-13)	65 weeks (2600 Hours)
• Child Developmental Psychology	10 weeks (400 Hours)
• ECD Policy and Programs	5 weeks (200 Hours)
• Health, Nutrition, Safety and Protection	7 weeks (280 Hours)
• Children Learning Strategies	10 weeks (400 Hours)
• ECD Center Management	13 weeks (520 Hours)
• Integrated Thematic Approach	15 weeks (600 Hours)
• Parents Community Partnership	5 weeks (200 Hours)

Focus of Curriculum

This is a competency-based curriculum. This curriculum emphasizes on competencies performance. 80% time is allotted for performance and remaining 20% time is allotted for related technical knowledge. So, the main focus will be on performance of the specified competencies in this curriculum.

Target Group

The target group for this program will be all interested individuals who have passed School Education Examinations (SEE) or equivalent to SEE pass.

Target Location

The target location will be all over Nepal.

Group Size

The group size of this program will be a maximum of 40 (forty) in a batch.

Entry Qualification

Entry qualification of the applicants for Pre-diploma in Early Childhood Development (ECD) Facilitation curricular program should be SEE pass in any grade and any GPA obtained or SLC pass. S/he should have minimum of 16 years of age and fit physically for the curricular program or as per provisions mentioned in the admission guidelines of Office of the Controller of Examinations, CTEVT.

Entry Criteria

Individuals with following criteria will be eligible for this program:

- Should submit SEE or SLC pass certificates
- Should submit citizenship or birth registration certificate
- Should pass entrance examination as administered by CTEVT

Selection

Applicants fulfilling the entry qualification and entry criteria will be selected for admission on the basis of merit list. Furthermore, selected candidates should pass interview conducted jointly by the training institute and industry representatives. Finally, the applicants will be selected for admission on the merit basis of an aggregate mark of entrance test and interview.

Medium of Instruction

The medium of instruction will be in Nepali and/or English language.

Pattern of Attendance

The apprentice should have 80% attendance in theory classes and 90% in practical/industrial practice to be eligible for internal assessments and final examinations.

Qualification of Instructional Staff

- Bachelor degree in the related field or Diploma in the related field with three years' experience
- Good communicative/ instructional skills
- Experience in the related field

Teacher and Apprentice Ratio

- Overall ratio of teacher and student must be 1:10 (at the institution level).
- Teacher and apprentice ratio for theory class should be as per nature of classroom
- Teacher and apprentice ratio for practical should be 1:10
- Minimum 75% of the teachers must be fulltime.

Instructional Media and Materials

The following instructional media and materials are suggested for the effective instruction, demonstration and practical.

- **Printed Media Materials** (Assignment sheets, Handouts, Information sheets, Individual training packets, Procedure sheets, Performance Check lists, Textbooks etc.).
- **Non-projected Media Materials** (Display, Photographs, Flip chart, Poster, Writing board etc.).
- **Projected Media Materials** (Multimedia, Overhead transparencies, Slides etc.).
- **Computer-Based Instructional Materials** (Computer-based training, Interactive video etc.)
- **Web-Based Instructional Materials** (Online learning)
- **Radio/Television/Telephone**
- **Education-focused social media platforms**

Teaching Learning Methodologies

The methods of teachings for this curricular program will be a combination of several approaches such as; Illustrated Lecture, Panel Discussion, Demonstration, Simulation, Group work, Guided practice, Practical experiences, Fieldwork, Industrial practice, Report writing, Term paper presentation, Case analysis, Tutoring/coaching, Role-playing, Assignment, Heuristic, Project work and other Independent learning.

- Theory: Illustrated lecture Discussion, Seminar, Interaction, Assignment and Group work.
- Practical: Demonstration, Observation, Guided practice, Self-practice and Project work.
- Industrial practice: Work place-based learning at the child development centres or day care centres or Montessori or other related inclusive Pre-schools under the supervision of industrial supervisor.

Approaches of Education

There will be inductive, deductive and learner-centered approaches of education.

Examinations and Marking Scheme

- The subject teacher will internally assess learning achievements of apprentices in each subject during the instructions followed by a final examination at the end of curricular program.
- Continuous assessment will be adopted for institute based practical components.
- The marking weightage of industrial practice will be limited to practical only for the all subjects that they are offered in industrial practice. Moreover, proportions of internal assessment and final examinations are as follows:

S.N.	Nature	Internal Assessment	Final Exam	Pass %
1	Theory	50%	50%	40%
2	Practical	50%	50%	60%
3	Industrial Practice	50%	50%	60%

- There will be three internal assessments those to be administered by the institute and one final examination in each subject at the end of program. Moreover, modes of internal assessment and final examinations include both theory and practical or as per the nature of instruction as mentioned in the curriculum structure.
- Continuous assessment will be adopted for institute based practical components.
- Each student must pass every internal assessment to appear the final examinations.

- Continuous evaluation of the students' performance is to be done by the related In-company Trainer/ Industrial Supervisor/Internal Guide to ensure the proficiency over each competency under each area of a subject specified in the curriculum.
- Performance evaluation of industrial practice should be done by the related In-company Trainer/Industrial Supervisor/Internal Guide. In addition, on the basis of continuous assessments (at the interval of three months plan and program) an aggregate mark of each subject will be calculated for determining internal assessment marks of industrial practice.
- Logbook an official document is used to record information on learning experienced by the learners attained during industrial practice or training. Both of In-company the Trainer/Internal Supervisor/Internal Guide and the apprentice are required to sign in the logbook as a skill or a task is confirmed and performed. In addition, the maintained logbook will be baselines for both formative and summative aspects of evaluation.

Provision of Back Paper

There will be the provision of back paper but the apprentice must pass all the subjects within three years from the enrollment date; however, there should be a provision of chance exam for the apprentices as per CTEVT rules.

Disciplinary and Ethical Requirements

- Intoxication, insubordination or rudeness to peers will result in immediate suspension followed by review by the disciplinary review committee of the institute.
- Dishonesty in academic or practice activities will result in immediate suspension followed by administrative review, with possible expulsion.
- Illicit drug abuse, bearing arms at institute, threats or assaults to peers, faculty or staff will result in immediate suspension, followed by administrative review with possible expulsion.

Grading System

The grading system will be as follows:

<u>Grading</u>	<u>Overall marks</u>
Distinction	80% or above
First division	75% to below 80%
Second division	65% to below 75%
Third division	Pass aggregate to below 65%

Curriculum and Credits

In this curriculum, each subject has its full marks and instructional hours; and instructional hours are divided into theory hours, practical hours and industrial practice hours.

Certificate Requirements

The Council for Technical Education and Vocational Training, Office of the Controller of Examinations will award certificate of “**Pre-diploma in Early Childhood Development (ECD) Facilitation” (Apprenticeship)**” to those apprentices who gain a minimum mark of **60% in practical exam** and **40% in theoretical exam** in all subjects.

In addition, Industrial practice section has to be evaluated by keeping 1300 as full marks. The evaluation of the performance of the apprentice is to be carried out by the concerned **industry where the apprentice is placed and the CTEVT** unless otherwise directed by Office of the Controller of Examinations of the Council for Technical Education and Vocational Training. Here also the apprentice has to score 60% or above for successful completion of the curricular program.

Career Path

The graduate will be eligible for the position equivalent to Non-gazetted 2nd class/level 4 (technical) in the government related organizations or as prescribed by the Public Service Commission of Nepal or the concerned authorities of Federal Democratic Republic of Nepal.

General Attitudes Required

An apprentice should demonstrate following general attitudes for effective and active learning.

Acceptance, Affectionate, Ambitious, Aspiring, Candid, Caring, Change, Cheerful, Considerate, Cooperative, Courageous, Decisive, Determined, Devoted, Embraces, Endurance, Enthusiastic, Expansive, Faith, Flexible, Gloomy, Motivated, Perseverance, Thoughtful, Forgiving, Freedom, Friendly, Focused, Frugal, Generous, Goodwill, Grateful, Hardworking, Honest, Humble, Interested, Involved, Not jealous, Kind, Mature, Open minded, Tolerant, Optimistic, Positive, Practical, Punctual, Realistic, Reliable, Distant, Responsibility, Responsive, Responsible, Self-confident, Self-directed, Self-disciplined, Self-esteem, Self-giving, Self-reliant, Selfless, Sensitive, Serious, Sincere, Social independence, Sympathetic, Accepts others points of view, Thoughtful towards others, Trusting, Unpretentiousness, Unselfish, Willingness, Work-oriented.

Curriculum Structure of Pre-diploma in ECD Facilitation

S. N	Subjects	Nature	Hours/ Week			Total Hours			
			T	P	Total	T	P	Total	
A.	Institute Based Training (3.5 Months/90 Working Days or 1 to 15 Weeks) for 15 Academic Weeks @40 Hours/Week								
1.	Applied Communication and Professionalism	T+P	2	3	5	37	38	75	
2.	Child Developmental Psychology	T+P	2	3	5	30	45	75	
3.	Child's Learning Strategies	T+P	2	3	5	30	45	75	
4.	ECD Policy and Programs	T+P	1	2	3	15	30	45	
5.	Parents Community Partnership	T+P	1	1	2	15	15	30	
6.	Integrated Thematic Approach	T+P	3	5	8	45	75	120	
7.	ECD Center Management	T+P	2	4	6	30	60	90	
8.	Health, Nutrition, Safety and Protection	T+P	1	2	3	15	30	45	
9.	Computer Application	T+P	1	2	3	15	30	45	
	Total of A		15	25	40	232	368	600	
B.	Institute Based Training @ 1 Day Per Week for 78 Weeks (16 to 93 Weeks)/78 Days/13 Academic Weeks @ 40 Hours/Week								
1.	Child Developmental Psychology	T+P	2	3	5	26	39	65	
2.	Child's Learning Strategies	T+P	3	3	6	39	39	78	
3.	Parents Community Partnership	T+P	1	3	4	13	39	52	
4.	Integrated Thematic Approach	T+P	3	5	8	39	65	104	
5.	ECD Center Management	T+P	3	4	7	39	52	91	
6.	Health, Nutrition, Safety and Protection	T+P	2	2	4	26	26	52	
7.	Entrepreneurship Development	T+P	2	4	6	30	48	78	
	Total of B				40	212	308	520	
C.	Industrial Practices @ 5 Days Per Week for 78 Weeks (16 to 93 Weeks)/(78 -13 Weeks)/ 65 Academic Weeks @ 40 Hours/Week								
1.	Child Developmental Psychology	P	(10 weeks)				400	400	
2.	Children Learning Strategies	P	(10 weeks)				400	400	
3.	ECD Policy and Programs	P	(5 weeks)				200	200	
4.	Parents Community Partnership	P	(5 weeks)				200	200	
5.	Integrated Thematic Approach	P	(15 weeks)				600	600	
6.	ECD Center Management	P	(13 weeks)				520	520	
7.	Health, Nutrition, Safety and Protection	P	(7 weeks)				280	280	
	Total of C	P	(65 weeks)				2600	2600	
D.	Block Release for 4 Academic Weeks (94 to 97 Weeks) @40 Hours/Week								
	Grand Total (A+B+C+D)		(97 weeks)				524	3356	3880
E.	Exam Preparation and Final Exam (98 to 104 Weeks)/ 7 Weeks								

Important: Industrial practices (C) phase of learning/training can be extended to 40 Hours X 78 Weeks (5 Working Days/Week)= 3120 Hours on the request of sponsoring industry at the time of Tripartite Agreement if the age of an apprentice is above 18 year.

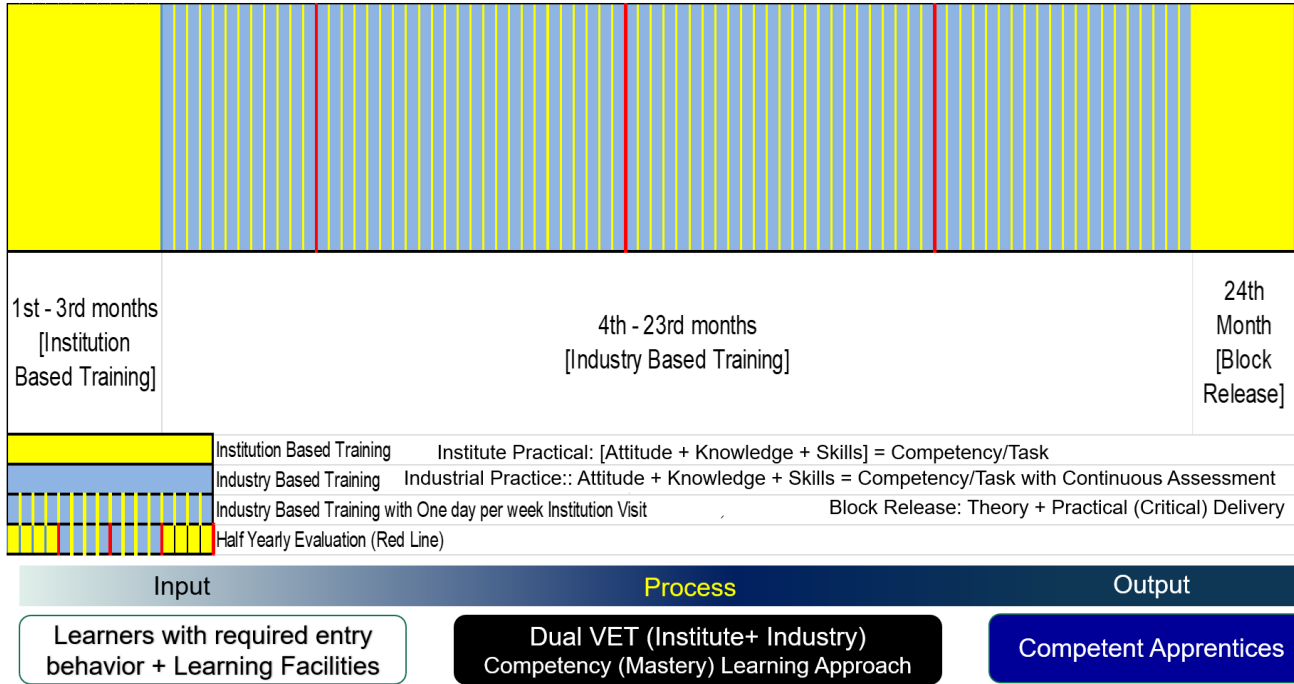
Evaluation Scheme

S.N.	Subjects	Nature	Total Hours			Full Marks		
			T	P	Total	T	P	Total
A+B	Institute Based Training (15 Weeks Plus 13 Weeks) for 28 Academic Weeks@40 Hours/Week							
1.	Applied Communication and Professionalism	T+P	37	38	75	25	25	50
2.	Child Developmental Psychology	T+P	56	84	140	50	50	100
3.	Children Learning Strategies	T+P	69	84	153	50	50	100
4.	ECD Policy and Programs	T+P	15	30	45	10	15	25
5.	Parents Community Partnership	T+P	28	54	82	20	30	50
6.	Integrated Thematic Approach	T+P	84	140	224	50	75	125
7.	ECD Center Management	T+P	69	112	181	50	75	125
8.	Health, Nutrition, Safety and Protection	T+P	41	56	97	25	25	50
9.	Computer Application	T+P	15	30	45	10	15	25
10.	Entrepreneurship Development	T+P	30	48	78	20	30	50
	Total (A+B)		444	676	1120	310	390	700
C.	Industry Practice (93 Weeks Minus 28 Weeks) for 65 Academic Weeks@40 Hours/Week							
1.	Child Developmental Psychology	P		400	400		200	200
2.	Children Learning Strategies	P		400	400		200	200
3.	ECD Policy and Programs	P		200	200		100	100
4.	Parents Community Partnership	P		200	200		100	100
5.	Integrated Thematic Approach	P		600	600		300	300
6.	ECD Center Management	P		520	520		250	250
7.	Health, Nutrition, Safety and Protection	P		280	280		150	150
	Total (C)			2600	2600		1300	1300
D.	Block Release for 4 Academic Weeks @ 40 Hours/Week	T+P	80	80	160			
	Grand Total (A+B+C+D)		524	3356	3880	310	1690	2000

Important: An academic week indicates six working days per week.

Conceptual Framework of Apprenticeship Model

Conceptual Framework of Apprenticeship Model



Source: Apprenticeship Implementation Guideline, 2019, CTEVT, Nepal [modified by: Curriculum Division, CTEVT]

APPLIED COMMUNICATION AND PROFESSIONALISM

Total Time: 75 hours

Lecture: 37 hours

Practical: 38 hours

Course Description:

This course is designed for the development of communication skill in Nepali and English languages intending to enhance professional skills of apprentices at work places. The communication skills are incorporated here with the perspectives to applying in speaking and writing for to-be professional apprentices or technicians so that they can exhibit such skills while working in national and international labor market work places. This course includes speaking and writing skills, self-motivation, positive attitudes, decision making skill, creativity skill, stress and time management knowledge, team work and leadership skills.

Course Objectives:

After completion of this course, apprentices will be able to:

1. Apply speaking and writing skills communication skills on day to day organizational activities;
2. Write different types of letters, job applications, simple reports and memos in English and Nepali medium;
3. Operationalize decision making & creativity activities through acquiring self-motivation and positive thinking maneuver;
4. Apply simple time and stress management skills; and
5. Follow decision making process, team building and leadership for effective organizational functioning.

