

Curriculum

Early Childhood Montessori Facilitator

[A Competency Based Short Term Curriculum]



Council for Technical Education and Vocational Training

Curriculum Development Division

Sanothimi, Bhaktapur

First Revision -2011

Second Revision -2018

Table of Contents

Introduction.....	4
Rational for the Revision	4
Course Description.....	5
Aim	5
Objectives	5
Duration	5
Group Size	5
Medium of Instruction	6
Pattern of Attendance.....	6
Focus of the Curriculum	6
Entry Criteria	6
Instructional Media and Materials:	6
Student Evaluation Details.....	6
Trainers' Qualification.....	6
Trainers Trainees Ratio.....	7
Certification	7
Course Structure.....	8
Curriculum in Details.....	9
Module 1: ECD and Approaches	9
Sub module 1.1: Meaning of ECD and Related Approaches.....	9
Sub module 1.2: Holistic Development	9
Sub module 1.3: Child Psychology.....	10
Sub module 1.4: ECD Practices in Nepal	10
Module 2: Managing Preschool	11
Sub Module 2.1: Planning Daily Activity.....	11
Sub Module 2.2: Record Keeping.....	11
Sub Module 2.3: Work Plan Development	12
Module 3: Montessori Methods and Activities.....	13
Sub module 3.1: Introduction of Dr. Maria Montessori	13
Sub-module 3.2: Montessori Principles and Methods	13
Sub-module 3.3: Montessori Activities	14
Sub Module 3.4: Developing Language	17
Sub Module 3.5: Geography and Culture	18
Sub Module 3.6: Mathematics	19

Sub Module 3.7: Music and Movement.....	19
Module 4: Classroom Activities	20
Sub Module 4.1: Circle Time.....	20
Sub-module 4.2: Story telling.....	21
Sub Module 4.3: Drama and Role Playing	21
Sub Module 4.4: Art and Craft	22
Sub Module 4.5: Games and Play.....	22
Sub Module 4.6: P.E and Outdoor games.....	23
Sub Module 4.7: Songs and rhymes	23
Module 5: Managing Learning Environment	24
Sub Module 5.1: Lab Management.....	24
Sub Module 5.2: Managing Children's Behavior.....	25
Sub Module 5.3: Physical Environment	25
Sub Module 5.4: Classroom Management.....	26
Sub Module 5.5: Material Development.....	26
Module 6: Professional Development.....	27
Sub Module 6.1: Role of Teacher/Instructional Role	27
Sub Module 6.2: Interpersonal and Communication Skills	27
Sub Module 6.3: Information and communication technology	28
Sub Module 6.4: Time and Stress management.....	28
Module 7: Health, Safety and Nutrition.....	29
Sub Module 7.1: Personal Hygiene	29
Sub- Module 7.2: Rutinary Health Activity (Immunizations).....	30
Sub- module 7.3: Menu, Balance diet and development (Nutrition).....	30
Sub- module 7.4: Safety and Security (at School, home and playground)	31
Sub Module 7.5: First Aids.....	32
Module 8: OJT and Field Work	33
Required Training Tools and Instruments	34
Experts Involved	35

Introduction

The Council for Technical Education and Vocational Training (CTEVT) constituted in 1989 (2045 BS) is a national autonomous apex body of Technical and Vocational Education and Training (TVET) sector committed for the production of technical and skillful human resources required for the nation. It mainly involves in regulating functions such as policy formulation, quality control, preparation of competency based curriculum, developing skill standards of various occupations and testing the skills of the people, conduct various research studies and training needs assessment etc. and implementation functions of training delivery.

CTEVT has developed its vision (2014-2018) "Skilling Nepal for Peoples Prosperity "and formulated objectives to expand TVET programs for ensuring access equity, quality, relevant and efficient TVET system that contribute to achieve Sustainable Development Goal.

Montessori is a scientific method of education founded by Doctor Maria Montessori that is focused on the key developmental stages that all children move through on their way to adulthood. She believed that if children were provided with the opportunities to explore and practice these skills, they would make extraordinary progress. This is why the Montessori Method of education has been designed around the unique development needs of the child. The Montessori curriculum, classroom structure, and learning materials have been tested, refined, evaluated, and proven across age groups, countries, and cultures to support and nurture the full developmental potential of the child.

The curriculum, Early Childhood Montessori Facilitator (Montessorian, 2011) is revised with a purpose of preparing "Montessori/ECD trainer/facilitator" as technical workforce able to create employment/enterprise in the country. The technical skills/competencies incorporated in this curriculum are the product of the trainers/expert workers from the Montessori system of education. It is specially designed to produce technical workforce in the field of education equipped with skills and knowledge related to Montessori of education in order to meet the demand of such workforce in the country so as to contribute in the national streamline of poverty reduction.

Rational for the Revision

"Montessorian 2011" needed to be revised as it was revised 7 years back. Montessori has become more popular methods for its nature, methodologies, teachers, focus of learning, learning environments, motivations etc. Lack of various limitations like finance, geography, trained workforce Montessori schools is limited in cities. But Preschools (Early childhood Development schools) are more popular in governments and community schools and avail even in remote areas. Government has invested a large sum of money to train the ECD facilitator/teachers. Yet they are not popularized and nurtured like Montessori. Montessori is very popular and the choice of almost all parents. Montessori couldn't reach to remote village schools and ECD alone couldnot be recognized. In the situation, experts suggested that Montessori and ECD facilitator's training courses should be merged and taught together. So it is named **Early Childhood Montessori Facilitator (ECMF)** and aimed to widen its coverage from city to the most remote community school.

Course Description

The revised curriculum of Early Childhood Montessori Facilitator provides skills and knowledge necessary for “Montessori/ECD Facilitator” as a skilled worker. This curriculum is divided into eight modules with sub modules in each module including OJT. The trainees will be able to get the concept of **ECD and Approaches** in first module; familiarize with administrative aspect and planning in the second module, **Managing Preschool**; the third module **Montessori Methods and Activities** introduces the founder of Montessori and its activities; the fourth module deal with the **Classroom activities**; fifth module is related to **Learning Environment Management**; the sixth module trains them on **Professional development**; they get the knowledge on **Safety and Nutrition** in the seventh module and they will apply the learnt skills in real situation as OJT in the 8th module, **OJT and Field Work**.

There will be both demonstration by trainers/instructors and opportunity by trainees to carry out the skills/tasks necessary for this level. Trainees will practice and learn skills by using typical tools, materials real objects and equipment necessary for this curricular program.

