

Early Learning and Development Standards **(ELDS)**

Restructured Version

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Preface

Foreword

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Early Learning and Development Standards (ELDS):

Background

1. Introduction

Early Learning and Development Standards (ELDS) are a set of statements that describe expectations according to age groups for children's behaviour and performance across different learning and developmental domains. These standards reflects the values that a country holds for its children regardless of race, gender, language, religion, wealth, birth status, or ability. Research tells us that children's development and learning is a continuous process and is built on prior knowledge and skills acquired in the preceding stages of development. The content of ELDS is therefore grounded on current research on child development that emphasizes the critical need for interconnection and interdependence of all developmental domains. The ELDS can be converted into a resource tool for all caregivers, parents, teachers and other professionals to:

- Support the growth and development of all children, whether they are at home, in day care centres, in ECD/ELC centres, in preschools or in primary school (grade-1 and grade-2).
- Provide the basis for integrating services for young children so that what young children are taught (curriculum), how they are taught (teacher preparation) how their progress is assessed (monitoring and evaluation), how families advance their children's development (parenting education) and how the public understands early childhood (public information), are all linked to the agreed upon standards.
- Measure children's growth and developmental progress.

ELDS are gaining increasing importance globally as it define standards or benchmarks for healthy growth and optimal development of young children at different ages. In 2003, UNICEF Headquarters and Columbia University initiated the development of national systems for monitoring learning and development of young children in six selected countries. The process generated much excitement and interest worldwide. Based on the positive experience and lessons learnt during the development of these ELDS, countries in South Asia, in 2007, began to develop their own ELDS with assistance from the UNICEF Regional office for South Asia and UNICEF Headquarters. Bangladesh endorses the global initiative to better understand and measure young children's development and learning. Hence, it decided to develop ELDS. This document on the "Early Learning and Development Standards (ELDS)" reflects the country's commitment to the initiative.

2. ELDS in Bangladesh

The ELDS in Bangladesh has been developed following a rigorous process with the leadership of Ministry of Women and Children Affairs (MoWCA) and technical support from UNICEF. A working group was formed by MoWCA to draft the Comprehensive ECCD Policy, which was adopted by the Government in 2013. As part of development process of the policy, one core team and one technical team were formed to lead the development of ELDS document taking into account the Bangladesh context. The technical team comprised of individuals with expertise in early childhood development and early learning including representatives from the Ministry of Primary and Mass Education (MOPME), the National Curriculum and Textbook Board (NCTB), the Ministry of Women and Children Affairs (MoWCA), academic and research institutions, NGOs, and development partners. Some of the members of this team had been to Thailand and Nepal to attend UNICEF supported regional training workshops on the concept and process for developing ELDS.

The technical and core team received support from international experts, met a number of times over a period of one year to consider various issues following the global guideline for development ELDS. It also reviewed relevant national and international documents that included ELDS documents from different countries such as Cambodia, Philippines, Washington State (US) and Romania. Series of consultations were held with the technical team and different stakeholders to get their inputs on the initial draft prepared by the core team.

The final draft version of the document was reviewed and edited by international experts. The document was also shared with a team of national experts to confirm and validate its relevance to the national values and expectations for children of Bangladesh. The following principles have been taken into consideration while determining the content of the ELDS.

- *Age and developmentally appropriate:* It is recognized that all children go through similar stages of development but at their own individual pace and style. It is unrealistic to expect all children to acquire all the skills at the same time. The content of ELDS is therefore age appropriate as well as developmentally appropriate,
- *Holistic approach:* All developmental domains are multidimensional and interrelated. A single developmental domain cannot be considered in isolation. The ELDS therefore focuses on all the domains simultaneously to ensure holistic development of the child.
- *Multiple teaching approaches and diverse environment:* All children, irrespective of their socio-economic or cultural background, or mental or physical abilities, are capable of learning and being active learners. Children learn through manipulating, exploring, and through trial and error. The content of the ELDS recognizes the importance of providing multiple and diverse opportunities for optimal development and learning.
- *Interaction with family and environment:* Children's development and learning is determined by the quality of interaction and the strength of relationship they have within their families and their environment. The contents of the ELDS have been developed through careful considerations of the important role that families, communities and environment exert on children's development.

- *Alignment with other standards:* Efforts have been made to align the ELDS with other existing standards set by government, NGOs, and research institutions (for example- operational framework for pre-primary education, Growth Monitoring and Promotion Card).

This document titled “Early Learning and Development Standards (ELDS)” articulates statements that describe expectations for children’s knowledge and behaviour relevant to Bangladesh. Children from birth through age eight, which includes all children irrespective of children of poor families, disadvantaged communities, ethnic minorities, and children living in remote geographical areas. The standards apply to all children and are applicable within the context of Bangladesh.

While this ELDS has attempted to articulate a range of culturally appropriate multidimensional indicators applicable to all children, it is unrealistic to claim that the ELDS meet the expectations of individual families for their children; rather, the ELDS represent the best collective wisdom of caring thoughtful adults based on research and the values of the country. In addition, it should be noted that this has been the first attempt ever to formulate, in such an ambitious scale, standards for Bangladeshi children. This ELDS is therefore open to revisions and validation at a later date. Having noted these caveats, it is also to be noted that this effort seeks to ensure high standards for everyone (and not the privileged few) so that all children receive state of the art opportunities.

3. Use of ELDS in Bangladesh

ELDS are gaining increasing importance globally and are being used in a variety of ways to improve the education and lives of young children. In Bangladesh the standards can be used to:

- design and improve targeted children’s learning activities;
- develop learning assessment tools based on particular aspects of developmental domains and their milestones;
- develop and improve curriculum and identify learning resources;
- support development of teaching learning materials (story books, toys and education materials);
- develop and improve teacher’s/professional’s training guide based on the resources;
- train care providers and early learning teachers in the methods required for application of the early learning standards and milestones;
- develop and improve parenting skills and programs;
- monitor and evaluate ECD programs; and
- Create developmentally appropriate public awareness campaigns.

Specialists working with special needs children who do not meet the standards specified in this document may develop their own indicators, care-giving strategies and support mechanism on

the basis of these ELDS. They may also refer individual cases to appropriate health service providers, professionals and specialized hospitals and institutions.

The development of this ELDS has been a daunting task. It demanded long hours of team reading, discussing, clarifying, building consensus and synthesizing. Indeed the result has truly been a product of successful team work. This ELDS provides a basis for understanding and monitoring children's development and learning from a common standpoint. It is a resource for all caregivers, parents and teachers for integrating services to young children by providing a common basis for effective curriculum development, caregiver and teacher preparation, parenting education and public information.

4. Age range and grouping of children for ELDS in Bangladesh

Numerous learning theories tell us that from birth to age eight represent a unique period in human development. During this time, children process information and learn in ways that are significantly different from their older peers. It is for this reason that the Bangladesh standards focus on the years from birth to 8 years. Life cycle approach to ensure a continuum of learning and services from conception to early grades of primary school has also been considered for this age grouping. There is strong evidence that such an approach results in long-term impacts, with each age span building on the preceding age span. Even within this age range, children vary and their development happen in different pace, therefore the ELDS have been organized according to the age groups shown in the following table.

Table-1: Age grouping of children

Birth – 6 months	7 -12 months
13-24 month	25-36 months
37-48 months	49-60 months
61-72 months	73-96 months

5. Content and structure of the ELDS in Bangladesh

For the purpose of defining what a child knows and is able to do children will be examined on the basis of the following four major domains. It should however be stressed that for any use of the ELDS, these content areas need to be holistically integrated.

- ***Physical and Motor Development:*** includes children's physical skills and abilities to perform everyday activities that promote healthy growth and development and that maintain personal hygiene and cleanliness.
- ***Social and Emotional Development:*** includes children's emotional competency and social skills to positively interact, establish and maintain relationships with adults and peers.
- ***Language and Communication:*** includes children's ability to understand the rules of language and be able to use it for effective communication as well as the ability to engage in reading, writing and math activities.

- **Cognitive Development:** includes children's knowledge and understanding of their social and physical environments and their abilities to think and reason.

6. Matrix of ELDS in Bangladesh: The matrix of ELDS is structured according to the following order:

Domains: describes broad categories of children's development and learning.



Sub- Domains: Each domain is divided into several sub-domains with each representing general facets or features of the domain.



Specific Aspect: describes essential aspects of learning and development articulated within the sub-domain.



Standards: expresses a specific expectation of what children should know and be able to do.



Indicators: describes observable behaviors or skills of children. Several indicators may be used to demonstrate progress towards attainment of goals or standards.



Strategies for caregivers: refers to activities or strategies an adult may use to engage children to help achieve the indicators. It may be used by caregivers at any setting, be it home, in early childhood centres or in schools. These supportive practices aim to nurture children's learning and development.

Table-2: Summary of domains, sub-domains, specific aspects, standards and indicators

Domain	Sub-Domain	Specific Aspect	Standard	Indicator
1. Physical and Motor	1.1 Physical Development	1.1.1 Nutrition	1	32
		1.1.2 Physical fitness	1	28
	1.2 Motor Development	1.2.1 Gross Motor	1	47
		1.2.2 Fine motor	1	44
		1.2.3 Sensory motor	1	38
	1.3 Health, Personal Care & Hygiene	1.3.1 Safe Practice	2	50
		1.3.2 Body cleanliness & Oral Hygiene	1	44
Sub-Total			8	283
2. Social and Emotional	2.1 Social	2.1.1 Interaction with adults	2	55
		2.1.2 Interaction with peers	1	32
		2.1.3 Pro-social behavior	5	122
	2.2 Emotional	2.2.1 Emotional expression	1	25
		2.2.2 Self-control	2	50
		2.2.3 self-concept	1	43
	2.3 Values and Ethics	2.3.1 Inter & Intra Personal Values	1	28
		2.3.2 Family, Friends and Community Bonding	1	36
		2.3.3 Bangladesh Culture and Heritage	1	26
		2.3.4 Unity in Diversity	1	26
			16	443
3. Language and Communication	3.1 Listening	3.1.1 Ability to (a) listen and (b) understand	1	50
	3.2 Speaking	3.2.1 Ability to (a) speak and (b) communicate	1	63
	3.3 Reading	3.3.1 Ability to (a) read and (b) understand	1	61
	3.4 Writing	3.4.1 Ability to (a) write and (b) express thought through writing	1	39
	3.5 Multilingualism	3.5.1 Knowledge of more than 1 language (verbal and comprehension)	1	28
			5	241
4. Cognitive	4.1 Knowledge	4.1.1 Environmental	1	26
		4.1.2 Health & Science	6	112
		4.1.3 Social Science	7	121
		4.1.4 Math & Numeracy	4	61
	4.2 Comprehension	4.2.1 Concept formation	1	20
	4.3 Creativity	4.3.1 Artistic Creativity	1	23
		4.3.2 Musical Creativity	1	17
	4.4 Logic and Reasoning	4.4.1 Logical thinking and problem solving	3	54
Sub-Total			24	434
Grand Total			53	1401

7. Validation of ELDS

Validation is a verification process for authentication and confirmation of a phenomenon that is referred to as genuine and well-founded. Validation indicates true value of something that is measured, and therefore, has important implication in terms of generalizing the findings/evidence obtained from any measure e.g. ELDS.

Validation is a mandatory step to make ELDS relevant, credible and ready for wider use. Both content and age validation is necessary to complete the process. This two types of validation have to be done sequentially in two phases – the first on content followed by validity for age. Following the completion of the validation process it may be required to update the standards to reflect the findings from the validation. Once the document has been updated it will be necessary to pursue endorsement from national level stakeholders and by the Government. National endorsement will ensure that the ELDS represent national values, expectations and the scientific conceptualization of child development. It will also confirm that the indicators represent the domains in the local context.

The ELDS developed for the Bangladesh context require going through a proper validation process to confirm the cultural and contextual appropriateness of the standards that were developed by consulting secondary information and documents from the country and abroad. It is important to note that due to cultural and contextual differences in content and assessment techniques, standards developed in one country may not be applicable in other countries. It is also important to validate the theoretical expectations or assumptions of experts in the ELDS document; particularly, whether these are age appropriate to our children or not. Cultural and age appropriate ELDS support regulation and monitoring of the early childhood development services and can be used to evaluate the impact of the country's early childhood policies and programs and also monitor children's development over time. The validation process will be helpful to check the extent to which these standards are well-grounded in the Bangladesh country context and correspond with country's values and cultural practices. Hence standards and indicators in terms of both **content** and **age** should be validated to ensure completeness of ELDS.

7.1. Content validation

Content validation is a process to measure the extent to which the ELDS represent national values, expectations, and the scientific conceptualizations of child development. This is the phase 1 of the ELDS validation model as per global guidance. Following the definition of validity, the ELDS are considered valid when the domains taken together match the conceptualization of child development. On the other hand the standards and indicators within a domain are considered valid when they match the conceptualization of the domain. Technique used for this purpose is to assess accuracy and appropriateness of different elements of the ELDS framework: domains, standards, indicators, and preparatory learning activities. Following are the overarching questions for content validity

- Do ELDS reflect the **content** for what children in our nation should know and be able to do?

- Are the standards and indicators clearly expressed what they are purported to be?

7.2. Age validation

Age validation is a process to assess whether the indicators are appropriate as mentioned in the ELDS document for each age group of children. Through the process, the standards are tried out with children to see whether they have achieved certain development milestones and are able to perform the activities related to the indicators appropriate to their age category.

7.3. Process of Content Validation

The validation exercise is a structured study following standard technical and academic protocol to ensure the quality of the findings. It has huge implication on the expectations for all the children of a nation as well as on their life. The specific questions that the study will answer are:

- **Breadth**- Are all aspects of learning and development included?
- **Balance**- Are the domains represented in comparatively equal distribution?
- **Depth**- Do we have enough standards and indicators in each domain to reflect its scope?
- **Accuracy**- Do the indicators accurately reflect the standards? Do the standards accurately reflect the domain?
- **Hierarchical**- Have we listed the indicators in hierarchical order?
- **Cultural Inclusion**- Have we included sufficient attention to cultural diversity?
- **Linkages**- To what extent do we want these standards and indicators to link with other standards/instruments that are in use or are being considered? Do they?

Content validation is usually done through consultation with the key stakeholders; interview & Focus Group Discussion; consultation with experts, caregivers, teachers & parents.

7.4. Key Stakeholders/Respondents for content validation

Professional Experts: Individuals who were not involved in the development of the standards, but who have expertise in the content area (Physical and Motor Development, Social and Emotional Development, Language and Communication Development, Cognitive Development). This might include paediatricians, health and nutrition experts, child development experts, child psychologist, curriculum developers, education experts etc.

Teachers, Front Line Workers and Supervisors: Knowledgeable teachers, facilitators, Front Line Workers (FLW) and supervisors who work with the age groups of children covered by the standards from diverse groups of population.

Parents and caregivers: Parents and caregivers of children who represent the diverse population that will be using the standards.

Selection of key stakeholders/respondents for content validation to ensure representation of all diverse groups of population irrespective of gender, ability, ethnicity, religion, socio-economic status, geographical locations etc. to make the ELDS universal for all.

8. Validation of ELDS in Bangladesh

The development of ELDS in Bangladesh has been aligned with the global initiative. It was agreed that following the above mentioned standard procedure Bangladesh will also validate the ELDS after finalization of the development process. Though country's ECD experts were involved in the technical team to develop and finalize the ELDS, validation was considered an integral part of the process to ensure relevance and applicability of ELDS in the Bangladesh context.

In March, 2014, a workshop was organized by MoWCA to initiate the conceptualization of validation and explore the options and process of validation. UNICEF invited two international experts to this workshop from Bhutan and China who were directly involved in the validation process in their countries. Almost all critical stakeholders and experts were present in the workshop and through extensive consultation critical agreements were reached to facilitate the validation process. Taking into account the global guidance for validation, experiences of Bhutan and China and the context of Bangladesh, the following technical recommendations were made:

- Both the content and age validation to be conducted in Bangladesh.
- Content validation will be for all standards for the age-range 0-8 years.
- Age validation will initially cover only the standards for age 3-6 years.
- The first step of the validation process would be to undertake content validation for the entire set of standards to ensure that there is appropriate consideration of values, beliefs, cultural practices and norms in Bangladesh.
- This would be followed by age validation as the next phase, starting with the 3-6 years age-range.

8.1. Objective of Content Validation

The objective of content validation was to assess the extent to which the ELDS represent appropriate reflection and alignment with national values, expectations, and the scientific conceptualizations of child development.

8.2. Operational Plan for ELDS Validation in Bangladesh

Ministry of Women and Children Affairs (MoWCA) took overall lead in the ELDS validation process while the Early Learning for Child Development 2nd Phase Project, implemented by Bangladesh Shishu Academy acted as the secretariat. UNICEF provided technical and financial support through Early Learning for Child Development Project (ELCDP) 2nd Phase to conduct the validation. It was decided that to ensure completeness of ELDS validation will be done in two phases (1) Content Validation and (2) Age Validation. The Content Validation was carried

out in collaboration with Bangladesh ECD Network (BEN) while the Age validation will be conducted through a Technical Institute (TI). UNICEF will also hire an international expert to provide support to ELCDP and the TI.

MoWCA with support from UNICEF through ELCD 2nd Phase Project initiated the process for ELDS content validation. A governance committee was formed by the ministry to provide overall guidance and supervision for ELDS validation. A national technical committee also been formed comprising national experts to provide overall guidance and technical support to the whole validation process. Government and non-government experts, experts from academic as well as practitioner's groups were members of this committee. The committee also maintained the global compliance of validation as well as considered country context to reflect on the validation study process including tools and protocols.

As per the above operational plan, the content validation was carried out in 2016 and the final report of content validation was submitted to the ELDS development working group. The working group reviewed the report and accordingly updated the ELDS document in consultation with validation technical committee and finalized it following global standard and procedure. The final English version of the ELDS document is now available for dissemination and sharing with relevant ministries, departments, organizations and institutions.

9. Next Step

It is planned that the final English version will be translated into Bangla and restructured for the use of ECD practitioners/professionals/caregivers working at various levels. It will also be used for age validation.

Domain 1: Physical and Motor

Domain:	1. Physical and Motor Development
Sub-Domain:	1.1: Physical Development
Specific Aspect:	1.1.1: Nutrition
Standard:	1.1.1.1: The child should be able to eat a variety of balanced and adequate nutritious food to achieve age appropriate weight and height

Birth – 6 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Sucks breast milk on demand from birth, 2. Expresses anticipation of feeding on seeing breast and food by reaching for it and showing excitement. 3. Attains weight and height as per national standard (Growth Monitoring and Promotion Card, NNS, MoHFW). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Initiate breast feeding within one hour after birth. • No prelactial feeding (honey, sugar water etc.) before initiation of breastfeeding. • Practice exclusive breast feeding for first 6 months (180 days). • Avoid using feeders and pacifiers. • Interact with the child (Talk to child, eye to eye contact, touch, humming and singing songs/rhymes, lullabies etc.) • Record height and weight of the child to monitor growth using Growth Monitoring and Promotion Card, NNS, MOHFW (take child to nearby health facility) • Ensure immunization according to national immunization program.

7 Months – 12 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Shows interest for reaching breast and serving cup and plate. Begins to take semisolid food. Holds, bites and chews -food (biscuits etc.) by her/himself. Tries a variety of foods when offered (from seven months). Tries to hold and eat foods herself/himself (from 12 months). Attains weight and height as per national standard (Growth Monitoring and Promotion Card, NNS, MOHFW) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Begin adequate (quantity, frequency, variety) complementary feeding from 7 months and continue breast feeding up to 2 years. Treat meal times as an opportunity (allow child to hold, bite and chew) to help child enjoy food and become gradually independent in feeding Avoid force-feeding. Take the child to health facility (EPI center) starting at age 7 months for Vit. A supplementation as per national program (NID). Ensure regular exposure to sunlight Record height and weight of the child to monitor growth using Growth Monitoring and Promotion Card, NNS, MOHFW (take child to nearby health facility) Ensure immunization according to national immunization program.
13 Months – 24 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Consumes a variety of foods from all food groups. Holds and drinks from cups with or without support (from 15 months) Holds spoon and gets food to mouth. Tries new foods when offered and can indicate preference. Attains weight and height as per national standard (Growth Monitoring and Promotion Card, NNS, MOHFW) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Continue adequate (quantity, frequency, variety) complementary feeding up to 2 years. Include children during family meals. Use homemade usual foods with varieties (add new food i.e. fruits). Avoid feeding junk foods. Use iodized salt for preparation of food. Ensure regular exposure to sunlight Interact (talk, story-telling, familiarize with food items and feeding objects etc.) with children while feeding. Record height and weight of the child to monitor growth using Growth Monitoring and Promotion Card, NNS, MOHFW (take child to nearby health facility) Take the child to health facility (EPI center) for immunization, Vit. A supplementation, deworming as per national program (EPI/NID) Ensure immunization according to national immunization program.

25 Months – 36 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Consumes a variety of foods from all food groups. 2. Differentiates between things that can be eaten and that cannot be eaten (from 25 months). 3. Tries new foods when offered and can indicate preference. 4. Attains weight and height as per national standard (Growth Monitoring and Promotion Card, NNS, MOHFW) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Include children during family meals. • Allow to share and eat with family members, • Use homemade usual foods with varieties (add new food foods). • Avoid feeding junk foods. • Encourage eating fruits and soft vegetables. • Use iodized salt for preparation of food. • Encourage the children to take her/his own meals/foods • Interact (talk, storytelling, familiarize with food items and feeding objects etc.) with children while feeding. • Record height and weight of the child to monitor growth using Growth Monitoring and Promotion Card, NNS, MOHFW (take child to nearby health facility) • Take the child to health facility (EPI center) for immunization, Vit. A supplementation, deworming as per national program (EPI/NID) • Ensure immunization according to national immunization program.
37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Consumes a variety of foods from all food groups 2. Helps serving meal and share with siblings and others. 3. Attains weight and height as per national standard (Growth Monitoring and Promotion Card, NNS, MOHFW) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage regular schedule for meals and snacks. • Encourage different category and varieties of foods. • Allow to share and eat with family members • Talk with children about the importance of food and water for health. • Encourage children to drink plenty/adequate of safe water • Avoid junk foods • Record height and weight of the child to monitor growth using Growth Monitoring and Promotion Card, NNS, MOHFW (take child to nearby health facility) • Use iodized salt for preparation of food.

49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Consumes a variety of foods from all food groups 2. Participates in preparing Foods. 3. Helps serving meal and share with siblings and others. 4. Attains weight and height as per national standard (Growth Monitoring and Promotion Card, NNS, MOHFW) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Help children to feed by themselves with utensils. • Encourage regular schedule for meals and snacks. • Encourage different category and varieties of foods • Talk with children about the importance of food and water for body. • Allow to eat and share food with family members • Give opportunity to help in preparing food and encourage child to serve food to friends and guests • Avoid junk food • Encourage child to drink plenty/adequate of safe water. • Use iodized salts for preparation of food. • Record height and weight of the child to monitor growth using Growth Monitoring and Promotion Card, NNS, MOHFW (take child to nearby health facility) • Give opportunity to help in preparing food and encourage child to serve food to friends and guests • Involve children in seeding, harvesting and make a small garden. • Practice how to wash fruits and vegetables and discuss why it's so important to wash them before eating.
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Explains in simple terms the benefits and the dangers of eating certain foods for human body. 2. Recognizes foods from different food groups with adult's assistance. 3. States the nutritious value of foods from different food groups (e.g. egg/daal has protein that helps growth). 4. Helps collecting food items and serving meals to family members and guests. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Allow children to feed themselves with utensils independently. • Involve children in collecting ingredients for cooking foods. • Avoid junk and street foods • Talk about foods which are healthier and more nutritious. • Allow them serving meals and appropriate behavior during meal time. • Engage children in different roles for purchasing nutritious food items (e.g. "At the Haat/Bazar").

73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Feeds themselves with utensils independently. 2. Explains the benefits and the dangers of eating certain foods for human body 3. Given a selection of food, identifies which foods are nutritious and which are not. 4. Recognizes foods from different food groups with or without adult's assistance. 5. Groups foods with the same nutritional value together, (e.g. roti and rice are both carbohydrates that give energy) 6. Helps preparing and serving meals to family members and guests 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Allow children to eat adequate nutritious foods • Involve children in preparing meals and serving them. • Avoid junk and street foods • Talk about foods which are healthier and more nutritious. • Organize games about serving meals and appropriate behavior during meal time. • Engage children in different roles for purchasing nutritious food items (e.g. "At the Haat/Bazar").

Domain:	1. Physical and Motor Development
Sub-Domain:	1.1: Physical Development
Specific Aspect:	1.1.2: Physical fitness
Standard:	1.1.2.1: The child should have adequate strength, stamina and energy to participate in a variety of physical activities.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> Startles reaction to sudden loud sound is present after birth. Shows alertness (respond to light, sounds, voices of parents, physical gestures e.g. smiles) while awake. Eye to eye contact is maintained, stops crying when picked up and spoken to. Turns eyes and /or head towards sound source at 3 months. Sustains physical activity (active movements of limbs), for few minutes. Sleeps well (neonate 28 days sleep average 16 hours daily) both during day and night. 	<ul style="list-style-type: none"> Provide few hours daily for children to play and engage in physical activities and allow adequate movement of limbs. Message baby while nursing (during changing diaper/clothes, after bathing etc) Interact with the child (hug the child, talk to child, eye to eye contact, touch, humming and singing songs/rhymes, lullabies etc.) Secure a daily routine and a clear schedule for sleeping and napping and the transition process for these two activities.
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> Shows alertness (respond to sounds, voices of parents, physical gestures e.g. smiles) while awake. Sits on floor independently. Sustains physical activity (active movements of limbs), for few minutes. Shows delighted response to rough and tumble play. When offered a rattle, reaches for it immediately and shakes deliberately to make sound often regarding it closely. Initiates physical exploring and interacting (e.g. tries to reach objects when offered). Sleeps well average 14 hours both during day and night. 	<ul style="list-style-type: none"> Provide few hours daily for children to play and engage in unstructured and structured physical activities and adequate exercise regularly Secure a daily routine and a clear schedule for sleeping and napping and the transition process for these two activities. Play, dance, move with the child. Provide/Introduce toys and play with the child

13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Sustains physical activity for about 15 to 30 minutes. 2. Drop and throw toys forward deliberately and watches them fall to ground. 3. Walk and run independently. 4. Participates in indoor and outdoor games. 5. Demonstrates eagerness in participating in daily activities. 6. Sleeps well average 13 hours both during day and night. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide opportunity to join children in games and activities that involve walking, running, rising. • Provide opportunities for physical activity (e.g. allowing child to play on the mat, ask child to dance, catch and throw a ball or other soft toy, walk on non-slippery surface, play with pull toy) • Provide children the opportunity to use equipment and objects that involve structured physical activities (movements accompanied by song, rhythm), climbing, balance exercises, etc. • Provide children with periods of rest after performing physical activities. • Secure a daily routine and a clear schedule for sleeping and napping and the transition process for these two activities.
25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Sustains physical activities for about 15 to 30 minutes. 2. Pushes and pulls large toys easily. Climbs to furniture. 3. Throws balls from hand at body level, kicks large balls. 4. Walks and runs independently 5. Participates in indoor and outdoor games 6. Demonstrates eagerness in participating in daily activities. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Encourage children to join in games and activities that involve walking, running, rising. • Provide opportunities for physical activity (e.g. allowing child to play on the mat, ask child to dance, catch and throw a ball or other soft toy, walk on non-slippery surface, play with pull toy) • Provide children the opportunity to use equipment and objects that involve structured physical activity (movements accompanied by song, rhythm), climbing, balance exercises, etc. • Provide children with periods of rest after performing physical activities.
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Participates actively in games, outdoor play, and other forms of exercises easily for 30 minutes without being tired. 2. Is able to keep pace with playmates 	Strategies for Caregivers: <ul style="list-style-type: none"> • Encourage physical activities such as dancing, ball games, walking, hide and seek, running etc.

<p>3. Marches in rhythmic motion</p> <p>4. Incorporates various physical activities while moving from one place to another, e.g. raising hands/arms propping/clapping.</p> <p>5. Cooperates with sleep routines</p>	<ul style="list-style-type: none"> • Involve children in a wide variety of physical activity and movement in different times of the day and during daily activities. • Provide opportunities to children for physical activities with friends and peer groups every day and make it fun and enjoyable. • Provide opportunity to play out door with friends
<p>49 Months – 60 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Participates actively in games, outdoor play, and other forms of exercises easily for 45 minutes without being tired. 2. Is able to keep pace with playmates in outdoor games. 3. Marches in rhythmic motion for 5 minutes. 4. Incorporates various physical activities while moving from one place to another (e.g. hopping and jumping while walking or running). 5. With guidance participates in sleep routines (get blanket, lie down on bed etc.) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage physical activities such as dancing, ball games, walking, hide and seek, running, hopping and jumping etc. • Involve children in a wide variety of physical activities and movement in different times of the day and during daily activities. • Provide opportunities to children for physical activities with friends and peer groups every day and make it fun and enjoyable. • Provide opportunity to play out door with friends
<p>61 Months – 72 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Participates regularly in physical activities (e.g. walking, dancing, playing organized or informal sports) 2. Participates in light domestic works and physical chores which involve movement, physical activity (e.g. sweeping the floor, washing clothes, putting away toys, hanging washed clothes, cleaning toys, moving objects from one part of the room to another, etc.). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage physical activities such as dancing, ball games, walking, hide and seek games, running, hopping and jumping etc. • Provide children with enough time for outdoor physical activities and show them new movements, challenge them with new activities. • Involve children in physical activities in daily routine. • Provide opportunity to play out door with friends
<p>73 Months – 96 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Participates regularly in physical activities (e.g. walking, dancing, playing organized or informal sports, physical exercises) over extended periods of time 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage physical activities such as dancing, ball games, walking, hide and seek games, running etc.

<p>2. Participates in domestic works and physical chores which involve movement, physical activity (e.g. sweeping the floor, washing clothes, putting away toys, hanging washed clothes, cleaning toys, moving objects from one part of the room to another, etc.)</p> <p>3. Independently starts and participates in sleep routines most of the time.</p>	<ul style="list-style-type: none"> • Allow them to participate in outdoor games with peers. • Provide children with enough time for outdoor physical activities and show them new movements, challenge them with new activities. • Involve children in physical activities in daily routine.
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Domain:	1. Physical and Motor Development
Sub-Domain:	1.2: Motor Development
Specific Aspect:	1.2.1: Gross Motor skills
Standard:	1.2.1.1: The child should be able to use and coordinate large muscles for body movements and postures.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Presence of primitive reflexes (e.g. grasp, sucking, rooting etc.). 2. At 1 month lying on back, keeps head to one side. 3. Moves arms and legs in large jerky movements. At rest, keeps hands closed and thumbs in. 4. When placed on abdomen head immediately turns side. 5. When pulled to sit little or no head lag by 3 months. 6. Turns from back to side by 3 months. 7. Lifts head and chest while on belly by 4- 5 months. 8. Reaches for toe and brings to mouth by 5-6 months. 9. Rolls over from front to back by 5/6 months and back to front little later (6-7 months). 10. Sits with support by 6 months. 	
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Sits without support by 7 months. 2. Raises self from lying to sitting position by 7-9 months. 3. Crawls by 7-8 months 4. Progresses on floor by rolling, wriggling on abdomen or crawling. 5. Stands with support by 8-9 months and then without support by 10-12 months 6. Walks with support by 10-12 months. 	

13 Months – 24 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Walks independently by 13 months 2. Walks and run easily changing direction and speed (15-18 months) 3. Walks up and down stairs placing both feet with help by 16 months, 4. Can push along and pull along toys by 18 months 5. Climbs forward into adult's chair by 18 months 6. Walks forward and backwards close to line by 24 months 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide long periods of active motor play, indoors and out. • Provide children with opportunities to walk, run, climb, and jump. • Provide a variety of toys and different materials which involves children in physical activities (ride, swing, climb, etc.) • Involve children in activities that promote balance, different body positions.
25 Months – 36 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Climbs up and down easily to and from bed etc. 2. Jumps in same place using both feet by 26 months. 3. Walks up stairs by alternating feet without support by 33 months. 4. Walks and runs in circle, around obstacles/objects, can stand and walk on tiptoe by 36 months 5. Catches a large ball with two hands by 36 months 6. Kicks the ball forward by 36 months 7. Maintains balance (on a low narrow edge, etc.) with assistance. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunity to play games that include sudden start and stops and involve chasing peers. Include climbers. • Provide children with opportunities to walk, run, climb, and jump. • Provide opportunities to children to play with balls. • Provide a variety of toys and different materials which involve children in physical activities (ride, swing, climb, houses of block pieces etc.) include challenging obstacles-large pillows, steps, ramps etc. • Involve children in activities that promote balance, different body positions.
37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Crawls under tables and chairs. 2. Kicks and throws a ball with little control of direction or speed from 37 months. 3. Can walk on tiptoe. 4. Walks alone upstairs and Walks down the stairs with alternate feet (one foot to step) without assistance by 42 months 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Allow children to run around, to crawl under furniture and to climb up in safe spaces. • Play with children and demonstrate them new skills and movements encourage them to try. • Play with children imitating animals that jump.

<p>5. Jumps on both feet and cross over small objects/obstacles keeping balance by 42 months</p> <p>6. Jumps over rope by 42 months</p> <p>7. Can ride tri-cycle using pedals can steer it round wide corner by 37 months</p> <p>8. Hops on one foot by 48 months</p>	<ul style="list-style-type: none"> • Sing with them by associating movements with music. • Use dance movements involving all parts of the body. • Provide and help to ride tri-cycle • Allow children to practice hops on one foot
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Walks up and down the stairs holding handrail with alternate feet 2. Can stand, walk and run on tiptoe. 3. Climbs ladders and trees 4. Kicks a ball, with control of direction. 5. Can ride tri-cycle independently with sharp U turns easily by 49 months. 6. Walks easily on narrow line by 60 months 7. Skips on alternate feet by 60 months. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Allow children to walk up and down stairs. • Create safe climbing opportunities for children. • Provide children with balls of different sizes. Involve them in playing varieties of ball games. • Provide and encourage to ride tri-cycle • Guide children to learn walking on narrow line and skipping
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Hops 1 to 3 steps on preferred foot. 2. Kicks a ball with control of speed. 3. Walks on narrow edge, straight line, low walls, without assistance. 4. Stands on one foot without falling for at least 5-10 seconds even with arms folded. 5. Skips (alternating feet). 6. Can imitate any movement such as dance patterns. 7. Can ride baby size bi-cycle with help 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide children with balls of different sizes. Involve them in playing varieties of ball games. • Provide opportunities for children to imitate and play movement games. • Encourage imitating movements of animals, characters, making different shapes out of bodies (like two children making a circle out of their two bodies, a bridge, a square etc.), and making shapes out of fingers. • Allow and guide children to play skipping • Provide and help to ride bi-cycle
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Coordinates movement of upper and lower parts of the body. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide children with the opportunity to engage in physical activities in outdoor spaces.

