



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- 3.5



SECTOR – EDUCATION, TRAINING AND RESEARCH



Directorate General of Training

EARLY CHILDHOOD EDUCATOR

(Non-Engineering Trade)

(Revised in March 2023)

Version: 2.0

CRAFTSMEN TRAINING SCHEME (CTS)

NSQF LEVEL – 3.5

Developed By

Ministry of Skill Development and Entrepreneurship

Directorate General of Training

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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 related to job role. 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 under Professional skill subject are as below: -

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.

The trainee will be taught different 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 modeling, encouraging & counseling.

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 economy/ Labour market. The vocational training programmes are delivered under the aegis of Directorate General of Training (DGT). Craftsman Training Scheme (CTS) with variants and Apprenticeship Training Scheme (ATS) are two pioneer schemes of DGT for strengthening vocational training.

‘Early Childhood Educator’ trade (Renamed from Pre-Preparatory School Management Assistant) under CTS is one of the courses delivered nationwide through a network of ITIs. The course is of one year duration. It mainly consists of Domain area and Core area. The Domain area (Trade Theory & Practical) imparts 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 DGT which is recognized worldwide.

Candidates broadly need to demonstrate that they are able to:

- Read and interpret 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 parameters related to the task undertaken.

2.2 PROGRESSION PATHWAYS

- Can join establishments as professional and will progress further as Senior professional, Supervisor and can rise up to the level of Manager.
- Can become Entrepreneur in the related field.
- 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.
- Can join Advanced Diploma (Vocational) courses under DGT as applicable.

2.3 COURSE STRUCTURE

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

S No.	Course Element	Notional Training Hours
1.	Professional Skill (Trade Practical)	840
2.	Professional Knowledge (Trade Theory)	240
3.	Employability Skills	120
	Total	1200

Every year 150 hours of mandatory OJT (On the Job Training) at nearby industry, wherever not available then group project is mandatory.

On the Job Training (OJT)/ Group Project	150
Optional Courses (10th/ 12th class certificate along with ITI certification or add on short term courses)	240

Trainees of one-year or two-year trade can also opt for optional courses of up to 240 hours in each year for 10th/ 12th class certificate along with ITI certification, or, add on short term courses.

2.4 ASSESSMENT & CERTIFICATION

The trainee will be tested for his skill, knowledge and attitude during the period of course through formative assessment and at the end of the training programme through summative assessment as notified by the DGT from time to time.

a) The **Continuous Assessment** (Internal) 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 formative assessment template provided on www.bharatskills.gov.in

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 Controller of examinations, DGT as per the guidelines. The pattern and marking structure is being notified by DGT 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

For the purposes of determining the overall result, weightage of 100% is applied for six months and one year duration courses and 50% weightage is applied to each examination for two years courses. The minimum pass percent for Trade Practical and Formative assessment is 60% & for all other subjects is 33%.

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 some of 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
- Computer based multiple choice question examination
- Practical Examination

Evidences and records of internal (Formative) assessments are to be preserved until forthcoming examination for audit and verification by examining body. The following marking pattern to be adopted for formative assessment:

Performance Level	Evidence
(a) Marks in the range of 60%-75% to be allotted during assessment	
<p>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</p>	<ul style="list-style-type: none"> • Demonstration of good skills and accuracy in the field of work/ assignments. • A fairly good level of neatness and consistency to accomplish job activities. • Occasional support in completing the task/ job.
(b) Marks in the range of 75%-90% to be allotted during assessment	
<p>For this grade, a candidate should produce work which demonstrates attainment of a reasonable standard of craftsmanship, with little guidance, and regard for safety procedures and practices</p>	<ul style="list-style-type: none"> • Good skill levels and accuracy in the field of work/ assignments. • A good level of neatness and consistency to accomplish job activities. • Little support in completing the task/job.
(c) Marks in the range of more than 90% to be allotted during assessment	
<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 and accuracy in the field of work/ assignments. • A high level of neatness and consistency to accomplish job activities. • Minimal or no support in completing the task/ job.

