Curriculum
For
Montessorian

[A Competency Based Short Term Curriculum]

Council for Technical Education and Vocational Training
[CTEVT]

Curriculum Development Division

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Introduction

This curriculum has been developed with a purpose of preparing "Montessorian" as technical workforce able to get employment in the country. The technical skills incorporated in this curriculum come from the Montessorian system of education. Its contents are organized in the form of modules. So it is a tailor made curriculum with a special purpose to be implemented in a modular form.

It is a competency based curriculum. It is specially designed to produce technical workforce in the field of education equipped with skills and knowledge related to Montessorian system 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.

Aim

The main aim of this curricular program is to produce lower level skilled workforce in the field of Montessorian system of education by providing training to the interested individuals of the country and link them to employment opportunities.

Objectives

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

- To state Montessorian system of education
- To prepare teaching plans
- To prepare teaching/learning materials
- To manage classroom/lab
- To carry out platform skill
- To deliver the lessons
- To identify/apply t/l materials / media
- To provide equal opportunity
- To introduce/demonstrate practical life exercises
- To introduce sensorial activities
- To introduce language
- To introduce mathematics
- To introduce culture
- To introduce/demonstrate music and move
- To make arts
- To assess/monitor children's performance/behavior
- To provide health care services
- To create/maintain montessorian environment
- To maintain safety
- To keep records
- To communicate with others
- To grow professionally

Description

This curriculum provides skills and knowledge necessary for "Montessorian" as a lower level technical worker. There will be both demonstration by trainers/instructors and opportunity by trainees to carry out the skills/tasks necessary for this level of technical workforce. Trainees will practice and learn skills by using typical tools, materials and equipment necessary for this curricular program.

On successful completion of this training, the trainees will be able to state concept of Montessorian system of education, prepare teaching plans, prepare teaching/learning materials, manage classroom/lab, carry out platform skill, deliver the lessons, identify/apply T/L materials / media, provide equal opportunity, introduce/demonstrate practical life exercises, introduce sensorial activities, introduce language, introduce mathematics, introduce culture, introduce/demonstrate music and move, make arts, assess/monitor children's performance/behavior, provide health care services, create/maintain Montessorian environment, maintain safety, keep records, communicate with others, & grow professionally.

Course structure

Job title: Montessorian			Time (hrs)			Marks		
Modules and sub modules		Nature	Th	Pr	Tot	Th	Pr	Tot
1: Montessorian system of education		T + P	3	1	4	2	8	10
2: teaching plans and materials		T + P	7	33	40	5	20	25
	1: Teaching plans	T + P	2	8	10			
	2: Teaching/learning materials	T + P	5	25	30			
3: Delivery of lessons		T + P	13	62	75	10	40	50
	1: Classroom/lab	T + P	2	6	8			
	2: Platform skill	T + P	2	10	12			
	3: Delivering the lessons	T + P	4	16	20			
	4: T/L materials / media	T + P	4	27	31			
	5: Equal opportunity	T + P	1	3	4			
4: Child centered exercises/activities		T + P	66	139	205	30	120	150
	1: Practical life exercises	T + P	16	32	48			
	2: Sensorial activities	T + P	8	17	25			
	3: Language	T + P	12	24	36			
	4: Mathematics	T + P	4	8	12			
	5: Culture	T + P	20	42	62			
	6: Music and movement	T + P	4	8	12			
	7: Arts	T + P	2	8	10			
5: Assessing and monitoring performance/behavior		T + P	4	16	20	5	20	25
6: Health care services		T + P	2	10	12	5	20	25
7: Management		T + P	8	26	34	3	12	15
	1: Montessorian environment	T + P	2	4	6			
	2: Safety	T + P	1	3	4			
	3: Records keeping	T + P	2	8	10			
	4: Communication	T + P	2	6	8			
	5: Professional growth	T + P	1	5	6			
	Total:		103	287	390	60	240	300

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

Target group
The target group for this training will be all the interested individuals of the country with an academic qualification of SLC pass

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

Target location
The target location of this training program will be all over Nepal.

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:

- SLC pass
- Physically and mentally fit
- Age : Minimum of 18 years old
- Preference will be given to female, Dalit, Anjali, and Conflict affected people

Follow up suggestion
This is not a training program only for training sake. The ultimate success of this program will rest on the proficiency of the graduates of this training program in providing services in the community either by wage employment or by self-employment.
In other to assess the success of this program and collect feedbacks/inputs for the revision of the program, a schedule of follow up is suggested as follows:-

- First follow up: - Six months after the completion of the training program.
- Second follow up: - Six months after the completion of the first follow up.
- Follow up cycle: - In a cycle of one year after the completion of second follow up for five years

Certificate requirement

The related training institute will provide the certificate of "Montessorian" to those individuals who successfully complete all the tasks with their related technical knowledge specified in this curriculum.

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. with training in Montessori education plus five years teaching experience
- Good communicative & instructional skills.
- Experience in the related field.

Trainer: trainee's 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)

Suggestion for instruction

1. Demonstrate task performance

- Demonstrate task performance in normal speed
- Demonstrate slowly with verbal description of each and every steps in the sequence of activity flow of the task performance using question and answer techniques
- Repeat the above step for the clarification on trainees demand if necessary.
- Perform fast demonstration of the task performance.

2. Provide trainees the opportunity to practice the task performance demonstrated

- Provide trainees to have guided practice:- create environment for practicing the demonstrated task performance and guide the trainees in each and every step of task performance
- Provide trainees the opportunity to repeat & re-repeat as per the need to be proficient on the given task performance
- Switch to another task demonstration if and only if the trainees developed proficiency in the given task performance

3. Evaluation performance of the trainees/ student

- Perform task analysis
- Develop a detail task performance check list
- Perform continuous performance evaluation of the trainees / students by applying the performance check list.

Modules and sub modules

Module: 1: Montessorian system of education
Module: 2: Teaching Plans and Materials
Sub module: 1: Teaching Plans
Sub module: 2: Teaching/Learning Materials
Module: 3: Delivery of Lessons
Sub module: 1: Classroom/Lab
Sub module: 2: Platform Skill
Sub module: 3: Delivering the Lessons
Sub module: 4: T/L Materials / Media
Sub module: 5: Equal Opportunity
Module: 4: Child centered exercises/activities
Sub module: 1: Practical Life Exercises
Sub module: 2: Sensorial Activities
Sub module: 3: Language
Sub module: 4: Mathematics
Sub module: 5: Culture
Sub module: 6: Music and Movement
Sub module: 7: Arts
Module: 5: Assessing and monitoring Performance/Behavior
Module: 6: Health Care Services (Provide Health Care Services)
Module: 7: Management
Sub module: 1: Montessorian Environment
Sub module: 2: Safety
Sub module: 3: Records Keeping
Sub module: 4: Communication
Sub module: 5: Professional Growth

Details of the curriculum

	Module: 1: Montessorian system of education		
	Description: It includes basic knowledge and skills related to Montessorian system of education.		
	Objective: • To state concept of Montessorian system of education		
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.		
	Time: 4 hrs. [3 hrs. (Th.) + 1 hr.(Pr.)]		
SN	Tasks	Related technical knowledge	
1.	Define Montessorian system of education	**Definition of** : • Education • System • System of education • Montessorian system of education	
2.	State concept of Montessorian system of education	**Concept of:** • Systems of education • Montessorian system of education	
3.	State origin / history of Montessorian system of education	**Origin & history of Montessorian system of education**: • Introduction to Montessori • Contribution of Montessori to education • Origin of Montessorian system of education • History of Montessorian system of education • Development of Montessorian system of education	
4.	List importance of Montessorian system of education	**Importance:** • Importance of Montessorian system of education	
5.	State principles behind Montessorian system of education	**Principles:** • Principles behind Montessorian system of education	
6.	Explain procedures for Montessorian system of education	**Procedures:** • procedures for Montessorian system of education	
7.	State application of the Montessorian system of education	**Application**: • application of the Montessorian system of education	

	Module: 2: Teaching Plans and Materials					
	Description: It includes knowledge and skills related to the preparation of teaching plans and teaching/learning materials.					
	Objectives: • To prepare teaching plans • To prepare teaching/learning materials					
	Sub modules: 1. Teaching Plans 2. Teaching/Learning Materials					
	Sub module: 1: Teaching Plans					
	Description: It includes knowledge and skills related to the preparation of teaching plans.					
	Objective: • To prepare teaching plans					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 10 hrs. [2 hrs. (Th.) + 8 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Study the curriculum		**Study of the curriculum**: • Definition of curriculum • Elements of curriculum • Importance and application of curriculum • How and why to study the curriculum			
2.	Split the curriculum content into parts		**Splitting the curriculum content into parts**: • Curriculum content • Splitting the curriculum content into parts • Precautions to be taken			
3.	Develop/follow formats of teaching plan		**Formats of teaching plan**: • Concept of teaching plan • Formats of teaching plan • Developing format of a teaching plan • Application of teaching plan • Precautions to be taken			
4.	Prepare annual teaching plan		**Annual teaching plan**: • Concept of annual teaching plan • Formats of annual teaching plan • Preparation of annual teaching plan • Application of annual teaching plan • Precautions to be taken			

5.	Prepare quarterly teaching plan		**Quarterly teaching plan**: • Concept of quarterly teaching plan • Formats of quarterly teaching plan • Preparation of quarterly teaching plan • Application of quarterly teaching plan • Precautions to be taken			
6.	Prepare monthly teaching plan		**Monthly teaching plan**: • Concept of monthly teaching plan • Formats of monthly teaching plan • Preparation of monthly teaching plan • Application of monthly teaching plan • Precautions to be taken			
7.	Prepare weekly teaching plan		**Weekly teaching plan** : • Concept of weekly teaching plan • Formats of weekly teaching plan • Preparation of weekly teaching plan • Application of weekly teaching plan • Precautions to be taken			
8.	Prepare daily lesson plan		**Daily lesson plan**: • Concept of daily lesson plan • Formats of daily lesson plan • Preparation of daily lesson plan • Application of daily lesson plan • Precautions to be taken			
	Sub module: 2: Teaching/Learning Materials					
	Description: It includes knowledge and skills related to the preparation of teaching/learning materials.					
	Objective: • To prepare teaching/learning materials					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 30 hrs. [5 hrs. (Th.) + 25 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Prepare napkins		**Preparation of napkins:** • Concept, need and application of napkins • Identification of napkins • Preparation of napkins • Precautions to be taken			

