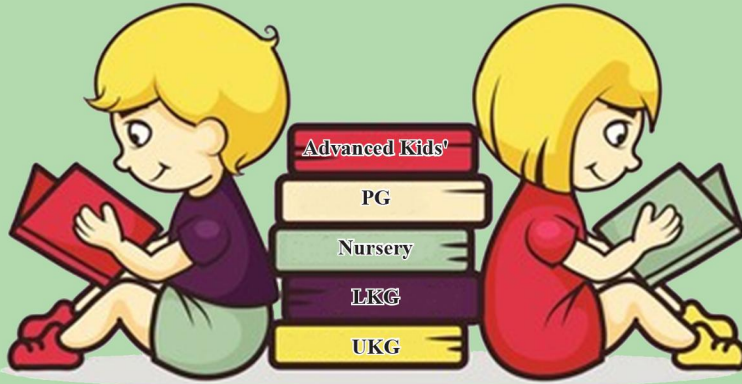


Advanced Kids' Teachers'/Facilitators' Supplementary Diary 2020 / 2077



Let's make our children
Thoughtful, Grateful and Skillful

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Tel : 01-4313205, 9841354788

www.atharaibooks.com.np

Concept

Sanu Amatya

Child Development Specialist

9851079078

sanu_amatya@yahoo.com

Publisher's Note

Children are our present and future, we must give them our best. What could be the best for them ? It is full-fledged education.

Education means development of a whole child regarding his/her physical, social, emotional and cognitive development. So we the adults have to create the appropriate environment and provide the opportunity for them at the right time, i.e. at the age of six.

Children's overall development depends on us. According to Maria Montessori, the most important period of life is not the age of university studies, but the first one, the period from birth to the age of six.

Advanced Kids' Series is the latest series for the kids of 21st Century based on ECD philosophy and Montessori principle in Nepali context. The series have been developed by experienced child development specialist Mrs. Sanu Amatya after having gained more than 3 decades of experience with the children. She has gathered knowledge by receiving training in different countries like Bangladesh, India, Italy, Israel, Germany, Japan, Malaysia, Netherlands, Pakistan, Philippines, Sri Lanka, Myanmar and other many countries.

Mrs Sanu Amatya had involved herself as a researcher, trainer, motivator, coordinator, facilitator of child rights and child development in government as well as non-governmental organisations like DEO, Ministry of Education, Save the Children, PLAN Nepal, UNICEF and PABSON. She has conducted trainings and workshops almost in all the districts of Nepal and also in South Asian countries. She was also involved in developing curriculum and ELDS (Early Learning Development Standard) for ECD under the Department of Education Nepal.

Advanced Kids' Series provides the children of Nepal an opportunity to develop in a holistic manner. We hope this diary will be a help to support the facilitators to facilitate the ECD/Montessori classes technically and more effectively.

About the Diary

The supplementary diary has been prepared for inspiring the teacher's/facilitator's facilitation skill to lead, innovate and engage with the children professionally and to use Advanced Kids Series more effectively in a proper way to achieve maximum learning outcomes.

The diary is dedicated to the children of Nepal for their wholesome personality, overall development to compete within **content to concept, abstract to concrete, verbal to digital and local to global, level.**

Teachers/facilitators are the main backbone of the children's learning activities.

Many children learn best from a blend of learning styles, so teachers/facilitators must be aware of new techniques of facilitation rather than directly reading and writing approach. So,

Let us make the difference in education.

Let us practise humanitarian child friendly education.

Let us give the best choice for wholesome learning education foundation of Nepal.

I hope this diary will help teachers/facilitators to support and guide technically for the children's wholesome personality.

Please remember

This diary is a professional tool for overall development of the children in appropriate situation/circumstances.

Advanced Kids Series is one of the best teaching learning reference resource materials for the children's cognitive development. So, among all the activities, one can adapt or practise it according to the time and situation.

The contents of this diary provide 3 Ps plan of the teachers\facilitator, i.e. positive attitude, peaceful environment and powerful systematic school system.

Remember to be patient, encouraging and positive with your child, even when minor mistake are made.

Sanu Amatya

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Personal information

1. Name : _____
2. Address :
Permanent : _____

Temporary : _____

3. Contact No:
Home : _____ Office: _____ Mobile : _____
4. Email : _____
5. Date of birth : _____
6. Name of the school : _____

7. Driving license No : _____
8. Citizenship No : _____
9. Vehicle No. (If any) : _____
10. Passport No : _____
11. Blood group : _____

WELCOME

- W** - Welcome to
E - Enthusiastic, Energetic
L - Lovable, Loyal
C - Compassionate, Creative
O - Obedient, Outstanding
M - Marvelous, Mind-blowing
E - Entire teachers/facilitators of Nepal

स्वागतम्

- स्वा** — स्वावलम्बि भई स्वविवेकले काम गर्ने बानी बसालौ ।
ग — गन्तव्य पहिल्याऔ र गन्तव्यमा पुग्ने प्रतिवद्धता जाहेर गरौ ।
त — तत्परका साथ विद्यार्थी, अभिभावक र समुदायलाई तयार पारौ ।
म — म बाट नै परिवर्तनको सुरुवात गरौ र हामीमा पुगौ ।

नमस्कार


- न** — नयाँ सोच, खोज, र रोजको व्यवहारमा लागु गरौ ।
म — मन्त्र विधि अपनाऔँ र मनलाई सकारात्मक बनाऔँ ।
रु — सतमार्गमा हिड्ने र हिडाउने मानविय वातावरण तय गरौ ।
का — काम र कर्तव्यको बोध गर्ने र गराउने क्रियाकलाप गराऔँ ।
र — रचनामक क्रियाकलापद्वारा सिक्ने र सिकाउने रणनिति तय गरौ ।

अभिवादन

- अ** – अन्तर आत्मा देखिनै सबै बालबालिकालाई समान माया र अवसर प्रदान गरौं ।
- भि** – भित्रीतहसम्म पुगेर, बुभेरेर मूल्याङ्कन गरौं ।
- वा** – वातावरण सुहाउँदो बाल अधिकारमा आधारित बालमैत्री शिक्षा लागु गरौं ।
- द** – दर्शनमूलक शिक्षाको पालना गर्ने गराउने वातावरण सृजना गरौं ।
- न** – नयाँ सकारात्मक सोचकासाथ काम गर्ने बानी बसालौं ।

प्रार्थना

हे ईश्वर

हे ईश्वर मेरो  खोली देऊ,
जहाँ म सत्य हेर्न सकु ।
हे ईश्वर मेरो  खोली देऊ,
जहाँ म सत्य सुन्न सकु ।
हे ईश्वर मेरो  खोली देऊ,
जहाँ म सत्य बोल्न सकु ।
हे ईश्वर मेरो  खोली देऊ,
जहाँ म सत्य सोच्न सकु ।
हे ईश्वर बुभेरे सत्य नै ईश्वर
सत्य नै जीवन 
सत्य मै म बाँच्न सकुं ।

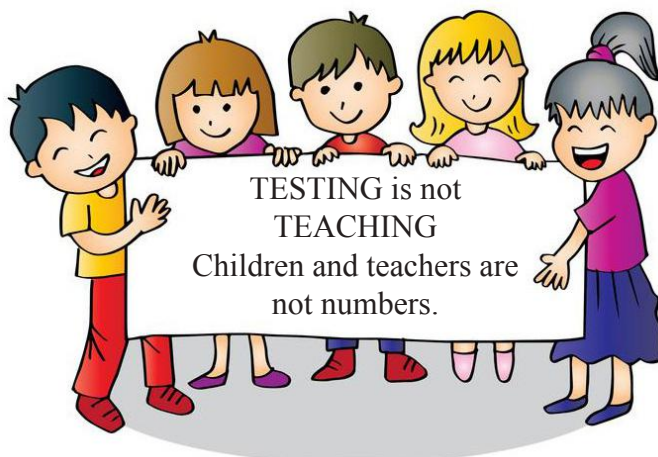


Prayer is powerful.

Let's start 'Less teaching, more learning'

The teacher is the heart of “Less teaching, More learning”. It does not mean for “teacher to do less.” It is a request for teachers to teach better, to engage the children and prepare them for life, rather than to teach for tests and examinations. This is why Less teaching, more learning really goes to the heart of quality in education.