Section A: Institute Based Training (15 Academic Weeks)

Units	Topics	Contents	Time (Hrs.)
1	Communicative functions/ Conversation skills		8hrs.
		1.1 Everyday functions: 1.1.1 Greetings, 1.1.2 Welcoming, 1.1.3 Introductions, 1.1.4 Thanking, 1.1.5 Excuses/apologizing/forgiving	2
		1.2 Everyday Activities: 1.2.1 Asking about activity 1.2.2 Asking about trouble/problems/conditions 1.2.3 Asking about health status 1.2.4 Telling not to interrupt/disturb	2
		1.3 Requests and offers 1.3.1 Making requests 1.3.2 Offers: Offering, Accepting, Declining	2

Units	Topics	Contents	Time (Hrs.)
		1.3.3Excuses: Asking to be excused, Excusing 1.3.4Permission: Asking for permission, Giving permission	
		1.4 Expressing 1.4.1Likes/dislikes 1.4.2Hopes/wishes 1.4.3Advice/suggestions/recommendations 1.4.4Prohibitions	2
2	Comprehension and Writing skills		10 Hrs.
		2.1 Comprehension passages	2
		2.2 Technical Terms	1
		2.3 Writing Paragraphs	1
		2.4 Writing letters 2.4.1 Resume/bio-data 2.4.2 Applications letters 2.4.3 Business letters	2
		2.5 Writing work reports	2
		2.6 Writing Instructions	1
		2.7 Writing dialogues	1
३	नेपाली संचार		८ घण्टा
		३.१ प्राविधिक शब्दहरू	१ घण्टा
		३.२ बोध अभिव्यक्ति	१ घण्टा
		३.३ अनुच्छेद लेखन	१ घण्टा
		३.४ पत्र लेखन: क. व्यापारिक पत्र ख. निवेदन पत्र ग. व्यक्तिगत विवरण (बायोडाटा) लेखन	२ घण्टा
		३.५ निबन्ध लेखन	१ घण्टा
		३.६ कार्य प्रतिवेदन लेखन	१ घण्टा
		३.७ भौचर लेखन	१ घण्टा
4	Motivation, Attitudes, Decision Making & Creativity		5 Hrs.
		4.1 Motivation: 4.1.1 Self-motivation 4.1.2 Features of self-motivation • Honesty, • Enthusiasm, • Dedication • Productiveness	2
		4.2 Attitudes: 4.2.1 Positive and Negative attitudes 4.2.2 Factors affecting attitudes 4.2.3 Positive attitude and advantages	1

Units	Topics	Contents	Time (Hrs.)
		4.2.4 Negative attitude & disadvantages	
		4.3 Decision Making to solve problem: 4.3.1 Decision making and problem solving; 4.3.2 Steps of problem solving; 4.3.3 Steps of decision making process.	1
		4.4 Creativity 4.4.1 Meaning 4.4.2 Purpose 4.4.3 Technique to improve creative thinking skills.	1
5	Stress and Time Management		3Hrs.
		5.1 Stress Management 5.1.1 Definition of stress 5.1.2 Causes and consequences of stress 5.1.3 Stress management techniques	2
		5.2 Time Management 5.2.1 Meaning 5.2.2 Time wasters 5.2.3 Effective time management strategy	1
6	Team work and Leadership		3 Hrs.
		6.1 Team Work 6.1.1 Definition 6.1.2 Purpose 6.1.3 Characteristic of champion team 6.1.4 Interpersonal relationship	1.5
		6.2 Leadership Skills 6.2.1 Leadership Power 6.2.2 Leadership Styles 6.2.3 Public Speaking and Presentation	1.5
	Total Theory		37 Hrs.

Practical

Units	Task	Hours
1	1.1 Compose a dialogue introducing new friend in the class. 1.2 Compose a dialogue ting new friend in the class. 1.3 Make a request to the teacher for checking your practical work. 1.4 Compose a dialogue offering drinks to the (supposed) guests.	8
2	2.1 Prepare your own resume/bio-data. 2.2 Write a job application. 2.3 Write a letter to the Business Company or industry for the delivery of goods. 2.4 Write a report of a complete task you performed.	8
३	३.१. नेपालीनिवेदन लेख्नुहोस् । ३.२. आफुनो अभ्यास कार्यलाई आवश्यक पर्ने सामान अर्डर गरी सम्बन्धित उद्योगलाई एक पत्र लेख्नुहोस् । ३.३. आफुनो व्यक्तिगतविवरण तयार पार्नुहोस्। ३.४. वर्तमान सन्दर्भमा सूचनाप्रविधिको आवश्यकताविषयमा २५० शब्दमा एक निबन्ध	6

Units	Task	Hours
	लेख्नुहोस । ३.५. आफूले एक दिन गरेको अभ्यासका आधारमा कार्य प्रतिवेदन लेख्नुहोस । ३.६. बैंक भौचरको नमूनातयार पार्नुहोस् ।	
4	4.1 Demonstrate and show the self-motivate people's behaviors in class room. 4.2 Demonstrate and show the positive and negative attitudes peoples behave in class room. 4.3 Take decision using decision making process on given problems by class teacher. 4.4 Perform the creativity skill on class room on the given situation.	8
5	5.1 Apply the stress management techniques in class room. 5.2 Apply the time management techniques in class room.	4
6	6.1 Perform the team building practices and team work activities in class room. 6.2 Perform public speaking applying presentation skills on given topic in class room.	4
	Total practical	38 Hrs.

References:

1. GRANT TAYLOR, English conversation practice,
2. R C Poudel, A manual to communicative English, K P Pustak Bhandar Dilli bazaar,
3. Kathmandu.
4. लालानाथ सुवेदी, इन्जिनियरिङ्ग नेपाली
5. Surya Sinha (2017). Complete Personality Development Course (Hindi Edition).
6. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill
7. Lucas, Stephen (2001). Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill.

CHILD DEVELOPMENTAL PSYCHOLOGY

Total: 140 hrs
Theory: 56 hrs
Practical: 84 hrs

Course Description:

This course is designed to provide knowledge and skills about Early Child development and developmental psychology of Child. It clarifies concept, importance and support for holistic early childhood development and understanding child behavior from stage of antenatal period up to preschool years. It also imparts knowledge and skills emphasizing support in children's physical, social, cognitive, emotional and language development and learning at optimum level.

Course Objectives:

After completion of this course, apprentices will be able to:

1. Describe significance of early childhood development psychology and child psychology;
2. Prepare growth and development profile /record and milestone development chart of child;
3. Make matrix on child needs with response to aspect of holistic development;
4. Execute activities targeting holistic development of child;
5. Promote supportive and healthy bonding with child;
6. Provide support to flourish and promote healthy behavior of child; and
7. Create safe environment for child adjustment.

Section A: Institute Based Training (15 Academic Weeks); and

Section B: Institute Based Training One Day Per Week (78 Days/13 Academic Weeks)

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
Module 1: Early Childhood Development			0	0	0
1.1	Enlist characteristics of child.	<p><u>Characteristics of child:</u></p> <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ○ Definition ○ Age ○ Nature and Nurture • Characteristic Children <ul style="list-style-type: none"> ○ C-Courageous ○ H-Honest ○ I-Innocent ○ L-Loving 	1	1	2

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
		<ul style="list-style-type: none"> ○ D-Dynamic /development ○ R- Recreate/play ○ E- Emotional ○ N-Novice 			
1.2	Conduct an orientation session on Early child development.	<p><u>Early Childhood Development (ECD):</u></p> <ul style="list-style-type: none"> ● Introduction ● Characteristics ● Importance <ul style="list-style-type: none"> ○ Brain Development ○ Foundation period of Human ○ Holistic development ○ Early Learning ○ Socialization ○ Language development ○ High Rate of Return 	2	2	4
1.3	List terminologies related to Early childhood services.	<p><u>Terminology for ECD:</u></p> <ul style="list-style-type: none"> ● Introduction ● Needs-Multidimensional ● Services <ul style="list-style-type: none"> ○ Early Child Care(ECC) ○ Early Child development (ECD) ○ Early Child development and education (ECDE) ○ Early childhood development and education and development (ECED) 	2	2	4
1.4	Measure Growth of child.	<p><u>Child Growth:</u></p> <ul style="list-style-type: none"> ● Introduction ● Signs / features (Quantity) <ul style="list-style-type: none"> ○ Height ○ Weight ● Methods ● Tools and materials (<i>weighing machine, Height chart/tape, Mid-Upper Arm Circumference (MUAC), Bal Swastha Samparka card</i>) 	2	2	4
1.5	List characteristics of child development.	<p><u>Characteristic of development:</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance 	2	2	4

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
		<ul style="list-style-type: none"> • Signs(Quality) • Principles : Development is <ul style="list-style-type: none"> ○ Continuous ○ Involve Change ○ Early development is Critical ○ Product of maturation and Learning ○ Predictable characteristic ○ Individual difference ○ Every stage has pattern 			
1.3	Prepare Growth and development Chart of child.	<p><u>Growth Chart:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Tools • Procedure • Interpretation 	2	4	6
1.5	List factors affecting growth and development.	<p><u>Factors affecting growth and development:</u></p> <ul style="list-style-type: none"> • Introduction • Factors : <ul style="list-style-type: none"> • Heredity • Environment • Effects in Holistic development 	2	2	4
1.6	Draw three major parts or brain (cerebrum cerebellum and brain stem).	<p><u>Brain Development:</u></p> <ul style="list-style-type: none"> • Introduction • Three major part or brain(cerebrum cerebellum and brain stem) • Function of right and left brain • Hazard in Brain growth development 	2	3	5
1.7	Prepare pictorial poster of child development stages.	<p><u>Stages of child development:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Characteristic • Developmental Stages <ul style="list-style-type: none"> ○ Antenatal ○ Infancy birth-2 years ○ Early Childhood-2-6 years ○ Middle childhood 6-12 years 	2	3	5

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
1.8	List Child Development principles.	<p><u>Principles of Child Development:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Principles <ul style="list-style-type: none"> ○ Cephalocaudal and proximodistal ○ Early experiences have profound effects on development ○ Development is predictable ○ Development occurs in sequence ○ Result from an interaction of maturation and experience 	2	2	4
1.9	Prepare spider web of holistic child development status.	<p><u>Aspects (key elements) of holistic development:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Aspects <ul style="list-style-type: none"> ○ Physical Development ○ Social Development ○ Emotional Development ○ Language Development ○ Cognitive /Mental Development • Characteristics 	2	3	5
1.10	Perform activities for physical development.	<p><u>Physical development:</u></p> <ul style="list-style-type: none"> • Introduction • Importance (Coordination, balance) • Features • Contributing Factors • Activities <ul style="list-style-type: none"> ○ Fine motor ○ Gross motor ○ Sensorial 	2	2	4
1.11	Perform activities for social development.	<p><u>Social development:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Features • Contributing Factors • Activities 	2	3	5

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
1.12	Perform activities for Emotional development.	<p><u>Emotional development:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Features • Contributing Factors • Activities 	2	3	5
1.13	Perform activities for Language development.	<p><u>Language development:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Aspects • Contributing Factors • Activities 	2	2	4
1.14	Perform activities for Cognitive development.	<p><u>Cognitive /Mental development:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Features • Contributing Factors • Activities 	2	5	7
1.15	Prepare developmental mile stone chart of child.	<p><u>Developmental Mile stone:</u></p> <ul style="list-style-type: none"> • General Concept • Key features of growth and development of following ages (Refer to Strategy) 	2	3	5
1.16	List developmental delays in children.	<p><u>Developmental delay:</u></p> <ul style="list-style-type: none"> • Meaning • Causes • Types • Prevention/Remedy 	2	3	5
1.17	Carry out Nurturing Care of Child.	<p><u>Nurturing Care of Child:</u></p> <ul style="list-style-type: none"> • Introduction • Importance in holistic development • Components <ul style="list-style-type: none"> ○ Health ○ Nutrition ○ Responsive care ○ Early learning ○ Safety and protection • Service delivery alternatives 	2	3	5

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
1.18	Apply Developmentally Appropriate Practice.	<p><u>Developmentally Appropriate Practice:</u></p> <ul style="list-style-type: none"> • Introduction • Individual potential and difference • Key Components <ul style="list-style-type: none"> ○ Age appropriate ○ Socio-cultural contextual ○ Language appropriate ○ Environment ○ Teacher's supportive role <ul style="list-style-type: none"> ▪ Care ▪ Interaction/communication ▪ Play ▪ Motivation/Stimulation ▪ Learning ▪ Growth and development 	2	4	6
1.19	Prepare child's readiness Card.	<p><u>Readiness of child:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Child readiness and Transition • Opportunity and risk 	2	3	5
Module 2: Child Psychology			0	0	0
2.1	List child's emotion/behavior/actions/reaction.	<p><u>Child Psychology:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Methods of identifying emotions • Interpretation 	2	2	4
2.2	Prepare pictorial poster of influencing factors.	<p><u>Influencing Factors:</u></p> <ul style="list-style-type: none"> • Introduction • Factors <ul style="list-style-type: none"> ○ Child as individual ○ Family ○ Socio culture ○ Socio economic ○ Opportunity • Effects in Child development 	2	3	5

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
2.3	List key features of Psychological theories.	<p><u>Key Psychological theories:</u></p> <ul style="list-style-type: none"> • John Bowlby'- Attachment theory <ul style="list-style-type: none"> ○ Introduction ○ Importance ○ Signs and symptoms • Erik Erikson- Psychosocial stage theory <ul style="list-style-type: none"> ○ Introduction (trust vs mistrust, Initiative vs guilt) ○ Importance ○ Signs and symptoms 	2	2	4
2.4	List Hazards in Early childhood Development.	<p><u>Hazards in Early childhood Development:</u></p> <ul style="list-style-type: none"> • Introduction • Causes • Effects in <ul style="list-style-type: none"> ○ Physical ○ Emotional ○ Social ○ Mental ○ Language 	2	4	6
2.5	Role play on Bonding /attachment.	<p><u>Adult child Bonding /attachment (infant to 5 years):</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Types • Techniques 	2	4	6
2.6	Establish trust building with child.	<p><u>Trust building:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Types • Methods • Activities 	1	3	4
2.6	Prepare child's developmental behavior disorder chart	<p><u>Child's developmental behavior and disorder:</u></p> <ul style="list-style-type: none"> • Developmentally appropriate behavior • Behavioral disorders • Causes 	2	4	6

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
		<ul style="list-style-type: none"> • Common types <ul style="list-style-type: none"> ○ ADHD ○ Autism ○ Down syndrome ○ Anxiety ○ Eating disorder ○ Psychosomatic 			
2.7	Create safe environment for child adjustment.	<p><u>Child adjustment:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Environment (Tangible and Intangible) for adjustment • Challenges in adjustment • Adult's role 	1	3	4
2.8	Assist to foster child's behavior.	<p><u>Behavior modification /Fostering child's behavior:</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Methods 	1	2	3
Total			56	84	140

Textbooks:

1. MOE,(2014). Prarambhik Bal bikas Sikaee Maapdanda. Sanothimi
2. Thapa, A.(19...).Bal Bikas, Setogurans National Child Development Services
3. Pathak G& Lama.U. (2008).How to understand children's problem. National institute of Psychology

References:

1. Hurlock, E.(2001).Child development.Tata MacGRAW
2. Prarambhik Bal bikas,1997, Malla,k;Bhomi,A,Shresta,P

CHILD'S LEARNING STRATEGIES

Total: 153 hrs
Theory: 69 hrs
Practical: 84 hrs

Course Descriptions:

This course is designed to impart knowledge and skills in exploring children's multiple intelligence, temperaments, and interests, learning styles and learning preferences. It also provide techniques of catering children's learning needs by maximizing learning opportunity through Inclusive Education for the engagement of children in learning.

Course Objectives:

After completion of this course, apprentices will be able to:

- 1 Apply Learning Approaches (Concept, process, materials and assessment) and children's learning strategies in everyday teachers' planning;
- 2 Describe significance of multiple intelligence, learning styles and learning difficulties of child;
- 3 Administer Multiple Intelligence test to child;
- 4 Prepare inclusive education plan;
- 5 Arrange inclusive setting in the classroom;
- 6 Apply Universal Design for Learning; and
- 7 Develop Inclusive teaching learning activities.

