

CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

Directorate General of Training (DGT)
Government of India, Ministry of Skill Development and Entrepreneurship,
1st and 2nd Floor, CIRTES Building
Next to Pusa ITI, Pusa Campus
New Delhi - 110012

Name and address of submitting body:

Directorate General of Training (DGT)
Government of India, Ministry of Skill Development and Entrepreneurship,
1st and 2nd Floor, CIRTES Building
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New Delhi - 110012

Name and contact details of individual dealing with the submission

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List of documents submitted in support of the Qualifications File

1. Competency-based curriculum (Annexure 1)
2. Advertisements of different organisations for posts relevant to NTC in the trade

Model Curriculum to be added which will include the following:

- **Indicative list of tools/equipment to conduct the training:** Enclosed with curricula
- **Trainers qualification:** Indicated in the curriculum
- **Lesson Plan:** All NCVT curricula are designed indicating specific practical to be carried out during training along with details of trade theory. Based on this the concerned instructor prepares the Lesson Plan with support of Reference Books and IMPs developed by DGT.
- **Distribution of training duration into theory/practical/OJT component:** Indicated in the curriculum.

SUMMARY

1	Qualification Title	'Early Childhood Educator'
2	Qualification Code, if any	N/A
3	NCO code and occupation	2342.0100 – Teacher, Infant School/ Teacher Pre-Primary 2342.9900 – Pre-Primary Education Teaching Associate Professionals, Other
4	Nature and purpose of the qualification (Please specify whether qualification is short term or long term)	National Council for Vocational Training (NCVT) (long term qualification)
5	Body/bodies which will award the qualification	National Council for Vocational Training (NCVT) affiliates the ITIs as per DGT guidelines issued from time to time.
6	Body which will accredit providers to offer courses leading to the qualification	National Council for Vocational Training (NCVT)
7	Whether accreditation/affiliation norms are already in place or not, if applicable (if yes, attach a copy)	Yes. The accreditation/ affiliation norms for all training providers are as per DGT guidelines issued from time to time with approval of NCVT.
8	Occupation(s) to which the qualification gives access	Early Childhood Educator has a wide scope of Employability ranging from self-employment, contractual employment to Industrial jobs. On successful completion of this course, the candidates shall be gainfully employed in the industries for following occupations: <ul style="list-style-type: none"> • Teacher, Infant School/ Teacher Pre-Primary • Pre-Primary Education Teaching Associate Professionals, Other
9	Job description of the occupation	Early Childhood Educator teaches children of nursery and kindergarten classes through Montessori, happy education or other system of child education, reading and writing of alphabets, numerals, familiarizes them with names, colours, shapes, sounds, etc., of objects, flowers, birds and animals. Organizes group and individual play and educational activities to support and promote physical, mental and social development of children below primary school age.
10	Licensing requirements	N/A
11	Statutory and Regulatory requirement of the relevant	N/A

	sector (documentary evidence to be provided)			
12	Level of the qualification in the NSQF	Level 4		
13	Anticipated volume of training/learning required to complete the qualification	Sl. No.	Course Element	Notional Training Hours
		1.	Professional Skill (Trade Practical)	1050
		2.	Professional Knowledge (Trade Theory)	210
		3.	Employability Skills	110
		4.	Library & Extracurricular activities	30
		5.	Project Work/Practice Teaching	440
		6.	Revision & Examination	240
			Total	2080
14	Indicative list of training tools required to deliver this qualification	As per Annexure enclosed in the curriculum		
15	Entry requirements and/or recommendations and minimum age	Passed 10 th class examination under 10+2 System of education		
16	Progression from the qualification (Please show Professional and academic progression)	<ul style="list-style-type: none"> • 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. 		
17	Arrangements for the Recognition of Prior learning (RPL)	<ol style="list-style-type: none"> 1. At present the students who have passed 10th class with minimum 3 years' experience in relevant field can appear for NCVT theory and practical semester examination directly. 2. The students who have passed SCVT examination in 'Early Childhood Educator' trade can also appear for the NCVT Examination in the relevant semester and Trade directly. 		
18	International comparability where known (research	<ol style="list-style-type: none"> 1. Existence of any official document suggesting the comparability of the qualification with the 		