“Learners need endless feedback more than they need endless teaching.”



Dear facilitators/teachers, proud to be a teacher/facilitator

A pre-school teacher/facilitator is responsible for assisting children (ages three to five years) and get them prepared for school (class 1). Teachers/facilitators help the children with their social, motor, vocabulary, language, personal hygiene, and social skills through play, field trips, interactive activities, and games. Activities are often based on music, art and crafts, dance, rhyming, storytelling, and play-acting. Teachers/facilitators also show their students how to maintain orderly conduct by teaching behavioural rules, regulations and limits.

Conducting lessons and one-to-one instruction allows the teacher/facilitator to tune into the different needs of each child as well as recognize even the smallest amount of progress made. There is a less prepared approach to teaching at this level which encourages discussion and problem-solving from the children. Ultimately, this type of curriculum is designed to promote mental, social, and physical development.

Effective communication skills are extremely important, as children may be at different stages of learning. Creating an environment where children can make their own discoveries and learn how to express themselves verbally, mentally and physically is a key to their growth and development.

When in doubt, go to the library

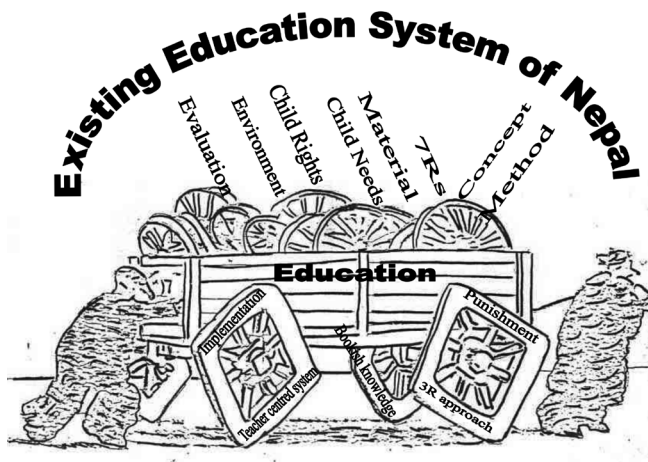
Practice Mantra methodology

"Let's make our children a real human being through Mantra methodology."

What is Mantra?

Mantra is a Sanskrit word. It is a word of positive vibration. Mantra itself sounds positive.

- a sound/word or phrase that is repeated by someone who is praying or meditating.
- Here, we want to apply this word as basic beliefs on teaching/learning methodology based on our cultural vibration.
- A healing therapy for overall development of a child.
- It is a kind of formula, technique or system.



“Education” the word itself sounds great. It is the backbone of development. The practice of teaching and learning is never- ending. It is an ongoing process. And of course! Education is for positive change but many children are deprived of humanitarian education. There are many causes such as lack of proper parenting, lack of child friendly environment, opportunity, system, traditional/monotonous way of teaching and so on. These causes have made the students suffer from depression, become rigid, stubborn, selfish and careless. Therefore, Mantra methodology is the best formula to be implemented in the field of education.

Methodology: Methodology is the way or process where a child learns and acts accordingly. He/She learns through the methods or process applied in their activity which further give the outcome. The time they spend on their activity is itself learning. Therefore, process is more important than the product. Technically there are many types of teaching /learning methodology whereas Mantra methodology is an abstract tool in teaching/learning.

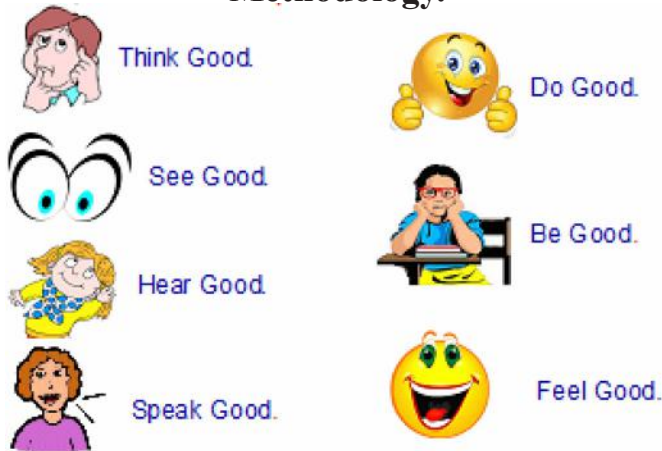
"If you want to handle yourself use your brain but if you want to handle your child use your heart."

As per the above statement, if we want to work with the children we must use our heart first. So, before the brain development of a child, the heart must be touched and felt only then the brain can wake up and function smartly.

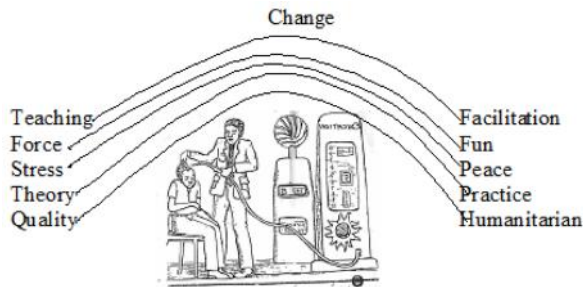
Apply/follow, implement or practise 3 Words Mantra according to the situation or need based during :

Planning	Preparation	Presentation
Nature, nurture and culture of the school Check, Change, Create <ul style="list-style-type: none"> • Experience Experiment Expectation • Trust, Love, Care 3 A • Assessment Analysis Action 	<ul style="list-style-type: none"> • Content, concept, creativity • Simple, sample, sequence • Cheerful, careful, dutiful • Confusion, clarification, conclusion • Affordable assesiable applicable 	<ul style="list-style-type: none"> • Relax, smile, smart • Look, listen, learn • Count, courage, continue • Fun, fact, friendly • Hug, help, heal • Peaceful, powerful, positive • Time, situation environment

Seven steps of Positive Vibration should be applied for Mantra Methodology.



Mantra Methodology helps in:



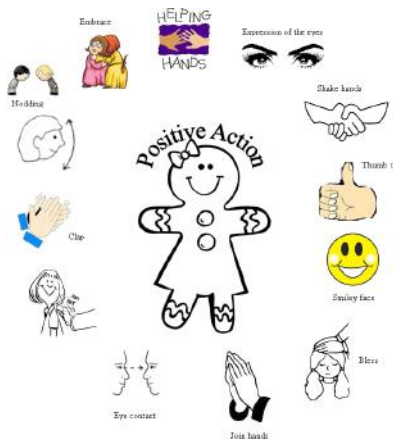
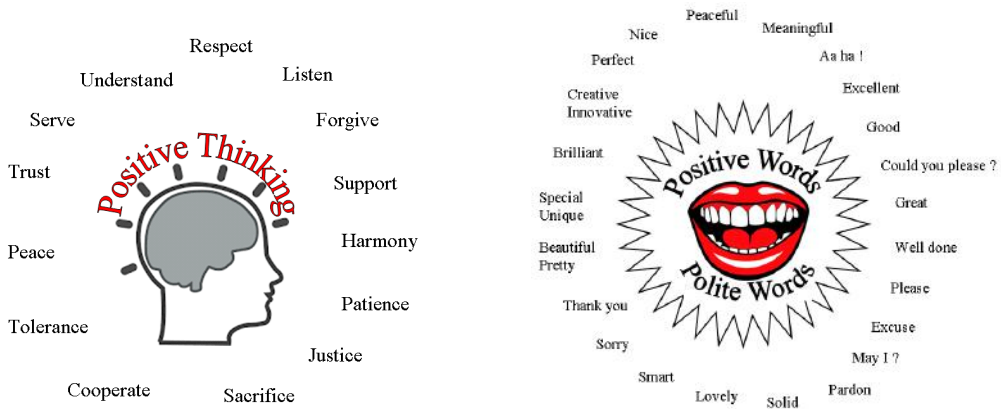
As the education system must be changed from teaching to facilitation, we the facilitators must give our best. We must be serious and conscious in the case of child development or else we will be snatching the child rights in the name of education.

In the name of 'change' if we lack our commitment and effort, only the word 'hang' will remain. (~~CHANGE~~)

Together we can change: I + You = We

We can change the whole world through positive thoughts, words and action.