Section A: Institute Based Training (15 Academic Weeks); and

Section B: Institute Based Training One Day Per Week (78 Days/13 Academic Weeks)

S. N.	Task statements	Related technical knowledge	Time (hrs.)		
			T	P	Total
Module 1: Early Childhood Learning			0	0	0
1.1	Enlist learning concept/ process.	<u>Learning</u> <ul style="list-style-type: none"> • Introduction • Importance • Learning process (Starting point of learning) • Fundamental learning concepts <ul style="list-style-type: none"> ○ Behavioral ○ Cognitive constructivism ○ Social constructivism • Fundamental concept of instruction • Methods of instruction 	4	4	8

S. N.	Task statements	Related technical knowledge	Time (hrs.)		
			T	P	Total
1.2	List three basic brain networking of learning.	<u>Basic brain Networking for learning</u> <ul style="list-style-type: none"> • Introduction of: <ul style="list-style-type: none"> ○ Recognition ○ Strategic ○ Affective networking • Nine important teaching from educational neuroscience 	3	5	8
1.3	Apply nurturing environment creating techniques.	<u>Creating Nurturing (safe and trusting) environment</u> <ul style="list-style-type: none"> • Meaning • Importance (Optimal learning environments to improve achievement, resilience, wellbeing and engagement) • Factors affecting learning (Psycho- socio environment +distress, eustress) • Things that educators need to consider when creating a safe and trusting environment 	3	3	6
1.4	Draw/label the Learning Pyramid of Dale.	<u>Learning pyramid</u> <ul style="list-style-type: none"> • Introduction • Labels and methods • Importance in Early Childhood Learning 	2	2	4
1.5	Apply child centered learning approaches in an integrated way.	<u>Learning Approaches in ECD</u> <ul style="list-style-type: none"> • Sensory motor learning • Experiential learning • Multilingual learning with mother tongue • Learning through play • Inquiry based learning (problem/critical thinking) • Collaborative (cooperative) learning 	6	6	12
Module 2: Multiple Intelligence and Learning styles			0	0	0
2.1	List types of multiple intelligence	<u>Multiple intelligence</u> <ul style="list-style-type: none"> • Introduction • Importance • Types <ul style="list-style-type: none"> ○ Linguistic ○ Mathematical/Logical ○ Visual/Spatial ○ Musical ○ Bodily/Kinesthetic ○ Interpersonal ○ Intrapersonal ○ Naturalistic 	3	3	6

S. N.	Task statements	Related technical knowledge	Time (hrs.)		
			T	P	Total
		○ Existential			
2.2	Administer multiple intelligence Test (Howard Garner's)	<u>Multiple Intelligence Test</u> <ul style="list-style-type: none"> ● Introduction ● Process ● Tools (Checklist, format) ● Interpretation 	3	3	6
2.3	Apply theory of Multiple Intelligence in classroom instruction	<u>Multiple Intelligence theory in classroom application</u> <ul style="list-style-type: none"> ● Effects of Multiple Intelligence on learning ● MI in classroom instructions ● MI in classroom Technology 	2	2	4
2.4	Apply theory of Learning style in classroom practice	<u>Learning Styles</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Types of learning style (four Modalities) <ul style="list-style-type: none"> ○ Visual, auditory, kinesthetic and tactile ● Classroom arrangements & Instructions 	4	4	8
2.5	List Learning strategies	<u>Learning Strategies</u> <ul style="list-style-type: none"> ● Meaning ● Importance ● Learning strategies as per Multiple Intelligence ● Learning strategies as per learning styles. ● Individual Learning Strategies 	4	4	8
Module 3: Learning difficulties			0	0	0
3.1	Enlist five most common learning disabilities.	<u>Learning disability</u> <ul style="list-style-type: none"> ● Introduction ● Types & Symptoms <ul style="list-style-type: none"> ○ ADHD (attention, deficit, hyperactivity disorder) ○ Autism ○ Dyslexia ○ Dyscalculia ○ Dysgraphia ● Support ● Referral (advice to parents) 	4	6	10
3.2	Prepare Case study on learning disability	<u>Children with special needs</u> <ul style="list-style-type: none"> ● Meaning ● Types of Students with Special Needs <ul style="list-style-type: none"> ○ vision, speech, hearing impaired, developmental delay, gifted learners 	4	4	8

S. N.	Task statements	Related technical knowledge	Time (hrs.)		
			T	P	Total
		<ul style="list-style-type: none"> Recommendation to parents for assistive devices, therapy, medical and specialist' assistance 			
3.3	Develop Individual Education Plan	<u>Individual Education Plan (IEP)</u> <ul style="list-style-type: none"> Introduction Importance Meaning of differentiated Instruction Meaning of Individual Education Plan 	2	4	6
Module 4: Inclusive Education			0	0	0
4.1	Categorize student's diversity as per govt. format	<u>Student's diversity as per govt. format</u> <ul style="list-style-type: none"> Definition of diversity Types of diversity as per govt. mandate Diversity and learning opportunities in early years Diversity and Barriers to Learning (Nepalese Context) 	3	3	6
4.2	Apply Reasonable Adjustment to remove Diversity and learning barriers	<u>Reasonable Adjustment</u> <ul style="list-style-type: none"> Meaning Importance Addressing the Learning barriers. <ul style="list-style-type: none"> Use of Gender fair Child friendly Language Gender fair representation (MMR) etc. 	3	3	6
4.3	Enlist 3 principals of inclusive education	<u>Inclusive Early childhood Education</u> <ul style="list-style-type: none"> Introduction Importance Principal <ul style="list-style-type: none"> All children belong All children learn in different ways It is every child's right to be included 	3	2	5
4.4	Apply the <u>three principles</u> of Universal design of learning to the <u>four pillars of curriculum</u> : educational goals, materials, methods, and assessments	<u>Universal design of learning</u> <ul style="list-style-type: none"> Introduction Goal Principles <ul style="list-style-type: none"> Multiple means of representation Multiple means of Action and expression Multiple means of engagement. Use of Assistive devices where necessary 	3	5	8
4.5	Conduct class using guidelines for three Principles of Universal design for learning	<u>Guidelines for Three Principles</u> <ul style="list-style-type: none"> Procedure <ul style="list-style-type: none"> Goal Probable barriers 	2	4	6

S. N.	Task statements	Related technical knowledge	Time (hrs.)		
			T	P	Total
		<ul style="list-style-type: none"> ○ Reasonable adjustment ● Guideline for three principles 			
Module 5: Inclusion in Early Childhood Learning			0	0	0
5.1	Apply checklist on inclusion	<u>Inclusion in ECD and Learning</u> <ul style="list-style-type: none"> ● Introduction ● Importance (benefits) ● Checklist Three dimensions of Inclusion Dimension A: Creating Inclusive culture Dimension B: Producing Inclusive Policies Dimension C: Evolving Inclusive Practices	2	3	5
5.2	Identify the child's need and strength through play	<u>Inclusion in play</u> <ul style="list-style-type: none"> ● Meaning ● Importance ● Method: Play base Assessment(PBA) 	2	2	4
5.3	Prepare inclusive activities and materials for removing barriers to early literacy	<u>Inclusion in Early literacy</u> <ul style="list-style-type: none"> ● Introduction ● Barriers to literacy reading ● Holistic approach to literacy learning 	2	2	4
5.4	Prepare activities and materials for removing barriers to early numeracy	<u>Inclusion in Early numeracy</u> <ul style="list-style-type: none"> ● Introduction ● Misconception that leads to exclusion from mathematics ● Challenges to learning mathematics ● Inclusive mathematics teaching practice 	2	2	4
5.5	Prepare inclusive learning material.	<u>Inclusive learning material</u> <ul style="list-style-type: none"> ● Introduction of locally available materials ● Inclusive learning materials: audio/visual/Tactile 	1	4	5
5.6	Prepare report on Contextual Learning outcomes	<u>Contextual Learning outcomes</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Learning outcome on <ul style="list-style-type: none"> ○ Emotional ○ Intellectual (Cognitive) ○ Social ○ Physical 	2	4	6
Total			69	84	153

Textbook:

1. Pathak G& Lama. U. (2008), *How to understand children's problem*, National institute of Psychology

References:

1. Elizabeth B. Hurlock; *Developmental Psychology a Life Span Approach*, Tata McGraw-Hill Publishing Company Limited, New Delhi (Fifth Edition)
2. Edited by Kathy Cologon, **Inclusive Education in the Early Years**, Oxford University Press, Australia & New Zealand.
3. Tony Booth and Mel Ainscow, **Index for Inclusion: developing learning and Participation in schools**, Centre for Studies on Inclusive Education(CSIE) UK
4. Pia Britto, Ph.D *Social Protection programs and Early childhood Development: unexplored Potential*, Yale University, New Haven
5. D.M Browder & F. Spooner, *Teaching language art, math & science to students with significant cognitive disability*, MA: Brookes, Baltimore
6. S. Dehaene, *The number sense: How the mind creates mathematics*, Oxford University press, New York.

ECD POLICY AND PROGRAMS

Total: 45 hrs
Theory: 15 hrs
Practical: 30 hrs

Course Description:

This course imparts basic knowledge and skills on Child Rights, programs and policies related to ECD children. It specially deals with Child Act, Child Educations Acts, National ECD strategies, sustainable development and roles and responsibilities of ECD facilitator.

Course Objectives :

After completion of this course, apprentices will be able to:

1. Elucidate child rights addressed in the present constitution, and provision of present child act;
2. Elaborate significance of present Education Act, policies, programs, strategies and government's interventions in the sub-sector of childhood education in Nepal;
3. Illustrate sustainable development goals (4.2 Quality education);
4. Clarify on Inter-relation of Government at Federal, Regional and Local level;
5. Execute the very common Integrated ECD Programs in Nepal;
6. Perform small skits on the roles and responsibilities of teacher; and
7. Provide techniques to bring changes at school and communities.

Section A: Institute Based Training (15 Academic Weeks)

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
Module 1: Child Rights			0	0	0
1.1	Identify Child Rights addressed in the constitution 2075	<u>Child Rights</u> <ul style="list-style-type: none"> • Introduction • Constitution of Nepal <ul style="list-style-type: none"> ○ Chapter 2 Part 3 Article 39 (Clause 1 to 10) 	0.5	1	1.5
1.2	Prepare a chart with pictures related to Child rights (Annex with picture of UN convention)	<u>Four pillars of Child Right</u> <ul style="list-style-type: none"> • Introduction (UN Convention of child rights) <ul style="list-style-type: none"> ○ Preamble ○ Articles (1 to 54) 	0.5	1	1.5
1.3	Categorize the articles into four major pillars of CRC (See Annex I)	<u>Four Pillars of CRC</u> <ul style="list-style-type: none"> • Introduction • Pillars 	0.5	1	1.5

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
		<ul style="list-style-type: none"> ○ Survival ○ Protection ○ Development ○ Participation 			
Module 2 : Child Act			0	0	0
2.1	List out the terminologies from the definitions of Child Act 2075.	<u>Child Act 2075</u> <ul style="list-style-type: none"> • Title • Definitions <ul style="list-style-type: none"> ○ Chapter 1 	0.5	1	1.5
2.2	Perform a roleplay on rights and responsibilities of parents towards children.	<u>Rights and Responsibilities of child</u> <ul style="list-style-type: none"> • Chapter 2 (Rights of child) • Chapter 3 (Responsibility towards children) 	0.5	1	1.5
2.3	Prepare a chart to describe the acts related with the offences made against child.	<u>Acts of offences against child</u> <ul style="list-style-type: none"> • Chapter 8 (Offences against the child) 	0.5	1	1.5
2.4	List out the acts related to the punishment and compensation.	<u>Punishment and compensation</u> <ul style="list-style-type: none"> • Chapter 9 (72 and 73) 	0.5	1	1.5
Unit 3: Education Act 2075			0	0	0
3.1	List out the terminologies from the definitions of Education Act 2075.	<u>Education Act 2075</u> <ul style="list-style-type: none"> • Title • Definition <ul style="list-style-type: none"> ○ Chapter 1 	0.5	1	1.5
3.2	List out the points mentioned in Education Act 2075 (chapter 2)	<u>Education Act 2075 (chapter 2)</u> <ul style="list-style-type: none"> • Chapter 2 (Access in education and Government responsibilities) 	0.5	1	1.5
3.3	Prepare chart of compulsory free education for children.	<u>Education Act 2075 (chapter 3)</u> <ul style="list-style-type: none"> • Chapter 3 (compulsory and free education for children) 	0.5	1	1.5
3.4	Elicit the points on the penalties due to the liabilities caused.	<u>Education Act 2075 (chapter 6)</u> <ul style="list-style-type: none"> • Chapter 6 (liabilities and penalties) 	0.5	1	1.5
Module 4 : ECD Policy			0	0	0

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
4.1	Perform the group presentation on Education policy 2076.	<u>Education Policy</u> <ul style="list-style-type: none"> • Introduction • Importance • Goals • Objectives • Chapters 	0.5	1	1.5
4.2	Prepare a chart mentioning the policies regarding ECD and basic education	<u>ECD and basic education policies</u> <ul style="list-style-type: none"> • ECD Policy <ul style="list-style-type: none"> ○ (Early childhood development and basic education) Policy 10.1 to policy 10.3 	0.5	1	1.5
4.3	Enlist the process of establishment of learning center in the local level	<u>Establishment of learning center</u> <ul style="list-style-type: none"> • (Establishment of learning resource Centre) Policy 10.26.1-10.26.6 	0.5	1	1.5
4.4	List out the provisions of inclusive and special education.	<u>Provisions of inclusive and special education</u> <ul style="list-style-type: none"> • (Inclusive and special education) Policy 10.28.1- 10.28.6 	0.5	1	1.5
4.5	List out the policies ensuring the educational opportunities for socially and economically excluded children	<u>Educational opportunities for socially and economically excluded children</u> <ul style="list-style-type: none"> • Special preferences to socially and economically excluded children.) Policy 10.29.1 - 10.29.9 	0.5	1	1.5
4.6	Itemize the policies regarding the adaptation and implementation of ICT	<u>Adaptation and implementation of ICT</u> <ul style="list-style-type: none"> • Integration of information communication and technology. • Policy 10.48.1 - 10.48.8 	0.5	1	1.5
4.7	List out the roles and responsibilities of local government for ECD centers.	<u>Local Government</u> <ul style="list-style-type: none"> • Responsibilities of local government for ECD centers Policy 11.3 (11.3.1) 	0.5	1	1.5
Module 5 : National ECD Strategy Paper (2077-2088)			0	0	0

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
5.1	Execute on National ECD Strategy (2077-2088)	<u>National ECD Strategy</u> <ul style="list-style-type: none"> • Background • Importance • Present situation • Vision • Mission • Goal • Objectives 	0.5	1	1.5
5.2	Enlist Act on local government mobilization	<u>Local government mobilization</u> <ul style="list-style-type: none"> • At Gaunpalika and Nagarpalika Level • At ward level 	0.5	1	1.5
5.3	Illustrate the Implementation of ECD Strategy on a chart (2077- 2028)	<u>Implementation of ECD Strategy</u> <ul style="list-style-type: none"> • Role of: <ul style="list-style-type: none"> ○ National ECD Council ○ Regional ECD Council ○ Palika ECD Council ○ Monitoring Structure 	0.5	1	1.5
Module 6 : Sustainable Developmental Goals			0	0	0
6.1	List the indicators of sustainable developmental goals with illustrations.	<u>Sustainable developmental goals</u> <ul style="list-style-type: none"> • Introduction • Importance • Indicators (1-17) 	0.5	1	1.5
6.2	Prepare a chart to Illustrate SDG (4.2) (See Annex III)	<u>SDG (4.2)</u> <ul style="list-style-type: none"> • Introduction • Importance • SDG goal 4.2 (ECD) 	0.5	1	1.5
Module 7: Government's Interventions			0	0	0
7.1	Enlist Roles of State and Different Stakeholder to Ensure Early Childhood Education	<u>Roles of State and Different Stakeholder to Ensure Early Childhood Education</u> <ul style="list-style-type: none"> • Federal Government • Regional Government • Local Government 	0.5	1	1.5

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
7.2	Reckon the government policy documents	<u>Implementation of policies</u> <ul style="list-style-type: none"> • Constitutional and legal management • Constitution of Nepal • Local government operation act, 2074 • Management of ECD in health and nutrition act • Education act, 2028 (8th amendment) • Compulsory and free education management act 2075 • Act on children 2075 	0.5	1	1.5
Module 8: ECD Programs			0	0	0
8.1	List out the implemented ECD programs in Nepal.	<u>ECD programs in Nepal.</u> Identification of ECD Programs in Nepal <ul style="list-style-type: none"> • Government Programs on ECD <ul style="list-style-type: none"> ○ Shishu Kaksha ○ Bal Mandir ○ Community ECD ○ School based ECD ○ Home based ECD ○ Parenting Education • Institutional-Programs on ECD <ul style="list-style-type: none"> ○ Montessori ○ Kindergarten/Waldorf ○ Preschool ○ Day care center 	0.5	1	1.5
8.2	List the very common Integrated ECD programs in Nepal.	<u>Recent Integrated ECD Programs in Nepal</u> <ul style="list-style-type: none"> • Parenting Education (0 to 8 years) • Golden 1000 days program (0 to 2 years) • Parent to early child stimulation (0 to 3 years) • Entry point for ECD (1 1/2 to 3) 	1	2	3

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
		<ul style="list-style-type: none"> • Basket (doko) full of toys/ play based cupboard program (1 to 8 years) • Home based ECD program (under 3 years) • Community based care and development center (3 to 4 years)- • School based ECD center/Pre-school program (4 to 5 years) • Child to child (8 to 12 years) • Montessori program (age 1-5 years) • Kindergarten (age 3 months to 7 years) • Early Childhood Education Center (4 to 5 years) • Vaccination program for Early Childhood Children 			
Module 9: Roles and Responsibilities of Facilitators			0	0	0
9.1	Perform role play on skits as a teacher.	<u>Roles and Responsibilities</u> <ul style="list-style-type: none"> • Introduction • Roles and Responsibilities of a teacher <ul style="list-style-type: none"> ○ Planner ○ Observer ○ Facilitator ○ Model ○ Scaffolder ○ Team player ○ Questioner 	1	2	3
Total			15	30	45

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PARENTS COMMUNITY PARTNERSHIP

Total: 82 hours
Theory: 28 hours
Practical: 54 hours

Course Description:

This course provides knowledge and skills in building partnership among teacher, parents and community for holistic development and early childhood. This course covers the inclusion of cultural, linguistic, economical and resource diversity among community, and family in ECD program. It also cover the communication skills with Parents and communities.

