



GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP
DIRECTORATE GENERAL OF TRAINING

COMPETENCY BASED CURRICULUM

EARLY CHILDHOOD EDUCATOR

(Duration: One Year)

CRAFTSMEN TRAINING SCHEME (CTS)

NSQF LEVEL- 4



SECTOR – BANKING, FINANCIAL, SERVICE & INSURANCE

EARLY CHILDHOOD EDUCATOR

(Non-Engineering Trade)

(Revised in 2018)

CRAFTSMEN TRAINING SCHEME (CTS)

NSQF LEVEL - 4

Developed By

Ministry of Skill Development and Entrepreneurship

Directorate General of Training

CENTRAL STAFF TRAINING AND RESEARCH INSTITUTE

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1. COURSE INFORMATION

During the one-year duration of 'Early Childhood Educator' trade, a candidate is trained on Professional Skill, Professional Knowledge and Employability Skill. In addition to this, a candidate is entrusted to undertake project work, extracurricular activities and on-the-job training to build up confidence. The broad components covered related to the trade are categorized in two semesters each of six months duration. The semester wise course coverage is categorized as below:

1st Semester – During the first semester the trainee will be taught developmental milestones of children, different approaches working on keen observation and skills of children.

1. Will learn about report writing, maintaining records, sampling, case study etc.
2. Learn to build Rapo with children
3. Work on getting more creative with the use of toys.
4. Modification of environment/toy etc. To the need of child.
5. Learning of teaching calming techniques.

2nd Semester – During this semester the trainee will be taught diff. forms of reinforcement techniques, safety of child, different stages of development of child, & approaches to handle challenging children. Application of learned skills on to real life approach by role modelling, encouraging & counseling.

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2. TRAINING SYSTEM

2.1 GENERAL

The Directorate General of Training (DGT) under Ministry of Skill Development & Entrepreneurship offers a range of vocational training courses catering to the need of different sectors of the economy/ labour market. The vocational training programs are delivered under the aegis of National Council of Vocational Training (NCVT). Craftsman Training Scheme (CTS) and Apprenticeship Training Scheme (ATS) are two pioneer programs of NCVT for propagating vocational training.

‘Early Childhood Educator’ trade (Renamed from Pre-Preparatory School Management Assistant) under CTS is one of the popular courses delivered nationwide through a network of ITIs. The course is of one year (02 semester) duration. It mainly consists of Domain area and Core area. The Domain area (Trade Theory & Practical) impart professional skills and knowledge, while the core area (Employability Skill) imparts requisite core skills, knowledge, and life skills. After passing out the training program, the trainee is awarded National Trade Certificate (NTC) by NCVT which is recognized worldwide.

Candidates broadly need to demonstrate that they are able to:

- Read and interpret technical parameters/documents, plan and organize work processes, identify necessary materials and tools;
- Perform tasks with due consideration to safety rules, accident prevention regulations and environmental protection stipulations;
- Apply professional skill, knowledge & employability skills while performing jobs.
- Document the technical parameters related to the task undertaken.

2.2 CAREER PROGRESSION PATHWAYS

- Teacher in the day to day running of the pre-school.
- Supervisor in the primary school and undertake a key worker role with special children.
- Any Pre-school Demonstrator /counsellor.
- As special Educator in pre-primary /primary school.
- As Day-care & Care teacher.
- Can assistant teacher in school and occupational therapist.

2.3 COURSE STRUCTURE

Table below depicts the distribution of training hours across various course elements during a period of one year (02 semesters): -

S No.	Course Element	Notional Training Hours
1.	Professional Skill (Trade Practical)	1050
2.	Professional Knowledge (Trade Theory)	210
3.	Employability Skills	110
5.	Library & Extracurricular activities	30
6.	Project Work/Practice Teaching	440
7.	Revision & Examination	240
	Total	2080

2.4 ASSESSMENT & CERTIFICATION

The trainee will be tested for his skill, knowledge and attitude during the period of the course and at the end of the training program as notified by the Government of India (GoI) from time to time. The employability skills will be tested in the first two semesters itself.

a) The **Internal Assessment** during the period of training will be done by **Formative Assessment Method** by testing for assessment criteria listed against learning outcomes. The training institute has to maintain an individual trainee portfolio as detailed in assessment guideline. The marks of internal assessment will be as per the template (Annexure – II).

b) The final assessment will be in the form of summative assessment method. The All India Trade Test for awarding NTC will be conducted by NCVT at the end of each semester as per the guideline of Government of India. The pattern and marking structure is being notified by Govt. of India from time to time. **The learning outcome and assessment criteria will be the basis for setting question papers for final assessment. The examiner during final examination will also check** the individual trainee's profile as detailed in assessment guideline before giving marks for practical examination.

2.4.1 PASS REGULATION

The minimum pass percentage for practical is 60% & minimum pass percentage of theory subjects is 40%. For the purposes of determining the overall result, 50% weightage is applied to the result of each semester examination.

2.4.2 ASSESSMENT GUIDELINE

Appropriate arrangements should be made to ensure that there will be no artificial barriers to assessment. The nature of special needs should be taken into account while undertaking the assessment. Due consideration should be given while assessing for teamwork, avoidance/reduction of scrap/wastage and disposal of scrap/waste as per procedure, behavioral attitude, sensitivity to the environment and regularity in training. The sensitivity towards OSHE and self-learning attitude are to be considered while assessing competency.