सकारात्मक सोच, बोली र संकेतद्वारा सहजीकरण गर्ने बानी बसालौ ।



Thoughts, words and actions should go together

Let's start - Go for action with positive vibration facilitating with Mantra Methodology for better tomorrow.

7 steps for positive vibration should be applied.

“Hope to grow together for better world!”

बच्चालाई कसरी हुर्काउने र पढाउने ?

गिजुभाईका केही सुभावहरू

घरमा बिग्रेको बच्चालाई भगवानले पनि सुधार्न सक्दैनन् !

भारतका प्रख्यात शिक्षाशास्त्री गिजुभाई बधे (सन् १८८५(१९३९) को आफ्नो अनुभव र अनुसन्धानको आधारमा बालबालिकाका उपयोगी शिक्षण विधिका १८ टिप्स मध्ये अति आवश्यक र योग्य केहि टिप्सहरू सार्थक सिकाई र विकासका लागि चिन्तन र मनन गर्नुहोला ।

पृथ्वीमा स्वर्ग

यदि हामीले बच्चाहरूलाई आफ्नो घरमा उचित स्थान दियौं भने,
हाम्रो पृथ्वीमा नै स्वर्गको सृष्टि हुन सक्छ ।
स्वर्ग बच्चाको सुखमा छ ।
स्वर्ग बच्चाको स्वास्थ्यमा छ ।
स्वर्ग बच्चाको प्रसन्नतामा छ ।
स्वर्ग बच्चाको निर्दोष मस्तीमा छ ।
स्वर्ग बच्चाको गीत र गुनगुनाइमा छ ।

महान् आत्मा

बच्चाको शरीर सानो छ, तर उसको आत्मा महान् छ ।
बच्चाको शरीर बढ्दो छ ।
बच्चाको शक्ति विकासशील छ ।
तर, उसको आत्मा त पूर्ण छ ।
हामी त्यो आत्मालाई सम्मान गरौं ।
आफ्नो गलत रीति र नीतिबाट हामी बच्चाहरूको शुद्ध आत्मालाई प्रदुषित नपारौं ।

बालबालिकाहरूलाई के सोच्ने भनेर होइन,
कसरी सोच्ने भनेर सिकाउनु पर्छ ।

जानीराखौं

बच्चा सम्पूर्ण मनुष्य हो ।
बच्चामा बुद्धि छ, भावना छ, मन छ, आफ्नो बुझाइ छ ।
बच्चामा भाव र अभाव छ, रुचि र अरुचि छ ।
हामी बच्चाका इच्छाहरु चिनेौं ।
हामी बच्चाका भावनाहरुलाई सम्भौं ।
बच्चा अबोध र निर्दोष छ ।
आफ्नो अहंकारका कारण हामी बच्चालाई तिरस्कार नगरौं ।
आफ्नो अभिमानका कारण हामी बच्चाको अपमान नगरौं ।

आत्मसुधार

बच्चालाई यस कारण सम्मान गर्नुस्, ताकि हामीमा आत्मसम्मानको भावना जागोस् ।
बच्चालाई गाली गर्ने, तर्साउने नगर्नुस्, जसले गर्दा गाली गर्ने र तर्साउने हाम्रो खराब बानी छुट्टै जाओस् । बच्चालाई नपिट्नुस्, जसले गर्दा मारपिट गर्ने हाम्रो पशु-वृत्ति नष्ट हुन सकोस् । यसरी आफूलाई सुधारेर नै हामी आफ्ना बच्चालाई सही रूपमा विकास गर्न सक्छौं ।

प्रकृतिको उपहार

प्रकृतिबाट टाढा रहने बच्चाले प्रकृतिको विविधताबारे कसरी थाहा पाओस् !
भलमल्ल चन्द्रमा, कलकल बग्ने नदी, खेतको माटो,
परालको घर, पहाडको ढुंगा, आकाशको रंग र खुला हावा,
यी सबै ती उपहार हुन्, जुन बच्चालाई प्रकृतिबाट प्राप्त भएका हुन् ।
बच्चालाई मन लागुन्जेल प्रकृतिको आनन्द लुट्न दिनुस् ।

गतिमान

बच्चा पल-पलमा बढ्ने प्राणी हो ।
बच्चाको दृष्टि हर समय प्रश्न सोध्ने खालको हुन्छ ।
बालकको हृदय केही बोलिरहने खालको हुन्छ ।

बच्चचाको व्याकरणमा प्रश्न र बोली हुन्छ ।
तर पूर्णविराम कतै पनि हुँदैन ।
बच्चचाको अर्थ हो, निरन्तर गति-
जहाँ अल्पविराम समेत हुँदैन ।

जीवित ग्रन्थ

जो पुस्तक पढेर ज्ञान प्राप्त गर्छन्, उनीहरू शिक्षक बन्छन् ।
जो बच्चालाई पढेर ज्ञान प्राप्त गर्छन्, उनीहरू शिक्षाशास्त्री बन्छन् ।
शिक्षाशास्त्रीको लागि प्रत्येक बच्चचा
एक समर्थ, अद्वितीय र जीवित ग्रन्थ हुन् ।

बालकको शक्ति

तपाईं सारा संसारलाई धोका दिन सक्नुहुन्छ,
तर, आफ्ना बच्चचाहरूलाई धोका दिन सक्नुहुन्न ।
तपाईं सबैलाई मूर्ख बनाउन सक्नुहुन्छ,
तर, आफ्ना बच्चचाहरूलाई कहिल्यै मूर्ख बनाउन सक्नुहुन्न ।
तपाईं सबैलाई सबथोक लुकाउन सक्नुहुन्छ,
तर, आफ्ना बच्चचाहरूलाई केही पनि लुकाउन सक्नुहुन्न ।
बच्चचा सर्वज्ञ हुन्छन्, सर्वव्यापी हुन्छन्, सर्वशक्तिमान हुन्छन् ।

गिजुभाईका कुरा

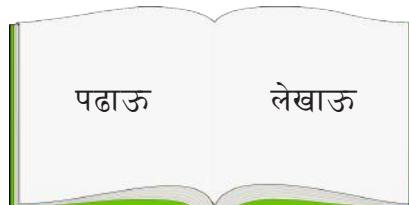
बच्चचाहरूले प्रेम दिएर मलाई समृद्ध बनाए ।
बच्चचाहरूले मलाई नयाँ जीवन दिए ।
बच्चचाहरूलाई सिकाउने क्रममा मैले पनि धेरै सिकें ।
बच्चचाहरूलाई पढाउने क्रममा मैले पनि निकै पढें ।
बच्चचाहरूको गुरु बनेर मैले उनीहरूको गुरु-पद बुझ्न सकें ।
यो कुनै कविता होइन,
यो त मेरो अनुभवका कुरा हुन् ।

मानविय शिक्षा र सिकाईको लागि चिन्तन मनन गर्नुपर्ने मानविय गुण र ब्यवहारका बूदाहरू ।

- धर्म, कर्म, मर्म, परम र सर्माको पालना गर्न गराउने वातावरणमा हाम्रा बालबालिकाहरूलाई हुर्काऔं, बढाऔं र सिकाऔं ।
- सधैं विस्तारै, नम्र, र सत्य बोलौं र बोल्न सिकाऔं ।
- बालबालिकाहरूलाई धनि होइन, खुशी हुन सिकाऔं ।
- सुनेर, बुझेर, देखेर गर्ने अभ्यासद्वारा सिक्ने र सिकाउने सक्रिय सिकाई (Active learning) विधीलाई अपनाऔं ।
- काम, क्रोध, लोभ, मोह र अहंकारको सन्तुलन गरौं र गर्न सिकाऔं ।
- सरल, सक्रिय, सकारात्मक, सहयोगी, सक्षम र सफल सहजकर्ता बन्न सिकौं ।
- Let's practise cheerful, careful and dutiful for beautiful and successful facilitation.
- Let's create a learning environment for less teaching and more learning than reading and writing.
- Love your work and have fun in your work and enjoy with children.
- बालबालिकाहरूको जिन्दगी भित्र सिकाई हुन्छ, पढाई हुन्छ । सिकाई र पढाई भित्र फेरी जिन्दगी हुन्छ भन्ने कुरालाई बुझौं ।
- पेन्सिलको साथ साथै इरेजरको पनि जन्म भएको कुरालाई मनन र पालना गरौं ।