Course Objectives:

After completion of this course, apprentices will be able to:

1. Apply effective communication skills;
2. Elucidate significance of parenting roles according to developmental needs;
3. Establish harmonic partnership relation with parents and communities;
4. Operate parenting education sessions;
5. Collaborative communities in operating early childhood development programs;
6. Conduct community awareness and mobilization activities; and
7. Describe importance of ECD management committee and collaborative programs.

Section A: Institute Based Training (15 Academic Weeks); and

Section B: Institute Based Training One Day Per Week (78 Days/13 Academic Weeks)

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
Module 1: Communication Skill			0	0	0
1.1	Apply effective communication skills.	<p><u>Effective Communication Skills</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Intrapersonal skills <i>Good listening, Oral skill word stress, sound, politeness Body language, good questing.</i> • Communication in mother language. • With children, Parents, Community, people <ul style="list-style-type: none"> ○ Mass communication ○ Group interaction ○ Individual interaction 	1	2	3
1.2	Communicate with hearing and speech impaired children.	<p><u>Children with hearing and speech impairment</u></p> <ul style="list-style-type: none"> • Introduction 	1	1	2

		<ul style="list-style-type: none"> • Importance • Language: Sign, body language, Facial expression • Media: Audio visual 			
Module 2: Partnership with Parents			0	0	0
2.1	List out the characteristic of parents.	<p><u>Parents</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Characteristic • Types <ul style="list-style-type: none"> ○ Biological ○ Adoption ○ Guardianship ○ Caregiver 	1	1	2
2.2	List existing child rearing and caring practices in Nepal.	<p><u>Child rearing & caring practices</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Types <ul style="list-style-type: none"> ○ Authoritarian ○ Authoritative /Democratic ○ Permissive ○ Neglected • Best Practice • Strength and challenges 	1	1	2
2.3	Support parent child relationship according to child developmental milestone.	<p><u>Parent Child relationship</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Involvement of parents in child development, according to nurturing framework (<i>Health, Nutrition. Responsive care</i> <i>Early learning, Safety and protection</i>) • Bonding • Strength and challenges 	1	2	3
2.4	Enlist parenting skills.	<p><u>Parenting skills</u></p> <ul style="list-style-type: none"> • Introduction • Components <ul style="list-style-type: none"> ○ Quality time ○ Caring ○ Nurturing • Behavior development • Role modeling 	1	2	3
2.5	Create learning area at home.	<p><u>Learning area</u></p> <ul style="list-style-type: none"> • Introduction • Importance 	1	2	3

		<ul style="list-style-type: none"> • Learning materials: no and low cost, place, safety 			
2.6	Enlist father/Male role in child development and learning.	<p><u>Father /Male role</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Roles <ul style="list-style-type: none"> ○ Time management/quality time ○ Love and care ○ Play and Recreation ○ Early stimulation/motivation 	1	2	3
2.7	Facilitate in parenting care to children with disability.	<p><u>Parenting care to children with disability</u></p> <ul style="list-style-type: none"> • Early identification and acceptance <ul style="list-style-type: none"> ○ Attention deficit hyperactivity disorder ADHD ○ Learning disabilities ○ Visual impairments ○ Deaf and hard of hearing ○ Autism Spectrum Disorder ○ Dyslexia • Inclusion • Bonding • Emotional safety • Communication • Collaboration 	2	4	6
2.8	Care children in different situations.	<p><u>Care in different situation.</u></p> <ul style="list-style-type: none"> • Situations <ul style="list-style-type: none"> ○ Physical ○ Psychosocial ○ Sickness(Communicable and Non-communicable diseases) ○ Pandemic ○ Emergency 	1	2	3
2.9	Facilitate in creating safe environment at home.	<p><u>Safe environment</u></p> <ul style="list-style-type: none"> • Introduction • Importance • parents roles <ul style="list-style-type: none"> ○ Keep pesticide, knife, and different source of fuels away from children. ○ Create safety wall/grill in balcony, ladders and so on. ○ Create safety from electric / electronic devices. ○ Create safety in travel on the roads. ○ Teach child on good and bad touch. ○ Teach caregivers and family members on safe behavior with child. 	1	2	3

		<ul style="list-style-type: none"> ○ Teach caregivers and family members. safe on harmful behavior from family members, relatives and guest. 			
2.10	Facilitate in operating home based ECD.	<u>Home based ECD operating</u> <ul style="list-style-type: none"> ● Importance ● Types ● parents roles ● Guideline ● Monitoring /Evaluation 	1	1	2
2.11	Conduct parenting education sessions.	<u>Parenting Education</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Content selection ● Process 	1	6	7
Module 3: Partnership with Community			0	0	0
3.1	List out feature of community.	<u>Community</u> <ul style="list-style-type: none"> ● Introduction ● Components ● Types ● Roles 	1	1	2
3.2	List the role of community in Early childhood development program.	<u>Roles of community in ECD</u> <ul style="list-style-type: none"> ● Importance ● Benefits ● Roles of community <ul style="list-style-type: none"> ○ Resource mobilization <ul style="list-style-type: none"> ▪ Human ▪ Materials ▪ Fund raising ▪ Land ▪ Infrastructure ○ Quality management <ul style="list-style-type: none"> ▪ Daily needs ▪ Sustainability ○ Monitoring <ul style="list-style-type: none"> ▪ Direct and indirect ▪ Daily activities ▪ Materials ▪ Time, lunch and resource 	2	3	5
Module 4: Parents from Diverse Community			0	0	0
4.1	List diversity of community.	<u>Identification of diversity</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Elements 	1	2	3

		<ul style="list-style-type: none"> ○ Language ○ Religion ○ Culture ○ Socio Economic Status ○ Geography 			
4.2	Establish inclusive practices in the ECD center.	<p><u>Inclusive environment</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance ● Component ● Nature ● Best practices 	1	3	4
3.3	Conduct the community sensitization in child developmental process.	<p><u>Community sensitization</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance ● Process 	1	4	5
Unit 5: Partnership			0	0	0
5.1	Build partnership with parents and community.	<p><u>Partnership with parents and community</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance ● Value ● Collaboration cycle ● Challenges 	1	1	2
5.2	Plan collaborative activities with parents	<p><u>Collaboration activities with parents</u></p> <ul style="list-style-type: none"> ● Introduction ● Benefits ● Activities <ul style="list-style-type: none"> ○ Daily activities/learning ○ Learning materials development ○ Lunch providing ○ Sanitation ○ Monitoring ○ Transition home to pre- schools /daycare. ○ Learning collaboration at home and day care/ECD center 	2	2	4
5.3	Participate in ECD management committee.	<p><u>ECD Management committee</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance ● Methods ● Participation <ul style="list-style-type: none"> ○ Coordination with local body ○ Workshops/meetings ○ Infrastructure development ○ Materials selecting and collecting ○ Collaborative monitoring 	2	3	5

		○ Decision making			
5.4	Prepare collaborative plan with stakeholders/other programs.	<u>Collaboration with other programs</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Benefits <ul style="list-style-type: none"> ○ Sustainability ○ Proper use of Resources ○ Collaborative monitoring 	1	2	3
5.5	Celebrate events with community collaboration.	<u>Events with community collaboration</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Types <ul style="list-style-type: none"> ○ Theme closing ○ Festivals ○ Children’s day ○ Parent's day ○ Teacher’s day ○ Graduation day 	1	3	4
5.6	Facilitate parents and community to participate in national enrollment program.	<u>Parents and community in national enrollment program</u> <ul style="list-style-type: none"> ● National campaign <ul style="list-style-type: none"> ○ Enrollment program ○ Vitamin A program ○ Immunization program 	1	2	3
Total			28	54	82

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4. Prof Missy Morton, D. A. (2017). *The Inclusive Education Policy and Practice in Nepal* Kathmandu: School of Educational Studies and Leadership (EDSL).
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INTEGRATED THEMATIC APPROACH

Total: 224 hours
Theory: 84 hours
Practical: 140 hours

Course Description:

This course gives emphasis to overview the components of curriculum prepared for ECD class /preprimary class. It provides knowledge and skill for implementing the curriculum by developing the activities in thematic approach with integrating the curriculum for child holistic development of 4 year children. It also deals with ECD pedagogy, instructional planning, and instructional materials development and learners evaluation.

Course Objectives:

After completion of this course, apprentices will be able to:

1. Describe concept of integrated thematic approaches;
2. Practice the child centered ECD pedagogies;
3. Describe the guiding principles, elements and detail contents and themes of National ECD curriculum;
4. Illustrate main themes mentioned in National curriculum;
5. Prepare activities/whole day activities on themes with integration;
6. Prepare the periodic plan and learning materials to use in classroom activities;
7. Conduct child learning and development related activities;
8. Deliver ECD classes using national ECD curriculum through thematic approach for integrated learning; and
9. Apply child assessment tools for child learning and development.

Section A: Institute Based Training (15 Academic Weeks); and

Section B: Institute Based Training One Day Per Week (78 Days/13 Academic Weeks)

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
Module 1: ECD Pedagogy			0	0	0
1.1	Identify the child centered ECD pedagogy	<u>Child center pedagogy for early age children</u> <ul style="list-style-type: none"> • Introduction • Importance • Most common methods (story telling/ rhyme/poem/song/role play/mimic/simulation and play/game) 	2	0	2
1.2	Prepare/select the story for theme	<u>Story for theme</u> <ul style="list-style-type: none"> • Introduction • Importance 	2	6	8

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
		<ul style="list-style-type: none"> • Tips for story making/ story selection for theme 			
1.3	Tell story using puppet/ picture book/video/cartoon/local techniques.	<p><u>Story telling</u></p> <ul style="list-style-type: none"> • Technique on story telling (Puppet, Picture book, Video/Cartoon/Local Techniques) • Link story with learning and development 	2	6	8
1.4	Prepare/select the rhyme.	<p><u>Rhyme</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Tips for selection and preparation of rhyme 	2	4	6
1.5	Prepare/select the poem	<p><u>Poem</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Tips for selection and preparation of poem 	2	4	6
1.6	Prepare/select song.	<p><u>Song</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Tips for selection and preparation of song 	2	4	6
1.5	Recite rhymes/poems.	<p><u>Rhyme and poem</u></p> <ul style="list-style-type: none"> • Technique to recite rhyme and poem <ul style="list-style-type: none"> ○ with picture ○ with action ○ Use media • Linking rhyme/poem with learning and development 	2	4	6
1.6	Sing songs.	<p><u>Song Singing</u></p> <ul style="list-style-type: none"> • Technique to recite sing song <ul style="list-style-type: none"> ○ with picture ○ with action ○ Use media • Linking song with learning and development 	2	4	6
1.7	Support child to recite rhyme/poem.	<p><u>Rhyme/poem reciting</u></p> <ul style="list-style-type: none"> • Technique to recite rhyme and poem <ul style="list-style-type: none"> ○ with picture 	2	4	6

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
		<ul style="list-style-type: none"> ○ with action ○ Use media ● Linking rhyme/poem with learning and development 			
1.8	Support child for singing.	<p><u>Singing with child</u></p> <ul style="list-style-type: none"> ● Technique to recite sing song <ul style="list-style-type: none"> ○ Part to whole and whole to part ○ with picture ○ with action ○ Use media ● Linking song with learning and development 	2	4	6
1.9	Select role-plays /mimic /simulations.	<p><u>Role-play /mimic /simulation</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance ● Tips for role play/mimic/simulation ● Tools, equipment, materials and attire 	2	4	6
1.10	Enact the Role-play/mimic/simulation.	<p><u>Role-play/mimic/simulation enacting</u></p> <ul style="list-style-type: none"> ● Technique to enact the role play/mimic/simulation ● Use of materials ● Linking with learning and development 	3	4	7
1.12	Create/select plays.	<p><u>Play</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance ● Types of play ● Tips for play and game. 	2	4	6
1.13	Link/conduct plays/games for learning.	<p><u>Play for learning</u></p> <ul style="list-style-type: none"> ● Linking play/game with learning and development 	2	4	6
1.14	Perform-cutting/ tearing /pasting/dancing/drawing /coloring	<p><u>Art and Creative activities</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance ● Activities <ul style="list-style-type: none"> ○ Cutting and pasting ○ Weaving ○ Sampling ○ Crumbling 	3	4	7

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
		<ul style="list-style-type: none"> ○ Tearing and Pasting ○ Dancing ○ Drawing ○ Coloring ● Linking with learning and development 			
1.15	Support child for performing art and craft activities.	<u>Art and craft activities</u> <ul style="list-style-type: none"> ● Interpretation 	1	5	6
1.16	Learn through nature.	<u>Learning through nature</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Tips for learning in nature ● Linking learning with nature 	2	4	6
1.17	Mediate child for learning through nature.	<u>Child Mediation for learning through nature</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Process 	2	4	6
Module 2: Planning			0	0	0
2.1	Prepare Periodic Plan	<u>Periodic Plan</u> <ul style="list-style-type: none"> ● Introduction ● Concept of periodic planning; annual, weekly and daily planning ● Importance ● Tips for planning 	4	4	8
Module 3: Materials			0	0	0
3.1	Develop instructional materials.	<u>Instructional Materials</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Types of Material <ul style="list-style-type: none"> ○ Low cost ○ No cost ○ Locally available ● Tips for materials development for learning and development ● Tips for arrangement of learning materials in classroom 	5	7	12
Module 4: Evaluation			0	0	0
4.1	List the different types of Evaluation	<u>Evaluation</u> <ul style="list-style-type: none"> ● Introduction <ul style="list-style-type: none"> ○ Formative (continuous assessment) 	1	2	3

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
		<ul style="list-style-type: none"> ○ Summative ● Evaluation and assessment ● Importance of assessment(CAS) 			
4.2	Keep record of individual child progress.	<u>Progress Record</u> <ul style="list-style-type: none"> ● Introduction ● Tool (learning style, Log keeping, Portfolio, Visual evidences, ELDS tool) ● Process for keeping the <ul style="list-style-type: none"> ○ Information of Learning style ○ Log ○ Portfolio ○ Visual evidence 	2	3	5
4.3	Identify the area for child learning and development standard (ELDS) for assessment	<u>Early Learning and development standards (ELDS)</u> <ul style="list-style-type: none"> ● Introduction ● Importance 	1	2	3
4.4	Apply ELDS assessment tool for assessing children learning and development.	<u>Assessing children learning and development</u> <ul style="list-style-type: none"> ● Process of assessment <ul style="list-style-type: none"> ○ Observation ○ Keeping log ○ Early Learning and development standards(ELDS) tool ● Child Portfolio 	3	3	6
4.5	Interpret children learning and development report.	<u>Children learning and development report</u> <ul style="list-style-type: none"> ● Importance ● Technique 	2	3	5
Module 5: Implementation of ECD Curriculum			0	0	0
5.1	List the guiding principle of ECD children.	<u>Guiding principle of ECD children</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Principle 	2	2	4
5.2	Identify contents of national ECD curriculum.	<u>Content of national ECD curriculum</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Overview the content of national ECD curriculum <ul style="list-style-type: none"> ○ Introduction ○ Goal ○ Objectives 	3	4	7

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
		<ul style="list-style-type: none"> ○ Credit hour ○ developmental goal ○ Basic skills ○ Subject competencies ○ Daily schedule ○ Theme and subtheme 			
5.3	Conduct activities based on basic learning skills.	<p><u>Basic skills for readiness of learning</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance ● Activities for basic skills <ul style="list-style-type: none"> ○ Pre- literacy ○ pre- numeracy ○ pre-science ○ life-skill ○ creativity 	3	4	7
5.4	List out themes mentioned in ECD curriculum.	<p><u>Thematic approach</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance <p><u>Themes mentioned in ECD curriculum</u></p> <ul style="list-style-type: none"> ● Main Themes ● Sub-themes ● Time frame ● Competency ● Materials 	2	2	4
5.5	Prepare activities on themes.	<p><u>Activities on theme</u></p> <ul style="list-style-type: none"> ● Selection of theme, ● Selection of method ● Selection of materials ● Preparation of web for checking integration 	4	6	10
5.5	Prepare lesson plan whole day as per mentioned schedule in curriculum.	<p><u>ECD class through Thematic approach</u></p> <ul style="list-style-type: none"> ● Tips for preparing whole day activities under theme <ul style="list-style-type: none"> ○ circle time ○ group activities ○ Plan activities ○ individual activities ○ free activities ○ small group activities ● Procedure for whole day activities 	5	8	13
5.6	Conduct Deliver the ECD class	<u>Delivering the ECD class:</u>	5	9	14

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Total
	through thematic approach for integrated learning.	<ul style="list-style-type: none"> • Create classroom • Run class as schedule <ul style="list-style-type: none"> ○ Welcoming ○ Praying ○ Socialization/circle time ○ Small group activities ○ Planned activities ○ Individual activities ○ Clean up, Health/moral message, eg wash hand, not waste ○ Snacks ○ Break and toilet ○ Music and expression ○ Small group game ○ Group meeting /prepare for returning home/Good bye 			
5.7	Pack up the session.	<p><u>Packing up session:</u></p> <ul style="list-style-type: none"> • Recording the special notes of the day • Write special information of children for assessing child learning and development as well as child's problems • Arrange for next day • Clean up the room 	2	4	6
Total			84	140	224

References:

1. DOE, MoES(2063); *ECD curriculum and Guideline 2063*,Sanothimi
2. Viva Books Private Limited (2004), *The Complete Book of Activities, Games, Stories, Props, Recipes, Dances for Young Children*, Pam Schiller and Jackie Silberg
3. The University of South Pacific; *Early Childhood Care and Education Manual*
4. BPEP,MOE,(2047) *Method Trainer and training manual*, BPEP Sanothimi
5. Department of social welfare and development (2002); *Manual for ECD workers*, Author Philippines
6. DOE local materials

ECD CENTER MANAGEMENT

Total: 181 hrs
Theory: 69 hrs
Practical: 112 hrs

Course Description:

This course provides knowledge and skills on management and operation of ECD center. Further, the course covers learning environment management, safety measures, emergency and crisis management and record keeping system.