			• Records keeping			
2.	Prepare plaiting		**<u>Preparation of plaiting</u>**: • Concept, need and application of plaiting • Identification of plaiting • Preparation of plaiting • Precautions to be taken • Records keeping			
3.	Prepare mat		**<u>Preparation of mat</u>**: • Concept, need and application of mat • Identification of mat • Preparation of mat • Precautions to be taken • Records keeping			
4.	Prepare fabric box		**<u>Preparation of fabric box</u>**: • Concept, need and application of fabric box • Identification of fabric box • Preparation of fabric box • Precautions to be taken • Records keeping			
5.	Prepare thermic tablets		**<u>Preparation of thermic tablets</u>**: • Concept, need and application of thermic tablets • Identification of thermic tablets • Preparation of thermic tablets • Precautions to be taken • Records keeping			
6.	Prepare geometrical plain figures		**<u>Preparation of geometrical plain figures</u>**: • Concept, need and application of geometrical plain figures • Identification of geometrical plain figures • Preparation of geometrical plain figures • Precautions to be taken • Records keeping			
7.	Prepare tasting bottles		**<u>Preparation of tasting bottles</u>**: • Concept, need and application of tasting bottles • Identification of tasting bottles • Preparation of tasting bottles			

			• Precautions to be taken • Records keeping			
8.	Prepare smelling bottles		**Preparation of smelling bottles**: • Concept, need and application of smelling bottles • Identification of smelling bottles • Preparation of smelling bottles • Precautions to be taken • Records keeping			
9.	Prepare texture board		**Preparation of texture board**: • Concept, need and application of texture board • Identification of texture board • Preparation of texture board • Precautions to be taken • Records keeping			
10.	Prepare objects		**Preparation of objects**: • Concept, need and application of objects • Identification of objects • Preparation of objects • Precautions to be taken • Records keeping			
11.	Prepare pictures/drawing		**Preparation of pictures/drawing**: • Concept, need and application of pictures/drawing • Identification of pictures/drawing • Preparation of pictures/drawing • Precautions to be taken • Records keeping			
12.	Prepare sand paper alphabet cards		**Preparation of sand paper alphabet cards**: • Concept, need and application of sand paper alphabet cards • Identification of sand paper alphabet cards • Preparation of sand paper alphabet cards • Precautions to be taken • Records keeping			
13.	Prepare word maker		**Preparation of word maker**: • Concept, need and application of word maker • Identification of word maker			

			• Preparation of word maker • Precautions to be taken • Records keeping			
14.	Prepare word wheel		**Preparation of word wheel**: • Concept, need and application of word wheel • Identification of word wheel • Preparation of word wheel • Precautions to be taken • Records keeping			
15.	Prepare word list		**Preparation of word list**: • Concept, need and application of word list • Identification of word list • Preparation of word list • Precautions to be taken • Records keeping			
16.	Prepare sentence cards		**Preparation of sentence cards**: • Concept, need and application of sentence cards • Identification of sentence cards • Preparation of sentence cards • Precautions to be taken • Records keeping			
17.	Prepare story book		**Preparation of story book**: • Concept, need and application of story book • Identification of story book • Preparation of story book • Precautions to be taken • Records keeping			
18.	Prepare sand paper number cards		**Preparation of sand paper number cards**: • Concept, need and application of sand paper number cards • Identification of sand paper number cards • Preparation of sand paper number cards • Precautions to be taken • Records keeping			
19.	Prepare cards & counters		**Preparation of cards & counters**: • Concept, need and application of cards & counters			

			• Identification of cards & counters • Preparation of cards & counters • Precautions to be taken • Records keeping			
20.	Prepare table games		**<u>Preparation of table games</u>**: • Concept, need and application of table games • Identification of table games • Preparation of table games • Precautions to be taken • Records keeping			
21.	Prepare files		**<u>Preparation of files</u>**: • Concept, need and application of files • Identification of files • Preparation of files • Precautions to be taken • Records keeping			
	Module: 3: Delivery of Lessons					
	Description: It includes knowledge and skills related to classroom/lab management, carrying out platform skills, delivering lessons, identifying/applying T/L materials / media & providing equal opportunity.					
	Objectives: • To manage classroom/lab • To carry out platform skill • To deliver the lessons • To identify/apply T/L materials / media • To provide equal opportunity					
	Sub modules: 1. Classroom/Lab 2. Platform Skill 3. Delivering the Lessons 4. T/L Materials / Media 5. Equal Opportunity					
	Sub module: 1: Classroom/Lab					
	Description: It includes knowledge and skills related to classroom/lab management.					
	Objective: • To manage classroom/lab					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 8 hrs. [2 hrs. (Th.) + 6 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Check teaching / learning materials		**<u>Checking teaching / learning materials</u>**:			

			• Concept, need and uses of teaching / learning materials • Types of teaching / learning materials • Identification of teaching / learning materials • Checking teaching / learning materials • Precautions to be taken • Records to be kept			
2.	Arrange teaching/learning materials		**Arranging teaching/learning materials**: • Why to arrange teaching/learning materials • How to arrange teaching/learning materials • Precautions to be taken • Records to be kept			
3.	Check daily plan /routine		**Checking daily plan /routine**: • Concept, need and importance of daily plan /routine • Procedures for checking daily plan /routine • Precautions to be taken • Records to be kept			
4.	Update class record		**Updating class record** : • Concept, need and importance of class record • Procedures for updating class record • Precautions to be taken • Records to be kept			
5.	Update child record		**Updating child record** : • Concept, need and importance of child record • Procedures for updating child record • Precautions to be taken • Records to be kept			
6.	Create loving environment		**Creating loving environment**: • Concept, need and importance of loving environment • Procedures for creating loving environment • Precautions to be taken			

			• Records to be kept			
7.	Arrange display board		**<u>Arranging display board</u>**: • Concept, need and importance of display board • Procedures for arranging display board • Precautions to be taken • Records to be kept			
8.	Arrange sitting		**<u>Sitting arrangement</u>**: • Concept, need and importance of arranging sitting • Procedures for arranging sitting • Precautions to be taken • Records to be kept			
	Sub module: 2: Platform Skill					
	Description: It includes knowledge and skills related to carrying out platform skills.					
	Objective: • To carry out platform skill					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 12 hrs. [2 hrs. (Th.) + 10 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Apply technique of eye-contact		**<u>Technique of eye-contact:</u>** • Concept, need and importance of eye-contact • Concept, need and importance of technique of eye-contact • Procedures for applying technique of eye-contact • Precautions to be taken • Records keeping			
2.	Apply technique of body language		**<u>Technique of body language:</u>** • Concept, need and importance of body language • Concept, need and importance of technique of body language • Procedures for applying technique of body language • Precautions to be taken • Records keeping			
3.	Apply technique of eye-hand co-ordination		**<u>Technique of eye-hand co-ordination:</u>** • Concept, need and importance of eye-hand co-ordination			

			• Concept, need and importance of technique of eye-hand co-ordination • Procedures for applying technique of eye-hand co-ordination • Precautions to be taken • Records keeping			
4.	Apply left to right/top to bottom concept		**Left to right/top to bottom concept:** • Concept, need and importance of right/top to bottom concept • Procedures for applying left to right/top to bottom concept • Precautions to be taken • Records keeping			
5.	Respect child's early knowledge		**Respecting child's early knowledge**: • Concept, need and importance of child's early knowledge • Concept, need and importance of respecting child's early knowledge • Procedures for respecting child's early knowledge • Precautions to be taken • Records keeping			
6.	Involve the child in every activities		**Involving the child in every activities**: • Concept, need and importance of involving the child in activities • Concept, need and importance of • Procedures for involving the child in every activities • Precautions to be taken • Records keeping			
7.	Carry out class discussion		**Class discussion:** • Concept, need and importance of class discussion • Procedures for carrying out class discussion • Precautions to be taken • Records keeping			
	Sub module: 3: Delivering the Lessons					
	Description: It includes knowledge and skills related to delivering lessons.					
	Objective: • To deliver the lessons					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					

	Time: 20 hrs. [4 hrs. (Th.) + 16 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Motivate child		**Motivating child**: • Concept, need and importance of motivation/techniques of motivation • How to motivate child • Precautions to be taken • Records keeping			
2.	Review previous lesson/activities		**Reviewing previous lesson/activities**: • Concept, need and importance of previous lesson/activities • How to review previous lesson/activities • Precautions to be taken • Records keeping			
3.	Inform about current activities		**Informing about current activities**: • Concept, need and importance of current activities • How to inform about current activities • Precautions to be taken • Records keeping			
4.	Demonstrate real objects		**Demonstrating real objects**: • Concept, need and importance of real objects • How to demonstrate real objects • Precautions to be taken • Records keeping			
5.	Demonstrate flash card		**Demonstrating flash card**: • Concept, need and importance of flash cards • How to demonstrate flash cards • Precautions to be taken • Records keeping			
6.	Pair flash card/words		**Pairing flash card/words**: • Concept, need and importance of flash card/words • How to pair flash card/words • Precautions to be taken • Records keeping			
7.	Tell story		**Telling story**: • Concept, need and importance of			

			story • How to tell story • Precautions to be taken • Records keeping			
8.	Prepare work assignment		**Preparing work assignment** : • Concept, need and importance of work assignments • How to prepare work assignments • Precautions to be taken • Records keeping			
9.	Facilitate group work		**Facilitating group work:** • Concept, need and importance of group work • How to facilitate group work • Precautions to be taken • Records keeping			
	Sub module: 4: T/L Materials / Media					
	Description: It includes knowledge and skills related to identifying/applying T/L materials / media.					
	Objective: • To identify/apply T/L materials / media					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 31 hrs. [4 hrs. (Th.) + 27 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Apply number rods		**Applying number rods**: • Concept, need and importance of number rods /applying number rods • How to apply number rods • Precautions to be taken • Records keeping			
2.	Apply spindle box		**Applying spindle box** : • Concept, need and importance of spindle box /applying spindle box • How to apply spindle box • Precautions to be taken • Records keeping			
3.	Apply Bolden beads		**Applying Bolden beads**: • Concept, need and importance of Bolden beads/applying Bolden beads • How to apply Bolden beads • Precautions to be taken			