<ol style="list-style-type: none"> 2. Performs complex movements smoothly (skipping, balancing on beams, hopping from one place to another) 3. Throws a ball overhead with control of direction. 4. Hits the ball with head. 5. Participates in group games such as Hadoodoo, Daricha/Dariabandha, Chiburi, Ekkadokka and other local activity-based games. 6. Can ride baby size bi-cycle independently 7. Can swim with assistance 8. Can climb ladder/trees with assistance 	<ul style="list-style-type: none"> • Involve children in organizing outdoor activities using toys and other materials. Organize group games/activities for children • Play games with peers in school and at fields. • Provide and encourage to ride bi-cycle
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Domain:	1. Physical and Motor Development
Sub-Domain:	1.2: Motor Development
Specific Aspect:	1.2.2: Fine Motor Skills
Standard:	1.2.2.1: The child should be able to use and coordinate movements of small muscles of hands and fingers.

Birth – 6 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Strong and symmetrical palmer grasp present but fades rapidly over 4-5 months, spontaneously opens and closes hands 2. Lying supine –watches movement of own hands before face and engages in finger play. 3. Holds and retains adults' fingers/other objects when kept in child hands for a moment by 3 months 4. Catches adults' fingers. 5. Reaches out with both hands for objects and toys, objects and bottles by 4 months 6. Grasps and transfers objects from hand to hand by 6 months 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunities for children to reach objects (like fingers, clothes, toys), to grasp them, to hold them. • Play games and sing songs that involve hands and finger movements (clapping hands and waving hands etc.) • Provide squeeze dolls/toys for holding by children
7 Months – 12 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Grasps objects like block, cube etc. by whole hand (whole hand grasp by 7 months). 2. Holds cups/glass during feeding by 7 months 3. Uses pincer grasp to pick small objects by 9-10 months. 4. Makes large marks on paper when given writing/drawing instruments. 5. Empties small objects out of container by 9 months 6. Turns pages of large books, turning often multiple pages by 8 months 7. Scribbles spontaneously by 11 months 8. Builds tower of two cubes by 12 months 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunities for children to reach objects (like rattles, cubes), to grasp to hold and play. • Play games and sing songs that involve hands and finger movements (clapping hands and waving hands etc.) • Give children appropriate finger foods to eat (puffed/flattened rice, small biscuits etc.) • Provide children with books with laminated pages, drawing materials (wax crayons, pencils etc.). • Read with them, scribble and draw with them. • Provide squeeze dolls/toys for holding and manipulation by children • Allow children to play with cubes

13 Months – 24 Months	
<ol style="list-style-type: none"> 1. Has a mature grasp, picks up small objects with near pincher grasp between thumb and tip of index finger. 2. Points to object with index finger. 3. Imitates crayon stroke by 13 months 4. Uses objects (e.g. stick) to attain toy by 13 months 5. Uses either hand interchangeably to grasp objects. 6. Builds tower of 3 cubes at 18 months. 7. Uses one hand consistently in most activities. 8. Most of the time turns pages of the book one by one. 9. Puts small objects in/out of container. 10. Scribbles by holding distal ends of thick pencil/crayon/chalk/ charcoal. 11. Picks up pins and threads by 24 months 12. Drinks well from glass with little assistance. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide children with physical activities that integrate movement with the uses of senses (shadow game, feet painting, sign-signal movements, etc.). • Model body movements by making certain activities together with them: drum playing, etc.). • Provide toys and objects of different textures. • Help children make different sounds like blowing whistles/ flutes, shaking rattles, ringing bells, etc. • Allow children to pick small objects like puffed rice, flattened rice • Help children to drink from glass
25 Months – 36 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Is able to make tower of more than seven blocks/ cubes 2. Holds thick pencil/crayon/chalk/ charcoal with the tips of all five fingers and scribbles spontaneously. 3. Colors with strokes going out of the lines. 4. Removes paper wrapping from small sweet by 25 months 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide children with activities that involve use of hands in different positions and grasping objects. • Provide children with story books, images, and give freedom to explore. • Provide children with drawing materials and encourage them to scribble and draw. • Guide children to build tower with books/cubes • Guide children to learn to remove paper wrappings (sweets, toys, gift box)
37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Holds pencil near the point in preferred hand. 2. Uses various drawing and art materials (crayons, finger paint, leaves, beads, charcoal, chalk etc.) by pen holding grip (holding by three fingers) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide children with materials, guide and engage them in drawing, cutting, gluing activities where they can use their fingers and hands coordination. • Provide drawing materials and tell them rules of drawing/copying.

<ol style="list-style-type: none"> 3. Copies and draws shapes and geometric designs with assistance (vertical and horizontal lines, cross, diagonal lines etc.) 4. Cuts a straight line by using scissors by 37 months 5. Builds tower of nine or ten cubes 6. Manipulates small objects easily (string beads, fits small objects in holes, etc.). 7. Completes simple puzzles. 8. Copies circle by 37 months and, square by 42 months 9. Draws persons head and add one or 2 parts. 	<ul style="list-style-type: none"> • Guide them to draw, copy, and imitate through games and play. • Provide opportunity to play with puzzles and cubes
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Draws pictures using various drawing and art materials (pencils, crayons, brushes, finger paint, leaves, beads, charcoal etc.). 2. Makes different shapes by using small sticks (match sticks), and seeds (shim/bean, tetul) 3. Cuts a curved line by using scissors without assistance 4. Builds tower of ten or more cubes and bridges of 3 cubes 5. Writes some letters or numbers which can be recognized. 6. Screws and Unscrews lids 7. Fastens large buttons. 8. Colors with strokes staying within the lines 9. Copies cross and square 10. Draws persons with head leg and trunks and usually arms. 11. Matches and name 4 primary colors. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide drawing and art materials and guide them to draw different shapes and size, and human body parts • Provide manipulative materials such as threading beads, flower necklace, match sticks, seeds, plastic bottle with cap etc. • Use every opportunity during activities to encourage child to write letters and numbers they know. • Encourage to wear his/her own dress, shoe. • Provide opportunity to play colour matching games
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Displays a definite hand preference for daily routine activities (eating, writing, picking and giving things etc.) 2. Draws purposefully vertical and horizontal lines, circle, copies diagonal lines, square, rectangle, triangle and simple pattern of different basic shapes 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Involve child in decorating activities where they can decorate objects using various writing materials. • Ask child to “write name” on their own pieces of work.

<ol style="list-style-type: none"> 3. Copies triangles. 4. Builds up elaborate models when shown. 5. Holds and uses pencil in dynamic tripod grasp with good control like adults. 6. Draws persons with head leg and trunks and usually arms and fingers and other features. 7. Names main 4 primary colors and matches 10 -12 colors. 	<ul style="list-style-type: none"> • Provide materials and create opportunities to draw different shapes and size, human body parts • Provide opportunity to play colour matching games. • Provide opportunities for child during daily routine activities like eating meals on their own, organizing toys, preparing materials for activities, etc. • Allow them to participate in different group works, competition, program with peers.
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Gets engaged in complex hand eye coordination activities (e.g. fasten clothing, cut shapes, put together small pieces.). 2. Copies complex patterns 3. Draws a human figure (e.g. head, eyes, mouth, trunk, arms, hands/fingers, legs, feet) 4. Ties a knot or shoelace 5. Buttons own dress/shirt 6. Can catch a throwing ball 7. Can do threading, pasting and cutting with scissors. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Engage child and participate in creating art works using different techniques (points, lines, shadows, etc.), gluing leaves, textures, decorating objects etc. • Encourage children to play with water and clay using hands to make different play materials. • Provide writing, drawing and painting materials and encourage children to use them. • Encourage to wear his/her own dress and shoes.

Domain:	1. Physical and Motor Development
Sub-Domain:	1.2: Motor Development
Specific Aspect:	1.2.3: Sensory-motor Skills
Standard:	1.2.3.1: The child should be able to use her/his senses (see, hear, touch, smell and taste) to guide motion.

Birth – 6 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Startles by loud sound and may cry. Fixates face or light in line of vision; “dolls-eye” movement of eyes on turning of the body Watches persons and follows moving objects 180 degrees Responds by turning/looking towards sounds and touch. Shows discomfort (cry, make noise, tries to move) when kept with wet nappy, mosquito/other insects bites Coordinates eye and hand movements (puts objects into mouth when got/offered). Enjoys (smiles, giggles) during swinging and rocking 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Interact (talk, sing) with low/mild voice with children and avoid exposure to loud sound/noise. Keep the child dry/clean and away from mosquitos/insects Hold and move colored dangling pendulant toys in front of children’s eyes which they can grasp. Talk/sing and touch the child during breast feeding and nursing
7 Months – 12 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Responds by turning/looking towards source of sounds. Shows discomfort (cry, make noise, tries to move) when kept with wet nappy, mosquito/other insects bites Explores objects with hands and mouth. Coordinates eye and hand movements (puts objects into large container). Enjoys (smiles, giggles) during swinging and rocking Explores and responds to different surface and textures (e.g., mats/pati, mud floor, soft pillows etc.) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Interact (talk, sing) with low/mild voice with children and avoid exposure to loud sound/noise. Keep the child dry/clean and away from mosquito/insects Provide toys and objects of different materials, textures and colours. Help children to learn colors, shapes, smells, tastes, temperature, etc. and explain not to touch food and objects that are too warm or too cold.

13 Months – 24 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Demonstrates eye-hand coordination when constructing with blocks or making a puzzle 2. Is able to make tower of two to four blocks/cubes 3. Enjoys (active participation, smiles, giggles) playing with objects of different textures (sand, water, leaves, plastic, sponges etc.). 4. Performs basic creative movements, with adult help (e.g., dances to music or rhythm) 5. Eats foods that require more chewing. 6. Controls own body movement while faces obstructions during walking 7. Points to familiar persons, animals, or toys. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide children with physical activities that integrate movement with the uses of senses (shadow game, feet painting, sign-signal movements, etc.). • Model body movements by making certain activities together with children: dancing, drum playing, etc.). • Provide toys and objects of different textures and help them learn the names. • Allow to eat foods with different taste and texture like suzi, halua, soft fruits. • Help children make different sounds like blowing whistles/ flutes, shaking rattles, ringing bells, etc.
25 Months – 36 Months	
<p>Indicators for children</p> <ol style="list-style-type: none"> 1. Demonstrates eye-hand coordination when constructing with blocks or making a puzzle, when putting beads into a stick/ hole, etc. 2. Enjoys playing with objects of different textures (sand, water, leaves, plastic, sponges etc.). 3. Performs basic creative movements alone (e.g., dances to music or rhythm) 4. Controls own body movement in a space having objects which may cause harm (e.g. walks around table without bumping into it) 5. Enjoys (participate with joy) in climbing, walking on slopes, sliding, and swinging, more sustained role play such as putting dolls to bed, washing clothes, etc. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide children with physical activities that integrate movement with the uses of senses (shadow game, feet painting, sign-signal movements, etc.). • Model body movements by making certain activities together with children: dancing, drum playing, etc.). • Provide toys and objects of different textures and help them learn the names. • Help children make different sounds like blowing whistles/ flutes, shaking rattles, ringing bells, etc.
37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Reacts appropriately to environmental stimuli (bends on her / his knees when to soften/for easy landing, moves quickly to avoid obstacles, avoids, recognizes different smells etc.). 2. Imitates movements of animals and reproduces their sounds. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Allow children to play games which involve use of senses and body movements and activities like pushing objects, climbing small ladders, swinging and sliding. • Play games in which children act out different animals by imitating their movements and sounds.

<p>3. Demonstrates (able to show) better eye-hand coordination (catches a ball that jumps from floor).</p> <p>4. Shows preference for (able to do) activities such as involving pushing objects, climbing small ladders, swinging and sliding.</p>	
49 Months – 60 Months	
<p>Indicators for children:</p> <p>1. Demonstrates (able to show) concepts through movement (e.g., imitates an animal through movement, sounds, dress, and dramatization)</p> <p>2. Is able to do activities with more eye-hand coordination (e.g. catches a bounced ball)</p> <p>3. Shows preference for (able to do) activities such as climbing, swinging on a swing, and sliding</p>	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Allow children to play games which involve use of senses and body movements and activities like climbing, swinging on a swing and sliding. Set up games with obstacles that children must avoid or pass over or climb, etc. Interact with child in activities that involve multiple sense, e.g., cooking together.
61 Months – 72 Months	
<p>Indicators for children:</p> <p>1. Demonstrates awareness (able to show) of sense in actions (e.g. recognizes hidden objects by touching them without seeing them, performs certain movements when hearing a certain sound or direction, recognizes smells with eyes closed, etc.)</p> <p>2. Changes rhythm, direction and speed of movements when hearing different kinds of signals (colors, sounds, graphic symbols).</p> <p>3. Hits a medium-size ball (6" to 8") with a bat with some consistency</p> <p>4. Catches a ball thrown from a distance of five to ten feet</p>	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Play with children to help recognize different shapes, textures, sounds and smells. Use games like “Stop and Start”. Teach children games like “The Statues”, “Hide and Seek”, “Kana- Machi”. Allow play with bat and ball, throwing and catching balls etc
73 Months – 96 Months	
<p>Indicators for children:</p> <p>1. Carries a glass of water / milk / cup and saucer across the room without spilling it</p> <p>2. Enjoys (can perform) vigorous/ dynamic active play combined with social contact and game rules (e.g. freeze tag, hide and seek)</p> <p>3. Uses tools that require strength and skill of small muscles with moderate degree of control (e.g. spray bottle, hole punching).</p>	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Ask children to change movements when hearing a certain signal, or when changing the rhythm of a music. Play games involving changing direction and speed of movements. Play “Follow the leader”. Ask children to perform the movements indicated by you or another child. Use games like “Stop and Start”.

	<ul style="list-style-type: none"> • Teach children games like “The Statues”, “Hide and Seek”, “Kana- Machi”
Domain:	1. Physical and Motor Development
Sub-Domain:	1.3: Health, Personal Care and Hygiene
Specific Aspect:	1.3.1: Safe Practice
Standard:	1.3.1.1: The child should be able to demonstrate ability to avoid harmful objects and situations.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Expresses discomfort by crying, moving limbs and body parts. 2. Shows trust in familiar caregivers (makes eye contact with caregivers, calm down with adult help.) 	<ul style="list-style-type: none"> • Provide constant close adult supervision, care and guidance. • Provide a safe “child-friendly” environment (e.g., keep the baby warm, use clean and dry soft clothes, avoid choking hazards, keep child away from harmful objects and environment like cooking area) Understand the risk factors and signs of child neglect and respond appropriately.
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Responds to adults’ cues about warnings of danger by staying close to the caregiver. 2. Differentiates (show friendly/ unfriendly, happy/ unhappy gestures/ reaction) gesture between family members, caregivers and strangers 	<ul style="list-style-type: none"> • Provide constant close adult supervision, care and guidance. • Provide a safe “child-friendly” environment (e.g., keep choking hazards and poisons out of child’s reach, cover electrical outlets, fencing the cooking area and exit points) and avoid away from harmful objects and situations. • Explain it is not safe to touch when things are too hot • Understand the risk factors and signs of child neglect and respond appropriately
13 Months – 24 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Reacts (cry, sad facial expression, cranky) when caregivers say “no”. 2. Begins to avoid dangers (stove, ponds, knives, etc.) with guidance/supervision 3. Tells caregivers when somebody hurts her/him or makes her/him feel bad/ uncomfortable. 	<ul style="list-style-type: none"> • Console the child by patting/reassuring/ praising/explaining when reacts to “no” • Provide constant supervision and use various ways of pointing attention over dangerous situations and possible accidents that can happen. Use the same signals and explain constantly. • Provide constant supervision and steps to avoid burning, drowning, injury etc.

<p>4. Holds caregiver's hand when walking in public places.</p>	<ul style="list-style-type: none"> Teach children to tell an adult if he/she is afraid, has been hurt by an adult or another child, or sees something that is not safe Understand the risk factors and signs of child abuse and neglect and respond appropriately.
<p>25 Months – 36 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Responds to simple warnings that prevent harm (stop, hot, wait etc.) Avoids dangers (stove, ponds, knives, etc.) with guidance/supervision , Tells caregivers when somebody hurts her/him or makes her/him feel bad/ uncomfortable. Knows and holds caregiver's hand when walking in public places/roads. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Provide constant supervision and use various ways of pointing attention over dangerous situations and possible accidents that can happen. Use the same signals and explain constantly. Teach children whom to call or go for help during emergencies. Encourage children to talk about his/her personal experience when she/he felt danger. Provide constant supervision and steps to avoid drowning, burning, road accidents such as fencing of exit/danger points. Teach children to tell an adult if /she/he is afraid, has been hurt by an adult or another child, or sees something that is not safe
<p>37 Months – 48 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Communicates to peers and adults when she/he sees a dangerous behavior (e.g., throwing rocks in the playground when other children are playing, when someone is being bullied, or if another child is playing with sharp or dangerous objects). Understands the difference between safe and unsafe touch. Knows not to cross road without help of an adult. Does not touch or take medicine without adult assistance but knows that medicine can cure diseases. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Read stories / use images to illustrate risk situations and, dangerous situations (e.g. drinking liquids from unknown bottles, getting close to a pond or to a flame, etc.) and ask children to tell you what they would do if they were in such a situation. Mention constantly the difference between safe, unsafe and dangerous things/ situations. Teach children that they are strong and capable, and can rely on you to keep them safe. Demonstrate or show the preventive measures and equipment.
<p>49 Months – 60 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Communicates to peers and adults when she/he sees a dangerous behavior (e.g., throwing rocks in the playground when other children are playing or if another child is playing 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Provide children with role play materials like dolls, doll clothes, symbols etc. where children can demonstrate understanding of danger, practice

<p>with sharp or dangerous objects) and helps to get others away from danger.</p> <ol style="list-style-type: none"> 2. Recognizes danger and poison symbols and avoids those objects or areas. 3. Knows how to use sharp objects safely to avoid accidents with assistance. 4. Knows that medicines are good for cure diseases/ improving health if taken properly but does not take medicine in the absence of a caregiver. 5. Looks both ways before crossing a road, and knows to cross with adult assistance. 	<p>personal safety and focus on whom and what can be trusted.</p> <ul style="list-style-type: none"> • Provide practical knowledge on traffic signs and signals to the children by crossing roads with them. • Keep the medicine out of reach of children and explain why • Become familiar with the risk factors and signs of child abuse and neglect (more specific activities could be specified, like kissing, molestation, touching etc.)
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Does not accept toys, candies, money or other things from strangers. 2. Uses sharp objects safely to avoid accidents. 3. Understands that some behaviors may be harmful for the body (smoking, playing with matches, sniffing glue/paint etc.). 4. Identifies adults who can assist in dangerous situations (e.g. parent, teacher, local leaders, police). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Use stories to discuss about danger and how to deal with it. • Ensure that the children know who they can go to if they need help. • Use examples from their personal experiences to discuss about harmful behaviors. • Create together with children posters, campaigns advocating for avoiding dangers and ways to avoid dangerous situations.
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Does not accept toys, candies, money or other things from strangers and motivates peers to do the same. 2. Understands that some behaviors may be harmful for the body (smoking, drinking alcohol, playing with matches, sniffing glue/paint etc.) and tells friends about the negative impacts of such behaviors. 3. Identifies adults who can assist in dangerous situations and use language to ask adults or peers for kind of help needed. (e.g., parent, teacher, police). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Use examples from their personal experiences to discuss about harmful behaviors (smoking, drinking alcohol, playing with matches, sniffing glue/paint etc.) • Teach them to say “NO” to harmful behaviors and to avoid interacting with people with negative habits and addictions. • Participate with children in community health programs (e.g., local health facility, doctor, National Immunization Day-NID). • Take neighborhood walks with children and pretend to be community leaders looking for potential danger.

Domain:	1. Physical and Motor Development
Sub-Domain:	1.3: Health, Personal Care and Hygiene
Specific Aspect:	1.3.1: Safe Practice
Standard:	1.3.1.2: The child should be able to demonstrate awareness and understanding of safety rules/simple instructions.

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> Turns eyes and head towards sound source of nearby voices, brows may wrinkle and eyes may dilate. Defensive blinks present by 6-8 weeks. Cries lusty when hungry. 	Strategies for Caregivers: <ul style="list-style-type: none"> Provide children with safe and secure environment. Supervise constantly. Warm quiet comfortable room with less light. Use age and weight appropriate toys and equipment (e.g. teether, rattle, merry go round etc.)
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> Distracts from unsafe behavior with words, physical prompts, or signal from adult but require constant supervision and guidance (e.g., stops unsafe activity when told “stop”). Follows some consistently set rules and routines (not to put fingers on electrical points, do not go closer to fire, stove, oven, sharp objects etc.) 	Strategies for Caregivers: <ul style="list-style-type: none"> Provide children with safe and secure environment. Supervise constantly. Use age and weight appropriate toys and equipment. Be consistent with talking about safety rules.
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> Follows established rules and routines (not to put fingers on electrical points, do not go closer to fire, stove, oven, sharp objects, pond, going out of home alone etc.) but not all the time. Demonstrates recognition of safety rules even if she /he does not follow them all the time. Shows understanding of consequences for not following the rules/instructions by telling what the consequences are; such as getting hurt, putting others in danger, damaging property and valuables etc. Pays attention to indications safety instructions with assistance in dangerous 	Strategies for Caregivers: <ul style="list-style-type: none"> Draw children’s attention to the importance of following safety rules when using play equipment in order not to get hurt or hurt other children. Use stories to stress safety rules in various contexts (e.g. on the street, in shops, in public places, on the playground etc.). Constantly remind children about safety rules.

<p>situations (e.g. cooperates when told “let me hold your hand while we cross the street”).</p>	
25 Months – 36 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Follows established rules and routines (not to put fingers on electrical points, do not go closer to fire, stove, oven, sharp objects, pond, going out of home alone etc.) but not all the time. Demonstrates recognition of safety rules even if she/he does not follow them all the time. Shows understanding of consequences for not following the rules/instructions by telling what the consequences are; such as getting hurt, putting others in danger, damaging property and valuables etc. Pays attention to indications safety instructions with assistance in dangerous situations (e.g. cooperates when told “let me hold your hand while we cross the street”). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Draw children’s attention to the importance of following safety rules when using play equipment in order not to get hurt or hurt other children. Use stories to stress safety rules in various contexts (e.g. on the street, in shops, in public places, on the playground etc.). Constantly remind children about safety rules.
37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Understands and anticipate the consequences of not following the rules. Identifies the safety signs displayed on the street or at home for safety protections against dangers. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Use every opportunity to discuss about safety rules and ways to avoid dangerous situations (e.g. when you go out with children in public places). Constantly appreciate when the children follows the rules.
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Understands the consequences of not following the rules. Identifies the safety signs in classroom or on the street or at home for safety protections against dangers. Follows basic safety rules with assistance in public transportation, on the street, in the playground, when riding a bus, bicycle, crossing street, interacting with a stranger etc. Demonstrates actions to protect younger siblings 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Use every opportunity to discuss about safety rules and ways to avoid dangerous situations (e.g. when you go out with children in public places). Draw children’s attentions to symbols and signs that indicate danger or how to behave. Use such symbols and signs in activities. Use books and posters about safety rules, traffic rules. Constantly appreciate when the children follows the rules.

	<ul style="list-style-type: none">• May share with news and pictures of events.
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61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Understands rules and instructions for fair play. Follows safety rules and demonstrates appropriate behavior while on the street, in public transportation or other public places. Tells where and when she / he can ask for help. Demonstrates safety rules knowledge and understanding during symbolic play. Follows the safety rules and regulations of the community playgroup, preschool or school. Names some dangers, such as fire, electricity, medicines, insecticide, knife, sharp objects, broken glasses, gas etc. Is tender and protective towards younger children. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Engage children in role play activities which involve different individuals providing safety and protective services such as Ansar-VDP, teachers, medical doctors, policemen, fire service etc. Create together with children drawings of people they can ask for help in dangerous situations (parents, teachers, Community leaders etc.). Provide practical knowledge on traffic signs and signals to the children by crossing roads with them along with visiting community playground.
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Independently follows basic safety rules. Avoids potentially dangerous behaviors. Identifies people in community who can help them. Explains how to get help in emergency situations (finding a teacher, community leaders, police or responsible adult). Demonstrates safety rules and engages in dramatic play (e.g., “Tells doll to keep fingers away from the hot stove.”) Demonstrates safe behaviors (not creating conflict) while playing with other children and participating in activities. Names dangers, such as fire, electricity, medicines, insecticide, knife, sharp objects, broken glasses, gas etc. and describes its effects to others. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Encourage children in the dramatic play on themes like: visit to a market, visit to a fair, visit to a zoo etc. and practice traffic rules and ways to avoid dangerous situations. Introduce to and Invite fisherman, boatman, farmer, and medical doctors to talk to children about dangerous situations and how to avoid dangers.

Domain:	1. Physical and Motor Development
Sub-Domain:	1.3: Health, Personal Care and Hygiene
Specific Aspect:	1.3.2: Body cleanliness and oral hygiene
Standard:	1.3.2.1: The child should be able to demonstrate personal care and oral hygiene skills.

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Cooperates and shows comfort when change wet/soiled nappy/cloth, cleaning of body 2. Enjoys bathing and caring routines, responds obvious pleasure to friendly handling at 1 month. 3. Demonstrates comfort to self-soothe and fall asleep. 4. Relaxes during bathing routines. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Change child's clothes/nappy when wet or soiled. • Dress the child comfortably (clothes not too tight or too loose). • Regularly bathe the child and cut nail as required • Clean child up after urinating and after bowel movement. • Make these moments enjoyable, talk to her/him, sing her/him while changing nappies, bathing, or dressing, etc.
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Cooperates and shows comfort when change wet/soiled nappy/cloth, cleaning of body 2. Cooperates with adults in cleaning of the oral cavity. 3. Demonstrates increasing ability to self-soothe and fall asleep. 4. Relaxes during bathing routines. 5. Responds to verbal stimuli and assists during changing clothing (keeps reasonably still). 6. Removes loose clothing (e.g., socks, caps) with help by 12 months. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Change child's clothes/nappy when wet or soiled. • Dress the child comfortably (clothes not too tight or too loose). • Clean gum and mouth cavity of the child regularly. • Provide designated place for urinating and bowel movement (e.g., toilet bowl, selected place in one area of the house or yard) and dispose in proper place. • Clean child up after urinating and after bowel movement. • Regularly bathe the child and cut nail as required • Teach child words for urinating and bowel movement (e.g. pee, shishi, hagoo.) • Make these moments enjoyable, talk to her / him, sing her / him while changing nappies, bathing, or dressing, etc.

13 Months – 24 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Holds cup for drinking with assistance. 2. Holds toothbrush, puts toothbrush in mouth, brushes teeth with assistance 3. Washes and dries hands at appropriate time with minimal assistance (before meals, after toileting, etc.). 4. Indicates the need to urinate or move bowels (sometimes still does it in her/his underpants/panty). 5. Demonstrates interest in changing clothes/nappy when wet or dirty. 6. Uses personal care objects correctly and regularly, sometimes with assistance (e.g., drinks from open cup, combs hair, brushes teeth). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Accompany children to bathroom and appreciate her /his efforts to wash and brush teeth independently. • Regularly bathe the child and cut nail as required • Model and practice personal care skills (wash and dry her /his hands, brush her/his teeth, use toilet) and appreciate her /his efforts. • Use poems, songs, stories about personal and oral hygiene skills. • Discuss with children about personal care and hygiene rules while supporting them to practice the skills (e.g. we must put the hand on the mouth when coughing or sneezing because etc.). • Name the discomfort or illness symptoms, e.g. “my belly hurts”, “I feel hot” etc.
25 Months – 36 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Holds cup for drinking independently. 2. Holds toothbrush, puts toothbrush in mouth, brushes teeth with minimal assistance, 3. Washes and dries hands at appropriate time with minimal assistance (before meals, after toileting, etc.). 4. Indicates the need to urinate or move bowels. Pull down pants when using toilet (sometimes still does it in her/his underpants/panty). 5. Squats with full steadiness. 6. Demonstrates interest in changing clothes when wet or dirty. 7. Uses personal care objects correctly and regularly, sometimes with minimal assistance (e.g., drinks from open cup, combs hair, brushes teeth). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Accompany children to bathroom and appreciate her /his efforts to wash and brush teeth independently. • Model and practice personal care skills (wash and dry her /his hands, brush her/his teeth, use toilet) and appreciate her /his efforts. • Use poems, songs, stories about personal and oral hygiene skills. • Discuss with children about personal care and hygiene rules while supporting them to practice the skills (we must put the hand on the mouth when coughing or sneezing because etc.). • Name the discomfort or illness symptoms, e.g. “my belly hurts”, “I feel hot” etc.
37 Months – 48 Months	
<p>Indicators for children:</p>	<p>Strategies for Caregivers:</p>

<ol style="list-style-type: none"> 1. Attempts to feed self-using fingers/ spoon to eat food (rice, fruit, other foods). 2. Attempts to pour water in glass, cup, mug etc. with assistance. 3. Cooperates with adults in brushing teeth. 4. Washes and dries hands with assistance before meals and after using toilet. 5. Dresses without assistance except for buttons and for tying shoe strings. 6. Knows and goes to the designated place to urinate or move bowels by her/himself. 7. Takes bath with assistance. 	<ul style="list-style-type: none"> • Provide child-appropriate materials (non-breakable/melamine plates, cups, glasses, spoons) for feeding. • Dress children in clothes that are comfortable and easy for the child to remove when needed. • Accompany children to specified places (bathroom, basin, tube well side) to wash and brush teeth and appreciate her / his efforts. • Appreciate when children cover their mouth while coughing/sneezing and use handkerchief/ tissues. • Regularly bathe the child and cut nail as required. • Reward them for dry night, never bully for bed wetting.
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Feeds self-using fingers/spoon to eat foods (rice, fruit, other foods) with minimum assistance. 2. Brushes teeth without adult support. 3. Decides, with few prompts, when to carry out self-help tasks (e.g., to wash hands when dirty, after toilet and before meals) 4. Participates in helping younger siblings with personal care routines. 5. Covers mouth while coughing and sneezing. 6. Chooses own clothes and dresses. 7. Can undress and dress except for shoe laces, ties, back buttons. 8. Takes a bath without assistance but under adult supervision. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage regular bathing and help the child in cutting nail as required • Create a special place where children can keep their personal hygiene belongings (e.g. soap, comb, toothbrush, etc.). • Play symbolic games like “Going shopping” when children can make use of different personal care items to buy or sell (soaps, tooth paste, bath sponges, towels, etc.) • Appreciate when children cover their mouth while coughing/sneezing and use handkerchief/ tissues. • Organize small group games where children play “patient and doctor”. • Discuss about illness symptoms.
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Demonstrates independence in personal hygiene (brushes teeth, washes hands before and after eating food, after using toilet, after playing or touching dirty things, covers mouth while coughing or sneezing , keeping fingernails clean, uses toilet independently) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunity to practice personal care and hygiene skills. • Discuss about the importance of personal care and hygienic practices. • Read books with the children about health and personal hygiene.

<ol style="list-style-type: none"> 2. Pours milk or water in glass, cup, mug etc. easily and with minimal spills. 3. Dresses and undresses without assistance and combs and ties hair with assistance. 4. Names hygienic eating habits such as covering food and water, drinking safe water or washing fruits and vegetables before eating. 5. Buttons and ties dresses with minimum assistance and puts shoes on and ties laces without assistance. 	<ul style="list-style-type: none"> • Recite small poems and songs about personal hygiene rules. • Allow children to dress by themselves
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Dresses and undresses independently, Able to button and put shoes on, without assistance. 2. Can organize dresses and shoes and keep them clean 3. Tells the importance of daily hygienic habits such as taking a bath, brushing teeth every morning and before going to bed in the evening, combing hair, cleaning nails. 4. Gets engaged in and completes simple routines without assistance (taking a bath, brushing teeth, combing hair). 5. Gains independence in hygiene practices (e.g. wash hands before taking food and after using toilet, use water after toilet/flushes toilet etc.). 6. Describes the value of good health practices. (wash hands to get rid of germs, drink milk to build strong bones etc. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage children to participate in daily classroom care, including cleaning straightening shelves, caring for plants and pets, and preparing snacks. • Avoid providing unnecessary assistance .Encourage independence in self-help task, such as toileting and dressing for outdoor play. • Provide opportunity to practice personal care and hygiene skills. • Discuss about the importance of personal care and hygienic practices • Read and make books with the children about health and personal hygiene. • Recite poems and songs about personal hygiene rules.

Domain 2: Social and Emotional

Domain:	2. Social and Emotional
Sub-Domain:	2.1: Social Development
Specific Aspect:	2.1.1: Interaction with Adults
Standard:	2.1.1.1: The child should be able to trust and interact with familiar adults.

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Smiles at faces when observe familiar persons. 2. Expresses comfort with the caregiver, smiles at caregiver, uplifts body for going to the caregiver. 3. Imitates familiar adults' gestures and sounds. 4. Shows affection and initiate preference for familiar adults by facial expressions and gestures (smile, moves hands, cooing, etc.) 	Strategies for Caregivers: <ul style="list-style-type: none"> • Introduce new faces to the child. • Establish frequent contact and ensure eye contact with the child. • Address children by their name when talking to them. • Talk and sing frequently, especially while doing routine activities. • Mothering with voice intonation (low and medium/ giggle) • Appropriate and gentle touch and talk
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Distinguishes between familiar and unfamiliar adults by not reaching out for unfamiliar adults (e.g., prefers comfort from familiar adult) 2. Exhibits separation anxiety by crying when caregiver is not in sight or clinging to caregiver in the presence of strangers (separation anxiety increases over time and then diminishes) 3. Initiates and keeps interactions with adults who take care of him/ her. 4. Uses body movements and gestures to initiate social interactions (touch with hands to ask for attention, hang hands to be taken). 	Strategies for Caregivers: <ul style="list-style-type: none"> • Ensure the child is surrounded by familiar and trustful people and allow the child to explore the environment in the presence of the adult to overcome the fear. • Hold, cuddle, hug, smile, and laugh with children and respond to their cues and movements. • Read and look at books with children in ways that foster feelings of trust and security. Give children sense of security when around unfamiliar adults.

<p>5. Shows enjoyment for peek-a-boo by caregiver.</p> <p>6. Responses to own name when utters by caregiver.</p> <p>7. Gives and takes objects when presented.</p>	<ul style="list-style-type: none"> Frequently play with the child with soft toys to maintain interaction.
13 Months – 24 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Hugs and kisses “familiar” persons. Imitates and play hide and seek with adults. Looks at faces and makes eye contact. Establishes attachment with a consistent adult other than the primary care giver. Expresses the need for security in unpleasant/uncomfortable situations, looking for trustful adults. Imitates adult’s reactions (helps to put away the toys, pretends to read or cook near the adult who is doing the same thing). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Express empathy, sympathy and understanding for children’s reactions. Introduce and name different emotions to children through faces of pictures or facial expressions (happy, sad, angry) Respond to children’s emotional and physical needs, verbal and non-verbal communications (gentle touch / hug), play together with them. Encourage children to ask questions and ask questions about their activities, feelings, preferences, etc.
25 Months – 36 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Differentiates between strangers and familiar adults, initially may show slight anxiety or shyness but later on is friendly with strangers. Gets engaged in conversation with adult and enjoys playing interactively with adults (peek-a-boo, rolling a ball) Asks adults (other than primary caregiver or adult family members) for help or to indicate what she/he wants. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Listen carefully and with interest to what children say and expand on the message. Help children manage feelings of distress (talk to the child/ console and gentle and appropriate touch). Provide opportunities for children to interact with familiar and trustworthy adults. Help children to play with peers/ siblings carefully in the presence of an adult
37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Verbalizes feelings related to events that arise in classroom / home environment in a positive way. Separates from significant adults with assistance and without demonstrating a great deal of anxiety (younger child may need extra help) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Praise children’s positive behavior during interaction. Listen to children attentively and ask for their opinion in small decisions to ensure respect (example which toy/dress/book would you like) Demonstrate same behavior towards boys and girls.