Course Objectives:

After completion of this course, apprentices will be able to:

1. Create joyful indoor and outdoor conducive learning environment;
2. Manage physical facilities and safety concerns at ECD center;
3. Manage the learning materials on the basis of minimum standard;
4. Arrange local resources for day meal & essential utensils/tools;
5. Organize health related activities in ECD center (minimum standard);
6. Manage resources and provide rescue services for crisis /emergency;
7. Conduct meeting with parents/SMC/PTA/local community;
8. Use standard documents/formats (Immunization, nutrition, height and weight, learning achievement) in ECD center; and
9. Prepare learning achievement records for parent/community/stakeholders/ municipality.

Section A: Institute Based Training (15 Academic Weeks); and

Section B: Institute Based Training One Day Per Week (78 Days/13 Academic Weeks)

S.N.	Task statement	Related technical Knowledge	Time (hours)		
			T	P	Total
Module 1: Management of Learning Environment			0	0	0
1.1	Ensure learning environment.	<p><u>Learning Environment</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Types <ul style="list-style-type: none"> ○ Indoor ○ Outdoor 	2	2	4
1.2	<u>Arrange indoor setting as per minimum standard.</u>	<p><u>Indoor arrangement</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Physical assets <ul style="list-style-type: none"> ○ Flooring / Furnishing (with cushions) • Play materials • Learning materials 	3	4	7

S.N.	Task statement	Related technical Knowledge	Time (hours)		
			T	P	Total
		<ul style="list-style-type: none"> • Display board 			
1.2.1	Arrange classroom size furniture as per minimum standard.	<ul style="list-style-type: none"> • <u>Classroom sizes with furniture</u> • Introduction • Importance • Size measurement • Topographically different classroom size: <ul style="list-style-type: none"> ○ Hill and Himalaya : 26 ft, 16 ft and 8 ft ○ Madesh/Tarai: 26 ft, 16 ft and 10 ft base on Minimum Standard 	3	4	7
1.2.2	Manage space for large/small group.	<ul style="list-style-type: none"> • <u>Space arrangement</u> • Importance • Big group (20, 25 kids) • small group (4/5 Kids) • Activities • Free play and walks. 	2	4	6
1.2.3	Arrange seat as per classroom need.	<ul style="list-style-type: none"> • <u>Seat arrangement.</u> • Introduction • Importance • Types <ul style="list-style-type: none"> ○ V -shape ○ U -shape ○ Circles 	2	4	6
1.2.4	Arrange classroom materials.	<ul style="list-style-type: none"> • <u>Classroom Materials</u> • Introduction • Importance • Types <ul style="list-style-type: none"> ○ Wall Display ○ Thematic poster ○ Basic materials <ul style="list-style-type: none"> ▪ Calendar ▪ Clock, ▪ Weather chart ▪ Name chart 	2	5	7
1.2.5	Display learning materials.	<ul style="list-style-type: none"> • <u>Learning Materials</u> • Introduction • Importance • Types <ul style="list-style-type: none"> ○ Ornamental ○ Illustration ○ Educational ○ Child centered 	2	4	6

S.N.	Task statement	Related technical Knowledge	Time (hours)		
			T	P	Total
1.3	<u>Arrange outdoor facilities as per minimum standard.</u>	<u>Outdoor Arrangement</u> <ul style="list-style-type: none"> • Introduction • Importance • Types <ul style="list-style-type: none"> ○ Sand play ○ Water play ○ Manipulative (mud play) ○ Nature exploration ○ Game area ○ Kitchen Garden 	3	4	7
1.3.1	Manage games items.	<u>Games items</u> <ul style="list-style-type: none"> • Introduction • Importance • Processes • Minimum Standard of: <ul style="list-style-type: none"> ○ Swing ○ Slide ○ Dhakichaun ○ Wheel cannels 	3	5	8
1.3.2	Arrange kitchenware appliances.	<u>Kitchenware</u> <ul style="list-style-type: none"> • Introduction • Importance • Required appliances 	2	3	5
1.3.3	Manage resource for day meal.	<u>Resource for day meal</u> <ul style="list-style-type: none"> • Introduction • Importance • Day meal routine • Resource management <ul style="list-style-type: none"> ○ Community mobilization ○ SMC and head teachers support ○ Team/PTA/ mobilization 	2	4	6
1.3.4	Manage toilet area.	<u>Toilet area</u> <ul style="list-style-type: none"> • Cleanliness <ul style="list-style-type: none"> • Surface • Water supply • Soap/towel 	2	4	6
Module 2: Safety Measures			0	0	0
2.1	<u>Enforce safety measure.</u>	<u>Safety Measure</u> <ul style="list-style-type: none"> • Introduction • Importance • Types <ul style="list-style-type: none"> ○ Indoor safety ○ Outdoor safety 	2	3	5
2.1.1	Enforce indoor safety measures.	<u>Indoor safety</u>	5	6	11

S.N.	Task statement	Related technical Knowledge	Time (hours)		
			T	P	Total
		<ul style="list-style-type: none"> • Doors and windows • Furniture • Toys/choking hazards • Nails/prickling objects • Supplies (proper place) • Messy materials • Slippery floor • Hygiene and sanitization 			
2.1.2	Enforce outdoor safety measures.	<p><u>Outdoor safety</u></p> <ul style="list-style-type: none"> • Child friendly (kitchen/toilet/drinking water) • Fence/Ghera bar (barbwire, local standard) • Playground set up • Play materials • Child garden • Clean environment. • Safety and child friendly and disable friendly toilet 	5	6	11
Module 3: Emergency and Crisis Management			0	0	0
3.1	List out the emergency/crisis.	<p><u>Emergency/Crisis</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Types <ul style="list-style-type: none"> ○ Accidental cases ○ Disaster <ul style="list-style-type: none"> ▪ Flood ▪ Fire ▪ Landslide ○ Drought. 	2	4	6
3.2	Support on emergency/crisis management.	<p><u>Emergency/Crisis management</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Emergency management <ul style="list-style-type: none"> ○ Planning ○ Preparation ○ Implementation 	2	4	6
3.3	Prepare the Jhatpot jhola.	<p><u>Jhatpat Jhola</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Jhatpot Jhola materials <ul style="list-style-type: none"> ○ Whistle ○ Torch light ○ First aid bandage 	2	4	6

S.N.	Task statement	Related technical Knowledge	Time (hours)		
			T	P	Total
		<ul style="list-style-type: none"> ○ Water, dry food ○ Dress, cap, shoes, raincoat, books, copy pencil, colour pencils, play materials, 			
3.3	Prepare child friendly space for emergency.	<p><u>Child friendly space for Emergency</u></p> <ul style="list-style-type: none"> ● Introduction. ● Importance ● Process 	2	4	6
3.4	Mitigate crisis techniques.	<p><u>Crisis mitigation techniques</u></p> <ul style="list-style-type: none"> ● Introduction. ● Importance ● Types ● Process of mitigation techniques 	2	4	6
Module 4: Record Keeping			0	0	0
4.1	Maintain administrative records.	<p><u>Administrative Documents</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance ● Types ● Admission and withdrawal register ● Logbook ● Visitor's Book ● Event and program records ● Staff and students files ● Time Table ● Cash Register ● Meeting minutes ● Health and nutritional records 	6	9	15
4.2	Maintain classroom records.	<p><u>Classroom Records</u></p> <ul style="list-style-type: none"> ● Attendance ● Lesson Plans ● Daily Classroom Routine ● Classroom activities ● Song and rhymes ● Accident record ● Progress report ● Continuous assessment report ● Special child record 	4	6	10
4.3	Maintain health and nutritional records.	<p><u>Health and nutritional Records</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance ● Coordination with stakeholders 	4	8	12

S.N.	Task statement	Related technical Knowledge	Time (hours)		
			T	P	Total
		<ul style="list-style-type: none"> • Types of records <ul style="list-style-type: none"> ○ Immunization <ul style="list-style-type: none"> ▪ BCG (kshyarog) ▪ ROTO (Pakhala) ▪ FIPC (Polio) ▪ DPT (Bhyagute) ▪ HIB (hepatitis B) ▪ DADURA (Dadura) ▪ Rubella (rubella) ▪ DT (dhanustankar) ▪ INFLUNGA ▪ GNEUMONIA(rugha khoki) ○ Height and weight Record ○ Deworming/Vitamin A record ○ Sick record ○ Mal-nutrition record ○ Dis-integration record 			
4.4	Prepare administrative planning for ECD center operation.	<p><u>ECD center administrative planning</u></p> <ul style="list-style-type: none"> • Introduction • Importance • Types <ul style="list-style-type: none"> ○ Annual ○ Monthly ○ Weekly ○ Daily 	5	7	12
Total			69	112	181

References:

1. Preliminary steps of Early childhood education : Laxmi Bhakta Basukala- 2056
2. National ECD curriculum Department of education 2062
3. Pre-primary education : Innovative knowledge and skills : Laxmi Bhakata Basukala 2066
4. Elementary education psychology (Pradeep Chandra Gautam -2052
5. Education psychology and theories of learning (2050)
6. Fifteen planning “Basic instruction “National Planning commission 2077-208
7. Theories of learning: Fifth edition: GordenH. Bower and Earnet R Hilgard
8. Education related Basic knowledge Surya Prasad Gautam and Sita ram Koirala

HEALTH, NUTRITION, SAFETY AND PROTECTION

Total: 97 hours
 Theory: 41 hours
 Practical: 56 hours

Course Description:

This course is designed to provide knowledge and skills about supporting children's holistic development. It covers hygiene, sanitation, nutrition, safety measures and protection concerns of ECD centers. Further, it equips apprentices to model and support children in practicing their own personal hygiene, maintain environmental sanitation, apply safety measures and ensure the protective environment.

Course Objectives:

After completion of this course, apprentices will be able to:

1. Elucidate significance of grooming and personal hygiene for daily life;
2. Create awareness among parents, children and school family to maintain environment sanitation;
3. Be familiar with child health, immunization and safety concerns;
4. Prepare balance diet planning chart and food pyramid;
5. Apply balance diet chart provided by ECD Center;
6. Prepare various nutritious and healthy food items; and
7. Make sure of protective behavior to develop child holistically.

Section A: Institute Based Training (15 Academic Weeks); and

Section B: Institute Based Training One Day Per Week (78 Days/Academic Weeks/13)

S. N.	Task Statement	Related Technical Knowledge	Time (hrs)		
			T	P	Total
Module 1: Personal Hygiene			0	0	0
1.1	Maintain personal hygiene in daily life.	<u>Personal hygiene</u> <ul style="list-style-type: none"> • Introduction • Importance • Process 	2	2	4
1.2	Support children to follow personal hygiene in daily life	<u>Personal hygiene in daily life</u> <ul style="list-style-type: none"> • Check children's personal hygiene <ul style="list-style-type: none"> ○ Hand ○ Face ○ Nose ○ Hair ○ Teeth ○ Leg ○ Nail ○ Clothes ○ Shoes 	2	2	4

		<ul style="list-style-type: none"> ○ Toilet habit ○ Ears ● Procedure 			
1.3	Enlist common communicable and non-communicable diseases.	<p><u>Communicable and non-communicable diseases</u></p> <ul style="list-style-type: none"> ● Introduction ● Types: <ul style="list-style-type: none"> ○ communicable (effect, prevention) ○ non communicable (effect, prevention) 	2	2	4
1.4	Check child's regular immunization chart.	<p><u>Immunization</u></p> <ul style="list-style-type: none"> ● Introduction ● Important ● Types: BCG, DPT, Polio, Rubella, Vitamin A ● Procedure 	2	2	4
Module 2: Sanitation			0	0	0
2.1	Assess environmental sanitation.	<p><u>Environmental sanitation</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance ● Areas <ul style="list-style-type: none"> ○ Indoor ○ Outdoor 	2	2	4
2.2	Maintain environmental sanitation.	<p><u>Environmental sanitation of ECD center</u></p> <ul style="list-style-type: none"> ● Process <ul style="list-style-type: none"> ○ Indoor ○ Out door 	1	2	3
Module 3: Nutrition			0	0	0
3.1	Enlist the locally available food.	<p><u>Locally available food</u></p> <ul style="list-style-type: none"> ● Introduction ● Important ● Types 	1	3	4
3.2	Select nutritious food for day meal.	<p><u>Nutritious food for day meal</u></p> <ul style="list-style-type: none"> ● Select the local food for nutritious day meal ● Tips for selecting the local food <ul style="list-style-type: none"> ○ Fresh ○ Safe food ○ As per child need 	2	2	4
3.3	Prepare the chart of balance diet.	<p><u>Balance Diet</u></p> <ul style="list-style-type: none"> ● Introduction ● Importance ● Categories of nutrient <ul style="list-style-type: none"> ○ Carbohydrates ○ Protein 	2	2	4

		<ul style="list-style-type: none"> ○ Minerals ○ Vitamin ○ Fats ○ Water ● Selection of nutritious food for balance diet 			
3.4	Prepare daily nutritious food menu for day meal.	<u>Food Menu</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Types <ul style="list-style-type: none"> ○ veg ○ non Veg 	2	2	4
3.5	Prepare daily nutritious food.	<u>Nutritious Food</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Types: <ul style="list-style-type: none"> ○ Local food ○ Jaulo ○ Lito ○ Haluwa ○ Plain Dal ○ Plain Rice ○ Roti ○ Mix vegetables ○ Meat ○ Egg 	6	10	16
3.6	Plan balance diet.	<u>Balance Diet Planning</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Process of planning <ul style="list-style-type: none"> ○ Plan ○ Selection (Steps) <ul style="list-style-type: none"> ▪ Freshness ▪ Safety ▪ Age appropriate ○ Map your meals 	2	2	4
3.7	Identify malnourished children.	<u>Child with Malnutrition</u> <ul style="list-style-type: none"> ● Introduction ● Effects ● Types <ul style="list-style-type: none"> ○ Obesity ○ Under nutrition 	2	2	4
3.8	Support the child for daily food habit.	<u>Food Habit</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Types <ul style="list-style-type: none"> ○ Fuel ○ Fun 	2	2	4

		<ul style="list-style-type: none"> ○ Fog ○ Storm 			
Module 4: Safety Measure and First Aid			0	0	0
4.1	Enforce indoor/outdoor safety measures.	<u>Safety measures</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Maintaining safety <ul style="list-style-type: none"> ○ Indoor ○ Outdoor 	1	3	4
4.2	Enforce safety measures in daily life.	<u>Safety measures in daily life</u> <ul style="list-style-type: none"> ● Child safety <ul style="list-style-type: none"> ○ Cut ○ Wound ○ Diseases ○ Road traffic ○ Animals ○ Insects ○ Fire ○ Toilet safety ○ Emergency management ○ Pandemic ○ Disaster 	2	2	4
4.3	Provide first aid treatment.	<u>First aid treatment</u> <ul style="list-style-type: none"> ● Introduction ● Important ● First aid kits ● Providing first aid for: <ul style="list-style-type: none"> ○ Bleeding ○ Burns ○ Fractures ○ Sprains ○ Nose bleeds ○ Fort bite ○ Bee stings ○ Snake bite ○ Drowning 	2	2	4
Module 5: Protection and Behaviour			0	0	0
5.1	Establish the protective environment.	<u>Protective environment</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Area from protection <ul style="list-style-type: none"> ○ Punishment ○ Harassment ○ Ignorance ○ Discrimination ● Child abuse <ul style="list-style-type: none"> ○ Physical abuse (corporal 	4	6	10

		punishment) <ul style="list-style-type: none"> ○ Sexual abuse (unwanted touch, harassment, picture show, video) ○ Social abuse(discrimination, negligence) ○ Emotional abuse (Ignorance, over or under valuing, labeling) 			
5.2	Create stress free environment with protection.	<u>Stress free environment</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Factor that create stress ● Measures to address stress 	1	3	4
5.3	Support to child to develop positive behavior.	<u>Positive behavior</u> <ul style="list-style-type: none"> ● Introduction ● Importance ● Techniques for positive behavior development 	1	3	4
Total			41	56	97

References:

1. Northern Lights College, British Columbia, HDEC 102 - Health, Safety and Nutrition
2. Anoka Ramsey Community College, Certificate in food, nutrition and health training course Northern Lights College, British Columbia, HDEC 102 - Health, Safety and Nutrition • Anoka Ramsey Community College, Certificate in food, nutrition and health training course • <https://www.aqi.in/blog/10-best-ways-to-reduce-air-pollution/> • <https://www.kentuckycchc.org/> • <https://www.unicef.org/nepal/child-protection>

COMPUTER APPLICATION

Total: 45 hours
Theory: 15 hours
Practical: 30 hours

Course Description:

This course intends to impart the knowledge and skills on basic computing including documents, spreadsheets and presentations slides by using computer application packages and communicate with digital mediums.