अनि मात्रै



Facilitators tips and techniques

*A teacher takes a **hand*** 

*Opens a **mind*** 
*and Touches a **heart**.* 

1. Teacher should always encourage everyone for constructive behaviour.
2. If you want to handle yourself, use your brain.
If you want to handle children please use your heart.
3. Do not confine your child in your own learning, for they were born of another time.
4. If you want to teach a child, teach how to think.
5. Always give positive feedback to your child (student)
6. Never compare a child with another child.
7. Concept is more important than content. So give priority to concept.
8. Process of learning is more important than product of learning.
9. We are not the architects of children's fortune but we are the architects of children's character.
10. Education consists of Example and Love - nothing else.
11. The art of teaching is the art of assisting discovery.
12. If the child is not learning the way you are teaching, then you must teach the child in the way the child learns.
13. Teaching is the highest form of understanding.
14. Try and fail, but don't fail to try.
15. When you are right you cannot be too radical; when you are wrong you cannot be too conservative.
16. Always bear in mind that your own resolution to succeed is more important than anything else.
17. Correction does much, but encouragement does more.
18. By learning you will teach, by teaching you will learn.
19. To teach is to learn twice.
20. The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.
21. Whatever you are: be a good one.

Note to the Facilitators

1. Must have clear vision on child development. Always give more focus on equal balancing participation of all the level of children.
2. Must have confidence to work with children, parents and management.
3. Create learning environment for child to child teaching and learning approach/theme/ content.
4. Always be prepared in advance with purpose, outcome and process of the theme/ subject/content.
5. Know your role and responsibility of the day.
6. Mix the children together with gifted, average and special.
7. Always be aware of how to engage the children. Pump up the energy of the children. Make eye contact with the children.
8. Must have monitoring and mentoring skill for the children's overall activities.
9. Micro teaching /learning is required for special needed children.
10. Balancing on appreciation and judgment of the children's activities.
11. Involve children in air, pair and share tricks.
12. Ask to close and be serious of the planned questions.
13. Use simple, direct, positive language. Practise more on one-word description word.
14. Give clear instruction, communication in commanding voice with correct pronunciation.
15. Write readable letter /word / sentence on the board or on the flip chart or in the book, copy.
16. Use black and blue colours ink for writing.
17. Be flexible in different situations and circumstances.
18. Stay focused on process and product or outcome of the lesson.
19. Have fun in your work, love and engage with the children.
20. Always welcome your students from your heart.
21. Take brain break and ice break time.
22. Teach children not subjects.
Teach moral values not maths.
Teach citizenship not championship.
Teach character not counting.
Teach critical thinking not content.
Teach concept not content.
Teach love not language.
23. Always inspire, motivate, and re-enforce the children in all the steps of their activities.
24. Always be with your children, enjoy with children, have fun with them and be happy with them.
25. Build trust building familiar relationship in your facilitation.
a) Right based b) Recreation c) Relationship d) Responsibility
e) Reading f) Writing g) Arithmetic
26. Practise 5 senses active learning.

Students' details

Class :.....

R.N.	Name	Sex	Father's name	DOB	Address/contact No.
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
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19					
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31					
32					
33					
34					
35					

Beauty isn't about a pretty face,

It's about having a pretty mind, a pretty heart and pretty soul.

Note: DOB- Date of Birth

Students' details

Class :.....

R.N.	Name	Sex	Father's name	DOB	Address/contact No.
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
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31					
32					
33					
34					
35					

संसारमा सबैभन्दा मुस्किल काम आफूलाई सुर्धानु हो भने,
सबैभन्दा सजिलो काम अरुको कुरा काट्नु हो ।

Students' details

Class :.....

R.N.	Name	Sex	Father's name	DOB	Address/contact No.
1					
2					
3					
4					
5					
6					
7					
8					
9					
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25					
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27					
28					
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30					
31					
32					
33					
34					
35					

तिमी कालो छौ वा गोरो, तिमी अग्लो छौ वा होचो, तिमी धनि छौ वा गरिब, त्यसले कुनै असर गर्दैन,
यदि तिमी मलाई सम्मान गर्छौ भने म पनि तिमीलाई सम्मान गर्छु ।

Yearly Lesson Plan 2077
Syllabus to be completed

Subject: English

Class : Nursery

Lessons/Themes

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

Nepali

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

Yearly Lesson Plan 2077
Syllabus to be completed

Subject: Maths

Class : Nursery

Lessons/Themes

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

GI

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

Yearly Lesson Plan 2077

Syllabus to be completed

Subject: English

Class : LKG

Lessons/Themes

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

Nepal

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

Yearly Lesson Plan 2077

Syllabus to be completed

Subject: Maths

Class : LKG

Lessons/Themes

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

Science

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

GI

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

Yearly Lesson Plan 2077

Syllabus to be completed

Subject: English

Class : UKG

Lessons/Themes

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

Nepali

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

Yearly Lesson Plan 2077

Syllabus to be completed

Subject: Maths

Class : UKG

Lessons/Themes

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

Science

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

Yearly Lesson Plan 2077
Syllabus to be completed

Subject: Social

Class : UKG

Lessons/Themes

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

GI

S.N.	1 st Term	2 nd Term	3 rd Term	4 th Term
1				
2				
3				
4				
5				
6				
7				

Term wise Block Plan
First Terminal Evaluation

Nursery

Class	Chapters/Units	Page

Second Terminal Evaluation

Class	Chapters/Units	Page

Discipline is the bridge between goals and accomplishment.

Jim Rohn

Third Terminal Evaluation

Class	Chapters/Units	Page

Final Evaluation

Class	Chapters/Units	Page

Try to accept what you can't change.
Try to change what you can accept.

Term wise Block Plan
First Terminal Evaluation

LKG

Class	Chapters/Units	Page

Second Terminal Evaluation

Class	Chapters/Units	Page

Discipline is the bridge between goals and accomplishment.

Jim Rohn

Third Terminal Evaluation

Class	Chapters/Units	Page

Final Evaluation

Class	Chapters/Units	Page

Try to accept what you can't change.
Try to change what you can accept.

Term wise Block Plan
First Terminal Evaluation

UKG

Class	Chapters/Units	Page

Second Terminal Evaluation

Class	Chapters/Units	Page

Discipline is the bridge between goals and accomplishment.

Jim Rohn

Sample only

Weekly Lesson Plan

Month :

Week :

Subject :

Class:

1. Lesson/पाठ

2. Objective/उद्देश्य

.....

3. Periods

4. Method/विधि

5. Activity/क्रियाकलाप

Step 1.

Step 2.

Step 3.

6. Materials/सामग्री

.....

7. Outcome/उपलब्धी

.....

Sample only

Daily Lesson Plan

Month:

Day :

Subject:

Class:

1. Lesson

Page :

2. Difficult words

.....

.....

3. Method :

4. Activity :

.....

.....

5. Homework :

a.

b.

c.

Note: For daily lesson plan preparation different copy/papers must be used.

Sample only

Lesson Plan

Class.....

No. of Periods :

Subject

Duration :

Topic/Lesson

Learning objectives

Teaching Materials Teaching/Learning Activities

Responsibility - Classwork/Homework

Remarks

Date

Subject teacher's sign

In charge's sign

Daily Routine

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday

Daily Class Routine

	Periods								
Days	1	2	3	T i f f i n	4	5	6		
Sun									
Mon									
Tue									
Wed									
Thu									
Fri									

मुस्किल परिस्थितिमा मानिसलाई साहाराको आवश्यक हुन्छ, सल्लाहको होइन ।

"Well plan is half done !"

Advanced kid's series

Daily Activity Menu

Have a nice day !

