



National Competency Standards for
Early Childhood
Care and Education (ECCE)
(ECCE Assistant Teacher/Educator)
LEVEL-2



**National Vocational and
Technical Training Commission (NAVTTTC)
Government of Pakistan**



ACKNOWLEDGEMENT

National Vocational and Technical Training Commission (NAVTTTC) extends its gratitude and appreciation to many representatives of business, industry, academia, government agencies, Provincial TEVTAs, Sector Skill Councils and trade associations who spared their time and expertise to the development and validation of National Vocational Qualifications (Competency Standards, Assessments Packs and related material) for the trade of Early Childhood Care and Education. This work would not have been possible without the technical support of the personnel of the above said organizations, the core team for Qualification Development and Skill Standard Wing of NAVTTTC.

NAVTTTC initiated development of CBT&A based qualifications for 200 traditional / hi-tech trades under the Prime Minister's Hunarmand Pakistan Program, focusing on Development & Standardization of 200 Technical & Vocational Education & Training (TVET) Qualifications. NAVTTTC efforts have received full support from the Ministry of Federal Education and Professional Training, which highly facilitated progress under this initiative.

It may not be out of place to mention here that all the experts of Industry, Academia and TVET experts of TEVTAs, BTEs and VTC work diligently for making this qualification worthy and error free for which all credit goes to them. However, NAVTTTC accepts the responsibility of all the errors and omissions still prevailing in the Qualification document.

It is also noteworthy that development of Skill Standards is a dynamic and ongoing process, and the developed skill standards needs periodic review and updating owing to the constant technological advancements, development in scientific knowledge, and growing experience of implementation at the grass root level as well as the demand of industry. NAVTTTC will ensure to keep the qualifications abreast with the changing demands of both national and international job markets.

Engr. Sajid Balouch
Executive Director,
NAVTTTC



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INTRODUCTION

Early childhood, defined as the years between birth and the age of eight, is a period of rapid development, with brain development at its apex. Children are heavily influenced by their environment and the people around them throughout this era. Early childhood care and education (ECCE) is more than just a way to get kids ready for kindergarten. It seeks to meet a child's social, emotional, cognitive, and physical requirements holistically in order to lay a strong and comprehensive foundation for lifetime learning and happiness. ECCE has the potential to raise future citizens who are compassionate, capable, and responsible. ECCE is thus one of the best investments a government can make to enhance human resource development, gender equality, and social cohesion while also lowering the costs of later remedial programs. According to UNESCO, ECCE plays an important role in compensating for parental disadvantages and reducing educational inequities for disadvantaged children. Learning basic skills is not the main goal of early childhood education. It's a period during which children develop crucial social and emotional skills and a partnership between the child, their parents, and the instructor is formed. When this is done well, the foundation is laid for it to continue throughout the child's schooling.

The Education for All proclamation, as well as subsequent reiterations at World Education Conferences, has elevated Early Childhood Care and Education (ECCE) to the forefront of policy debate in over 180 nations. Pakistan, as a signatory party to the framework, has also pledged to fund ECCE activities in the country. Pakistan is also a signatory to the Education 2030 vision, which was approved in the Incheon Declaration at the World Education Forum 2015 (WEF 2015) in South Korea on May 21, 2015. The Incheon Declaration represents the education community's commitment to Education 2030 and the 2030 Agenda for Sustainable Development (SDG), which recognizes education's critical role as a main engine of development. The provision of quality Early Childhood Care and Education or pre-primary education, regardless of gender or location, is closely linked to SDG target 4.2.

Despite the fact that little has been accomplished under the EFA motto and attempts to develop and execute at least one year of pre-primary education across the country, much remains to be done to ensure quality ECCE in Pakistan. Recognizing the significance of the



early years and agreeing that every "child should have the opportunity to grow in an atmosphere that cherishes children, provides for a safe and secure environment, and respects diversity," The government expanded the scope of the program to cover children aged 0 to 8. The Policy reaffirms that the government would work beyond Early Childhood Education, and that the concept of "Care" will take center stage. As a result, for children and their families, Early Childhood Care and Education would consequently include a synergy of health, nourishment, safety, learning, culture, creativity, arts, musical appreciation, and technology.

Keeping in view the importance of Early Childhood Care and Education, the government supported the development of Competency Standards. These competency standards have been developed by the Qualification Development Committee (QDC) and validated by the Qualification Validation Committee (QVC) with representation from the country's leading departments such as the Institute of Early Childhood Education, Federal Urdu University Karachi, Poverty Eradication Initiatives, Technical Boards and TEVTAs.

PURPOSE OF THE QUALIFICATION

The competency based NVQ has been developed to train the unskilled men and women of Pakistan on the technical and entrepreneurial skills to be employed / self-employed and inevitably set sustainable impact on their lives by increase in their livelihood income generation.