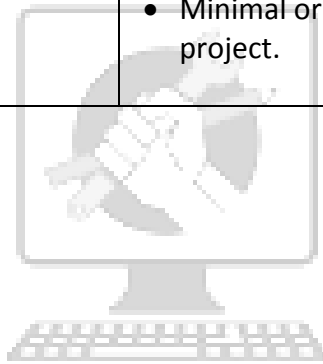
Assessment will be evidence based comprising the following:

- Job carried out in labs/workshop
- Record book/ daily diary
- Answer sheet of assessment
- Viva-voce
- Progress chart
- Attendance and punctuality
- Assignment
- Project work

Evidences of internal assessments are to be preserved until forthcoming semester examination for audit and verification by examining body. The following marking pattern to be adopted while assessing:

Performance Level	Evidence
(a) Weightage in the range of 60%-75% to be allotted during assessment	
For performance in this grade, the candidate should produce work which demonstrates attainment of an acceptable standard of craftsmanship with occasional guidance, and due regard for safety procedures and practices	<ul style="list-style-type: none"> • Demonstration of good skill in the use of hand tools, machine tools and workshop equipment. • Below 70% tolerance dimension achieved while undertaking different work with those demanded by the component/job. • A fairly good level of neatness and consistency in the finish. • Occasional support in completing the project/job.
(b) Weightage in the range of 75%-90% to be allotted during assessment	
For this grade, a candidate should produce work which demonstrates attainment of a reasonable standard of craftsmanship, with little guidance, and	<ul style="list-style-type: none"> • Good skill levels in the use of hand tools, machine tools and workshop equipment. • 70-80% tolerance dimension achieved while undertaking different work with those

<p>regard for safety procedures and practices</p>	<p>demand by the component/job.</p> <ul style="list-style-type: none"> • A good level of neatness and consistency in the finish. • Little support in completing the project/job.
<p>(c) Weightage in the range of more than 90% to be allotted during assessment</p>	
<p>For performance in this grade, the candidate, with minimal or no support in organization and execution and with due regard for safety procedures and practices, has produced work which demonstrates attainment of a high standard of craftsmanship.</p>	<ul style="list-style-type: none"> • High skill levels in the use of hand tools, machine tools and workshop equipment. • Above 80% tolerance dimension achieved while undertaking different work with those demanded by the component/job. • A high level of neatness and consistency in the finish. • Minimal or no support in completing the project.



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Teacher, Infant School/Teacher Pre-Primary: teaches children of nursery and kindergarten classes. Teaches through Montessori, happy education or other system of child education, reading and writing of alphabets, numerals and simple sentences, simple additions and subtractions, familiarizes them with names, colours, shapes, sounds, etc., of objects, flowers, birds and animals. Directs recreational activities and generally guides development of physical and mental activities of children. May look after and store teaching equipment, receive fees and maintain accounts, arrange for children's mid-day meals and attend to other extra-curricular or special activities, such as sports, dramatics, picnics and excursions, music, hand work, etc. Is designated as Nursery Teacher or Kindergarten Teacher according to the school or standard in which teaching.

Pre-Primary Education Teaching Associate Professionals, Other; include those who organize group and individual play and educational activities to support and promote physical, mental and social development of children below primary school age not classified elsewhere.

Reference NCO-2015:

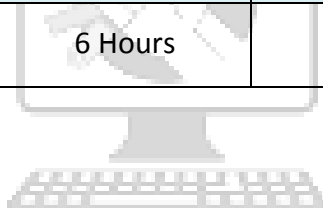
- (i) 2342.0100 – Teacher, Infant School/Teacher Pre-Primary
- (ii) 2342.9900 – Pre-Primary Education Teaching Associate Professionals, Other


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4. GENERAL INFORMATION

Name of the Trade	Early Childhood Educator
NCO - 2015	2342.0100, 2342.9900
NSQF Level	Level-4
Duration of Craftsmen Training	One Year (2 Semesters)
Entry Qualification	Passed 10 th class examination under 10+2 System of education
Unit Strength (No. of Student)	20 (Max. Supernumeraries seats: 6)
Space Norms	48 sq. m
Power Norms	3.0 KW
Instructors Qualification for:	
(i) Early Childhood Educator Trade	<p>Post graduate diploma in pre-primary education with one year experience in relevant field.</p> <p style="text-align: center;">OR</p> <p>Degree in Education with one year experience in the relevant field.</p> <p style="text-align: center;">OR</p> <p>Certificate course in Pre-primary Teachers Training from recognized institute with three Years post qualification experience in the relevant field.</p> <p style="text-align: center;">OR</p> <p>Child development course in home science/ education with three years post qualification experience in relevant field.</p> <p style="text-align: center;">OR</p> <p>NTC/ NAC passed in the Early childhood educator/ Pre-Preparatory School Management Assistant trade with three years post qualification experience.</p> <p>Desirable: Preference will be given to a candidate with Craft Instructor Certificate (CIC) in the relevant trade.</p> <p>Note: <i>Out of two Instructors required for the unit of 2(1+1), one must have Degree/Diploma and other must have NTC/NAC qualifications.</i></p>

(ii) Employability Skill	<p>MBA OR BBA with two-year experience OR Graduate in Sociology/ Social Welfare/ Economics with two-year experience OR Graduate/ Diploma with two-year experience and trained in Employability Skills from DGT institutes.</p> <p style="text-align: center;">AND</p> <p>Must have studied English/ Communication Skills and Basic Computer at 12th/ Diploma level and above.</p> <p style="text-align: center;">OR</p> <p>Existing Social Studies Instructors duly trained in Employability Skills from DGT institutes.</p>			
List of Tools and Equipment	As per Annexure – I			
Distribution of training on hourly basis: (Indicative only)				
Total Hrs/ Week	Trade Practical	Trade Theory	Employability Skills	Extracurricular Activity
40 Hours	30 Hours	6 Hours	2 Hours	2 Hours



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5. NSQF LEVEL COMPLIANCE

NSQF level for ‘Early Childhood Educator’ trade under CTS: **Level 4**

As per notification issued by Govt. of India dated- 27.12.2013 on National Skill Qualification Framework total 10 (Ten) Levels are defined.