			• Records keeping			
4.	Apply large number cards		**Applying large number cards**: • Concept, need and importance of number cards /applying number cards • How to apply number cards • Precautions to be taken • Records keeping			
5.	Apply bowls		**Applying bowls**: • Concept, need and importance of bowls /applying bowls • How to apply bowls • Precautions to be taken • Records keeping			
6.	Apply jugs		**Applying jugs**: • Concept, need and importance of jugs /applying jugs • How to apply jugs • Precautions to be taken • Records keeping			
7.	Apply dog dish		**Applying dog dish**: • Concept, need and importance of dog dish /applying dog dish • How to apply dog dish • Precautions to be taken • Records keeping			
8.	Apply boxes		**Applying boxes**: • Concept, need and importance of boxes /applying boxes • How to apply boxes • Precautions to be taken • Records keeping			
9.	Apply bottles		**Applying bottles**: • Concept, need and importance of bottles /applying bottles • How to apply bottles • Precautions to be taken • Records keeping			
10.	Apply buts & bolts		**Applying buts & bolts**: • Concept, need and importance of buts & bolts /applying buts & bolts • How to apply buts & bolts • Precautions to be taken • Records keeping			

11.	Apply locks & keys		**<u>Applying locks & keys</u>**: • Concept, need and importance of locks & keys /applying locks & keys • How to apply locks & keys • Precautions to be taken • Records keeping			
12.	Apply pegs		**<u>Applying pegs</u>**: • Concept, need and importance of pegs /applying pegs • How to apply pegs • Precautions to be taken • Records keeping			
13.	Apply wooden beads		**<u>Applying wooden beads</u>**: • Concept, need and importance of wooden beads/applying wooden beads • How to apply wooden beads • Precautions to be taken • Records keeping			
14.	Apply scissors		**<u>Applying scissors</u>**: • Concept, need and importance of scissors /applying scissors • How to apply scissors • Precautions to be taken • Records keeping			
15.	Apply card board running stitches		**<u>Applying card board running stitches</u>**: • Concept, need and importance of card board running stitches /applying card board running stitches • How to apply card board running stitches • Precautions to be taken • Records keeping			
16.	Apply dressing frame		**<u>Applying dressing frame</u>**: • Concept, need and importance of dressing frame /applying dressing frame • How to apply dressing frame • Precautions to be taken • Records keeping			
17.	Apply shoes / polish		**<u>Applying shoes / polish</u>**: • Concept, need and importance of			

			shoes / polish /applying shoes / polish • How to apply shoes / polish • Precautions to be taken • Records keeping			
18.	Apply bucket hubs		**Applying bucket hubs**: • Concept, need and importance of bucket hubs /applying bucket hubs • How to apply bucket hubs • Precautions to be taken • Records keeping			
19.	Apply soap/detergent powder		**Applying soap/detergent powder**: • Concept, need and importance of soap/detergent powder /applying soap/detergent powder • How to apply soap/detergent powder • Precautions to be taken • Records keeping			
20.	Apply tissue paper		**Applying tissue paper** : • Concept, need and importance of tissue paper /applying tissue paper • How to apply tissue paper • Precautions to be taken • Records keeping			
21.	Apply broom/brush		**Applying broom/brush**: • Concept, need and importance of broom/brush /applying broom/brush • How to apply broom/brush • Precautions to be taken • Records keeping			
22.	Apply tray		**Applying tray**: • Concept, need and importance of tray /applying tray • How to apply tray • Precautions to be taken • Records keeping			
23.	Apply mirror		**Applying mirror**: • Concept, need and importance of mirror /applying mirror • How to apply mirror • Precautions to be taken • Records keeping			

24.	Apply mat		**<u>Applying mat</u>**: • Concept, need and importance of mat /applying mat • How to apply mat • Precautions to be taken • Records keeping			
25.	Apply table/chair		**<u>Applying table/chair</u>**: • Concept, need and importance of table/chair /applying table/chair • How to apply table/chair • Precautions to be taken • Records keeping			
26.	Apply watering can		**<u>Applying watering can</u>**: • Concept, need and importance of watering can /applying watering can • How to apply watering can • Precautions to be taken • Records keeping			
27.	Apply knobbed cylinder		**<u>Applying knobbed cylinder</u>**: • Concept, need and importance of knobbed cylinder /applying knobbed cylinder • How to apply knobbed cylinder • Precautions to be taken • Records keeping			
28.	Apply pink tower		**<u>Applying pink tower</u>**: • Concept, need and importance of pink tower /applying pink tower • How to apply pink tower • Precautions to be taken • Records keeping			
29.	Apply brown stair		**<u>Applying brown stair</u>** : • Concept, need and importance of brown stair /applying brown stair • How to apply brown stair • Precautions to be taken • Records keeping			
30.	Apply red rods		**<u>Applying red rods</u>**: • Concept, need and importance of red rods /applying red rods • How to apply red rods • Precautions to be taken • Records keeping			

31.	Apply knobbles cylinder		**Applying knobbles cylinder**: • Concept, need and importance of knobbles cylinder /applying knobbles cylinder • How to apply knobbles cylinder • Precautions to be taken • Records keeping			
32.	Apply color tablets		**Applying color tablets** : • Concept, need and importance of color tablets /applying color tablets • How to apply color tablets • Precautions to be taken • Records keeping			
33.	Apply geometrical solid shapes		**Applying geometrical solid shapes**: • Concept, need and importance of geometrical solid shapes /applying geometrical solid shapes • How to apply geometrical solid shapes • Precautions to be taken • Records keeping			
34.	Apply mystery bag & bowl.		**Applying mystery bag & bowl**: • Concept, need and importance of mystery bag & bowl /applying mystery bag & bowl • How to apply mystery bag & bowl • Precautions to be taken • Records keeping			
35.	Apply geometrical cabinets.		**Applying geometrical cabinets**: • Concept, need and importance of geometrical cabinets /applying geometrical cabinets • How to apply geometrical cabinets • Precautions to be taken • Records keeping			
36.	Apply geometrical cards		**Applying geometrical cards**: • Concept, need and importance of geometrical cards /applying geometrical cards • How to apply geometrical cards • Precautions to be taken • Records keeping			
37.	Apply triangular box		**Applying triangular box**: • Concept, need and importance of triangular box /applying triangular			

			box • How to apply triangular box • Precautions to be taken • Records keeping			
38.	Apply hexagon box		**Applying hexagon box**: • Concept, need and importance of hexagon box /applying hexagon box • How to apply hexagon box • Precautions to be taken • Records keeping			
39.	Apply inset frame		**Applying inset frame**: • Concept, need and importance of inset frame /applying inset frame • How to apply inset frame • Precautions to be taken • Records keeping			
40.	Apply large movable alphabet box		**Applying large movable alphabet box:** • Concept, need and importance of large movable alphabet box /applying large movable alphabet box • How to apply large movable alphabet box • Precautions to be taken • Records keeping			
41.	Apply role play method		**Applying role play method**: • Concept, need and importance of role play method /applying role play method • How to apply role play method • Precautions to be taken • Records keeping			
42.	Apply demonstration method		**Applying demonstration method**: • Concept, need and importance of demonstration method /applying demonstration method • How to apply demonstration method • Precautions to be taken • Records keeping			
43.	Apply self practice method		**Applying self practice method**: • Concept, need and importance of self practice method /applying self			

			practice method • How to apply self practice method • Precautions to be taken • Records keeping			
44.	Apply group practice method		**<u>Applying group practice method</u>**: • Concept, need and importance of group practice method /applying group practice method • How to apply group practice method • Precautions to be taken • Records keeping			
45.	Apply story telling/drama/singing method		**<u>Applying story telling/drama/singing method</u>**: • Concept, need and importance of storytelling/drama/singing method /applying story telling/drama/singing method • How to apply story telling/drama/singing method • Precautions to be taken • Records keeping			
	Sub module: 5: Equal Opportunity					
	Description: It includes knowledge and skills related to providing equal opportunity.					
	Objective: • To provide equal opportunity					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 4 hrs. [1 hrs. (Th.) + 3 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Show love / affection		**<u>Love & affection</u>**: • Concept, need & importance of love / affection • Why to show love / affection • How to show love / affection • Precautions to be taken • Records keeping			
2.	Provide opportunity for sharing		**<u>Opportunity for sharing</u>**: • Concept, need & importance of sharing • Why to provide opportunity for sharing • How to provide opportunity for sharing			

			• Precautions to be taken • Records keeping			
3.	Provide opportunity for work (activities)		**Opportunity for work (activities)**: • Concept, need & importance of opportunity for work (activities) • Why to provide opportunity for work (activities) • How to provide opportunity for work (activities) • Precautions to be taken • Records keeping			
4.	Provide reading opportunity		**Opportunity for reading**: • Concept, need & importance of reading • Why to provide reading opportunity • How to provide reading opportunity • Precautions to be taken • Records keeping			
5.	Provide writing opportunity		**Opportunity for writing**: • Concept, need & importance of writing • Why to provide writing opportunity • How to provide writing opportunity • Precautions to be taken • Records keeping			
6.	Provide listening opportunity		**Opportunity for listening:** • Concept, need & importance of listening • Why to provide listening opportunity • How to provide listening opportunity • Precautions to be taken • Records keeping			
7.	Provide speaking opportunity		**Opportunity for speaking**: • Concept, need & importance of speaking • Why to provide speaking opportunity • How to provide speaking opportunity • Precautions to be taken • Records keeping			
8.	Provide opportunity for viewing		**Opportunity for viewing (visual**			