Time

S.No.	Daily Activity	Nursery	LKG	UKG
1	Welcome - Free Outdoor play	9:45 - 10:15	9:45 - 10:15	9:45 - 10:15
2.	Warm up exercise (Assembly)	10:15 - 10:30	10:15 - 10:30	10:15 - 10:30
3.	Calendar activity	10:30 - 10:45	10:30 - 10:45	10:30 - 10:45
4.	Prayer, Meditation, Music	10:45 - 11:00	10:45 - 11:00	10:45 - 11:00
5.	Thame Introduce (Material display/song/ story)	11:00 - 11:30	11:00 - 11:30	11:00 - 11:30
6.	Refreshment/Short break	11:30 - 12:00	11:30 - 12:00	11:30 - 12:00
7.	Planned activity Pre-reading, writing, pre-maths (Individual work-sheet) Workbook	12:00 - 01:00	12:00 - 01:00	12:00 - 01:00
8.	Lunch/Tiffin	01:00 - 01:30	01:00 - 01:30	01:00 - 01:30
9.	Rest/Short Nap	01:30 - 02:00	01:30 - 02:00	01:30 - 02:00
10.	Creativity (Drawing, paainting, Dancing)	02:00 - 02:30	02:00 - 02:30	02:00 - 02:30
11.	Day evaluation/ Reflection	02:30 - 02:45	02:30 - 02:45	02:30 - 02:45
12.	Fresh up/Ready for home	02:45 - 03:00	02:45 - 03:00	02:45 - 03:00

Sample

Daily Class Routine (Grade teaching)

Days		1 st	2 nd		3 rd	4 th	5 th
Sun	Meditation Circle time	Nepali	English	Break	Maths	Science	Revision
Mon	Meditation Circle time	Nepali	English		Maths	Science	Eng. Orl
Tue	Meditation Circle time	Nepali	English		Maths	Science	Sci. Orl
Wed	Meditation Circle time	Nepali	Art & Craft		Maths	Science	Sci. Orl
Thur	Meditation Circle time	Nepali	English		Maths	Social	Project Work
Fri	Meditation Circle time	Dance	English		Maths	Social	Creativity

Love your Work. Have fun in your duty.

Specific activities checklist for using books

Just tick for your reminder.

	Academic Activities	Sun	Mon	Tue	Wed	Thu	Fri
1.	Picture reflection						
2.	Vocabulary, spellings						
3.	Reading						
4.	Writing						
5.	Maths						
6.	Science/Social						
7.	Creativity						
8.	Art and craft						
9.	Project work						
10.	Field trip/outing						

Please be conscious on A to Z practical life skill activities for Pre-school / Montessori Level

A - Action, art

B - Buttoning, balancing, breaking, baking

C - Cut, chew, close, climb, create, colouring, cry, cook

D - Dance, drama, drink, dough

E - Eat, erase

F - Folding, feeding, feel, fluting

G - Game, give

H - Hold, hop, hammer

I - Itching, ironing, in

J - Jump

K - Knot, Kneel down

L - Lacing, locking, licking

M - Matching game, move

N - Nose blowing

O - Open, on, off, out

P - Pair, peel, patch, pack, pass, painting, pull, push, pinning, pick

Q - Questionnaire

R - Run, Read, Rolling

S - Sorting, shut, sweep, sand play, smell, sharp

T - Tear, touch, throw, turn, taste, talking, take

U - Up - down

V - Voice

W - Wash, weeping, walk, writing

Y - Yelling

Z - Zipping

Terminal Balanced Activities implementation evaluation form

त्रैमासिक सन्तुलित क्रियाकलाप पालना मूल्याङ्कन फाराम

Nursery

	क्रियाकलाप	पूर्ण रुपमा सहमत Fully agreed	सहमत Agreed	असहमत Disagreed	पूर्ण रुपमा असहमत Fully disagreed	सुधार गर्नुपर्ने Rooms for improvement
१.	समय व्यवस्थापन (Time management)					
२.	सन्तुलित न्यायोचित व्यवहार (Positive behaviour)					
३.	शिक्षण/सिकाई सामग्री प्रयोग (Uses of learning materials)					
४.	एकिकृत पाठ्यक्रम (Integrated curriculum)					
५.	समय सापेक्षिक (Situational/cultural)					
६.	पाठ योजना (Lesson plan)					
७.	Activities flow and linkage					
८.	Language, attention, care and support for needy students					
९.	Proper record keeping, checking					
१०.	Student log chart					
११.	Gaps and challenges fulfilled					
१२.	Parents' relationship					
१३.	Objectives fulfilled and outcomes of the week					
१४.	Self satisfaction आत्मसन्तुष्टि					
१५.	* Project work परियोजना, कार्य * Responsibility - C/W , H/W * Assignment					

1st term

Terminal Balanced Activities implementation evaluation form

त्रैमासिक सन्तुलित क्रियाकलाप पालना मूल्याङ्कन फाराम

LKG

	क्रियाकलाप	पूर्ण रुपमा सहमत Fully agreed	सहमत Agreed	असहमत Disagreed	पूर्ण रुपमा असहमत Fully disagreed	सुधार गर्नुपर्ने Rooms for improvement
१.	समय व्यवस्थापन (Time management)					
२.	सन्तुलित न्यायोचित व्यवहार (Positive behaviour)					
३.	शिक्षण/सिकाई सामग्री प्रयोग (Uses of learning materials)					
४.	एकिकृत पाठ्यक्रम (Integrated curriculum)					
५.	समय सापेक्षिक (Situational/cultural)					
६.	पाठ योजना (Lesson plan)					
७.	Activities flow and linkage					
८.	Language, attention, care and support for needy students					
९.	Proper record keeping, checking					
१०.	Student log chart					
११.	Gaps and challenges fulfilled					
१२.	Parents' relationship					
१३.	Objectives fulfilled and outcomes of the week					
१४.	Self satisfaction आत्मसन्तुष्टि					
१५.	* Project work परियोजना, कार्य * Responsibility - C/W , H/W * Assignment					

2nd term

Terminal Balanced Activities implementation evaluation form

त्रैमासिक सन्तुलित क्रियाकलाप पालना मूल्याङ्कन फाराम

UKG

	क्रियाकलाप	पूर्ण रुपमा सहमत Fully agreed	सहमत Agreed	असहमत Disagreed	पूर्ण रुपमा असहमत Fully disagreed	सुधार गर्नुपर्ने Rooms for improvement
१.	समय व्यवस्थापन (Time management)					
२.	सन्तुलित न्यायोचित व्यवहार (Positive behaviour)					
३.	शिक्षण/सिकाई सामग्री प्रयोग (Uses of learning materials)					
४.	एकिकृत पाठ्यक्रम (Integrated curriculum)					
५.	समय सापेक्षिक (Situational/cultural)					
६.	पाठ योजना (Lesson plan)					
७.	Activities flow and linkage					
८.	Language, attention, care and support for needy students					
९.	Proper record keeping, checking					
१०.	Student log chart					
११.	Gaps and challenges fulfilled					
१२.	Parents' relationship					
१३.	Objectives fulfilled and outcomes of the week					
१४.	Self satisfaction आत्मसन्तुष्टि					
१५.	* Project work परियोजना, कार्य * Responsibility - C/W , H/W * Assignment					

3rd term

Six learning areas coverage

Month :

Class : Nursery

	Practical life skill	Sensorial	Language		Maths	Culture	Creativity
			Nepali	English			
1 st Term Baisakh to Ashadh							
2 nd Term Baisakh to Ashoj							

Name of the class teacher :

Coordinator :

Six learning areas coverage

Month :

Class : Nursery

	Practical life skill	Sensorial	Language		Maths	Culture	Creativity
			Nepali	English			
3 rd Term Baisakh to Poush							
4 th Term Baisakh to Chaitra							

Name of the class teacher :

Coordinator :

Six learning areas coverage

Month :

Class : LKG

	Practical life skill	Sensorial	Language		Maths	Culture	Creativity
			Nepali	English			
1 st Term Baisakh to Ashadh							
2 nd Term Baisakh to Ashoj							

Name of the class teacher :

Coordinator :

Six learning areas coverage

Month :

Class : LKG

	Practical life skill	Sensorial	Language		Maths	Culture	Creativity
			Nepali	English			
3 rd Term Baisakh to Poush							
4 th Term Baisakh to Chaitra							

Name of the class teacher :

Coordinator :

Six learning areas coverage

Month :

Class : UKG

	Practical life skill	Sensorial	Language		Maths	Culture	Creativity
			Nepali	English			
1 st Term Baisakh to Ashadh							
2 nd Term Baisakh to Ashoj							