Each level of the NSQF is associated with a set of descriptors made up of five outcome statements, which describe in general terms, the minimum knowledge, skills and attributes that a learner needs to acquire in order to be certified for that level.

Each level of the NSQF is described by a statement of learning outcomes in five domains, known as level descriptors. These five domains are:

- a. Process
- b. Professional knowledge
- c. Professional skill
- d. Core skill
- e. Responsibility

The Broad Learning outcome of ‘Early Childhood Educator’ trade under CTS mostly matches with the Level descriptor at Level- 4.

The NSQF level-4 descriptor is given below:

Level	Process Required	Professional Knowledge	Professional Skill	Core Skill	Responsibility
Level 4	Work in familiar, predictable, routine, situation of clear choice	Factual knowledge of field of knowledge or study	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts	Language to communicate written or oral, with required clarity, skill to basic Arithmetic and algebraic principles, basic understanding of social political and natural environment	Responsibility for own work and learning

6. LEARNING/ ASSESSABLE OUTCOME

Learning outcomes are a reflection of total competencies of a trainee and assessment will be carried out as per the assessment criteria.

6.1 GENERIC LEARNING OUTCOME

1. Apply safe working practices.
2. Comply with environment regulation and housekeeping.
3. Assist in exigencies and carry out elementary first-aid during emergencies.
4. Work in a team, understand and practice soft skills, technical English to communicate with required clarity.
5. Explain energy conservation, global warming and pollution and contribute in day-to-day work by optimally using available resources.
6. Explain personnel finance, entrepreneurship and manage/organize related task in day-to-day work for personal & societal growth.

6.2 SPECIFIC LEARNING OUTCOME

SEMESTER-I

7. Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor.
8. Analyzing Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stienen, Reggio Emilia.
9. Apply the knowledge to prepare an Inside – Outside Environment for Pre-School Health and Safety of Pre-School children First Aid.
10. Identify the development of Practical Life and Sensorial Lesson in Pre-School.
11. Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood.

SEMESTER-II

12. Select and apply the Art, Craft Music in Early Childhood to build concentration and calmness, realizing of feelings and developing balancing control movements to reach their full potential.

13. Comprehend of Physical Science, Life Science, Botany, Zoology and Geography, Creating awareness and sensitivity of the world around us, making rational conclusions, being respectful of other cultures and communities.
14. Apply life skills and conflict resolution through Positive Discipline. Increase awareness of self, others and the environment.



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7. LEARNING OUTCOME WITH ASSESSMENT CRITERIA

GENERIC LEARNING/ ASSESSABLE OUTCOME	
LEARNING/ ASSESSABLE OUTCOME	ASSESSMENT CRITERIA
1. Apply safe working practices	1.1 Follow and maintain procedures to achieve a safe working environment in line with occupational health and safety regulations and requirements, and according to policy.
	1.2 Recognize and report all unsafe situations according to policy.
	1.3 Identify and take necessary precautions on fire and safety hazards and report according to work policy and procedures.
	1.4 Identify, handle and store/ dispose-off dangerous goods and substances according to policy and procedures following safety regulations and requirements.
	1.5 Identify and observe policies and procedures with regard to illness or accident.
	1.6 Identify safety alarms accurately.
	1.7 Report supervisor/ competent of authority in the event of accident or sickness of any staff and record accident details correctly according to accident/injury procedures.
	1.8 Identify and observe evacuation procedures according to site policy.
	1.9 Identify Personal Productive Equipment (PPE) and use the same as per related working environment.
	1.10 Identify basic first-aid and use them under different circumstances.
	1.11 Identify different fire extinguisher and use the same as per requirement.
2. Comply with environment regulation and housekeeping	2.1 Identify environmental pollution & contribute to the avoidance of instances of environmental pollution.
	2.2 Deploy environmental protection legislation & regulations.
	2.3 Take opportunities to use energy and materials in an environmentally friendly manner.
	2.4 Avoid waste and dispose waste as per procedure.
3. Assist in exigencies and carry out elementary first-aid during emergencies.	3.1 Demonstrate elementary first-aids.
	3.2 Demonstrate safety practices to be observed in kitchen.
	3.3 Demonstrate use of personal protective dresses.
	3.4 Identify emergency exit route.
	3.5 Demonstrate fire fighting procedure using fire extinguishers.

4. Work in a team, understand and practice soft skills, technical English to communicate with required clarity.	4.1 Obtain sources of information and recognize information.
	4.2 Use documents, regulations and occupationally related provisions.
	4.3 Conduct appropriate and target oriented discussions with higher authority and within the team.
	4.4 Present facts and circumstances, possible solutions & use English and French terminology.
	4.5 Resolve disputes within the team.
	4.6 Conduct written communication.
5. Explain energy conservation, global warming, pollution, and contribute in day-to-day work by using available resources optimally.	5.1 Semester examination to test knowledge on energy conservation, global warming and pollution.
	5.2 Their applications will be assessed during execution of assessable outcome.
6. Explain personnel finance, entrepreneurship and manage/organize related task in day-to-day work for personal & societal growth.	6.1 Semester examination to test knowledge on personnel finance, entrepreneurship.
	6.2 Their applications will be assessed during execution of assessable outcome.