	(visual skills)		**skills):** • Concept, need & importance of visual skills • Why to provide opportunity for viewing (visual skills) • How to provide opportunity for viewing (visual skills) • Precautions to be taken • Records keeping			
9.	Provide opportunity for outdoor play		**Opportunity for outdoor play**: • Concept, need & importance of outdoor play • Why to provide opportunity for outdoor play • How to provide opportunity for outdoor play • Precautions to be taken • Records keeping			
10.	Provide opportunity for indoor games		**Opportunity for indoor games** : • Concept, need & importance of indoor games • Why to provide opportunity for indoor games • How to provide opportunity for indoor games • Precautions to be taken • Records keeping			
11.	Provide opportunity for celebrations		**Opportunity for celebrations**: • Concept, need & importance of opportunity for celebrations • Why to provide opportunity for celebrations • How to provide opportunity for celebrations • Precautions to be taken • Records keeping			
	Module: 4: Child centered exercises/activities					
	Description: It includes knowledge and skills related to introducing/demonstrating practical life exercises, introducing sensorial activities, introducing language, introducing mathematics, introducing culture, introducing/demonstrating music and movement & making arts.					
	Objectives: • To introduce/demonstrate practical life exercises • To introduce sensorial activities • To introduce language					

	• To introduce mathematics • To introduce culture • To introduce/demonstrate music and movement • To make arts					
	Sub modules: 1. Practical Life Exercises 2. Sensorial Activities 3. Language 4. Mathematics 5. Culture 6. Music and Movement 7. Arts					
	Sub module: 1: Practical Life Exercises					
	Description: It includes knowledge and skills related to introducing/demonstrating practical life exercises.					
	Objective: • To introduce/demonstrate practical life exercises					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 48 hrs. [16 hrs. (Th.) + 32 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Introduce /demonstrate spamming		**<u>Spamming</u>**: • Concept, need and importance of spamming • How to introduce /demonstrate spamming • Precautions to be taken • Records keeping			
2.	Introduce /demonstrate dry pouring		**<u>Dry pouring</u>**: • Concept, need and importance of dry pouring • How to introduce /demonstrate dry pouring • Precautions to be taken • Records keeping			
3.	Introduce /demonstrate wet pouring		**<u>Wet pouring</u>**: • Concept, need and importance of wet pouring • How to introduce /demonstrate wet pouring • Precautions to be taken • Records keeping			
4.	Introduce /demonstrate dry transferring		**<u>Dry transferring</u>**: • Concept, need and importance of dry transferring			

			• How to introduce /demonstrate dry transferring • Precautions to be taken • Records keeping			
5.	Introduce /demonstrate transferring		**Transferring**: • Concept, need and importance of transferring • How to introduce /demonstrate transferring • Precautions to be taken • Records keeping			
6.	Introduce /demonstrate opening & closing		**Opening & closing**: • Concept, need and importance of opening & closing • How to introduce /demonstrate opening & closing • Precautions to be taken • Records keeping			
7.	Introduce /demonstrate pegging		**Pegging**: • Concept, need and importance of pegging • How to introduce /demonstrate pegging • Precautions to be taken • Records keeping			
8.	Introduce /demonstrate threading & beading		**Threading & beading**: • Concept, need and importance of threading & beading • How to introduce /demonstrate threading & beading • Precautions to be taken • Records keeping			
9.	Introduce /demonstrate folding & unfolding napkins		**Folding & unfolding napkins** : • Concept, need and importance of folding & unfolding napkins • How to introduce /demonstrate folding & unfolding napkins • Precautions to be taken • Records keeping			
10.	Introduce /demonstrate cutting		**Cutting**: • Concept, need and importance of cutting • How to introduce /demonstrate cutting • Precautions to be taken			

			• Records keeping			
11.	Introduce /demonstrate sewing		**Sewing**: • Concept, need and importance of sewing • How to introduce /demonstrate sewing • Precautions to be taken • Records keeping			
12.	Introduce /demonstrate tearing		**Tearing**: • Concept, need and importance of tearing • How to introduce /demonstrate tearing • Precautions to be taken • Records keeping			
13.	Introduce /demonstrate crushing papers		**Crushing papers**: • Concept, need and importance of crushing papers • How to introduce /demonstrate crushing papers • Precautions to be taken • Records keeping			
14.	Introduce /demonstrate whisking of soap powder		**Whisking of soap powder**: • Concept, need and importance of whisking of soap powder • How to introduce /demonstrate whisking of soap powder • Precautions to be taken • Records keeping			
15.	Introduce /demonstrate dressing frame		**Dressing frame**: • Concept, need and importance of dressing frame • How to introduce /demonstrate dressing frame • Precautions to be taken • Records keeping			
16.	Introduce /demonstrate plaiting		**Plaiting**: • Concept, need and importance of plaiting • How to introduce /demonstrate plaiting • Precautions to be taken • Records keeping			
17.	Introduce /demonstrate blowing nose		**Blowing nose** : • Concept, need and importance of			

			blowing nose • How to introduce /demonstrate blowing nose • Precautions to be taken • Records keeping			
18.	Introduce /demonstrate washing hands		**Washing hands**: • Concept, need and importance of washing hands • How to introduce /demonstrate washing hands • Precautions to be taken • Records keeping			
19.	Introduce /demonstrate polishing shoes		**Polishing shoes**: • Concept, need and importance of polishing shoes • How to introduce /demonstrate polishing shoes • Precautions to be taken • Records keeping			
20.	Introduce /demonstrate saying thank you & welcome		**Saying thank you & welcome**: • Concept, need and importance of saying thank you & welcome • How to introduce /demonstrate saying thank you & welcome • Precautions to be taken • Records keeping			
21.	Introduce /demonstrate shaking hands		**Shaking hands** : • Concept, need and importance of shaking hands • How to introduce /demonstrate shaking hands • Precautions to be taken • Records keeping			
22.	Introduce /demonstrate walking		**Walking**: • Concept, need and importance of walking • How to introduce /demonstrate walking • Precautions to be taken • Records keeping			
23.	Introduce /demonstrate silence game		**Silence game**: • Concept, need and importance of silence game • How to introduce /demonstrate silence game			

			• Precautions to be taken • Records keeping			
24.	Introduce /demonstrate sweeping with brush		**Sweeping with brush**: • Concept, need and importance of sweeping with brush • How to introduce /demonstrate sweeping with brush • Precautions to be taken • Records keeping			
25.	Introduce /demonstrate rolling & unrolling mat		**Rolling & unrolling mat**: • Concept, need and importance of rolling & unrolling mat • How to introduce /demonstrate rolling & unrolling mat • Precautions to be taken • Records keeping			
26.	Introduce /demonstrate holding & carrying chair		**Holding & carrying chair**: • Concept, need and importance of holding & carrying chair • How to introduce /demonstrate holding & carrying chair • Precautions to be taken • Records keeping			
27.	Introduce /demonstrate holding tray with and without object		**Holding tray with and without object**: • Concept, need and importance of holding tray with and without object • How to introduce /demonstrate holding tray with and without object • Precautions to be taken • Records keeping			
28.	Introduce /demonstrate sweeping with broom		**Sweeping with broom** : • Concept, need and importance of sweeping with broom • How to introduce /demonstrate sweeping with broom • Precautions to be taken • Records keeping			
29.	Introduce /demonstrate polishing mirror		**Polishing mirror**: • Concept, need and importance of polishing mirror • How to introduce /demonstrate polishing mirror			

			• Precautions to be taken • Records keeping			
30.	Introduce /demonstrate cleaning of tables		**Cleaning of tables**: • Concept, need and importance of cleaning of tables • How to introduce /demonstrate cleaning of tables • Precautions to be taken • Records keeping			
31.	Introduce /demonstrate holding books		**Holding books** : • Concept, need and importance of holding books • How to introduce /demonstrate holding books • Precautions to be taken • Records keeping			
32.	Introduce /demonstrate watering plants		**Watering plants**: • Concept, need and importance of watering plants • How to introduce /demonstrate watering plants • Precautions to be taken • Records keeping			
	Sub module: 2: Sensorial Activities					
	Description: It includes knowledge and skills related to introducing sensorial activities.					
	Objective: • To introduce sensorial activities					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 25 hrs. [8 hrs. (Th.) + 17 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Introduce /demonstrate sense of sight		**Sense of sight**: • Concept, need and importance of sense of sight • How to introduce /demonstrate sense of sight • Precautions to be taken • Records keeping			
2.	Introduce /demonstrate knobbed cylinder		**Knobbed cylinder**: • Concept, need and importance of knobbed cylinder • How to introduce /demonstrate knobbed cylinder • Precautions to be taken			

			• Records keeping			
3.	Introduce /demonstrate pink tower		**Pink tower**: • Concept, need and importance of pink tower • How to introduce /demonstrate pink tower • Precautions to be taken • Records keeping			
4.	Introduce /demonstrate brown stair		**Brown stair**: • Concept, need and importance of brown stair • How to introduce /demonstrate brown stair • Precautions to be taken • Records keeping			
5.	introduce /demonstrate combination of pink & brown blocks		**Combination of pink & brown blocks**: • Concept, need and importance of combination of pink & brown blocks • How to introduce /demonstrate combination of pink & brown blocks • Precautions to be taken • Records keeping			
6.	Introduce /demonstrate red rods		**Red rods**: • Concept, need and importance of red rods • How to introduce /demonstrate red rods • Precautions to be taken • Records keeping			
7.	Introduce /demonstrate knobless cylinder		**Knobless cylinder**: • Concept, need and importance of knobless cylinder • How to introduce /demonstrate knobless cylinder • Precautions to be taken • Records keeping			
8.	Introduce /demonstrate color tablets		**Color tablets**: • Concept, need and importance of color tablets • How to introduce /demonstrate color tablets • Precautions to be taken			

			• Records keeping			
9.	Introduce /demonstrate geometrical solid shapes		**Geometrical solid shapes**: • Concept, need and importance of geometrical solid shapes • How to introduce /demonstrate geometrical solid shapes • Precautions to be taken • Records keeping			
10.	Introduce /demonstrate mystery bag & bowl (game)		**Mystery bag & bowl (game)**: • Concept, need and importance of mystery bag & bowl (game) • How to introduce /demonstrate mystery bag & bowl (game) • Precautions to be taken • Records keeping			
11.	Introduce /demonstrate geometrical cabinets		**Geometrical cabinets**: • Concept, need and importance of geometrical cabinets • How to introduce /demonstrate geometrical cabinets • Precautions to be taken • Records keeping			
12.	Introduce /demonstrate combination of geometrical cabinets with cards		**Cabinets with cards**: • Concept, need and importance of combination of geometrical cabinets with cards • How to introduce /demonstrate combination of geometrical cabinets with cards • Precautions to be taken • Records keeping			
13.	Introduce /demonstrate construction of triangles		**Construction of triangles**: • Concept, need and importance of construction of triangles • How to introduce /demonstrate construction of triangles • Precautions to be taken • Records keeping			
14.	Introduce /demonstrate sense of hearing		**Sense of hearing**: • Concept, need and importance of sense of hearing • How to introduce /demonstrate sense of hearing • Precautions to be taken • Records keeping			