	evidence to be provided)	<p>qualifications in other countries is not known.</p> <p>2. However, ITI passed out trainees are getting employment in many Gulf countries, European countries, Australia, New Zealand, Singapore etc.</p>	
19	Date of planned review of the qualification.	March 2023	
20	Formal structure of the qualification		
	Mandatory components		
	Title of component and identification code/NOSs/Learning outcomes	Estimated size (learning hours)	Level
Semester-I			
(i)	Develop growth and development of 0-6 years old Physical, language, social, emotional, cognitive, fine motor development, gross motor.	200	4
(ii)	Analyzing Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stiener, Reggio Emilia.	80	4
(iii)	Apply the knowledge to prepare an Inside – Outside Environment for Pre-School Health and Safety of Pre-School children First Aid.	80	4
(iv)	Identify the development of Practical Life and Sensorial Lesson in Pre-School.	120	4
(v)	Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood.	240	4
Semester-II			
(vi)	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.	240	4
(vii)	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.	240	4
(viii)	Apply life skills and conflict resolution through Positive Discipline. Increase awareness of self, others and the environment.	200	4
Revision, Project work and Examination		680	4
Sub Total (A)		2080	4

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	Optional components	N/A (All components are compulsory)	
	Title of component and identification code/NOSs/ Learning outcomes	Estimated size (learning hours)	Level
	Sub Total (B)		
<u>Total (A+B)</u>		<u>2080</u>	<u>4</u>

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SECTION 1
ASSESSMENT

21	<p>Body/Bodies which will carry out assessment: National Council for Vocational Training (NCVT)</p>																				
22	<p>How will RPL assessment be managed and who will carry it out?</p> <ol style="list-style-type: none"> 1. At present the students who have passed 10th class with minimum 3 years' experience can appear for NCVT theory and practical semester examination directly. 2. The students who have passed SCVT examination in 'Early Childhood Educator' trade can also appear for the NCVT Examination in the relevant semester and Trade directly. NCVT will carry out the assessment and State Directorates advertise in newspapers for informing the prospective candidates. 																				
23	<p>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</p> <p>(1) Assessment process:</p> <p>The assessment for the semester-based qualification is carried out by conducting formative assessments, and end-of-semester examinations. The internal assessments for theory subjects and practical are conducted by the concerned instructors for evaluating the knowledge and skill acquired by trainees and the behavioural transformation of the trainees. This internal assessment is primarily carried out by collecting evidence of competence gained by the trainees by evaluating them at work based on assessment criteria, asking questions and initiating formative discussions to assess understanding and by evaluating records and reports, and sessional marks are awarded to them. Theory and practical examinations are conducted in Trade theory and Employability Skills. The question papers for the theory Examinations contain objective type questions. Trade practical examinations are conducted by the respective State Governments. However, the question papers for the Trade practical are prepared by NCVT.</p> <p>The marking pattern and distribution of marks for the qualification are as under:</p> <table border="1" data-bbox="312 1496 1401 2007"> <thead> <tr> <th colspan="3">Marking Pattern</th> </tr> <tr> <th>Sl. No.</th> <th>Subject for the trade test</th> <th>Maximum marks for the each subject</th> </tr> </thead> <tbody> <tr> <td>a)</td> <td>Practical</td> <td>100</td> </tr> <tr> <td>b)</td> <td>Trade Theory</td> <td rowspan="2">80 Objective type Written test of 80 marks (Trade Theory 30 marks & Employability Skills 50 marks)</td> </tr> <tr> <td>c)</td> <td>Employability Skills</td> </tr> <tr> <td>d)</td> <td>Internal assessment</td> <td>20</td> </tr> <tr> <td colspan="2">TOTAL:</td> <td>200</td> </tr> </tbody> </table> <p>(2) Minimum pass marks:</p>	Marking Pattern			Sl. No.	Subject for the trade test	Maximum marks for the each subject	a)	Practical	100	b)	Trade Theory	80 Objective type Written test of 80 marks (Trade Theory 30 marks & Employability Skills 50 marks)	c)	Employability Skills	d)	Internal assessment	20	TOTAL:		200
Marking Pattern																					
Sl. No.	Subject for the trade test	Maximum marks for the each subject																			
a)	Practical	100																			
b)	Trade Theory	80 Objective type Written test of 80 marks (Trade Theory 30 marks & Employability Skills 50 marks)																			
c)	Employability Skills																				
d)	Internal assessment	20																			
TOTAL:		200																			