Aim

The main aim of this program is to produce trained workforce in the field of Montessori/ECD system of education by widening the opportunities and link them to employment opportunities.

Objectives

After the completion of this training program, the trainees will be able to:

- Introduce Montessori system of education
- Prepare teaching/learning plans and develop teaching/materials
- Set up classroom/lab
- Carry out platform skill
- Deliver the lessons
- Develop materials/ media and apply in the classroom
- Introduce practical life exercises
- Introduce and practice sensorial activities
- Apply language and mathematics skills
- Introduce culture and social etiquette
- Introduce music and movie
- Make/create arts
- Assess/monitor children's performance/behavior
- Provide health care services hygiene and safety
- Create/maintain Montessori environment
- Perform administrative tasks and keep records
- Develop professionalism

Duration

The total duration of this program will be of 390 hours (Three months).

Group Size

The group size of this training program will be not more than 30

Medium of Instruction

The medium of instruction for this training program will be Nepali or English or both.

Pattern of Attendance

The trainees should have 80% attendance in theory classes and 90% in practical (performance) to be eligible for internal assessment and final examinations.

Focus of the Curriculum

This is a competency based curriculum. This curriculum emphasizes on competent performance of the task specified in it. Not less than 80% time is allotted to the competencies and not more than 20% to the related technical knowledge. So, the main focus will be on the performance of the specified competencies/tasks /skills included in this curriculum.

Entry Criteria

Individuals who meet the following criteria will be allowed to enter in this curricular program:

- SEE with minimum c grade.
- Age : Minimum of 16 years old

Instructional Media and Materials:

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

- **Printed Media Materials** (Assignment sheets, Case studies, Handouts, Information sheets, Individual training packets, Procedure sheets, Performance Check lists, Textbooks etc.).
- **Non-projected Media Materials** (Display, Models, Flip chart, Poster, Writing board etc.).
- **Projected Media Materials** (Opaque projections, Overhead transparencies, Slides etc.).
- **Audio-Visual Materials** (Audiotapes, Films, Slide-tape programs, Videodiscs, Videotapes etc.).
- **Computer-Based Instructional Materials** (Computer-based training, Interactive video etc.).

Student Evaluation Details

- Continuous evaluation of the trainees' performance is to be done by the related instructor/trainer to ensure the proficiency over each competency.
- Related technical knowledge learnt by the trainees will be evaluated through written or oral tests as per the nature of the content
- Trainees must secure minimum marks of 60% in an average of both theory and practical evaluations

Trainers' Qualification

- B.Ed. or Bachelor in any discipline with at least level-1 in ECD/Montessori/ECMF and three years teaching experience in preschool (ECD/Montessori).
- Good communicative & instructional skills.

Trainers Trainees Ratio

- 1:10 for practical classes
- Depends on the nature of subject matter and class room situation for theory classes.
- Minimum of four (4) full time instructors (trainers)

Certification

The related training institute will provide the certificate of “**Early Childhood Montessori Facilitator (ECDF)**” to those individuals who successfully complete all the tasks with their related technical knowledge specified in this curriculum.

Course Structure

Job Title: Early Childhood Montessori Facilitator (ECMF)

SN	Modules and sub modules	Nature	Time (hrs)		
			Th	Pr	Total
1.	ECD and Approaches	Th+Pr	6 hrs	4 hrs	10 hrs
1.1	Introduction to ECD and Related Approaches		2		2
1.2	Holistic Development		1		1
1.3	Child Psychology		2	2	4
1.4	ECD Practices in Nepal		1	2	4
2.	Managing Preschool	Th+Pr	8 hrs	12 hrs	20 hrs
2.1	Planning Daily Activities		2	2	4
2.2	Record keeping		3	6	9
2.3	Work Plan Development		3	4	7
3.	Montessori Methods and Activities	Th+Pr	20 hrs	80 hrs	100 hrs
3.1	Introduction to Dr. Maria Montessori		2	2	4
3.2	Montessori Methods		2	3	5
3.3	Montessori Activities				
3.3.1	Sensorial Activities		2	10	12
3.3.2	Practical Life Exercises		2	16	18
3.4	Developing Language		3	15	18
3.5	Geography and Culture		3	9	12
3.6	Mathematics		3	15	18
3.7	Music and Movement		3	10	13
4.	Classroom Activities	Th+Pr	15 hrs	55 hrs	70 hrs
4.1	Circle Time		2	4	6
4.2	Story Telling		4	6	10
4.3	Drama and Role Playing		2	8	10
4.4	Art and Craft		2	10	12
4.5	Games/Play		1	9	10
4.6	PE and Outdoor Games		2	10	12
4.7	Songs and rhymes		2	8	10
5.	Managing Learning Environment	Th+Pr	10 hrs	20 hrs	30 hrs
5.1	Lab Management		2	4	6
5.2	Managing Children Behavioral		2	4	6
5.3	Physical Environment		2	4	6
5.4	Classroom Management		2	3	5
5.5	Material Development		2	5	7
6.	Professional development	Th+Pr	10 hrs	10 hrs	20 hrs
6.1	Role of a Teacher /Instructional role		2	2	4
6.2	Interpersonal and Communication Skills		2	6	8
6.3	ICT Knowledge		2	3	5
6.4	Time and Stress Management		1	2	3
7.	Health, Safety and Nutrition	Th+Pr	20 hrs	40 hrs	60 hrs
7.1	Personal Hygiene		4	6	10
7.2	Rutinary Healthy Activities		4	6	10
7.3	Menu and Balanced Diet		4	8	12
7.4	Safety and Security		4	10	14
7.5	First Aid		4	10	14
8.	OJT and Field Work	Th+Pr	5 hrs	75 hrs	80 hrs
	Grand Total		94 hrs	296 hrs	390 hrs