15.	Introduce /demonstrate sense of touch		**Sense of touch**: • Concept, need and importance of sense of touch • How to introduce /demonstrate sense of touch • Precautions to be taken • Records keeping			
16.	Introduce /demonstrate sense of taste		**Sense of taste**: • Concept, need and importance of sense of taste • How to introduce /demonstrate sense of taste • Precautions to be taken • Records keeping			
17.	Introduce /demonstrate sense of smell		**Sense of smell**: • Concept, need and importance of sense of smell • How to introduce /demonstrate sense of smell • Precautions to be taken • Records keeping			
	Sub module: 3: Language					
	Description: It includes knowledge and skills related to introducing language.					
	Objective: • To introduce language					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 36 hrs. [12 hrs. (Th.) + 24 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Introduce language as a beginning of reading		**Introducing language as a beginning of reading**: • Concept, need and importance of introducing language as a beginning of reading • Why and how to introduce /demonstrate language as a beginning of reading • Precautions to be taken • Records keeping			
2.	Introduce single design		**Introducing single design**: • Concept, need and importance of introducing single design • Why and how to introduce single design • Precautions to be taken			

			• Records keeping			
3.	Introduce/ demonstrate language inset frame with symmetrical design		**Introducing / demonstrating language inset frame with symmetrical design**: • Concept, need and importance of introducing/ demonstrating language inset frame with symmetrical design • Why and how to introduce /demonstrate language inset frame with symmetrical design • Precautions to be taken • Records keeping			
4.	Introduce/ demonstrate language single inset frame		**Introducing / demonstrating language single inset frame**: • Concept, need and importance of introducing/ demonstrating language single inset frame • Why and how to introduce /demonstrate language single inset frame • Precautions to be taken • Records keeping			
5.	Introduce/ demonstrate language		**Introducing / demonstrating language**: • Concept, need and importance of introducing/ demonstrating language • Why and how to introduce /demonstrate language • Precautions to be taken • Records keeping			
6.	Make design using more than 1 shapes		**Making design using more than 1 shapes**: • Concept, need and importance of making design using more than 1 shapes • Why and how to make design using more than 1 shapes • Precautions to be taken • Records keeping			
7.	Introduce/ demonstrate sand paper letters (A-Z)		**Introducing / demonstrating sand paper letters (A-Z):** • Concept, need and importance of introducing/ demonstrating sand			

			paper letters (A-Z) • Why and how to introduce /demonstrate sand paper letters (A-Z) • Precautions to be taken • Records keeping			
8.	Introduce simple presentation (a-z)		**<u>Introducing simple presentation (a-z):</u>** • Concept, need and importance of introducing/ demonstrating simple presentation (a-z) • Why and how to introduce /demonstrate simple presentation (a-z) • Precautions to be taken • Records keeping			
9.	Introduce three period 2 lesson (3PL)		**<u>Introducing three period 2 lesson (3PL):</u>** • Concept, need and importance of introducing/ demonstrating three period 2 lesson (3PL) • Why and how to introduce /demonstrate three period 2 lesson (3PL) • Precautions to be taken • Records keeping			
10.	Introduce/ demonstrate large moveable alphabet		**<u>Introducing / demonstrating large moveable alphabet</u>**: • Concept, need and importance of introducing/ demonstrating large moveable alphabet • Why and how to introduce /demonstrate large moveable alphabe • Precautions to be taken • Records keeping			
11.	Introduce simple presentation		**<u>Introducing simple presentation</u>**: • Concept, need and importance of introducing/ demonstrating simple presentation • Why and how to introduce /demonstrate simple presentation • Precautions to be taken • Records keeping			
12.	Introduce finding the letters		**<u>Introducing finding the letters</u>** :			

			• Concept, need and importance of introducing/ demonstrating finding the letters • Why and how to introduce /demonstrate finding the letters • Precautions to be taken • Records keeping			
13.	Introduce LMA /sand papers		**<u>Introducing LMA /sand papers</u>**: • Concept, need and importance of introducing LMA /sand papers • Why and how to introduce LMA /sand papers • Precautions to be taken • Records keeping			
14.	Introduce/ demonstrate making words		**<u>Introducing / demonstrating making words</u>**: • Concept, need and importance of introducing/ demonstrating making words • Why and how to introduce /demonstrate making words • Precautions to be taken • Records keeping			
15.	Introduce/ demonstrate LMA with 6 objects words		**<u>Introducing / demonstrating LMA with 6 objects words</u>**: • Concept, need and importance of introducing/ demonstrating LMA with 6 objects words • Why and how to introduce /demonstrate LMA with 6 objects words • Precautions to be taken • Records keeping			
16.	Introduce / demonstrate LMA with six pictures		**<u>Introducing / demonstrating LMA with six pictures</u>**: • Concept, need and importance of introducing/ demonstrating LMA with six pictures • Why and how to introduce /demonstrate LMA with six pictures • Precautions to be taken • Records keeping			
17.	Introduce/ demonstrate reading exercise		**<u>Introducing / demonstrating reading exercise</u>**:			

			• Concept, need and importance of introducing/ demonstrating reading exercise • Why and how to introduce /demonstrate reading exercise • Precautions to be taken • Records keeping			
18.	Introduce/ demonstrate six object box with name tags		**Introducing / demonstrating six object box with name tags**: • Concept, need and importance of introducing/ demonstrating six object box with name tags • Why and how to introduce /demonstrate six object box with name tags • Precautions to be taken • Records keeping			
19.	Introduce/ demonstrate six picture box with name tags		**Introducing / demonstrating six picture box with name tags**: • Concept, need and importance of introducing/ demonstrating six picture box with name tags • Why and how to introduce /demonstrate six picture box with name tags • Precautions to be taken • Records keeping			
20.	Introduce/ demonstrate picture sheet with name tags		**Introducing / demonstrating picture sheet with name tags**: • Concept, need and importance of introducing/ demonstrating picture sheet with name tags • Why and how to introduce /demonstrate picture sheet with name tags • Precautions to be taken • Records keeping			
21.	Introduce/ demonstrate word list		**Introducing / demonstrating word list**: • Concept, need and importance of introducing/ demonstrating word list • Why and how to introduce /demonstrate word list • Precautions to be taken			

			• Records keeping			
22.	Introduce/ demonstrate booklet		**Introducing / demonstrating bookle** • Concept, need and importance of introducing/ demonstrating booklet • Why and how to introduce /demonstrate booklet • Precautions to be taken • Records keeping			
23.	Introduce/ demonstrate secret box		**Introducing / demonstrating secret box**: • Concept, need and importance of introducing/ demonstrating secret box • Why and how to introduce /demonstrate secret box • Precautions to be taken • Records keeping			
24.	Introduce/ demonstrate sentence card		**Introducing / demonstrating sentence card:** • Concept, need and importance of introducing/ demonstrating sentence card • Why and how to introduce /demonstrate sentence card • Precautions to be taken • Records keeping			
25.	Introduce story book		**Introducing story book**: • Concept, need and importance of introducing story book • Why and how to introduce story book • Precautions to be taken • Records keeping			
	Sub module: 4: Mathematics					
	Description: It includes knowledge and skills related to introducing mathematics.					
	Objective: • To introduce mathematics					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 31 hrs. [4 hrs. (Th.) + 27 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Introduce/ demonstrate number rods		**Introducing / demonstrating number rods**: • Concept, need and importance of introducing / demonstrating number			

			rods • Why and how to introduce / demonstrate number rods • Precautions to be taken • Records keeping			
2.	Introduce/ demonstrate sand paper numbers		**Introducing / demonstrating sand paper numbers**: • Concept, need and importance of introducing / demonstrating sand paper numbers • Why and how to introduce / demonstrate sand paper numbers • Precautions to be taken • Records keeping			
3.	Introduce/ demonstrate combination of N R and S.P numbers		**Introducing / demonstrating combination of N R and S.P numbers**: • Concept, need and importance of introducing / demonstrating combination of N R and S.P numbers • Why and how to introduce / demonstrate combination of N R and S.P numbers • Precautions to be taken • Records keeping			
4.	Introduce/ demonstrate spindle box		**Introducing / demonstrating spindle box**: • Concept, need and importance of introducing / demonstrating spindle box • Why and how to introduce / demonstrate spindle box • Precautions to be taken • Records keeping			
5.	Introduce/ demonstrate cards and counters		**Introducing / demonstrating cards and counters**: • Concept, need and importance of introducing / demonstrating cards and counters • Why and how to introduce / demonstrate cards and counters • Precautions to be taken • Records keeping			
6.	Introduce/ demonstrate number game		**Introducing / demonstrating number**			

			<u>game</u>: • Concept, need and importance of introducing / demonstrating number game • Why and how to introduce / demonstrate number game • Precautions to be taken • Records keeping			
7.	Introduce the numbers in decimal system (concrete)		**<u>Introducing the numbers in decimal system (concrete):</u>** • Concept, need and importance of introducing the numbers in decimal system (concrete) • Why and how to introduce the numbers in decimal system (concrete) • Precautions to be taken • Records keeping			
8.	Introduce C. I of numbers in decimal system (abstract)		**<u>Introducing C. I of numbers in decimal system (abstract):</u>** • Concept, need and importance of introducing C. I of numbers in decimal system (abstract) • Why and how to introduce C. I of numbers in decimal system (abstract) • Precautions to be taken • Records keeping			
	Sub module: 5: Culture					
	Description: It includes knowledge and skills related to introducing culture .					
	Objective: • To introduce culture					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 62 hrs. [20 hrs. (Th.) + 42 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Introduce history		**<u>Introducing history</u>**: • Concept, need and importance of introducing history • Why and how to introduce history • Precautions to be taken • Records keeping			
2.	Introduce concept of time		**<u>Introducing concept of time</u>**: • Concept, need and importance of introducing concept of time			