Course Objectives:

After completion of this course, apprentices will be able to:

1. Acquaint concept of computer system computer peripheral, operating system and application software;
2. Use different computer application packages; and
3. Prepare documents, spreadsheets, presentations slide and database management sheets.

Section A: Institute Based Training (15 Academic Weeks)

Model: 1 Computer System

S. No.	Task statement	Related technical knowledge	Time (hrs.)		
			Th.	Pr.	Total
1.	Identify computer peripheral	<u>Fundamentals of computer</u> <ul style="list-style-type: none"> ▪ Input and output devices ▪ Central processing unit (CPU) ▪ Memory unit ▪ Auxiliary storage devices ▪ Various ports 	1	1.0	2
2.	Install operating system	<u>Operating System</u> <ul style="list-style-type: none"> ▪ Definition ▪ Role ▪ Types ▪ Installation process 	0.5	2.5	3.0
3.	Identify Storage Devices	<u>Storage Devices</u> <ul style="list-style-type: none"> ▪ Types ▪ Capacity ▪ Use ▪ Formatting Drives 	0.5	0.5	1
4.	Install Application / Driver software	<u>Application and Driver Software</u> <ul style="list-style-type: none"> ▪ Difference between application software and 	1	2.0	3

		<ul style="list-style-type: none"> ▪ device driver ▪ Introduction of Office package and various application under it ▪ Uses of antivirus program ▪ Installation process of application / driver software ▪ Features of Control Panel 			
Sub-total			3	6.0	9.0

Module: 2 Preparing Document Using Word Processing Packages

S. No.	Task statement	Related technical knowledge	Time (hrs.)		
			Th.	Pr.	Total
1.	Perform document typing	<u>Word Processing Application</u> <ul style="list-style-type: none"> ▪ Concept ▪ Toolbar / Menu ▪ Open and saving document and exit. ▪ Process of typing document ▪ Concept of font, size, paragraph, headings, Justification 	1	1.5	2.5
2.	Setup Page in Word Processing	<u>Page in Word Processing</u> <ul style="list-style-type: none"> ▪ Features and attributes of “Page Setup” Box ▪ Page margins, orientation and columns ▪ Use of Breaks, Line numbers and Hyphenation 	0.5	1.00	1.5
3.	Insert Object / picture / photos	<u>Object, Picture and Photos</u> <ul style="list-style-type: none"> ▪ Process of Inserting Object / Picture / Photo 	1.0	1.0	4
4.	Insert Header and Footer	<u>Header and Footer</u> <ul style="list-style-type: none"> ▪ Difference between Header and Footer ▪ Application of different header and footer in different pages 		1.00	
5.	Insert Table	<u>Table</u> <ul style="list-style-type: none"> ▪ Concept of row and column ▪ Process to inserting table ▪ Table borders and shades 		1.00	
6	Export to PDF	<u>Portable Document Format</u>	.5	.5	1

		<ul style="list-style-type: none"> ▪ Introduction ▪ Use and Benefits ▪ Process 			
Sub-total			3.0	6.00	9.0

Module: 3 Preparing Spreadsheets Using Spreadsheet Package

S. No.	Task statement	Related technical knowledge	Time (hrs.)		
			Th.	Pr.	
1.	Create worksheet	<u>Spreadsheet Application</u> <ul style="list-style-type: none"> ▪ Concept and uses. ▪ Interface ▪ Open and saving spreadsheet and exit. ▪ Concept of column, row, cell, workbook, worksheet, labels, borders, values, dates and formulas 	0.5	1.00	1.5
2.	Analyze data using basic formula/function	<u>Data Analysis</u> <ul style="list-style-type: none"> ▪ Definition of operators ▪ Function/Formula <ul style="list-style-type: none"> • Introduction • Use • Types ▪ Cell Reference <ul style="list-style-type: none"> • Relative • Absolute 	0.5	1.00	1.5
3.	Create Chart/Graph	<u>Graph and Charts</u> <ul style="list-style-type: none"> ▪ Concepts ▪ Types ▪ Process 	2.0	1.00	6.0
4.	Filter data	<u>Filter</u> <ul style="list-style-type: none"> ▪ Concept ▪ Applications of filter 		1.00	
5.	Sort data	<u>Sorting</u> <ul style="list-style-type: none"> ▪ Concept ▪ Purposes and benefits of sorting 		1.00	
6.	Setup page in spreadsheet	<u>Page Setup in Spreadsheet</u> <ul style="list-style-type: none"> ▪ Features and attributes of “Page Setup” Box ▪ Page margins, orientation, size and columns 		1.00	
Sub-total			3.00	6.00	9.0

Module: 4 Presentation Creation Using Presentation Package

				Time (hrs.)

			Th.	Pr.	Total
1.	Prepare master slide	<u>Presentation Application</u> <ul style="list-style-type: none"> ▪ Concept and Use ▪ Tools and Menu ▪ Introduction of Slides and Master Slides ▪ Use of Master Slide ▪ Process to prepare master slide including formatting and editing 	1.00	2.00	3.0
2.	Prepare slides	<u>Side Preparation</u> <ul style="list-style-type: none"> ▪ Process to insert Text, Pictures / Objects / Sound and Graphs and Charts 	0.5	1.00	1.5
3.	Animate the content of slide.	<u>Side Animation</u> <ul style="list-style-type: none"> ▪ Definition ▪ Application ▪ Difference between transition and animation 	1	2.00	3
4.	Perform On-screen Presentation	<u>Screen Projection</u> <ul style="list-style-type: none"> ▪ On screen projection ▪ Device Connection process 	.5	1.00	1.5
Sub-total				6.00	9.0

Module: 5 Email and Internet

S. No.	Task statement	Related technical knowledge	Time (hrs.)		
			Th.	Pr.	Total
1	Connect Internet (Wired and Wireless)	<u>Internet Connectivity</u> <ul style="list-style-type: none"> ▪ Concept of internet ▪ IP Address ▪ Services over internet ▪ Wired Connection ▪ Wireless Connection 	1	2	3
2	Sign-up email address	<u>Email Sign-up Process</u> <ul style="list-style-type: none"> ▪ Concept of Email ▪ SMTP and POP ▪ Various email providers ▪ Sign – up process 	.5	1	1.5
3	Sending Email	<u>Email Conversation</u> <ul style="list-style-type: none"> ▪ Concept of CC, BCC ▪ Format of Email (Email Address, subject, Body) ▪ Concept of Signature ▪ Auto repliers 	.5	1	1.5
4	Using Social Media	<u>Use of Social Media</u> <ul style="list-style-type: none"> ▪ Use ▪ Ethics ▪ Cybercrime 	1	2	3

		<ul style="list-style-type: none"> ▪ Status update ▪ Social Media Marketing 			
Sub-total			3	6.0	9.0
Total (Module 1+ Module 2+ Module 3+ Module 4 +Module 5)				45.00	

ENTREPRENEURSHIP DEVELOPMENT

Total: 78 hours
Theory: 30 hours
Practical: 48 hours

Course Description:

This course is designed to impart the knowledge and skills on formulating business plan and managing small business in general. This course intends to deal with exploring, acquiring and developing enterprising competencies, identification of suitable business idea and developing of business plan.

Course Objectives:

After completion of this course, apprentices will be able to:

1. Understand the concept of business and entrepreneurship;
2. Explore entrepreneurial competencies;
3. Analyze business ideas and viability;
4. Formulate business plan; and
5. Learn to manage small business.

Section B: Institute Based Training One Day Per Week (78 Days/13 Academic Weeks)

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Tot
Module 1: Introduction to Entrepreneurship			5.75	4.08	9.83
1	Introduce business.	<u>Introduction of business:</u> <ul style="list-style-type: none"> • Definition of business/enterprise • Types of business • Classification of business • Overview of MSMEs (Micro, Small and Medium Enterprises) in Nepal 	1.5		1.5
2	Define entrepreneur/entrepreneurship.	<u>Definition of entrepreneur:</u> <ul style="list-style-type: none"> • Definition of entrepreneur • Definition of entrepreneurship • Entrepreneurship development process 	0.5	0.5	1.0
3	Describe entrepreneur's characteristics.	<u>Entrepreneur's characteristics:</u> <ul style="list-style-type: none"> • Characteristics of entrepreneurs • Nature of entrepreneurs 	0.67	0.83	1.5
4	Assess entrepreneur's characteristics.	<u>Assessment of entrepreneur's</u>	0.5	1.0	1.5

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Tot
		<u>characteristics:</u> <ul style="list-style-type: none"> List of human characteristics Assessment of entrepreneurial characteristics 			
5	Compare entrepreneur with other occupations.	<u>Entrepreneur and other occupations:</u> <ul style="list-style-type: none"> Comparison of entrepreneur with other occupations Types and styles of entrepreneurs 	1.0		1.0
6	Differentiate between entrepreneur and employee.	<u>Entrepreneur and employee:</u> <ul style="list-style-type: none"> Difference between entrepreneur and employee Benefit of doing own business 	0.5	0.5	1.0
7	Assess “Self.”	<u>“Self” assessment:</u> <ul style="list-style-type: none"> Understanding “self” Self-disclosure and feedback taking 	0.6	0.4	1.0
8	Entrepreneurial personality test: <ul style="list-style-type: none"> Assess “Self” inclination to business. 	<u>Entrepreneurial personality test:</u> <ul style="list-style-type: none"> Concept of entrepreneurial personality test Assessing self-entrepreneurial inclination 	0.67	0.83	1.5
Module 2: Creativity and Assessment			6.5	4.0	10.5
9	Create viable business idea.	<u>Creativity:</u> <ul style="list-style-type: none"> Concept of creativity Barriers to creative thinking 	1.67	0.33	2.0
10	Innovate business idea.	<u>Innovation:</u> <ul style="list-style-type: none"> Concept of innovation SCAMPER Method of innovation 	0.83	0.67	1.5
11	Transfer ideas into action.	<u>Transformation of idea into action:</u> <ul style="list-style-type: none"> Concept of transferring idea into action 	1.0	0.5	1.5

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Tot
		<ul style="list-style-type: none"> Self-assessment of creative style 			
12	Assess personal entrepreneurial competencies.	<p><u>Personal entrepreneurial competencies:</u></p> <ul style="list-style-type: none"> Concept of entrepreneurial competencies Assessing personal entrepreneurial competencies 	0.5	1.0	1.5
13	Assess personal risk taking attitude.	<p><u>Risk taking attitude:</u></p> <ul style="list-style-type: none"> Concept of risk Personal risk taking attitude Do and don't do while taking risk 	1.5	1.0	2.5
14	Make decision.	<p><u>Decision making:</u></p> <ul style="list-style-type: none"> Concept of decision making Personal decision making attitude Do and don't do while making decision 	1.0	0.5	1.5
Module 3: Identification and Selection of Viable Business Ideas			0.83	3.42	4.25
15	Identify/ select potential business idea <ul style="list-style-type: none"> Analyze strength, Weakness, Opportunity and Threat (SWOT) of business idea. 	<p><u>Identification and selection of potential business:</u></p> <ul style="list-style-type: none"> Sources of business ideas Points to be considered while selecting business idea Business selection process Potential business selection among different businesses Strength, Weakness, Opportunity and Threats (SWOT) analysis of business idea Selection of viable business idea matching to "self" 	0.83	3.42	4.25
Module 4: Business Plan			16.67	36.58	53.25
16	Assess market and marketing.	<p><u>Market and marketing:</u></p> <ul style="list-style-type: none"> Concept of market and 	1.33	0.75	2.08

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Tot
		marketing <ul style="list-style-type: none"> • Marketing and selling • Market forces • 4 Ps of marketing • Marketing strategies 			
17	Business exercise: Explore small business management concept.	<u>Business exercise:</u> <ul style="list-style-type: none"> • Business exercise rules • Concept of small business management • Elements of business management <ul style="list-style-type: none"> • Planning • Organizing • Executing • Controlling 	1.58	1.67	3.25
18	Prepare market plan.	<u>Business plan/Market plan</u> <ul style="list-style-type: none"> • Concept of business plan • Concept of market plan • Steps of market plan 	2.0	2.0	4.0
19	Prepare production plan.	<u>Business plan/Production plan:</u> <ul style="list-style-type: none"> • Concept of production plan • Steps of production plan • 	1.25	1.5	2.75
20	Prepare business operation plan.	<u>Business plan/Business operation plan:</u> <ul style="list-style-type: none"> • Concept of business operation plan • Steps of business operation plan • Cost price determination 	2.5	2.67	5.17
21	Prepare financial plan.	<u>Business plan/Financial plan:</u> <ul style="list-style-type: none"> • Concept of financial plan • Steps of financial plan • Working capital estimation • Pricing strategy • Profit/loss calculation • BEP and ROI analysis • Cash flow calculation 	4.5	7.5	12.0

S. N.	Task statements	Related technical knowledge	Time (hrs)		
			T	P	Tot
22	Collect market information /prepare business plan.	<u>Information collection and preparing business plan:</u> <ul style="list-style-type: none"> • Introduction • Market survey <ul style="list-style-type: none"> • Precaution to be taken while collecting information • Sample questions for market survey • Questions to be asked to the customers • Questions to be asked to the retailer • Questions to be asked to the stockiest/suppliers • Preparing business plan 	2.0	13.0	15.0
23	Appraise business plan.	<u>Business plan appraisal:</u> <ul style="list-style-type: none"> • Return on investment • Breakeven analysis • Cash flow • Risk factors 	0.5	5.5	6.0
24	Maintain basic book keeping.	<u>Basic book keeping:</u> <ul style="list-style-type: none"> • Concept and need of book keeping • Methods and types of book keeping • Keeping and maintaining of day book and sales records 	1.0	2.0	3.0
Total:			30	48	78

Textbooks:

क) प्रशिक्षकहरूका लागि निर्मित निर्देशिका तथा प्रशिक्षण सामग्री, प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषद् २०६९

ख) प्रशिक्षार्थीहरूका लागि निर्मित पाठ्यसामग्री तथा कार्यपुस्तिका, प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषद् (अप्रकाशित), २०६९

Reference book:

Entrepreneur's Handbook, Technonet Asia, 1981.

Industrial Practice

(Workplace Learning)

Program Description

Under the apprenticeship or the dual learning system of curricular program, the related industries are served as work place learning venues for apprentices. In addition, the related industries would have vital roles in providing platforms for learning occupational tasks, core skills and soft skills for the apprentices. Therefore, this curricular program is designed to acquire competencies by an apprentice through his/her engagement in hands-on practices (the real world of work experiences) as he/she involves in different forms of child development centres (resource organizations) for facilitation. It also allows an apprentice to involve in pre-and-post operation phases of childhood development centre/Day care centre/Montessori/inclusive Pre-school. Furthermore, after certification such graduates will provide quality services in ECD sub-sector. Similarly, it helps the apprentices to enhancing employability, adoptability, confidentiality, independency and social and emotional intelligence.

For operating this curricular program, the technical schools or training institutes will make necessary arrangements to provide platforms for the industrial practices. Additionally, there will be a Tripartite training agreement among the apprentices, sponsoring industries and training institute. The terms and conditions of agreement will be implemented during the whole training period effectively based on the **Apprenticeship Training Working Procedure, 2075 B.S.**

This type of curricular program operates in two phases: training institute or technical schools phase on the one hand and mostly sponsoring industries partly training institute phase on the other hand. The proposed apprentices have to engage for three and half months (15 academic weeks) theoretical and practical classes at the training institute. After completing the 15 weeks training from the training institute, the apprentice will be placed in one of the child development centers/industries as the apprentices under the supervision of In-company Trainer, whereas industrial practice & related occupational tasks/competencies and skills will be learned. The nature of training at the industries will be practical and the duration will be of approximately 18 months (78 weeks/2600 hours). The apprentice will engage at the related sponsoring industries for 5 days in a week and they should come back at the training institute for rest of 1 day per week during the second phase of whole training.

Moreover, apprentices will engage in Child Developmental Psychology, Child's Learning Strategies, ECD Policy and Programs, Parents Community Partnership, Integrated Thematic Approach, ECD Center Management, and Health, Nutrition, Safety and Protection activities as well. The sponsoring inclusive Pre-schools will provide industrial practice platforms to the agreed apprentices for the above-mentioned duration.