Name of the class teacher :

Coordinator :

Six learning areas coverage

Month :

Class : UKG

	Practical life skill	Sensorial	Language		Maths	Culture	Creativity
			Nepali	English			
3 rd Term Baisakh to Poush							
4 th Term Baisakh to Chaitra							

Name of the class teacher :

Coordinator :

My commitment for next term / अर्को त्रैमासिकको लागि मेरो प्रतिबद्धता ।

For 1st Term

क)

ख)

ग)

I need support from :

- a) Myself b) Students c) Parents d) Teachers
e) Management

For 2nd Term

क)

ख)

ग)

I need support from :

- a) Myself b) Students c) Parents d) Teachers
e) Management

For 3rd Term

क)

ख)

ग)

I need support from :

- a) Myself b) Students c) Parents d) Teachers
e) Management

For 4th Term

क)

ख)

ग)

I need support from :

- a) Myself b) Students c) Parents d) Teachers
e) Management

Minimum materials for smart facilitation

- Whiteboard, blackboard
- Green board or cloth patching on the wall
- Raw materials - Junk box with waste materials
- Tool kit: Scissors, scale, tape, markers, sketch pen, pencil, eraser, glue
- Machinery materials : nail, hammer. pin, punch, stapler
- Teacher's supplementary diary and Menu
- Reference books, text books
- Globe, map, flag
- Audio - visual, pen drive, mobile phone, computer

Six learning areas of Montessori

1. Practical life skill/skills of d..... loving.
2. Sensorial Exercises - Exploring the world.
3. Language and literacy - spoken and written.
4. Mathematics from concrete to abstract.
5. Cultural Development - integrated into life.
6. Creative Development.

Student's overall development evaluation checklist

Class : Nursery

1st Term

S. N.	Name of the students	A	B	C	D	H	L	R
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

Note : Grading remarks

A = Attendance B = Behaviour C = Creativity D = Discipline	H = Health & Hygiene L = Leadership R = Responsibility
---	--

Note : Grading remarks

R = Regular I = Irregular P = Punctual	S = Satisfactory G = Good N = Needs to be improve	
--	---	--

दिमागमा सकारात्मक विचार भरेन भने, नकारात्मक विचार आफै उब्जन्छ ।

Student's overall development evaluation checklist

Class : Nursery

2nd Term

S. N.	Name of the students	A	B	C	D	H	L	R
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
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15								
16								
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19								
20								

Note : Grading remarks

A = Attendance B = Behaviour C = Creativity D = Discipline	H = Health & Hygiene L = Leadership R = Responsibility
---	--

Note : Grading remarks

R = Regular For A → I = Irregular P = Punctual	S = Satisfactory G = Good N = Needs to be improve	
--	---	--

शिक्षक एक मार्गदर्शक र व्यवस्थापक हो, पाठ मात्र घोकाउने सम्राट होइन । - मन्तेश्वरी

Student's overall development evaluation checklist

Class : Nursery

3rd Term

S. N.	Name of the students	A	B	C	D	H	L	R
1								
2								
3								
4								
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Note : Grading remarks

A = Attendance B = Behaviour C = Creativity D = Discipline	H = Health & Hygiene L = Leadership R = Responsibility
---	--

Note : Grading remarks

R = Regular For A → I = Irregular P = Punctual	S = Satisfactory G = Good N = Needs to be improve
--	---

भोलि बालबालिकाहरू के होलान् भनेर हामी चिन्ता गर्छौं तर हामी विर्सिरहेका हुन्छौं कि ऊ आज कोही हो ।

Stacia Tauscher

Student's overall development evaluation checklist

Class : Nursery

4th Term

S. N.	Name of the students	A	B	C	D	H	L	R
1								
2								
3								
4								
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20								

Note : Grading remarks

A = Attendance B = Behaviour C = Creativity D = Discipline	H = Health & Hygiene L = Leadership R = Responsibility
---	--

Note : Grading remarks

R = Regular For A → I = Irregular P = Punctual	For B to R	S = Satisfactory G = Good N = Needs to be improve
--	------------	---

“Some people are always grumbling because roses have thorns; I am thankful that thorns have roses.” - **Alphonse Karr**

Student's overall development evaluation checklist

Class : LKG

1st Term

S. N.	Name of the students	A	B	C	D	H	L	R
1								
2								
3								
4								
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Note : Grading remarks

A = Attendance B = Behaviour C = Creativity D = Discipline	H = Health & Hygiene L = Leadership R = Responsibility
---	--

Note : Grading remarks

R = Regular For A → I = Irregular P = Punctual	For B to R	S = Satisfactory G = Good N = Needs to be improve
--	------------	---

“Coming together is a beginning. Keeping together is progress. Working together is success.” --Henry Ford

Student's overall development evaluation checklist

Class : LKG

2nd Term

S. N.	Name of the students	A	B	C	D	H	L	R
1								
2								
3								
4								
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Note : Grading remarks

A = Attendance B = Behaviour C = Creativity D = Discipline	H = Health & Hygiene L = Leadership R = Responsibility
---	--

Note : Grading remarks

For A → R = Regular I = Irregular P = Punctual	For B to R S = Satisfactory G = Good N = Needs to be improve
---	---

Student's overall development evaluation checklist

Class : LKG

3rd Term

S. N.	Name of the students	A	B	C	D	H	L	R
1								
2								
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Note : Grading remarks

A = Attendance B = Behaviour C = Creativity D = Discipline	H = Health & Hygiene L = Leadership R = Responsibility
---	--

Note : Grading remarks

For A → R = Regular I = Irregular P = Punctual	For B to R	S = Satisfactory G = Good N = Needs to be improve
--	------------	---

Student's overall development evaluation checklist

Class : LKG

4th Term

S. N.	Name of the students	A	B	C	D	H	L	R
1								
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Note : Grading remarks

A = Attendance B = Behaviour C = Creativity D = Discipline	H = Health & Hygiene L = Leadership R = Responsibility
---	--

Note : Grading remarks

For A → R = Regular I = Irregular P = Punctual	For B to R S = Satisfactory G = Good N = Needs to be improve
---	---

Student's overall development evaluation checklist

Class : UKG

1st Term

S. N.	Name of the students	A	B	C	D	H	L	R
1								
2								
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Note : Grading remarks

A = Attendance B = Behaviour C = Creativity D = Discipline	H = Health & Hygiene L = Leadership R = Responsibility
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Note : Grading remarks

For A → R = Regular I = Irregular P = Punctual	For B to R	S = Satisfactory G = Good N = Needs to be improve
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Student's overall development evaluation checklist

Class : UKG

2nd Term

S. N.	Name of the students	A	B	C	D	H	L	R
1								
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20								

Note : Grading remarks

A = Attendance B = Behaviour C = Creativity D = Discipline	H = Health & Hygiene L = Leadership R = Responsibility
---	--

Note : Grading remarks

For A → R = Regular I = Irregular P = Punctual	For B to R	S = Satisfactory G = Good N = Needs to be improve
--	------------	---

Student's overall development evaluation checklist

Class : UKG

3rd Term

S. N.	Name of the students	A	B	C	D	H	L	R
1								
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Note : Grading remarks

A = Attendance B = Behaviour C = Creativity D = Discipline	H = Health & Hygiene L = Leadership R = Responsibility
---	--

Note : Grading remarks

For A → R = Regular I = Irregular P = Punctual	For B to R	S = Satisfactory G = Good N = Needs to be improve
--	------------	---

Student's overall development evaluation checklist

Class : UKG

4th Term

S. N.	Name of the students	A	B	C	D	H	L	R
1								
2								
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Note : Grading remarks

A = Attendance B = Behaviour C = Creativity D = Discipline	H = Health & Hygiene L = Leadership R = Responsibility
---	--

Note : Grading remarks

For A → R = Regular I = Irregular P = Punctual	For B to R S = Satisfactory G = Good N = Needs to be improve
--	--

Polite Request Remarks ! Suggestions

Positive remarks

- * You are the star!
- * You are the hero!
- * You are special!
- * You are great!
- * You are the champion!
- * You are unique!
- * You are awesome!
- * You are creative!
- * You are gifted!
- * You did it!
- * Outstanding! Keep it up.
- * Excellent! Keep it up.
- * Well done! Keep it up.
- * Good, well done.
- * S/He is a smart boy.
- * H/She is an active child.
- * She is a charming girl.
- * She has a good nature.
- * S/He has patience by his nature.
- * She has improved her communication skills.
- * H/She needs to improve his/her handwriting.
- * S/He needs to improve his /her handwriting.
- * S/He needs to improve her/his reading skills.
- * S/He is often late to school.