<ol style="list-style-type: none"> 3. Expresses feelings about adults (e.g., "I love Auntie.") 4. Expresses affection towards the familiar adults. 5. Responds to forms of greetings used by the adults with appropriate cultural gestures. 6. Speaks respectfully with adults, using appropriate titles. 7. When needed, asks for help and provides help, as well and does things to please the adults (brings the slippers, dances or sings, etc.) 	<ul style="list-style-type: none"> • Use children's name while interacting with them. • Use appropriate greetings according to different times of the days and social contexts. • Encourage children to express positive feelings towards familiar adults, provide opportunities to interact respectfully with adults. • Bring children to family gatherings and introduce him/her with others. • Use positive behavior and words when separating from children. • Make promises to children only that you can keep.
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Recognizes adult's ideas and experiences by listening and asking questions. 2. Clarifies rules and routines before following. 3. Shares personal opinion when he/she does not agree. 4. Demonstrates love and affection towards family members and others. 5. Shows confidence and positive feelings about relationships with significant adults in addition to caregivers (e.g. teachers). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Talk about turn taking in games and activities • Engage children in daily tasks and cooperate with them (watering plants, arrange for meal). • Demonstrate equal behavior towards boys and girls. • Discuss that many people are needed to accomplish a task and that each one's contribution matters. • Allow children to ask questions, answer child's questions patiently and truthfully • Ask children questions about their activities, feelings, preferences, etc. • Prepare the child for separation. • Reinforce and acknowledge children's positive behavior with adults • Make promises to children only that you can keep.
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Gets engaged in conversation with familiar adults from the family and community (e.g. parents, grandparents, other grandparents from 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Facilitate children's interactions with adults in various social contexts and encourage communication and participation (e.g. to ask for information, to answer to questions, do simple shopping),

<p>the playground, neighbour, family physician, shop assistant, etc.).</p> <ol style="list-style-type: none"> 2. Verbalizes feelings related to events that arise in classroom / home environment in a positive way. 3. Appropriately uses cultural gestures of greeting without prompting. 4. Clarifies rules and routines before following, by asking questions. 	<p>in school or family, play “seller and buyer”, “physician and patient”, etc.</p> <ul style="list-style-type: none"> • Demonstrate respect and trust towards the children, discuss about the relationships with others, about daily activities and about the significant events experienced by the children. • Provide an appropriate communication model by avoiding interrupting the children while they are speaking • Talk with children about their feelings, support and validate children’s feelings and engage in meaningful conversations with them.
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Recognizes familiar adults within the surrounding and builds up trust. 2. Recognizes the importance of adult’s ideas and experiences by listening and asking questions. 3. Shares personal opinion when he/she does not agree with or see the value of a rule or routine 4. Interacts appropriately with adults (does not interrupt) and shows respect. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Offer examples and model appropriate behavior through respectful interactions with others; (e.g. role playing, going to the doctor, doing shopping, going to the fair, etc.). • Demonstrate respect and trust towards the child, discuss about the relationships with others, about daily activities and about the significant events experienced by the child. • Respond to child’s questions with patience and truthfulness. • Model and explain why it is important to be respectful to adults in a variety of settings and contexts

Domain:	2. Social and Emotional
Sub-Domain:	2.1: Social Development
Specific Aspect:	2.1.1: Interaction with Adults
Standard:	2.1.1.2: The child should be able to ask for help when needed.

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or need for comfort. 2. May use one or two specific sounds to draw caregiver's attention. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Nurture children with, hugs, cuddles and kind words. • Respond to children consistently and provide help and comfort when they are distressed. • Observe and stay close to the children and be ready to offer support.
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Tests caregiver responses to his/her behavior (e.g., reaches for a forbidden object and looks at caregiver to check response) 	Strategies for Caregivers: <ul style="list-style-type: none"> • Respond to children's needs and reinforce small accomplishments. • Recognize that respond to children's calls for assistance.
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Looks for indication from adults in regard to the appropriate or inappropriate behaviors. 2. Asks help from the adult while facing a difficulty (cannot open a box with toys, cannot ensure the stability of a tower made by wooden blocks etc.) or while playing with other children 	Strategies for Caregivers: <ul style="list-style-type: none"> • Respond positively to children's questions and calls for assistance. • Set appropriate and consistent limits. • Follow children's cues and offer guidance when appropriate.
25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Looks for indication from adults in regard to the appropriate or inappropriate behaviors. 2. Starts an activity after getting suggestions or directions from adult (e.g. to find a missing piece of a toy) 	Strategies for Caregivers: <ul style="list-style-type: none"> • Acknowledge and describe child's appropriate behavior (e.g., "well done! You remembered to put your toy in its place."). • In case of inappropriate behaviour explain it to the child (example: slapping or spitting on others)

37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Recognizes that adults have more experience and therefore asks for guidance. 2. Follows caregivers' guidelines for appropriate behavior in different environments. 3. Brings simple problem situations to adults' attention (another child is hurt or needs help, hears strange noises, or the food is burning on the stove, etc.) 4. Seeks emotional support from familiar caregivers. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Acknowledge and show appreciation for child's accomplishments. • Answer clearly and directly to children's questions; encourage children to ask questions to get information. • Set and clarify the acceptable limits for behavior. • Demonstrate positive attitudes; avoid negative behaviors. For example, if the care-giver shouts most of the time while talking to other people, the child will do the same.
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Asks questions frequently to adults to get information 2. Seeks assistance from adults in the community, when appropriate (e.g., neighbor, rickshaw puller/van driver, shop-keeper) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Answer child's questions directly. • Describe and discuss simple problem situations; comment on specific situations observed in the school, playground or on TV. • Provide opportunity to express the need to receive emotional support, help them to feel comfortable expressing such a need. • Show your empathy and availability by verbal and non-verbal behavior and encourage children to express their need for support.
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Demonstrates understanding of when to bring issues to attention of known adult. 2. Speaks to an adult for clarification when they feel tempted to break rules and routines. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage children to try to solve problems by his/her own. • Encourage the children to inform parents or trustworthy adults if she/her encounter someone who behaves inappropriately (example good or bad touch) • Demonstrate openness for children to feel comfortable to come to you with questions and assistance. • Provide children with the opportunities to observe and participate in adults' talk. • Discuss about the importance of not talking while somebody else is talking and waiting for

	<p>their turn and having the right tone while speaking.</p> <ul style="list-style-type: none"> When a child is making a mistake, instead of scolding discuss about what we have learnt from it.
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Seeks assistance from adults in the community (e.g., neighbor, rickshaw puller/van driver, shop-keeper etc.) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Tell children to ask for help and encourage them to solve the problem with you. Put the children in situation to see that asking and providing help reflects regular social behaviors and not an expression of failure. Create situations, which counteract the fact that girls ask questions more frequently when asking for help than boys. Address the stereotype that boys have to manage on their own. Remind the child to ask an adult before they break rules and routines

Domain:	2. Social and Emotional
Sub-Domain:	2.1: Social Development
Specific Aspect:	2.1.2: Interactions with Peers
Standard:	2.1.2.1: The child should be able to interact positively and cooperatively with other children through play.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Smiles spontaneously at other children and in response to familiar facial expression of others. 	<ul style="list-style-type: none"> • Smile frequently to the children and have eye contact • Provide him/her the opportunity to be with other children e.g. taking him/her to relatives/neighbors' home. • Imitate children while playing
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Observes other children and imitates their sounds, actions, and motions. 2. Reaches out to touch other children or grabs their toys and plays with their toys alone (e.g. examines toys, swipes toys in mobile). 3. Displays amusement interacting with other children (gestures, cooing, babbling, waving of arms and legs). 	<ul style="list-style-type: none"> • Get older siblings/relatives/ other children to respond positively to child's sounds, gestures, facial expressions through verbal and non-verbal behaviors. • Create environment for the child to play with other children/ sibblings
13 Months – 24 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Looks at other children with interest, watches them, and imitates their behavior (e.g. siblings' behaviors). 	<ul style="list-style-type: none"> • Provide opportunities for children to play and interact with other children from own and other cultural backgrounds regularly in order to become familiar with peers from various social, cultural and linguistic environments.
25 Months – 36 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Begins to take turns with other children during play, with assistance from primary caregiver 	<ul style="list-style-type: none"> • Create a safe environment where two or more children can play with toys at one time.

<ol style="list-style-type: none"> 2. Accepts adult intervention to negotiate disputes with other children over toys 3. Gets engaged in play alongside, but not necessarily with, other children (parallel play), may sometimes grab their toys. 4. Initiates social interaction with peers, shows enthusiasm about the company of other children and spontaneously shows preference for familiar playmates. 5. Plays cooperatively with other children and may hug/kiss or hold their hands. 	<ul style="list-style-type: none"> • Encourage children to discuss about their imaginary friends.
37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Talks to other children, asks them questions, communicate with them to settle arguments, with assistance. 2. Indicates preferences and intentions by answering yes/no questions (e.g., “Are you done with that? Are you still using it? Can Sima use it now? Do you want to keep it?”). 3. Shows or shares food, books and toys with other children. 4. Separates willingly from adults to play with friends, most of the time. 5. Makes friendship with at least one other child. 6. Understands the concept of ‘mine’ and ‘his/hers’. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunities for children to engage in a variety of play activities with other children (e.g. dramatic play, art projects, free play outside, dance class). • Balance opportunities for culturally consistent and cross-cultural skill development. (Introduce children with various cultural festivals). • Encourage children to play and share of toys with other children. • Discuss with the children on how to listen and talk to others. • Support children play by staying nearby, offering props, and assisting with conflict resolution • Ask older siblings participate in caring for the children.
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Plays with other children without prompting. 2. Makes decisions with other children with adult prompts as needed. 3. Negotiates with other children to solve a problem, with assistance. 4. States a position with reasons (e.g., “I do not want to play right now because I am tired.”) 5. Initiates an activity together with another child. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Support children’s play with peers by staying nearby, offering props, and assisting with conflict resolution. • Encourage children to make friends • Provide opportunities for children to meet friends. • Identify elements specific to the group to which the children belong to (learning centre or peer group) in order to build sense of belonging, which is associated with solidarity and social and emotional security.

<p>6. Actively participates in classroom and group routines and in play/games with other children but plays his own way.</p> <p>7. Makes and maintains friendship with at least one other child or small group of close friends.</p>	<ul style="list-style-type: none"> • Use names and symbols to help to identify the children with the learning centre or peer group.
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Gives social support to others (e.g., offers to help a peer who cannot find his/her toy). 2. Follows suggestions given by a friend about how to proceed in their play. 3. Has friends in different settings (e.g., neighborhood, school) and maintains friendships with two or more peers. 4. Actively participates in classroom and group routines. 5. Plays organized group games fairly (e.g. does not cheat in order to win). 6. Has a best friend or small group of close friends. 7. Initiates an activity together with another child and asks permission to play with toy being used by another. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Discuss and demonstrate how different things can be achieved when people work together (Chorui bhati-small picnic). • Provide opportunities for children to help others (e.g., help a younger sibling to draw pictures, help mother in household chores). • Provide children with possibility to play in small groups, where everybody has a specific role and responsibility.
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Shows loyalty towards friends by standing by them in time of need. 2. Proposes and follows a playmate's suggestions about how to play agreeably. 3. Identifies herself/himself as the friend of other children from close environments (learning centre, home/para, and neighborhoods of grandparents). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage the children to express opinion, to identify many alternatives for solving a problem or for developing a play. • Praise children when they accept other children's suggestions and help each other. • Give opportunity to be part of different group activities in various social settings (learning centre, home/para, and neighborhood of grandparents) in order to identify with those groups and to practice inclusion and collaboration on different settings.

Domain:	2. Social and Emotional
Sub-Domain:	2.1: Social Development
Specific Aspect:	2.1.3: Pro- Social Behavior
Standard:	2.1.3.1: The child should be able to take social cues from the environment and adjust her/his behavior accordingly.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Repeats actions many times to cause a desired effect (e.g. smiles because it make caregivers smile and laugh). 	<ul style="list-style-type: none"> • Set and respect rules and routines for food, hygiene and sleep, taking into account both individual and cultural preferences. • Constantly be sensitive to the child. • Remain consistent in respecting specific routine.
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Follows simple rules and routines for sleep and food. 2. Associates certain adults' behaviors with his/her own behaviors, vice versa (while put in the bed, it is expected to sleep, raises hand to be held and fed). 3. Is shy or quieter with strangers. 	<ul style="list-style-type: none"> • Communicate to children non-verbally, as well as verbally (e.g. expressing approval of the child's behavior by smiling). • Make eye contact when communicating
13 Months – 24 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Refers to caregiver for cues on how to respond to an unfamiliar person (e.g. will be more relaxed and comfortable with stranger if caregiver smiles at/talks to unfamiliar person) 2. Experiments with effects of own actions on objects and people 3. Demonstrates understanding that playing with certain desirable or forbidden objects will get adults' attention and that a negative behavior attracts negative reactions. 	<ul style="list-style-type: none"> • Set and repeat simple rules, “we wash our hands to eat before eating”, “before we go to the playground, we put the toys in the right place” in similar situations and react appropriately to child's behaviors e.g. praise the child for respecting the rules, explains to him/her if s/he does something wrong.

25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Anticipates and follows simple rules (e.g. put the toys at the right place, not to destroy what other children built, etc.). 2. Usually quiets down or stops when caregiver shushes him/her 	Strategies for Caregivers: <ul style="list-style-type: none"> • Communicate to child non-verbally, as well as verbally (e.g. expressing disapproval of the child's behavior by shaking head in both directions). • Make eye contact when communicating.
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> 1. If he/she needs something, can wait quietly, as told, until caregiver is able to attend to him/her. 2. Notices a sudden change in mood of the caregiver and/or people around him/her. 3. Asks “why” questions to show effort at understanding effects of behavior (e.g. “If I do this, why does that happen?”). 4. Demonstrates understanding of the consequences of own actions on others. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Use direct observations and verbal explanations and put the children in the situation to become aware that each social context has its own rules (e.g. <i>if I want to play swing, I need to wait for my turn, if not, we get hurt</i>). • Communicate to children non-verbally, as well as verbally (e.g. expressing disapproval of the child's behavior by shaking head in both directions). • Make eye contact when communicating. • Respond to children's ‘why’ questions clearly and explicitly.
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Describes and recognizes other children's positive, thoughtful and kind behaviors. 2. Shows empathy for physically hurt or emotionally upset child. 3. Follows simple rules without reminders (e.g. puts away toys in appropriate place after playing). 4. Waits for his/her turn during the play. 5. Attempts to follow daily schedule conscientiously. 6. Follows rule and accepts consequences if they break the rules. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Remind children rules and routines; display them on the walls in an accessible, appropriate graphic format. • Use repeatedly advises like “Now we wait ...”, “first you do that ..., then we do that” • Make lists (according to children's understanding) of positive behaviors you appreciate; play pretend games with children to identify and appreciate these behaviors. • Motivate children with comments like “<i>before lunch I am going to see the good behaviors that you did today</i>”. • Give children possibility to get involved in play, by providing them with time, toys and by suggesting topics.

61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Uses play to explore, practice and understand social roles. 2. Describes and explains how own actions and responses make others happy. 3. Cooperates with peers to complete a task with little conflict. 4. Demonstrates empathy by engaging in caring behavior so others respond positively. 5. Cooperates to minimize conflict or tension. 6. Knows when to stop asking questions. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Create opportunities for children to interact with other children and adults in a wide range of contexts. • Practice through game and drama rules of conduct. • Encourage children to tell what happened in the family, at home, in regard to the relationship between rules and their consequences in the social life. • Set clear guides or boundaries and remind child when necessary • Help child to predict the consequences of positive and negative behavior • Use dolls and animals to build empathy.
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Plays or works without disturbing others. 2. Expresses disagreement of inappropriate behavior (“<i>this is not right, wait for your turn</i>”). 3. Respects simple rules to participate in activities and play. 4. Participates in small or bigger group activities, sometimes as a leader, sometimes as a player. 5. Shows appropriate expression to social cues in the environment (e.g. understands when s/he should be quiet or when s/he can talk in classroom/hospital/religious places/other social gatherings). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Help children to become aware about the connection between emotions and actions by asking direct and specific questions. • Encourage them to express their feelings of frustration when treated unfairly. • Help children to anticipate the consequences of actions for developing problem solving ability. • Give children possibility to mark their participation (in a game) on a table or small board. • Give opportunity to play in groups of various sizes. • Pay special attention to integration of marginalized children (e.g. disadvantaged by poverty, disability, ethnicity and gender)

Domain:	2. Social and Emotional
Sub-Domain:	2.1: Social Development
Specific Aspect:	2.1.3: Pro- Social Behavior
Standard:	2.1.3.2: The child should be able to cooperate with others.

Birth – 6 Months	
Indicators for children: 1. Smiles at other children and adults	Strategies for Caregivers: <ul style="list-style-type: none">Play with others near to children (e.g. relatives/neighbors' children).Talk with the child while play.
7 Months – 12 Months	
Indicators for children: 1. Reaches out to touch other children or grabs their toys	Strategies for Caregivers: <ul style="list-style-type: none">Praise and cooperate with child when they are initiating an interaction.Talk with the child while play.
13 Months – 24 Months	
Indicators for children: 1. Expresses joy to be together with other children or familiar adults. 2. Begins to share and take turns, with assistance.	Strategies for Caregivers: <ul style="list-style-type: none">Conduct group activities on a regular basis with singing and movement games.Give opportunity to interact and play with nearby other children; give examples of cooperation with others in daily activities (preparing the meal, other domestic activities).
25 Months – 36 Months	
Indicators for children: 1. Starts to play in parallel with other children. 2. Participates in loosely structured group games (e.g. chase, dramatic play). 3. Follows family routines (e.g., meal time behavior). 4. Starts to share toys, with adult's help.	Strategies for Caregivers: <ul style="list-style-type: none">Give opportunity to interact and play nearby other children; give examples of cooperation with others in daily activities (preparing the meal, other domestic activities).Create opportunity to be in the company of other people and praise the enthusiasm they showed.Demonstrate through your own behavior what it means to cooperate while playing with children; provide toys for 2 or 3 children to play in the same time.

37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Seeks out other children to play with. 2. Notices and comments on who is absent from routine group settings. 3. Identifies self as member of a group. 4. Agrees to an adult's suggestion and joins a group of children playing. 5. Starts to recognize what it means to take turns and waits for turns. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Promote a sense of belonging and interdependence within groups (e.g., clean up or eating). • Provide times when children can participate in group activities (e.g., family meals, circle time). • Praise the children for showing interest to play with other children. • Read books, use dolls, cars etc. to demonstrate through characters what it means sharing, waiting your turn, cooperating with others. • Play regularly with children in order to practice taking turns.
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Uses play to explore, practice, and understand social roles. 2. Respects and follows the group's decisions. 3. Cooperates and exchanges objects while playing. 4. Recognizes what it means to take turns by doing so. 5. Shares materials and toys with others willingly. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunities for dramatic play that promote group work and an understanding of social roles. • Encourage children to be involved in activities traditionally considered inappropriate to his/ her gender and provide immediate positive feedback when you observe that they chose such activities e.g. boys playing with dolls and girls playing football. • Facilitate and stress on homogenous playing grouping, because girls and boys are tempted to group separately. In the same time, monitor the playing group and assist when girls are less involved in the game because of the dominating boys or vice versa. • Create opportunity to share materials, opinion, etc. to follow up any task. • Play regularly with children in order to practice taking the turn and waiting for your turn.
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Shares materials and toys with other children willingly. 2. Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunity to share materials and toys to encourage helping and sharing. • Suggest new ideas for play with other children.

<p>3. Completes simple projects with other children.</p> <p>4. Plays different roles with children (e.g. leader, follower).</p>	<ul style="list-style-type: none"> Provide opportunity for the children to participate in simple projects/games with other children
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Works with other children to overcome challenges. 2. Invents activities, which involve more than one child. 3. Assigns roles to other children while playing. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Provide opportunities for children to contribute ideas to group discussions and decision making. Encourage participation in group games, allowing children to make up or modify rules. Help children understand that to cooperate by fulfilling a request is different than obeying an order. Stress on mixed grouping like boys, girls, able disabled etc. Supervise play-groups and assist when girls are less involved because boys are dominant or vice versa.

Domain:	2. Social and Emotional
Sub-Domain:	2.1: Social Development
Specific Aspect:	2.1.3: Pro- Social Behavior
Standard:	2.1.3.3: The child should be able to adapt to diverse settings.

Birth – 6 Months	
Indicators for children: 1. Actively observes surroundings	Strategies for Caregivers: <ul style="list-style-type: none">Provide opportunities to explore and play in a range of familiar settings.Orient the child for adopting new situation.
7 Months – 12 Months	
Indicators for children: 1. Demonstrates recognition of a new setting by changing behavior (e.g., looks to parent for guidance). 2. Separates from primary caregiver in familiar settings outside the home environment e.g. going out with grandfather to visit relatives.	Strategies for Caregivers: <ul style="list-style-type: none">Provide opportunities to explore and play in a range of familiar settings.Orient the child for adopting new situation.Provide children with mirror which do not break and opportunities to see faces with various emotional expressions.
13 Months – 24 Months	
Indicators for children: 1. Explores new settings with guidance from caregiver.	Strategies for Caregivers: <ul style="list-style-type: none">Recognize that children may be uncomfortable when routines change, and comfort them.Introduce children to a variety of settings, including diverse cultural settings (e.g., Mela, market, park, playground)
25 Months – 36 Months	
Indicators for children: 1. Explores new settings with guidance from caregiver 2. Explores and plays in a range of familiar settings 3. Displays ease and comfort in a variety of places with familiar adults (e.g., home, store, and playground)	Strategies for Caregivers: <ul style="list-style-type: none">Talk with children about how one setting is different from another setting.Create a care-giving environment that reflects child's home culture, to create consistent settings.

37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Asks questions or acts in uncertain ways in unfamiliar settings and environments. 2. Explores objects and materials, and interacts with others in a variety of group settings. 3. Makes smooth transitions from one activity/setting to the next during daily routine with guidance. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Introduce children to a variety of settings, including diverse cultural settings (e.g., mela, market, park, playground) • Provide children with reminders when changes in schedule are planned • Demonstrate and explain appropriate behavior for different settings • Involve children in signalling transitions (e.g., ringing bell, singing particular song)
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Adjusts behavior to different settings (e.g., home, playground). 2. Expresses anticipation of special events in different settings by participating in pre-event activities. 3. Accommodates smoothly in a variety of settings throughout the day by not complaining. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Demonstrate and explain to children how to stand up for self and others when they treated with bias. • Prepare children for transitions to learning centers through a variety of activities (e.g., visit a learning centre). • Encourage children to think about and be prepared for diverse cultural settings. • Ask children to describe or draw pictures of different places, including places from his/her cultural background. • Provide activities related to a variety of transitions (e.g., moving, travelling etc.).
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Anticipates diverse settings and what will be needed in them, with assistance (e.g., “We’re going to play ground so I’ll bring a ball.”). 2. Shows concern about fairness within peer group (e.g., “Everyone gets a turn.” “That’s not fair.”). 3. Recognizes others’ abilities in certain areas (e.g., “Sumi sings really well.” “Imran is a fast runner.”). 	Strategies for Caregivers: <ul style="list-style-type: none"> • Allow children to interact with adults and children from different cultures or backgrounds. • Treat house help, subordinates, or those less fortunate with respect (e.g., talking to them politely). • Encourage children to use both mother tongue and mainstream language to name actions and objects in the environment. Use labels in different languages.

<ol style="list-style-type: none"> 4. Names and accepts differences and similarities in preferences (e.g., food preferences or favorite play activities). 5. Notices different wording for different culture for the same object. 6. Notices different age groups (e.g., elderly, young adults, teenagers, children) and recognizes differences among people in the family, school and community. 7. Asks questions that indicate s/he notices differences in socio-economic status (e.g., why is he begging in the street). 8. Talks about gender differences and roles. 	<ul style="list-style-type: none"> • In case of a child with disability use alternative communication mode. • Stress on respect for linguistic diversity and address immediately biased behaviors (e.g., when a child's name is pronounced in a wrong way on purpose). • Provide books in many languages and of different cultures.
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Asks questions that indicate s/he shows interest in people who look different from those the child commonly sees. 2. Asks questions about new / different words (dialects) and practices in the community (e.g. rural or urban setting, socio-economic status). 3. Adapts with diverse setting and individuals in the group. 4. Is willing to make friends with other children and adults in different situations and locations (schools, neighborhood). 5. Treats house help or those less fortunate with respect (e.g. talking to them in a polite manner). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Allow and encourage children to interact with adults and children from different cultures or backgrounds. • Answer children questions regarding diverse groups s/he observes without hint of prejudice or discrimination. • Incorporate new settings and individuals in the group. • Demonstrate respectable behavior to the home support staff and other less fortunate individuals at home.

Domain:	2. Social and Emotional
Sub-Domain:	2.1: Social Development
Specific Aspect:	2.1.3: Pro- Social Behavior
Standard:	2.1.3.4: The child should be able to take responsibilities, negotiate and participate in decision-making.

Birth – 6 Months	
Indicators for children: 1. Nothing implies.	Strategies for Caregivers: <ul style="list-style-type: none"> • Create opportunities to share objects, as a first step in learning pro-social behaviors. • Model this behavior through your own conduct.
7 Months – 12 Months	
Indicators for children: 1. Accepts adults' interventions to negotiate disputes about toys by stopping crying.	Strategies for Caregivers: <ul style="list-style-type: none"> • Create opportunities to share objects, as a first step in learning pro-social behaviors. • Model this behavior through your own conduct
13 Months – 24 Months	
Indicators for children: 1. Starts to share and give back toys, with adult's assistance. 2. Expresses preferences and simple intentions by using words and gestures.	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide assistance to share toys. You could ask: „Are you still playing with X? X could take it? Want to keep it?” • Invite children to a joint activity such as drawing. While drawing, share art materials and ask children to give you the pencil they are using and praise for the behavior. (e.g. Please give me the yellow pencil. Thank you! Look how nice we can draw together!). • Encourage the children to let others know about what they would like to do. • Have conversation on topics like “My favorite food”, “My favorite game” etc.
25 Months – 36 Months	
Indicators for children: 1. Expresses preferences and simple intentions by using words and gestures.	Strategies for Caregivers: <ul style="list-style-type: none"> • Ask and encourage when children express preferences • Explain ones roles and responsibilities • Demonstrate and talk on responsible behavior with children

37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Talks to other children to solve a conflict, with help from an adult. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Give children enough time to discuss and negotiate to resolve the conflict before you intervene. • Explain the importance of positive conflict resolution, e.g. <i>It's so good when a child gives us the ball! We play very nice together! We can share our toys to other children, as well!</i>
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Participates in decision making games with adults' assistance and uses various strategies (e.g. bargain, exchange). 2. Makes his/her rights explicitly and demonstrates conflict negotiation ability (e.g. "I gave you the glue after I finished the doll..."). 	Strategies for Caregivers: <ul style="list-style-type: none"> • Present several alternatives to children. • Take children to the park, playground to practice social skills. • Encourage children to solve the tasks independently once you know that they will be successful. Provide assistance, on request. • Read or share stories and fairy tales of character who solves conflicts in a positive manner. • Encourage children for positive behavior on disability issue by storytelling.
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Takes into consideration wishes and needs of other children. 2. Uses simple strategies to solve problems, both individual and or group problems. 3. Looks for solutions and solves problems, individually or collectively with other children, without adult assistance. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Discuss about feelings of rejection when one is not included by others or when someone refuses to share toys. • Encourage children to describe facts rather than about the person when talking about a conflict. • Encourage their initiative for conflict resolution, by asking their opinion: <i>What do you think we should do to solve this problem?</i> • Facilitate activities, which allow children to negotiate conflict resolution (dramatic play, constructions)
73 Months – 96 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Avoids situations, which generate conflict. 2. Accepts and respects responsibilities by fulfilling them. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Discuss with children the alternatives for diverse situations. • Give children enough time to discuss and negotiate.

<p>3. Tries to repair or correct the possible destructive consequences of his/her behavior.</p> <p>4. Uses multiple strategies for conflict resolution (first talk, and then ask adult's help)</p> <p>5. Makes simple decisions, with a minimum supervision from adult (food, clothes, toys, books)</p>	<ul style="list-style-type: none"> • Give opportunities for children to make choices. Support them by proposing various options. • Model responsible behavior.
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Domain:	2. Social and Emotional
Sub-Domain:	2.1: Social Development
Specific Aspect:	2.1.3: Pro- Social Behavior
Standard:	2.1.3.5: The child should be able to demonstrate empathy for others and the natural world.

Birth – 6 Months	
Indicators for children: <ul style="list-style-type: none"> Change facial expression while listening to sad or happy songs 	Strategies for Caregivers: <ul style="list-style-type: none"> Demonstrate and talk about situation and the music (does this music make you sad?)
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> Smiles when sees a smiling face. Reacts when someone is crying or upset. Explores plants, flowers, and other living things with multiple senses. Observes and follows the people surrounding him/ her. 	Strategies for Caregivers: <ul style="list-style-type: none"> Respond quickly to children's sounds, cries, and moods in a gentle and reassuring way. Support and stay with the children during stressful situations. Provide mirrors and opportunities for children to see faces and emotions. Provide children with regular opportunities for play outdoors and observe environment.
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> Demonstrates awareness of feelings during pretend play (e.g. soothes a crying doll) Expresses interest and excitement about animals and other living things 	Strategies for Caregivers: <ul style="list-style-type: none"> Demonstrate and explain responses to loss, injury, or pain Provide opportunities to identify emotions by the use of pictures, posters, and mirrors Provide opportunities for dramatic play with simple themes and props
25 Months – 36 Months	
Indicators for children: <ul style="list-style-type: none"> Notices other children who are happy or sad Expresses emotions about self and how another child might feel (e.g., "I think Tanya is sad because she is crying.") 	Strategies for Caregivers: <ul style="list-style-type: none"> Encourage children to develop an understanding of the feelings, ideas, and actions of others (e.g., appreciating others for their action) . Share the environment of the natural world with children (e.g., by playing outside

	<p>together, reading books and telling stories about the nature and world)</p> <ul style="list-style-type: none"> • Demonstrate empathy towards nature, animal and environment • Play dramatic play with children to show empathetic behavior
37 Months – 48 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Shows concern and comforts peers' feelings when they are hurt or upset. 2. Adopts a variety of roles and feelings during pretend play. 3. Communicates appropriate feelings of characters in stories. 	<ul style="list-style-type: none"> • Model friendly, positive, and respectful manner when listening and responding to children's comments and suggestions. • Read stories with children about diverse cultures and family structures • Provide opportunities for children to play with friendly manner with pet animals and natural environment. • When there is a conflict between two children, demonstrate empathy for both children. • Allow to play with other children to promote understanding of others' intentions and feelings.
49 Months – 60 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Shows empathy for those in emotional or physical pain. 2. Shows concern and comforts peers' feelings when they are hurt or upset. 3. Expresses feelings and emotions towards characters in stories. 4. Cares for plants, flowers, and other living things. 	<ul style="list-style-type: none"> • Encourage children to understand others' emotions, ideas and actions by reading books, • Demonstrate positive attitude in daily behavior in the family and learning center; • Use stories where characters have to overcome unpleasant situations; remind children how specific characters behave in those situations, e.g. <i>“Do you still remember what the friend said when the bear left?”</i>
61 Months – 72 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Comforts family members or friends through actions and words who aren't feeling well or are upset. 2. Expresses excitement about special events and accomplishments of others within cultural context and expectations 	<ul style="list-style-type: none"> • Provide opportunities for children to share and discuss feelings. • Help children to assist others and take others' perspectives into consideration

<p>3. Considers others' wants and needs, at times (e.g. shares toys with a crying child)</p> <p>4. Expresses emotion in response to hurt person</p>	<ul style="list-style-type: none"> • Encourage children to draw a picture of a time a friend felt happy, sad, lonely, etc. • Discuss about a character in a story, taking cultural differences into consideration. • Set an example for children by respecting the natural world and discussing why it is important (e.g., not littering, preserving trees).
<p>73 Months – 96 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Demonstrates sympathetic behaviors to family members or friends through actions and words who aren't feeling well or are upset. 2. Volunteers to assist and comfort peers by using words and actions 3. Adjusts plans in consideration of others' wants and needs, at times 4. Expresses emotion in response to hurt person or animal 5. Protects environment with care (e.g. likes to give food to pets, take care of plants, does not waste water/electricity, throws waste materials in appropriate bins etc.) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunities for children to share and discuss own and others feelings. • Encourage children to draw pictures of different emotions situations and he and his friend has faced. • Discuss different emotions of a character in a story, taking cultural differences into consideration. • Set an example for children by respecting the natural world and discussing why it is important (e.g. not littering, preserving trees etc.).

Domain:	2. Social and Emotional
Sub-Domain:	2.2: Emotional Development
Specific Aspect:	2.2.1: Emotional expression
Standard:	2.2.1.1: The child should be able to recognize and express appropriate range of emotion (anger, joy, frustration, jealousy, fear etc.).

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> Shows distress when with unfamiliar persons. Enjoys when hugged. Cries, uses facial expressions and body movements to express emotions. 	Strategies for Caregivers: <ul style="list-style-type: none"> Respond positively (verbally or by facial expressions) to children's cry/ laughter or to other behaviors they use to express a range of feelings.
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> Responds to others' behavior (cries when other children cry). Smiles, waves, laugh, babbles as response to positive interactions with adults. Frowns when he/she cannot succeed to do something. 	Strategies for Caregivers: <ul style="list-style-type: none"> Comfort children in stressful situations quickly to make them feel safe. Play with children by making them have fun by unusual expressions and facial movements, sounds (e.g. Tukki). Demonstrate empathy (respect and respond to others' feelings) towards other adults, children and animals. Encourage children through non verbal and verbal expression of encouragement such as saying "very well", "Bravo!/Bah /Shabbash", "you almost succeeded" with a warm hug or cuddles. Also show how to solve the problem (if he/she is unsuccessful after several tries out). Play with children using age appropriate and safe toys
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> Smiles, waves, laugh, in response to positive interactions with adults. Frowns when he/she cannot succeed to do something. 	Strategies for Caregivers: <ul style="list-style-type: none"> Help children relate to words which express emotions. Use play/ games/story telling materials in which children can show/ imitate expression of joy, enthusiasm, sadness, fear, etc.