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SPECIFIC LEARNING/ ASSESSABLE OUTCOME	
LEARNING/ ASSESSABLE OUTCOME	ASSESSMENT CRITERIA
SEMESTER-I	
7. Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor.	7.1 Domains and stages of development as basic concepts in growth & development.
	7.2 Milestones of each developmental cycle.
	7.3 Role of heredity and environment, importance of whole child view of development (Holistic Development).
	7.4 Norms and Variations in developmental and behaviour processes and importance of early identification of developmental delay.
	7.5 Skills to observe Physical, Social, Emotional and cognitive development of children.
8. Analyzing Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stienner, Reggio Emilia.	8.1 Maria Montessori, her life and work.
	8.2 The Montessori Method.
	8.3 Montessori v/s Traditional.
	8.4 Analysing similarities and differences in the Early Childhood Philosophies.
	8.5 Knowledge of current trends and practices in Pre – schools.
9. Apply the knowledge to prepare an Inside – Outside Environment for Pre – School Health and Safety of Pre – School children First Aid.	9.1 Designing an indoor outdoor classroom.
	9.2 Knowledge of areas of learning in the environment indoor outdoor.
	9.3 Materials needed to prepare the environment indoor outdoor.
	9.4 Health and Safety of pre- schools.
	9.5 Knowledge of how to administer first aid to children
10. Identify the development of Practical Life and Sensorial Lesson in Pre – School.	10.1 Knowledge of why practical life lessons are the basis of pre - school education.
	10.2 Analysing the practical life lessons and what skills are they building in children.
	10.3 Skills to prepare practical life lessons and how these lessons will help the development of the child.
	10.4 Knowledge of how sensorial lessons are the basis of building cognitive skills in pre – schools children.
	10.5 Analysing the sensorial lessons and what skills are they building in children.
	10.6 Skills prepare sensorial lessons for the children and the

	knowledge of the progression of these lessons.
11. Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood.	11.1 Stages of Language in A Child
	11.2 Comprehension of pre reading and pre writing skills , Able to present lessons at age appropriate time.
	11.3 Efficient in storytelling & building vocabulary.
	11.4 Knowledge of association of sounds and symbols phonetically.
	11.5 Skills in preparing lessons for children to take them from pre reading to reading pre writing to writing.
	11.6 Knowledge of sequence and order of presentation of lessons.
	11.7 Knowledge and skills to properly match the child's ability to lesson presentation.
	11.8 Proficiency in lesson presentation.
SEMESTER-II	
12. Select and apply the Art, Craft Music in Early Childhood to build concentration and calmness, realizing of feelings and developing balancing control movements to reach their full potential.	12.1 Knowledge of Aesthetic development in children.
	12.2 Skills to create an environment for artistic & musical growth in children appreciate, accept, encourage and challenge children.
	12.3 Knowledge of line time activities to strengthen the social emotional development in children.
	12.4 Application of fine and large motor activities during line time.
13. Comprehend of Physical Science, Life Science, Botany, Zoology and Geography, Creating awareness and sensitivity of the world around us, making rational conclusions, being respectful of other cultures and communities.	13.1 Application of science process in everyday life.
	13.2 Skills of training children to explore observe talk and share.
	13.3 How to inculcate scientific temper / aptitude which can be developed amongst children.
	13.4 The knowledge of plant & animal life and their life cycles.
	13.5 Knowledge of the concept of whole to one with regard to the universe
14. Apply life skills and conflict resolution through Positive Discipline. Increase awareness of self, others and the environment.	14.1 Comprehensive awareness of self and others.
	14.2 Demonstrating peaceful behaviour by role modeling.
	14.3 Application of giving choices against threatening.
	14.4 Application of peaceful conflict resolution.
	14.5 Skills of a redirecting a child in a positive way
	14.6 Use of affirmative words.
	14.7 Application of Proper Classroom management.

SYLLABUS - EARLY CHILDHOOD EDUCATOR			
FIRST SEMESTER – 06 Months			
Week No.	Reference Learning Outcome	Professional Skills (Trade Practical) With Indicative Hours	Professional Knowledge (Trade Theory)
1-5	Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor.	<ol style="list-style-type: none"> 1. Growth & Development of 0–6 years. (30 hrs) 2. Milestones of development. (10 hrs) 3. Formative years. (10 hrs) 4. Art of Observations. (10 hrs) 5. Recognising the milestone of development. (10 hrs) 6. Anger & frustration management. (15 hrs) 7. Learn techniques to teach handle cranky children. (30 hrs) 8. Calming techniques. (15 hrs) 9. Observation of video relating to development. (20 hrs) 	<ul style="list-style-type: none"> • Report Writing • After doing the research for growth and development of 0 to 6 • Observing children, running record, anecdotal, time sampling, specimen, Event Sampling • Case studies of each age-group
6-7	Analyzing Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stienner, Reggio Emilia.	<ol style="list-style-type: none"> 10. Knowledge of Montessori approach. (10 hrs) 11. The high scope curriculum for Early Childhood. (10 hrs) 12. Thematic approach to Wald of approach. (05 hrs) 13. Reggio Emilia approach. (05 hrs) 14. Current training and practices in Early Childhood education. (05 hrs) 15. Gross motor development. (05 hrs) 16. Knowledge of characteristics of play. (05 hrs) 17. Pre requites of play and categories of play. (05 hrs) 	<ul style="list-style-type: none"> • Observation of different Early Childhood settings – Day cares, pre – schools • Analysing which philosophy of education each is following <ul style="list-style-type: none"> ➤ Similarities and differences of each place
8-9	Apply the knowledge to	<ol style="list-style-type: none"> 18. Creating an environment conducive to the learning 	<ul style="list-style-type: none"> • Drawing or creating models of Early Childhood