			• Why and how to introduce concept of time • Precautions to be taken • Records keeping			
3.	Introduce time line of child's life		**Introducing time line of child's life**: • Concept, need and importance of introducing time line of child's life • Why and how to introduce time line of child's life • Precautions to be taken • Records keeping			
4.	Introduce the birthday game		**Introducing the birthday game**: • Concept, need and importance of introducing the birthday game • Why and how to introduce the birthday game • Precautions to be taken • Records keeping			
5.	Introduce time recognition		**Introducing time recognition**: • Concept, need and importance of introducing time recognition • Why and how to introduce time recognition • Precautions to be taken • Records keeping			
6.	Introduce pre-historic timeline		**Introducing pre-historic timeline**: • Concept, need and importance of introducing pre-historic timeline • Why and how to introduce pre-historic timeline • Precautions to be taken • Records keeping			
7.	Introduce geography		**Introducing geography**: • Concept, need and importance of introducing geography • Why and how to introduce geography • Precautions to be taken • Records keeping			
8.	Introduce land water and air jars		**Introducing land water and air jars**: • Concept, need and importance of introducing land water and air jars • Why and how to introduce land water and air jars • Precautions to be taken			

			• Records keeping			
9.	Introduce land water and forms		**<u>Introducing land water and forms</u>**: • Concept, need and importance of introducing land water and forms • Why and how to introduce land water and forms • Precautions to be taken • Records keeping			
10.	Introduce land water and globe		**<u>Introducing land water and globe</u>**: • Concept, need and importance of introducing land water and globe • Why and how to introduce land water and globe • Precautions to be taken • Records keeping			
11.	Introduce continent globe		**<u>Introducing continent globe</u>**: • Concept, need and importance of introducing continent globe • Why and how to introduce continent globe • Precautions to be taken • Records keeping			
12.	Introduce transition to flat map		**<u>Introducing transition to flat</u>** map: • Concept, need and importance of introducing transition to flat map • Why and how to introduce transition to flat map • Precautions to be taken • Records keeping			
13.	Introduce puzzle map of the world		**<u>Introducing puzzle map of the world</u>**: • Concept, need and importance of introducing puzzle map of the world • Why and how to introduce puzzle map of the world • Precautions to be taken • Records keeping			
14.	Introduce continent folders		**<u>Introducing continent folders</u>**: • Concept, need and importance of introducing continent folders • Why and how to introduce continent folders • Precautions to be taken • Records keeping			

15.	Introduce individual continent and countries		**<u>Introducing individual continent and countries</u>**: • Concept, need and importance of introducing individual continent and countries • Why and how to introduce individual continent and countries • Precautions to be taken • Records keeping			
16.	Introduce animal of the world		**<u>Introducing animal of the world</u>**: • Concept, need and importance of introducing animal of the world • Why and how to introduce animal of the world • Precautions to be taken • Records keeping			
17.	Introduce mapping game		**<u>Introducing mapping game</u>**: • Concept, need and importance of introducing mapping game • Why and how to introduce mapping game • Precautions to be taken • Records keeping			
18.	Introduce direction of the compass		**<u>Introducing direction of the compass</u>**: • Concept, need and importance of introducing direction of the compass • Why and how to introduce direction of the compass • Precautions to be taken • Records keeping			
19.	Introduce the solar system		**<u>Introducing the solar system</u>**: • Concept, need and importance of introducing the solar system • Why and how to introduce the solar system • Precautions to be taken • Records keeping			
20.	Introduce structure of the earth		**<u>Introducing structure of the earth</u>**: • Concept, need and importance of introducing structure of the earth • Why and how to introduce structure of the earth • Precautions to be taken			

			• Records keeping			
21.	Introduce structure of a volcano		**<u>Introducing structure of a volcano</u>**: • Concept, need and importance of introducing structure of a volcano • Why and how to introduce structure of a volcano • Precautions to be taken • Records keeping			
22.	Introduce botany		**<u>Introducing botany</u>**: • Concept, need and importance of introducing botany • Why and how to introduce botany • Precautions to be taken • Records keeping			
23.	Introduce observation and discovery (stage1)		**<u>Introducing observation and discovery (stage1):</u>** • Concept, need and importance of introducing observation and discovery (stage1) • Why and how to introduce observation and discovery (stage1) • Precautions to be taken • Records keeping			
24.	Introduce care and responsibility (stage 2)		**<u>Introducing care and responsibility (stage 2):</u>** • Concept, need and importance of introducing care and responsibility (stage 2) • Why and how to introduce care and responsibility (stage 2) • Precautions to be taken • Records keeping			
25.	Introduce process and prediction (stage 3)		**<u>Introducing process and prediction (stage 3):</u>** • Concept, need and importance of introducing process and prediction (stage 3) • Why and how to introduce process and prediction (stage 3) • Precautions to be taken • Records keeping			
26.	Introduce inter-dependence (stage 4)		**<u>Introducing inter-dependence (stage 4):</u>** • Concept, need and importance of			

			introducing inter-dependence (stage 4) • Why and how to introduce inter-dependence (stage 4) • Precautions to be taken • Records keeping			
27.	Introduce cultivation and control(stage 5)		**Introducing cultivation and control(stage 5):** • Concept, need and importance of introducing cultivation and control(stage 5) • Why and how to introduce cultivation and control(stage 5) • Precautions to be taken • Records keeping			
28.	Introduce the nature table		**Introducing the nature table**: • Concept, need and importance of introducing the nature table • Why and how to introduce the nature table • Precautions to be taken • Records keeping			
29.	Introduce indoor and outdoor garden and window boxes		**Introducing indoor and outdoor garden and window boxes**: • Concept, need and importance of introducing indoor and outdoor garden and window boxes • Why and how to introduce indoor and outdoor garden and window boxes • Precautions to be taken • Records keeping			
30.	Introduce nature walks and excursions		**Introducing nature walks and excursions**: • Concept, need and importance of introducing nature walks and excursions • Why and how to introduce nature walks and excursions • Precautions to be taken • Records keeping			
31.	Introduce care of pets		**Introducing care of pets**: • Concept, need and importance of introducing care of pets • Why and how to introduce care of			

			pets • Precautions to be taken • Records keeping			
32.	Introduce care of indoor & outdoor plants		**Introducing care of indoor & outdoor plants**: • Concept, need and importance of introducing care of indoor & outdoor plants • Why and how to introduce care of indoor & outdoor plants • Precautions to be taken • Records keeping			
33.	Introduce the sun game		**Introducing the sun game**: • Concept, need and importance of introducing the sun game • Why and how to introduce the sun game • Precautions to be taken • Records keeping			
34.	Introduce farm yard animal's families		**Introducing farm yard animal's families**: • Concept, need and importance of introducing farm yard animal's families • Why and how to introduce farm yard animal's families • Precautions to be taken • Records keeping			
35.	Introduce pairing cards		**Introducing pairing cards**: • Concept, need and importance of introducing pairing cards • Why and how to introduce pairing cards • Precautions to be taken • Records keeping			
36.	Introduce terminology cards		**Introducing terminology cards**: • Concept, need and importance of introducing terminology cards • Why and how to introduce terminology cards • Precautions to be taken • Records keeping			
37.	Introduce life cycles		**Introducing life cycles** : • Concept, need and importance of introducing life cycles			

			• Why and how to introduce life cycles • Precautions to be taken • Records keeping			
38.	Introduce natural habitat		**<u>Introducing natural habitat</u>**: • Concept, need and importance of introducing natural habitat • Why and how to introduce natural habitat • Precautions to be taken • Records keeping			
39.	Introduce leaf cabinet		**<u>Introducing leaf cabinet:</u>** • Concept, need and importance of introducing leaf cabinet • Why and how to introduce leaf cabinet • Precautions to be taken • Records keeping			
40.	Introduce classification of animal kingdom (stage -2)		**<u>Introducing classification of animal kingdom (stage -2):</u>** • Concept, need and importance of introducing classification of animal kingdom (stage -2) • Why and how to introduce classification of animal kingdom (stage -2) • Precautions to be taken • Records keeping			
41.	Introduce classification of animal kingdom (stage 1)		**<u>Introducing classification of animal kingdom (stage 1):</u>** • Concept, need and importance of introducing classification of animal kingdom (stage 1) • Why and how to introduce classification of animal kingdom (stage 1) • Precautions to be taken • Records keeping			
	Sub module: 6: Music and Movement					
	Description: It includes knowledge and skills related to introducing/demonstrating music and movement.					
	Objectives: • To introduce/demonstrate music and movement					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					

	Time: 12 hrs. [4 hrs. (Th.) + 8 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Introduce/ demonstrate vocal & songs		I**ntroducing/ demonstrating vocal & songs**: • Concept of vocal & songs • Need to introduce/demonstrate vocal & songs • Identification of vocal & songs • Process of introducing/demonstrating vocal & songs • Precautions to be taken • Records keeping			
2.	Introduce/ demonstrate rhythm & dance		**Introducing/ demonstrating rhythm & dance**: • Concept of rhythm & dance • Need to introduce/demonstrate rhythm & dance • Identification of rhythm & dance • Process of introducing/demonstrating rhythm & dance • Precautions to be taken • Records keeping			
3.	Introduce/ demonstrate rhymes		**Introducing/ demonstrating rhymes**: • Concept of rhymes • Need to introduce/demonstrate rhymes • Identification of rhymes • Process of introducing/demonstrating rhymes • Precautions to be taken • Records keeping			
4.	Introduce/demonstrate puppet		**Introducing/ demonstrating puppet**: • Concept of puppet • Need to introduce/demonstrate puppet • Identification of puppet • Process of introducing/demonstrating puppet • Precautions to be taken • Records keeping			
5.	Introduce/ demonstrate muppet		**Introducing/ demonstrating muppet**: • Concept of muppet • Need to introduce/demonstrate			

			muppet • Identification of muppet • Process of introducing/demonstrating muppet • Precautions to be taken • Records keeping			
6.	Introduce/ demonstrate musical instruments		**Introducing/ demonstrating musical instruments**: • Concept of musical instruments • Need to introduce/demonstrate • Identification of musical instruments • Process of introducing/demonstrating musical instruments • Precautions to be taken • Records keeping			
7.	Introduce/ demonstrate drama		**Introducing/ demonstrating drama**: • Concept of drama • Need to introduce/demonstrate • Identification of drama • Process of introducing/demonstrating drama • Precautions to be taken • Records keeping			
8.	Introduce/ demonstrate musical notation		**Introducing/ demonstrating musical notation**: • Concept of musical notation • Need to introduce/demonstrate musical notation • Identification of musical notation • Process of introducing/demonstrating musical notation • Precautions to be taken • Records keeping			
	Sub module: 7: Arts					
	Description: It includes knowledge and skills related to making arts.					
	Objectives: • To make arts					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 10 hrs. [2 hrs. (Th.) + 8 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Draw drawings/sketches		**Drawing of drawings/sketches**:			