Curriculum in Details

Module 1: ECD and Approaches

Module 1: ECD and Approaches			Time (10 hrs)		
Description: It includes the knowledge and skills related to ECD and approaches, and key features.					
Objectives: On the completion of this Module, students are enable : to write the meaning of ECD education, Montessori, Kindergarten, and thematic approach, to describe the importance of ECD education, Montessori, Kindergarten, and thematic approach					
Sub modules: <ul style="list-style-type: none"> • Meaning of ECD and Related Approaches • Holistic Development • Child psychology • ECD Practices in Nepal 					
Sub module 1.1: Meaning of ECD and Related Approaches				Time (4hrs)	
	Tasks	Technical Knowledge	T	P	Total
	<ul style="list-style-type: none"> • Introduce the meaning of ECD, Montessori, Kindergarten and Thematic approach • List out the importance of ECD, Montessori, Kindergarten and Thematic approach. • Apply the ECD, Montessori, Kindergarten and Thematic approach 	<p style="text-align: center;"><u>Introduction</u></p> ECD <ul style="list-style-type: none"> • Definition • Importance • Application Montessori <ul style="list-style-type: none"> • Definition • Importance • Application Kindergarten <ul style="list-style-type: none"> • Definition • Importance • Application Thematic approach <ul style="list-style-type: none"> • Definition • Importance • Application 	2 hrs		2 hrs
Sub module 1.2: Holistic Development				Time (1 hrs)	
	Tasks	Technical Knowledge	T	P	T
	<ul style="list-style-type: none"> • Introduce holistic development • State the aspects of holistic development 	Introduction of holistic development Aspects of holistic development <ul style="list-style-type: none"> • Physical development <ul style="list-style-type: none"> ○ Definition 	1hr		1hr

		<ul style="list-style-type: none"> ○ Components ○ Hindrances • Social development <ul style="list-style-type: none"> ○ Definition ○ Components ○ Hindrances • Emotional development <ul style="list-style-type: none"> ○ Definition ○ Components ○ Hindrances • Intellectual/Mental Development <ul style="list-style-type: none"> ○ Definition ○ Components ○ Hindrances 			
--	--	--	--	--	--

Sub module 1.3: Child Psychology

S N	Tasks	Technical Knowledge	T	P	T
	<ul style="list-style-type: none"> • Introduce Child psychology • State the developmental milestones of children (age: 2-6 years) • Introduce the child friendly environment • Enlist the Characteristics child friendly environment • Set/create child friendly environment 	<ul style="list-style-type: none"> • Introduction to Child psychology • Developmental milestones <ul style="list-style-type: none"> ○ Physical, social, emotional and mental development • Child friendly environment <ul style="list-style-type: none"> ○ Meaning ○ Characteristics ○ Minimum Resources 	2 hrs	2 hrs	4 hrs

Sub module 1.4: ECD Practices in Nepal

S N	Tasks	Technical Knowledge	T	P	T
	<ul style="list-style-type: none"> • Introduce the ECD practice in Nepal • Familiarize with ECD related Acts and Regulations. 	<ul style="list-style-type: none"> • ECD related Act and regulation in Nepal • Rule/Regulation of ECD center 	1hr	2hrs	3hrs

Module 2: Managing Preschool

Module 2: Managing Preschool				(20 hrs.)		
Description: It includes the knowledge and skills of managing daily routine and preschool admin activities.						
Objectives: On the completion of lesson, students will be enable to: <ul style="list-style-type: none"> • Plan daily routine • Keep different records of ECD centers/Preschool Manage learning corners effectively						
Sub Modules: <ul style="list-style-type: none"> • Planning Daily Activity • Record Keeping • Work Plan Development 						
Sub Module 2.1: Planning Daily Activity				Time hours		
	Tasks		Technical knowledge	T	P	T
	<ul style="list-style-type: none"> • Identify the components of daily lessons • Develop daily lesson plans 		Component of lesson plan: <ul style="list-style-type: none"> • Objectives • Instructional Materials • Teaching Learning Activities • Learning Methodologies • Evaluation • Homework • Develop lesson plans 	2hrs	2hrs	4hrs
Sub Module 2.2: Record Keeping				Time hours		
	Tasks		Technical knowledge	T	P	T
	<ul style="list-style-type: none"> • Prepare the forms and formats • Fill the forms and formats • Keep records 		Forms and formats Visitors log book <ul style="list-style-type: none"> • Introduction • Usage Student portfolio <ul style="list-style-type: none"> • Introduction • Usage Enrollment form <ul style="list-style-type: none"> • Introduction • Usage Bills and receipts <ul style="list-style-type: none"> • Introduction • Usage Registration and official letters <ul style="list-style-type: none"> • Introduction • Usage 	3hrs	6hrs	9hrs

		Progress report <ul style="list-style-type: none"> • Introduction • Usage Attendance <ul style="list-style-type: none"> • Introduction • Usage Minutes <ul style="list-style-type: none"> • Introduction • Usage Complaint and feedback book <ul style="list-style-type: none"> • Introduction • Usage Diary making <ul style="list-style-type: none"> • Introduction • Usage 			
Sub Module 2.3: Work Plan Development			T	P	T
	Tasks	Technical knowledge	3hrs	4hrs	7hrs
	<ul style="list-style-type: none"> • Prepare the class routine • Allocate time and workload • Prepare work plan 	Routine <ul style="list-style-type: none"> • Introduction • Format/sample Roles and duties roster <ul style="list-style-type: none"> • Introduction • Importance • Usage <ul style="list-style-type: none"> • Time schedule • Weekly plan • Periodic plan • Yearly plan 			

Module 3: Montessori Methods and Activities

Module 3: Montessori Methods and Activities	(100 hrs)
Description: It includes basic knowledge about Dr. Maria Montessori, Montessori Methods and Montessori activities.	
Objectives: On completion of this module the ECMF will be enabled to: <ul style="list-style-type: none"> • Introduce about Montessori her background and philosophy. 	
Sub modules: <ul style="list-style-type: none"> • Montessori Principles and Methods • Introduction of Dr. Maria Montessori • Montessori Activities <ul style="list-style-type: none"> ○ Sensorial Education/Activities ○ Practical Life Exercise (PLE) ○ Developing Language ○ Geography and Culture ○ Mathematics ○ Music and Movement 	

Sub module 3.1: Introduction of Dr. Maria Montessori

Objectives: On completion of this module the ECMF will be enabled to: <ul style="list-style-type: none"> • Introduce about Montessori her background and philosophy. 					
	Tasks	Related Technical Knowledge	Time hrs		
			T	P	T
	<ul style="list-style-type: none"> • Introduce Maria's family life • Introduce Maria's Professional background • Explain Montessori philosophy 	<ul style="list-style-type: none"> • Dr. Maria Montessori • Family information • Profession • Montessori philosophy 	2hrs	2hrs	4hrs