	<p>prepare an Inside – Outside Environment for Pre – School Health and Safety of Pre – School children First Aid</p>	<p>and development of children – Inside, Outside, keeping in mind the health and safety of the children. (10 hrs)</p> <p>19. Knowledge of the materials needed in the environment for the holistic development of the child. (05 hrs)</p> <p>20. Piaget theory of cognition. (05 hrs)</p> <p>21. Play assessments. (05 hrs)</p> <p>22. Using play as a therapeutic modality. (10 hrs)</p> <p>23. Facilitate a match between preferences and skill. (05 hrs)</p> <p>24. Identification of child with immature play skill. (10 hrs)</p> <p>25. Basic knowledge and assessment of behaviour. (10 hrs)</p>	<p>classroom</p> <ul style="list-style-type: none"> • Drawing or model of Pre – School playground with materials • Learning how to administer First Aid to children
10-12	<p>Identify the development of Practical Life and Sensorial Lesson in Pre _ School</p>	<p>26. Overview of Practical Life Lesson. (20 hrs)</p> <ul style="list-style-type: none"> ➤ Care of self ➤ Care of Environment ➤ Grace and Courtesy ➤ Build concentration ➤ Independence ➤ Order ➤ Eye hand co – ordination ➤ Build fine motor skills ➤ Play and its practice approach <p>27. Overview of Sensory Integration (25 hrs)</p> <ul style="list-style-type: none"> ➤ Introduction to different types of touch, smell, test, vision, sound ➤ Sharpen the 5 senses ➤ Looking at similarities and differences ➤ Building up cognitive skills through self-correcting lessons 	<ul style="list-style-type: none"> • Prepare and Practice lessons for Practical Life Area • Practicing lessons for Sensorial • How to use the equipment correctly

		<ul style="list-style-type: none"> ➤ Distinguishing and categorizing ➤ Learning 'What, Why, Where, How'. <p>28. Overview of life's practical lessons (20 hrs)</p> <ul style="list-style-type: none"> ➤ Should know how to "don" & "doff" splint. (very important if working C, a disable child) ➤ Should be able to do "First Aid". <p>29. Introduction to ore-motor basic exercise for children with problems related to swallowing, hypo & hyper oral sensitivity. (25 hrs)</p> <ul style="list-style-type: none"> ➤ Bubbles – using soap water ➤ Air blowing – bubble making using straw & water. ➤ Sucking C big straws ➤ Blowing small thermocol balls C straw ➤ Blowing a whistle. 	
13-18	Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood	<p>Language</p> <p>30. Stages of language development in a child. (10 hrs)</p> <p>31. Pre – writing skills Moulding finger clay, painting, sand play, working on gripping, different gripping activities. (20 hrs)</p> <p>32. Pre – reading skills Picture books, audio visual clipping. (10 hrs)</p> <p>33. Introducing new vocabulary to children. (10 hrs)</p> <p>34. The art of story telling with actions. (15 hrs)</p> <p>35. Introduction to phonics. (03</p>	<p>Language</p> <ul style="list-style-type: none"> • Lesson preparation for Pre – writing • Lesson preparation for Pre –reading • Matching Cards • Patterning Cards • Classifying Cards • Categorizing • Sequencing • Three part Cards <ul style="list-style-type: none"> ➤ Picture to Picture ➤ Word to Word ➤ Picture to Word • Progression of writing from patterns to letters to

		<p>hrs)</p> <p>36. Sounds and symbols. (05 hrs)</p> <p>37. CVC words. (05 hrs)</p> <p>38. Blends, Sight words. (03 hrs)</p> <p>39. Reading Sentences. (04 hrs)</p> <p>40. Comprehension skills. (10 hrs)</p> <p>Math</p> <p>41. Introducing Math concepts in Early Childhood by showing opposites eg: - one and more, two and more, more or less. (10 hrs)</p> <p>42. Working on concepts C practical aspects. (10 hrs)</p> <p>43. Concept of Quantity. (05 hrs)</p> <p>44. Concept of Symbol. (04 hrs)</p> <p>45. Concept of matching Quantity with Symbol. (08 hrs)</p> <p>46. 1 – 10 Teen and Ten Numbers. (05 hrs)</p> <p>47. 1 -100 recognition of numbers. (05 hrs)</p> <p>48. Decimal system. (08 hrs)</p> <p>49. Operations (Addition and Subtraction). (10 hrs)</p> <p>50. Before and after numbers. (10 hrs)</p> <p>51. Skip counting. (10 hrs)</p>	<p>words</p> <p>Math</p> <ul style="list-style-type: none"> • Red and Blue rods • Spindle Box • Teen Board Ten Board • Golden Beads • Squaring and cubing Chains
19-23	Practice teaching in pre-school		
24-25	Revision		
26	Examination		

SYLLABUS - EARLY CHILDHOOD EDUCATOR

SECOND SEMESTER – 06 Month

Week No.	Reference Learning outcome	Professional Skills (Trade Practical) With Indicative Hours	Professional Knowledge (Trade Theory)
27-32	Select and apply the Art, Craft Music in Early Childhood to build concentration and calmness, realizing of feelings and developing balancing control movements to reach their full potential.	52. Introduction and importance of Art and Music. (10 hrs) 53. Experiencing different art styles. (15 hrs) 54. Line time Activities. (10 hrs) 55. Story telling. (10 hrs) 56. Songs and rhymes. (10 hrs) 57. Songs for movement. (10 hrs) 58. Puzzle activates to build concepts of right-left, up-down etc. (15 hrs) 59. Beading activates to build concentration. (15 hrs) 60. Finding out new ways and activates to build a child's level of concentration. (15 hrs) 61. Teach cutting & pasting activates. (10 hrs) 62. Analytic questions. (10 hrs) 63. Teach rhyming word. (20 hrs) 64. Teach activates which needs attention. (15 hrs) 65. Role play "very Imp" eg:- students are teachers & teachers become students just for play. (15 hrs)	<ul style="list-style-type: none"> • Making creative craft activities • Using different forms of Art as a follow up activity in lesson plans • Practicing Line time with songs and stories with the us of puppets • Preparing Teaching Aids • Art portfolio using different medium of art
33-38	Comprehend of Physical Science, Life Science, Botany, Zoology and Geography, Creating awareness and sensitivity of the world around	66. Introduction and importance of time line (Past, Present, Future). (10 hrs) 67. Introduction to safety eg: - How to cross road (20 hrs) <ul style="list-style-type: none"> ➤ Concepts about signal, zebra crossing etc. 	<ul style="list-style-type: none"> • Continent maps • Continent albums <ul style="list-style-type: none"> ➤ People ➤ Houses ➤ Food ➤ Animals • Puzzles and booklets on parts of animals