3. JOB ROLE

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

Reference NOS:

- (i) MEP/N4102
- (ii) MEP/N4101
- (iii) MEP/N9427

4. GENERAL INFORMATION

Name of the Trade	Early Childhood Educator
Trade Code	DGT/1048
NCO - 2015	2342.0100, 2342.9900
NOS Covered	MEP/N4102, MEP/N4101, MEP/N9427
NSQF Level	Level-3.5
Duration of Craftsmen Training	One Year (1200 Hours + 150 OJT/ Group Project)
Entry Qualification	Passed 10 th class examination
Minimum Age	14 years as on first day of academic session.
Eligibility for PwD	LD, CP, LC, DW, AA, LV, AUTISM
Unit Strength (No. of Student)	24 (There is no separate provision of supernumerary seats)
Space Norms	48 sq. m
Power Norms	3 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>B. Voc./Degree in Education with UGC recognized university one year experience in the relevant field.</p> <p style="text-align: center;">OR</p> <p>Certificate course in Pre-primary Teachers Training from UGC recognized institute with three Years' experience in the relevant field.</p> <p style="text-align: center;">OR</p> <p>Child development course in home science/education with three years' 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' experience.</p> <p><u>Essential Qualification:</u> Relevant Regular / RPL variants of National Craft Instructor</p>

	<p>Certificate (NCIC) under DGT.</p> <p>Note: Out of two Instructors required for the unit of 2 (1+1), one must have Degree/Diploma and other must have NTC/NAC qualifications. However both of them must possess NCIC in any of its variants.</p>
(ii) Employability Skill	<p>MBA/ BBA / Any Graduate/ Diploma in any discipline with Two years' experience with short term ToT Course in Employability Skills (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 in ITIs with short term ToT Course in Employability Skills</p>
(iii) Minimum age for Instructor	21 years
List of Tools and Equipment	As per Annexure – I

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

5.1 LEARNING OUTCOMES

1. Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor following safety precautions. (NOS: MEP/N4102)
2. Analyze Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stienner, Reggio Emilia. (NOS: MEP/N9427)
3. Apply the knowledge to prepare an Inside – Outside Environment for Pre-School Health and Safety of Pre-School children First Aid. (NOS: MEP/N4101)
4. Identify the development of Practical Life and Sensorial Lesson in Pre-School. (NOS: MEP/N4102)
5. Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood. (NOS: MEP/N4102)
6. 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. (NOS: MEP/N4102)
7. Comprehend 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. (NOS: MEP/N4102)
8. Apply life skills and conflict resolution through Positive Discipline. Increase awareness of self, others and the environment. (NOS: MEP/N4102)

6. ASSESSMENT CRITERIA

LEARNING OUTCOMES	ASSESSMENT CRITERIA
1. Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor following safety precautions. (NOS: MEP/N4102)	Domains and stages of development as basic concepts in growth & development.
	Milestones of each developmental cycle.
	Role of heredity and environment, importance of whole child view of development (Holistic Development).
	Norms and Variations in developmental and behaviour processes and importance of early identification of developmental delay.
	Skills to observe Physical, Social, Emotional and cognitive development of children.
2. Analyze Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stiener, Reggio Emilia. (NOS: MEP/N9427)	Maria Montessori, her life and work.
	The Montessori Method.
	Montessori v/s Traditional.
	Analysing similarities and differences in the Early Childhood Philosophies.
	Knowledge of current trends and practices in Pre – schools.
3. Apply the knowledge to prepare an Inside – Outside Environment for Pre – School Health and Safety of Pre – School children First Aid. (NOS: MEP/N4101)	Designing an indoor outdoor classroom.
	Knowledge of areas of learning in the environment indoor outdoor.
	Materials needed to prepare the environment indoor outdoor.
	Health and Safety of pre- schools.
	Knowledge of how to administer first aid to children
4. Identify the development of Practical Life and Sensorial Lesson in Pre-School. (NOS: MEP/N4102)	Knowledge of why practical life lessons are the basis of pre - school education.
	Analysing the practical life lessons and what skills are they building in children.
	Skills to prepare practical life lessons and how these lessons will help the development of the child.
	Knowledge of how sensorial lessons are the basis of building cognitive skills in pre – schools children.