	<ul style="list-style-type: none"> • Play with children by making them have fun by unusual expressions and facial movements, sounds (e.g. Tukki). • Nurture children with kind words, hugs and cuddles.
25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Recognizes and expresses simple emotions (fear, joy, sadness) with appropriate facial expressions, words, gestures, signs and other means towards familiar persons and animals. 2. Is able to name the basic emotions. e.g., happiness, sadness, anger. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Encourage children to share their feelings, to reproduce verbally and non-verbally and by imitating the emotion of different characters from stories, books, cartoons etc. • Encourage children to continue “very well”, “Bravo/ Bah /Shabbash” ,!”, “you almost succeeded” and show appropriate expression and help the child to keep him/her motivated . • Listen carefully and with interest to what children say, expanding on the emotional expression.
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Uses role play to understand and respond to emotions. 2. Associates emotions with words and facial expressions in others. 3. Uses appropriate words to express emotions. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Be children’s partner in new games, in a way that they could imitate facial expression style and non-verbal behaviour. • Reflect on children’s feelings, when children learn about own and others’ emotions and do not know emotions’ names. Do not ask children “How do you feel?” try instead to identify child’s emotions and then to communicate it to him/her as a question or sentence. e.g. are you happy or are you angry? Mom is happy or sad etc. • Support the child to identify and respond to his/her peers’ emotion. • Discuss how the characters in a book might feel while reading stories with children. e.g. the boy was excited to find a treasure.
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Uses role play to understand and respond to emotions. 2. Associates emotions with words and facial expressions. 3. Names and talks about own emotions. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Be children’s partner in new games, in a way that they can imitate facial expressivity style and non-verbal behavior. • Reflect on children’s feelings, when children learn about own and others emotions and do not know emotions’ names. Do not ask children “How do you feel?”, Try instead to identify child’s emotions

<p>4. Reacts emotionally in a balanced and flexible way in various social and physical environments, e.g. expresses sadness when at loss but does not have emotional outburst.</p>	<p>and then to communicate it to him/her as a question or sentence. e.g. are you happy or are you angry? Mom is happy or sad etc.</p> <ul style="list-style-type: none"> • Discuss how the characters in a book or visual media might feel while reading stories with children. e.g. the boy was excited to find a treasure. • Support the child to identify and respond to his/her peers' emotion. • Avoid cultural, gender, ethnic, geographic, class, ability differences in expressing feelings. Do not say for example, <i>boys shouldn't cry or girls are timid</i>.
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Expresses emotions through play and arts. 2. Shares with others (peer and familiar adults) his/ her feelings/ emotions. 3. Expresses emotions through words e.g. frustration, happiness, fear. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Discuss with children about sound, rhythm, music and emotions. • Support the child to identify and respond to his/her peers' emotion. • Involve children in different artistic activities (painting, colouring) and ask them about what they do and how they feel. If they start describing an event, a dream or an emotion, listen carefully and provide support like "I understand" or "and then?" • Encourage children to use words and expressions which name emotional moods. Ask questions like "How does this toy makes you feel?" "How do you feel when somebody shouts at you?"
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Expresses emotions in daily life activities through different ways/gestures (e.g. jealousy, frustration, happiness and fear). 2. Shares with others (peer and familiar adults) his/ her feelings/ emotions. 3. Reacts emotionally in a balanced and flexible way in various social and physical environments (e.g. expresses sadness when at loss but rarely shows emotional outburst). 4. Expresses emotions in words (e.g. jealousy, frustration, happiness and fear). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Discuss with children about sound, rhythm, music and emotions. • Involve children in different artistic activities (painting, colouring) and ask them about what they do and how they feel. If they start describing an event, a dream or an emotion, listen carefully to them and provide support like "I understand" or "and then?" • Encourage children to use words and expressions which name emotional moods. Ask questions like "How does this toy makes you feel?" "How do you feel when somebody shouts at you?" • Dialogue with children about emotions they experience in group activities (watching movies, listening to the music, dancing, storytelling, etc.).

5. Is able to express emotion appropriately in a group situation.	
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Domain:	2. Social and Emotional
Sub-Domain:	2.2: Emotional Development
Specific Aspect:	2.2.2: Self Control
Standard:	2.2.2.1: The child should be able to demonstrate their ability to understand and follow rules and routines.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers: <ul style="list-style-type: none">• Be emotionally available and sensitive to children• Observe child to understand his/her daily living pattern
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none">1. Develops increasing consistency in sleeping, waking, and eating patterns.2. Gets engaged in some regular behaviors (e.g., sings or babbles self to sleep).3. Participates in routine interactions (e.g., cooperates in dressing)4. Anticipates routine interactions (e.g., lifts arms toward caregiver to be picked up)	Strategies for Caregivers: <ul style="list-style-type: none">• Establish individual child focused routines for eating, sleeping, toilet training and other regular activities while taking into account family's care practices.• Establish routines while being flexible to meet children's needs.• Be emotionally available and sensitive to children.• Be consistent in your interactions with children.
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none">1. Tests limits and strives for independence2. Anticipates and follows simple routines, with reminders and assistance (e.g. washes hands, helps to pick up and put away toys).	Strategies for Caregivers: <ul style="list-style-type: none">• Acknowledge children's appropriate behavior in different settings.• Establish routines while being flexible to meet children's needs.• Offer children two real choices that are both okay from the adults' point of view (e.g., "Do you want to wear a red or blue shirt?")
25 Months – 36 Months	

Indicators for children: <ol style="list-style-type: none"> Anticipates and follows simple rules, with reminders (e.g., expects to hold hands when going out). Anticipates consequences for not following rules. 	Strategies for Caregivers: <ul style="list-style-type: none"> Establish routines while being flexible to meet children's needs. Set simple rules and respond consistently to children's behavior.
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> Participates easily in routine activities (e.g., meal time, snack time, bed time). Follows simple rules without reminders (e.g., handles toys with care). Demonstrates increasing ability to use materials responsibly. Adapts to changes in daily schedule. Predicts what comes next in the day, when there is an established and consistent schedule. 	Strategies for Caregivers: <ul style="list-style-type: none"> Engage children with schedules and routines. Prepare children for changes in daily schedule by providing advance warning, talking with, and listening to child. Display visual cues for rules and routines. Keep list of rules positive and short. Enforce rules consistently and respectfully. Engage children in setting appropriate rules.
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> Demonstrates increasing ability to use materials purposefully, safely, and respectfully. Adapts to changes in daily schedule easily. Predicts what comes next in the day, when there is an established and consistent schedule. 	Strategies for Caregivers: <ul style="list-style-type: none"> Keep list of rules positive and short; include rules addressing bias and prejudice that are understood by children (e.g. do not make fun of people with disability) Enforce rules consistently and respectfully Display visual cues for rules and routines. Engage children in setting appropriate rules Prepare children for changes in daily schedule by providing advance warning, talking with, and listening to child.
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> Gets engaged in and completes simple routines without assistance (e.g., puts on sandal to go outside). Applies rules in new but similar situations. Explains simple family or classroom rules to others. 	Indicators for children: <ul style="list-style-type: none"> Clearly communicate rules, routines and expected behaviors Make daily plans with children, underlining items that are different from the usual routine Talk with children about the positive reasons for having rules (e.g., so people don't get hurt)

73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Gets engaged in and completes routines without assistance (e.g., brushes teeth every day, washes hand before meal). 2. Follows rules in different settings (e.g., lowers voice when enters Masjid/ temple 3. Applies rules in new but similar situations (e.g., washes hand before meal even at school or other places) 4. Explains simple family or classroom rules (e.g. should listen quietly while others are talking, should not leave home without parent's permission) to others. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Clearly communicate rules, routines and expected behaviors • Make daily plans with children, underlining items that are different from the usual routine • Discuss and explain to children the positive reasons for having rules (e.g., so people don't get hurt). • Model following routines in daily life

Domain:	2. Social and Emotional
Sub-Domain:	2.2: Emotional Development
Specific Aspect:	2.2.2: Self Control
Standard:	2.2.2.2: The child should be able to regulate their feelings and impulses.

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Signals needs with sounds or motions (e.g., cries when hungry or reaches for wanted object of comfort). 2. Relaxes or stops crying when comforted (e.g., when held or spoken to softly). 3. Sucks thumbs when feel insecure. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Snuggle, cuddle, and physically nurture the children. • Respond to children's signals for attention • Stay with children during stressful situations to help him/her regulate emotions.
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket). 2. Communicates need for support or help from adults (e.g., holds out arms when tired). 	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide children with calming materials (e.g., soft blanket or toy). • Stay with children during stressful situations to help him/her regulate emotions. • Demonstrate managing own emotions and impulses. • Facilitate play to help the child divert and calm down • Name own emotions when interacting with children. • Accept children's expression of a full range of emotions (e.g., display understanding when child shows anger). • Facilitate parent –child interaction during day care time
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket). 2. Communicates need for support or help from adults (e.g., holds out arms when tired). 	Strategies for Caregivers: <ul style="list-style-type: none"> • Recognize and name children's feelings and behaviors (e.g., "You seem happy today."). • Intervene sensitively when children are having difficulty regulating impulses. • Facilitate play to help the child divert and calm down • Facilitate parent –child interaction during day care time

25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> Names some emotions (e.g., happy, excited, sad, mad, tired, scared). Seeks caregiver support and attention when feeling strong emotions. Begins to control impulses (e.g., says “No” when reaching for forbidden object; restrains self from stepping on a book on the floor, refraining from touching fire). 	Strategies for Caregivers: <ul style="list-style-type: none"> Help children explore safe and appropriate ways to manage and express feelings and impulses (e.g., redirecting to appropriate activity when necessary). Read books or take help of audio visual aids with children that focus on emotions and emotional regulation. Facilitate play to help the child divert and calm down Accept children’s expression of a full range of emotions (e.g., display understanding when child shows anger).
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> Expresses strong emotions constructively, at times with assistance. Expresses ownership of feelings and desire to control self, with assistance. Calms self after having strong emotions, with guidance (e.g., talks with favourite persons when upset) Waits for turn and shows patience during group activities Is able to stick to a difficult task without becoming overly frustrated. 	Strategies for Caregivers: <ul style="list-style-type: none"> Engage with children to provide support when they have difficulty. Encourage children to continue “very well”, “Bravo/ Bah /Shabbash” ,!”, “you almost succeeded” and show appropriate expression and help the child to keep him/her motivated Provide guidance when children need assistance regulating emotions. Acknowledge children for expressing and regulating intense feelings. Facilitate play to help the child divert and calm down Discuss what upset the children later when they are calmer
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> Expresses strong emotions constructively, at times with some assistance Expresses ownership of feelings and desire to control self, with some assistance Calms self after having strong emotions, with guidance (e.g., talks with favourite persons when upset) Waits for turn and shows patience during group activities. 	Strategies for Caregivers: <ul style="list-style-type: none"> Engage with children to provide support when they are facing difficulty Provide guidance when children need assistance regulating emotions Acknowledge children for expressing and regulating intense feelings Discuss what upset the children when they are calmer. Ensure active involvement of the child in social / family gathering

5. Is able to accomplish difficult tasks without becoming overly frustrated.	
61 Months – 72 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights). 2. Shows ability to control destructive impulses, and seeks peaceful resolution to conflict with guidance. 3. Modifies behavior and expression of emotions for different environments with guidance. 4. Stops and listens to instructions before jumping into activity. 	<ul style="list-style-type: none"> • Discuss how different ways to express impulses are appropriate in different environments (e.g., set rules that prohibit children from making fun of each other's differences). • Work with children to establish procedures for taking turns. • Encourage children to settle disputes with other children independently, but monitor children's safety. • Guide group discussions about problem solving and conflict management. • Encourage children to continue "very well", "Bravo/ Bah /Shabbash" ,!”, “you almost succeeded” and show appropriate expression and help the child to keep him/her motivated • Ensure active involvement of the child in social / family gathering
73 Months – 96 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights). 2. Shows ability to control destructive impulses, and seeks peaceful resolution to conflict most of the time (e.g. leaves the place of discomforts shares the problem with a friendly person about the conflict, seeks advise, try to follow conflict management strategies). 3. Modifies behavior and expression of emotions for different environments. 4. Follows instructions before jumping into activity. 	<ul style="list-style-type: none"> • Facilitate discussion among peers about conflict and ask them to come with a solution • Catch them when they are good and praise them • Have clear rules for each activity • Let children practice control their emotions both positive and negative • Provide plenty of time and opportunities for children to play, explore, experiment and accomplish tasks.

Domain:	2. Social and Emotional
Sub-Domain:	2.2: Emotional Development
Specific Aspect:	2.2.3: Self concept
Standard:	2.2.3.1: The child should be able to perceive themselves as unique individuals and demonstrate awareness of their own abilities.

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> Shows preference for primary caregivers Shows facial expression and body movement toward desired people or objects Plays with one object more often than others 	Strategies for Caregivers: <ul style="list-style-type: none"> Use children's name during interactions. Respond to children's individual needs and play with them, making eye-contact, talking, and gesturing.
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> .Explores own body (e.g., observes hands, reaches for toes) and explores the face and other body parts of others (e.g., touches caregivers' ears, hair, hands) Responds with gestures or vocalizations when name is spoken Shows preference for primary caregivers Points or moves toward desired people or objects Identifies familiar objects (e.g., bottle, blanket) Repeats a motion or noise to replicate a result Makes choices about what toys to play with Responds for action (e.g. claps, smile, cry). 	Strategies for Caregivers: <ul style="list-style-type: none"> Use children's name during interactions Cuddle and be responsive to children to foster trust and attachment and make time to be fully engaged with the children. Provide unbreakable mirrors for children to look at self and point and label body parts Involve children in family traditions, rituals, and activities. Provide children with choices of activities and objects to play with and follow the child's lead during play and exploration.
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> Recognizes and calls attention to self when looking in the mirror or at photographs Identifies objects as belonging to him or her Points to at least two body parts, when asked and points to and names some of own body parts 	Strategies for Caregivers: <ul style="list-style-type: none"> Give children appropriate and varied choices. Provide safe environments for active exploration. Child should not be criticised based on his / her preference for particular adult / peer

4. Shows preference for familiar adults and peers	
Months – 36 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Tests limits and strives for independence 2. Identifies self and uses own name when asked (e.g., “I am a boy.” “My name is Kamal”) 3. Shows awareness of being seen by others (e.g., exaggerates or repeats behavior when notices someone is watching) 4. Occupies self appropriately for brief periods of time (e.g., 10 to 15 minutes) 5. Makes choices (e.g., what clothes to wear) 6. Shows preference for favorite books, toys, and activities 7. Indicates preferences and intentions by answering yes/no questions (e.g., “Are you done with that?” “Are you still using it?” “Can Abu use it now?”) 8. Identifies objects as belonging to him or her 9. Shows preference for familiar adults and peers 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Allow them to test themselves within set limits. • Provide opportunities for children to talk about self and others. • Allow children to occupy themselves without interrupting. • Be aware and respectful of cultural differences in expressing independence. • Share your enthusiasm and describe children’s abilities and preferences (e.g., “You really like to draw with those crayons, don’t you?” “You are walking carefully over tree roots.”) • Child should not be criticised based on his / her preference for particular adult / peer
37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Describes self by name. 2. Identifies objects as belonging to him/her. 3. Describes immediate family members and begins to understand their relationship. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Respond to children’s individual needs and play with them. • Involve children in family traditions, rituals, and activities at home and in the center. • Provide children with choices of activities and objects to play with and follow child’s lead during play and exploration. • Encourage talking about self and family. • Talk to them about what they were like when they were babies, their habit, preferences, choices, likes and dislikes. • Identifying child’s area of interest and facilitate activities to address those interest • Use strengths/interest of the child to overcome challenges
49 Months – 60 Months	

<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Describes self as person with a mind and body (e.g. expresses likes/dislikes, talks about body, conscious about right/wrong, good/bad for self) 2. Refers to self by full name 3. Describes extended family members and begins to understand their relationship. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Respond to children's individual needs and play with child. • Involve children in family traditions, rituals, and activities at home and in the center. • Provide children with choices of activities and objects to play with and follow child's lead during play and exploration. • Encourage children to talk about self and family and extend on it. Ask questions to allow the child to describe not only facts only but also feelings and relationship. • Facilitate interaction with extended family members • Identifying child's area of interest and facilitate activities to address those interest • Use strengths/interest of the child to overcome challenges
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Shares information about self with others. 2. Knows some important personal information (e.g. address and telephone number) 3. Works independently and enjoys working with others. 4. Describes about self in details. 5. Expresses own ideas and opinions. 6. Accepts responsibilities and follows through on them (e.g. helping with household chores). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage the children to share their opinion • Invite children to take on simple household responsibilities. • Provide plenty of time and opportunities for children to play, explore, experiment and accomplish tasks. • Praising the child's appearance in general
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Expresses own ideas and opinions 2. Works independently and enjoys working with others. 3. Describes about self in details. 4. Accepts responsibilities and follows through on them (e.g. helping with household chores). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Help the child know their own strengths and interests • Encourage the children to share their opinion • Invite children to take on simple household and classroom responsibilities.

<p>5. Expresses delight after successfully completing a project and wants others to appreciate.</p> <p>6. Requests quiet time and space for reflection.</p>	<ul style="list-style-type: none"> • Provide plenty of time and opportunities for children to play, explore, experiment and accomplish tasks. • Invite children to share thoughts and feelings when doing a new task. And let them apply their strength
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Domain:	2. Social and Emotional
Sub-Domain:	2.3:Values and Ethics
Specific Aspect:	2.3.1:Inter and Intrapersonal values (Self Respect, honesty and responsibility)
Standard:	2.3.1.1: The child should be able to demonstrate, honesty, respect for self and others, take responsibility and is able to accomplish tasks.

Birth – 6 Months	
Indicators for children: 1. Observes caregiver's behavior.	Strategies for Caregivers: <ul style="list-style-type: none"> • Hug and hold children. • Spend plenty of time with them in quality interaction. • Develop bonding with the child
7 Months – 12 Months	
Indicators for children: 1. Observes caregiver's behavior. 2. Becomes familiar with own clothes, personal belongings and toys.	Strategies for Caregivers: <ul style="list-style-type: none"> • Tell them that you love them. • Spend plenty of time with them in quality interaction.
13 Months – 24 Months	
Indicators for children: 1. Observes caregivers behavior and imitates. 2. Identifies own clothes, personal belongings and toys.	Strategies for Caregivers: <ul style="list-style-type: none"> • Hug and hold children. • Tell them that you love them. • Spend plenty of time in quality interaction with them. • Be consistent in your interaction. • Model responsible behaviour
25 Months – 36 Months	
Indicators for children: 1. Puts toys where it belongs. 2. Asks to help with simple tasks and completes them	Strategies for Caregivers: <ul style="list-style-type: none"> • Hug and hold children. • Tell them that you love them. • Spend plenty of time with them. • Be consistent in your interaction. • Model responsible behaviour

	<ul style="list-style-type: none"> • Encourage children to continue “very well”, “Bravo/ Bah /Shabbash” ,!”, “you almost succeeded” and show appropriate expression and help the child to keep him/her motivated • Encourage and reinforce appropriate behavior • Encourage organizing toys in playful manner , i.e.,put the blocks into a tower and the children will playfully organise the bricks of blocks
37 Months – 48 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Expresses pride in oneself (e.g. may say I can do this, I can draw nicely, I have a sister/ brother, I can run fast etc. 2. Answers questions honestly. 3. Clearly articulates likes and dislikes. 4. Keeps things that belong to her/him. 5. Demonstrates patience while waiting for rewards. 6. Takes care of one’s belongings 7. Finishes assigned tasks (e.g. simple chores, minding a younger sibling) 	<ul style="list-style-type: none"> • Tell children that you love them. • Introduce children with others by their name and relationship. • Talk about honesty and teach them to always say the truth. You may use stories to explain the concept of honesty • Explain why children should not take anything which belongs to someone else. • Help children realise the benefits of delayed gratification. • Help children manage their own belongings. • Assign manageable and doable tasks (wearing shoes, dress, washing hands) to children. • Appreciate for a task well done with thanks and verbal/ non object rewards.
49 Months – 60 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Returns thing to the right owner. 2. Maintains rules of games. 3. Does one’s work or chores without being told. 4. Does and tries to finish assigned task independently. 	<ul style="list-style-type: none"> • Do not scold children in public. • Talk about honesty and teach them to always say the truth. You may use stories to explain the concept of honesty. • Explain why children should not to take anything which belongs to someone else. • Help children realise the benefits of delayed gratification. • Assign manageable and doable tasks to children. • Model honesty and integrity in everyday interactions • Appreciate for a task well done with thanks and rewards • Make feasible promises and stick with promises.

- Model responsive behavior (e.g. Speak the truth)

61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Helps others when needed, without being told. 2. Knows not to misbehave in public or throw a tantrum. 3. Speaks up to protest when someone teases or offends. 4. Says “sorry” when she/he has made a mistake or has hurt someone. 5. Feels good when praised by elders. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Introduce children with others by name. • Create space for the children in a social gathering. • Do not scold children in public. • Ask children to think of how others are feeling in an unfortunate situation. • Ask and help children to articulate their needs and feelings. • Provide positive reinforcement and praise children’s good deeds. • Talk about honesty and teach them to always say the truth. You may use stories to explain the concept of honesty Teach children not to take anything which belongs to someone else. • Explain why children should not to take anything which belongs to someone else. • Help children realise the benefits of delayed gratification. • Assign manageable and doable tasks to children. • Appreciate a task well done with thanks and rewards. • Give enough time for the children to say what they want and avoid interfering. • Encourage children to continue “very well”, “Bravo/ Bah /Shabbash” ,!”, “you almost succeeded” and show appropriate expression and help the child to keep him/her motivated • Catch them when they are good and praise them • Support the children to raise their own voice , respect their opinion and act accordingly • Guide children to say sorry for their own mistake
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Helps family members in household chores without being told. 2. Follows daily routine (study/reading habits, personal hygiene, playtime, pray time, bedtime, etc.) willingly, without being reminded. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage children to help others. • Ask children to articulate their needs and feelings. • Provide positive reinforcement and praise children’s good deeds. • Explain to children the benefits of delayed gratification.

<p>3. Is eager to cheer up playmates, peers, classmates, family members who are sad and/ or hurt</p> <p>4. Asks playmates/peers what they want</p> <p>5. Says “sorry” when she/he has made a mistake or has hurt someone.</p>	<ul style="list-style-type: none"> • Assign manageable and doable age appropriate tasks to children. • Appreciate a task well done with thanks and non-object rewards. • Give enough time for the children to say what they want and avoid interfering. • Involve children in doing age appropriate light household chores
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Domain:	2. Social and Emotional
Sub-Domain:	2.3:Values and Ethics
Specific Aspect:	2.3.2:Family, friend and Community Bonding
Standard:	2.3.2.1: The child should be able to express love and respect to family and community

Birth – 6 Months	
Indicators for children: 1. Observes caregiver's behavior. 2. Develops attachment with caregiver.	Strategies for Caregivers: <ul style="list-style-type: none">Hug and hold children.Tell them that you love them.
7 Months – 12 Months	
Indicators for children: 1. Develops attachment with caregiver. 2. Enjoys listening to caregiver's songs and lullabies.	Strategies for Caregivers: <ul style="list-style-type: none">Hug and hold children.Tell them that you love them.Do rhymes and sing songs with them
13 Months – 24 Months	
Indicators for children: 1. Observes caregivers and other immediate family member's behavior and imitates. 2. Develops attachment with caregiver and family. 3. Enjoys listening to songs and stories by parents and grandparents.	Strategies for Caregivers: <ul style="list-style-type: none">Spend plenty of time with them in quality interaction.Facilitate interaction with extended familyBe consistent in your interaction.Model behaviors to demonstrate respect and attention while interacting with others.Do rhymes and sing songs with them
25 Months – 36 Months	
Indicators for children: 1. Develops attachment with caregiver and family. 2. Enjoys listening to songs and stories by parents and grandparents.	Strategies for Caregivers: <ul style="list-style-type: none">Be consistent in your interaction.Model behaviors to demonstrate respect and attention while interacting with others.Do rhymes and sing songs with them
37 Months – 48 Months	
Indicators for children:	Strategies for Caregivers:

<ol style="list-style-type: none"> 1. Demonstrates love and attachment with parents and grandparents. 2. Enjoys being with children of same age group. 3. Enjoys playing with parents, grandparents and children. 4. Listens to rhymes and stories told by parents and grandparents. 5. Understands the concept of family and the importance of belonging to it (e.g. talks about family, likes to be with family members, draws own family). 6. Knows and initiates friendship with a few children of the immediate neighborhood. 	<ul style="list-style-type: none"> • Encourage all members of the family to take care of the children • Explain to children about roles and functions of a family. • Facilitate interaction with extended family • Do rhymes and sing songs with children • Organize family events (e.g. birthday parties, going together to social gatherings, visiting relatives and neighbors). • Encourage family members to demonstrate affection. • Introduce children to the neighbors or community. • Encourage child to take part in age appropriate household activities
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Has strong attachment with the primary caregivers (e.g. ma, baba, dada, dadi, nana, nani, elder brothers and sisters etc.). 2. Develops concept of friendship. 3. Listens to the suggestions of primary caregivers. 4. Shares books, toys and game-materials with other children. 5. Enjoys playing with caregivers and other children of the same age group. 6. Listens to stories told by parents, caregivers, grandparents and story tellers from the neighborhood. 7. Expresses feelings (e.g. joys, sorrows etc.) to the caregivers. 8. Knows his/her community's name and few neighbors. 9. Speaks up to protest when someone behaves negatively (e.g. Say 'No' when s/he feels uncomfortable) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage children to respect and listen to others in the family and community. • Introduce children to the neighbors or community. • Allow children to interact with community members/neighbors and their children • Remind children to be responsible for keeping the environment clean. • Allow children to participate in community events. • Encourage children to share their belongings with others members of the family and with friends. • Allow children to express feeling (e.g. like, dislike)
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Enjoys friendship with children from the community, neighborhood or school. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Talk about value of friendship and encourage children to make friends.

<ol style="list-style-type: none"> 2. Shares joy and sadness with friends 3. Loves to play with fellow mates 4. Shares food and toys with other children such as fellow classmates, friends from the neighborhood, etc. 5. Tells story to the fellow mates, parents and caregivers. 6. Knows common community landmarks (e.g. schools, shops/stores, park, play grounds, community centers, etc.) 	<ul style="list-style-type: none"> • Encourage children to express their emotions with primary caregivers and friends. • Encourage children to share their food and toys with others. • Promote pro-social behavior (loving and valuing one's family, fostering social responsibility for the community, practicing tolerance of differences among people, respecting diversity, treating people in disadvantaged circumstances with fairness, children with disability etc). • Explaining reality of the family situation and not to hide incapability of the family or caregiver • Arrange guided visit to different community landmarks
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Describes incidents or events in schools and articulates her/his feelings related to it. 2. Demonstrates ability to be separated from familiar adults or the family for some time without feeling distressed (provided it is a safe environment). 3. Retells in own words, stories told by parents/grandparents 4. Shows or shares food, books and toys with primary caregivers and children. 5. Can articulate at least one positive thing about his/her community (e.g. I like my neighborhood because....., what is beautiful hereetc.) 6. Knows about community events/affairs and is eager to participate 	<p>Strategies for Caregivers:</p> <p>discuss about similarities and differences among family members and let them act accordingly</p> <ul style="list-style-type: none"> • Encourage children to talk about daily happenings in schools • Encourage children to share feelings and concerns with caregivers • Help children identify positive things of the community or neighborhood such as best schools in the locality, very neat and clean area, very beautiful park, market place, historical place etc. • Make children understand about the community events/affairs such as festivals, sports, mela or exhibitions, cultural programs etc. • Promote pro-social behavior (loving and valuing one's family, fostering social responsibility for the community, practicing tolerance of differences among people, respecting diversity, treating people in disadvantaged circumstances with fairness, children with disability etc). • Guide children demonstrate pro-social behaviour

Domain:	2. Social and Emotional
Sub-Domain:	2.3: Values and Ethics
Specific Aspect:	2.3.3: Bangladesh Culture and Heritage
Standard:	2.3.3.1: The child should be able to show respect and love for Bangladeshi culture and heritage.

Birth – 6 Months	
Indicators for children: 1. Enjoys listening to Bangla songs and lullabies by smiling and shaking hands, legs etc. when she/he hears them.	Strategies for Caregivers: <ul style="list-style-type: none"> • Hug children and tell them that you love them in your own language. • Spend plenty of time interacting with child in his/her mother tongue • Be consistent in your interaction.
7 Months – 12 Months	
Indicators for children: 1. Enjoys listening to Bangla songs and lullabies by smiling, moving body, making sound etc. when she/he hears them.	Strategies for Caregivers: <ul style="list-style-type: none"> • Hug children and tell them that you love them in your own language. • Spend plenty of time interacting with child in his/her mother tongue, use Bangla stories, rhymes and Bangla songs while interacting. • Be consistent in your interaction.
13 Months – 24 Months	
Indicators for children: 1. Enjoys listening to Bangla songs and stories. 2. Recites simple bangle rhymes, with prompting.	Strategies for Caregivers: <ul style="list-style-type: none"> • Hug children and tell them that you love them. • Spend plenty of time interacting with child in his/her mother tongue , use Bangla stories, rhymes and Bangla songs while interacting Be consistent in your interaction.
25 Months – 36 Months	
Indicators for children: 1. Enjoys listening to Bangla songs and stories. 2. Recites simple bangle rhymes, with prompting.	Strategies for Caregivers: <ul style="list-style-type: none"> • Hug children and tell them that you love them. • Spend plenty of time interacting with child in his/her mother tongue , use Bangla stories, rhymes and Bangla songs while

	<p>interacting Use visuals and picture books to introduce national heritage</p> <ul style="list-style-type: none"> • Be consistent in your interaction.
37 Months – 48 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Knows name of the country 2. Gets familiar with the National flag. 3. Speaks in the national language ‘Bangla’ or one’s mother tongue 	<ul style="list-style-type: none"> • Instill feelings of pride for the country and its people. • Show the national flag and explain the value and meaning of the flag. • Talk about the value of the national language and other languages including indigenous languages
49 Months – 60 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Understands and speaks in mother tongue e.g. Bangla or other language including indigenous languages 2. Tells and identifies the names of national fruit, fish, bird and animal 3. Knows about the important role of various cultural/professional groups (e.g. farmers, potters, weavers, blacksmiths, fishers community, cobbler, <i>Bede</i>, etc.) and respects them. 	<ul style="list-style-type: none"> • Encourage children to speak in Bangla or mother tongue. • Introduce children with the national fruit, fish, bird and animal etc. • Help children choose patriotic songs to listen to regularly. • Celebrate national days with the children • Facilitate socio dramatic play on historical events • Use stories and audio visual aids to introduce national events , days , personalities • Describe the history of our language movement and the importance of 21st February as National and International Language day • Discuss about different professionals (e.g. cleaner, shoemaker etc.) and their important role in the society.
61 Months – 72 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Knows about the name of the Father of the Nation 2. Knows names of national leaders 	<ul style="list-style-type: none"> • Discuss about the Father of the Nation, tell stories and facilitate role play on Father of the Nation • Discuss attributes of national leaders. Facilitate role play

<ol style="list-style-type: none"> 3. Describes importance of Victory Day, Independence Day, and Martyr Day (Shaheed Dibash). 4. Listens to patriotic songs with interest. 5. Feels proud of being 'Bangladeshi', by saying it with pride. 6. Gets familiar with cultural landmarks (e.g. Shahid Minar, Jatio Smrity Shoudho, Paharpur, Mahasthangarh, Sundarbans etc.). 	<ul style="list-style-type: none"> • Help children identify cultural landmarks such as Shahid Minar, Jatio Smrity Shoudho, Buddhijibee Smrity Shoudho, etc. • Celebrate national days with the children • Facilitate socio dramatic play on historical events • Talk about the history and culture of Bangladesh. • Introduce children with national days like Pahela Baishak, 21st February, Victory Day, Independence Day, etc.
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Gets familiar with cultural heritage (e.g. language, cultural practices- eid, puja, Christmas, buddho purnima etc.). 2. Demonstrates love for the country by singing the National Anthem with pride by keeping still during flag ceremony. 3. Respects and celebrates other religions and other ethnic groups and cultural heritage. 4. Recognizes Bangladesh on the globe and is able to identify political boundaries. 5. Feels pride of being Bangladeshi by talking about the history. 6. Gets familiar with cultural landmarks (e.g. Shahid Minar, Jatio Smrity Shoudho, Buddhijibee Smrity Shoudho, etc.). 7. Knows about the importance of War of independence. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Discuss about religious occasions and cultural heritages (e.g. eid, christma, puja and landmarks such as stupas of Mainamati, Mahasthangarh and Paharpur; Satmashjid, SatgambuzMashjid etc). • Facilitate video shows, visits , events on cultural events • Take the child to the museums and national Art Galleries • Arrange visit to zoos and gardens etc. • Show documentary, arrange visits to the Bay of Bengal, the Sundarbans, Hilly areas and tea gardens, And discuss the importance of those for our nation • Encourage not to misuse resources such as electricity, gas, water etc. at home, school and community. • Help children understand the necessity of protecting cultural heritages of Bangladesh

Domain:	2. Social and Emotional
Sub-Domain:	2.3:Values and Ethics
Specific Aspect:	2.3.4: Unity in diversity (gender, ethnicity, language, religion, physical variations)
Standard:	2.3.4.1: The child should be able to understand the concept of unity and appreciate cultural and physical diversity.