The purpose of these qualifications is to set professional standards for ECCE, who will serve as key elements enhancing quality of Education Sector. The specific objectives of developing these qualifications are as under:

- Improve the professional competence of Early Childhood Care and Education (ECCE)
- Capacitate the local community and trainers in modern CBT trainings, methodologies and processes as envisaged under NVQF
- Provide flexible pathways and progressions in Early Childhood Care and Education (ECCE)
- Enable the trainees to perform their duties in efficient manner
- Establish a standardised and sustainable system of training in Early Childhood Care and Education (ECCE) in Pakistan Prepare skilled Early



Childhood workforce (workers) by developing work related skills, mastery of underlying knowledge and scientific principles of Early Childhood Care & Education

- Provide continuous professional development to meet the rapid changes in knowledge, attitude, and skills required for an ECCE worker
- Help teachers The early childhood educator professional preparation standards herein are aligned with the five broad categories of educators' decision-making described in depth in the developmentally appropriate practice position statement:
- Help Early Childhood Teachers to use knowledge of child development and learning in context to create a caring community of learners
- Engage teachers in reciprocal partnerships with families and fostering community connections
- Provide guidelines how to observe, document, and assess children's development and learning
- Provide opportunities for teaching to enhance each child's development and learning
- Provide awareness on how to utilize content areas to plan and implement an engaging curriculum designed to meet goals that are important and meaningful for children, families, and the community in the present as well as the future
- Provide the knowledge, skills, and dispositions that early childhood educators need in order to make decisions that exemplify ethical, intentional, and reflective professional judgment and practice.
- Support self-employment.
- Establish a mechanism for recognition of qualification for early childhood workforce

DATE OF VALIDATION

The level 2 of National qualification on ECCE has been validated by the Qualifications Validation Committee (QVC) members on Dec 12, 2022 to Dec 16, 2022 at PC Hotel, Karachi and will remain valid for three years i.e. Dec 17, 2025.



DATE OF REVIEW

The level 2 of National qualification on ECCE has been validated by the Qualifications Validation Committee (QVC) members on Dec 12, 2022 to Dec 16, 2022 at PC Hotel, Karachi and shall be reviewed after three years i.e. Dec 17, 2025.

CODE OF QUALIFICATIONS

Qualification Title	Code
National Vocational Certificate Level 2, in Early Childhood Care and Education (ECCE Assistant Teacher/Educator)	0112ECCE01

ENTRY REQUIREMENTS

- For National Vocational Certificate Level-2 in Early Childhood Care and Education, the entry requirement is Intermediate or equivalent to Intermediate.



QUALIFICATIONS DEVELOPMENT COMMITTEE

The following members participated in the qualification development of this qualification:

Sr. No.	Name	Designation	Organization
1.	Mr. Liaqat Ali Jamro	Director Academics	S-TEVTA
2.	Mr. Mushtaq Ahmed	Director M&E	P-TEVTA
3.	Engr. Syed Qasim Shah	V.P GCT Peshawar,	KP-TEVTA
4.	Mr. Shaukat Ali Rana	Deputy Controller Examination	PBTE, Lahore
5.	Ms. Naheed Wasi	Lead Consultant, Founding Director	Institute of Early Childhood Education & Development Karachi
6.	Ms. Salimah Al Nassar Surani	Head of Degree Programs & Research	IECED Karachi
7.	Ms. Asma Nayeem	Consultant	British Council Karachi
8.	Ms. Itrat Fatima	Trainer	(Shah Wilayat Public School) (London Montessori Teacher Training Centre) Karachi
9.	Ms. Rehana Haider	Educator	(Poverty Eradication Initiatives) Karachi
10.	Ms. Shaila Mehfooz	Educator	(Poverty Eradication Initiatives) Karachi
11.	Ms. Kiran Javaid Hajani	Head of Certificate & Diploma Programs	IECED Karachi
12.	Ms. Mahera Shoaib	Lecturer	Federal Urdu University Karachi
13.	Mr. Masroor Shaikh	Chairman	SBTE Karachi
14.	Mr. Ghulam Raza	Representative	B-TEVTA
15.	Engr. Danish Khan	DACUM Facilitator	Islamabad
16.	Ms. Ambrina Bakhtiar	Director	SS&C (NAVTTTC)
17.	Mr. Muhammad Aasim	Assistant Director	SS&C (NAVTTTC)



QUALIFICATIONS REVIEW AND VALIDATION COMMITTEE

The following members participated in the qualification review and validation of this qualification:

Sr. No.	Name	Designation	Organization
1.	Mr. Liaqat Ali Jamro	Director Academics	S-TEVTA
2.	Ms. Shahna Jabeen	Secretary	TTB Sindh
3.	Mr. Muhammad Aasim	Assistant Director	SS&C (NAVTTTC)
4.	Ms. Naheed Wasi	Lead Consultant, Founding Director	Institute of Early Childhood Education & Development Karachi
5.	Ms. Rehana Haider	Educator	(Poverty Eradication Initiatives) Karachi
6.	Ms. Shaila Mehfooz	Educator	(Poverty Eradication Initiatives) Karachi
7.	Ms. Salimah Al Nassar Surani	Head of Degree Programs & Research	IECED Karachi
8.	Ms. Asma Nayeem	Consultant	British Council Karachi
9.	Ms. Nusrat Wasi	Educator	Poverty Eradication Initiatives, Karachi
10.	Ms. Syeda Sana Zaidi	Trainer	Institute of Early Childhood Education & Development Karachi
11.	Ms. Mahera Shoaib	Lecturer	Federal Urdu University Karachi
12.	Ms. Asma Rehman	Principal	Al-Rehman Iqra School
13.	Ms. Sara Parveen	Research Officer	Social Welfare Department, GOS
14.	Ms. Nida Nazeer	Lecturer	IBA, Sukkur
15.	Mr. Shaikh Asim Qamar	DACUM Expert	UNDP



“ECCE Assistant Teacher/Educator”

(6 Months)