			• Concept, need and importance of drawings/sketches • Identification of drawings/sketches • Procedures for drawing of drawings/sketches • Precautions to be taken • Records keeping			
2.	Make finger prints		**Making finger prints**: • Concept, need and importance of finger prints • Identification of finger prints • Procedures for making finger prints • Precautions to be taken • Records keeping			
3.	Make vegetable prints		**Making vegetable prints**: • Concept, need and importance of vegetable prints • Identification of vegetable prints • Procedures for making vegetable prints • Precautions to be taken • Records keeping			
4.	Carryout painting		**Carrying out painting**: • Concept, need and importance of painting • Identification of painting • Procedures for carrying out painting • Precautions to be taken • Records keeping			
5.	Mix colors		**Mixing colors**: • Concept, need and importance of colors/ mixing colors • Identification of colors • Procedures for mixing colors • Precautions to be taken • Records keeping			
6.	Make leaf prints		**Making leaf prints**: • Concept, need and importance of leaf prints • Identification of leaf prints • Procedures for making leaf prints • Precautions to be taken • Records keeping			

	Module: 5: Assessing and monitoring Performance/Behavior					
	Description: It includes knowledge and skills related to assessing and monitoring performance/behavior.					
	Objective: • To assess/monitor children's performance/behavior					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 20 hrs. 4 hrs. (Th.) + 16 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Assess through performance test		**<u>Assessing through performance test</u>**: • Concept, need and importance of performance test • Process for assessing through performance test • Precautions to be taken • Records keeping			
2.	Observe/ monitor educational growth		**<u>Observing/ monitoring educational growth</u>**: • Concept, need and importance of educational growth • Process for observing/ monitoring educational growth • Precautions to be taken • Records keeping			
3.	Observe/ monitor social growth		**<u>Observe/ monitor social growth</u>**: • Concept, need and importance of social growth • Process for observing/ monitoring social growth • Precautions to be taken • Records keeping			
4.	Observe/ monitor relation with pairs		**<u>Observing/ monitoring relation with pairs</u>**: • Concept, need and importance of relation with pairs • Process for observing/ monitoring relation with pairs • Precautions to be taken • Records keeping			
5.	Observe/ monitor relation with adults		**<u>Observing/ monitoring relation with adults</u>**: • Concept, need and importance of relation with adults • Process for observing/ monitoring relation with adults			

			• Precautions to be taken • Records keeping			
6.	Build confidence to do activities		**Building confidence to do activities**: • Concept, need and importance of building confidence to do activities • Process for building confidence to do activities • Precautions to be taken • Records keeping			
7.	Check assignment completion		**Checking assignment completion**: • Concept, need and importance of checking assignment completion • Process for checking assignment completion • Precautions to be taken • Records keeping			
8.	Observe/monitor waiting for turns		**Observing/ monitoring waiting for turns**: • Concept, need and importance of waiting for turns • Process for observing/ monitoring waiting for turns • Precautions to be taken • Records keeping			
9.	Observe/ monitor physical growth		**Observing/ monitoring physical growth** • Concept, need and importance of physical growth • Process for observing/ monitoring physical growth • Precautions to be taken • Records keeping :			
10.	Observe/ monitor stair case easily		**Observing/ monitoring stair case easily**: • Concept, need and importance of stair case • Process for observing/ monitoring stair case • Precautions to be taken • Records keeping			
11.	Observe/ monitor one leg balance		**One leg balance**: • Concept, need and importance of one leg balance • Process for observing/ monitoring one leg balance			

			• Precautions to be taken • Records keeping			
12.	Observe/ monitor playing with outdoor equipment		**Observing/ monitoring playing with outdoor equipment**: • Concept, need and importance of playing with outdoor equipment • Process for observing/ monitoring playing with outdoor equipment • Precautions to be taken • Records keeping			
13.	Study family environment		**Study of family environment**: • Concept, need and importance of family environment • Process for studying family environment • Precautions to be taken • Records keeping			
14.	Listen/monitor reading (English/Nepali)		**Listening/monitoring reading (English/Nepali)**: • Concept, need and importance of reading • Process for listening/monitoring reading (English/Nepali) • Precautions to be taken • Records keeping			
15.	Check handwriting (English/Nepali)		**Checking handwriting (English/Nepali):** • Concept, need and importance of checking handwriting (English/Nepal • Process for checking handwriting (English/Nepali) • Precautions to be taken • Records keeping			
16.	Monitor creative writing		**Monitoring creative writing**: • Concept, need and importance of creative writing and its monitoring • Process for monitoring creative writi • Precautions to be taken • Records keeping			
17.	Assess singing		**Assessing singing**: • Concept, need and importance of assessing singing • Process for assessing singing			

			• Precautions to be taken • Records keeping			
18.	Assess dance		**Assessing dance**: • Concept, need and importance of assessing dance • Process for assessing dance • Precautions to be taken • Records keeping			
19.	Assess art/craft		**Assessing art/craft**: • Concept, need and importance of art, craft & assessing art/craft • Process for assessing art/craft • Precautions to be taken • Records keeping			
	Module: 6: Health Care Services					
	Description: It includes knowledge and skills related to health care services.					
	Objectives: • To provide health care services					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 12 hrs. [2 hrs. (Th.) + 10 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Take vital signs		**Vital Signs:** • Concept of vital signs • Need to take vital signs • Process of taking vital signs • Precautions to be taken • Records keeping			
2.	Maintain personal hygiene/sanitation		**Personal hygiene/sanitation**: • Concept of personal hygiene/sanitation • Need to maintain personal hygiene/sanitation • Process of maintaining personal hygiene/sanitation • Precautions to be taken • Records keeping			
3.	Maintain/ handle first aid box		**First aid box**: • Concept of first aid box • Need to maintain/ handle first aid box • Process of maintaining/ handling first aid box • Precautions to be taken			

			• Records keeping			
4.	De-worm child		**De-worming the child**: • Concept of de-worming the child • Need to de-worm child • Process of de-worming the child • Precautions to be taken • Records keeping			
5.	Provide first aid for simple fracture		**First aid for simple fracture**: • Concept of first aid for simple fracture • Need to provide first aid for simple fracture • Process of first aid for simple fracture • Precautions to be taken • Records keeping			
6.	Provide first aid for wound		**First aid for wound**: • Concept of first aid for wound • Need to provide first aid for wound • Process of first aid for wound • Precautions to be taken • Records keeping			
7.	Provide first aid for chocking		**First aid for chocking**: • Concept of chocking • Need to provide first aid for chocking • Process of first aid for chocking • Precautions to be taken • Records keeping			
8.	Provide first aid for drowning		**First aid for drowning** : • Concept of drowning • Need to provide first aid for drowning • Process of first aid for drowning • Precautions to be taken • Records keeping			
9.	Provide first aid for animal bites		**First aid for animal bites**: • Concept of animal bites • Need to provide first aid for animal bites • Process of first aid for animal bites • Precautions to be taken • Records keeping			
10.	Provide first aid for injury		**First aid for injury:**			

			• Concept of injury • Need to provide first aid for injury • Process of first aid for injury • Precautions to be taken • Records keeping			
11.	Provide first aid for burns		**First aid for burns:** • Concept of burns • Need to provide first aid for burns • Process of first aid for burns • Precautions to be taken • Records keeping			
12.	Manage ARI		**ARI:** • Concept of ARI • Need to manage ARI • Process of managing ARI • Precautions to be taken • Records keeping			
13.	Assess the sickness situation & act accordingly		**Assessing the sickness situation & act accordingly:** • Concept of sickness situation • Need to assess the sickness situation & act accordingly • Process of assessing the sickness situation & act accordingly • Precautions to be taken • Records keeping			
14.	Inform guardian about sickness		**Informing guardian about sickness:** • Concept of guardian • Need to inform guardian about sickness • Process of informing guardian about sickness • Precautions to be taken • Records keeping			
15.	Arrange for weekly check-up		**Arranging for weekly check-up**: • Concept of weekly check-up • Need to arrange for weekly check-up • Process of arranging for weekly check-up • Precautions to be taken • Records keeping			
	Module: 7: Management					

	Description: It includes knowledge and skills related to creating/maintaining Montessorian environment, maintaining safety, keeping records, communicating with others, & growing professionally.					
	Objectives: • To create/maintain Montessorian environment • To maintain safety • To keep records • To communicate with others • To grow professionally					
	Sub modules: 1. Montessorian Environment 2. Safety 3. Records Keeping 4. Communication 5. Professional Growth					
	Sub module: 1: Montessorian Environment					
	Description: It includes knowledge and skills related to creating/maintaining Montessorian environment.					
	Objective: • To create/maintain Montessorian environment					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 6 hrs. [2 hrs. (Th.) + 4 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Maintain discipline		**Maintaining discipline**: • Concept, need and importance of discipline /maintaining discipline • How to maintain discipline • Precautions to be taken • Records keeping			
2.	Motivate children		**Motivating children**: • Concept, need and importance of motivating children • How to motivate children • Precautions to be taken • Records keeping			
3.	Make familiar with the materials		**Making familiar with the materials**: • Concept, need and importance of making familiar with the materials • How to make familiar with the materials • Precautions to be taken • Records keeping			
4.	Maintain friendly/homely environment		**Maintaining friendly/homely environment**:			