Birth – 6 Months	
Indicators for children: 1. Enjoys listening to Bangla songs and lullabies by smiling and shaking hands, legs etc. when she/he hears them.	Strategies for Caregivers: <ul style="list-style-type: none"> • Hug children and tell them that you love them in your own language. • Spend plenty of time interacting with child in his/her mother tongue , use Bangla stories, rhymes and Bangla songs while interacting Be consistent in your interaction.
7 Months – 12 Months	
Indicators for children: 1. Enjoys listening to Bangla songs and lullabies by smiling, moving body, making sound etc. when she/he hears them.	Strategies for Caregivers: <ul style="list-style-type: none"> • Hug children and tell them that you love them in your own language. • Spend plenty of time interacting with child in his/her mother tongue, use Bangla stories, rhymes and Bangla songs while interacting. • Be consistent in your interaction. • Use stories , pictures , audio visual aid to introduce diversity in language , ethnicity , ability, religion
13 Months – 24 Months	
Indicators for children: 1. Enjoys listening to Bangla songs and stories. 2. Recites simple bangle rhymes, with prompting	Strategies for Caregivers: <ul style="list-style-type: none"> • Hug children and tell them that you love them. • Spend plenty of time interacting with child in his/her mother tongue , use Bangla stories, rhymes and Bangla songs while interacting Be consistent in your interaction. • Use stories , pictures , audio visual aid to introduce diversity in language , ethnicity , ability , religion

25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Enjoys listening to Bangla songs and stories. 2. Recites simple bangle rhymes, with prompting. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Hug children and tell them that you love them. • Spend plenty of time with the children telling Bangla stories, rhymes and singing Bangla songs with them. • Be consistent in your interaction. • Use stories , pictures , audio visual aid to introduce diversity in language , ethnicity , ability , religion
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Knows name of the country 2. Feels proud of being ‘Bangladeshi’ , by saying it pride. 3. Gets familiar with the National flag. 4. Speaks in the national language ‘Bangla’ or one’s mother tongue 	Strategies for Caregivers: <ul style="list-style-type: none"> • Use stories , pictures , audio visual aid to introduce diversity in language , ethnicity , ability , religion • Facilitate role play , drama to instil diversity and unity
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Understands and speaks in mother tongue e.g. Bangla or other language including indigenous languages 2. Tells and identifies the names of national fruit, fish, bird and animal 3. Listens to patriotic songs with interest. Tell the importance of our language movement. 4. Knows about the important role of cleaner, shoemaker etc. and respects them. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Discuss about different professionals (e.g. cleaner, shoemaker etc.) and their important role in the society • Use stories , pictures , audio visual aid to introduce diversity in language , ethnicity , ability , religion • Facilitate role play , drama to instil diversity, unity
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Knows about the name of the Father of the Nation 2. Knows names of national leaders 3. Gets familiar with cultural landmarks (e.g. Shahid Minar, Jatio Smrity Shoudho, Buddhijibee Smrity Shoudho, etc). 	Strategies for Caregivers: <ul style="list-style-type: none"> • Show diversity focused movie • Tell stories about diversity • Facilitate role play by children to address diversity

<ol style="list-style-type: none"> 4. Knows about the importance of War of independence. 5. Describes importance of Victory Day, Independence Day, and Martyr Day (Shaheed Dibash). 6. Feels pride in being Bangladeshi by demonstrating knowledge of the culture. 7. Gets familiar with Bede Group 	
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Gets familiar with cultural heritage (e.g. language, cultural practices- eid, puja, Christmas, buddho purnima etc.). 2. Demonstrates love for the country by singing the National Anthem with pride by keeping still during flag ceremony. 3. Respects and celebrates other religions and other ethnic groups. 4. Recognizes Bangladesh on the globe and is able to identify political boundaries. 5. Feels pride of being Bangladeshi by talking about the history. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Show diversity focused movies /documentary • Tell stories about diversity • Facilitate role play by children to address diversity • Provide role play opportunity through drama , cultural activity • Facilitating volunteer activity to support person with disability , elderly people , people in health centres , socially disadvantaged people • Facilitate presentation by children on their favourite national event or national entity

Domain 3: Language and Communication

Domain:	3. Language and Communication
Sub-Domain:	3.1: Listening
Specific Aspect:	3.1.1: Ability to a) listen and b) understand
Standard:	3.1.1.1: The child should be able to listen and understand the spoken Language

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Can recognize sound by turning head 2. Smiles and laughs when he/she is addressed with loving sound and gestures. 3. Responds to sounds in the environment (e.g. startles or cries if there is an unexpected sound). 4. Listens to human voice and soothing songs and music with interest. 5. Recognizes familiar voice by turning towards the speaker. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Interact with baby with sound/talk and facial expression • Provide and play with age appropriate toys with different sounds (e.g. rattles, wind chimes etc.) • Play soft music and recite rhyme (with clapping, gesture) and sing song to child • Name the child's name & body parts. • Talk about sounds in the environment and make comfort (e.g. hug, sooth) in an unexpected sounds & situation. • Encourage child to use mother tongue by talking, telling stories, singing lullabies, reciting rhymes in mother tongue.
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Responds to name 2. Responds to person's voice 3. Discriminates sounds 4. Can follow the simple instruction 5. Recognizes situational phrases. 6. Is able to concentrate on instruction. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Call baby by names • Introduce yourself to baby and talk. • While interacting with the children describe the situation (Like bathing, feeding) • Point and describe everyday objects found in the home using correct vocabulary (e.g., glass, bed, door) and encourage the children to do this. • Introduce new words in the context of daily life activities by narrating what children sees, hears, smells, touches, and tastes. • Provide child with language-rich environment through conversation and pictorial

	<ul style="list-style-type: none"> • Introduce different sounds (e.g. family members' voice, birds, cars)
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Has vocabulary of significant number of words. 2. Demonstrates understanding of familiar words by responding properly. 3. Identifies some people, objects, and actions around him/her by name 4. Can respond to simple instruction like run, jump, open etc. 5. Can follow non-verbal instruction (calling by gesture through hand etc.) 6. Participates in songs/ poems accompanied by gestures. 7. Is able to take simple actions as per instruction. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Talk and use diverse vocabulary as frequently possible when talking with children. • Name new materials and objects when introducing them to the children. • Give simple instruction to children to do something age appropriate to see the response • Recite rhyme, sing song and tell story with children • Name the child's body parts, describes objects, animals, people (e.g. picture reading)
25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Follows one-step instructions that include simple prepositions and gestures (e.g. in, on, under) 2. Follows one-step instructions without preposition and gestures (e.g. follows request to bring a familiar object from another room) 3. Can copy words from adult 4. Can understand prohibitive words 5. Follows two-step instructions (e.g. Go and take the ball. Give it to your brother) 6. Is able to concentrate on others' conversation. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Play game like "What do you see?" and label aloud what you see around you (e.g., animals in the environment, name them aloud) • Read story/pictorial daily to children and explain new vocabulary and provide them with word books. (e.g. picture book, pictorial card, cell phone, television etc.) • Recite rhyme and sing song with children with gesture • Play gesture game with children • Describes new places, objects, animals, people and what they are doing. • Talk to children with correct pronunciation and use simple words. • Express apology for using prohibitive words
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Has a vocabulary of several hundred words. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Use increasingly complex words, in context, and explain their meaning when talking with the children

<ol style="list-style-type: none"> 2. Follows 2-step instructions that include simple prepositions. 3. Responds to a request by understanding meaning (e.g., Take your bath now and then put your green towel on the fence/clothesline to dry). 4. Understands simple discussion with peer/parents 5. Carefully listens song/rhyme and program from TV/radio 6. Identifies different sound with simple gestures (birds fly etc.) 7. Is able to concentrate on stories. 	<ul style="list-style-type: none"> • Provide opportunities for children to listen for new words (through story books, TV, radio, mobile with interaction with children) • Talk and discuss with peers and adult in the environment and identify new words when heard. • Play “placing games” with children to show understanding of prepositions (e.g., “Put the ball under/on top of/beside the table.”) • Converse with children about what he/she is doing, listening to, and seeing in daily life • Discuss with children on a particular descriptive topic • Talk to children in simple, correct sentences and use easy to complex sentences. • Interact with children regularly by using pictorial/visual materials
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Vocabulary increases dramatically with some complex words. 2. Distinguishes between real and made-up words. 3. Assimilates information by listening. 4. Follows three-step instructions that include simple prepositions (e.g. in, on, under) 5. Carefully listens to the others’ discussions in a group for a short period of time. 6. Follows and responses as per instruction and can control movement. 7. Proves that he/she understands the basic vocabulary by responding to a question/request with a proper answer. 8. Understands simple short story and express feeling in relation to that. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Name objects, describe new places, objects, animals people and what they are doing in the environment • Read a variety of books to the children. (e.g. story books, rhymes) • Create opportunities for children to participate in group discussion on interesting topics (e.g. collect leaves together and share the leaves color, shape, texture) • Encourage the children to share his/her daily activities and experiences; support their language abilities by addressing questions. • Provide complex or three steps instruction to children to follow • Tell story and provide opportunity to express emotion and feeling to children • Use complex and new words in their regular conversation
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Demonstrates understanding of an increasing number of technical and specialized words (e.g., technical- ‘Boatman, one who rows the boat; 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Introduce complex and technical words (e.g. boatman, electrician) from environment and context

<p>specialized- ‘switch’ may be used for on/off light or changing topic).</p> <ol style="list-style-type: none"> 2. Likes to listens to stories from teachers, grandparents and can understand comparatively long story. 3. Understands and responds appropriately in group discussions 4. Listens, learns and uses new words 	<ul style="list-style-type: none"> • Create opportunity to hear or read diverse story that comparatively long with different subject • Engage children in hands-on learning to build conceptual understanding of words and knowledge (e.g. use real objects for understanding) • Build and expand on what children say by using more complex vocabulary. • Offer opportunities to listen to songs, rhymes, riddles during the transition period between activities and situation (e.g. bath time, meal time, play time) • Discuss with children in their chosen topics
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Identifies complex words and ask for meaning 2. Understands synonyms (words that mean the same thing e.g. small: little) and some antonyms (words that mean the opposite thing e.g. short: tall). 3. Concentrates on books for more than 20 minutes. 4. Likes to listen comparatively long and complex stories with understanding 5. Enjoys listening rhyme and poem with understanding 6. Understands group discussions and actively participate. 7. Can summarize conversation after listening. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Engage children in hands-on learning to build conceptual understanding of words and acknowledge. • Build and expand on what children say by using more complex vocabulary. • Introduce long and complex story with more technical and complex words. • Encourage them to know meanings of the new word and identify similar word (synonyms) • Offer story books to the children; challenge them to anticipate the story line. • Say rhyme and poem (e.g. demonstration, role play by adults) and encourage them to repeat with physical movement • Offer children the chance to participate in group activities, share opinion and involve themselves in the decision making process.

Domain:	3. Language and Communication
Sub-Domain:	3.2: Speaking
Specific Aspect:	3.2.1: Ability to a) speak and b) communicate
Standard:	3.2.1.1: The child should be able to use sounds, words and gestures to communicate his/her thoughts and feelings.

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> Makes sounds or gestures that let others know that he/she is experiencing pleasure or pain or to express needs (e.g., smile, coos and squeals, makes gurgling, babbling or other vocal sounds) Babbles using many sounds (b, p, n d etc.) Uses consistent sound combination to indicate something (da-da, ba-ba, etc.) Communicates a need through facial expressions or gestures which describe actions. 	Strategies for Caregivers: <ul style="list-style-type: none"> Play pick-a-boo and recite repetitive words regularly. Expand upon children's attempts to use words (e.g. child says "baba," you say, "Yes, here is the bottle." or "Your bottle is empty.") Use facial expressions and exaggerated voice and clear intonation to stimulate the children's interest and reactions (e.g. nap & breastfeeding time)
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> Uses non-sense sound and words to talk Interacts with person or environment and response to express joy and happiness through gestures and meaningless sound and words (pick a boo, clapping, laughing etc.) Combines single words and gestures (e.g., waves when saying good-bye), with assistance. Identifies at least one or two body parts, when requested Uses 'yes' and 'no' (or equivalent) Says first meaningful word like baba, mama, dada Points to familiar person Uses environmental sounds to identify objects/events in the environment (e.g. boom! for thunder) and names persons, animals, things in his/her environment Responds appropriately to familiar words (e.g. "Clap," child claps) and points to objects when named (e.g., "Where is your doll?") 	Strategies for Caregivers: <ul style="list-style-type: none"> Use facial expressions and exaggerated voice and clear intonation to stimulate the children's interest and reactions. Recognize and appreciate children's efforts to use new words; recognize that some children may need more support to learn new words Expose children to language by talking and reading with them, show that you understand what they are saying using gestures or facial expressions; transform their response into a verbal one. Create environment for expressing their thoughts and feeling.

10. Communicates a need through facial expressions or gestures which describe actions.	
13 Months – 24 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Expresses feelings meaningfully through facial expression and gesture 2. Points to 5 body parts of himself/herself when asked to do so. 3. Attempts to respond to simple questions with a word or short phrase. 4. Says his/ her name or nickname and can name the family members. 5. Can response when asked any question in past tense (e.g. what did you eat for breakfast?) 6. Can express fear, discomfort, sickness through using body gestures. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Explain meanings of words to children during conversations. • encourage children to their views and opinions, to ask questions and responds their questions • Encourage children to talk with about body parts and express comfort discomfort.
25 Months – 36 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Recites rhymes and imitate words and sound 2. Uses new vocabulary in everyday experiences. 3. Uses mostly two- and some three-syllable words. 4. Uses adjectives in speech (e.g. “red ball”), uses simple two-word phrase/sentence. 5. Asks meaning of unfamiliar words and uses them appropriately in sentences. 6. Speaks in simple sentences. 7. Asks questions in order to widen/ extend his/ her knowledge regarding “What is that?” type questions. 8. Can response when asked any question in past tense (e.g. what did you eat for breakfast?) 9. Uses plural forms to describes sometime 10. Can express fear, discomfort, sickness in simple word 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Engage in meaningful conversation about children’s life by using new vocabulary with two, three syllable words and two-words phrase (e.g. daily activities, family members) • Offer children the possibility to express themselves in various settings (neighbors, health service provider, Market, Park)??? • Encourage children to tell stories about their family, their culture or community. • Read aloud children books that represent different categories (e.g. image books such as the animal and its baby, objects, household objects, toys). • Describe the picture books by children.
37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Uses new vocabulary while speaking, asks the meaning of unfamiliar words 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunities for children to use and expand vocabulary / language (e.g., jokes, rhymes, songs, books)

<ol style="list-style-type: none"> 2. Uses words to further describe actions or adjectives (e.g. “running fast” or “playing well”). 3. Uses some prepositions, past tense and plurals. 4. Talks clearly enough to be understood by all the speakers. 5. Can sing song, recite rhyme and tell small story in own words with gestures 6. Expresses his/ her feelings using his/ her own words or gestures or different signs. 7. Uses words which denote categories (animals, food, and toys). 8. Can do simple conversation with peers and adults 9. Can answers questions logically 10. Can describes objects/events 	<ul style="list-style-type: none"> • Use of appropriate words to describe objects, actions, adjectives and events in the environment. • Encourage children to share his/her views and opinions, encourage the child to ask questions and respond logically • Encourage children to recollect or retell an event they experienced being away from his/her family members (a visit, an activity, a festival). • Encourage the children to express fear, sadness and anxiety. • Encourage children to sing song and tell stories using own words with adult.
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Expresses most feelings and emotions and uses words to express (e.g., happy, sad, tired, scared) 2. Can response when asked about future tense (e.g. where will you go?) 3. Asks many questions (e.g., why, what, how). 4. Names some non-present objects using appropriate words 5. Uses sentences in order to communicate needs, ideas, actions or feelings. 6. Replies to the question “Why?” and uses explanations. 7. Can re-tell known story in own language by using relevant gestures 8. Can participate in imaginary group play express themselves as needed with imaginary words (e.g. I am doctor and now give you injection) 9. Can describe work in simple words what s/he is doing 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage the children to express feelings (e.g. happy, sad, scared) and ask questions with what, why and how. • Help the children to build arguments in order to explain. • Play word games with children that encourage the use of new words, engage children in making up rhymes • Ask questions that encourage child to use abstract vocabulary (e.g., “What would this look like if...?”) • Demonstrate, explain and provide opportunities for children to understand how a word with the same sound can mean two different things (e.g., here and hear). • Create scope for make-believe play/imaginary play (e.g. cooking play, dolls house play) • Encourage children to retell re stories using simple words and own language by using relevant gestures.
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Defines words, with assistance (e.g., “Dog is an animal with four legs.”). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Initiate games in which the children get the opportunity to talk to various persons, a member of the family, a

<ol style="list-style-type: none"> 2. Can modulate tune to express a situation or sound. 3. Talks about an event and is understood. 4. Listens to others and responds appropriately when in group conversations. 5. Starts a conversation and participates in conversations with other children or adults. 6. Can tell story confidently and make story with their experience 	<p>friend and a neighbor (“Where do you live?” “How many members are in your family?” “Which is your family favorite food?”).</p> <ul style="list-style-type: none"> • Model/pictorial/print rich vocabulary in context (e.g., when pointing to object instead of saying “thing,” name the object). • Explain to the children the meaning of the unfamiliar words he/she encounters. • Encourage children to share his/her views and opinions, to ask questions and respond. • Provide appropriate story, song, rhymes etc. to encourage for retelling with appropriate gestures
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Expresses a thought with standardized language. 2. Responds to questions with proper information and clarity. 3. Is able to ask question and make request 4. Expresses the subject matter of poem and rhyme 5. Uses intonation when adapting a story. 6. Uses courteous language in day to day affairs (e.g. appropriate words for greetings and addressing older people with respect). 7. Can describe a things or situation immediately using own words 8. Can make meaningful story to express thought and feelings 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Ask children open ended questions. • Provide an extended response to the children’s questions. • Encourage the children to express through verbal and non-verbal language and using symbols. • Provide opportunities to observe different entertainments such as fair, circus and describe various events using own words. • Allow children to use different home objects as props in role-play/make-believe play • Provide children the opportunity to express their thought about story, rhyme, poem and situation • Game of asking question, answer and make request. • Encourage children to converse in standardize language • Encourage children to make own stories to express thoughts, feelings and intonation. • Create opportunity to obey, respect elders through modelling and role play.

Domain:	3. Language and Communication
Sub-Domain:	3.3: Reading
Specific Aspect:	3.3.1: Ability to a) read and b) understand
Standard:	3.3.1.1: The child should be able to recognize written symbols, letters and text with understanding

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Explores environmental prints around him/her 2. Shows interest to get colorful books/pictures 3. Pays attention to the adult's voice when reads to them 	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide scope to see kin (e.g. parent or family relatives) pictures • Give picture books to the baby and encourage them to reach for it. • Sit down with the child and read pictorial books using different voices.
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Explores the book with all his/her senses (sight, taste, touch, smell). 2. Expresses happiness/joy whenever he/ she touches and handles books. 3. Brings the books to an adult in order to be read to him/her. 4. Turns book pages with adult support 5. Shows preferences for certain books. 6. Prefers pictures of faces 7. Express different feelings when someone is reading to him/her 8. Points to pictures from the book with sound and gesture if these are named. 9. Is able to focus for short periods of time when looking through books. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Choose card board books, plastic made books or books made of various materials (shiny texture, polished textured, felt texture). • Select and use books with easy rhythms, predictable texts and with few words per page. • Choose and use books with pictures of children and adults, with pictures of familiar objects. • Make and use books/story whose main character is the child. • Try to read often with child
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Makes same sound and gesture for particular picture 2. Points when asked, where is.....? 3. Goes back and forth in books to find favorite picture 	Strategies for Caregivers: <ul style="list-style-type: none"> • Make available to the children different materials (story books with images, pictorial, photo albums, digital photo album), look through them and talk together upon them.

<p>4. Can recognizes simple pictures</p> <p>5. Picks up books when told to choose favorite object.</p> <p>6. Recognizes printed logos or symbols of favourite objects, food (e.g. labels/ logo of their favourite TV Advertise, chocolate)</p>	<ul style="list-style-type: none"> • Create the opportunity for everyday reading (e.g. pictorial, photos) • Encourage the child to select their favourite object by recognizing the symbol or the logo on the paper, TV, packing, etc.
<p>25 Months – 36 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Shows interest in books, magazines, pictures, sign board, newspaper, calendars by looking at it without assistance. 2. Turns book right side up 3. Recognizes favourite books by picture, symbol or text 4. Makes comments about books. 5. Wants favorite story to be read repeatedly 6. Remembers phrases/words from favorite story. 7. Reads to “dolls” or “animals” 8. Pretends to read book in own language 9. Recites stanza, repeats the last line of favorite poem or uses words, expressions from favorite story. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Make available to the children different materials (story books with or without images, textbooks, magazines, photo albums), look through them and talk together upon them. • Read to the children every day for 20-30 minutes (e.g bed time, activity time). While reading show clearly that reading is with the texts • Read to the children books from own culture, poems from the children folklore or texts for children by classic authors.
<p>37 Months – 48 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Knows which is favorite book and can describe it (e.g., picture, main characters.) 2. Pretends to read favorite book, newspaper, magazines to an adult 3. Coordinates text with picture without meaning 4. Can read some simple signs and environmental signs 5. Can explain story cards 6. Can read basic colors and identify some alphabets 7. Distinguishes some letters in a written text (the letter O or the first letter of their name) 8. Correctly thumbs a picture book turning the pages one by one, from beginning to end. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Describe the book to the children. Point out the book’s title, the author’s name and discuss about the first and the last cover of the book. • Help children understand that reading is from left to right and from top of the page to its bottom, following the text while reading. • Talk to children about the main characters, distinguished some letters and explain story cards in the book. • Provide opportunity to turn over the pages of story books.

49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Can read a composite picture 2. Can match story card sequentially and explain in own words 3. Knows which is favorite book and can describe it, including the main story line. 4. Shows interest to diverse picture books with different contents 5. Reads to other children or to toys. 6. Reads the words that are displayed to him. 7. Spells few letters from a written text. 8. Distinguishes between letters and numbers 	Strategies for Caregivers: <ul style="list-style-type: none"> • Discuss with the children about the author and the illustrator of the book. • Elaborate upon the texts, main characters and about their qualities while reading a book to the children. • Talk about printed materials that come to the home, letters, brochures, newspaper. • Encourage children to borrow, to give back books and to use the book and to share it with other children.
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Can read his/her name as picture 2. Can recognize, read and follow signs 3. Knows the different part of the book (e.g. the title) 4. Wants to look through books and to read independently using own words. 5. Associates the names of a few letters with their shapes and sounds 6. Correctly identifies ten or more letters of the alphabet 7. Can read alphabets and simple word 8. Can fill gap with appropriate alphabet 9. Is interested in reading and eager to read favorite stories. 10. Matches alphabet with relevant words 11. Can read environmental signs from billboard, poster, signboard, newspapers, calendars etc. 12. Participates in reading time and assists until the end of the lesson. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Talk with children about the author and the illustrator of the book. • Read with children stories, fairy tales and poems and science books (e.g. about how objects function, about seasons, about plants' and animals' life). • Give children opportunities to talk to children of same age about themes/topics of common interest. • Make available illustrative books that children can read and remember. • Create opportunity to read the surroundings (indoor & out door) print rich environment
73 Months – 96 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Can read words with conjunct letters 	Strategies for Caregivers: <ul style="list-style-type: none"> • Allow children to explore books in a bookstore or in a library/e-library.

<ol style="list-style-type: none"> 2. Can read with understanding books with simple sentences of story, rhyme, poem, etc. independently 3. Can read newspapers, signboard, level, magazines etc. 4. Talks to other children about the content of different books (new information). 5. Is eager to find many books that are interesting (e.g. tigers, dinosaurs, ships, solar system etc.). 6. Has a favorite author or illustrator or even a series of books written by the same person or printed at the same printing center 	<ul style="list-style-type: none"> • Create books together on various interesting children themes. Help the child give a title to the book, and be the author and an illustrator of the book. • Appreciate children's efforts when they use books/e-books in the right way and in a responsible manner. • Encourage children to read book/e-books to each other. • Encourage to read for 40-60 minutes each day.
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Domain:	3. Language and Communication
Sub-Domain:	3.4: Writing
Specific Aspect:	3.4.1: Ability to a) write and b) express thought through writing
Standard:	3.4.1.1: The child should be able to express their idea through producing picture, symbol and text.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Makes mark with fingers on floor or table. 2. Attempts to hold pencils, markers, colored pencils and scribble on floor, board or paper. 3. Imitates others by scribbling. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide space and materials for scribbling (e.g. big sheets of paper, color pencil, board) and play writing games. • Draw and label while talking with children about an activity or idea. • Encourage children to write notes (e.g. symbolic play) and letters to grandparents and imaginary friends.
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Can hold pencils, markers, colored pencils and scribble on floor, board or paper. 2. Scribbles on a page spontaneously 3. Pretends to write on paper, without regard to location or direction 	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide many opportunities for children to draw and paint on big surfaces. • Draw together
25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Attempts to use writing tools pencils, colored pencils, painting brushes. 2. Scribbles and makes marks on paper purposefully 3. Attempts to sketch and leave shapes on paper with a purpose. 4. Describes what he/she has drawn or written. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Discuss with children about what they have written and add comments on it. • Draw together and create joint projects. • Model good writing practices so children can follow. • Encourage children to write notes and letters to grandparents and imaginary friends. • Draw picture jointly (child, peers, parents) and describe pictures.

<p>5. Draws horizontal and vertical lines. Draws dots and circles.</p> <p>6. Colors out of the shapes.</p> <p>7. Draws the shape of the hand with help.</p> <p>8. Uses hand (gross motor) and finger (fine motor) to write or draw on paper and board</p>	
<p>37 Months – 48 Months</p>	
<p>Indicators for children:</p> <p>1. Adjusts own position and the paper's position when writing.</p> <p>2. Makes cards to give peers and significant adults, with assistance</p> <p>3. Attempts to perform pre-writing exercises in an appropriate manner (e.g. can trace over dots, looped lines, letters or drawing)</p> <p>4. Imitates common writing activities in play.</p> <p>5. Draws basic geometric shapes (e.g. circle, triangle, squares etc.)</p> <p>6. Draw freehand pictures and level it.</p>	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Help children maintain proper body position required for writing (e.g. holding the pencil, positioning the paper etc.) • Appreciate the child's effort to write within a specified box or an image. • Encourage to practice freehand drawing, trace over dots and looped lines. • Provide to engage in writing activity in play
<p>49 Months – 60 Months</p>	
<p>Indicators for children:</p> <p>1. Adjusts own position and the paper's position when writing.</p> <p>2. Starts to become aware of the fact that words are made of letters.</p> <p>3. Can copy some environmental print/symbols</p> <p>4. Draws the stick figure of the human body.</p> <p>5. Is able to color inside a shape</p> <p>6. Traces over pattern and simple pictures</p> <p>7. Starts to represent stories and personal experiences using drawings and games.</p> <p>8. Can copy or write his/ her name with help.</p>	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Model writing for multiple functional purposes. • Count together the alphabets that the names are made of. • Help children sound out the alphabets. • Encourage children to copy, tracing name and few alphabets.
<p>61 Months – 72 Months</p>	
<p>Indicators for children:</p> <p>1. Draws patterns between two lines</p>	<p>Strategies for Caregivers:</p>

<ol style="list-style-type: none"> 2. Can write few letters of alphabet 3. Uses/ writes/copies familiar words (his/her name, mother, etc.) 4. Copies familiar words. 5. Uses various writing instruments (pencil, pen, colors, brush and key board of computer). 6. Understands the concept of writing as a tool for sharing information or a message. 	<ul style="list-style-type: none"> • Play games with letters made from different materials. Encourage the children to copy the letter's contour and to describe it. • Provide space where children can write at home and in the classroom.
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Uses table games with letters (scrabble, cross words, word games). 2. Can write all letters following sequences 3. Writes words with conjunct letters and vowel signs 4. Writes simple sentences 5. Writes short paragraphs on different themes. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Involve children in group projects which involve writing (e.g making a diary, making a children magazine, making collages out of cartoons). • Help children choose a special person and write about the person in own words and make a presentation to the class or family. • Make together a recipe book, inventory list, shopping list etc.

Domain:	3. Language and Communication
Sub-Domain:	3.5: Multilingualism
Specific Aspect:	3.5.1: Knowledge of more than 1 language (verbal and comprehension)
Standard:	3.5.1.1: The child should be able to demonstrate competency in another Language along with mother tongue.

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> Follows the speaker with eyes to react to simple directions in language other than mother tongue Responds with facial expressions in attempting to communicate in other language 	Strategies for Caregivers: <ul style="list-style-type: none"> Encourage child to use mother tongue by talking, telling stories, singing lullabies, reciting rhymes in mother tongue.
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> Attends to sounds in another language (e.g. For Bangla users English or for ethnic groups Bangla) 	Strategies for Caregivers: <ul style="list-style-type: none"> Encourage child to use mother tongue by talking, telling stories, singing lullabies, reciting rhymes in mother tongue and encourage to respond by facial gesture and making sound
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> Responds with facial expressions in attempting to communicate in other language Attend to sounds in another language (For Bangla users English or for ethnic groups Bangla) Follows simple verbal direction in mother tongue that includes words from 2nd language including non-verbal gesture (in English, come, go cat etc. for Bangla users) 	Strategies for Caregivers: <ul style="list-style-type: none"> Provide opportunities in daily activities for using mother tongue Create opportunity and encourage to practice another language for Bangla users English or for ethnic groups Bangla. Make conversation by inserting simple words of second language and asking questions in mother tongue.
25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> Has a larger vocabulary in mother tongue and started developing vocabulary in 2nd language. 	Strategies for Caregivers: <ul style="list-style-type: none"> Read books (if script available) in mother tongue Tell stories in mother tongue

<ol style="list-style-type: none"> 2. Recalls words, simple songs and rhymes in 2nd language 3. Asks simple questions in mother tongue using known words from 2nd language 4. Inserts simple words of 2nd language while speaking in mother tongue 	
37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Demonstrates understanding that there are languages other than the home language (e.g. identifies sentence spoken in home language in comparison to one spoken in English) 2. Relies on non-verbal cues to communicate in 2nd language but does not rely on non-verbal cues to communicate in mother tongue 3. Is able to adjust language form by using simple words (mother tongue or 2nd language) used according to person with whom he/she is speaking 4. Demonstrates meaning of some words of 2nd language in mother tongue 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Ask questions and encourage to question in mother tongue • Read books in mother tongue (if script available) • Tell story in mother tongue and demonstrate meaning of some words in second languages. • Encourage role play in mother tongue and 2nd language.
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Focuses on the meaning of words rather than grammar in acquiring 2nd language competency 2. Uses sentences in mother tongue and begins to use single word or telegraphic speech in 2nd language to communicate 3. Recites song, rhyme in 2nd language with appropriate gesture 4. Demonstrates understanding of some words used in 2nd language 5. Can recognize/identify some pictures as per words in 2nd language (Cat, Tiger, fish etc. for Bangla users) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Share story in mother tongue and focuses on words rather than grammar. • Encourage imagination by making up fantasy stories and uses sentences in mother tongue during description • Provide opportunities to recite song, rhyme and recognize pictures in 2nd language and mother tongues (like making shopping list, inventory list, recipe list etc.)
61 Months – 72 Months	
<p>Indicators for children:</p>	<p>Strategies for Caregivers:</p>

<ol style="list-style-type: none"> 1. Demonstrates understanding of words used in mother tongue that are different from 2nd language 2. Follows single step direction in 2nd language 3. Can recognize/identify some letters from 2nd language 	<ul style="list-style-type: none"> • Provide opportunity and demonstrate to follow the simple directions/instructions in 2nd language • Read with children and play letter games in 2nd language
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Can follow simple command and instruction in 2nd language 2. Enjoys rhyme and music in 2nd language 3. Can recognize/identify and read the letters of alphabet from 2nd language 4. Can exchange greetings with simple words in 2nd language 5. Can say names of the days of the week in 2nd language 6. Can count numbers from 1-10 in 2nd language 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Give children simple instructions in second language in daily routines and encourage them to follow the instructions • Sing rhymes/songs with children in second language and encourage them to sing rhymes/songs in second language • Give children to read pictorial alphabet books, rhymes and story books written in simple second language. • Give opportunity to children to count and learn 1-10 in second language.

Domain 4: Cognitive

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.1: Environment
Standard:	4.1.1.1: The child should be able to demonstrate awareness of the natural environment and its relationship with human beings.

Birth – 6 Months	
Indicators for children: 1. Recognizes surrounding elements and express interest about those (e.g. smile to mother/ caregivers, liking/ disliking, comfort/ discomfort)	Strategies for Caregivers: <ul style="list-style-type: none"> Maintain regular Interaction with caregivers, family members, other children e.g.(smile to child, talk to the child, do eye-contact) Show, provide children with lot of child friendly materials around them Create stimulating environment (e.g. hang object , show colourful picture)
7 Months – 12 Months	
Indicators for children: 1. Recognizes surrounding elements and responds to them (e.g. smiles, express liking/ disliking, shows comfort/ discomfort) 2. Observes weather and other natural phenomena using senses (e.g. Day-night, rain, wind, thunder). 3. Expresses interest in nature and its colors (e.g., flowers, breeze, grass, butterfly, leaves, and birds) by observing.	Strategies for Caregivers: <ul style="list-style-type: none"> Provide children with lot of child friendly materials around them and let the child explore the materials maintain regular Interaction with caregivers, family members, other children Provide children regular opportunities to play outdoors Show and tell them the name of the objects while bringing them outdoor (e.g. bird, moon) Let the child experience the different weather (e.g. day-night, hot-cold, rain-wind)
13 Months – 24 Months	
Indicators for children: 1. Shows interest to natural phenomena through senses (fog, thunder) or different living creatures (insects, pets). 2. Shows affection to environmental elements (not hitting animal, not tearing leaves or plants, etc.)	Strategies for Caregivers: <ul style="list-style-type: none"> Demonstrate, and engage children in activities about the environment and what people can do to protect it (e.g.takecare of pets and plants). Encourage children to take care of indoor and outdoor environment (e. g. not hitting animal,

<p>3. Identifies different objects from nature (leaf, flower, stone)</p>	<p>not tearing leaves or plants, etc.) as normal part of the daily routine.</p> <ul style="list-style-type: none"> Provide play material with various textures so that children develop better sense of touch (e.g. leaf, flower, sand, wooden toys)
<p>25 Months – 36 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Observes and examines natural phenomena through senses (rain, wind, fog, thunder) or different living creatures (birds, domestic animals). Shows affection and act to conserve environmental elements (taking care of pet, watering plants, etc.) Begins to distinguish the natural from the man-made environment. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Expose to natural environment and allow them to ask question and respond to their queries. Provide scopes to nurture pets. Demonstrate how to take care of the surrounding environment and encourage children to take care of it (use bin, not throw stuff around, taking care of pets, watering plants, etc) Discuss and show the differences between natural and made things/materials. Collect and use natural materials for play (recycle materials, do not harm the nature).
<p>37 Months – 48 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Extends information and increases sense of responsibility for protecting the environment. Notices some concepts/symbols associated to seasons (e.g. eat kichuri during rainy days etc.). Helps to keep the house clean (help making bed, maintain reading table, etc.). Recognizes and responds to special features of environment (e.g., appreciate rainbow, thunder bolt, bird or a very tall tree). Uses natural objects for play (e.g., makes clay toys, makes a house out of sticks, uses leaves for drawing, seeds for counting). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Encourage children to keep his/her room or space clean and tidy. Encourage children to take care of his/her own belongings (e. g. organize of toys, cloths shoes etc.) Demonstrate, explain, and provide opportunities for children to see how to recycle (e.g. re-using empty containers, boxes, tissue rolls used papers etc.) Read or tell ecology-related stories (stories which focus different seasons) Encourage children to take care of the surrounding environments (e.g. throw their trash into the waste bin)
<p>49 Months – 60 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Shows awareness of environment by noticing features of own home and other familiar places (e.g. a ditch beside 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Demonstrate, explain, and provide opportunities for children to see how to recycle (e.g. re-using

<p>the house increases the risk of accidents and mosquitoes).</p> <p>2. Participates in protecting equipment and materials from weather or other natural phenomena (e.g. closing window and door while raining and storm. bringing clothes that are kept outside for drying).</p>	<p>empty containers, boxes, tissue rolls used papers etc.)</p> <ul style="list-style-type: none"> • Read or tell ecology-related stories (stories which focus different seasons) • Engage children in providing waste bins around house or centre • Set clear rules and engage children in waste management. • Engage children in protecting equipment and materials from weather or other natural phenomena (e.g. closing window and door while raining and storm. bringing clothes that are kept outside for drying).
<p>61 Months – 72 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Names places of natural environment, such as river, lake, canal, mountain. 2. Shows interest on natural happenings such as flood, drought and storm. 3. Shows interest in understanding how animals gather and store food, sleep, and live. 4. Explains with adult support and guidance, how people can take care or prevent damaging. 5. Demonstrates interest to know more about global warming and climate change. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Take children on a visit to an outdoor area (e.g., local pond, river bank or near crops field) and talk about what is found, what belongs there, what has been left by people, and what to do about that behavior • Introduce natural environment (pond, lake, mountain river etc.) and happenings (flood, storm etc.) through story books and pictures • Let children choose a regular chore to help clean up their immediate environment (clean up and organize toys after play, close water tap after use etc.) • Demonstrate and explain what happens when tin cans, paper products, and plastic are thrown in trash bins. • Introduce world natural heritage (e.g. The Sundarbans) through story books, pictures and videos and explain why they are important to preserve.
<p>73 Months – 96 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Understands with adult support and guidance, how people can take care of the earth. 2. Demonstrates interest to know more about global warming and climate change. 3. Exhibits simple concepts of conservation (e.g., uses paper 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Take children on a visit to an outdoor area (e.g., local pond, river bank or near crops field) and talk about what is found, what belongs there, what has been left by people, and what to do about that behavior • Let children choose a regular chore to help clean up their immediate environment (clean up and organize reading table or books, close water tap

<p>judiciously, does not waste clean/ safe water).</p> <p>4. Shows interest in understanding how animals gather and store food, sleep, and live.</p> <p>5. Identifies seasonal fruits, flowers and crops.</p>	<p>after use, switch off the light while leaving room, does not waste clean/ safe water etc.)</p> <ul style="list-style-type: none"> ● Demonstrate and explain what happens when tin cans, paper products, and plastic are thrown in trash bins ● Introduce world natural heritage (e.g. The Sundarbans) through story books, pictures and videos and explain why they are important to preserve.
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Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.2: Health and Science
Standard:	4.1.2.1: The child should be able to describe features and characteristics of human being.