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.

(3) Testing and certifications for the course:

- OMR sheet based question paper.
- A panel of expert paper setters, who are graduates in the concerned field with minimum 5-7 years experience, is prepared for setting question papers for the Trade. The panel is vetted by the Member Secretary, NCVT.
- Paper setters are appointed from the panel after the approval of the competent authority for setting the question paper.
- The question papers are then moderated by the Board of Moderation to see if the paper is set as per the requirement and syllabus.
- The manuscripts of the moderated question papers are sent to Government Printing Presses for printing.
- Printed question papers, packed in sealed covers, are despatched to Banks/Police Stations for keeping in safe custody.
- The question papers are handed over to the Chairman/Principal of the Testing Centre two hours before the commencement of the Examination.
- An Examination Board consisting of representatives of industry/Employer/State Government are set up to supervise and monitor the conduct of Examinations at every Centre.
- Theory and practical Examinations are carried out with invigilators/examiners with the overall supervision of the Examination Board.
- Examiners called for evaluation of practical should have minimum technical qualification of a Diploma in the respective engineering field. However, when diploma holders not available, the qualification is suitably relaxed.
- Examiners for practical Examinations are appointed preferably from Polytechnics/ Engineering colleges/ Industry of repute/ Government Departments or from amongst retired qualified personnel possessing requisite qualifications and sufficient experience in the trade/discipline.
- Each State Directorate prepares a panel of Examiners according to the norms as mentioned above and the Examiners are appointed from the panel.
- Flying squads from State Governments as well as the Central Government are constituted to check malpractices during the conduct of Examinations.
- OMR based answer sheets are evaluated by the third party evaluator only. Third party evaluator is selected for three years by open bidding process.
- Evaluation of every practical examination is carried out by the concerned examiner (from industry/ polytechnics) with the overall supervision of the Examination Board in a free and fair manner as per the assessment criteria.
- Till 2014, the marks were compiled by the State Governments as per NCVT guidelines and the results were declared by the State Governments. At present, the marks are compiled by NCVT on its portal www.ncvtmis.gov.in and the results are declared by the State Governments.
- The successful trainees are awarded National Trade Certificates.

<p>Overall assessment strategy:</p> <p>Assessment of the qualification evaluates trainees to show that they can integrate knowledge, skills and values for carrying out relevant tasks as per the defined assessable outcomes and assessment criteria. The trainees may choose the preferred language for assessment. The underlying principle of assessment is fairness and transparency. While assessing the trainee, assessor is directed to assess as per the defined assessment criteria against the assessable outcomes. The evidence of the competence acquired by the trainees can be obtained by conducting theory and practical examinations, observing the trainees at work, asking questions and initiating formative discussions to assess understanding and evaluating records and reports. The ultimate objective of the assessment is to assess the candidates as per the defined assessment criteria for the assessable/ learning outcomes.</p> <p>Specific Arrangements for assessment:</p> <ul style="list-style-type: none">• Assessment is outcome-based.• There are formative and summative assessments in Theory and Practical.• Assessment is carried out in Trade theory, Trade Practical and Employability Skills.• While Trade Theory and Trade Practical are used for assessing Trade-related jobs and Employability skills is used to test the communication and language skills of the trainee.• In addition to demonstration of theory and practical knowledge, trainees get a chance to present total personality. <p>Quality assurance activities:</p> <ul style="list-style-type: none">• Question papers are set by external paper setters• Evaluation of Theory Examinations is done by third-part agency. Third party evaluator is selected for three years by open bidding process.• Trade Practical is examined by External Examiner (as explained above).
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Please attach most relevant and recent documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

24. ASSESSMENT EVIDENCE**Means of assessment 1**

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

Means of assessment 2

Add boxes as required.