	Analyzing the sensorial lessons and what skills are they building in children.
	Skills prepare sensorial lessons for the children and the knowledge of the progression of these lessons.
5. Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood. (NOS: MEP/N4102)	Stages of Language in A Child
	Comprehension of pre reading and pre writing skills , Able to present lessons at age appropriate time.
	Efficient in storytelling & building vocabulary.
	Knowledge of association of sounds and symbols phonetically.
	Skills in preparing lessons for children to take them from pre reading to reading pre writing to writing.
	Knowledge of sequence and order of presentation of lessons.
	Knowledge and skills to properly match the child's ability to lesson presentation.
	Proficiency in lesson presentation.
6. 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. (NOS: MEP/N4102)	Knowledge of Aesthetic development in children.
	Skills to create an environment for artistic & musical growth in children appreciate, accept, encourage and challenge children.
	Knowledge of line time activities to strengthen the social emotional development in children.
	Application of fine and large motor activities during line time.
7. Comprehend 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. (NOS: MEP/N4102)	Application of science process in everyday life.
	Skills of training children to explore observe talk and share.
	How to inculcate scientific temper / aptitude which can be developed amongst children.
	The knowledge of plant & animal life and their life cycles.
	Knowledge of the concept of whole to one with regard to the universe
8. Apply life skills and	Comprehensive awareness of self and others.



conflict resolution through Positive Discipline. Increase awareness of self, others and the environment. (NOS: MEP/N4102)	Demonstrating peaceful behaviour by role modeling.
	Application of giving choices against threatening.
	Application of peaceful conflict resolution.
	Skills of a redirecting a child in a positive way
	Use of affirmative words.
	Application of Proper Classroom management.

7. TRADE SYLLABUS

SYLLABUS FOR EARLY CHILDHOOD EDUCATOR TRADE			
DURATION: ONE YEAR			
Duration	Reference Learning Outcome	Professional Skills (Trade Practical)	Professional Knowledge (Trade Theory)
Professional Skill 105Hrs; Professional Knowledge 30Hrs	Develop growth and development of 0-6 years old Physical, language, social, emotional, cognitive, fine motor development, gross motor following safety precautions.	<ol style="list-style-type: none"> Growth & Development of 0–6 years. Milestones of development. Formative years. Art of Observations. Recognising the milestone of development. Anger & frustration management. Learn techniques to teach handle cranky children. Calming techniques. Observation of video relating to development. 	<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.
Professional Skill 63Hrs; Professional Knowledge 18Hrs	Analyze Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stiener, Reggio Emilia.	<ol style="list-style-type: none"> Knowledge of Montessori approach. The high scope curriculum for Early Childhood. Thematic approach to Wald of approach. Reggio Emilia approach. Current training and practices in Early Childhood education. Gross motor development. Knowledge of characteristics of play. Pre requisites of play and categories of play. 	<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
Professional Skill 63Hrs;	Apply the knowledge to	18. Creating an environment conducive to the learning	<ul style="list-style-type: none"> Drawing or creating models of Early

<p>Professional Knowledge 18 Hrs</p>	<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.</p> <p>19. Knowledge of the materials needed in the environment for the holistic development of the child.</p> <p>20. Piaget theory of cognition.</p> <p>21. Play assessments.</p> <p>22. Using play as a therapeutic modality.</p> <p>23. Facilitate a match between preferences and skill.</p> <p>24. Identification of child with immature play skill.</p> <p>25. Basic knowledge and assessment of behaviour.</p>	<p>Childhood 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.
<p>Professional Skill 126Hrs; Professional Knowledge 36Hrs</p>	<p>Identify the development of Practical Life and Sensorial Lesson in Pre _ School.</p>	<p>26. Overview of Practical Life Lesson.</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</p> <ul style="list-style-type: none"> ➤ Introduction to different types of touch, smell, test, vision, sound. ➤ Sharpen the 5 senses. ➤ Looking at similarities 	<ul style="list-style-type: none"> ● Prepare and Practice lessons for Practical Life Area. ● Practicing lessons for Sensorial. ● How to use the equipment correctly.

		<p>and differences.</p> <ul style="list-style-type: none"> ➤ Building up cognitive skills through self-correcting lessons. ➤ Distinguishing and categorizing. ➤ Learning 'What, Why, Where, How'. <p>28. Overview of life's practical lessons</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.</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. 	
<p>Professional Skill 126Hrs; Professional Knowledge 36Hrs</p>	<p>Select and execute the progression and Presentation of Language and Math Skills in Early Childhood.</p>	<p>Language</p> <p>30. Stages of language development in a child.</p> <p>31. Pre – writing skills Moulding finger clay, painting, sand play, working on gripping, different gripping activities.</p>	<p>Language</p> <ul style="list-style-type: none"> ● Less on preparation for Pre – writing. ● Less on preparation for Pre –reading. ● Matching Cards. ● Patterning Cards. ● Classifying Cards.