Code	Competency Standards	Category	Level	Theory		Practical		Total	
				C	Hr.	C	Hr.	C	Hr.
102200843	Comply with Work Health and Safety Policies	Generic	2	1	10	2	20	3	30
073200592	Perform Basic Communication Skills	Generic	2	1	10	2	20	3	30
0112ECCE01-A	Practice Basic English language skills	Soft Skill	2	1	10	4	40	5	50
081PF02	Perform Basic Computer Operations	Digital Skill	2	1	10	4	40	5	50
0112ECCE01-B	Teach Basic Numeracy & Literacy-1 (English & Urdu)	Soft Skill	2	1	10	4	40	5	50
0112ECCE01-C	Use First Aid skills and knowledge to provide a First Aid Response to children	Functional	2	1	10	4	40	5	50
0112ECCE01-D	Practice basic Professional Ethics	Technical	2	1	10	2	20	3	30
0112ECCE01-E	Learn to play	Technical	2	1	10	3	30	4	40
0112ECCE01-F	Use Child developmental theories,	Technical	2	1	10	3	30	4	40



	observation methods and observation tool "checklist"								
0112ECCE01-G	Build relationship with families	Technical	2	1	10	4	40	5	50
0112ECCE01-H	Design Creative Art and Crafts Activities	Technical	2	1	10	7	70	8	80
0112ECCE01-I	Implement teaching Practice	Technical	2	1	10	8	80	9	90
Total				13	130	45	450	60	600



102200843 - Competency Standard A: Comply with Work Health and Safety Policies

Overview: This unit describes the performance outcomes, skills and knowledge required to apply general work health and safety requirements in the workplace. Communicate work and health safety assess at work place. It describes generic work health and safety responsibilities applicable to employees without managerial or supervisory responsibilities.

Competency Units	Performance Criteria
CU1. Work safely at work place	<p>You must be able to:</p> <p>P1. Identify relevant organizational safety policies and procedures</p> <p>P2. Categorize tools and equipment as per requirements</p> <p>P3. Maintain tools and equipment</p> <p>P4. Follow established safety procedures during work activities</p> <p>P5. Identify existing or potential safety issues to designated persons</p> <p>P6. Report work-related incidents and accidents to supervisor</p> <p>P7. Take necessary measures to minimizing risks</p>
CU2. Communicate work health and safety (WHS) assess at work place	<p>You must be able to:</p> <p>P1. Raise work health and safety issues with supervisor.</p> <p>P2. Contribute to workplace meetings and other consultative processes for work health and safety management at the workplace</p> <p>P3. Make suggestions for improving work health and safety practices</p>
CU3. Minimize risks to personal safety at work place	<p>You must be able to:</p> <p>P1. Identify situations that may endanger the personal safety</p> <p>P2. Document the incident regarding personal safety at work place</p>



	<p>P3. Eliminate workplace hazards regarding personal safety</p> <p>P4. Identify damaged items and equipment for personal safety</p> <p>P5. Notify supervisor regarding damaged items and equipment for personal safety</p>
CU4. Minimize risks to public safety	<p>You must be able to:</p> <p>P1. Identify situations that may endanger the public safety</p> <p>P2. Document the incident at work sites</p> <p>P3. Eliminate workplace hazards at work sites</p> <p>P4. Identify damaged items and equipment related to public safety</p> <p>P5. Notify Situation that may endanger situation for safety measures.</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- K1.** Identify the commonly used tools and equipment used at workplace.
- K2.** Rights and responsibilities of employers and employees
- K3.** Consultative processes to manage and monitor health and safety issues to enable active participation in maintaining a safe workplace
- K4.** State potential hazards in the workplace
- K5.** State commonly used hazard signs and safety symbols

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

- 1. Identify health and safety policies to maintain and avoid any unwanted incident.



073200592 - Competency Standard B: Perform Basic Communication Skills

Overview: This unit describes the skills and knowledge required to assist in the development of communication competence by providing information regarding different forms of communication and their appropriate use.

Competency Units	Performance Criteria
CU1. Work in Team	<p>You must be able to:</p> <p>P1. Treat team members with respect and maintain positive relationships to achieve common organizational goals</p> <p>P2. Listen to instructions carefully & comply with those instructions</p> <p>P3. Provide work related information to team members and identify interrelated work activities to avoid confusion</p> <p>P4. Adopt communication skills, appropriate to work activities and organizational/medical procedures</p> <p>P5. Identify problems and resolve them through discussion and mutual agreement</p>
CU2. Follow Supervisor's instructions	<p>You must be able to:</p> <p>P1. Carefully listen and note down the instructions of Supervisor</p> <p>P2. Carry out the instructions of the supervisor</p> <p>P3. Report to the supervisor as per organizational SOPs</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- K1.** Reporting techniques
- K2.** importance and application of Work ethics



- K3.** Explain the importance of Good communication skills (7Cs of effective communication)
- K4.** Explain the importance of Basic computer skills
- K5.** Workplace dress code
- K6.** Describe the role of team members and functionality of the teams
- K7.** Describe team dynamics and stages of team development
- K8.** Describe Conflict resolution strategies
- K9.** Prepare relevant documents and reports