Pass/Fail

The minimum pass percentage is 40% for each Theory Examination and 25% for each part/section of the Examination separately, and 60% marks for each Trade practical Examination.

Complete a grid for each component as listed in “Formal structure of the qualification” in the Summary.

NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – i.e. Learning Outcomes to be assessed, assessment criteria and the means of assessment.

Title of Component: Early Childhood Educator

GENERIC LEARNING/ ASSESSABLE OUTCOME:

Outcomes to be assessed/ NOSs to be assessed	Assessment criteria for the outcome
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	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.

optimally.	
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.

Specific Assessable Outcome:

LEARNING / ASSESSABLE OUTCOME	ASSESSMENT CRITERIA
FIRST SEMESTER	
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	10.1 Knowledge of why practical life lessons are the basis of pre - school education.

in Pre _ School.	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.
SECOND SEMESTER		
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	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

and communities.	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.

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SECTION 2

25. EVIDENCE OF LEVEL

OPTION A

Title/Name of qualification/component: Early Childhood Educator		Level: 4	
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
Process	<p>Familiar, Predictable, Routine Situations of Clear Choice</p> <ul style="list-style-type: none"> • Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor. • Analyzing Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stiener, Reggio Emilia. • Apply the knowledge to prepare an Inside – Outside Environment for Pre-School Health and Safety of Pre-School children First Aid. • Identify the development of Practical Life and Sensorial Lesson in Pre-School. • Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood. • Select and apply the Art, Craft Music in Early Childhood to build concentration and calmness, realizing of feelings and developing balancing control movements 	<p>In all the learning outcomes for example ‘Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor.’ and ‘Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood.’, the learner will be required to apply proper teaching techniques, procedures as per the requirement of the job. The work will however be done within a familiar, predictable and routine range of situations to achieve the success levels and outcome of the infant demanded as per the planning.</p> <p>Thus the learner requires to demonstrate ability to work in familiar, predictable, routine, situation of clear choice.</p>	4

Title/Name of qualification/component: Early Childhood Educator			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	<p>to reach their full potential.</p> <ul style="list-style-type: none"> • 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. • Apply life skills and conflict resolution through Positive Discipline. Increase awareness of self, others and the environment. 	<p>And the NSQF level as per this descriptor will be 4.</p>	
Professional knowledge	<p>Factual Knowledge of field of Knowledge or study</p> <ul style="list-style-type: none"> • Report Writing • After doing the research for growth and development of 0 to 6 • Observation of different Early Childhood settings – Day cares, pre – schools • Drawing or creating models of Early Childhood classroom • Prepare and Practice lessons for Practical Life Area • Language • Progression of writing from patterns to letters to words • Making creative craft activities • Using different forms of Art as a follow up activity in 	<p>The learner will need to be well versed with Factual knowledge of field of Child Education for example ‘Report Writing’, ‘Drawing or creating models of Early Childhood classroom’, ‘Making creative craft activities’ and ‘Preparing lesson to teach hands on concepts’</p> <p>Hence NSQF Level is 4 for this descriptor.</p>	4