			• Concept, need and importance of friendly/homely environment • How to maintain friendly/homely environment • Precautions to be taken • Records keeping			
5.	Study the child's psychology and work accordingly.		**Studying the child's psychology and work accordingly**: • Concept, need and importance of studying the child's psychology and work accordingly • How to study the child's psychology and work accordingly • Precautions to be taken • Records keeping			
6.	Provide love and affection		**Providing love and affection**: • Concept, need and importance of providing love and affection • How to provide love and affection • Precautions to be taken • Records keeping			
7.	Apply safety rules		**Applying safety rules**: • Concept, need and importance of safety rules • How to apply safety rules • Precautions to be taken • Records keeping			
	Sub module: 2: Safety					
	Description: It includes knowledge and skills related to maintaining safety.					
	Objective: • To maintain safety					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 4 hrs. [1 hrs. (Th.) + 3 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Maintain carefulness in the classroom		**Carefulness in the classroom**: • concept, need and importance of carefulness in the classroom and its maintenance • How to maintain carefulness in the classroom • Precautions to be taken • Records keeping			
2.	Replace old materials		**Replacing old materials**: • concept, need and importance of			

			replacing old materials • How to replace old materials • Precautions to be taken • Records keeping			
3.	Keep away sharp instruments		**Keeping away sharp instruments**: • concept, need and importance of keeping away sharp instruments • How to keep away sharp instruments • Precautions to be taken • Records keeping			
4.	Follow rules and regulations		**Following rules and regulations**: • concept, need and importance of rules and regulations • How to follow rules and regulations • Precautions to be taken • Records keeping			
5.	Obey instructions		**Obeying instructions:** • concept, need and importance of instructions • How to obey instructions • Precautions to be taken • Records keeping			
6.	Provide first aid		**Providing first aid**: • concept, need and importance of providing first aid • How to provide first aid • Precautions to be taken • Records keeping			
	Sub module: 3: Records Keeping					
	Description: It includes knowledge and skills related to keeping records.					
	Objective: • To keep records					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 10 hrs. [2 hrs. (Th.) + 8 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Keep attendance record		**Attendance record**: • Concept, need and importance of attendance record • Format of attendance record • How to keep attendance record • Precautions to be taken			

2.	Keep activities record		**<u>Activities record</u>**: • Concept, need and importance of activities record • Format of activities record • How to keep activities record • Precautions to be taken			
3.	Keep performance record		**<u>Performance record</u>**: • Concept, need and importance of performance record • Format of performance record • How to keep performance record • Precautions to be taken			
4.	Keep health assessment record		**<u>Health assessment record</u>** : • Concept, need and importance of health assessment record • Format of health assessment record • How to keep health assessment record • Precautions to be taken			
5.	Observe/ keep personal hygiene record		**<u>Personal hygiene record</u>**: • Concept, need and importance of personal hygiene record • Format of personal hygiene record • How to observe/keep personal hygiene record • Precautions to be taken			
6.	Keep growth monitoring record		**<u>Growth monitoring record</u>**: • Concept, need and importance of growth monitoring record • Format of growth monitoring record • How to keep growth monitoring record • Precautions to be taken			
7.	Keep progress record		**<u>Progress record</u>**: • Concept, need and importance of progress record • Format of progress record • How to keep progress record • Precautions to be taken			
	Sub module: 4: Communication					
	Description: It includes knowledge and skills related to communicating with others.					
	Objective: • To communicate with others					

	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 8 hrs. [2 hrs. (Th.) + 6 hr.(Pr.)]					
SN	Tasks		Related technical knowledge			
1.	Communicate with parents		**<u>Communicating with parents</u>**: • Concept, need and importance of communication • Concept, need and importance of communicating with • Why and how to communicate with • Precautions to be taken • Records keeping			
2.	Communicate with management		**<u>Communication with management</u>** : • Concept, need and importance of communicating with management • Why and how to communicate with management • Precautions to be taken • Records keeping			
3.	Communicate with children		**<u>Communicating with children</u>**: • Concept, need and importance of communicating with children • Why and how to communicate with children • Precautions to be taken • Records keeping			
4.	Communicate with teaching materials suppliers		**<u>Communicating with teaching materials suppliers</u>**: • Concept, need and importance of communicating with teaching materials suppliers • Why and how to communicate with teaching materials suppliers • Precautions to be taken • Records keeping			
5.	Communicate with health professional		**<u>Communicating with health professional</u>**: • Concept, need and importance of communicating with health professional • Why and how to communicate with health professional • Precautions to be taken • Records keeping			
6.	Communicate with security personnel		**<u>Communicating with security</u>**			

			<u>personnel</u>: • Concept, need and importance of communicating with security personnel • Why and how to communicate with security personnel • Precautions to be taken • Records keeping			
7.	Communicate with society		**<u>Communicating with society</u>**: • Concept, need and importance of communicating with society • Why and how to communicate with society • Precautions to be taken • Records keeping			
8.	Communicate with senior Montessorian		**<u>Communicating with senior Montessorian</u>**: • Concept, need and importance of communicating with senior Montessorian • Why and how to communicate with senior Montessorian • Precautions to be taken • Records keeping			
9.	Communicate with pair group		**<u>Communicating with pair group</u>**: • Concept, need and importance of communicating with pair group • Why and how to communicate with pair group • Precautions to be taken • Records keeping			
10.	Communicate with junior staffs		**<u>Communicating with junior staffs</u>**: • Concept, need and importance of communicating with junior staffs • Why and how to communicate with junior staffs • Precautions to be taken • Records keeping			
	Sub module: 5: Professional Growth					
	Description: It includes knowledge and skills related to growing professionally.					
	Objectives: • To grow professionally					
	Task: Each task consists of a task statement and related technical knowledge necessary to carry out that very task.					
	Time: 6 hrs. [1 hrs. (Th.) + 5 hr.(Pr.)]					

SN	Tasks		Related technical knowledge			
1.	Seek training places		**Seeking training places**: • Concept of training / training places • How to seek training places • How it contributes in professional growth • Precautions to be taken • Records keeping			
2.	Browse website		**Browsing website**: • Concept of website • How to browse website • How it contributes in professional growth • Precautions to be taken • Records keeping			
3.	Participate in meeting/workshop /training/seminar		**Participating in meeting/workshop /training/seminar**: • Concept of meeting/workshop /training/seminar • How to participate in meeting/workshop /training/seminar • How it contributes in professional growth • Precautions to be taken • Records keeping			
4.	Consult with seniors		**Consulting with seniors**: • Concept of seniors • How to consult with seniors • How it contributes in professional growth • Precautions to be taken • Records keeping			
5.	Study for further degree		**Studying for further degree**: • Concept of further degree • How it contributes in professional growth • Precautions to be taken • Records keeping			
6.	Read books/journal/booklets/magazines		**Reading books/journal/booklets/magazines**: • Concept of books/journal/booklets/magazines • How it contributes in professional growth			

			• Precautions to be taken • Records keeping			
7.	Consult with pair groups		**Consulting with pair groups**: • Concept of pair groups • How to consult with pair groups • How it contributes in professional growth • Precautions to be taken • Records keeping			
8.	Visit well established Montessori schools		**Visiting well established Montessori schools**: • Concept of well established Montessori schools • How to visit • How it contributes in professional growth • Precautions to be taken • Records keeping			
9.	Watch related TV channel		**Watching related TV channel**: • Concept of related TV channel • How to watch related TV channel • How it contributes in professional growth • Precautions to be taken • Records keeping			
10.	Maintain relation with organizations		**Maintaining relation with organizations**: • Concept of organizations/ relation with organizations • How to maintain relation with organizations • How it contributes in professional growth • Precautions to be taken • Records keeping			

List of tools, materials and equipment

(A) Language

1. Large movable alphabet box
2. Pink box

(B) Mathematics

1. Spindle box
2. Golden beads
3. Large number cards
4. Number rods

(C) Sensorial

1. Knobbed cylinders
   a. Block 1: cylinder decrease in height and increase in diameter
   b. Block 2: cylinders decrease in height and increase in diameter
   c. Block 3: cylinders stay the same height but decrease in diameter
   d. Block 4: cylinders stay the same diameter but increase in height
2. Pink tower
3. Broad stair
4. Red rods
5. Knob less cylinders
   a. Red knob less cylinder
   b. Yellow knob less cylinder
   c. Green knob less cylinder
   d. Blue knob less cylinder
6. Geometrical cabinet and cards
7. Geometrical solid shapes
8. Constructive triangles
   a. Triangular box
   b. Small hexagonal box
   c. Large hexagonal box
9. Color tablets
10. Texture board
11. Touch pairing tablet
12. Baric tablets
13. Thermic tablets
14. Sound cylinders
15. Tasting bottles
16. Smelling bottles

(D) Practical life exercise

1. Bowls of equal size and unequal size
2. Jugs
3. Wooden beads

4. Tongs, forks, spoon, turkey booster, whisk
5. Dog dish
6. Locks and keys
7. Nuts and bolts
8. Cloth/ paper pegs
9. Scissor
10. Card board running stitches
11. Dressing frame
    a. Small button
    b. Zip
    c. Press- studs
    d. Hooks
    e. Buckles
    f. Velcro- fastening
    g. Bowls
    h. Shoelace
12. Mat
13. Tray
14. Table, chair
15. Carpet brush + dust pan
16. Book rack
17. Watering can

Physical Facilities

- Classroom (Spacious)
- Well equipped Montessori Lab (Light green- wall & ceiling)
- Principal' room
- Admin/Account room
- Reception room
- Trainers room
- Still and Video Camera
- A/V room
- Vehicle
- Canteen
- Hostel
- OHP
- Multimedia projector
- Computer
- Lap top
- Photocopier
- Scanner
- Printer
- Internet facilities

- Fax
- Material rack (Height 3 ft with 3 layers)
- Green carpet flooring
- Sitting mats (instead of desk and bench)
- Montessori stationeries
- At least 1 Montessori school for Practicum

Reading materials

- Instructor selected related text books, reference books and manuals available in the market
- Instructor prepared related books and manuals
- Instructor developed/prepared notes/ handouts
- Internet searched related reading materials