Program Objectives

The main objective of this curricular program is to provide hands on practice platforms to experience the real world of works. However, the general objectives of the industrial practice program are to:

1. Ensure quality training and proper skills, work attitude and knowledge of apprentices;
2. Establish a national apprenticeship program through the participation of employers, workers and government and non-government agencies;

3. Apply acquired knowledge, skills and attitude in problem based exercises in real life industrial projects;
4. Provide occupational tasks learning platforms in the form of work-based learning;
5. Make apprentices familiar with the future occupation/ job platforms;
6. Provide platforms for learning and experiencing professional, organizational, team building, analytical and personal life skills;
7. Make apprentices familiar with the day to day administrative / management activities applicable in their related occupation;
8. Establish the strong linkage between industry (resource organization) and institution;
9. Match the technical skills learned at the institute with the needs of the employer;
10. Ensure the relevant degree coursework and training programs conducted according to the expectations of the industry, to ensure the subject contents are relevant and up to date;
11. Provide opportunity for apprentice to acquire interpersonal skills and ability for team work through interaction with professionals in their field of study;
12. Enhance employability, adoptability, confidentiality, independency and social and emotional intelligence;
13. Provide an opportunity for apprentices to learn about the industry of their discipline and related environment;
14. Provide an opportunity for the industry to identify potential employees and to feedback comments on the pre-diploma program at large;
15. Provide opportunity to obtain knowledge and skills on of how to make optimal decisions to resolve work challenges;
16. Earn ethics at the industries;
17. Learn accepted safety practices in the industry;
18. Increase better chances for career mobility;
19. Ensure workforce development according to the company's needs; and
20. Ensure better employment opportunities for its graduates.

Learning Outcomes

After completion of industrial practice, apprentices will be able to:

1. Extend the boundaries of knowledge and skills through work place practice;
2. Develop significant commitment in the apprentices' profession/ specialization;
3. Integrate classroom theory and basic practical skills with workplace practice;
4. Develop greater clarity about academic and career goals;
5. Develop new or advanced skills;
6. Develop lifelong learning skills;
7. Gain understanding of administrative functions and company culture;
8. Appreciate the ethical basis of professional practice in relevant industry;
9. Display a capacity for critical reasoning and independent learning;
10. Exercise the role of the professional worker/supervisor confidently in the relevant industry;
11. Write formatted report explaining the work in industrial practice and describing the experience;
12. Assess the adequacy of industrial practice;
13. Explore options in career plans and goals; and

14. Make a gradual transition from academia to career.

Industrial Placement Orientation Program

After having three parties training agreement among the apprentices, sponsoring industries and training institute, industrial placement orientation program will be organized for apprentices by the training providing institutes or technical schools in presence of sponsoring industries or companies representatives just before industry placements. The objectives of orientation of program are as follows.

1. Orient apprentices regarding the agreement terms and conditions that will be implemented during the period of industrial practice;
2. Orient apprentices about highlights of the **Apprenticeship Training Operation Working Procedure, 2075 B.S.**;
3. Orient apprentices about daily learning and performing procedures;
4. Make sure that about work place safety and learnable environment;
5. Orient apprentices about industrial practice supervision and monitoring schedules that to be conducted from training providing institute;
6. Make familiar to apprentices about mandatory rules, regulation and code of conducts to be followed;
7. Orient apprentices about their attendance and daily dairy/logbook fill-up.
8. Orient apprentices about industry based continuous assessments (at the interval of three months plan and program) criteria and marking scheme that to be executed by the sponsoring industries (In- company Trainer and Supervisor jointly);
9. Orient apprentices about to prepare Industry Practice end-off Report covering all subjects that they are offered in industrial practice;
10. Inform apprentices about final practical examination criteria and venue of the industrial practice program;
11. Inform the apprentice about industries rotation practice (if any);
12. Inform apprentices about Industry Practice end-off Report submission date;
13. Inform apprentices about final report submission date at institute; and
14. Inform apprentices about marking weightage of Industry Practice end-off Report preparation and presentation (Report should be presented in the presence of In-company Trainer or Supervisor and Trainers/ Instructors of training providing institute).

Complete Apprenticeship Plan

S. N.	Activities		Duration	When
1	Orientation to apprentices		Two days	Before apprenticeships placement
2	Report to the site		One day	Before placement
3	Actual work at site		65 weeks	During apprenticeship (Maximum 78 weeks)
4	Evaluation conducted by the sponsoring industries			Continuous
6	Evaluation conducted by the training Institute			At least one time in every three months
7	Final evaluation			Last month of the apprenticeship program conducted by the industries
6	Final report preparation and presentation		5 days	After completion of apprenticeship

Industry Orientation Program

After arrival of apprentices at the allocated sponsoring industries, the industry will organize an orientation program for apprentices to share detail information about functions, infrastructures, organizational structure, facilitation work and working procedures of industry. In addition, they will be oriented about established rules, regulation, codes of conducts of those industry. Similarly, the Agreement terms and conditions of Tripartite training agreement among apprentices, sponsoring industries and training institute and Apprenticeship Training Operation Working Procedure, 2075 B.S. will be reoriented and overviewed

An orientation programs may focus on following areas:

1. Profile of the Industry
2. Vision, mission, goals and objectives of industry
3. Layout of industry
4. Basic features of the industry
5. The service or delivery provided by industry
6. Organization structure of the industry
7. Departments, divisions, units structures and their functions
8. Special technology adapted
9. Safety concerns of the industry
10. General rules, regulations and code of conducts of the industry
11. Facilities being provided and to be provided by the company/industry
12. Introduction of In–company/industry trainer and supervisors, principals, vice principal head of departments, colleagues and owners
13. Working procedures and work schedule
14. Scope of related works
15. Industry practice rotation/venue changing

Guidelines for the Apprentices

Instructions for Apprentices:

1. Receive orientation for industrial practice.
2. Obtain curriculum.
3. Obtain official letter from sponsoring industries.
4. Maintain attendance.
5. Manage accommodation.
6. Finalize the daily/weekly tasks with your
 1. In-company Instructor or
 2. Supervisor
7. Practice / perform / occupational tasks.
8. Perform related administrative functions
9. Get help form the senior (s) / supervisor (s) to perform the tasks \develop skills as maximum as possible.
10. Receive logbook.
11. Fill logbook regularly.
12. Get signed by your supervisor regularly.
13. Seek & follow suggestion from seniors.

14. Show excellent job performance to influence your supervisor/instructor so that they could willing recommend to the employer to offer you the job after completion of industrial practice.
15. Follow established code of conducts of sponsoring industries.

General Behavior:

1. Maintain confidentiality of all work material.
2. Dress professionally and be well groomed.
3. Be polite and respectful.
4. Be sensitive and courteous to all your colleagues and clients.
5. Become acquainted with your colleagues from various departments and be appreciative of the services they provide.

Working Attitude and Behavior:

1. Show enthusiasm in the work assigned to you.
2. Give top priority in time, attention, and preparation to the work assigned by the industry.
3. Be punctual for work.
4. Adhere to the working hours and working days as stated in the offer letter and be willing to put in extra work hours if requested by your company.
5. Do not be absent from work unless you are sick and you have obtained the medical certificate from the doctor.
6. Inform your Company Supervisor or Manager in the event of an unavoidable tardiness or absence as soon as possible and provide the medical certificate to your company when you return to work.
7. Prepare thoroughly and carefully before you meet your colleagues/superiors / clients.
8. Become acquainted with the various learning materials and resources available for your work.
9. Always have the initiative to explore solutions for the work assigned to you.
10. Clarify your doubts on the assigned work with your colleagues or industry Supervisor after you have put in your best effort.
11. Take note on any advice given to you in your logbook so that you do not need to ask your colleagues or company Supervisor again in the future.
12. Carry out your assigned duties and responsibilities responsibly and professionally.

Industry Practice Report

Format of Report:

A report needs to be submitted by all the apprentices on the basis of the following minimum guidelines at the end of their industrial practice.

- A hardcopy of report with simple binding.
- The font through-out the report must be of 12 size and Times New Roman.
- Cover page including name of Institute, industry, interns and report submission date.
- Approval page from the side of sponsoring ECD center (industry).
- Acknowledgement

- Abstract
- Table of contents
- Chapter one: Introduction
 - Background of apprenticeship program
 - Introduction to ECD center, goal and organizational structure with role
 - Services of the ECD center
- Chapter two: Description of the ECD Center
 - Layout of ECD center
 - Departments/units with their functions
 - List of major tools and equipment
 - Physical facilities
 - List of services those are provided to children
- Chapter three: Practices on the ECD centers
 - Basic and frequent practices
 - Special practices
 - Special technology found on ECD center
 - Major problems faced
- Chapter four: Conclusion and recommendation
 - Conclusion on attachment: practices, ECD management and human behavior, problems and better terms.
 - Recommendation for industry: practices, ECD management and human behavior, any other personnel opinion
- References if any
- Annexes: Logbook, drawings, photographs and so others.

Child Developmental Psychology

Total Duration: 10 Weeks (400 Hours)

S.N.	Tasks/Competencies/Projects	Skills
	Prepare early childhood development report of a child.	<ul style="list-style-type: none"> ● Maintain Nutritional status. ● Update immunization record. ● Update growth chart. ● Maintain early literacy and numeric records. ● Maintain social skills. ● Update creativity skills. ● Observe/record emotional skills. ● Maintain physical development and skills.
	Record growth and development in Personal card of child (Bal Swastha Samparka card).	<ul style="list-style-type: none"> ● Update height record of child. ● Update weight record of child. ● Update Immunization record of child.
	Prepare spider web chart with aspects of holistic child development.	<ul style="list-style-type: none"> ● Prepare spider web chart based on milestone and Early Learning and Development Standard (ELDS) indicators. <ul style="list-style-type: none"> ○ Physical development inductor. ○ Social development inductor. ○ Emotional development inductor. ○ Language development inductor. ○ Cognitive/Mental development inductor.
7.	Apply developmental mile stone checklist of three child in each group.	<ul style="list-style-type: none"> ● Apply Physical development check list. ● Apply Social development check list. ● Apply Emotional development check list. ● Apply Language development check list. ● Apply Cognitive /Mental development checklist of different age. <ul style="list-style-type: none"> ○ 3-4 years ○ 4-5 years (ELDS, NCED) ○ 5-6 years
8.	Prepare report on individual child with developmental delay.	<ul style="list-style-type: none"> ● Find out the causes of developmental delay. ● Identify physical developmental delay. ● Identify social developmental delay. ● Identify emotional developmental delay. ● Identify Cognitive /Mental developmental delay. ● Identify Language development delay.
9.	Provide Nurturing Care for Child.	<ul style="list-style-type: none"> ● Provide health care. ● Provide nutritional diet/Snacks. ● Provide responsive care. ● Provide early learning opportunity. ● Provide safety and protection care for child.

S.N.	Tasks/Competencies/Projects	Skills
		<ul style="list-style-type: none"> ● Provide follow daily routine of ECD/PPC.
10.	Provide developmental supports.	<ul style="list-style-type: none"> ● Identify Developmentally Appropriate Practice (DAP) activities. ● Provide supportive activities for <ul style="list-style-type: none"> ○ Physical development. ○ Social development. ○ Cognitive development. ○ Emotional development. ○ Linguistic development.
11.	Provide responsive support to child's emotion/ behavior/ actions/reaction.	<ul style="list-style-type: none"> ● Sketch/interpret child's emotion, behavior and actions/reaction. ● Support child and make feeling emotion (empathy). ● Prepare report on actions and reaction.
	Prepare case report on bonding /trust with child and adult.	<ul style="list-style-type: none"> ● Establish unconditional relation with child. ● Communicate/interact with child. ● Ensure safety and protection. ● Ensure unconditional love. ● Provide motivation to child.
14	Provide support on child's developmental behavior.	<ul style="list-style-type: none"> ● Identify child specific behaviors. ● Perform attentive listening with feeling. ● Prepare personal file of child behavior. ● Prepare Supporting plan. ● Provide support unconditional behavior.
15	Create environment for adjustment.	<ul style="list-style-type: none"> ● Identify adjustment problem of child. ● Prepare conducive environment. ● Prepare safe place for physical and emotional adjustment.
16	Mediate to flourish child's behavior.	<ul style="list-style-type: none"> ● Identify behavioral problems. ● Perform supportive activities to correct child's behavior. ● Support child to adapt contextual behavior.

Child's Learning Strategies

Total Duration: 10 Weeks (400 Hours)

S.N.	Tasks/Competencies/Projects	Skills
1	Administer Howard Garners' checklists.	<ul style="list-style-type: none"> Administer Howard Garners' Multiple Intelligence test Calculate and determine Multiple Intelligence
2	Prepare children profile.	<ul style="list-style-type: none"> Find out children's Multiple Intelligence Prepare students' profile on the basis of learning preferences, Interest and learning styles
3	Deliver differentiated classroom Instructions.	<ul style="list-style-type: none"> Determine Learning preferences as per Multiple intelligence Identity different learning style Apply children's learning strategies in teaching
4	Arrange Seat Plan as per learning style.	<ul style="list-style-type: none"> Cater different learning style
5	Identify learning disabilities.	<ul style="list-style-type: none"> Find out learning disability using checklists on disabilities Find out disability by observation and/or by referral
6	Administer children diversity form	<ul style="list-style-type: none"> Apply government's checklist Calculate data to find out learning barriers
7	Apply reasonable adjustment techniques.	<ul style="list-style-type: none"> Find out learning barriers Apply holistic approach of teaching
8	Conduct case study on learning difficulties.	<ul style="list-style-type: none"> Identify learning difficulties List out the barriers Apply methods to facilitate learning
9	Prepare individual education plan for children with learning disabilities.	<ul style="list-style-type: none"> Apply differentiated instructions Apply assistive devices.
10	Maintain students' folder and design IEP/ICP as per the need.	<ul style="list-style-type: none"> Find out children with special needs Apply assistive devices if needed Assess their progress Apply IEP/ICP to make learning accessible
11	Administer checklists to ensure inclusion in school.	<ul style="list-style-type: none"> Apply culture checklist Apply policy checklist Apply practice checklist
12	Plan a lesson using universal design of learning.	<ul style="list-style-type: none"> Apply goal, barriers, activities and materials Apply multiple means of representation, expression and engagement.
14	Design inclusive teaching learning Material.	<ul style="list-style-type: none"> Prepare tactile materials Apply locally available materials
15	Administer play based assessment.	<ul style="list-style-type: none"> Facilitate inclusion in play for concept building Provide opportunities for participation in thematic Play

16	Apply ORIM Framework.	<ul style="list-style-type: none"> • Facilitate inclusion in art and craft for concept building and reinforcing learning • Create theme based art and craft
17	Prepare theme based project work.	<ul style="list-style-type: none"> • Apply skill of making Learning outcome • Plan project to meet indicators for learning outcome.

ECD Policy and Programs

Total Duration: 5 Weeks (200 Hours)

S. N.	Tasks/Competencies/Projects	Skills
1	Prepare a report on Child's rights based on Nepal's constitution and UN convention (CRC).	<ul style="list-style-type: none"> • List out the elements before writing a report. • Collect/Draw pictures based on rights of early age children • Prepare a chart on UN(CRC) • Categorize the articles into four pillars of CRC • Perform the presentation in the office of local government and School Management Committee (SMC)- as a role play • Distribute a commitment form • Sign and collect the commitment form • Perform classroom discussion. • Present a report
2	Present the documents of Child Act 2075.	<ul style="list-style-type: none"> • List out the terminologies of child act. • Write reflection • Prepare charts • Participates in group discussion • Present in group
3	Prepare an awareness session on Education Act in the community school.	<ul style="list-style-type: none"> • Prepare charts • Prepare power point slides • Gather a group • Conduct a session • Prepare feedback sheets • Collect feedback sheets
4	Prepare a report on National Education Policy 2076.	<ul style="list-style-type: none"> • List out the elements before writing a report. • Prepare charts/ PowerPoint slides • Participates in the group discussion. • Perform the presentation in the office of local government and School Management Committee (SMC)- as a role play • Distribute a commitment form • Sign and collect the commitment form • Perform classroom discussion. • Present a paper

S. N.	Tasks/Competencies/Projects	Skills
5.	Prepare a synopsis on National ECD strategy.	<ul style="list-style-type: none"> • Prepare a chart on Educational strategy 2075 • Perform group work. • Orient on National ECD strategy to all level of local government (municipalities, ward committee), SMC and ECD management committee • Conclude within the same group
6.	Prepare a summary paper on sustainable developmental goals.	<ul style="list-style-type: none"> • Prepare a chart on Sustainable Developmental Goals (SDG) with illustrations. • Display pictures according to the SDG Goal chart • Present the picture chart in classroom • Present on 4.2 ECD Goal and discuss
7.	Prepare a summary paper on the programs under government's initiations.	<ul style="list-style-type: none"> • List out the government-initiated programs in chronological order. • Prepare a chart on government-initiated programs. • Write a summary
8.	Prepare an awareness session on implemented ECD programs in Nepal.	<ul style="list-style-type: none"> • List out the implemented ECD programs. • Prepare slides. • Divide group work • Display the approaches • Explore and collect a data on different approaches • Identify age group of children for each child program • Present the program in the working school
9.	Prepare skits on role and responsibilities of teacher.	<ul style="list-style-type: none"> • Prepare skits. • Discuss within group. • Perform role play. • Collect feedbacks

Parents Community Partnership

Total Duration: 5 Weeks (200 Hours)

S.N.	Tasks/Competencies/Projects	Skills
1	Prepare a report on parent community participation for ECD center.	<ul style="list-style-type: none"> ● Prepare plan (Objective, observation tools, questions materials) ● Prepare report
2	Conduct an orientation class on ECD to parents.	<ul style="list-style-type: none"> ● Prepare orientation session (Objective, content, materials and methods). ● Prepare orientation visual/materials. ● Prepare report
3	Conduct role play on father/Male role in ECD program.	<ul style="list-style-type: none"> ● Prepare objective, scripts, materials ● Interpret of father's roles –direct and indirect ● Present the list important of father's roles
4	Prepare case report on child learning area at home.	<ul style="list-style-type: none"> ● Home visit for observation of learning corner ● Write case study of home based learning corner
5	Prepare emergency bag for a child.	<ul style="list-style-type: none"> ● List role of parents in emergency situation. ● Arrange materials for “Jhapat jhola”
6	Perform role play on parent role for children with disability.	<ul style="list-style-type: none"> ● Prepare objective, scripts, materials ● Interpret of parents' roles toward children with disability. ● Present the list important of parents 's roles to create Friendly environment at home.
7	Prepare a plan with parents and community for ECD and sustainability program.	<ul style="list-style-type: none"> ● Prepare planning agenda ● Confirm the role and responsibilities of parents, community and teachers. ● Develop annual calendar ● Share/validate through meeting minutes.
8	Conduct community awareness program for parents/community on Early childhood development.	<ul style="list-style-type: none"> ● Prepare orientation session (Objective, content, materials and methods). ● Prepare orientation visual/materials. ● Prepare report of community awareness program.
9	Participate parents/community in classroom setting/activities.	<ul style="list-style-type: none"> ● Plan/update to prepare learning area ● Plan activities with involvement of parents (annual, thematic) ● Share experience/tell story. ● Develop materials.