Birth – 6 Months	
Indicators for children: 1. Shows expression, (cry, smile etc.) 2. Responds to interaction with other human around (e.g. smile back)	Strategies for Caregivers: <ul style="list-style-type: none">Interacting child with different facial expression (e.g. different smile , surprise , funny face)Offer fun activities such as peek-a-boo, hide and seek with different bright objects)
7 Months – 12 Months	
Indicators for children: 1. Differentiates between the familiar and unfamiliar people and between children and adults.	Strategies for Caregivers: <ul style="list-style-type: none">Play with the child with various expressionAllow child to interact with other children (with adult's supervision) and introduce the child with new person (visitors, relatives, doctors etc)
13 Months – 24 Months	
Indicators for children: 1. Describes parts of the human body 2. Knows use of different body parts (e.g. use hands to grasp a ball or fingers to open a bottle lead)	Strategies for Caregivers: <ul style="list-style-type: none">Play games, read stories, recite rhymes, sing song about identification of body parts.Utter the words while touch the particular part of the body.
25 Months – 36 Months	
Indicators for children: 1. Describes few parts of the human body and its functions. 2. Names facial body parts and tells their functions (eyes, ears, teeth)	Strategies for Caregivers: <ul style="list-style-type: none">Play games about identification of body parts; associate them with numbers (1: the mouth; 2: the eyes...)Point facial body parts with fingers while indicating
37 Months – 48 Months	
Indicators for children: 1. Is able to describe body organs and their function (e.g. eyes for seeing,	Strategies for Caregivers:

<p>stomach for food, legs for walking etc.)</p>	<ul style="list-style-type: none"> Provide children books about the human body, the internal organs and their function and allow them to explore. Discuss about different body organs and their functions with children.
<p>49 Months – 60 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Understands the characteristics (e.g. talks, thinks etc.) of human being in relation to other living beings. Describes changes in parts of the body (hair grow longer, fingernails grow longer, height grow longer). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Provide children books about the human being and other living beings and allow them to explore. Discuss about different body organs and their changes with children (hair grow longer, fingernails grow longer, height grow longer)
<p>61 Months – 72 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Names and describes parts of the body and their functions (e.g. I use my fingers to hold...) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Discuss about different body organs and their changes with children (hair grow longer, fingernails grow longer, height grow longer) Provide basic information on different body functions with charts (posters of human brain, skeleton, digestive system) or video (selective e.g. youtube videos). Provide interactive miniature body model, (e.g. easy –to-build figure toys, Lego) , skeleton with fun plays Collect and provide children interactive human body games, videos, story books.
<p>73 Months – 96 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Demonstrates the awareness regarding the changes (growth and Development) that happen within his/her own person, as well as in the environment (the child grows; the plants have a life cycle). Knows about the human diversities (color, size, shape, religion, culture). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Create opportunities to discuss about the life cycle for plants, animals, and people. Create a graphic with the children's physical characteristics (height, weight, preferences) at the beginning/ending of each school year, so that they can sense the evolution. Discuss various life conditions depending on the geographical regions or cultural spaces on the bases of pictures, books, videos. Discuss and explain human internal body organ (e.g. show chart or video of digestive track, blood circulation, nervous system) so that children can aware of how their body functions.

	<ul style="list-style-type: none"> • Show the basics how people get sick by interrupting this function (e.g. germs getting through our unwashed hands and create stomach pain)
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Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.2: Health and Science
Standard:	4.1.2.2: The child should be able to collect information through observation and manipulation.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
1. Gathers information through the senses (e.g., hard and soft, Sour and Sweet, Dry and wet).	<ul style="list-style-type: none"> • Provide an environment with many objects/ toys and stimuli sources (hearing, sight, touch). • Show children their reflection in the mirror
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
1. Uses more than one sense at one time (e.g., uses sight, touch, taste, and hearing by examining and shaking a toy).	<ul style="list-style-type: none"> • Show children their reflection in the mirror • Provide objects that invite exploration with multiple senses (e.g., rattle with bright colors and different textures)
13 Months – 24 Months	
Indicators for children:	Strategies for Caregivers:
1. Observes objects in the environment for a brief period of time. 2. Uses another object or person as a tool (e.g., expresses the desire to be picked up to reach something, uses block to push buttons on a toy). 3. Uses all five senses to examine different objects (roughness, sharp edges.).	<ul style="list-style-type: none"> • Provide opportunities for children to explore natural objects, name the objects from the environment, their characteristics and utility/ use and stimulate the child to repeat after you, to point to those objects. • Demonstrate how things can be manipulated to make them different and/or more useful (e.g. using bottles, or blocks as a car) • Provide objects that allow exploration with multiple senses (e.g., use blocks with different textures, color, shape size).
25 Months – 36 Months	
Indicators for children:	Strategies for Caregivers:

<ol style="list-style-type: none"> 1. Follows the objects and tries to find out even when the objects are kept out of sight. (Object permanency) 2. Uses another object or person as a tool 3. Uses all five senses to examine different objects with attention to detail 4. Observes and manipulates objects to identify similarities or differences among them. 5. Observes and examines natural phenomena through senses (e.g., notices different types of insects). 	<ul style="list-style-type: none"> • Play hide and seek (can be done by hiding any object with cloths) • Provide opportunities for children to explore natural objects, name the objects from the environment, their characteristics and utility/ use and stimulate the child to repeat after you, to point to those objects. • Demonstrate and explain how things can be manipulated to make them different and/or more useful (e.g. making car, house, tower with blocks) • Provide objects to allow exploration with multiple senses (e.g. talk about taste, smell and texture of food) • Provide opportunities for child to examine things in detail by asking open-ended questions.
37 Months – 48 Months	
Indicators for children:	Strategies for Caregivers:
49 Months – 60 Months	
Indicators for children:	Strategies for Caregivers:
61 Months – 72 Months	
Indicators for children:	Strategies for Caregivers:

<p>2. Uses simple tools and equipment to extend the senses and gather data.</p> <p>3. Makes imaginary and fictional stories based on recent observations.</p> <p>4. Shows interests to experimenting collecting objects around.</p>	<ul style="list-style-type: none"> Provide opportunities for children to experience situations, events, books, instruments etc. and discuss with them. Encourage children to draw pictures of observations or talk about them. Provide opportunity to observe changing process of different life cycles (e.g. hatching eggs to chicken, caterpillar to butterflies) through real observation, small hatching box, or through chart or videos and encourage children to tell the stories on those.
73 Months – 96 Months	
<p>Indicators for children:</p> <p>1. Identifies, describes, and compares properties of objects.</p> <p>2. Uses charts and graphs to collect, organize, record, and describe information.</p>	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Give children opportunity to experience natural phenomena through various pictures/photographs, children science books, using various instruments (e.g. magnify glass) and discussion. Help children to develop observation records (e.g., drawings, objects collection, photos) from walks in the neighborhood. Help children represent their observations using pictures, charts and graphs (e.g. presentation in the family or within the peers group). Encourage children to express their own explanations and interpretations of their observation.

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.2: Health and Science
Standard:	4.1.2.3: The child should be able to engage in exploring the natural world by manipulating objects, asking questions, making predictions and developing generalizations.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Actively uses one or more sense to explore environment (e.g., touch, sight, taste, smell, and hearing) with adult assistance. 	<ul style="list-style-type: none"> • Provide children with opportunities to play with materials (e.g. play with rattles, soft balls,)
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Actively uses one or more sense to explore environment (e.g., touch, sight, taste, smell, and hearing) with adult assistance. 2. Investigates new phenomena (e.g., new play materials or different house objects). 	<ul style="list-style-type: none"> • Provide children with opportunities to play with new objects (e.g. household objects, natural objects plants). • Explore objects and the environment with the children (e.g., new play materials or different house objects).
13 Months – 24 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Tries new activities, motions, experiences. 2. Asks simple questions about the natural world (e.g., “When do we observe sun/moon?”). 3. Observes and/or manipulates objects and events to answer simple questions about the natural world. 	<ul style="list-style-type: none"> • Provide opportunities to experience new activities or motions. (e.g. swing, riding horse with adult supervision etc.) • Provide opportunities for children to ask questions about the environment and provide descriptive answers.
25 Months – 36 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Tries new more complex activities, motions, experiences. 2. Is able to solve simple problem using previous experience 	<ul style="list-style-type: none"> • Explore objects and the environment together with children (introduce children with plants, sun, moon etc.)

<ol style="list-style-type: none"> 3. Asks simple questions about the natural world 4. Observes and/or manipulates objects and events to answer simple questions about the natural world. 5. Demonstrates ability to think before engaging in an activity. 6. Makes guesses about what might happen based on past experience. 	<ul style="list-style-type: none"> • provide opportunities to solve simple problem from experience (e.g. finding toys, build tower or house with blocks) • Provide opportunities for children to ask questions about the environment and provide descriptive answers. • Provide opportunities for children to think ahead by asking “what if?” questions about the natural world.(e.g. guessing game) • Provide opportunities for children to note patterns in behaviors and to discuss what comes next (e.g., “After we read a bed-time story, we turn out the lights.”).
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Asks questions and finds answers through active exploration. 2. Records information from an experience (e.g., drawing, storytelling). 3. Uses instruments for exploring the environment when playing games. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Help children find the answers to “why” questions through active exploration and reflection • Demonstrate, explain, and engage children in activities that make predictions about natural events (e.g., growing seeds, caring for animals, charting weather) • Provide fun activities/games related to exploration (e.g. provide toy/plastic shovel and spade to discover treasures in the sandpit)
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Makes predictions and develops generalizations based on past experiences. 2. Uses vocabulary that shows recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze). 3. Explains the changes in materials and starts to understand the relation cause-effect. 4. Differentiates materials using concepts like hard and soft, floating and sinking, hot and cold, wet and dry, etc. 5. Differentiates objects according to known matter, such as wooden, iron, plastic. 	Strategies for Caregivers: <ul style="list-style-type: none"> • conduct simple experiments with children(e.g., which object will sink and which will float) • provide children scope to observe cooking process , demonstrating simple scientific principles (e.g., freeze, melt, liquid, solid) • Provide opportunities for child to engage in experiments with everyday items (e.g., mixing two elements to make new objects for example mixing water and flour to make dough) • Engage child in “if – then” questions (e.g., “If I keep pouring water into this cup, what will happen?”) • Ask question to explore causes. (e.g.why do the leaves move, when does the light lit?)

	<ul style="list-style-type: none">• Provide opportunities for child to think about scientific processes (e.g., “How can we find out what kind of insects live in this dirt?”)
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61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Collects information about objects and events in the natural world 2. Communicates information learned from exploration of the natural world 3. Makes reasonable explanations, without assistance (if cloudy, predicts that it might rain) 4. Describes and discusses predictions, explanations, and generalizations based on past experiences 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunities for child to engage in experiments with everyday items (e.g., mixing two elements to make new objects for example mixing water and flour to make dough) • Engage children in “if – then” questions (e.g., “If I keep pouring water into this cup, what will happen?”) • Ask children to collect various objects. Arrange a special place in the house for these collections (shells, river rocks, leaves, different lids). • Provide opportunities to think about scientific processes (e.g., “How can we find out what kind of insects live in this dirt?”)
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Explores natural elements through different tools (magnifying glass, magnet, etc.) 2. Gathers information and records and describes information through various methods (drawings, charts, graphics, photographs, narrations). 3. Formulates conclusions. 4. Makes generalizations. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Allow children to use different instruments and the possibility to use them independently. Ask the child to organize the gathered information (magnifying glass, magnet, etc.). • Ask stimulating questions to the children to make predictions before an experiment is taking place, to estimate the results which they will compare afterwards. • Encourage the child to record the obtained information after an observation or an experiment. Keep a journal of the experiments made by the children: keep notes with the experiments, estimations, predictions and results (drawings, charts, graphics, photographs, narrations). • Provide opportunities for children to think about scientific processes (e.g., “How can we find out what kind of insects live in this dirt?”)

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.2: Health and Science
Standard:	4.1.2.4: The child should be able to observe and describe characteristics of living things.

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> Shows expressions seeing other faces Responds to emotions of other human (crying for crying, smile for smile) 	Strategies for Caregivers: <ul style="list-style-type: none"> Expose child to other children and adults Interact with children with different facial expressions.
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> Notices plants, animals, and other people in the environment with help from an adult. Names (using words or “onomatopoeic” words associated with sounds) plants, animals, people. 	Strategies for Caregivers: <ul style="list-style-type: none"> Offer children the opportunity to observe various plants, animals as well as the interaction among people- others than family members. Encourage children to identify and name the objects and the living beings he/she sees. Play games with animal sounds in order to identify certain animals. Sing songs and read books from a variety of cultural backgrounds. Introduce children with pets, domestic animals. Take children on field trips to places where he/she can observe and explore living things (e.g., zoo, farm, park)
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> Shows interest in certain living things (e.g. looks at pets or at domestic animals, takes flowers, collects leaves or twigs). Knows about the existence of living creatures and objects in the environment 	Strategies for Caregivers: <ul style="list-style-type: none"> Take advantage of every day events to talk with child about nature and science (e.g., the changing weather). Describe plants and animals and how they grow and change. Help children safely observe animals and insects around the home and neighborhood. Take them to field trips to farm, zoo, science museum, plant nursery etc.
25 Months – 36 Months	

<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Imitates different living things (e.g. birds, cats, tigers, rabbits) 2. Shows immense interests in different living beings both plants, insects and animals 3. Explores and investigates physical properties of living and non-living things. 4. Demonstrates understanding of how things grow and change. 5. Observes and understands that the living creatures need water, food in order to grow. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Read or act out stories and legends about plants and animals from children's cultural background • Offer children the chance to observe plants in different moments (blooming, with flowers, fruits). • Provide children with opportunities to play outside.
<p>37 Months – 48 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Identifies things as living or non-living based on their characteristics (e.g., breathes, moves, grows). 2. Describes characteristics of plants, animals, and people (e.g., "That tree grew really tall!"). 3. Notices similarities, differences, and categories of plants and animals. 4. Classifies the living creatures in the world (animals, birds). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunities for children to use all five senses to learn about the outdoor environment (e.g., listen for sounds of nature, watch small insects, smell paddy field, touch rough jackfruit). • Explain and engage children in activities that explore plants and animals, including those found in diverse cultures. • Provide opportunities for children to take care of living things (e.g., non-toxic houseplants, pets). • Let children describe their experiences of living things (e.g. domestic animals, insects at their home or pet they like-how they eat, sleep or communicate) • Play games based on characteristics of living and non-living things (e.g. game of who can fly and who cannot fly)
<p>49 Months – 60 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Demonstrates understanding of changes in the appearance, behavior, and habitats of living things (e.g., plants, bird's nest, spider webs). 2. Asks questions about growth and change in plants and animals. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Explain and engage children in activities that explore plants and animals round them Provide opportunities for children to take care of living things (e.g., non-toxic houseplants, pets) • Provide opportunities for children to think about how things live, grow, change, and die

	<ul style="list-style-type: none"> • Read stories to children about growth and change of living things • Offer children opportunity to observe the living beings by visiting the Zoo, farm animals, bird farms, the aquarium, the plants by visiting an orchard, a vegetables garden. • Have children tell a story or draw a picture about an animal that changes • Plant seeds with children, nurture them together, and monitor the changes.
61 Months – 72 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Observes and describes characteristics, basic needs, and simple life cycles of living things. 2. Describes simple relationships between animals, plants, and the environment (e.g., “Fish live in water.” “Some animals eat plants.”). 	<ul style="list-style-type: none"> • Provide opportunities for children to think about how things live, grow, change, and die through describing, drawing, developing models. • Challenge children with questions like:” What if...?” (e.g. flowers would not come with colors, were no birds) “What would happen if...?” (e.g. we could not speak, plants stop growing fruits) • Read stories to the children about growth and change of living things. • Have children tell a story or draw a picture about an animal that changes. • Show short animation films, videos on living things • Plant seeds with children, nurture them together, and monitor the changes.
73 Months – 96 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Uses a vocabulary that includes the name of some scientific principles which explain the processes of the living world (sinking, floating, and dissolution, melting). 2. Takes care of familiar plants and animals independently (e.g., waters houseplants, feeds pet fish). 	<ul style="list-style-type: none"> • Explain and engage children in activities that explore processes of the living world. (e.g. transformation of water to ice, melting of ice, dissolving of sugar or salt into water, etc) • Offer children the possibility to take care of a plant or to participate in taking care of a pet or a farm animal. • Read stories about growth and change of living things. • Have children tell a story or draw a picture about an animal that changes. • Show short animation films, videos on living things.

	<ul style="list-style-type: none"> • Plant seeds with children, nurture them together, and monitor the changes
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Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.2: Health and Science
Standard:	4.1.2.5: The child should be able to observe and describe characteristics of weather and seasons.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
7 Months – 12 Months	
Indicators for children: 1. Observes the celestial bodies (sun, moon, stars).	Strategies for Caregivers: <ul style="list-style-type: none"> • Take children on walks, describing what you see. Help the child to identify and name them. • Read non-fiction books and sing songs describing the properties of the earth. • Provide safe opportunities for children to explore dirt, sand, and water.
13 Months – 24 Months	
Indicators for children: 1. Enjoys playing with water, sand, and mud. 2. Notices various surfaces of Earth (grass, sand, forest, water). 3. Identifies weather (e.g., sun, rain, fog). 4. Observes clouds, the moving of the wind, weather changes, with help or independently. 5. Notices the sequence day/ night.	Strategies for Caregivers: <ul style="list-style-type: none"> • Introduce children to pictures of natural phenomena (e.g., sea, caves, waterfalls, forests) • Provide opportunities for children to explore natural environment (e.g. day, night, rain, wind, hard wind etc.) • Discuss about the changes that occur during a day (in the morning it is sunny, you can see clouds during the afternoon, and it is possible to rain).
25 Months – 36 Months	
Indicators for children: 1. Makes story up with imagination (imaginative space travel, rescue from storm)	Strategies for Caregivers: <ul style="list-style-type: none"> • Offer resource to act out different role in different seasons (e.g. umbrella, old coat, Shawl) • Offer interacting play/ activities to understand the weather and seasons differences (e.g. collecting

2. Observes clouds, the moving of the wind, weather changes independently.	rain water and measure, touching hot stone outside)
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37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> Recognizes and provides simple descriptions of the states of matter (e.g., Water is wet.”). Describes the characteristics of materials and of the surrounding objects (e.g. water, stones). Knows the various parts of the day (e.g. morning, afternoon, night). 	Strategies for Caregivers: <ul style="list-style-type: none"> Provide opportunities for child to share observations on different seasons (winter, summer etc.) and weathers (rainy, sunny etc). Discuss the different features of seasons and weathers Support children to observe any day and discuss. Help child develop a nature collection (e.g., leaves, shells). Show season related words with pictures (e.g. winter with snow, fog; rainy season with cloud, flood) Organize activities of role play related to season and weather (e.g. acting out sweating under simmering sun, using umbrella in a rainy day,)
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> Makes simple observations of the characteristics and movement of sun, moon, stars, and clouds. Discusses changes in the weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy). Differentiates between heat and the water sources, and explains their benefits and risks. Describes the characteristics of the seasons. Asks questions about the elements necessary for life (e.g. earth, water, air, fire). 	Strategies for Caregivers: <ul style="list-style-type: none"> Provide opportunities for child to share observations on different seasons (winter, summer etc) and weathers (rainy, sunny etc)Help child develop a nature collection (e.g., leaves, shells) If possible, go to museums or community events that focus on the natural world (e.g., planetarium, earth day event) Allow the child to look at pictures with natural phenomena which are hard to access (e.g. waterfalls, caves, volcanoes, seas, oceans) and extend their knowledge experiences when possible with visits and trips to unfamiliar environments. Provide children resources (old warm cloths, umbrella, and hand fan) for acting out people's behavior in different seasons.
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> Identifies changes that occur in nature over time. 	Strategies for Caregivers:

<p>2. Describes, draws, or writes about seasonal changes (e.g., summer, winter, rain, etc.).</p> <p>3. Shows an emerging ability to “read” the weather (e.g., if cloudy, predicts that it might rain).</p> <p>4. Knows and uses the time units: the parts of the day, the days of the week, the seasons.</p> <p>5. Understands and talks about the importance of water and air for life and ways to prevent pollution</p> <p>6. Observes and describes the position of celestial bodies (e.g. sun, moon)</p>	<ul style="list-style-type: none"> Guide child’s efforts to identify, record, and describe changes in weather (e.g. change of the day over time) Explore properties of the earth with child as found in his/her daily environment (e.g. dig in the soil, explore puddles). Provide interactive fun activities to engage children in weather and season exploration (e.g. collect rain water in pot during raining and later measure with scale, and mark in their note book) Facilitate to link different season by seasons’ characteristics, human behaviour, food habit (e.g. make a seasonal circle by fruits/vegetables available in each of the season, how cloud and sky might appear in different seasons, how plants changes over the seasons) Organize activities (e.g. show and tell, drawing or making models) how child memorizes or experiences weather and seasons (e.g. getting sick during winter, travelling grandfather house by boat in Monsoon)
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Predicts season/weather conditions by the clothes worn or by objects carried (e.g., umbrella). Names the seasons in the right order (winter, spring, summer, autumn/ Barsha, Grisha, Sharat, Hemanta, Sheet, Bashanta). Knows and is able to use the days of the week in the right order; the child knows that the hour has 60 seconds, knows the months of the year. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Guide child’s efforts to identify, record, and describe changes in weather. Encourage the child to create calendars, books about seasons and to combine drawing with pictures and text collage. Use a calendar which reminds the child about the important events in the child’s and family’s life. Explore properties of the earth with child as found in his/her daily environment. (e.g., dig in the soil, explore puddles). Encourage children to brainstorm how weather and season influence human and animal behaviours and life (how human and animals survive in cold countries, How excessive rain in monsoon effect people of Bangladesh;) Encourage children to make a scrapbook on different aspects of season (e.g. collecting different leafs and flowers of different season, describe with pictures and drawings the best season and weather the child likes)

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.2: Health and Science
Standard:	4.1.2.6: The child should be able to use technology appropriately.

Birth – 6 Months	
Indicators for children: 1. Listens to music 2. Shows interest in technology (e.g., automated toys, cell phone).	Strategies for Caregivers: <ul style="list-style-type: none">• Sing lullabies/song to child• Provide opportunities to listen soft music• Provide safe and child friendly automated toys
7 Months – 12 Months	
Indicators for children: 1. Enjoys using play technology objects (e.g., wind-up toy, Turns a toy torch light switch on and off). 2. Plays with battery-operated toys and learning objects, with assistance.	Strategies for Caregivers: <ul style="list-style-type: none">• Provide safe “child-friendly” multi-sensory automated toys.• Provide opportunities for child to listen to story tapes and music from own and other cultural backgrounds.
13 Months – 24 Months	
Indicators for children: 1. Plays with battery-operated toys and learning objects, with assistance. 2. Operates a simple music player to listen to a recorded story, with assistance. 3. Builds different models (toy house, tent, etc.) with toy materials	Strategies for Caregivers: <ul style="list-style-type: none">• Demonstrate, explain, and provide opportunities for child to use phone skills (e.g., “Hello,” “goodbye,” words instead of gestures).• Create opportunity to watch video with adults guidance• Provide opportunities for child to listen to story tapes and music from own and other cultural backgrounds.• Demonstrate, explain, and provide opportunities for child to see how technology helps people (e.g., motorized wheelchairs, communication devices).
25 Months – 36 Months	
Indicators for children:	Strategies for Caregivers:

<ol style="list-style-type: none"> 1. Expresses interest in doing new things by themselves 2. Enjoys pretending different professional (e.g. doctor, dentist, scientist) 	<ul style="list-style-type: none"> • Organize role play games for the children (e.g. make believe miniature dentist corner) • Provide and store adequate resources to support role play (e.g. old cloths, apron, unused calculator, toy stethoscope, toy computer, cell phone) • Ensure that all technology-based resources child is exposed to (e.g., television programming, computer software) reflect and affirm diverse cultures, languages, and ethnic heritages. • Demonstrate, explain, and provide opportunities for child to see how technology helps people (e.g., motorized wheelchairs, communication devices).
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Communicates with family members or other familiar people using telephone or other communicative device, with assistance. 2. Identifies some materials as natural or as human-made and explains how he/she knows the difference. 3. Imitates and follows adults use of technological at home and outdoor (e.g. pretend play-use imaginary phone, driving car) 	Strategies for Caregivers: <ul style="list-style-type: none"> • Create opportunity to communicate with electronic devices with adult assistance. • Introduce technologies from daily life (mobile, microwave, refrigerator etc.)
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Describes stories, images, or sounds experienced with technology (e.g., music on CD player, program on television, story heard on tape). 2. Uses accurate vocabulary to identify technology (e.g., camera, mobile phone, computer, television). 3. Uses symbols to understand gadgets instructional at home and outside (e.g. use remote controls to switch on/off and changing channels in television, pressing number or open /close button in the elevator) 	Strategies for Caregivers: <ul style="list-style-type: none"> • Actively participate with child when watching television. • Monitor and limit the quantity and quality of child's computer use
61 Months – 72 Months	

<p>Indicators for children:</p> <ol style="list-style-type: none"> Identifies ways in which technology helps people accomplish specific tasks (e.g., “The wheelchair helps disabled get from one place to another.” “Telephone lets you communicate with your friend who lives far away.”). Identifies alternate ways of doing things with and without technology (e.g. can travel by foot or by car, can on/off television manually or by using remote control). Considers, with adult guidance, what it must have been like to live without technology in an earlier time. Identifies simple technological instruments, objects, equipment in their daily life and their uses. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Provide opportunities for child to think about and discuss the use of technology in daily life. Model using technology constructively and responsibly in daily living (e.g., use the computer to check the weather forecast)
<p>73 Months – 96 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Demonstrates appropriate use of cellphone, laptop, tab, TV, etc. Carries out simple building sets, to build simple models using paper, clay, blocks (e.g. boat, car, dollhouse etc.). Show interest about computer and use of computer. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Provide opportunities for child to think about and discuss the use of technology in daily life. Model using technology constructively and responsibly in daily living (e.g., use the computer to check the weather forecast). Provide information and discuss the negative effect of excessive use of technology on young children (e.g. prevent them to make friends, limit their physical activities and balanced development)

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.3: Social Science
Standard:	4.1.3.1: The child should be able to differentiate between past, present future events.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
7 Months – 12 Months	
Indicators for children: 1. Participates eagerly in regularly scheduled daily activities.	Strategies for Caregivers: <ul style="list-style-type: none">• Demonstrate, explain, and give child routines, talking about what happens before and after.• Label events and routines (e.g., use time words such as today, tomorrow, next, later, long ago).• Look at photo album or family videos with child.
13 Months – 24 Months	
Indicators for children: 1. Demonstrates the beginning and end of an event (e.g., claps at the end of a song). 2. Recalls information about the immediate past (e.g., after eating, says “All done!”). 3. Recognizes recurring events in typical routines (“After I eat lunch, I will hear a story.”).	Strategies for Caregivers: <ul style="list-style-type: none">• Tell story, recite rhymes and clap hands after the activity.• Use pictures to talk with child about what will happen in the future and has happened in the past.• Explain daily routine activities using past, present, future indicative words (e.g. We will wash hand before/after eating. We will wear new dress tomorrow and go to grandma’s/aunt’s house.)
25 Months – 36 Months	
Indicators for children: 1. Connects new experiences to past experiences. 2. Experiments with past, present and future related terms (e.g., “Today we are going to Grandma’s house.”). 3. Makes predictions about what may occur. (e.g., there will be rain today).	Strategies for Caregivers: <ul style="list-style-type: none">• Tell stories from the past, indicating awareness of time by beginning, “A long time ago...”• Talk with child to recall what happened yesterday or last night.• Show child pictures and tell stories about the way something or someone looked in the past compared to now.

	<ul style="list-style-type: none"> Organize dramatic play on old stories (food, vehicles, life style, dresses with made up props and decoration) Talk with child about natural consequences (e.g. rain will come after thunderstorm, night comes after sunset)
37 Months – 48 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> Uses time and position-related words and concepts (e.g., first/last, morning/night, yesterday/today), though not always accurately. Gives simple example of what happened that day (e.g. then a cat came and caught the rat). 	<ul style="list-style-type: none"> Provide child with opportunities to play with time keeping materials (e.g. clocks, watches, timers, calendars) Provide opportunities to child what will happen in the future and what happened in the past (e.g. “what did you have for lunch today?”, “what will you do in your grandparent’s house?） Develop sense of time showing and experiencing daily natural phenomena such as drawing different position of sun in different time of the day, position of sun and moon in the sky by day and night, human activities (e.g.
49 Months – 60 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> Establishes causal patterns between past, present, and future events, with assistance. (e.g. pattern of morning to night) Uses phrases that suggest awareness of the past (e.g., “When I was a baby...”). Retells a simple story or event in roughly sequential order. 	<ul style="list-style-type: none"> Provide opportunities for child to interact with family members about family tree and community history Count down days to an event with concrete materials (e.g., mark the special occasions in calendar). Show basic Pictorial history of human on daily life of living, food and morning to night (e.g. how people lived in the cave in ancient time, tents/castle in medieval age)
61 Months – 72 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> Retells a more complex story or event in somewhat sequential order (e.g., first, a picture of the child eating breakfast; second, a picture of the child going to school; third, a picture of the child in the classroom). Begins to use basic vocabulary for days of the week and names of the months in order. 	<ul style="list-style-type: none"> Provide opportunities for child to draw, write and tell/retell about a memory from a family or community event. Read books with child that have historical content. Explain evidence of change over time in meaningful ways to child (e.g., photographs of him/herself)

<p>3. Differentiates between yesterday, today and tomorrow (what he did, what he does, what he will do).</p> <p>4. Uses the future tense to discuss plans.</p>	<ul style="list-style-type: none"> • Show/draw/read/explain pictorial history extended to additional issues like fashion, cloths, ships, planes or other interested content.
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Begins to understand and speak that people in the past lived differently than people do today. 2. Recognizes that other children have different past experiences from own by accepting and listening to other's life stories. 3. Uses concept of time when describing events or objects from his/her personal or family history. 	<p>Strategies for Caregivers</p> <ul style="list-style-type: none"> • Help child make a scrapbook of his/her life. • Help child organize an event honouring elders, including simple interviews of elders. • Provide children pictorial history timelines on different content children are interested (e.g. dinosaur and their extinction, development of boats to submarine to futuristic transport) • Provide pictorial history of children living in different regions or Bangladeshi ancient archaeological sites • Create opportunity for children to draw/make craft how they want to see future car, building, city etc.

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.3: Social Science
Standard:	4.1.3.2: The child should be able to demonstrate awareness of location and spatial relationships.

Birth – 6 Months	
Indicators for children: 1. Turns towards a moving object.	Strategies for Caregivers: <ul style="list-style-type: none">Provide many opportunities for child to explore the environment.
7 Months – 12 Months	
Indicators for children: 1. Explores environment in the presence of caregiver (e.g., reaches for toys, crawls towards a desired object). 2. Explores spatial relationships (e.g. attempts to fit own body in boxes or tunnels).	Strategies for Caregivers: <ul style="list-style-type: none">Provide a safe and secure place and “child-proof” environment (e.g., cover electrical outlets, keep poisons and chokable items out of child’s reach).Provide opportunity to child to play with safe small paper boxes/plastic bowls/doll house
13 Months – 24 Months	
Indicators for children: 1. Describes positions and functions of own body parts	Strategies for Caregivers: <ul style="list-style-type: none">Play games with child that incorporate using and responding to position words (e.g., left, right, first, last, big, little, top, bottom, position of eyes, nose etc.)
25 Months – 36 Months	
Indicators for children: 1. Describes the functions of own body and can elaborate its utilities. 2. Distinguishes between near and far. 3. Experiments with physical relationships (e.g. on/under, inside/outside).	Strategies for Caregivers: <ul style="list-style-type: none">Use position words in a conscious way (e.g., suggest child puts magazine under the book that is on the table)Play with child, creating situations related to placing objects in different positions(e.g., put doll, ball or child’s favourite toys near/far/front/back)Organize children to draw their family, house , school and ask them to locate themselves

37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Uses words to indicate direction, position, and size, with occasional mistakes. 2. Creates representations of locations and space during play (e.g., builds doll house in shoe box). 3. Shows interest in exploring pictures, simple maps etc. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Play games with child that incorporate using and responding to position words (e.g., left, right, first, last, big, little, top, bottom) • Use directional terms in different situation (e.g., while travelling “We will turn left at the next street.” While at home, “the pond is behind the house, courtyard is in front of the house”) • Organize activities with directional sign (arrows, symbols etc.) to follow the instruction or path. • Support drawing their room, house or centre and ask them mark themselves, their toys or favourite place.
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Shows interest in exploring geography tools (e.g., map, compass, and globe). 2. Can name streets, neighborhood, city or town where he/she lives. 3. Expresses physical relationships (e.g., on/under, inside/outside). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Take walking trips around the neighbourhood, making note of geographic features and landmarks • Incorporate pictures of landmarks in child’s neighbourhood/environment (e.g., use glue to secure pictures onto blocks for block play) • Provide opportunities for child to play games on physical relationships (e.g., on/ under, inside/outside). • Support drawing their room, house or centre and ask them mark themselves, their toys or favourite place.
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Talks about location using appropriate vocabulary (e.g., near/far, over/under, next to). 2. Describes some concepts of distance or space (e.g., knows it’s far to Grandpa’s house). 3. Can represent objects and ideas symbolically like as round as ball, tall as giraffe etc. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunities for child to create representations of his/her immediate environment (e.g., draw or use objects to represent locations of home, school, neighbourhood etc.). • Draw simple maps and directions that can be followed around the home or yard to find objects • Facilitate children drawing simple maps and mark with representative symbols (e.g. put

	<p>animal pictures in the world map where they are available)</p> <ul style="list-style-type: none"> • Facilitate arts and crafts activities to make simple model (e.g. house, car and roads, water falls).
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Describes some concepts of distance or space (e.g., knows it's far to Grandpa's house). 2. Knows that real places can be represented symbolically and can explain in words. 3. Identifies and remembers land marks of places children travel. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunities for child to create representations of his/her immediate environment (e.g., draw or use objects to represent locations of home, school, neighbourhood etc.). • Draw simple maps and directions that can be followed around the home or yard to find objects. • Provide resources to develop comparatively complex models along with a story (e.g. doll house with different rooms of purpose and furniture, soldiers and war cars with strategic fighting position)

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.3: Social Science
Standard:	4.1.3.3: The child should be able to demonstrate knowledge of the relationship between people, places and regions.