Title/Name of qualification/component: Early Childhood Educator			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	lesson plans <ul style="list-style-type: none"> • Continent maps • Continent albums <ul style="list-style-type: none"> ➤ People ➤ Houses ➤ Food ➤ Animals • Preparing lesson to teach hands on concepts • Peaceful resolution • Preparing a model • Lesson Plan for a year 		
Professional skill	<ul style="list-style-type: none"> • Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor. • Analyzing Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stiener, Reggio Emilia. • Apply the knowledge to prepare an Inside – Outside Environment for Pre-School Health and Safety of Pre-School children First Aid. • Identify the development of Practical Life and Sensorial Lesson in Pre-School. • Select and execute the Progression and Presentation of 	<p>The learner after the trainer will be able to work independently and recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and teaching training as per the plan given to them. This can be ascertained by reading the Assessment Criteria.</p> <p>The learner will also be responsible for own quality of teaching and will have to apply quality education to check own work to ensure conformance to requirements of the job.</p>	4

Title/Name of qualification/component: Early Childhood Educator			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	<p>Language and Math Skills in Early Childhood.</p> <ul style="list-style-type: none"> 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. 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. Apply life skills and conflict resolution through Positive Discipline. Increase awareness of self, others and the environment. 	<p>Hence NSQF Level is 4 for this descriptor.</p>	
Core skill	<p>Language to communicate written or oral, with required clarity</p> <ul style="list-style-type: none"> Obtain sources of information and recognize information. Use and draw up technical drawings and documents. Use documents and technical regulations and occupationally related provisions. Conduct appropriate and target oriented discussions with higher authority and within the team. Present facts and circumstances, possible solutions & use English special terminology. Resolve disputes within the team 	<p>The work of Early Childhood Educator involves teaching child, develop their knowledge, behaviour which requires competence in written language with required clarity in order to understand the work enlisted in the lesson plan.</p> <p>The learner will also need to communicate with team, management body to understand the job and explain ones work</p>	4

Title/Name of qualification/component: Early Childhood Educator			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> Conduct written communication. <p>Desired Mathematical Skills</p> <ul style="list-style-type: none"> Demonstrate basic mathematical concept and principles to perform practical operations. Basic skills in Arithmetic, Algebra, Trigonometry and statistics and apply knowledge of specific area to perform practical operations. <p>Basic understanding of social political and natural environment</p> <ul style="list-style-type: none"> Understand and explain the concept in productivity, quality tools, and labour welfare legislation and apply such in day to day work to improve productivity & quality. Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources. Explain entrepreneurship and manage/organize related task in day to day work for personal & societal growth. Comply environment regulation and housekeeping. Identify environmental pollution & contribute to the avoidance of instances of environmental pollution. Deploy environmental protection legislation & regulations 	<p>which requires competence in oral language, with required clarity.</p> <p>The learner will also need to have basic understanding of social political and natural environment as mentioned in the learning outcome for example 'Comply environment regulation and housekeeping'</p> <p>Hence NSQF Level is 4 for this descriptor</p>	

Title/Name of qualification/component: Early Childhood Educator			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> • Take opportunities to use energy and materials in an environmentally friendly manner • Avoid waste and dispose waste as per procedure • Recognize different components of 5S and apply the same in the working environment. 		
Responsibility	<ul style="list-style-type: none"> • Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor. • Analyzing Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stienner, Reggio Emilia. • Apply the knowledge to prepare an Inside – Outside Environment for Pre-School Health and Safety of Pre-School children First Aid. • Identify the development of Practical Life and Sensorial Lesson in Pre-School. • Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood. • 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. • Comprehend of Physical Science, Life Science, Botany, 	<p>The Early Child Educator has to perform all the learning outcomes independently and as per requirements of the task, hence is responsible for own work and learning.</p> <p>Hence NSQF Level is 4 for this descriptor.</p>	4

NSQF QUALIFICATION FILEApproved in 21st NSQC, 03.08.2018

Title/Name of qualification/component: Early Childhood Educator		Level: 4	
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	<p>Zoology and Geography, Creating awareness and sensitivity of the world around us, making rational conclusions, being respectful of other cultures and communities.</p> <ul style="list-style-type: none">• Apply life skills and conflict resolution through Positive Discipline. Increase awareness of self, others and the environment.		