	<p>us, Making rational conclusions, being respectful of other cultures and communities</p>	<p>68. Teaching life lessons on equality & respect for others. (20 hrs)</p> <p>69. Teach about present affairs of the country. (20 hrs)</p> <p>70. Understanding of simple mechanism. – Fan, Light, AC etc. (10 hrs)</p> <p>71. Preparation of lessons on life science and physical science, botany, zoology (100 hrs)</p> <ul style="list-style-type: none"> ➤ Magnetic, Non Magnetic ➤ Sink float ➤ Parts of the Plant, flower, leaf ➤ Parts of the animal ➤ The continents ➤ Features of the continents ➤ Landforms 	<ul style="list-style-type: none"> ➤ Mammals ➤ Reptiles ➤ Amphibians ➤ Birds ➤ Fish <ul style="list-style-type: none"> • Preparing lesson to teach hands on concepts
<p>39-43</p>	<p>Apply life skills and conflict resolution through Positive Discipline. Increase awareness of self, others and the environment</p>	<p>72. Peace Education. (10 hrs)</p> <p>73. Conflict Resolution. (10 hrs)</p> <p>74. Importance of Silence Time. (10 hrs)</p> <p>75. Art of giving Choices. (10 hrs)</p> <p>76. Re – directing child in a positive way. (10 hrs)</p> <p>77. Application of Re-enforcement techniques. (10 hrs)</p> <p>78. Understanding the problem area of a child. (10 hrs)</p> <p>79. Emotional status of a child. (10 hrs)</p> <p>80. Using affirmative words. (10 hrs)</p> <p>81. Classroom management. (10 hrs)</p> <p>82. Stress and time management. (10 hrs)</p> <p>83. Preparing Lesson Plans (40 hrs)</p>	<ul style="list-style-type: none"> • Peaceful resolution • Understanding Emotions and empathy through circle time activities • Different medium of playing silence game • Peace table and the Peace rose for conflict resolution • Preparing a model Lesson Plan for a year

		<ul style="list-style-type: none"> ➤ Yearly ➤ Monthly ➤ Weekly ➤ Daily 	
44-49	Practice teaching in preschool		
50-51	Revision		
52	Examination		



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9. SYLLABUS - CORE SKILLS

CORE SKILL – EMPLOYABILITY SKILL	
First Semester	
1. English Literacy	
Duration : 20 hrs	
Marks : 09	
Pronunciation	Accentuation (mode of pronunciation) on simple words, Diction (use of word and speech)
Functional Grammar	Transformation of sentences, Voice change, Change of tense, Spellings.
Reading	Reading and understanding simple sentences about self, work and environment
Writing	Construction of simple sentences Writing simple English
Speaking/ Spoken English	Speaking with preparation on self, on family, on friends/ classmates, on known people, picture reading, gain confidence through role-playing and discussions on current happening, job description, asking about someone's job, habitual actions. Cardinal (fundamental) numbers, ordinal numbers. Taking messages, passing on messages and filling in message forms, Greeting and introductions, office hospitality, Resumes or curriculum vita essential parts, letters of application reference to previous communication.
2. IT Literacy	
Duration : 20 hrs	
Marks : 09	
Basics of Computer	Introduction, Computer and its applications, Hardware and peripherals, Switching on-Starting and shutting down of the computer.
Computer Operating System	Basics of Operating System, WINDOWS, The user interface of Windows OS, Create, Copy, Move and delete Files and Folders, Use of External memory like pen drive, CD, DVD etc. Use of Common applications.
Word Processing and Worksheet	Basic operating of Word Processing, Creating, Opening and Closing Documents, Use of shortcuts, Creating and Editing of Text, Formatting the Text, Insertion & Creation of Tables. Printing document. Basics of Excel worksheet, understanding basic

	commands, creating simple worksheets, understanding sample worksheets, use of simple formulas and functions, Printing of simple excel sheets.
Computer Networking and Internet.	Basic of Computer Networks (using real life examples), Definitions of Local Area Network (LAN), Wide Area Network (WAN), Internet, Concept of Internet (Network of Networks), Meaning of World Wide Web (WWW), Web Browser, Web Site, Web page and Search Engines. Accessing the Internet using Web Browser, Downloading and Printing Web Pages, Opening an email account and use of email. Social media sites and its implication. Information Security and antivirus tools, Do's and Don'ts in Information Security, Awareness of IT - ACT, types of cyber crimes.
15. Communication Skills	
	Duration : 15 hrs Marks : 07
Introduction to Communication Skills	Communication and its importance Principles of effective communication Types of communication - verbal, non-verbal, written, email, talking on phone. Non-verbal communication -characteristics, components-Para-language Body language Barriers to communication and dealing with barriers. Handling nervousness/ discomfort.
Listening Skills	Listening-hearing and listening, effective listening, barriers to effective listening, guidelines for effective listening. Triple- A Listening - Attitude, Attention & Adjustment. Active listening skills.
Motivational Training	Characteristics essential to achieving success. The power of positive attitude. Self awareness Importance of commitment Ethics and values Ways to motivate oneself Personal goal setting and employability planning.
Facing Interviews	Manners, etiquettes, dress code for an interview Do's & don'ts for an interview