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> Shows expression to known faces Prefers to be in known places (mother's lap, own bed etc.) 	Strategies for Caregivers: <ul style="list-style-type: none"> Introduce family members by mentioning relationship (e.g. father, mother, sister, brother, grandma etc.) Keep child in different safe places (e.g. lap of mother/father/sister/brother/grandma, baby cot etc.)
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> Recognizes some familiar places (e.g., home, store, grandparent's house). Recognizes close relatives and develop their preference for some over others Recognizes places around home and develop their place of interests (balcony, garden, window, outdoor) 	Strategies for Caregivers: <ul style="list-style-type: none"> Give child many opportunities to see and explore the immediate environment/surrounding (e.g. balcony, garden, window, outdoor etc.). Narrate what child sees and finds in the environment. Take child to close relatives/neighbour's house.
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> Can tell where favorite toys or foods are stored in own home. 	Strategies for Caregivers: <ul style="list-style-type: none"> Give opportunities to see the places for storing toys and food. Encourage child to keep toys in particular place (e.g. box, bag, basket etc.)
25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> Distinguishes different environments by the people or signs that are a part of that environment (e.g., see pictures of fish and says "They live in water."). Recognizes own house when approaching (e.g. can tell which 	Strategies for Caregivers: <ul style="list-style-type: none"> Take child to geographical locations that may be unfamiliar (e.g., parks, mountains, ocean, new neighbourhoods). Take child for walks around the neighbourhood and point out signs and landmarks that indicate locations.

direction to go, behind the big tree, next to the mosque etc.	
3. Recognizes familiar buildings (e.g., school, restaurant, and library) by identifying	
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> Matches objects to their usual locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park). Develops awareness of some characteristics of own geographic region (e.g., “It rains here a lot. It is breezy around here”). 	Strategies for Caregivers: <ul style="list-style-type: none"> Create opportunities to visit different places/locations and explain what child has seen during visit (e.g. stove in the kitchen, bed in the bedroom, tree in the park, fish in the pond etc.) Provide opportunity to children to familiarise with people from different ethnicity, profession and culture (e.g. pictures/toys costumed farmer, doctor, ethnic women etc.)
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> Recognizes where he/she is while traveling in familiar areas, most of the time by describing. 	Strategies for Caregivers: <ul style="list-style-type: none"> Demonstrate and explain the use of maps and globes in the presence of child Provide opportunity to children to familiarise with people from different ethnicity, profession and culture (e.g. pictures/toys costumed farmer, doctor, ethnic women) Provide children different costumes/objects for pretend play to describe familiar areas.
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> Describes some physical characteristics (e.g., ponds, river, mountains, sea, lake, haor, winter/summer/rainy season etc.) and some of the social characteristics of the corresponding communities (e.g., types of shelter, clothing, food, jobs). Helps to navigate on journeys (e.g., “After you pass the big red building, then my house is next.” or “I live by the big tree or bus stop.”). Recognizes that roads have signs or names and houses and apartments have numbers to help find locations by identifying. 	Strategies for Caregivers: <ul style="list-style-type: none"> Provide opportunities for child to make drawings, build with blocks, and create models of real places/situations (e.g., ponds, river, mountains, sea, lake, haor, winter/summer/rainy season etc.). Help child make drawings or models of his/her neighbourhood, house with numbers, or school. Provide pictorial charts showing how region and profession linked to people’s costume, festival , work, houses , food, transport (e.g. costume for winter season, camel in desert or boats in Bangladesh)
73 Months – 96 Months	

<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Can express that other people live in different places and can talk about it. 2. Identifies to some extent people from different geographical location by their appearance 3. Recognizes animals lives in different places 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunities for child to explore how people and animal live in different geographical regions and condition (e.g., show maps, books, magazines, documentary films, TV, computer). • Facilitate children to brainstorm linking the relationship between people and places (e.g. how different places influences people daily life-work differences between urban people and rural people)
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Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.3: Social Science
Standard:	4.1.3.4: The child should be able to demonstrate awareness of concepts of economics.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
7 Months – 12 Months	
Indicators for children: 1. Depends on others to provide for wants and needs. 2. Shows preferences for object and food. 3. Shows expression of individual choices over different objects (e.g. toys, cloths).	Strategies for Caregivers: • Response positively to child's emotional expression and reaction to different objects (as they cannot verbalized their feelings) • Provide attention to children's expression of hunger and while feeding
13 Months – 24 Months	
Indicators for children: 1. Depends on others to provide for wants and needs. 2. Recognizes relationship between supply and demand (e.g., understands that she/he cannot have another biscuit because they are all gone) and is able to accept it and not throw a tantrum.	Strategies for Caregivers: • Facilitate play for child to understand supply-demand concept (e.g. child may demand of 5 chocolates, but explain to the child to understand and accept 2 chocolates as only 2 chocolates are available.) • Demonstrate positive behaviour regarding acceptance as per availability.
25 Months – 36 Months	
Indicators for children: 1. Recognizes and uses objects for barter/exchange or trade during play, with assistance.	Strategies for Caregivers: • Play with child with materials that have economic uses (e.g., paper money, wallets, purses etc.). • Use the names of coins and currency, demonstrating and explaining both their real and relative value (e.g. take child to shopping or play shopkeeper game with children)
37 Months – 48 Months	
Indicators for children:	Strategies for Caregivers:

<ol style="list-style-type: none"> 1. Demonstrates the use of money (e.g. can role play of shopkeepers and customers). 2. Uses pretend money to play in their make-believe grocery store or restaurant (e.g. give receipts, weighing balance (dari-palla). 	<ul style="list-style-type: none"> • Provide play opportunities for child to purchase things in dramatic play (e.g., grocery store, bank, post office, shoe store). • Involve child when using real currency and coins in daily situations (e.g. shopping, travel fare, food bills etc.). • Facilitate to identify national paper currency and coins
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Demonstrates understanding that coins/paper currency of different sizes and colors have different names/values. 2. Demonstrate understanding of substitute for money (e.g., checks, coupons, credit/debit cards) 3. Demonstrates understanding of sharing and interdependence. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Demonstrate, explain, and provide activities about how things can be used as a substitute for money (e.g., checks, coupons, credit/debit cards). • Provide opportunities for child to make “trades” (e.g., trading two crayons for a marker during art time). • Provide dramatic play opportunities on purchase things to understand sharing and interdependency (e.g., grocery store, tea stall, shoe store etc.)
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Realizes that making one choice means that you may not be able to do something else. 2. Recognizes that people rely on others for goods and services. 3. Demonstrates the concept of saving resources for use in the future. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide opportunities for child to make “trades” (e.g., trading two crayons for a marker during art time). • Provide dramatic play opportunities on purchase things to understand people rely on others for goods and services (e.g., grocery store, shoe store, hospital, restaurants etc.) • Discuss why people save money and provide a piggy/clay bank or savings account for child.
73 Months – 96 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Names local currencies and understands the use of money such as to buy food and clothing. 2. Recognizes that things or goods may be individually or collectively owned. 3. Compares the daily activities and occupations of people (e.g. laborer, 	Strategies for Caregivers: <ul style="list-style-type: none"> • Engage child in family shopping (e.g. daily groceries, purchase of items for festival/gift/school materials) • Involve child in family budgeting, saving, and spending practices, explain how these family decisions are made.

farmer, trader, shopkeeper, banker, doctor, teacher etc.).	<ul style="list-style-type: none"> • Demonstrate and explain that there are some things that no one owns (e.g., sunshine, air, ocean) • Encourage children to save their pocket/tiffin money to buy something with the help of adult
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Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.3: Social Science
Standard:	4.1.3.5: The child should be able to demonstrate awareness of family characteristics and functions.

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Kicks legs and squeals when familiar adult appears. 2. Develops and maintains trusting relationships with primary caregiver. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Spend warm, nurturing time with child. • Provide opportunities for child to spend time together with family.
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Shows affection (e.g., hugs and kisses) to familiar adults. 2. Develops and maintains trusting relationships with primary caregiver. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Involve child in family traditions, rituals, and activities. • Help child identify and name family members and their relationships and roles.
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Addresses at least two family members by name. 2. Recognizes immediate family members in photographs by pointing. 3. Recognizes family members by voice by turning towards the voice and reaching. 4. Pretends to nurture a doll by feeding and talking to it. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Display photos of child and his/her family at child's eye level. • Provide props and dress-up clothes for child to play different family roles (both male and female).
25 Months – 36 Months	
Indicators for children:	Strategies for Caregivers:

<ol style="list-style-type: none"> Recognizes roles within own home through playing pretend games (e.g., “Baba goes to the bazar and Ma washes the clothes.”) Gives names to toys and dolls that reflect family and circle of friends. 	<ul style="list-style-type: none"> Involve child in family traditions, rituals, and activities. Provide opportunities for family members to talk with child about family history and culture. Read aloud books that show people in a variety of roles.
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> Describes family members and begins to understand simple relationships to one another (e.g., “Mala is my sister.”). Talks about grandparents or other family members and discusses how they look different from children. Identifies self as a member of a specific family and cultural group. 	Strategies for Caregivers: <ul style="list-style-type: none"> Assist child in creating an “All About Me” book with pictures and captions Read stories about families and talk about child’s own and others’ families. Help child distinguish people and relationships (e.g., brother, aunt, cousin). Provide opportunities for child to spend time with elderly relatives.
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> Adopts the roles of different family members during dramatic play. Tells stories about family routines. Draws a family portrait. 	Strategies for Caregivers: <ul style="list-style-type: none"> Read stories about family routine and talk other family members role Help child distinguish people and relationships (e.g., brother, aunt, cousin) Provide opportunities for child to spend time with elderly relatives. Provide opportunities for child to make a scrap book for family portrait Provide opportunities for child to play different family member role during dramatic play
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> Recognizes extended family members (e.g., cousins, aunts, uncles). Talks about how other children have different family compositions than own (e.g. nuclear, extended, single parent). 	Strategies for Caregivers: <ul style="list-style-type: none"> Provide opportunities for child to participate in family functions Provide opportunities for child to make friends with children who have different family compositions (e.g., nuclear, extended, single parent). Help child to understand relationship between family members and their roles.

	<ul style="list-style-type: none"> • Take child to visit extended/nuclear/single family.
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Maintains relationship with extended family members (e.g., cousins, aunts, uncles) and communicates through telephone/cell phone, letters/email or visits. 2. Understands the duties and responsibilities of each of family members 3. Can do easy family work (e.g. fetch pen for father or a glass of water for grandmother, help in entertaining guests) 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide opportunities for child to participate in family functions. • Provide opportunities for child to make friends with children who have different family compositions (e.g., children whose grandparents live with them nuclear, extended, single parent). • Help child to understand relationship between family members and their roles. • Take child to visit extended family.

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.3: Social Science
Standard:	4.1.3.6: The child should be able to demonstrate awareness of their community, human interdependence, and social roles.

Birth – 6 Months	
Indicators for children: 1. Begins to watch other children.	Strategies for Caregivers: <ul style="list-style-type: none">Provide opportunities for child to watch other children outside the home (e.g., courtyard, park, friends/relatives home).
7 Months – 12 Months	
Indicators for children: 1. Reaches out to touch other children or grabs their toys.	Strategies for Caregivers: <ul style="list-style-type: none">Demonstrate, explain, and provide opportunities for child to interact with other children and adults who are in the room.Provide opportunities for child to play in diverse environments with other children (e.g., play group, park, friend's home).Provide figurine toys (e.g. human, animal, animated or imaginary characters) made of different color, materials so that children can be familiar with diversity of the world.
13 Months – 24 Months	
Indicators for children: 1. Recognizes the names of other children 2. Shows recognition of the family members of other children.	Strategies for Caregivers: <ul style="list-style-type: none">Provide opportunities for child to play in diverse environments with other children (e.g., play group, park, friend's home)Read aloud books about different types of occupationsProvide clothing and props for dramatic play that represent different roles in societyTake field trips in the community to increase awareness of roles people play (e.g., library for story hour, nursery where child can pot plants)Encourage child to participate in classroom duties and household choresDisplay pictures, and read aloud books, that portray a variety of workers and community

	helpers reflective of women and people from child's own and other cultural backgrounds
25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Begins to participate in simple parallel play with other children. 2. Identifies the possessions of other children. 3. Shows interest in peers by including them in play, referring to them by name. 4. Demonstrates that different people have different roles and jobs in the community through pretend play. 5. Participates in family routines. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide opportunities for child to play in diverse environments with other children (e.g., courtyard, play group, relatives home) • Read aloud books about different types of occupations • Provide clothing and props for dramatic play that represent different roles in society • Take field trips in the community to increase awareness of roles people play (e.g., library for story hour, nursery where child can pot plants) • Encourage child to participate in classroom duties and household chores • Display pictures, and read aloud books, that portray a variety of workers and community helpers reflective of women and people from child's own and other cultural backgrounds
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Identifies people by characteristics other than name, when asked. 2. Names a parent's job (e.g., fisherman, garments worker, nurse, electrician, shopkeeper, farmer), but may not know what parent actually does at the job. 	Strategies for Caregivers: <ul style="list-style-type: none"> • As you go through the day, list with child all of the people you see doing jobs that help others • Use group time (e.g., family meals) to discuss the idea of community and interdependence
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Recognizes some community workers and displays interest to know about their jobs by asking questions. 2. Pretends to be different community workers during play (e.g., boatman, farmer, shopkeeper, construction worker, doctor, shoe salesperson). 3. Recognizes that people have different communities (e.g., family, neighborhood, school, faith-based, ethnicity based, occupation based etc.) and displays interest to know more by asking relevant questions. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide opportunities for child to express knowledge of social roles through creative art and drama. • Play song games to explore community helper roles. • Demonstrate, explain, and provide opportunities for child to help others, appreciating others' needs and perspectives.

4. Names occupation of mother and father.	
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> Names tools used for each occupation (e.g. hair dresser uses, scissors and comb, fisherman uses fishing nets etc.) Names some important place of the community (school, shops, health clinic and their functions). 	Strategies for Caregivers <ul style="list-style-type: none"> Demonstrate, explain, and provide opportunities for child to observe how people in a community work together. Provide play opportunities for child to take on different social roles (e.g., salesperson, traffic police, health worker, farmer, teacher etc.).
73 Months – 96 Months	
Indicators for children: <ol style="list-style-type: none"> Identifies some types of jobs and some of the tools used to perform jobs. Demonstrates an understanding of social behavior and personal responsibility as a member of a group (e.g. “If you put away the toys, then I’ll clean up the art table”). Identifies hierarchy in the social system (e.g. Headmaster in the school is the head of the school) Understands that society consists of people from different professions (e.g. father in services, uncle sells grocery in the neighborhood shop, mother teaches at school) Understands that human lives independently when they grow up (e.g. can cook, wash and eat by themselves) 	Strategies for Caregivers: <ul style="list-style-type: none"> Make a book, poster, draw about people in the community and the jobs they do. Support in-depth projects for child to explore his/her immediate community (e.g., field trips, simple interviews with community helpers). Organize activities so that child can play role of different professions (e.g. doctor, layer, farmer) Familiarize the recipes and cooking instructions of child favorites dishes, ask the child to do small helps while cooking the dish.

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.3: Social Science
Standard:	4.1.3.7: The child should be able to demonstrate civic responsibility.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Tries out roles and relationships through imitation (e.g., smiles at self in mirror, plays peek-a-boo). 	<ul style="list-style-type: none"> • Be responsive and nurturing to child.
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Tries out roles and relationships through imitation (e.g., smiles at self in mirror, plays peek-a-boo). 2. Requests assistance when needed. 	<ul style="list-style-type: none"> • State rules in a manner that promotes positive thinking rather than negative thinking (e.g., “We use walking feet” instead of “No running”) • Need to understand the cues and gestures of the child • Often use cues or gesture to child to respond approval or disapproval (e.g. move head with smile instead of shouting for disapproval)
13 Months – 24 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Looks to caregivers for assistance and guidance. 	<ul style="list-style-type: none"> • Provide opportunities for child to make choices • Promote culturally appropriate courtesy (e.g. appropriate greetings and respecting elders). • Often use cues or gesture to child to response of approval or disapproval (e.g. move head with smile instead of shouting for disapproval)
25 Months – 36 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Recognizes that there may be different rules in different places (e.g., school rules may be different from those at home) and follows appropriate set of rules, with assistance. 2. Participates actively as a member of the family or classroom community (e.g., helping during clean-up time). 3. Helps adult with simple chores 	<ul style="list-style-type: none"> • Offer easy-to-follow directions. • Discuss how each person, including adults, can share in home and classroom responsibilities (e.g., cleaning up play areas together) • Demonstrate, explain, and provide opportunities for child to experience interdependent behavior (e.g., attend civic events and community projects)

37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Shows awareness of group rules (e.g., waits for turns). Helps to make rules for free choice play (e.g., “Only 4 people at the imaginary area.”). Follows rules while playing games and reminds others. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Invite another child in the development of rules to promote interdependence and understanding of the rules. Establish rules that address bias and prejudice that are understood by child (e.g., “We call other children by their names that make them feel good about themselves.”)
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Responds to another child’s needs by giving and sharing. Notices if another child is missing an essential article to participate in the group (e.g., other child does not have crayons to draw with). Invites other children to join groups or other activities. Exhibits positive behavior by sharing, and taking turns 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Take child with you when you go to vote during elections. Demonstrate and discuss public manners (e.g., asking permission to touch things, saying thank you and goodbye) Create opportunities for cooperation (e.g., ask two children to do a task together) Provide opportunities for child to share things, play turn taking game at home and school
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Exhibits positive behavior by sharing, taking turns, following rules, and taking responsibility for classroom jobs. Participates in community events that promote interdependence, with assistance. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Discuss with child how rules/standards protect everyone’s rights and help to ensure that everybody is safe. Provide opportunities for child to share things, play turn taking game at home and school Ask children to make their own dos and don’ts at home through drawing and put it at their corner
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Demonstrates awareness for the reasons for rules and laws. Exhibits personal responsibility, choice, and leadership that benefit the family or class. Participates in democratic group processes as a way of making choices (e.g., voting or discussing). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Provide opportunities for child to actively participate in interdependent events (e.g., classroom project work, group play, game with rules, picnic) Have child help organize clothes or household items to donate to community organizations Demonstrate and explain what could happen when child is not considerate of others

- Organize activities to label different trashes (e.g. landfill or recycle).
- Facilitate children to brainstorm how they can reuse left out bottles, papers, cloths.
- Share video and instructional books showing making crafts from used product d
- Give children responsibility to look after if anybody leave the tap running, keep the empty room light on.

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.4: Math and Numeracy
Standard:	4.1.4.1: The child should be able to demonstrate knowledge of counting numbers.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
7 Months – 12 Months	
Indicators for children: 1. Understands the words 1 and 2	Strategies for Caregivers: <ul style="list-style-type: none"> • Use household materials and surroundings to help count number 1 & 2 • Help children to listen rhymes on counting (e.g. Two little blackbirds....) • Count the units of food aloud while feeding children (e.g. one spoon meal, now the second ...)
13 Months – 24 Months	
Indicators for children: 2. Understands the concept of small or big, in reference to food or play materials. 3. Understands the words 1 and 2 4. Uses a few number words without understanding quantity	Strategies for Caregivers: <ul style="list-style-type: none"> • Demonstrate and engage child in activities that show “more” versus “less” and small vs big • Use household materials to help count number 1-10 • Show the object in nature and counts the similarities and separate dissimilar objects
25 Months – 36 Months	
Indicators for children: 1. Expresses the concept of more or less in reference to food or play materials. 2. Imitates counting with real objects using words that names numbers without sequentially applying it. 3. Imitates counting rhymes or songs (e.g., “Three Little Monkeys”). 4. Recognizes some quantities (e.g., sees fingers, hands, eyes and says “two”).	Strategies for Caregivers: <ul style="list-style-type: none"> • Sing with them songs that use numbers and counting. • Demonstrate, explain, and engage child in activities that show “more” versus “less” • Use constantly in everyday activities counting and numbers („We need two of these more”, „Now we are only four in the room”, etc.) • Provide number/numeral materials in child’s environment.

	<ul style="list-style-type: none"> • Use numerical concepts in everyday routines (e.g., ask child if he/she would like “One more or two more pieces of something.”). • Pair objects during daily activities (e.g. “One child gets one snack.”) • Provide child with math-related toys and objects (e.g. number puzzle mat, cooking sets, abacus) • Demonstrate counting units of solid and liquids (e.g. one glass of water, one guava)
37 Months – 48 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Counts some real objects 2. Names some numerals. 3. Recognizes that a single object is “one” regardless of size, shape, or other attributes. 4. Understands that numbers represent quantity (e.g., gets 2 balls out of the box). 5. Applies numbers and counting concepts to daily life (e.g., counts number of birds in the yard). 	<ul style="list-style-type: none"> • Involve child in collecting objects and help to count based on similarities and dissimilarities (e.g. leaves, flowers, crayons) • Organize small group activities and ask children to count how many children are in the group. Ask them to group the toys, 3 or 4 together, for a new game. • Provide opportunities for child to count objects during daily routines (e.g. household materials, dress, vegetables) • Let children play make believe e.g. cooking using different ingredients and use terms like: all, some of them, none, more, less, the same.
49 Months – 60 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Differentiates some letters from numerals. 2. Recognizes, names, and writes some numbers. 3. Counts to at least 10 with real objects. 4. Uses numbers to predict and make realistic guesses (e.g., “I think there are about 10 marbles in that jar.”). 	<ul style="list-style-type: none"> • Involve child in collecting objects and help to count based on similarities and dissimilarities (e.g. leaves, flowers, crayons) • Organize small group activities and ask children to count how many children are in the group. Ask them to group the toys, 3 or 4 together, for a new game. • Provide opportunities for child to count objects during daily routines. • Provide a variety of objects for child to handle and manipulate (e.g., buttons, stones, sticks). • Make a chart with children birthdays and discuss every month what’s their order in which they will celebrate.

61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Counts at least 20 of real objects. Uses math manipulative games, toys, and coins in daily activities to demonstrate counting. Tells what number comes before or after a given number up to ten. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Provide scope of math manipulative, games, toys, and coins in daily activities and engage child to demonstrate counting 1-20 Ask questions using everyday life situations to help children do simple addition and subtraction related to numbers (e.g. <i>there were 3 birds one flew away.....</i>) of objects Demonstrate a game to play before and after a given number (e.g. children make a line with holding the number card and finding out whose number what based on corresponding number of the next/previous person)
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Uses basic numbers and counting operations. Tells what number comes before or after and between given numbers up to 20, with assistance. Explains the difference between addition and subtraction, with assistance. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Ask questions using everyday life situations to help children do simple calculation related to numbers (e.g. <i>there were 3 birds one flew away.....</i>). Provide opportunities for child to use numbers and counting (e.g., play grocery store etc.). Provide children with games that involves manipulating numbers.

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.4: Math and Numeracy
Standard:	4.1.4.2: The child should be able to demonstrate knowledge and skills to operate with size, volume, height, weight and length.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Plays with toys and objects with different sizes and shapes. 2. Names objects of different sizes 	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide opportunities to play with toys and objects with different sizes and shapes. (e.g. different size cars, balls, show trees) • Introduce surrounding objects of different sizes
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Understands that objects, sizes come in different shapes 2. Fills and empties containers (e.g., with sand or water). 	Strategies for Caregivers: <ul style="list-style-type: none"> • Help child to arrange blocks, toys, or objects from smallest to largest or longest to shortest. • Provide opportunities to develop an understanding of volume (e.g., filling, emptying). • Play with children games that call for comparison by size, shape, volume (e.g., nesting cups, stackable rings). • Provide sand and water play, giving child opportunities to pour, fill, scoop, weigh, and dump. • Provide opportunities for child to play measure (e.g., during cooking, art projects, grocery shopping). • Chart child's changes in height and weight.
25 Months – 36 Months	

<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Categorizes objects by size, with assistance. 2. Uses size words, such as “many,” “big,” and “little,” appropriately. 3. Fills and empties containers (e.g., with sand or water). 4. Compares the size of various everyday objects (e.g., puts different people’s Sandals side by side to see which is longest). 5. Identifies things that are big or small, heavy or light, and tall or short, with assistance. 6. Looks at two objects and identifies which one is bigger or smaller. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Help child to arrange blocks, toys, or objects from smallest to largest or longest to shortest, & heavy to light. • Provide opportunities to develop an understanding of volume (e.g., filling, emptying). • Play with children games that call for comparison by size, shape, volume (e.g., nesting cups, stackable rings) and weight. • Provide sand and water play, giving child opportunities to pour, fill, scoop, weigh, and dump. • Provide opportunities for child to play measure (e.g., during cooking, art projects, grocery shopping). • Chart child’s changes in height and weight.
<p>37 Months – 48 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Uses names for length and weight (e.g. identifies books/dolls/blocks as big/small/long/short/heavy/light). 2. Uses measuring tools in play activities (e.g., measuring cups). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Teach children how to use un-conventional measuring tool: a piece of thread, for measuring the length of a table, a handful of rice etc.). • Involve children in play measuring activities: (e.g. heights of children in the group, the lengths of shoes, their weight etc.).
<p>49 Months – 60 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Estimates size, length, weights (e.g., “I’m as tall as the table/chair or bookshelf.”). 2. Labels objects using size words. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Learning how to solve a problem by comparing lengths directly (e.g. placing two sticks side by side to see which is longer). Also, some children may compare the lengths of two objects by representing the lengths with strings or strips of paper and then using these representations to determine which is longer. • Model use of conventional measuring tools and methods in everyday situations • Demonstrate, explain, and engage child in activities that use non-standard measurement (e.g., using handfuls to measure rice; using footsteps to measure distance)

61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Measures sand or water using a variety of containers (e.g. four glasses of water is needed to fill a bottle). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Demonstrate, explain, and engage child in activities that measure with common measuring tools (e.g. four glasses of water is needed to fill a bottle). • Play measuring games with child (e.g., “Which is heavier?” “Which is lighter?” “Which is longer?” “Which is shorter?”)
73 Months – 96 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Uses some conventional vocabulary of measurement (e.g., inch, cup, kilograms), though may not have exact understanding of meaning. 2. Estimates how many steps it will take to walk across the room. 3. Matches objects correctly (e.g., bolts to nuts, jars to lids, greeting cards to envelopes 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Demonstrate, explain, and engage child in games that involves common measuring units • Engage child in measuring surrounding (e.g. floor, veranda, table etc.) with step/hands/piece of threads/sticks etc. • Play measuring games with child (e.g., “Which is heavier?” “Which is longer?”) • Engage child to predict fitting the objects in existing space (e.g. fitting blocks/stones in bucket/bowl/basket.)

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.4: Math and Numeracy
Standard:	4.1.4.3: The child should be able to identify, recognize and categorize shapes

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
7 Months – 12 Months	
Indicators for children: 1. Plays with toys of various shapes.	Strategies for Caregivers: <ul style="list-style-type: none">Provide child with toys that involve shapes (e.g., blocks and play dough).Sing songs and read books with child about shapes.Identify different shapes in child's environment.
13 Months – 24 Months	
Indicators for children: 1. Plays with toys of various shapes.	Strategies for Caregivers: <ul style="list-style-type: none">Sing songs and read books with child about shapesIdentify different shapes in child's environmentIdentify the features of shapes when child plays with them.Provide opportunities for child to look for shapes during daily activities (e.g., "Where do you see circles/square/triangle?").Provide play and art materials that have different shapes (e.g., circles, squares, triangles).
25 Months – 36 Months	
Indicators for children: 1. Matches simple two-dimensional shapes (e.g., objects of different shapes from surroundings, toys). 2. Identifies two geometric shapes (e.g., circle, square). 3. Tries to create and copy simple shapes made by others.	Strategies for Caregivers: <ul style="list-style-type: none">Sing songs and read books with child about shapesIdentify different shapes in child's environmentMatches the features of shapes when child plays with them.Provide opportunities for child to look for shapes during daily activities (e.g., "Where do you see circles?").

	<ul style="list-style-type: none"> • Provide play and art materials that have different shapes (e.g., circles, squares, triangles). • Engage child to copy or create simple shapes.
37 Months – 48 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Identifies different kinds of shapes (e.g. circle, rectangle, triangle). 2. Compares shape of objects. 3. Creates, builds, or draws shapes. 	<ul style="list-style-type: none"> • Use accurate words to promote child's understanding of shapes • Provide opportunities for child to recognize shapes in the environment (e.g. octagonal stop sign) • Use everyday objects to identify and compare shapes. • Provide materials that can be connected and combined to create new shapes (e.g. threads, sticks, stones) • Involve children in using shapes to build or designing artistic works (thick paper on shapes, pieces of wood of different shapes, plastic shapes, etc.) • Demonstrate, explain, and engage child in activities that identify culturally specific patterns in artwork (e.g. mosaic in mosques, steeple in church).
49 Months – 60 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Labels different kinds of shapes (e.g., circle, rectangle, triangle). 2. Recognizes shapes in nature (e.g., clouds or other things that are circles, squares, triangles or not). 3. Classifies objects according to shapes. 	<ul style="list-style-type: none"> • Provide materials that can be connected and combined to create new shapes • Take child to observe murals or other community artwork or nature (e.g. cloud, tree, pond), exploring together the variety of shapes. • Categorize different objects based on the shapes (e.g. beads, stones, blocks)
61 Months – 72 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Describes familiar geometric shapes in environment, with assistance. 2. Puts together and takes apart shapes to make other shapes (e.g. uses two triangles to make a rectangle). 	<ul style="list-style-type: none"> • Provide opportunities for child to create art projects that use shapes (e.g., "You can draw a house by putting a triangle on top of a square.") • Play games that challenge child to describe and identify shapes • Provide materials in shapes that can be used to represent or recreate murals or other art forms in the community • Use water and sand area to help children create different shapes.

73 Months – 96 Months	
<p>Indicators for children:</p> <p>1. Combines shapes to make new geometrical shapes (e.g. two triangles to make a square, or a rectangle).</p>	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Provide materials of shapes that can be used to represent or recreate murals or other art forms in the community. Help children make creative collages using different shapes, (e.g. posters to celebrate an event using various shapes.) Help children craft objects using different shapes with play dough/clay/etc.

Domain:	4. Cognitive Development
Sub-Domain:	4.1: Knowledge
Specific Aspect:	4.1.4: Math and Numeracy
Standard:	4.1.4.4: The child should be able to sort, group, classify, and organize objects.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Collects items that have common characteristics (e.g., red blocks, shells, leaves). 2. Recognizes objects arranged in series (e.g., small, large). 3. Identifies categories of objects (e.g., dogs, cats, and cows are all animals), with assistance 	Strategies for Caregivers: <ul style="list-style-type: none"> • Sing songs and read books that name colors or identify shapes and objects with similarities • Demonstrate, explain, and provide opportunities for child to sort and classify (e.g., “Pick up all of the toys that are animals.”) • Provide child with objects in a variety of shapes, colors, and sizes (e.g., plastic containers, jar lids) • Provide different materials and objects of the same shape and color (e.g., blocks, crayons), • Provide opportunities for child to notice patterns in nature (e.g., types of leaves). • Play matching games with child, using familiar patterns from child’s cultural background, neighborhood, and community (e.g., art work, murals, clothing, utensils)
25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Groups objects by color, shape, or size, with assistance. Arranges objects in lines (e.g., makes a row of blocks). Sorts objects by one characteristic (e.g., color). 	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide children with different sized objects like big leaf, medium sized leaf and small leaf. Ask to arrange in a series from small to large or large to small.

2. Recognizes objects arranged in series (e.g., small, medium, large).	
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> Organizes objects on the basis of one characteristic through trial and error (e.g., separates blocks as per color). Creates own patterns with a variety of materials. 	Strategies for Caregivers: <ul style="list-style-type: none"> Demonstrate and explain examples of patterns for child to create and recreate. Provide opportunities for child to look for patterns in the house, classroom, or nature Provide opportunities and engage child to create own patterns using a variety of materials
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> Organizes objects on the basis of one mathematical concept through trial and error (e.g. from small to big, short to long or vice versa). Classifies everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush). Completes a given pattern and can repeat. 	Strategies for Caregivers: <ul style="list-style-type: none"> Play classification games with child (e.g., gather a group of items that include pairs of objects that go together – shoe/sock, flower/vase – find the items that go together). Provide opportunities to play and create patterns on the basis of color/size/shapes. (e.g. ascending or descending
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> Organizes objects on the basis of more than one characteristic through trial and error (e.g. separate objects as per color and shape; small to large and light to dark). Sorts objects into categories, classifying and comparing according to size, height, length, color (e.g. small to large, light to dark). Creates and describes a pattern. 	Strategies for Caregivers: <ul style="list-style-type: none"> Provide opportunities for child to create own patterns. Provide opportunities for child to arrange collections into groupings using different rules that you make up together. (e.g. arranging red circles together/yellow triangles together/arranging red coloured squares from small to large etc.) Let children describe pattern they have created or seen.
73 Months – 96 Months	
Indicators for children: <ol style="list-style-type: none"> Describes how and why objects are arranged or sorted the way they are. Describes and extends patterns (predicts what comes next red-blue, red-blue) 	Strategies for Caregivers: <ul style="list-style-type: none"> Provide opportunities for child to arrange collections into groupings using different rules that you make up together. (e.g. arranging red circles together/yellow triangles together/arranging red coloured squares from small to large etc.

