

# Early Learning and Development Standards (ELDS)

## 1. What is an ELDS?

It is a national standard of measuring the physical, social and emotional, cognitive, language and cultural status of children aged 48-60 months.

## 2. What is it essential for?

- ❖ To maximize effort and support to ensure minimum development standards the children
- ❖ To build the capacity of relevant stakeholders and then get their help
- ❖ To keep records of all sectoral development (domains, sub-domains, specific aspects) of children
- ❖ To bring uniformity in ECD programs
- ❖ To contemporize the ECD curriculum
- ❖ To systematize the monitoring and evaluation system of ECD programs

## 3. What are the contents of ELDS? --- It consists of the following matters as stated in table given below:

| Domain                   | Sub-domain                                   | Specific Aspect  | Learning Environment and Activities   | Indicators of Development<br>(Children should be able to: )   |  |
|--------------------------|--|--|---|---|--|
| 1. Physical Development  | Physical Development                         | Gross motor  | Conducting free play, indoor and outdoor activities viz climbing up/down, running, jumping, balancing | jump for 10 steps with both feet, climb up to 10 steps high, throw and catch soft objects from a distance of 1 m, taking wt. of 3 kg to 1-2 m |  |
|                          |  | Fine motor   | Activities which stimulate fine motor skills for hand and eye coordination                            | tear and cut papers, button, ties laces, color pictures   |  |
|                          |  | Sensory motor  | Activities related to tasting, smelling, touching, observing, and hearing                             | identify sounds, hot/cold, smells, tastes   |  |
|                          | Health                                       | Well being   | Adopting a health-record system   | well-play, healthy and happy, immunized   |  |
|                          |  | Personal hygiene   | Developing the habit of maintaining personal health and hygiene through @                             | maintain neat and cleanliness (hair, nail, teeth, skin, clothes), uses toilets properly   |  |
|                          |  | Clean Environment  | Developing the habit of keeping the peripheral environment neat and clean through @                   | use dustbins, keep flowers and plants healthy, keep neat and clean rooms and water-taps   |  |
|                          |  | Safe practices   | Teaching and demonstrating about safety measures against risky activities, simple diseases            | cross roads, identify signs of danger, weapons, medicines, electricity  |  |
|                          | Nutrition                                    | Food habit   | Discussing on nutritious foods and eating habits  | eat 5 times/day, no junk foods, well nourished  |  |
|                          | 2. Social and Emotional Development          | Social Development   | Relationships (peers/adults)  | T/L to exercise different ways of respecting and interacting through @  | maintain good relationships, use proper greetings, help each other   |
|                          |  |  | Life skills   | Keeping teaching/learning materials, stationery and belongings in the proper places, leadership development, assigning responsibilities       | follow at least two instructions, take care of his/her own belongings, participate in different activities |
| Cooperation              |  |  | Role playing for working & helping to each other  | ask while using others' materials, take turns   |  |
| Social behavior          |  |  | Working well in groups for team building, learning to give thanks, encouraging, praising              | work well in a team, forgive others, be aware of own misdeeds   |  |
| Emotional Development    |  | Self-concept   | Introducing themselves through @  | tell his/her name, age/sex, like/dislikes   |  |
|                          |  | Emotional expression   | Demonstrating story-telling methods and events with role play and gestures, display works             | listen and response positively, clap, express worry, anger and happiness  |  |
|                          |  | Security and confidence  | Setting children in small groups for speaking, arguing, debating, gathering                           | appear confident, comfort and safe, take part in groups, positive expressions   |  |
|                          |  | Self control and balance   | Encouraging to listen others' views, express positive/negative emotions, empathetic looks             | wait patiently, modify behaviors, helpful, calm down and balance in anger, realize mistakes   |  |
| 3. Cognitive Development |  | Intellect dev.   | Learning process  | Using charts of days/months and telling stories by stating events in chronological order  | show concentration, like to discover things, estimate outputs, remember past events                        |
|                          |  | Cognitive dev.   | Classification and ordering   | Organizing various activities related to measurements, shapes, sizes, colors  | identify geometric shapes, colors, and measurements and arrange objects                                    |
|                          | Cognitive Knowledge (Scientific exploration) |  | Sky & weather   | Activities related to sky and climate with @  | talk about weather, sun, stars, clouds, clothes  |
|                          |  | Living/non-living things   | Providing opportunities to view nearby objects, plants and animals, and make them learnt by @         | identify living being and non-living things, explain their three characteristics (at least)   |  |
|                          |  | Materials  | Making children play with dominos, puzzles, sinking and floating objects                              | classify objects in daily use, tell about sinking, melting, freezing states   |  |
|                          |  | Technology   | Discussing household devices e. g. TV, radio, phone, computer, local tools and instruments            | state the names and functions of household objects, devices and tools   |  |
|                          |  | Transportation   | Discussing different means of it through @  | state at least three means of transportation  |  |
|                          |  | Distance and direction   | Organizing activities such as up/down, right/left, front/back, near/far, in/out through @             | explain distance, directions, places, positions   |  |
|                          | Concept of time                              | Discussing about time by using daily-routine and calendars through @ | state time-indicators e.g. day and night, morning/evening, weeks/ months etc.                         |   |  |
| Maths                    | Numeracy                                     | Making children learn and begin math with the                        | recognize 0-9, write them, state less/more,   |   |  |

|                         |                        |   |   |  |
|-------------------------|------------------------|---|---|--|
|                         | Measurement            | help of beans, stones through @   | equal/unequal, big/small  |  |
|                         |                        | Organizing related activities with the help of sticks, blocks, string, tapes etc. | states length, weight, near/far, tall\short, take measurements  |  |
|                         | Creativity             | Creative Art  | Teaching to develop different models of papers and mud, drawing and coloring them                         | develop different models and color them properly   |
|                         |                        | Imagination, drama/role play  | Encouraging to imagine stories, games, events, identifying missing parts, role playing                    | role play and dramatize of heard-story, complete incomplete stories                              |
|                         |                        | Music and movement  | Producing different kinds of sounds by using stones, sticks, beans with boxes, bottles                    | produce different kinds of sounds, bodily movements with musics                                  |
| 4. Language Development | Communication          | Listening   | Listening to different sounds, following simple instructions e.g. touch your nose, ears                   | follow the instructions (at least two), listen to story for 10-15 minutes, identify sounds       |
|                         |                        | Communicating with others   | Practicing role play and drama with dialogues, asking questions while telling story                       | speak clearly, use appropriate words, question/answer  |
|                         | Literacy               | Pre-reading   | Helping them to use picture books, matching, reading with pointing by fingers                             | recognize letters, match words with pictures, explain picture /stories                           |
|                         |                        | Pre-writing   | Teaching them drawing in air, sand, boards and coloring   | draw and sketch different shapes, alphabets, script etc.   |
| 5. Cultural Development | Nation and Nationality | Unity in diversity  | Teaching them to be proud on being Nepali with the help of national symbols, map, flag and song through @ | respect various castes, languages, cultures, national symbols, diversities                       |
|                         | Values                 | Family and community  | Implementing activities to value children's interests, capacities through community festivals             | introduce own family, participate in festivals, celebrations, temples/gumba, obey daily routines |

**Note:** The symbol @ represents the use of charts, pictures, dominos, puzzles, games, songs, role play, story telling, drama, etc.

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