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

1. Effective communication with colleagues, clients and supervisors
2. Office reports
3. Computer literacy certificate



081PF02 - Competency Standard C: Perform Basic Computer Operations

Overview: This competency standard will provide skills and knowledge related to basic computer hardware, software, applications and troubleshooting. You will be able to demonstrate your skills in operating a computer system and software such as MS Word, MS PowerPoint, MS Excel as well as installation and troubleshooting of operating system and software. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Configure Computer System	<p>You must be able to:</p> <p>P1. Connect computer components and peripherals as per requirement.</p> <p>P2. Install Drivers and applications according to the software specification.</p> <p>P3. Troubleshoot Applications to trace and fix faults in a specific application to bring it in a running condition.</p>
CU2. Create a Document using MS Word	<p>You must be able to:</p> <p>P1. Compose a document as per the requirement.</p> <p>P2. Format Word Document according to given requirements.</p> <p>P3. Print Word Documents according to requirements.</p>
CU3. Prepare a Worksheet using MS Excel	<p>You must be able to:</p> <p>P1. Develop a worksheet as per given data.</p> <p>P2. Format the worksheet according to given criteria.</p> <p>P3. Apply Formulas according to the requirement.</p> <p>P4. Generate Charts/Graphs according to the given data.</p>
CU4. Prepare a presentation using MS PowerPoint	<p>You must be able to:</p> <p>P1. Insert Slides with different Layouts according to requirements of presentation.</p> <p>P2. Insert text, tables, images, etc. according to the requirement.</p> <p>P3. Apply a set of effects to animate the slide according to</p>



	<p>requirement.</p> <p>P4. Apply Slide Transitions on Slides according to requirement.</p> <p>P5. Apply Sound Effects on Objects/text/images according to requirement.</p> <p>P6. Present a presentation according to 7Cs of communication.</p>
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Knowledge & Understanding

This competency standard will provide knowledge related to:

- K1.** Operating systems
- K2.** Hardware and Software
- K3.** Troubleshooting
- K4.** Internet and E-mailing
- K5.** Hyperlink and referencing
- K6.** Printing
- K7.** Formulas
- K8.** Short Keys
- K9.** WPM (Word Per Minute)
- K10.** 7 Cs of communication

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

1. Install MS Office Application correctly
2. Prepare a formatted document using MS Word
3. Enter data into the respective columns and rows as per given instructions
4. Set page layouts and margins
5. Apply any slide transition on entire presentation.



0112ECCE01A - Competency Standard D: Practice Basic English Language Skills

Overview: This competency standard covers the skills, knowledge and attitude required to improve their reading, writing, speaking and listening skills in the context of early year teaching to understand the documents and implement in their teaching learning environment.

Competency Units	Performance Criteria
CU1. Apply listening & speaking skills in early years classroom teaching practice	<p>You must be able to:</p> <p>P1. Use listening strategies to improve listening skills</p> <p>P2. Make use of speaking strategies to improve speaking skills</p> <p>P3. Demonstrate listening and speaking skills confidently</p>
CU2. Apply reading skills in the daily routines of early years classroom	<p>You must be able to:</p> <p>P1. Create phonological and phonemic awareness</p> <p>P2. Develop Fluency in reading</p> <p>P3. Develop vocabulary in context</p> <p>P4. Use comprehension skills</p>
CU3. Use writing skills in daily routine	<p>You must be able to:</p> <p>P1. Perform basic writing skills in daily routine planning</p> <p>P2. Summarize reflective diaries</p> <p>P3. Use writing skills in daily teaching and learning practices.</p>

Knowledge & Understanding

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Use, purpose of correct and age-appropriate language material.
- K2.** Sequence of each material to introduce individually or in groups.
- K3.** Mechanics of reading and writing skills and importance of addressing the



development of four skills (listening, speaking, reading, and writing).

- K4.** Collective, group and individual presentations.
- K5.** Supplement material to enhance speaking, reading, and writing abilities of children.
- K6.** Types of words such as phonetic, digraphs and high frequency words.
- K7.** Playful interest in respective sounds and words, aspects of language such as rhythm and rhyme and an enjoyment of exciting stories and rhymes

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Explain developmental milestones in language acquisition in early years.
2. Prepare material to develop vocabulary.
3. Demonstrate proper use of material for basic language skills.
4. Prepare and maintain print rich environment exhibiting his/her knowledge of rhyming words, phonetic, digraphs and high frequency words.
5. Design a reading area with ability and age appropriate books.
6. Prepare booklets, flash cards and words lists to create interest and reinforce word recognition.
7. Manage individual and group presentations independently.
8. Maintain performance records of individual children.



0112ECCE01B - Competency Standard E: Teach Basic Numeracy & Literacy-1 (English & Urdu)

Overview: This competency standard deal with learning the competencies needed to Teach Basic Numeracy & Literacy-1 (English & Urdu). That includes Basic Literacy and Numeracy. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Understand the term Basic Literacy	<p>You must be able to:</p> <p>P1. Recognise the term basic literacy and its components, Phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing.</p> <p>P2. Practice sound and their formation of alphabets with children and relate it with the vocabulary enhancement process</p> <p>P3. Group developmentally appropriate basic literacy (pre-reading & writing skills) strategies for English & Urdu.</p> <p>P4. Plan strategies for co-teaching, sharing responsibilities for pre-writing/ reading skills</p>
CU2. Understand the term Numeracy	<p>You must be able to:</p> <p>P1. Recognise the term basic numeracy and its components (quantity and numbers, counting, solving number problems, measuring, estimating, sorting, noticing patterns, adding and subtracting numbers, etc).</p> <p>P2. Practice numbers and their formation and relate them with their relevant quantities</p> <p>P3. Group developmentally appropriate basic numeracy (sorting, measuring, estimating, sorting, noticing patterns, etc.) skills.</p> <p>P4. Plan strategies for co-teaching, sharing responsibilities</p>



	for numeracy skills
CU3. Practice Basic Literacy and Numeracy	<p><i>You must be able to:</i></p> <p>P1. Execute with class teacher to co-design learning experiences for the children to explore, think, imagine, raise question, and experiment to develop basic literacy and numeracy</p> <p>P2. List small and large group activities to match, sounds with their relevant vocabulary</p> <p>P3. List small and large group activities to match, sequence, sort and classify objects based on one /two attributes by using basic logical, critical, creative, and problem-solving skills</p> <p>P4. Assist class teacher to implement above grouped activities smoothly</p>