Sub-module 3.2: Montessori Principles and Methods

Objectives : On completion of this module the trainees will enabled to: <ul style="list-style-type: none"> • Introduce Montessori principles, Methods and key features. • Set Montessori environment 					
	Tasks	Related Technical Knowledge	Time hrs		
			T	P	T
	<ul style="list-style-type: none"> • State the Inner Guidance of nature 	<u>Montessori Principles and Methods</u> <ul style="list-style-type: none"> • Inner Guidance of nature 	2hrs	3hrs	5hrs

	<ul style="list-style-type: none"> • Motivate self-directed learning • Explain Planes of Development • Prepare learning Environment • Define Normalization • Identify Absorbent Mind • Explain Work not play • Define Multi age grouping • Describe teachers role 	<ul style="list-style-type: none"> ○ Introduction/Meaning ○ Significance • Self-directed learning <ul style="list-style-type: none"> ○ Introduction ○ Freedom for self-directed learning ○ Motivation • Planes of Development <ul style="list-style-type: none"> ○ Key features ○ Behavior Changes • Learning Environment <ul style="list-style-type: none"> ○ Introduction ○ Components ○ Observation and indirect teaching • Normalization <ul style="list-style-type: none"> ○ Introduction ○ Role play/Simulations • Absorbent Mind <ul style="list-style-type: none"> ○ Meaning ○ Application • Work not play • Multi age grouping <ul style="list-style-type: none"> ○ Introduction ○ Importance • Teachers role 			
--	---	--	--	--	--

Sub-module 3.3: Montessori Activities

Objectives:

On completion of this module the ECMF will be enabled to:

- It includes the knowledge and skills of Montessori activities and respective teaching methodology.
- Apply Montessori tools and apparatus in classroom setting.
- Use/apply vocabulary related to sensorial activities.

3.3.1 Sensorial Education/Activities

	Tasks	Related Technical Knowledge	T	P	Total
	<ul style="list-style-type: none"> • Introduce and apply activities • Compare shapes and color • Hold the materials properly • Develop imagination power and critical thinking 	<p><u>Sense of sight</u></p> <ul style="list-style-type: none"> • Introduction and demonstration of the following sensorial materials: <ul style="list-style-type: none"> ○ knob cylinder ○ Pink Tower 	2hrs	10hrs	12hrs

<ul style="list-style-type: none"> • Learn flushing • Walk on line • Recognize and compare the shapes • Recognize and differentiate primary and secondary Colour • Sequence colour 	<ul style="list-style-type: none"> ○ Board stairs ○ Red Rods ○ Knobles Cylinders ○ Geometric Cabinet Box ○ Constructive Triangle ○ Colour tablet ○ Gradation 			
<p><u>Sense of Touch</u></p> <ul style="list-style-type: none"> • Identify different texture • Touch hard and soft things • Make pair and differentiate by using different pieces of clothes • Differentiate between <ul style="list-style-type: none"> ○ Hard and soft ○ Rough and smooth ○ Heavy and light • Develop material 	<p><u>Sense of Touch</u></p> <p>Introduction and demonstration of the following sensorial materials:</p> <ul style="list-style-type: none"> • Rough and Smooth Board • Texture Board • Touch Paring Tablet • Fabric Box • Temperature • (Thermic Tablet) • Weight (Baric Tablet) 			
<p><u>Sense of Hearing</u></p> <ul style="list-style-type: none"> • Identify different sound • Compare and contrast different sound 	<p><u>Sense of Hearing</u></p> <ul style="list-style-type: none"> • Sound Cylinder • Bells and whistle 			
<p><u>Sense of Smell</u></p> <ul style="list-style-type: none"> • Identify different smell by the help of real object • Compare and contrast different smell • Develop/ innovate material through local resources 	<p><u>Sense of Smell</u></p> <ul style="list-style-type: none"> • Smell bottles 			
<p><u>Sense of Taste</u></p> <ul style="list-style-type: none"> • Identify different taste by the help of real object • Conduct experiment with different taste • Compare and contrast taste using real object 	<p><u>Sense of Taste</u></p> <p>Taste experiment:</p> <ul style="list-style-type: none"> ○ Sweet ○ Sour ○ Bitter ○ Salty ○ hot and spicy 			
3.3.2 Practical Life Exercise (PLE)				18 hrs
<p>Objectives:</p> <ul style="list-style-type: none"> • To introduce meaning and importance of PLE. • To apply/ demonstrate PLE activities. 				

	Tasks	Related Technical Knowledge	T	P	T
	Social grace and courtesy <ul style="list-style-type: none"> • Greet people at different situations. • Introduce and welcome each others. • Express gratitude • See the people off • Make a queue • Develop sharing habit • Communicate and interact independently. 	Social grace and courtesy <ul style="list-style-type: none"> • Greetings • Welcoming • Thanking • Excuses • See off • Walking in the line/ Making a queue • Asking questions (raise hand) • Making request and offers • Essential for lifelong success <ul style="list-style-type: none"> ○ Communication ○ Values ○ Skills 	2hrs	16hrs	18 hrs
	<u>Care of self</u> <ul style="list-style-type: none"> • Enable to do dressing frame/Blowing of nose • Perform Brushing teeth/washing hands etc 	<u>Care of self</u> <ul style="list-style-type: none"> • Dressing frame • Blowing of nose • Brushing teeth/washing hands etc 			
	<u>Care of Environment</u> <ul style="list-style-type: none"> • Enable to do rolling and unrolling mat, paper etc • Arrange and carry books, bags etc. • Demonstrate the way of using the materials properly. 	<u>Care of Environment</u> <ul style="list-style-type: none"> • Rolling and unrolling mat/paper • Arranging and carrying (book, notebook, bag, bottle etc.) • Arrange shoes in the rack (notebook, book, bottle etc.) 			
	<ul style="list-style-type: none"> • Perform fine motor skill and Development activities • Develop manipulative skills • Develop and mature fine motor skill • Relate activity with daily life- activities. • Develop materials using local resources. 	<u>Fine motor skill Development</u> <ul style="list-style-type: none"> • Spooning • Opening and closing • Pegging Exercise • Folding and Unfolding • Handkerchief • Paper work and cutting • Tearing/crushing/weaving /pasting/coloring/drawing etc • Sewing Handkerchief 			

Sub Module 3.4: Developing Language

Description: Language is a means of communication ideas or feelings by the use of conventionalized sounds and signs, thus, spoken and written language.

Objectives: On completion of this module the ECMF will be enabled to:

- Perform four basic skills listening, speaking, reading, and writing.
- Increase creativity through vocabulary.
- Promote learning attitude.
- Develop receptive and expressive Language skills.