		<p>32. Pre – reading skills Picture books, audio visual clipping.</p> <p>33. Introducing new vocabulary to children.</p> <p>34. The art of storytelling with actions.</p> <p>35. Introduction to phonics.</p> <p>36. Sounds and symbols.</p> <p>37. CVC words.</p> <p>38. Blends, Sight words.</p> <p>39. Reading Sentences.</p> <p>40. Comprehension skills.</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.</p> <p>42. Working on concepts C practical aspects.</p> <p>43. Concept of Quantity.</p> <p>44. Concept of Symbol.</p> <p>45. Concept of matching Quantity with Symbol.</p> <p>46. 1 – 10 Teen and Ten Numbers.</p> <p>47. 1-100 recognition of numbers.</p> <p>48. Decimal system.</p> <p>49. Operations (Addition and Subtraction).</p> <p>50. Before and after numbers.</p> <p>51. Skip counting.</p>	<ul style="list-style-type: none"> ● 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 words <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.
<p>Professional Skill 126Hrs;</p> <p>Professional Knowledge 36Hrs</p>	<p>Select and apply the Art, Craft Music in Early Childhood to build concentration and calmness, realizing of feelings and</p>	<p>52. Introduction and importance of Art and Music.</p> <p>53. Experiencing different art styles.</p> <p>54. Line time Activities.</p>	<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

	<p>developing balancing control movements to reach their full potential.</p>	<p>55. Story telling. 56. Songs and rhymes. 57. Songs for movement. 58. Puzzle activates to build concepts of right-left, up-down etc. 59. Beading activates to build concentration. 60. Finding out new ways and activates to build a child’s level of concentration. 61. Teach cutting & pasting activates. 62. Analytic questions. 63. Teach rhyming word. 64. Teach activates which needs attention. 65. Role play “very Imp” e.g.: - students are teachers & teachers become students just for play.</p>	<p>songs and stories with the use of puppets.</p> <ul style="list-style-type: none"> ● Preparing Teaching Aids. ● Art portfolio using different medium of art.
<p>Professional Skill 126Hrs; Professional Knowledge 36Hrs</p>	<p>Comprehend 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.</p>	<p>66. Introduction and importance of time line (Past, Present, Future). 67. Introduction to safety e.g.: - How to cross road ➤ Concepts about signal, zebra crossing etc. 68. Teaching life lessons on equality & respect for others. 69. Teach about present affairs of the country. 70. Understanding of simple mechanism. – Fan, Light, AC etc. 71. Preparation of lessons on life science and physical science, botany, zoology</p>	<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 <ul style="list-style-type: none"> ➤ Mammals ➤ Reptiles ➤ Amphibians ➤ Birds ➤ Fish ● Preparing lesson to teach hands on concepts.

		<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 	
<p>Professional Skill 105Hrs;</p> <p>Professional Knowledge 30 Hrs</p>	<p>Apply life skills and conflict resolution through Positive Discipline. Increase awareness of self, others and the environment.</p>	<p>72. Peace Education.</p> <p>73. Conflict Resolution.</p> <p>74. Importance of Silence Time.</p> <p>75. Art of giving Choices.</p> <p>76. Re – directing child in a positive way.</p> <p>77. Application of Re-enforcement techniques.</p> <p>78. Understanding the problem area of a child.</p> <p>79. Emotional status of a child.</p> <p>80. Using affirmative words.</p> <p>81. Classroom management.</p> <p>82. Stress and time management.</p> <p>83. Preparing Lesson Plans</p> <ul style="list-style-type: none"> ➤ Yearly ➤ Monthly ➤ Weekly ➤ Daily 	<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.
Practice teaching in pre-school			

SYLLABUS FOR CORE SKILLS

1. Employability Skills (Common for all CTS trades) (120Hrs)

Learning outcomes, assessment criteria, syllabus and Tool List of Core Skills subjects which is common for a group of trades, provided separately in www.bharatskills.gov.in /www.dgt.gov.in