- * S/He is good in his academic area.
- * H/She is co-operative with his friends.
- * H/She is a disciplined child.
- * Her/His writing is attractive.
- * H/she needs to effort in her study.
- * S/he has good vocabulary ability/skills.
- * H/She needs to encourage in her study.
- * His/Her home assignment is neat and clean.
- * H/She is smart and tidy as well.
- * S/He speaks polite and respectful as well.
- * His/Her voice is babling.
- * S/He is good in overall. You are good in all.
- * His/Her overall performance is appreciate.
- * I am proud of you.
- * I feel great.
- * You are my hope.
- * You made me happy/satsfy.
- * Your improvement is satisfactory.
- * Your work is praise worthy.
- * Your activity is appreceptive.
- * You deserve it.
- * You can do more than this.
- * You will reach in your target.
- * You will win.
- * You are one in all.



भाद्र - २०७७

AUG-SEP 2020

भाद्र - २०७७ AUG-SEP 2020						
आइतवार	सोमवार	मंगलवार	बुधवार	बिहीवार	शुक्रवार	शनिवार
	१ 17	२ 18	३ 19	४ 20	५ 21	६ 22
७ 23	८ 24	९ 25	१० 26	११ 27	१२ 28	१३ 29
१४ 30	१५ 31	१६ 1 Sep	१७ 2	१८ 3	१९ 4	२० 5
२१ 6	२२ 7	२३ 8	२४ 9	२५ 10	२६ 11	२७ 12
२८ 13	२९ 14	३० 15	३१ 16			

३ गते कुशे औंशी, बुबाको मुख हेने दिन, ५ गते हरितालिका तीज (महिला बिदा) ६ गते गणेश चतुर्थी, ७ गते ऋषि पंचमी, १३ गते हरिपरिवर्तनी एकादशी, १६ गते ईन्द्रजात्रा (काठमाडौँ बिदा). २८ गते इन्दिरा एकादशी

Notes :

कार्तिक - २०७७

OCT-NOV 2020

आइतवार	सोमवार	मंगलवार	बुधवार	बिहीवार	शुक्रवार	शनिवार
३० 15						१ 17
२ 18	३ 19	४ 20	५ 21	६ 22	७ 23	८ 24
९ 25	१० 26	११ 27	१२ 28	१३ 29	१४ 30	१५ 31
१६ 1 Nov	१७ 2	१८ 3	१९ 4	२० 5	२१ 6	२२ 7
२३ 8	२४ 9	२५ 10	२६ 11	२७ 12	२८ 13	२९ 14

१ गते घटस्थापना, नवरात्री आरम्भ, ७ गते फूलपाती, ८ गते महाअष्टमी, काल रात्री, ९ गते महानवमी, १० गते विजया दशमी, दशैंको टिका २०७७, ११ गते पापांकुशा एकादशी व्रत, १४ गते कोजाग्रत पुर्णिमा व्रत, १९ गते करवा चौथ, २५ गते फाल्गुनन्द जयन्ती, २६ गते रमा एकादशी, २७ गते धन्तेरस, २८ गते काग तिहार, धन्वन्तरी जयन्ती, २९ गते कुकुर तिहार, दिपावली, लक्ष्मी पुजा

Notes :

मंसिर- २०७७

NOV-DEC 2020

आइतवार	सोमवार	मंगलवार	बुधवार	बिहीवार	शुक्रवार	शनिवार
	१ 16	२ 17	३ 18	४ 19	५ 20	६ 21
७ 22	८ 23	९ 24	१० 25	११ 26	१२ 27	१३ 28
१४ 29	१५ 30	१६ 1 Dec	१७ 2	१८ 3	१९ 4	२० 5
२१ 6	२२ 7	२३ 8	२४ 9	२५ 10	२६ 11	२७ 12
२८ 13	२९ 14	३० 15				

१ गते म्हः पूजा, भाई टिका, ने.स. ११४१ प्रारम्भ, ५ गते छठ पर्व, १० गते हरिबोधिनी एकादशी, ११ गते तुलसी विवाह, १६ गते एड्स दिवस, १८ गते अन्तरास्ट्रिय अपाङ्ग दिवस, २५ गते मानव अधिकार दिवस, २६ गते उत्पतिका एकादशी

Notes :

Notes :

पौष - २०७७

DEC-JAN 2020/2021

आइतवार	सोमवार	मंगलवार	बुधवार	बिहीवार	शुक्रवार	शनिवार
			१ 16	२ 17	३ 18	४ 19
५ 20	६ 21	७ 22	८ 23	९ 24	१० 25	११ 26
१२ 27	१३ 28	१४ 29	१५ 30	१६ 31	१७ 1 Jan	१८ 2
१९ 3	२० 4	२१ 5	२२ 6	२३ 7	२४ 8	२५ 9
२६ 10	२७ 11	२८ 12	२९ 13			

४ गते विवाह पञ्चमी, १० गते मोक्षदा एकादशी, क्रिसमस, १५ गते तमु ल्होसार, १७ गते सन् २०२१ आरम्भ, २५ गते सफला एकादशी, २७ गते पृथ्वी जयन्ती, राष्ट्रिय एकता दिवस

Notes :

माघ – २०७७						
JAN-FEB 2021						
आइतवार	सोमवार	मंगलवार	बुधवार	बिहीवार	शुक्रवार	शनिवार
				१	२	३
				14	15	16
४	५	६	७	८	९	१०
17	18	19	20	21	22	23
११	१२	१३	१४	१५	१६	१७
24	25	26	27	28	29	30
१८	१९	२०	२१	२२	२३	२४
31	1 Feb	2	3	4	5	6
२५	२६	२७	२८	२९	३०	
7	8	9	10	11	12	

१ गते माघे संक्रान्ति, माघी पर्व, तोल् ल्होसार, ११ गते पुत्रदा एकादशी, १५ गते श्री स्वस्थानी व्रत आरम्भ, १६ गते सहिद दिवस, २५ गते षटतिला एकादशी, ३० गते सोनम् ल्होसार

Notes :

फागुन – २०७७

FEB-MAR 2021

आइतवार	सोमवार	मंगलवार	बुधवार	बिहीवार	शुक्रवार	शनिवार
						१ 13
२ 14	३ 15	४ 16	५ 17	६ 18	७ 19	८ 20
९ 21	१० 22	११ 23	१२ 24	१३ 25	१४ 26	१५ 27
१६ 28	१७ 1 Mar	१८ 2	१९ 3	२० 4	२१ 5	२२ 6
२३ 7	२४ 8	२५ 9	२६ 10	२७ 11	२८ 12	२९ 13

२ गते भ्यालेन्टाइन डे, ४ गते श्रीपंचमी, सरस्वती पूजा, ७ गते प्रजातन्त्र दिवस, ११ गते जया एकादशी, २४ गते नारी दिवस, २५ गते विजया एकादशी, २७ गते महा शिवरात्रि

Notes :

चैत्र- २०७७

MAR-APR 2021

आइतवार	सोमवार	मंगलवार	बुधवार	बिहीवार	शुक्रवार	शनिवार
१ 14	२ 15	३ 16	४ 17	५ 18	६ 19	७ 20
८ 21	९ 22	१० 23	११ 24	१२ 25	१३ 26	१४ 27
१५ 28	१६ 29	१७ 30	१८ 31	१९ 1 Apr	२० 2	२१ 3
२२ 4	२३ 5	२४ 6	२५ 7	२६ 8	२७ 9	२८ 10
२९ 11	३० 12	३१ 13				

१ गते घ्याल्पो ल्होसार (सम्बन्धितलाई विदा), ११ गते क्षयरोग दिवस, १२ गते आमलकी एकादशी, १५ गते फागु पुर्णिमा (पहाडी जिल्ला विदा), १६ गते फागु पुर्णिमा (तराई जिल्ला विदा), २५ गते पापमोचिनी एकादशी, ३० गते घोडेजात्रा (काठमाडौं विदा)

Notes :

Important Events in School

Activities

Date:

- Parents meeting _____
- Exhibitions _____
- Fate/Mela _____
- Sports Day _____
- Report card distribution/Result Publication _____
- Field trip _____
- Picnic _____
- Reflection meeting with teacher _____
- Reporting meeting with management _____
- Reporting meeting with Principal _____
- Training/workshop/seminar _____
- Yearly Cultural program _____
- Graduation ceremony _____
- Parents' Day _____
- Strategic plan for new session _____

Important Web/Email & Mobile Numbers

1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____
16.	_____	_____	_____
17.	_____	_____	_____
18.	_____	_____	_____
19.	_____	_____	_____
20.	_____	_____	_____
21.	_____	_____	_____
22.	_____	_____	_____
23.	_____	_____	_____
24.	_____	_____	_____
25.	_____	_____	_____

Know Yourself !