	Tasks	Related Technical Knowledge	Time hrs		
			T	P	T
	<ul style="list-style-type: none"> • Perform pre writing activities • Introduce listening and speaking related activities • Develop materials • Produce sound by means of muscular and visual image and by using materials. • Apply listening and speaking tools • Identify the objectives ,uses and the importance of LMA • Develop vocabulary. • List cvc words through picture and objects. • Develop Materials 	<p>Pre-writing</p> <ul style="list-style-type: none"> • Tracing line and drawing • Pen holding practices <p>Listening and Speaking practice through</p> <ul style="list-style-type: none"> • Large moveable alphabets • Findings the sounds and alphabets • LMA and sand paper letters • Objects with LMA • Some picture with LMA 	3hrs	15hrs	18hrs
	<ul style="list-style-type: none"> • Identify pattern and uses of colour • Adapt basic pre-writing lines • Make sandpaper letters. • Trace letter and sounds according to pattern • Identify and demonstrate two letters words through games. • Apply CVC structure to make words by using flash cards • Make two, three, four, five, six letters word through word wheel, flash cards games etc • Build vocabulary 	<p>Reading Skills</p> <ul style="list-style-type: none"> • Some objects with name tag • Some picture with name tag • Two letters words • Three letters words • Four/five/six letters words • blending words • CVC words • Pink/blue scheme • Sheets of picture and cards • Word lists • Booklets 			

<ul style="list-style-type: none"> • Use consonant blends with letters for making words • Differentiate between sentences and phrases. • Develop early literacy skills • Explain the value of books 	<ul style="list-style-type: none"> • Long sound vowel/letter • Sight words • Sentences /phrase /strips stories • Pyramid story and story books • Mystery box • Value of books 			
---	---	--	--	--

Sub Module 3.5: Geography and Culture

Objectives:

On completion of this module the ECMF will be enabled to:

- Familiarize with culture
- Identify similarities and difference between their own culture and the cultures of others.

S N	Tasks	Related Technical Knowledge	Time hrs		
			T	P	T
	<ul style="list-style-type: none"> • Name the towns of their country and their home towns • Familiarize with culture and places • Identify own cultures and local cultures. • Interact with cultures and environment • To identify living and non-living things 	<ul style="list-style-type: none"> • Name of towns of their country /their home towns • Surrounding places/site visiting • Our festivals • Our cultures • Our national emblems, • Our national dress and etc. • Collection of model of animals, birds, insects, human beings. • Animal's foods, shelter and etc. 	3hrs	9hrs	12hrs

Sub Module 3.6: Mathematics

Objectives:

On completion of this module the ECMF will be enabled to:

- Demonstrate and apply mathematical skill in the classroom.
- Improve mathematical skills/ learning

	Tasks	Related Technical Knowledge	Time hrs		
			T	P	T
	<ul style="list-style-type: none"> • Order the things in the class properly. • Indicate odd and even numbers. • Explain the concept of Odd and Even and demonstrate in class. • Develop the Concept of before, after and in between and apply practically in class. • Introduce Decimal System • Compare using less and more • Count objects 	<ul style="list-style-type: none"> • Demonstration and Introduction of number rods • Sand Paper or Hard Paper Numbers. • Cards and Counters • Numbers mat (using sticks) • Number Game • Concept of one, tens and hundred • Introduction of Decimal System • Less and More • Object Counting 	3hrs	15hrs	18hrs

Sub Module 3.7: Music and Movement

Objectives:

On completion of this module the ECMF will be enabled to:

- Create enthusiasm on music and movement.
- Create different steps, melody, words with action.

	Tasks	Related Technical Knowledge	T	P	T
	<ul style="list-style-type: none"> • Introduce music • Explain the importance of music and movements • Develop physical, social, creative skill • Create enjoyment and fun • Build/Develop vocabulary • Develop Confidence/Skill 	<ul style="list-style-type: none"> • Introduction • Importance of music and movements for Developing physical, social, creative skill • Types of music: dance, songs • Free Dance, • Action Songs, • Action Rhymes, • Structure Dance 	3hrs	10hrs	13hrs

Module 4: Classroom Activities					
Description: It covers the activities which are conducted daily in the classroom following the daily routine.					
Objective: On completion of this lesson the ECMF will be enable to: <ul style="list-style-type: none"> • Develop class room activities. • Plan the learning activities. 					
Sub Modules: <ol style="list-style-type: none"> 1. Circle time 2. Story telling 3. Drama and role-play 4. Games and play 5. P.E. and outdoor games 6. Art and craft 7. Songs and rhymes 					
Sub Module 4.1: Circle Time					
Description: It includes the process of coming together, sharing thoughts and listening to each other's experience.					
Objectives: To learn different activities/ process of circle time.					
					Time
SN	Tasks		Related technical knowledge	Th	Pr
1	<ul style="list-style-type: none"> • Introduce circle time • Signify the importance of circle time • Describe the steps of circle time • Plan the circle time • Demonstrate the Circle Time. 		<ul style="list-style-type: none"> • Introduction • Importance • Description of its steps <ul style="list-style-type: none"> ➤ Sharing ➤ Songs and rhymes ➤ Game ➤ Story • Planning • Demonstration 	2hrs	4hrs
				6hrs	

Sub-module 4.2: Story telling

Description: It includes the knowledge and skills of telling stories in different ways/ methods

Objectives:

- To learn how to tell/make a story.
- To learn to develop materials for the stories.
- To recreate stories.

			Time		
SN	Tasks	Related technical knowledge	Th	Pr	T
1	<ul style="list-style-type: none"> • Introduce story telling • Signify the importance of Story telling • Enlist the Steps of stories • Use multimedia/materials for story telling • Compose story • Plan the story telling • Demonstrate the story through materials 	<p>Story Telling</p> <ul style="list-style-type: none"> • Introduction • Significance/ Importance • Steps of storytelling • Multimedia/Materials used for story telling: <ul style="list-style-type: none"> ○ Video ○ ICT • Story composition • Planning the story • Demonstration <ul style="list-style-type: none"> - Books - Puppets - Flash cards - Props - Sticks -Others 	4hrs	6hrs	10hrs

Sub Module 4.3: Drama and Role Playing

Description: It includes the knowledge and skills related to creating the stories for the drama and role play.

Objectives:

- To create different characters for the role play via story.
- To simulate the drama/ role of the story.