Domain:	4. Cognitive Development
Sub-Domain:	4.2: Comprehension
Specific Aspect:	4.2.1: Concept Formation
Standard:	4.2.1.1: The child should be able to understand basic concepts pertaining to object constancy, space, time, quantity, etc. and use these as the basis for understanding how materials are categorized in his/her environment/surrounding.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Looks in the direction of dropped object 2. Looks for partially hidden objects 	<ul style="list-style-type: none"> • Provide children with toys/household materials that make sounds. • Respond to children's actions by stimulating and encouraging her/him to interact with objects. • Play games like peek-a-boo • Provide children with experiences that indicate the cause/effect relationship (what happens if he/she throws the toy from his/ her bed etc.).
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Looks for completely hidden objects 2. Tries to get the dropped object/s 3. Gets to see the whole hidden object by identifying its location 	<ul style="list-style-type: none"> • Respond to children's actions by stimulating and encouraging her/him to interact with objects. e.g ask the child to pick up the object and bring it. • Looks for the object and finds it by either locating the place of hiding
13 Months – 24 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Tells whether something is hot or cold 2. Differentiates sizes and colour 	<ul style="list-style-type: none"> • Provide children with various safe and age-appropriate materials to manipulate and understand which is hot or cold. • Interact with children during play and also during daily activities to introduce and explain various verbal concepts (e.g., temperature, size, weight, colour etc.) • Provide different materials such as crayons, markers, paints to recognize sizes and colours.

25 Months – 36 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Differentiates sizes, shapes, weight, height and colour 2. Arranges objects based on category (e.g. by size from smallest to biggest; by length from shortest to longest) 	Strategies for Caregivers: <ol style="list-style-type: none"> 3. Provide materials that vary in sizes, shapes, weight, height or colour and help children play and explain the differences.
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Arranges objects based on category (e.g. by size from smallest to biggest; by length from shortest to longest) 2. Compares such as heavier, bigger, nearer, “more” and “less” 3. Understands concept of number- 1 to 10 4. Understands hot and cold 5. Understands concept of directions 	Strategies for Caregivers: <ul style="list-style-type: none"> • Interact with children in play and during daily activities to introduce and explain various verbal concepts (e.g., temperature, size, weight, etc.) • Involve child to use concept of direction in games/activities. (e.g. games with instruction like “go right!”, games with <i>maze</i> etc.) 6. Explain in what way things are similar and in what way they are the different. (e.g. heavier, bigger, nearer, “more” and “less”) 7. Engage child in games/activities that involves explaining the order (ascending or descending) of number 1-10.
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Understands the concept of number-quantity relations for 1 to 20 2. Demonstrates concept of addition, subtraction using fingers or objects within 1 to 9 3. Tells similarity and differences of objects. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Ask children to help sort according to specified categories (e.g., pot, pans, cloths, mixed seeds of different colour etc.). • Ask children to help sort according to specified colour, shapes and sizes. • Present the children with activities or tasks that will reinforce math concepts number-quantity for 1 to 20 (e.g., counting beads, sticks). • Engage child in activities that involves concept of addition, subtraction using fingers/objects/fruits/etc. within 1 to 9.
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Compares such as heavier, bigger, nearer, “more” and “less” 	Strategies for Caregivers: <ul style="list-style-type: none"> • Ask children to help sort according to specified colour, volume, distance/spaces,

<p>2. Understands the concept of number-quantity relations for 1 to 50</p> <p>3. Identifies and states basic categories in the environment (e.g. plants, animals)</p>	<p>shapes and sizes (e.g., pot, pans, cloths, mixed seeds of different colour etc.).</p> <ul style="list-style-type: none"> Provide opportunities to the children to identify and categorize animals, plants, flowers (real and pictures). Provide the children with activities or tasks that will reinforce math concepts, number-quantity relations for 1 to 50 (e.g., counting beads, sticks).
<p>73 Months – 96 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> Measures water and sand using different containers. Measures, with assistance, ingredients for making a recipe. Estimates how many steps will take to walk the room from one part to another. Understands the concept of family and relationships. Acquires the sense of responsibilities towards home, community and country 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Involve children in activities in water and sand area. Use conventional and un-conventional objects to measure liquid and solid and ask for estimations: “<i>Which is heavier?</i>” or “<i>Which is longer?</i>” Talk about family members and their relationship with the children. Discuss about culture, community and history, important events and people, different ethnic communities Provide opportunities to know about and be sensitive to issues related to gender, ethnicity and disability.

Domain:	4. Cognitive Development
Sub-Domain:	4.3: Creativity
Specific Aspect:	4.3.1: Artistic Creativity
Standard:	4.3.1.1: The child should be able to communicate through artistic expressions and think and use things in new ways.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> Shows interest in colors, sounds, and movements. Interacts with others through touch and motion. Enjoys looking at visual arts. 	<ul style="list-style-type: none"> Talk about interesting pictures, colors and characters. . Go for walks and point out colors and shapes in birds, clouds, leaves, flowers etc. Make homemade play materials like dolls, flowers, animals etc,
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> Shows interest in colors, shapes, and movements. Interacts with others through touch and motion. Enjoys looking at visual arts. 	<ul style="list-style-type: none"> Talk about interesting pictures, colors and shapes. Go for walks and point out colors and shapes in birds, clouds, leaves, flowers etc. Make homemade (paper, clay, wastage materials) play materials like dolls, flowers, animals etc,
13 Months – 24 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> Holds pencil/crayon and draw scribbles on paper or on any flat surface. Adds to make an object longer or higher with assistance 	<ul style="list-style-type: none"> Provide opportunities for using arts and crafts materials (e.g. paints, buttons, sticks, beads, scrap cloth/paper, homemade glue/dough etc.). Encourage children to finger paint. Applaud when children successfully arrange blocks to make train or tower.
25 Months – 36 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> Holds pencil/crayon and draw scribbles or shapes on paper or on any flat surface. 	<ul style="list-style-type: none"> Provide arts and crafts materials (e.g. paints, buttons, sticks, beads, scrap cloth/paper, homemade glue/dough etc.).

<p>2. Is able to colour any drawn object according to his/her wish.</p> <p>3. Puts objects and blocks in a manner to represent an idea like tower, train etc.</p>	<ul style="list-style-type: none"> • Encourage children to make their own art production and sign their name by putting their finger print. • Encourage children to finger paint. • Applaud when children successfully arrange blocks to make train or tower.
37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Draws any shape, size or objects like fish, bird, animal, fruits, flower or trees according his/her own way. 2. Uses crayon, colour pencil to colour any drawn object on a flat surface. 3. Draws and paint natural objects and landscape. 4. Makes various imaginative objects by using locally available materials 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide arts and crafts materials (e.g. paints, buttons, sticks, beads, scrap cloth/paper, homemade glue/dough etc.). • Encourage children to make their own art production and sign their name or by putting their finger print. • Provide pictures or live objects for children to see and copy.
49 Months – 60 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Draws various figures on the floor/any flat surface using own imagination. 2. Makes objects by using paper, clay, sand and other available materials according own understanding. 3. Creates new environment at the corner of a room, under sheds or natural settings. 4. Imitates others role by miming or role playing 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide sufficient number of arts and crafts materials (e.g. paints, buttons, sticks, beads, scrap cloth/paper, homemade glue/dough etc.). • Provide pictures or live objects for children to see and copy. • Take children outdoors and encourage them to draw what they observe in nature.
61 Months – 72 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Demonstrates tidiness and care while dressing (e.g. clean and colorful clothes, brushed hair, clean hands etc.). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide arts and crafts materials (e.g. paints, buttons, sticks, beads, scrap cloth/paper, homemade glue/dough, wood, clay etc.). • Take children outdoors and encourage them to draw what they observe in nature.
73 Months – 96 Months	
<p>Indicators for children:</p>	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Encourage children to make their own art production and sign their name on it.

<ol style="list-style-type: none"> 1. Draws and paints various objects, situations and historical events from imagination. 2. Demonstrates artistic aptitude in doing things like decoration or organizing events etc. 3. Writes stories, poems and other discourse using own imagination. 4. Creates objects and useful things in some unconventional ways. 	<ul style="list-style-type: none"> • Provide pictures or live objects for children to see and copy. • Take children outdoors and encourage them to draw what they observe in nature. • Provide children books on historical events and encourage them to read and draw pictures.
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Domain:	4. Cognitive Development
Sub-Domain:	4.3: Creativity
Specific Aspect:	4.3.2: Musical creativity
Standard:	4.3.2.1: The child should be able to demonstrate musical intelligence by creating various sounds, appreciating music, singing and playing musical instruments.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Turns towards sounds, tunes, and voices. 2. Enjoys songs and rhythms showing facial expressions. 	<ul style="list-style-type: none"> • Play with children. • Expose children to different tones while interacting, (e.g. humming, singing etc.) • Expose children to mainstream music and songs and of various ethnic origin (e.g. rhymes, lullabies classical, rabindrasangeet, nazrulgeeti, baul/lalon songs, bhawaiya, palligeeti, tribal songs etc.).
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Enjoys songs and rhythms showing facial expressions and body movement 2. Enjoys songs, rhymes, and musical instruments producing similar type of sound. 	<ul style="list-style-type: none"> • Expose children to mainstream music and songs and of various ethnic origin (e.g. rhymes, lullabies classical, rabindrasangeet, nazrulgeeti, baul/lalon songs, bhawaiya, palligeeti, tribal songs etc.).
13 Months – 24 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Enjoys songs and rhythms. 2. Attempts to play flute or beat drums to produce sounds. 3. Demonstrates interest in playing musical instruments independently. 	<ul style="list-style-type: none"> • Expose children to mainstream music and songs and of various ethnic origin (e.g. rhymes, children's' musical shows classical, rabindrasangeet, nazrulgeeti, baul/lalon songs, bhawaiya, palligeeti, tribal songs etc.). • Expose children to various musical instruments (e.g. ektara, harmonium, table, sitar, flute etc.).
25 Months – 36 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Enjoys songs and rhythms. 	<ul style="list-style-type: none"> • Expose children to mainstream music and songs and of various ethnic origin (e.g. classical,

<p>2. Recites and sings in his/her own way.(baby song)</p> <p>3. Attempts to play flute or beat drums to produce sounds.</p> <p>4. Demonstrates interest in playing musical instruments independently.</p>	<p>rabindrasangeet, nazrulgeeti, baul/lalon songs, bhawaiya, palligeeti, tribal songs etc.).</p> <ul style="list-style-type: none"> Expose children to various musical instruments (e.g. ektara, harmonium, table, sitar, flute etc.).
37 Months – 48 Months	
<p>Indicators for children:</p> <p>1. Recites and sing following the exact note and tune.(baby song)</p> <p>2. Plays simple locally available/popular musical instruments without accuracy.</p>	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Expose children to mainstream music and songs and of various ethnic origin (e.g. child friendly song, classical, rabindrasangeet, nazrulgeeti, baul/lalon songs, bhawaiya, palligeeti, tribal songs etc.). Expose children to various musical instruments (e.g. ektara, harmonium, table, sitar, flute etc.). Encourage children to play these musical instruments.
49 Months – 60 Months	
<p>Indicators for children:</p> <p>1. Learns to play some musical instruments like accordion, guitar and tabla with some accuracy.</p> <p>2. Sings a song with accurate lyric and tune (baby song/exposed songs).</p>	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Encourage children to sing along with different songs (e.g. classical, rabindrasangeet, nazrulgeeti, baul/lalon songs, bhawaiya, palligeeti, tribal songs etc.). Expose children to various musical instruments (e.g. ektara, harmonium, table, sitar, flute etc.). Encourage children to play these musical instruments.
61 Months – 72 Months	
<p>Indicators for children:</p> <p>1. Learns difficult songs with moderate perfection.</p> <p>2. Plays some musical instruments with moderate efficiency (e.g. Percussion instruments like shales, Cymbals made out of coconut shells</p>	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Expose children to mainstream music and songs and of various ethnic origins (e.g. classical, rabindrasangeet, nazrulgeeti, baul/lalon songs, bhawaiya, palligeeti, tribal songs etc.). Encourage children to play these musical instruments. Praise when they attempt to perform publicly.
73 Months – 96 Months	
<p>Indicators for children:</p> <p>1. Sings both classical and modern songs with high perfection.</p>	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> Encourage children to sing different songs (e.g. classical, rabindrasangeet, nazrulgeeti, baul/lalon songs, bhawaiya, palligeeti, tribal songs etc.).

2. Demonstrates greater skills in learning any musical instruments with relative accuracy.	<ul style="list-style-type: none"> • Encourage children to play various musical instruments (e.g. ektara, harmonium, tabla, sitar, flute, etc.).
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Domain:	4. Cognitive Development
Sub-Domain:	4.4: Logic and Reasoning
Specific Aspect:	4.4.1: Logical thinking and problem solving
Standard:	4.4.1.1: The child should be able to demonstrate awareness of cause and effect.

Birth – 6 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Looks for a dropped object. 2. Looks for source of sound. 3. Looks for familiar face/object if it is taken out. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Drop a toy/object in front of the child to give an opportunity to look for it and try to find it by looking for the source of the sound. • Play keeping and taking out familiar face/object from in front of the child so that the child can try to look for it.
7 Months – 12 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Uses movements, sounds, gestures to observe their impact on interactions and environment. 2. Hits on objects to get a sound. 3. Acts out a movement that pleases him/her, or to cause desired effects. 4. Manipulates an object to achieve an objective (e.g. shakes rattle to make sound, pushes ball to make it roll, uses spoon or stick to reach an object). 	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide common experiences and the materials from which the children learn simple cause-effect relationships (e.g. toys, rattle, taste of food). • Allow the children to explore various ways to solve a problem or overcome age appropriate challenge before offering assistance such as reaching out for a toy.
13 Months – 24 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Is able to solve simple problems.(e.g. retrieves toy under a box) 2. Observes effects of his/her own actions on objects or others. 3. Demonstrates that s/he begins to understand cause/effect relation (e.g. if you turn the light off, it will get dark). 	Strategies for Caregivers: <ul style="list-style-type: none"> • Provide materials and experiences that will help the children learn the cause-effect relationships (e.g., art materials, toys with wheels). • Allow the children to explore various ways to solve a problem or overcome a challenge before offering assistance

	<ul style="list-style-type: none"> • Encourage thoughts and ideas and interact with and talk about causal relationships with the children (e.g., what happens if plants are not watered). • Willingly and accurately answer children's queries regarding his/her observations ("Why?", "How?"). • Explain reasons underlying safety rules and practices (e.g. why we shouldn't touch hot pots).
25 Months – 36 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Is able to solve problems (e.g. uses stick to attain a toy) 2. Observes effects of his/her own actions on objects or others and reproduce the actions. 3. Understands the cause of different hazards by guided experience. (e.g stepping out of the door, touching hot pot). 4. Demonstrates that s/he begins to understand cause/effect relation (e.g. if you turn the light off, it will get dark), asks question like why and how. 5. Understands reasons behind daily practices (e.g. washing hands before mealtime to avoid illness). 6. Understands reasons behind safety rules and practices at home (e.g. if you play with matches, you may cause fire). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide materials and experiences that will help the children learn the cause-effect relationships (e.g., art materials, toys with wheels). • Allow the children to explore various ways to solve a problem or overcome a challenge before offering assistance • Encourage thoughts and ideas and interact with and talk about causal relationships with the children (e.g., what happens if plants are not watered). • Willingly and accurately answer children's queries regarding his/her observations ("Why?", "How?"). • Explain reasons underlying safety rules and practices (e.g. why we shouldn't touch hot pots).
37 Months – 48 Months	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Identifies objects that have effect on other objects (e.g. if I put some colour in water, it changes colour of the water). 2. Explains effects of simple actions on objects (e.g. if I switch off the TV, cellphone it will be quiet). 3. Recognizes simple relations between objects, which cause certain effects (e.g. "the little beads inside the box make this noise"). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide materials and experiences that will help the children learn the cause-effect relationships (e.g. art materials, toys with wheels) • Think "out loud" and talk about causal relationships with the children (e.g., what happens if s/he does not brush teeth regularly) • Encourage the children to share their thoughts and ideas about why something has happened • Explain reasons underlying safety rules and practices

	<ul style="list-style-type: none"> • Interact with the children helping to understand concepts learned previously and further build on it.
49 Months – 60 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Identifies objects that have effect on other objects (e.g. if I put sugar in water, it will dissolve). 2. Asks the question “Why” indicating interest for understanding causation. 3. Recognizes changes in shape and size and explain why it’s happens (e.g. clouds, trees, self) 	<ul style="list-style-type: none"> • Discuss experiences that will help the children learn the cause-effect relationships (e.g. fruit falling from the tree during storm, moving of clouds,) • Allow the children to explore various ways to solve a problem or overcome a challenge before offering assistance • Think “out loud” and talk about causal relationships with the children (e.g., get cold if get wet in rain, getting heat rash) • Willingly and accurately answer children’s queries regarding his/her observations (“Why?”, “How?”). • Interact with the children to help them understand concepts learned previously and further build on it.
61 Months – 72 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Makes experiments to discover the causation by seeing how changes on one factor influences changes in others (e.g. such as puts one wet cloth in the sun the other inside the house and looks for the result). 	<ul style="list-style-type: none"> • Provide materials and experiences that will help the children learn the cause-effect relationships (e.g. art materials, toys with wheels). • Use every opportunity to discuss about weather, clothing appropriate for weather so children can see the connection between phenomena (e.g. if it’s too warm, we must dress with summer clothes and protect us from the sun, because it harms the skin”, etc.) • Use any opportunity to point the causation relation (e.g. Why do we have to wash our hands?” etc.)
73 Months – 96 Months	
Indicators for children:	Strategies for Caregivers:
<ol style="list-style-type: none"> 1. Makes experiments to discover the causation by seeing how changes takes place (e.g. planting seeds) 	<ul style="list-style-type: none"> • Organize with children experiments to see the cause-effect relation (e.g. to put ice in water to see how it melts, to put plants in water to see how it gets new roots, to put out objects in

<p>2. Gives reasons for which some events happen (e.g. “My friend was not here yesterday because he got sick”).</p>	<p>water to see how some are floating and some are sinking, etc.).</p> <ul style="list-style-type: none"> • Use any opportunity to point the causation relation (e.g. why do we have to wash our hands?” etc.).
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Domain:	4. Cognitive Development
Sub-Domain:	4.4: Logic and Reasoning
Specific Aspect:	4.4.1: Logical thinking and problem solving
Standard:	4.4.1.2: The child should be able to use past experiences to build new knowledge.

Birth – 6 Months	
Indicators for children:	Strategies for Caregivers:
1. Shows consistent reaction on familiar face, objects, toys based on previous experience.	<ul style="list-style-type: none"> Child's familiar faces like mother, father, brother, sister, grandfather, grandmother etc. should have to come in front of the child quite often. Provide the child with exposure to familiar objects/toys.
7 Months – 12 Months	
Indicators for children:	Strategies for Caregivers:
1. Shakes stuffed object to hear noise. 2. Demonstrates awareness of permanence. (Realizes that people and objects exist even if they are out of view).	<ul style="list-style-type: none"> Provide children with various toys, of different textures that make different sounds when they play with it. Play games that help understand permanence (hide objects and then show them). Play peek a boo
13 Months – 24 Months	
Indicators for children:	Strategies for Caregivers:
1. Generalizes ideas based on past experiences (e.g. how adults blow on hot food before eating and blows on food him/her too at the next meal). 2. Makes connections between objects (e.g. broom is for sweeping, umbrella for rain, etc.).	<ul style="list-style-type: none"> Explain your actions so that children understand them and use them in Explains that a person stays the same even if his/her appearance has changed through masks or makeup similar situation. Involve children in simple routine activities. Name constantly the objects you use and for what purposes. Organize role plays in which children can use various objects for their specific purpose, recalling their previous experience.
25 Months – 36 Months	
Indicators for children:	Strategies for Caregivers:
1. Applies ideas based on past experiences (e.g. how adults blow on hot food before	<ul style="list-style-type: none"> Explain your actions so that children understand them and use them in similar situation.

<p>eating and blows on food him/her too at the next meal).</p> <p>2. Realizes that persons get dressed depending on the weather outside.</p>	<ul style="list-style-type: none"> • Involve children in simple routine activities. • Name constantly the objects you use and for what purposes. • Organize role plays in which children can use various objects for their specific purpose, recalling their previous experience.
<p>37 Months – 48 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Uses new information and vocabulary with activities. 2. Uses information gained through other ways to apply it to a new context, in a different modality (e.g. making patterns with different colours as he/she saw in a picture book). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide children daily with time for symbolic play. • Integrate new objects and toys in the symbolic play area to stimulate child' use of new information and words.
<p>49 Months – 60 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Uses new information and vocabulary with activities. 2. Uses information gained through other ways to apply it to a new context, in a different modality (e.g. draw picture of her/his family, a fair visited before). 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Provide children daily with time for symbolic play. • Integrate new objects and toys in the symbolic play area to stimulate child' use of new information and words. • Organize small group activities for tailoring doll clothes for different seasons, from different textures and using various techniques.
<p>61 Months – 72 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Explains a new situation or a problem using past experience and knowledge. 2. Explains that a person stays the same even if his/her appearance has changed through masks or makeup. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Challenge children with new problems that need solutions based on their past experience. • Ask for explanations for the solutions children suggest. • Involve children in symbolic play and dramatization, providing them with different props, masks, etc. Encourage them to play different roles.
<p>73 Months – 96 Months</p>	
<p>Indicators for children:</p> <ol style="list-style-type: none"> 1. Explains a new situation or a problem using past experience and knowledge. 	<p>Strategies for Caregivers:</p> <ul style="list-style-type: none"> • Challenge children with new problems that need solutions based on their past experience.

2. Uses past experience to take a decision or to do an activity (e.g. demonstrate previous experience in dramatic play).	<ul style="list-style-type: none">Ask for explanations for the solutions children suggest.Involve children in symbolic play and dramatization, providing them with different props, masks, etc. Encourage them to play different roles.
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Domain:	4. Cognitive Development
Sub-Domain:	4.4: Logic and Reasoning
Specific Aspect:	4.4.1: Logical thinking and problem solving
Standard:	4.4.1.3: The child should be able to find multiple solutions/answers to questions, tasks, problems and challenges.

Birth – 6 Months	
Indicators for children: 1. Shows multiple reaction to a particular problem/challenge (e.g. makes sound, moves hands/legs, cries to get attention when feels discomfort)	Strategies for Caregivers: <ul style="list-style-type: none">Give child exposure to problem/challenge. (e.g. put a toy or colourful object just outside the reach of the child)
7 Months – 12 Months	
Indicators for children: 1. Reaches for a toy or an object that has rolled away. 2. Asks for adult's support to face a situation using sounds, gestures, and imitating.	Strategies for Caregivers: <ul style="list-style-type: none">Provide children with objects which are safe and age appropriate.Respond constantly to children's signals for assistance.Provide children with toys that allow them to use as means to an end (e.g. trucks, boxes, containers).Play with children games of putting small objects in big objects, filling containers with various objects and emptying them.Build shapes out of geometrical shapes using various strategies.Constantly appreciate child's initiative.
13 Months – 24 Months	
Indicators for children: 1. Uses objects as means to an end (e.g. uses a pot to take pebbles, uses stick to reach a ball, etc.). 2. Uses exploration, trial and error to solve problems.	Strategies for Caregivers: <ul style="list-style-type: none">Challenge children to solve problems without providing him/her assistance. Give opportunity and time to try alone.Talk to children or demonstrate possible solutions after they have tried multiple times.Play with children games that have multiple solutions (e.g. using pot for different activities).
25 Months – 36 Months	
Indicators for children:	Strategies for Caregivers:

<ol style="list-style-type: none"> 1. Uses multiple objects and steps as means to an end (e.g. uses stick and rope to reach a ball, etc.). 2. Tries various ways to solve a problem before asking for support. 	<ul style="list-style-type: none"> • Challenge children to solve problems without providing him/her assistance. Give opportunity and time to try alone. • Talk to children or demonstrate possible solutions after they have tried multiple times. • Play with children games that have multiple solutions (e.g. using pot for different activities).
37 Months – 48 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Explores different ways to solve a problem and chooses one of them. 2. Seeks support from other children or adults to solve a problem. 3. Revises already selected strategy in finding a solution when faced with a challenge. 	Strategies for Caregivers: <ul style="list-style-type: none"> ▪ Assist children in their trial to find solutions to a problem. ▪ Talk to them and ask for explanations for the solutions they found (“<i>How did you do it?</i>”)
49 Months – 60 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Explores different ways to solve a problem and chooses one of them. 2. Seeks support from other children or adults to solve a problem. 3. Revises already selected strategy in finding a solution when faced with a challenge. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Challenge him/her with questions. • Give individual tasks for problem solving. • Introduce new elements in problematic situations (a new character, a new object, a new event etc.)
61 Months – 72 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Works in group for solving a problem, using age-appropriate strategies. 2. Is aware when a situation can be challenging. 	Strategies for Caregivers: <ul style="list-style-type: none"> ▪ Provide small group tasks which involve group problem solving. Intervene as a moderator to help smooth the problem solving process.
73 Months – 96 Months	
Indicators for children: <ol style="list-style-type: none"> 1. Works in group for solving a problem, using age-appropriate groups’ strategies. 2. Is aware when a situation can be challenging. 	Strategies for Caregivers: <ul style="list-style-type: none"> • Discuss with the children the pros and cons of a solution and help them find the best solution. • Is able to identify when they are challenged.

References

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ELDS Document of Bhutan

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ELDS Document of Washington

ELDS Document of Pakistan

ELDS Document of Macedonia

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
মহিলা ও শিশু বিষয়ক মন্ত্রণালয়

স্মারক নং: মবিশিম/শ:ইউ: ২/১৪/২০০৭-৩০৮
১১/০৯/২০০৭

তারিখ:

“প্রারম্ভিক শিখন সংক্রান্ত নীতিমালা প্রণয়ন”-এর জন্য গঠিত ওয়ার্কিং ছক্প

পরিচালক, বাংলাদেশ শিশু একাডেমী	আহবায়ক
সিনিয়র এসিস্টেন্ট সেক্রেটারী/ জ্যেষ্ঠ সহকারী সচিব (উন্নয়ন/ডেভ ২) এমওডবি-উসিএ/ মবিশিম/মশিবিম	সদস্য
জ্যেষ্ঠ সহকারী প্রধান, এমওডবি-উসিএ/ মবিশিম	সদস্য
প্রতিনিধি, প্রাগশিম/ এমওপিএমই	সদস্য
প্রতিনিধি, এমওএফডবি-উএ	সদস্য
প্রতিনিধি, এনসিটিবি/	সদস্য
প্রতিনিধি, বাংলাদেশ শিশু একাডেমী/ বিএসএ	সদস্য
প্রতিনিধি, আইসিএমএইচ	সদস্য
প্রতিনিধি, আইইআর, ঢাকা বিশ্ববিদ্যালয়	সদস্য
প্রতিনিধি, ইউনিসেফ	সদস্য
প্রতিনিধি, প্ল্যান বাংলাদেশ	সদস্য
প্রতিনিধি, গ্রামীণ শিক্ষা	সদস্য
প্রতিনিধি, সেভ দ্য চিল্ড্রেন-ইউএসএ	সদস্য
প্রতিনিধি, সিএএমপিই/ ক্যাম্পাস	সদস্য
প্রতিনিধি, বাংলাদেশ পেডিয়াট্রিক এসোসিয়েশন	সদস্য
প্রতিনিধি, ওবিজিওয়াইএন এসোসিয়েশন	সদস্য
প্রকল্প পরিচালক, ইএলসিডিপি, বাংলাদেশ শিশু একাডেমী/বিএসএ	সদস্য

কোর দলের সদস্য

ম. হাবিবুর রহমান	এসসি-ইউএসএ	আহবায়ক
মোঃ নুরজামান	ইএলসিডিপি, বিএসএ বাংলাদেশ শিশু একাডেমী	সদস্য
মাহমুদা আকতার	ইসিডিআরসি-আইইডি, ঢাকা বিশ্ববিদ্যালয়	সদস্য
ডাঃ মোঃ গোলাম মোস্তাফা	ইউনিসেফ	সদস্য
রূবিনা হাশেমী	কনসালটেন্ট, আইইডি, বিইউ ও এসসি-ইউএসএ	সদস্য

ইএলডিএস: কারিগরী দলের সদস্য

কামাল হোসেন	এসসি-ইউএসএ (আহবায়ক)
জিয়াউল হাসান	এনসিটিবি
মাহবুবুর রহমান বিলাহ	ডিপিই
কুররাতুল আইয়ান সফদর	এমওপিএমই
অধ্যাপক নাজমুল হক	আইইআর-ঢাবি (ঢাকা বিশ্ববিদ্যালয়)
ড. জেনা হামাদানী	আইসিডিআরসি,বি
এম হাবিবুর রহমান	এসসি-ইউএসএ
মাহমুদা আকতার	ইসিডিআরসি-আইইডি, ঢাকা বিশ্ববিদ্যালয়
ডাঃ তামান্না তাহের	ইউনিসেফ
রূবিনা হাশেমী	কনসালটেন্ট, আইইডি, বিইউ ও এসসি-ইউএসএ
পেডিয়াট্রিক এসোসিয়েশনের প্রতিনিধি	

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
মহিলা ও শিশু বিষয়ক মন্ত্রণালয়

স্মারক নং: ৩২.০০০.০০০০.০৫৭.০৬.০০৮.১৪.২৬১

তারিখ: ২৭/১০/২০১৪

ELDS Validation Governance Committee

ব্যুৎ-সচিব (উন্নয়ন ও পরিকল্পনা), মহিলা ও শিশু বিষয়ক মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা। পরিচালক, বাংলাদেশ শিশু একাডেমী, ঢাকা।	আহ্বায়ক
তথ-প্রধান, পরিকল্পনা শাখা, মহিলা ও শিশু বিষয়ক মন্ত্রণালয়, পরিবহন পুল ভবন, ঢাকা।	সদস্য
প্রতিনিধি, স্বাস্থ্য ও পরিবার কল্যাণ মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা।	সদস্য
প্রাতিনিধি, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা।	সদস্য
প্রতিনিধি, পার্বত্য চট্টগ্রাম বিষয়ক মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা।	সদস্য
প্রতিনিধি, প্রাথমিক শিক্ষা অধিনন্দন, ঢাকা।	সদস্য
প্রতিনিধি, বাংলাদেশ পরিসংবর্তন বৃত্তি, ঢাকা।	সদস্য
প্রতিনিধি, জাতীয় প্রতিবন্ধী উন্নয়ন ফাউন্ডেশন, ঢাকা।	সদস্য
প্রতিনিধি, শিক্ষা ও গবেষণা ইনসিটিউট, ঢাকা বিশ্ববিদ্যালয়, ঢাকা।	সদস্য
প্রতিনিধি, ইউনিসেফ-বাংলাদেশ, ঢাকা।	সদস্য
প্রতিনিধি, বাংলাদেশ ইসিডি নেটওয়ার্ক, ঢাকা।	সদস্য
প্রতিনিধি, আইসিডিআরবি (icddr'b), ঢাকা।	সদস্য
প্রতিনিধি, সেভ দ্য চিল্ড্রেন, ঢাকা।	সদস্য
প্রতিনিধি, প্ল্যান ইন্টারন্যাশনাল বাংলাদেশ, ঢাকা।	সদস্য
প্রতিনিধি, আগা খান ফাউন্ডেশন (বাংলাদেশ), ঢাকা।	সদস্য
প্রতিনিধি, Bangladesh Paediatric Association, Dhaka	সদস্য
প্রতিনিধি, Obstetric & Gynecological Association of Bangladesh, Dhaka	সদস্য
প্রকল্প পরিচালক, শিশু বিকাশে প্রারম্ভিক শিক্ষা প্রকল্প (২য় পর্যায়), ঢাকা।	সদস্য সচিব

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
মহিলা ও শিশু বিষয়ক মন্ত্রণালয়

ELDS Validation Technical Committee

ELDS Validation Governance কমিটির ২য় সভা (০৮/০৩/২০১৫) - এর কার্যবিবরণী অনুযায়ী

বিকাশ কিশোর মাস, যুগ্ম সচিব (উন্নয়ন ও পরিকল্পনা), মহিলা ও শিশু বিষয়ক মন্ত্রণালয়	আহরণক
উপ-সচিব (উন্নয়ন), মহিলা ও শিশু বিষয়ক মন্ত্রণালয়	সদস্য
প্রকল্প পরিচালক, শিশুর বিকাশে প্রারম্ভিক শিক্ষা ২য় পর্যায় প্রকল্প	সদস্য
প্রতিনিধি, প্রাথমিক শিক্ষা অধিদপ্তর, ঢাকা।	সদস্য
ড. মনজুর আহমদ, চেয়ারপ্রার্কসল, বাংলাদেশ ইনিভিলেটেশন্স (BEN), ঢাকা।	সদস্য
মোঃ মোঃ গোলাম মোস্তাকা, ইনিভিল এভাইজার, আগা খান ফাউন্ডেশন, বাংলাদেশ, ঢাকা।	সদস্য
ম. হাবিবুর রহমান, শিক্ষা সেক্টর উপনেটো, সেক্ষে ল্যাটিসেন্স, ঢাকা।	সদস্য
মোহাম্মদ মহলীন, ব্যবস্থাপক, শিক্ষা সেকশন, ইউনিসেফ, ঢাকা।	সদস্য
ইকবাল হোসেন, এভাইজার, QPE, প্ল্যান ইন্টারন্যুশনাল বাংলাদেশ, ঢাকা।	সদস্য
প্রকল্পের নামামূল হক, আহিআর, ঢাকা বিশ্ববিদ্যালয়, ঢাকা।	সদস্য
জেলা হাসানানী, আইসিডিআরবি, ঢাকা।	সদস্য
তপন কুমার মাশ, উপ-পরিচালক, CAMPE, ঢাকা।	সদস্য
ডাঃ গোলাম আলম, আইলিএমএইচ, মাহুরাইল, ঢাকা।	সদস্য
এ.এস.এম নামামূল হক, প্রোগ্রাম অফিসার, বাংলাদেশ শিশু একাডেমী, ঢাকা।	সদস্য
মোঃ মুরশীদ আকতার, গবেষণা কর্মকর্তা, এনসিটিবি (NCTB), ঢাকা।	সদস্য
প্রতিনিধি, NFWOD, ঢাকা।	সদস্য
প্রতিনিধি, Bangladesh Pediatrics Association, Dhaka	সদস্য
প্রতিনিধি, Obstetric & Gynecological Society of Bangladesh, Dhaka	সদস্য
প্রতিনিধি, Global Autism Bangladesh, Dhaka	সদস্য
মোঃ তারিকুল ইসলাম চৌধুরী	সদস্য সচিব
ইনিভিলেটেশন্স, শিশুর বিকাশে প্রারম্ভিক শিক্ষা ২য় পর্যায় প্রকল্প	
বাংলাদেশ শিশু একাডেমী, ঢাকা।	

Technical Support and Coordination for Review and Restructuring of ELDS

Bangladesh ECD Network (BEN)

Technical Working Team for Review and Restructuring of ELDS

- Dr. Md. Golam Mostafa
- M. Habibur Rahman
- Mahmuda Akhter
- Iqbal Hossain
- Syeda Sazia Zaman
- Md. Tariqul Islam Chowdhury
- Md. Mehedi Hasan