Self Evaluation Checklist for Pre-school teachers.

Self Evaluation is the best evaluation.

Apply →   and  mantra

I. Self/ Personal Evaluation. Just tick

Outstanding Satisfactory NMI

- | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Energy Level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Knowledge of Job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Interest in Job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Planning ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Communicative skill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Cooperative skill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Creativity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Self motivation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Time management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Self discipline | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Self confidence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Positive attitude | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Decision making skill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Observation skill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Facilitating skill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Accepts extra responsibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Personality-get up, neatness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Accepts constructive criticism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Team spirit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Dynamism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Note: NMI stands for Needs More Improvement.

2. Classroom Evaluation

Outstanding Satisfactory NMI

1. Provide an attractive warm, stimulating environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide activity areas or learning corners with free environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Classroom interior decoration according to the theme/ subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ornamental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• illustrational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Educational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Child friendly developmentally appropriate materials used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Child friendly sitting arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Light, airy and warm classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Proper management of learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Well furnishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Proper management of the books and stationery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Documentation in proper place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Teaching Learning Evaluation

Outstanding Satisfactory NMI

1. Teaches with a positive approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Shows patience and understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Shows genuine interest in children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Has control of group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Concept on curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Knowledge on child rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Knowledge on child development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Knowledge on child psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Follows policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Works from a plan sheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Well prepared for daily activities based on routine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Plans a variety of child friendly developmentally appropriate activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Collect, arrange and manage required learning materials in advance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Able to adjust, co-operate and collaborate the activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Maintains records and files of the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 16. Observes significant behavior of children as individuals and as a group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Concern for different intelligence of the children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Practise locally, culturally,spiritually appropriate positive vibration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Two way communication practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Positive feedback. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Note: NMI stands for Needs More Improvement.

After the completion of self evaluation checklist, I need to change in :

- | | |
|-----|-----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |
| 9. | 10. |
| 11. | 12. |

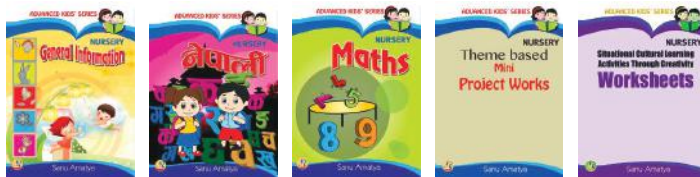
I need to create new strategy for better tommorrow (next session).

A disciplined mind leads to happiness, and an undisciplined mind leads to suffering.

Dalai Lama XIV

Productions available for young kids by Sanu Amatya :-

Advanced Kids Series Level 1 (Nursery)



Level 2 (LKG)



Level 3 (UKG)



Kids Fun CD (Songs and Rhymes)

Part 1

Part 2

Part 3



Kids Fun Series

Nursery

LKG

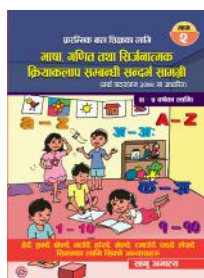
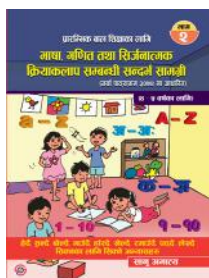
UKG



प्रारम्भिक बाल शिक्षाका लागि स्रोत सामग्री

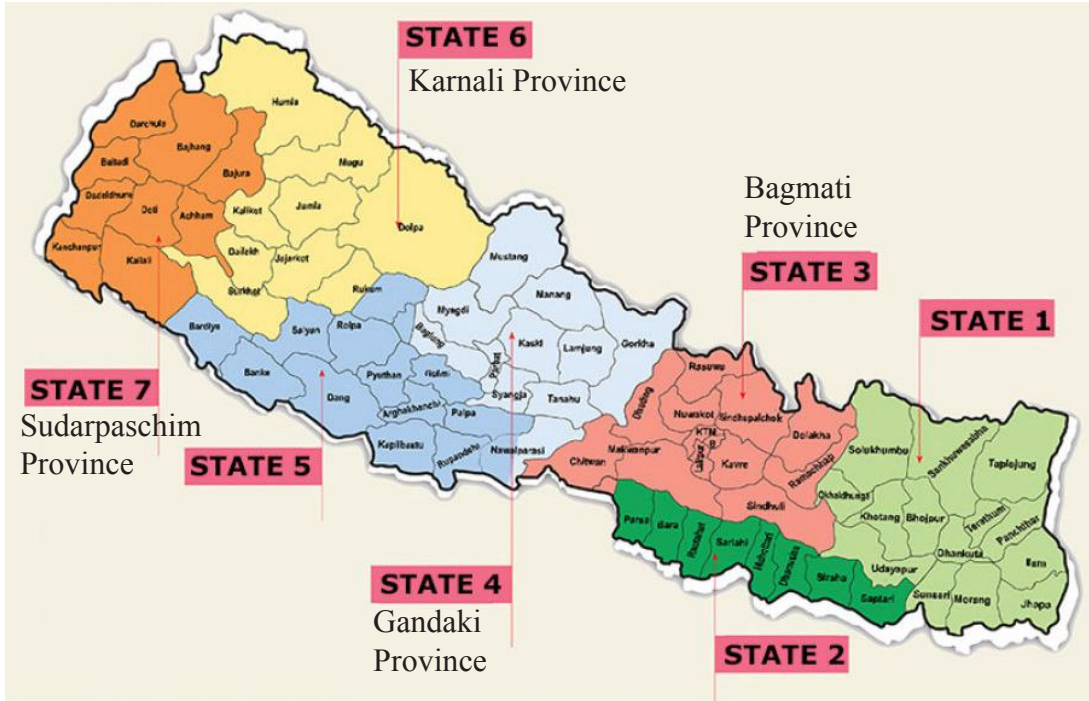
भाग १

भाग २



Seven Provinces of Nepal

नेपालका सात प्रदेशहरू



STD codes of Nepal

Achham	97	Baitadi	95	Banke	81
Bara	53	Bardia	84	Bheri	83
Bhojpur	29	Chitwan	56	Dadeldhura	96
Dailekh	89	Darchula	93	Dhading	10
Dhankuta	26	Dhanusha	41	Dhawalagiri	68
Dolkha	49	Doti	94	Gandaki	64
Gulmi	79	Ilam	27	Janakpur	46
Jumla	87	Kailali	91	Kapilvastu	76
Kaski	61	Kathmandu	1	Khotang	36
Koshi	25	Lamjung	66	Lumbini	77
Mahakali	99	Mahottari	44	Makwanpur	57
Mechi	23	Morang	21	Myagdi	69
Narayani	55	Okhaldhunga	37	Palpa	75
Panchthar	24	Parbat	67	Parsa	51
Pyuthan	86	Rapti	82	Rupandehi	71
Sagarmatha	33	Saptari	31	Seti	92
Sindhuli	47	Solukhumbu	38	Syangia	63
Udaypur	35				

Children are our present and future
We must give them our best
What could be the best for them is
right based child friendly
developmentally appropriate materials.



Book is one of the best teaching-learning
materials for the children's cognitive
development.

Thank you for accepting Advanced Kids Series