			Time		
SN	Tasks	Related technical knowledge	Th	Pra	T
1.	<ul style="list-style-type: none"> • Introduce the drama • Explain the significance of drama and role play • Enlist the material used for drama and role play • Plan the drama/ role play • Simulate the drama/Role play • Apply the drama 	<ul style="list-style-type: none"> • Introduction to drama and role play • Significance • Materials <ul style="list-style-type: none"> ➤ Prop ➤ Books • Planning the drama • Simulation of drama and Role Play 	2hrs	8hrs	10hrs

Sub Module 4.4: Art and Craft						
Description: It includes the knowledge and skills related to creativity using locally available resources.						
Objectives:						
<ul style="list-style-type: none"> To identify the materials needed for conducting art and craft activity. To explore/ imagine the creative environment for creating art and Craft. 						
					Time	
SN	Tasks		Related technical knowledge	Th	Pra	T
	<ul style="list-style-type: none"> Introduce Art and Craft Explain the importance of art and craft Plan art and craft activity Innovate the Art and craft Prepare the materials for art and craft activity Demonstrate Art and craft. 		<ul style="list-style-type: none"> Introduction Significance/ importance of Art and craft Demonstration/ presentation Planning. Innovation the new Art/Craft Material preparation Demonstration of Art and craft. 	2hrs	10hrs	12hrs

Sub Module 4.5: Games and Play						
Description: It includes the knowledge and skills related to play and games through the demonstration of play and games activities.						
Objectives: To raise awareness on creating different games and play activities for fostering the holistic development.						
					Time	
SN	Tasks		Related technical knowledge	Th	Pra	T
	<ul style="list-style-type: none"> Introduce Games and play Describe the importance of games and play Differentiate games and play Enlist the types of games/play Innovate games and play Recreate the games/play. Demonstrate the play. 		<ul style="list-style-type: none"> Introduction to games/play Objectives/ importance Difference between games and play Types of games/play <ul style="list-style-type: none"> -imaginative -Social -constructive -Free Play Development of games and play Demonstration <ul style="list-style-type: none"> ➤ Indoor ➤ Out door 	1hrs	9hrs	10hrs

Sub Module 4.6: P.E and Outdoor games

Description: It includes the knowledge and skills related to Physical growth through games.

Objectives: To create different P.E activities for fostering the Holistic development.

SN	Tasks	Related technical knowledge	Th	Pr	Total
	<ul style="list-style-type: none"> • Introduce PE • Describe the importance of PE • Explain the steps of PE <ul style="list-style-type: none"> • Organize and present PE 	<ul style="list-style-type: none"> • Introduction to PE • Objectives/ importance • Steps <ul style="list-style-type: none"> ➤ Warm up ➤ Main activity ➤ Cooling down • Organization/ Presentation 	2 hrs	10 hrs	12hrs

Sub Module 4.7: Songs and rhymes

Description: It includes the knowledge and skills related to singing and mimic the rhyming songs with and without actions.

Objectives:

- To sing/mimic different songs and rhymes with or without actions.
- To learn of create different songs and rhymes activities for fostering the language.

S N	Tasks	Related technical knowledge	Time		
			Th	Pra	T
	<ul style="list-style-type: none"> • Introduce songs and Rhymes • Describe the importance/objectives of songs and rhymes • Sing/mime different songs and rhymes. • Compose songs and rhymes. 	<ul style="list-style-type: none"> • Introduction to songs and rhymes • Objectives • Importance of songs and rhymes • Songs and rhymes • Composing songs and rhymes. 	2hrs	8hrs	10hrs

Module 5: Managing Learning Environment

Description: It includes managing the lab, behavior management, maintaining physical environment and material development.

Objective: On completion of this lesson the ECMF will be enabled to:

- Manage the materials in the class.
- Develop ideas to maintain positive behavior in the classroom.
- Set learning corners along with learning areas.

Sub Modules

- **Lab Management**
- **Managing Children's Behavior**
- **Physical Environment**
- **Classroom Management**
- **Material development**

Sub Module 5.1: Lab Management

Objectives:

On completion of this module the ECMF will be enabled to:

- Manage the Montessori materials in the lab.
- Set the lab along with the learning areas.

				Time		
SN	Tasks		Related technical knowledge	Th	Pr	T
	<ul style="list-style-type: none"> • Introduce the learning areas • Enlist the materials for different learning areas • Organize the materials in accordance to learning areas • Prepare the record sheet for Montessori activities. 		<ul style="list-style-type: none"> • Introduction (four learning areas) • Sensorial • Language • Practical life exercises • Math • Materials 	2hrs	4hrs	6hrs

Sub Module 5.2: Managing Children's Behavior

Objectives:

On completion of this module the ECMF will be enabled to:

- To apply different strategies on behavior management.

					Time		
SN	Tasks	Related technical knowledge	Th	Pr	T		
	<ul style="list-style-type: none"> • Introduce human behavior • Diagnose different unwanted behaviors. • Discuss the ways of managing behaviors. • Prepare activities for managing behavior in the class. 	<ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ➤ Human behavior ➤ Positive behavior ➤ Negative behavior • Unwanted behaviors. • Ways of managing behaviors. <ul style="list-style-type: none"> ➤ Through communication ➤ Consequences ➤ Positive reinforcement ➤ Visual tools 	2hrs	4hrs	6hrs		

Sub Module 5.3: Physical Environment

Objectives:

- To locate different play areas.
- To design play/ learning materials for setting the environment.
- To select appropriate furniture for School environment.

					Time		
SN	Tasks	Related technical knowledge	Th	Pr	T		
	<ul style="list-style-type: none"> • Introduce the physical environment • Relate physical environment with safety and security • Enlist the outdoor and indoor materials 	<ul style="list-style-type: none"> • Introduction to physical environment <ul style="list-style-type: none"> ➤ Indoor environment ➤ Outdoor environment • Materials <ul style="list-style-type: none"> ➤ Outdoor materials <ul style="list-style-type: none"> - Water play - Sand play - Slider / swings - Wash area - Fence ➤ Indoor materials <ul style="list-style-type: none"> - Furniture/ racks - Lego and blocks - Natural material 	2hrs	4hrs	6hrs		

Sub Module 5.4: Classroom Management

Description: It includes the knowledge and skills on managing the classroom smoothly.

Objectives:

- To arrange the materials in the class.
- To maintain the necessary documents of students and class.