Behavioral Skills	Problem solving Confidence building Attitude
Second Semester	
4. Entrepreneurship Skills	Duration : 15 hrs Marks : 06
Concept of Entrepreneurship	Entrepreneur - Entrepreneurship - Enterprises: Conceptual issue Entrepreneurship vs. Management, Entrepreneurial motivation. Performance & record, Role & function of entrepreneurs in relation to the enterprise & relation to the economy, Source of business ideas, Entrepreneurial opportunities, The process of setting up a business.
Project Preparation & Marketing Analysis	Qualities of a good entrepreneur, SWOT and risk analysis. Concept & Application of PLC, Sales & Distribution management. Difference between small scale & large scale business, Market survey, Method of marketing, Publicity and advertisement, Marketing mix.
Institution's Support	Preparation of project. Role of various schemes and institutes for self-employment i.e. DIC, SIDA, SISI, NSIC, SIDO, Idea for financing/ non-financing support agencies to familiarize with the policies / programmes, procedure & the available scheme.
Investment Procurement	Project formation, Feasibility, Legal formalities i.e., Shop act, Estimation & costing, Investment procedure - Loan procurement - Banking processes.
5. Productivity	Duration : 10 hrs Marks : 05
Benefits	Personal/ Workman - Incentive, Production linked Bonus, Improvement in living standard.
Affecting Factors	Skills, Working aids, Automation, Environment, Motivation - How it improves or slows down productivity.
Comparison with Developed Countries	Comparative productivity in developed countries (viz. Germany, Japan and Australia) in select industries, e.g. Manufacturing, Steel, Mining, Construction etc. Living standards of those countries, wages.
Personal Finance Management	Banking processes, Handling ATM, KYC registration, safe cash handling, Personal risk and insurance.
6. Occupational Safety, Health and Environment Education	Duration : 15 hrs Marks : 06

Safety & Health	Introduction to occupational safety and health Importance of safety and health at workplace.
Occupational Hazards	Basic hazards, chemical hazards, vibroacoustic hazards, mechanical hazards, electrical hazards, thermal hazards. occupational health, occupational hygiene, occupational diseases/ disorders & its prevention.
Accident & Safety	Basic principles for protective equipment. Accident prevention techniques - control of accidents and safety measures.
First Aid	Care of injured & sick at the workplaces, First-aid & transportation of sick person.
Basic Provisions	Idea of basic provision legislation of India. Safety, health, welfare under legislative of India.
Ecosystem	Introduction to environment. Relationship between society and environment, ecosystem and factors causing imbalance.
Pollution	Pollution and pollutants including liquid, gaseous, solid and hazardous waste.
Energy Conservation	Conservation of energy, re-use and recycle.
Global Warming	Global warming, climate change and ozone layer depletion.
Ground Water	Hydrological cycle, ground and surface water, Conservation and harvesting of water.
Environment	Right attitude towards environment, Maintenance of in-house environment.
7. Labour Welfare Legislation	
Duration : 05 hrs Marks : 03	
Welfare Acts	Benefits guaranteed under various acts- Factories Act, Apprenticeship Act, Employees State Insurance Act (ESI), Payment Wages Act, Employees Provident Fund Act, The Workmen's Compensation Act.
8. Quality Tools	
Duration : 10 hrs Marks : 05	
Quality Consciousness	Meaning of quality, Quality characteristic.
Quality Circles	Definition, Advantage of small group activity, objectives of quality

	circle, Roles and function of quality circles in organization, Operation of quality circle. Approaches to starting quality circles, Steps for continuation quality circles.
Quality Management System	Idea of ISO 9000 and BIS systems and its importance in maintaining qualities.
House Keeping	Purpose of housekeeping, Practice of good housekeeping.
Quality Tools	Basic quality tools with a few examples.



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LIST OF TOOLS & EQUIPMENT			
EARLY CHILDHOOD EDUCATOR (for batch of 20 Candidates)			
S No.	Name of the Tools and Equipment	Specification	Quantity
1.	Table Tops		1 No.
2.	Scissors (Big)		2 Nos.
3.	Scissors (Small) material plastic		2 Nos.
4.	Cupboards (Steel)		1 No.
5.	Show cases		1 No.
6.	Display Boards	60" x 40"	1 No.
7.	Measuring Foot rule		1 No.
8.	Puppet show back Drop curtain Block cloth	80" x80"	1 No.
9.	Bulletin Board	70" x 40"	4 Nos.
10.	Brushes 2" big, Brushes 1" big, Brushes 0 to 9		1 No.
11.	Punching Machine big		1 No.
12.	Easel made of wood with a stand		1 No.
13.	Flannel Board	30" x 40"	1 No.
14.	Magnetic Board		1 No.
15.	Plastic basin:	8 lit. cap. And 4 lit. cap.	1 No.
16.	Flannel Board	30" x 40"	10 Nos.
17.	Plastic containers to keep things	2 lit. /1 lit. / ½ lit /100ml.	10 Nos.
18.	Globe	15" diameter	1 No.
19.	Height/weight measuring instrument		1 No.
20.	Magnetic Board		1 No.
21.	Alphabets and numbers measuring	1.1/2" to 2"(4 cm to 5 cm) Plastic With attached iron backs	2 Nos.
22.	Dustbin		2 Nos.
23.	Trays(Plastic)		2 Nos.
24.	Cotton / woolen threads		20 Mtrs.
25.	Chart of animals, birds, flowers, fruits, shapes, sizes, vehicles, numbers, alphabet, stories, first aid, hygiene and famous people of the country and flag of different countries.		05 Nos.