OPTION B

Title/Name of qualification/component: Enter the title here number			Level: Add level
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
Process			
Professional knowledge			
Professional skill			
Core skill			
Responsibility			

SECTION 3
EVIDENCE OF NEED

26	<p>What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?</p> <table border="1" data-bbox="339 472 1209 1379"> <thead> <tr> <th data-bbox="339 472 627 613">Basis</th> <th data-bbox="627 472 1209 613">In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</th> </tr> </thead> <tbody> <tr> <td data-bbox="339 613 627 779">Need of the qualification</td> <td data-bbox="627 613 1209 779">The proposed qualification is running in the system for last few decades and passed out candidates are engaged in various related industries.</td> </tr> <tr> <td data-bbox="339 779 627 1099">Industry Relevance</td> <td data-bbox="627 779 1209 1099">The job role defined for the qualification is as per the National Qualification of Occupation 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. This justifies the qualification is very much relevance for industry.</td> </tr> <tr> <td data-bbox="339 1099 627 1265">Usage of the qualification</td> <td data-bbox="627 1099 1209 1265">The Proposed qualification is running in ITI system across the country successfully over the period of time.</td> </tr> <tr> <td data-bbox="339 1265 627 1379">Estimated uptake</td> <td data-bbox="627 1265 1209 1379">This is a New Trade. The present seating capacity is approximately 338.</td> </tr> </tbody> </table>	Basis	In case of other Awarding Bodies (Institutes under Central Ministries and states departments)	Need of the qualification	The proposed qualification is running in the system for last few decades and passed out candidates are engaged in various related industries.	Industry Relevance	The job role defined for the qualification is as per the National Qualification of Occupation 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. This justifies the qualification is very much relevance for industry.	Usage of the qualification	The Proposed qualification is running in ITI system across the country successfully over the period of time.	Estimated uptake	This is a New Trade. The present seating capacity is approximately 338.
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Usage of the qualification	The Proposed qualification is running in ITI system across the country successfully over the period of time.										
Estimated uptake	This is a New Trade. The present seating capacity is approximately 338.										
27	<p>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences.</p> <p>This qualification is run by Ministry of Skill Development and Entrepreneurship and different industries under the related line ministry are also generally consulted before finalizing the curricula.</p>										
28	<p>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</p> <p>The qualification is originally designed and approved by NCVT for the Craftsmen Training Scheme and is in existence for the last 60 years. NCVT has been entrusted with the responsibilities of prescribing standards and curricula for craftsmen training, advising the Government of India on the overall policy and programmes, conducting All India Trade Tests and awarding National Trade Certificates.</p>										

29	<p>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here</p> <ul style="list-style-type: none"> • Mentor Council (MC) for the Banking, Financial, Service & Insurance Sector was formed in 2014 to review the curriculum of this qualification under the sector. • CSTARI, the research wing of DGT, reviews and updates the qualification, in consultation with industries and other stakeholders, on a regular basis by conducting trade committee meetings. • DGT will keep on doing continuous comparative study in the trade by referring to relevant upcoming qualifications in the National Qualifications Register (NQR) and relevant sectors.
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Please attach most relevant and recent documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

SECTION 4 **EVIDENCE OF PROGRESSION**

30	<p>What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector? <i>Show the career map here to reflect the clear progression</i></p> <ul style="list-style-type: none"> • Qualifying trainee will obtain an NCVT Certificate in Early Childhood Educator trade which gives the following options of progression to the trainee: <ol style="list-style-type: none"> i) National Apprenticeship Certificate will be designed in due course of time as this a new trade. ii) Teacher in the day to day running of the pre-school. iii) Supervisor in the primary school and undertake a key worker role with special children. iv) Any Pre-school Demonstrator /counsellor. v) As special Educator in pre-primary /primary school. vi) As Day-care & Care teacher. vii) Can assistant teacher in school and occupational therapist.
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Please attach most relevant and recent documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.