SN	Tasks	Related technical knowledge	Th	Pr	T
	<ul style="list-style-type: none"> • Introduce classroom management • Signify the importance of classroom management • Formulate the planning and roles • Design different documents for record keeping 	<ul style="list-style-type: none"> • Introduction of classroom management • Significance of classroom management • Planning <ul style="list-style-type: none"> ➤ Daily planning ➤ Weekly planning ➤ Material planning ➤ Job roles • Designing the documents <ul style="list-style-type: none"> ➤ Student record ➤ Material record ➤ Check list 	2hrs	3hrs	5hrs

Sub Module 5.5: Material Development

Objectives:

On completion of this module the ECMF will be enabled to:

- To prepare the learning material.

SN	Tasks	Related technical knowledge	Th	Pr	T
1.	<ul style="list-style-type: none"> • Enlist different local learning materials • Collect different locally available materials • Create/develop learning materials 	<ul style="list-style-type: none"> • Materials <ul style="list-style-type: none"> ➤ Bottles ➤ Boxes ➤ Ice cream sticks ➤ Stones ➤ Dry leaves ➤ Straws ➤ Clay ➤ Others • Collection of materials • Material Development 	2hrs	5hrs	7hrs

Module 6: Professional Development

Description: It includes the variety of activities that develops the individual's skills enhancing knowledge and expertise in education sector.

Objective: On completion of this lesson the ECMF will be enable to:

- To update the skills and attitude towards early years learning and Montessori Method of teaching.

Sub Modules

- Role of Teacher/Instructional role
- Interpersonal and Communication skills
- Information and communication technology
- Time and Stress management

Sub Module 6.1: Role of Teacher/Instructional Role

Objectives:

On completion of this Sub module the ECMF will be enabled to:

- To explain the roles of the teacher.

Tasks	Related technical knowledge	Time		
		Th	Pr	T
<ul style="list-style-type: none"> Describe the role/ importance of the teacher Apply the knowledge through metaphor 	<ul style="list-style-type: none"> Teacher as a facilitator Planner, Role model, Organizer, Team worker, Questioner, Provider 	2hrs	2hrs	4hrs

Sub Module 6.2: Interpersonal and Communication Skills

Objectives:

Objectives: On completion of this Sub module the ECMF will be enabled to:

To develop communication and interpersonal skills.

Tasks	Related technical knowledge	Time		
		Th	Pr	T
<ul style="list-style-type: none"> Introduce the positive communication skill Imply the importance of communication skills Explain the two ways of communication Solve the problem through positive communication 	<ul style="list-style-type: none"> Introduction to communication skills Ways for effective communication Positive communication skill Interpersonal communication skills <ul style="list-style-type: none"> ➤ Verbal ➤ Nonverbal 	2hrs	6hrs	8hrs

	<ul style="list-style-type: none"> • Positive communication : <ul style="list-style-type: none"> ➤ Use of positive language ➤ Dealing with parents ➤ Dealing with children ➤ Dealing with colleagues ➤ Dealing with Officials 			
--	--	--	--	--

Sub Module 6.3: Information and communication technology

Objectives:
On completion of this Sub module the ECMF will be enabled to:

- To equip the facilitators with the use of electronic devices to conduct efficient daily work.

			Time		
Tasks		Related technical knowledge	Th	Pr	T
<ul style="list-style-type: none"> • Describe the importance of ICT in Preschool activities 		<u>Skills for ICT</u> <ul style="list-style-type: none"> ➤ Introduction ➤ Importance of ICT in Preschool ➤ Exploration of educational sites ➤ Handling and using storage devices ➤ Importance of speaker, screens, projectors etc 	2hrs	3hrs	5hrs

Sub Module 6.4: Time and Stress management

Objectives:
On completion of this Sub module the ECMF will be enabled to:

- Builds the skills towards recognizing, responding and managing different types of stresses in an effective way.

			Time		
SN	Tasks	Related technical knowledge	Th	Pr	Pr
	<ul style="list-style-type: none"> • Introduce Stress • Signify the factors affecting Stress • Describe the cause of stress 	<ul style="list-style-type: none"> • Managing time in the classroom. • Introduction to human stress • Factors /causes arousing Stress <ul style="list-style-type: none"> ➤ External factors ➤ Internal factors • Managing stress in the classroom. 	1hrs	2hrs	3hrs

Module 7: Health, Safety and Nutrition

Description:

This includes basic knowledge and skills related to the Health, Nutrition, safety and first aids.

Objective: On completion of this module the ECMF will be enable to:

- Define and maintain personal hygiene in the classroom.
- List the name of national immunizations.
- To prepare balanced diet in the preschool.
- To use first aids tools.
- Introduce about safety measures to be used while working.

Sub Modules

- **Personal hygiene**
- **Rutinary Health Activity (Immunizations)**
- **Menu, Balanced Diet and Development**
- **Safety and Security**
- **First Aid**

Sub Module 7.1: Personal Hygiene

Objectives:

On completion of this Sub module the ECMF will be enabled to:

- Define and maintain personal hygiene.

SN	Task	Technical Knowledge	Time hrs		
			T	P	T
	<ul style="list-style-type: none"> • Define personal hygiene • Demonstrate the proper way of hand washing and brushing teeth, combing and cutting hair 	<ul style="list-style-type: none"> • Definition <ul style="list-style-type: none"> ○ Personal hygiene (Bathing, wearing cloth, trimming nail etc) • Hand washing teeth brushing process • Keeping hair short <ul style="list-style-type: none"> ○ Importance of keeping hygiene 	4hrs	6hrs	10hrs

Sub- Module 7.2: Rutinary Health Activity (Immunizations)

Objectives: On completion of this Sub module the ECMF will be enabled to: <ul style="list-style-type: none"> • Introduction of National immunization Program and do first Aid treatment. 					
SN	Task	Technical Knowledge	Time hrs		
			T	P	T
	<ul style="list-style-type: none"> • Introduce the national immunization program • Enlist the names of immunization (vaccinations of concerned diseases • Record immunization dozes and period in a logbook. • Identify First Aid tools and materials • Conduct First Aid treatment 	<ul style="list-style-type: none"> • Introduction of National immunization Program and its importance • BCG, DPT, POLIO, TT, Meaeals, Hepatititis, RUBELLA, • CHICKENPOX • Logbook recording of immunization/vaccination • First Aid tools and materials 	4 hrs	6hrs	10hrs

Sub- module 7.3: Menu, Balance diet and development (Nutrition)