Knowledge & Understanding

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** ECCE Curriculum
- K2.** Interactive circle time
- K3.** Small and Larger group activities
- K4.** Transitions
- K5.** Basic numeracy knowledge, Skills and Attitudes
- K6.** Basic literacy knowledge, skills, and attitude
- K7.** Developmentally appropriate practices “basic numeracy and literacy”
- K8.** Responsive and engaging Learning Centers (Ghoshas)
- K9.** Resource and material development for Ghoshas and Routine plans
- K10.** Developmentally appropriate materials/manipulative for basic literacy and numeracy
- K11.** Pedagogical knowledge, skills, and attitudes for early childhood age groups
- K12.** Co-teaching & Cooperative teaching skills
- K13.** Appropriate adult-child interaction



K14. Observation skills



Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Design and align activities for basic literacy and numeracy
2. Produce teaching resources in alignment with curriculum competencies, expected learning outcomes (ELOs), activities and assessment
3. Conduct and supervise daily small and larger group activities
4. Observe and record child progression in various competencies through provided checklist/pattern



0112ECCE01C - Competency Standard F: Use First Aid skills and knowledge to provide a First Aid Response to children

Overview: This competency standard deal with learning the competencies needed to provide a First Aid Response to Infants, Children and Adults. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Use general principles and tools to provide First Aid Response	<p><i>You must be able to:</i></p> <p>P1. Identify & Use standard guidelines, procedures, 4 C's (check, call, care & complete) of Pediatric First Aid and 3P's (preserve life, prevent the situation worsening & promote recovery) of First Aid to create safe and secure environment for children</p> <p>P2. Prepare an incident management team, identify their responsibilities, and develop communication tree</p> <p>P3. Adapt the available standards to prepare First Aid guidelines for your early childhood setting</p>
CU2. Plan, and manage medical emergencies and injuries in Early Years Setting	<p><i>You must be able to:</i></p> <p>P1. Utilise 5 phases of emergency management to identify appropriate emergency response procedures</p> <p>P2. Use Risk Assessment tools and report the details of incident in align with appropriate procedures</p> <p>P3. Talk with children about their emotions and responses to incidents/events and emergencies</p>
CU3. Prepare First Aid Kit	<p><i>You must be able to:</i></p> <p>P1. Prepare a checklist for First Aid Kit by adhering to the standard guidelines</p> <p>P2. Prepare description of handling for each segment of First Aid Kit</p> <p>P3. Suggest appropriate supplies for First Aid Kit to be used in</p>



	early childhood settings P4. Supervise First Aid Materials/supplies at the end of each month to keep an eye on the stock and expiry dates
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Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** General Principles and guidelines for First Aid Response in Early Childhood Setting
- K2.** 4 Cs of Pediatric First Aid
- K3.** 3 Ps of First Aid
- K4.** Incident management team and their responsibilities
- K5.** Communication Tree
- K6.** Preparing First Aid Guideline for early childhood setting
- K7.** 5 phases of emergency management
- K8.** Appropriate emergency response procedure
- K9.** Risk assessment tools
- K10.** Risk assessment report writing
- K11.** Talking with children about their emotions and responses to emergency /incidents
- K12.** Checklist for first aid kit
- K13.** Description of handling first aid resources /supplies
- K14.** List of First Aid resources/supplies
- K15.** Supervising First Aid Kit in timely manner
- K16.** Making a first aid kit

Critical Evidence (s) required:

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:



1. Perform Observe the situation by showing videos relating to first aid.
2. Listening the medical experts on frequent visits
3. Feel the pain by suffering through
4. Talk/ Touch the first aid kit



0112ECCE01D - Competency Standard G: Practice Basic Professional Ethics

Overview: This competency standard deal with learning the competencies needed to Practice basic professional ethics. That includes comprehensive knowledge of NAEYC code of ethical conduct and portfolio and reflective journal development to record self-beliefs and practices. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Distinguish between self-beliefs about teaching & professional standards of teaching	<i>You must be able to:</i> P1. Identify five core values of professional ethics. P2. Plan activities to reflect on their own beliefs of teaching young children P3. Enlist professional standards to design an environment that promotes UNCRC. P4. Identify their own role as a teacher in early years setting
CU2. Use NAEYC code of ethical conduct in early years setting	<i>You must be able to:</i> P1. Recognise the value of a child and early childhood period. P2. Enlist developmental milestones, integrate child rights & NAEYC code to plan activities P3. Recall and relate NAEYC code of ethical conduct to resolve practical dilemmas
CU3. Maintain a portfolio and reflective journal to record self-beliefs and practices related to professional ethics in early childhood setting	<i>You must be able to:</i> P1. Adopt Illustrate the key components of portfolio P2. Organise daily reflective write-ups in the portfolio P3. Record summary of changes in knowledge, skills, and attitudes, while practicing child rights & NAYEC code of ethical practice

Knowledge and Understanding:



The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Teacher and scope of teaching profession.
- K2.** Statement of commitment for an ECCE teacher.
- K3.** Child Right practices in the context of ECCE.
- K4.** Effective strategies for professional development
- K5.** NAEYC code of ethical conduct in early years setting