26.	Audio-visual aids – SMART TV		1 No.
27.	Computer with multimedia facilities		1 No.
28.	Colour Printer		1 No.
29.	Story Books for level I & II/Nursery level		15 Nos.
30.	Rhymes Books for Nursery Level		15 Nos.
31.	Wall Clock		2 Nos.
32.	First Aid Box		2 Nos.
33.	Thermometer		2 Nos.
34.	Fire Extinguisher		01 No. for each room
35.	Pink towers		1 No.
36.	Broad stairs		1 No.
37.	Red rods		1 No.
38.	Knobs and knobbls cylinders		1 No.
39.	Colour tablets (box 1,2 and 3)		1 No. for each box
40.	Sound and tasting cylinders		1 No.
41.	Triangle boxes		1 No.
42.	Geometric solids		1 No.
43.	Geometric cabinet		1 No.
44.	Minomial/binomial/trinomial cubes		1 No.
45.	The red and blue rods		1 No.
46.	Spindle box		1 No.
47.	Numerals and counters		1 No.
48.	Senguin boards		1 No.
49.	The golden bead and the fraction material		1 No.
50.	The thousand chain		1 No.
51.	The bank game		1 No.
52.	The short bead stair		1 No.
53.	Squaring and cubing material		1 No.
54.	Grammar material		1 No.
55.	Movable alphabet box		1 No.
56.	Sand paper letters and numbers		1 No.
57.	Puzzle board		1 No.
58.	Zoology and botany board		1 No.
59.	Clock board		1 No.
60.	Smart Interactive board/SMART TV with internet connectivity broadband 4mbps or above		1 No.

61.	Shelves		8 Nos.
62.	Projector		1 No.
63.	Splash pool		1 No.
64.	Ball pool		1 No.
65.	Basket pool		1 No.
66.			

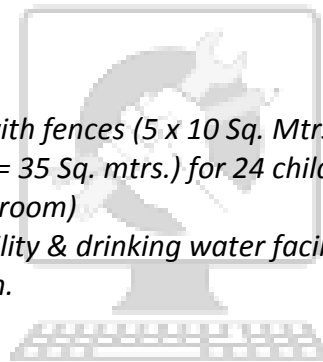
List of Indoor /Outdoor Play Materials / Equipment

1.	Swing	2 Seater	1 No.
2.	Conventional slide		1 No.
3.	Rubber rings		3 Nos.
4.	Plastic ballsseamless	8 cm diameter non crushable	100
5.	Sand pit / Sand box with trays, plastic containers, moulds of different types / kinetic sand		1 No.
6.	Water play arrangement with basin, basket, mugs and cups of different sizes, Sieves etc. gardening tools		1 No.
7.	Rockers		4 Nos.
8.	Ride on		2 No.
9.	Walking on the line Balancing activity		1 No.
10.	Blocks large plastic		1 set
11.	Eva Mat for activity area	2x2 feet, 10 mm thickness	10 Nos.
12.	Sculpting clay		6 Nos.
13.	Soft Magnetic material occupation/flower/fruit /wild animal/domestic animals/aquatic /birds/ phonetic/alphabet/numbers/shapes		1 set each
14.	Hand puppets animals, birds, occupation, family		1set
15.	Play Parachute		4 meter diameter
16.	Wooden toys alphabet upper and lower /numbers 0 to 20/days of week/months/lacing activity toys/ blocks /hand, feet puzzle/pounding/ rolling pin and board/ grating		1set
17.	Dressing frame : big button/small button, hook eye/zip/Velcro/ribbon/press button		1set
18.	Dressing up stand with mirror		1set
19.	Role play area		1set
20.	Mechanical set		1set

21.	Clay		As required
22.	Kitchen Play		As required
23.	Imaginative play games		As required
24.	Swing		As required
25.	Trantpulin		As required
26.	Therapy balls		As required
27.	Blankets		As required
28.	Marbels		As required
29.	Bubbles		As required
30.	Diff writing aids		As required

Space Requirement:

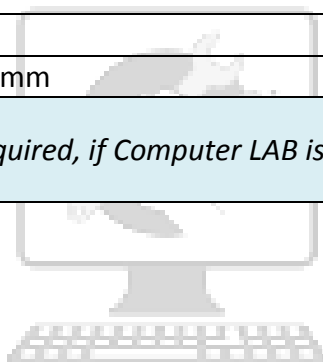
- (i) Outdoor Play space with fences (5 x 10 Sq. Mtrs.) for 24 children
- (ii) Indoor space (5' x 10 = 35 Sq. mtrs.) for 24 children (Low washbasin should be installed in each classroom)
- (iii) Toilet with Water facility & drinking water facility
- (iv) Landscaping & Garden.



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TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S No.	Name of the Equipment	Quantity
1.	Computer (PC) with latest configurations and Internet connection with standard operating system and standard word processor and worksheet software.	10 nos.
2.	UPS - 500VA	10 nos.
3.	Scanner cum Printer	01 no.
4.	Computer Tables	10 nos.
5.	Computer Chairs	20 nos.
6.	LCD Projector	01 no.
7.	White Board 1200mm x 900mm	01 no.

Note: Above Tools & Equipments not required, if Computer LAB is available in the institute.



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FORMAT FOR INTERNAL ASSESSMENT

Name & Address of the Assessor:						Year of Enrollment:								
Name & Address of ITI (Govt./Pvt.):						Date of Assessment:								
Name & Address of the Industry:						Assessment location: Industry/ ITI								
Trade Name:			Semester:			Duration of the Trade/course:								
Learning Outcome:														
S No.	Maximum Marks (Total 100 Marks)		15	5	10	5	10	10	5	10	15	15	Total Internal Assessment Marks	Result (Y/N)
	Candidate Name	Father's/Mother's Name	Safety Consciousness	Workplace Hygiene	Attendance/ Punctuality	Ability to Follow Manuals/ Written Instructions	Application of Knowledge	Skills to Handle Tools & Equipment	Economical Use of Materials	Speed in Doing Work	Quality in Workmanship	VIVA		
1														
2														