Objectives: On completion of this Sub module the ECMF will be enabled to: <ul style="list-style-type: none"> • Introduction nutrients, balanced diet, yoga and meditation. 					
SN	Task	Technical Knowledge	Time hrs		
			T	P	T
	<ul style="list-style-type: none"> • Introduction balance diet • Prepare diet chart • Apply healthy and hygiene related games, exercises and activities. 	<p>Balanced Diet</p> <ul style="list-style-type: none"> • Introduction • Diet chart • Importance of diet for health <p>Games and activities</p> <ul style="list-style-type: none"> • Introduction • Importance of games and activities for health • Yoga and Meditation practice. • Simple Physical exercises/training 	4hrs	8hrs	12hrs

Sub- module 7.4: Safety and Security (at School, home and playground)

Objectives: On completion of this Sub module the ECMF will be enabled to: Introduce safety and be aware of the dangerous things/objects, place and activities:					
SN	Task	Technical Knowledge	Time hrs		
			T	P	T
	<ul style="list-style-type: none"> Introduce about safety at home and school. Take care from sharp objects, electrical appliances and fiery/flaming objects Describe about dangerous things, place, etc. Guide them on cleanliness and hygiene Describe various activity with friends at school Describe about accidents by climbing and jumping Guide them about sharp and dangerous object Play at safe place Walk slowly on the road on respective side Cross the road from zebra crossing Follow traffic rules strictly 	<p style="text-align: center;"><u>Safety</u></p> <ul style="list-style-type: none"> Introduction <p><u>Dangerous things/objects, place:</u></p> <ul style="list-style-type: none"> Sharp objects (knife, blade, khukuri, sickle, axe, etc.) Electrical appliances, wires and switches Ladder, staircase, balcony, etc. Bench, table, chair, Floor and bathroom Playground Road Trees, wall, furniture <p><u>Dangerous Activities</u></p> <ul style="list-style-type: none"> Playing, running, pushing or pulling, jumping and fighting Safe and unsafe game Traffic rules Part of zebra crossing 	4hrs	10hrs	14hrs

Sub Module 7.5: First Aids

Objectives: On completion of this Sub module the ECMF will be enabled to: <ul style="list-style-type: none"> • Introduce safety and be aware of the dangerous things/objects, place and activities: 					
SN	Task	Technical Knowledge	Time hrs		
			T	P	T
	<ul style="list-style-type: none"> • Introduce about First Aid Box. • State the importance of first aid. • Enlist first aid materials • Handle First Aid Box (first aid materials) • Conduct primary care and support using first aids tools on different cases and • Apply first aids tools properly. 	<ul style="list-style-type: none"> • Introduction / meaning of First Aid • Necessary First Aid materials. • Process of handling First Aid Box. • Different cases: • Cuts and Scratches, • Burns and scald, • Foreign body in the eye , • Foreign body in the nose, • Nose Bleeding, • Frost Bite, • Common Cold, • Fever, • Diarrhea etc. 	4hrs	10hrs	14hrs

Module 8: OJT and Field Work

Modules: OJT and Field Work	80 hours
Orientation- 5hrs OJT and Field Work practice- 75hrs	
Objectives: On completion of this Sub module the ECMF will be enabled to: <ul style="list-style-type: none">• Introduce the working procedures, ethics and norms at workplace and at field.• Follow and adopt the field work and project work guideline to be applied within the OJT period.	
Trainee's Fifteen Days OJT and Field Work will be focused on the following areas and activity:	
<ul style="list-style-type: none">• Observe and prepare case study of tiffin time, circle time and outdoor play• Observe and demonstrate and teaching practice using different classroom activities• Observe and prepare the local teaching materials• Observe and prepare students administrative record formats and maintain the information• Observe and apply the games and activities• Observe and prepare daily report• Observe and demonstrate the child friendly learning activity• Observe and prepare the key vocabulary and expressions used in preschool premises• Observe and demonstrate local Montessori materials• Observe and apply songs and rhymes with actions and stories	

Required Training Tools and Instruments

SN	Tools/Instruments	Ratio	SN	Tools/Instruments	Quantity
1	Scissors	1: 1	22	Training Reference Reading book	1:20
2	Paint brush	1: 1	23	Display spiral chart set	1:20
3	Blocks	1:20	24	Visual teaching aid	1:20
4	Puppet	1: 5	23	Sound cylinders	1:10
5	Madal	1: 20	24	Geometric cabinet	1:10
6	LMA Box	1:20	25	Glass	1:5
7	Thermometer	1:20	26	Spoon	1:5
8	Color tablet	1:20	27	Jug	1:5
9	Knob cylinder	1:20	28	Buttoning set	1: 10
10	Tan gram	1:20	29	Comb	1:10
11	Pink tower	1:20	30	Scale	1:20
12	Puzzle set	1:10	31	Corner Chart	1: 20
13	Kids library set	1:20	32	Laptop or TV	1:20
14	Kids Flash card set	1:20	33	Paper cutter	1:5
15	Green mat	1: 20	34	Admin File	1:5
16	First aid box	1:20	35	Stapler	1:10
17	Sound box	1:20	36	Punching machine	1:10
18	Measuring tape and machine	1:20	37	Toys set	1:20
19	Food Chart	1:20	38	Preschool books and copies	1:5
20	Tray	1: 5	40	Kids tool box	1:20
21	Ball	1:5	42	Grade one text book set	1:10
22	Towel/handkerchief	1:5	44	Child dress set	1: 20

Consumable Materials: Paper, pencils, color papers, tape, Binding papers, hard papers, Foods, grains, water, leafs, local materials, exercise sheets, chart papers, color chart papers , glue, gum, waste papers, soap etc.

Experts Involved

- Badri Prasad Dahal, subject expert, CTF Bagbajar, Kathmandu
- Rita Ghimire Timilsina, subject expert, Phonix Montessori Kumaripati, Lalitpur
- Bina Sharma subject expert, Milestone pre-school Bhainsepati Lalitpur
- Bhagawan khalal subject expert, Education Campus, Kathmandu
- Bina Sharma subject expert, Series' World ECD pre-school, Hattivan , Lalitpur
- Laxmi Prasad Khatriwada, subject expert, Sanathimi Campus
- Rita Acharya subject expert, Kinder joy Montessori, Mahalaxmi, Lalitpur
- Subarnakeshari Maharjan, subject expert, Balraman Batika, Naya Bazar, Kathmandu
- Praja kumara Thapa subject expert, ECD Assessor NSTB
- Sumitra Acharya subject expert, ECD Assessor NSTB