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Enlist core values of NAYEC.
2. Illustrate child rights through poster presentation.
3. Role play the practical examples of ethical dilemmas and brain storm ways to resolve it.
4. Quiz



0112ECCE01E - Competency Standard H: Learn to Play

Overview: This competency standard deal with learning the competencies needed to Learn to Play. That includes comprehensive knowledge of child's play, concept of play partner and learning in early childhood. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Recognise the value of child's play	<p>You must be able to:</p> <p>P1. Identify child's perspective of play</p> <p>P2. Distinguish children play abilities at different age groups</p> <p>P3. Organize environment and activities, promoting play as child's right</p>
CU2. Maintain enabling play environment	<p>You must be able to:</p> <p>P1. Maintain developmentally appropriate environment that allows children with the freedom of choice and decision making</p> <p>P2. Select age-appropriate materials (including toys), daily routines and responsive interactions</p> <p>P3. Create a complete list of play supporting materials/resources for indoor and outdoor play environment.</p> <p>P4. Monitor the quality of environment through rating scales and modify the environment as required</p>
CU3. Use the concept of play partner in early years setting	<p>You must be able to:</p> <p>P1. Enlist the types of play (child's play)</p> <p>P2. Recognize the role of adult in supporting child's play</p> <p>P3. Perform role play with children</p>
CU4. Use play to relate learning in early childhood	<p>You must be able to:</p> <p>P1. Categories age-appropriate play types to plan indoor/outdoor activities</p>



	<p>P2. Outline play activities to develop early language, numeracy, scientific & digital skills</p> <p>P3. Use developmental milestones to design play based daily routines that promote language development through role plays, singing songs, rhymes, and storytelling.</p> <p>P4. Observe and record child engagement in play experiences within the prepared environment</p>
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Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Developmental process and learning
- K2.** Play and its importance in child's life
- K3.** Different types of play
- K4.** Play supporting environment
- K5.** Role of adult as play partner
- K6.** Learning process that occurs through play
- K7.** Play as right of a child
- K8.** Language development through play

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

- 1. Portfolio
- 2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

- 1. Planning and designing age-appropriate play-based activities and material for the age group 3 ½ and 4 ½ years (10 Plans for each) old children
- 2. Prepare a list of basic material (10 items minimum) to design a play



supporting environment



3. Prepare a list of different milestones and mention name of contemporary play for their support



0112ECCE01F - Competency Standard I: Use Child Developmental Theories, Observation Methods and Observation Tool “Checklist”

Overview: This competency standard deal with learning the competencies needed to Use Child developmental theories, observation methods and observation tool “checklist. That includes comprehensive knowledge of child development record, ethical protocols to observe a child, etc. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Apply child developmental theories	<p><i>You must be able to:</i></p> <p>P1. Identify factors influencing the child development process</p> <p>P2. Discuss developmental milestones (0-8 years)</p> <p>P3. Match child developmental theories with their relevant theorists</p>
CU2. Observe & record Child Development	<p><i>You must be able to:</i></p> <p>P1. Perform child observation</p> <p>P2. Record child physical, cognitive and psychosocial development in natural settings</p> <p>P3. Design simple activities/resources to engage children in spontaneous activities for observation.</p>
CU3. Practice ethical protocols to observe a child	<p><i>You must be able to:</i></p> <p>P1. Dramatise role play to negotiate the role of an objective (unbiased)</p> <p>P2. Create a list of professional attitudes to be followed during child observation and assessment</p> <p>P3. Fill child developmental checklist</p>
CU4. Communicate child observation with class teacher	<p><i>You must be able to:</i></p> <p>P1. Organise observation record & select 3-4 major findings to be communicated</p>



	<p>P2. Select an appropriate day, time, and venue to communicate the record</p> <p>P3. Construct appropriate language to narrate the child observation record with class teacher</p> <p>P4. Dramatise a role play to communicate child observation</p> <p>P5. Use the observation record evidence of the child for communication</p>
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Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Child developmental theories & age wise developmental milestones (0-8 years)
- K2.** Factors influencing child development
- K3.** Child observation
- K4.** Kinds of observations & observation tools
- K5.** Activities and resources for children to engage in observation process
- K6.** Ethical protocols for child observations
- K7.** Respectful and professional communication skills to communicate child development and learning.

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Restate child developmental theories & developmental milestones
2. List down observation tools
3. Conduct child observations using developmental checklist



4. List down ethically appropriate behaviours and attitudes to record child observation
5. Communicate child observation records



0112ECCE01G - Competency Standard J: Build Relationship with Families

Overview: This competency standard deal with learning the competencies needed to Build Relationship with Families. That includes comprehensive knowledge of building partnership, strategies planning, and challenging conversation with families. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Build partnership: guide to developing relationships with families	<p>You must be able to:</p> <p>P1. Recognise the importance of family and school in early childhood education by identifying roles & responsibilities</p> <p>P2. Discover family engagement and positive goal-oriented relationships</p> <p>P3. Identify tools to develop strength-based attitudes and relationship-based practices</p> <p>P4. Discover reflective practice and supervision strategies to strengthen family - school partnership</p>
CU5. Plan strategies for family engagement	<p>You must be able to:</p> <p>P1. Recognise parental role in child development and learning</p> <p>P2. Identify your strengths, grow professionally, and build stronger connections with families</p> <p>P3. Plan strength-based attitudes by acknowledging strengths of family, respecting, and learning from differences, showing openness to adapting practice based on family preferences, sharing decision-making, and approaching families as equal and reciprocal partners in support of their children.</p> <p>P4. Plan relationship-based practices by focusing on the family-child relationship, observe & describe child's behavior to open communication with family, reflect on the</p>



	family's individual and cultural perspective, support parental competence, value family's passion.
CU6. Prepare for challenging conversation with families	<p>You must be able to:</p> <p>P1. Reflect on what you think and feel before talking with the family. Reflect on your own or with a class teacher or staff you trust.</p> <p>P2. Prepare your questions about the challenging topic & prepare questions to learn about the family's perspective on the challenging topic.</p> <p>P3. Prepare the family for the conversation, physical and emotional environment for talking with the family.</p> <p>P4. Practice with other staff or a supervisor. Share your reflections and questions.</p> <p>P5. Foster two-way communication to understand each family's expectation and views about their involvement in child learning</p>

Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Developing relationships with families
- K2.** Strength based attitudes to engage families in early childhood education
- K3.** Relationship-based practices to engage families in early childhood education
- K4.** Physical and emotional environment for talking with families
- K5.** Reflection on thinking and feelings before talking with the family
- K6.** Self-reflection
- K7.** Questions about challenging topics
- K8.** Questions about family perspectives on the challenging topics

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:



1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Follow and implement an activity for young children with involvement of home, school, and community
2. Maintain a record of the Charity shows, Sports day activity
3. Create a report for an orientation session for parents focusing on family and school partnership
4. Maintain follow-up record through a checklist



0112ECCE01H - Competency Standard K: Design Creative Art and Crafts Activities

Overview: This competency standard deal with learning the competencies needed to Design Creative Art and Crafts Activities. That includes comprehensive knowledge of significance & need of Creative Arts and Crafts in early childhood, purpose of Art and Crafts in Child's life, Arts & Crafts Routines/ Activities & Project, etc. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Understand the difference between Creative Art and Crafts	<p>You must be able to:</p> <p>P1. Define Creative Art and Crafts</p> <p>P2. Recognize the characteristics difference and relationship between Art and crafts</p> <p>P3. Identify seven core elements of Art and relationship between them</p> <p>P4. Discuss the value of core elements of the Art</p> <p>P5. Make a list of different art techniques by using different combination of core elements for young children</p>
CU2. Recognise the significance & need of Creative Arts and Crafts in early childhood	<p>You must be able to:</p> <p>P1. Draw a table showing different developmental domains and art techniques to strengthen them.</p> <p>P2. Identify art and crafts as a major tool for development of aesthetical sense in young children</p> <p>P3. Underline that creativity relieves stress</p> <p>P4. Recognise children's imagination and enlist</p> <p>P5. different abilities of expression through creative arts</p>
CU3. Identify the purpose of Art and Crafts in Child's life	<p>You must be able to:</p> <p>P1. Design art activities to stimulate creativity and imagination</p>



	<p>P2. Provide visual, tactile, and sensory experiences to children to communicate what they see, feel, and think using color, texture, form, pattern and different materials and processes.</p> <p>P3. Demonstrate assurance to young children that they can draw anything they like through these activities.</p> <p>P4. Introduce a variety of drawing mediums such as, crayons, charcoal, paint, chalk, and drawing tools on children's computer software (where possible) and provide children with opportunities to experiment with all of them.</p> <p>P5. Demonstrate to make practical decisions with aesthetic sense to convert waste material into a product of their unique imagination</p>
<p>CU4. Role of an Assistant Teacher in Art & Crafts classroom</p>	<p><i>You must be able to:</i></p> <p>P1. Prepare classroom by gathering and setting up age-appropriate equipment / resources</p> <p>P2. Plan arts and crafts lessons to develop creativity and imagination in children through a range of easy to complex activities</p> <p>P3. Classify low-cost & no-cost materials for project work</p> <p>P4. Maintain and decorate class environment aesthetically to motivate young children</p> <p>P5. Monitor inventory & sourcing art supplies as needed.</p>
<p>CU5. Practice Arts & Crafts Routines/ Activities & Project</p>	<p><i>You must be able to:</i></p> <p>P1. List the art activities to involve children in shaping their environments through art and crafts.</p> <p>P2. Develop children's knowledge, skills and attitudes related to art and crafts by providing responsive instructions, assigning age-appropriate tasks/projects, recording and reporting progress</p>



	<p>P3. Perform storytelling, role plays and finger puppets to express creativity and imagination of young children</p> <p>P4. Execute planned routines/activities in classroom and observe how children see, feel, and think using color, texture, form, pattern and different materials and processes.</p> <p>P5. Plan, execute & monitor Art & Crafts Project work with children.</p>
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Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Creative Art and crafts and difference between both
- K2.** Purpose and need of creative Art and Crafts in Early Childhood Education
- K3.** Core elements of Art
- K4.** Role of Art and crafts in the different aspects of child development
- K5.** Relationship between Creative Art, Crafts, and imagination
- K6.** Material and equipment for execution of Art activities
- K7.** Interpret, reflect upon, and evaluate the characteristics, purposes, and merits of one's creative arts work and the work of others

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Create art & craft project of choice using a variety of waste materials from the surroundings
2. Prepare a list of basic material (10 items minimum) to maintain a



supportive environment for children to express themselves through Creative Art.

3. Plan and organize an Art and Crafts Exhibition by using maximum techniques and material



0112ECCE01I - Competency Standard L: Implement Teaching Practice

Overview: This competency standard deal with learning the competencies needed to implement teaching Practice. That includes comprehensive knowledge of Protocols and professional Ethics, maintainance of responsive & engaging environment, etc. Your underpinning knowledge will be sufficient to provide you the basis for your work.