10	Conduct meeting with parents.	<ul style="list-style-type: none"> • Prepare agendas • Prepare attendance. • Prepare minute of decision
11	Collaborate parents/community in events/special day/feasible.	<ul style="list-style-type: none"> • Plan special event • Prepare formal letter /communicate with parents and stakeholders. • Display and decorate children’s creation space. • Conduct program.

Integrated Thematic Approach

Total Duration: 15 Weeks (600 Hours)

S.N.	Tasks/Competencies/Projects	Skills
1	Prepare /select story.	<ul style="list-style-type: none"> • Write/select the stories for the theme (collect and list available stories)
2	Tell the story.	<ul style="list-style-type: none"> • Arrange needed materials • Apply story telling technique • Interact with children
3	Prepare/ select rhyme/poem/song.	<ul style="list-style-type: none"> • Develop /select the Rhyme/poem/song • list the rhyme/ poem/ song
4	Use Rhyme /poem /song.	<ul style="list-style-type: none"> • arrange needed materials • Implement the technique for reciting the rhyme and poem/ sing song • Interact with children
5	Perform Role play/mimic/simulation.	<ul style="list-style-type: none"> • Prepare necessary materials/theme/situation • Prepare place • prepare dialogue and assign the role • Involve the children in role-play /mimic/ simulation • Interact with children
6	Participate Art and craft activities.	<ul style="list-style-type: none"> • prepare needed materials • Give clear direction • distribute the materials for assigned activities • Observe the children activities in art and craft • Interact with children
7	Prepare Annual/weekly/daily planning, (Daily plan for each class 30).	<ul style="list-style-type: none"> • Prepare Plan <ul style="list-style-type: none"> ○ annual, ○ weekly ○ daily plan
8	Prepare instructional materials/aids.	<ul style="list-style-type: none"> • Prepare the domino, matching card, flash card, picture card manipulative materials and hands on materials related to theme, • Manage the materials for children activities • Organize the materials in classroom • Use the materials in classroom teaching learning

9	Prepare Daily activities (30) under 7 themes.	<ul style="list-style-type: none"> • Prepare the activities selecting the pedagogies (story, nature trip, rhyme.... play etc) for child learning and development • Develop the thematic web assessing the coverage of content, subject, skills and development aspects
10	Conduct ECD class (at least 30 days practice teaching).	<ul style="list-style-type: none"> • Implement the plan activities following the routine/ schedule <ul style="list-style-type: none"> ✓ Welcoming ✓ Praying ✓ Socialization/circle time ✓ Small group activities ✓ Planned activities ✓ Individual activities ✓ Clean up, Health/moral message, eg Wash hand, not waste etc ✓ Snacks ✓ Break and toilet ✓ Music and expression ✓ Small group game ✓ Group meeting /prepare for returning home/Good bye • Interaction and communication with children • Observation child involve in the activities and performance of child • Provide support for child • prepare note/ keep record
11	Administer assessment tools.	<ul style="list-style-type: none"> • Administer the assessment tools • Keep the assessment records of the children • Interpret the assessment result as reporting the child learning and development
12	Prepare the report of practice teaching.	<ul style="list-style-type: none"> • Note taking of experience with children • list down the issues and challenges • Write the report with way out to overcome the challenges • Collect opinion or suggestion

ECD Center Management

Total Duration: 13 Weeks (520 Hours)

S.N.	Tasks/Competencies/Projects	Skills
1.	Prepare a plan for indoor/outdoor materials.	<ul style="list-style-type: none"> • Identify materials • List out materials • Present the plan
2.	Prepare indoor materials.	<ul style="list-style-type: none"> • Prepare wall charts • Design calendar/clock • Prepare name chart • Prepare display board
3.	Prepare a file of indoor learning environment.	<ul style="list-style-type: none"> • List out materials • Draw sketch diagram for indoor learning environment • Verify <ul style="list-style-type: none"> ○ Furniture ○ Learning materials ○ Cushion ○ Display board • Prepare check list • Fill check list • Present in the class
4.	Prepare a file of outdoor learning environment.	<ul style="list-style-type: none"> • Observe outdoor environment • Draw sketch diagram for outdoor learning environment • List out outdoor materials • Verify <ul style="list-style-type: none"> ○ Slide ○ Swing ○ Seesaw ○ Sand play materials ○ Water play materials ○ Manipulative materials • Prepare check list • Fill check list • Present in the class
5.	Present a report on arrangement of outdoor materials.	<ul style="list-style-type: none"> • Observe outdoor environment. • Ensure the placement/condition of the outdoor materials. • Find out the suitable area for arrangement of

S.N.	Tasks/Competencies/Projects	Skills
		outdoor materials. <ul style="list-style-type: none"> • Prepare a report on arrangement of outdoor materials according to the plan.
6.	Conduct session on cleanliness of kitchen and toilet area.	<ul style="list-style-type: none"> • List out cleaning materials • Prepare chart • Present in school premises • Prepare feedback sheets • Collect feedback sheet
7.	Prepare a document on safety measures.	<ul style="list-style-type: none"> • Collect information on <ul style="list-style-type: none"> ○ Outdoor safety ○ Indoor safety • Take photographs • Sketch risk analysis for safety measure. • Compile the document • Present the document
8.	Conduct a session on safety measures.	<ul style="list-style-type: none"> • List out safety measures • Prepare charts/poster of safety measures • Collect audio visual document • Present the document for safety measures
9.	Conduct drill on any two emergencies.	<ul style="list-style-type: none"> • Identify a group • Analyze situation • Enact <ul style="list-style-type: none"> ○ Alert ○ Collect important document ○ Collect necessary materials ○ Evacuate
10.	Prepare Jhatpat jhola.	<ul style="list-style-type: none"> • Identify materials • List out Materials • Verify Materials • Present jhatpat jhola in a class
11.	Prepare file for administrative record keeping.	<ul style="list-style-type: none"> • List out administrative records • Collect records • Verify records • File the records
12.	Prepare file for classroom record keeping.	<ul style="list-style-type: none"> • Prepare checklist for class room activities • Verify <ul style="list-style-type: none"> ○ Attendance sheet ○ Lesson plans ○ Daily classroom Routine ○ Classroom activities ○ Song and rhymes ○ Accident record ○ Progress report ○ Continuous assessment report

S.N.	Tasks/Competencies/Projects	Skills
		<ul style="list-style-type: none"> ○ Special child record ● File the records
13.	Prepare file for health and nutritional record keeping.	<ul style="list-style-type: none"> ● Prepare checklist for health and nutritional activities ● Verify <ul style="list-style-type: none"> ○ Immunization record ○ Height and weight Record ○ Deworming/Vitamin A record ○ Sick record ○ Mal-nutrition record ○ Dis-integration record ● File the records

Health, Nutrition, Safety and Protection

Total Duration: 7 Weeks (280 Hours)

S.N.	Tasks/Competencies/Projects	Skills
1	Maintain personal hygiene.	<ul style="list-style-type: none"> • List of healthy habit • Demonstrate to <ul style="list-style-type: none"> ○ Wash hand, face, leg and hair ○ Clean nose ○ Cut nail ○ Brush teeth • Manage their own clothes • Cover nose and mouth with their hand when coughing or sneezing
2	Prepare a presentation on personal hygiene.	<ul style="list-style-type: none"> • Observe personal hygiene activities within ECD center. • Observe children's personal hygiene. • Prepare poster, chart, flashcard • Keep individual child's record.
3	Conduct a campaign on environmental sanitation in the ECD center	<ul style="list-style-type: none"> • Observe sanitary environment within ECD center. • Prepare checklist for sanitation. • Display environmental sanitation banner/chart • Gather a group for cleanliness • Participate in the program • Arrange dustbin/garbage. • Display environmental sanitation banner/chart
4	Prepare booklet for nutritious food.	<ul style="list-style-type: none"> • List out nutritious food • Collect/draw pictures of nutritious food • Prepare short description of each nutritious food • Present booklet
5	Prepare Jaulo.	Prepare Jaulo by using following ingredients <u>Ingredient for Four Children</u> <ul style="list-style-type: none"> • Water-as needed • Ghee-2 tee spoon • Rice- 200 grams • Any kind of dal- 10 grams • Sessional vegetables-10 grams • Turmeric-1/2 tea spoon • Salt-as taste
6	Prepare Lito.	Prepare Lito by using following ingredients <u>Ingredient for Four Children</u> <ul style="list-style-type: none"> • Beans flour - 20 grams • Corn flour - 20 grams • Wheat flour - 20 grams • Salt/ Sugar -as taste • Soybeans flour - 20 grams • Rice flour - 20 grams • Ghee / oil -2 spoon

		<ul style="list-style-type: none"> • Gram floor -10 grams
7	Prepare Plain Dal.	<p>Prepare plain dal by using following ingredients</p> <p><u>Ingredient for Four Children</u></p> <ul style="list-style-type: none"> • Water - ?? • Dal- ?? • Salt- ?? • Turmeric- ?? • Ghee - ??
8	Prepare Plain Rice.	<p>Prepare Plain rice by using following ingredients</p> <p><u>Ingredient for Four Children</u></p> <ul style="list-style-type: none"> • Rice- ?? • Water- ??
9	Prepare Mix Vegetable.	<p>Prepare mix vegetable by using following ingredients</p> <p><u>Ingredient for Four Children</u></p> <ul style="list-style-type: none"> • Local Available vegetables - ?? • Salt - ?? • Water- ?? • Oil- ?? • Ghee - ?? • Termeric- ?? • Jira and dhaniyapouder- ??
10	Prepare Dhido.	<p><u>Ingredient for Four Children</u></p> <p>Prepare dhido by using following ingredients</p>
11	Prepare haluwa.	<p>Prepare haluwa by using following ingredients</p> <p><u>Ingredient for Four Children</u></p>
12	Prepare roti.	<p>Prepare roti by using following ingredients</p> <p><u>Ingredient for Four Children</u></p>
13	Prepare nutritious food menu.	<ul style="list-style-type: none"> • Prepare food menu by planning for different days
14	Support the child for daily food habit.	<ul style="list-style-type: none"> • List out food habit • Demonstrate food habit • Apply <ul style="list-style-type: none"> ○ Fuel ○ Fun ○ Fog ○ Storm
15	Enforce safety measures in daily life.	<ul style="list-style-type: none"> • Maintain indoor and outdoor safety • Drill accident, earth quick, zebra crossing and traffic light
16	Provide first aid treatment.	<ul style="list-style-type: none"> • Prepare first aid kit box • Manage kit box materials <ul style="list-style-type: none"> ○ Cotton, ○ Bandage, ○ Scissors, ○ thermometer

		<ul style="list-style-type: none"> ○ Para cetamol ○ Beta dine ○ Gauge ○ Handy plast ○ Analgesic • Demonstrate first aid treatment
17	Conduct awareness program for protecting children from violence/ exploitation/ abuse/neglect .	<ul style="list-style-type: none"> • Observe the protecting environment of ECD center • Prepare protecting checklist • Prepare poster for violence, exploitation, abuse and neglect • Display poster of violence, exploitation, abuse and neglect in ECD center • Present parents awareness program

Annex 1: Weekly Report (Logbook)

To be filled by apprentices regularly

Week ...

Month:

S. No.	Date	Description of work	Sign of Industry Supervisor
1.			
2.			
3.			
4.			
5.			
6.			

Name of Supervisor: _____
Sign of Supervisor: _____
Date: _____
Remarks by Supervisor: _____
Name of Internal Guide: _____
Sign of Internal Guide: _____

Weekly Summary

Duration From _____ To _____

Work/Task Assigned by the Supervisor: _____

Learning Outcome: _____

Remarks: _____

Name of Supervisor: _____

Sign of Supervisor: _____

Annex 2: Industry Practice Monitoring Tools

Monitoring Tools (For Industry/Company Purpose)

To be filled by the industrial Supervisor (In-company Trainer)/Roving Instructor/at the time of monitoring

Kindly refer to the mark scale provided below in assessing the performance of apprentices.

Mark Scale	Very Poor	Poor	Fair	Good	Very Good
	0	1	2	3	4

Evaluation Criteria	Score
1. Behavior and Attitude	32
1.1. Grooming/ Personal Appearance	.../4
1.2. Overall Attendance	.../4
1.3. Punctuality	.../4
1.4. Compliance to company Policies	.../4
1.5. Interest in work	.../4
1.6. Reliability and Accountability	.../4
1.7. Ability to cope	.../4
1.8. Acceptance of constructive criticisms and feedback	../4
2. Knowledge	8
2.1. Business knowledge/ General knowledge	.../4
2.2. Work ethics/ Professionalism	.../4
3. Skills	36
3.1. Problem Solving	.../4
3.2. Interaction with the work environment (e.g. Supervisor, colleagues)	.../4
3.3. Appropriate interaction with clients/ External Parties	.../4
3.4. Oral Communication Skills	.../4
3.5. Written Communication Skills	.../4
3.6. Leadership	.../4
3.7. Team Work	.../4
3.8. Technical Skills (e.g. computer software, etc.)	.../4
3.9. Creative Thinking	.../4
4. Performance	24
4.1. Quality of work performed	.../4
4.2. Ability to prioritize multi tasks	.../4
4.3. Initiative to learn	.../4
4.4. Ability to work independently	.../4
4.5. Commitment to work	.../4
4.6. Value- added contribution	.../4
Total Marks Obtained	.../100

Comments (if any):	
Name of Supervisor:	
Designation:	
Tel/ Mobile No:	
Signature:	
Date:	
Comments/Feedback/ Remarks From Internal Guide	
Name of Internal Guide:	
Sign of Internal Guide:	
Date filed:	

Monitoring Tools (For Training Institute/CTEVT Purpose)

To be filled by the Instructor /Training Coordinator/ /Principal/CTEVT Official at the time of monitoring.

Kindly refer to the mark scale provided below in assessing the performance of apprentices

Mark Scale	Very Poor	Poor	Fair	Good	Very Good
	0	1	2	3	4

Evaluation Criteria	Score
1. <u>Behavior and Attitude</u>	32
1.1. Grooming/ Personal Appearance	.../4
1.2. Overall Attendance	.../4
1.3. Punctuality	.../4
1.4. Compliance to company Policies	.../4
1.5. Interest in work	.../4
1.6. Reliability and Accountability	.../4
1.7. Ability to cope	.../4
1.8. Acceptance of constructive criticisms and feedback	.. /4
2. <u>Knowledge</u>	8
2.1. Business knowledge/ General knowledge	.../4
2.2. Work ethics/ Professionalism	.../4
3. <u>Skills</u>	36
3.1. Problem Solving	.../4
3.2. Interaction with the work environment (e.g. Supervisor, colleagues)	.../4
3.3. Appropriate interaction with clients/ External Parties	.../4
3.4. Oral Communication Skills	.../4
3.5. Written Communication Skills	.../4
3.6. Leadership	.../4
3.7. Team Work	.../4
3.8. Technical Skills (e.g. computer software, etc.)	.../4
3.9. Creative Thinking	.../4
4. <u>Performance</u>	24
4.1. Quality of work performed	.../4
4.2. Ability to prioritize multi tasks	.../4
4.3. Initiative to learn	.../4
4.4. Ability to work independently	.../4
4.5. Commitment to work	.../4
4.6. Value- added contribution	.../4
Total Marks Obtained	.../100
Comments (if any):	

Name of Monitoring Official:	
Designation:	
Tel/ Mobile No:	
Signature:	
Date:	
Comments/Feedback/from Training Coordinator/Principal :	
Name of Training Coordinator/Principal:	
Sign of Training Coordinator/Principal:	
Date filed:	

Annex 3: Convention on the Rights of the child



Annex 4 : UNCRC -Symbols



Annex 5 : Sustainable Developmental Goals (no. 4 and 4.2)



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