List of Tools & Equipment			
EARLY CHILDHOOD EDUCATOR (For batch of 24 Candidates)			
S No.	Name of the Tools and Equipment	Specification	Quantity
1.	Table Tops		1No.
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"	12 Nos.
17.	Plastic containers to keep things	2 lit. /1 lit. / ½ lit /100ml.	12 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		24Mtrs.
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.	Desktop Computer	CPU: 32/64 Bit i3/i5/i7 or latest processor, Speed: 3 GHz or Higher. RAM:-4 GB DDR-III or Higher, Wi-Fi Enabled. Network Card: Integrated Gigabit Ethernet, with USB Mouse, USB Keyboard and Monitor (Min. 17 Inch. Licensed Operating System and Antivirus compatible with trade related software.	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		1 No.for each room
35.	Pink towers		1 No.
36.	Broad stairs		1 No.
37.	Red rods		1 No.
38.	Knobs and knobbles 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.
List of Indoor /Outdoor Play Materials / Equipment			
66.	Swing	2 Seater	1 No.
67.	Conventional slide		1 No.
68.	Rubber rings		3 Nos.
69.	Plastic balls seamless	8cm diameter non crushable	100
70.	Sand pit / Sand box with trays, plastic containers, moulds of different types / kinetic sand		1 No.
71.	Water play arrangement with basin, basket, mugs and cups of different sizes, Sieves etc.gardening tools		1 No.
72.	Rockers		4 Nos.
73.	Ride on		2 No.
74.	Walking on the line Balancing activity		1 No.
75.	Blocks large plastic		1 set
76.	Eva Mat for activity area	2x2 feet, 10 mm thickness	12 Nos.
77.	Sculpting clay		6 Nos.
78.	Soft Magnetic material occupation/flower/fruit /wild animal/domestic animals/aquatic /birds/ phonetic/alphabet/numbers/shapes		1 set each
79.	Hand puppets animals, birds, occupation, family		1set
80.	Play Parachute		4 meter diameter
81.	Wooden toys alphabet upper and lower /numbers 0 to 20/days of		1set

	week/months/lacing activity toys/ blocks /hand, feet puzzle/pounding/ rolling pin and board/ grating		
82.	Dressing frame : big button/small button, hook eye/zip/Velcro/ribbon/press button		1set
83.	Dressing up stand with mirror		1set
84.	Role play area		1set
85.	Mechanical set		1set
86.	Clay		As required
87.	Kitchen Play		As required
88.	Imaginative play games		As required
89.	Swing		As required
90.	Trantpulin		As required
91.	Therapy balls		As required
92.	Blankets		As required
93.	Marbels		As required
94.	Bubbles		As required
95.	Diff writing aids		As required

Note:

1. Internet facility is desired to be provided in the class room.
2. **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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List of Expert members participated for finalizing the course curriculum of Early Childhood Educator.			
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2.	L. K. Mukherjee, DDT	CSTARI, Kolkata	Co-Ordinator
3.	Dr. Sweet, Director	Institute of Guided Studies, USA	Expert
4.	Dr. Yasmeen Bhatia	Principal, ITI, Kandivali (W), Mumbai	Expert
5.	Mariyam Petiwala, Co-ordinator	ITI, Kandivali (W), Mumbai	Expert
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10.	Karen Maghnum, Head Mistress	Montessori School of Macon	Expert
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12.	Rachana Sachin Dave, Secretary	Nutan Bal Shikshan Sangh, Vadodara	Member
13.	Dhruti Shah, Occupational Therapist	Self Employed	Member
14.	D.J Varmoon, Principal	ITI, Gorwa, Gujarat	Member
15.	Vasim M. Mafat, S.I.	-Do-	Member
16.	P.K. Bairagi, TO	CSTARI, Kolkata	Member

ABBREVIATIONS

CTS	Craftsmen Training Scheme
ATS	Apprenticeship Training Scheme
CITS	Craft Instructor Training Scheme
DGT	Directorate General of Training
MSDE	Ministry of Skill Development and Entrepreneurship
NTC	National Trade Certificate
NAC	National Apprenticeship Certificate
NCIC	National Craft Instructor Certificate
LD	Locomotor Disability
CP	Cerebral Palsy
MD	Multiple Disabilities
LV	Low Vision
HH	Hard of Hearing
ID	Intellectual Disabilities
LC	Leprosy Cured
SLD	Specific Learning Disabilities
DW	Dwarfism
MI	Mental Illness
AA	Acid Attack
PwD	Person with disabilities