Competency Units	Performance Criteria
CU1. Follow Protocols and professional Ethics	<p>You must be able to:</p> <p>P1. Perform selection of School/early years setting with relevant details as per requirement</p> <p>P2. Collect basic information about selected school to execute placement/teaching practice</p> <p>P3. Interpret given documents</p>
CU2. Maintain responsive & engaging environment	<p>You must be able to:</p> <p>P1. Respond to child's interest, exploration through design elements of time, space, material, and participation</p> <p>P2. Construct stories with children on daily experience/routines and caring dispositions as per given instructions</p> <p>P3. Practice feeling words (vocabularies) to the children to identify self and others' emotions</p> <p>P4. Create environment that promotes respectful interactions & diversity as per</p>
CU3. Follow curriculum to plan & execute daily routines with the help of ECCE Educator	<p>You must be able to:</p> <p>P1. Co-design teaching resources in alignment with curriculum competencies, expected learning outcomes (ELOs), activities and assessment</p> <p>P2. Collaborate with class teacher to plan & execute daily</p>



	<p> routines using appropriate resources from learning centers & incorporating all components of daily routine plan</p> <p>P3. Share responsibilities in the implementation of daily routine plans by reiterating objectives of daily routines with young children, using appropriate adult-child interactions, & conducting daily small or large group activities for a assigned group of children.</p> <p>P4. Assist class teacher in ongoing assessments and providing frequent feedback by recording, documenting & interpreting child observations focusing all developmental domains</p> <p>P5. Observe classroom teacher's teaching methodologies and interaction patterns with children</p>
<p>CU4. Maintain Professional Teaching Portfolio and Feedback</p>	<p><i>You must be able to:</i></p> <p>P1. Identify your planning & preparation (utilized materials, teaching, and learning methods) & classify your approach of assessment (including any innovative assessment strategy or material which you have developed).</p> <p>P2. Maintain daily reflective journal and outline teaching practice report including teacher educators' feedback on your teaching performance.</p>

Knowledge and Understanding:

The student must be able to demonstrate knowledge and understanding required to carry out tasks covered in this competency standards. This includes the knowledge of:

- K1.** Responding to children's need and interest through design elements of time, space, material, and participation
- K2.** Constructing stories with children on daily experiences/routines
- K3.** Caring dispositions
- K4.** Emotional Intelligence
- K5.** Teaching feeling words/ vocabularies to identify self and other's emotions
- K6.** Maintain environment that promotes respectful interactions & diversity



- K7. Responsive Relationships & Responsive Environment
- K8. Co-design teaching resources
- K9. Alignment of curriculum competencies with ELOs, activities and assessment
- K10. Collaborative teaching approach for planning and executing daily routines
- K11. Co-design and arrange age-appropriate resources for learning centers (Goshay)
- K12. Use of age-appropriate teaching resources
- K13. Sharing responsibilities in implementation of daily routine plans
- K14. Appropriate child-adult interactions
- K15. Small and large group activities
- K16. Ongoing assessment and role of assistant teachers
- K17. Providing frequent feedback
- K18. Recording, documenting, and interpreting child observations
- K19. Classroom interaction patterns
- K20. ECCE Curriculum
- K21. Key learning areas, Competencies, ELOs, & Activities
- K22. Daily routine plans
- K23. Responsive and engaging Learning Centers /resources/materials
- K24. Co-teaching & Cooperative teaching skills
- K25. Appropriate adult-child interaction
- K26. Observe, record observations of children
- K27. Record Reflections (before- on & after action)

Critical Evidence(s) Required

The candidate needs to produce any or all of the following documents/evidences:

1. Portfolio
2. Assignment(s)/Project(s)

Furthermore, the candidate must execute demonstration(s) which may include the following:

1. Make emotion booklet with children
2. Create content rich learning environments and activities
3. Produce teaching resources in alignment with curriculum competencies,



expected learning outcomes (ELOs), activities and assessment

4. Teach and co teach daily routine plans
5. Conduct and supervise daily small and larger group activities
6. Observe and record progression in learning
7. Record daily reflections “before action- in action & after action



COMPLETE LIST OF TOOLS AND EQUIPMENT

SR#	Tools & Equipment	Quantity
1.	Computer Systems	25
2.	Scanner	1
3.	Printer	1
4.	Illustration of childhood rights	01 Set
5.	White board	01 Nos.
6.	Permanent Markers	25 Nos.
7.	Presentations /lectures	25 Nos.
8.	Sheet standees	01 Nos.
9.	Printer	01Nos.
10.	Posters	25 Nos.
11.	Colour Pencils	25Set
12.	Crayons	25 Sets
13.	Board Markers	25 Nos.
14.	Empty cartons	25 Nos.
15.	Block of different kind	05 Set
16.	Clay	25 Nos.
17.	Sand	05 Bags
18.	Stones	05 Bags
19.	Safe waste material	05 Bags
20.	Toys	25 Set
21.	Water	25 Liter
22.	Reading hand-outs	25 Set
23.	Virtual videos	25 Nos.



24.	Digital devices	01 Nos.
25.	PowerPoint presentations	01 for each module
26.	PowerPoint presentations Board	01 Nos.
27.	Chalk	25 Boxes
28.	Chart papers	25Set (Different Colours)
29.	White papers	10Rims.
30.	Development milestone checklist	25 Nos.
31.	Props for role play	02Set
32.	Voice recorder	01 Nos.
33.	Digital camera	01 Nos.
34.	Child & teacher portfolios	25 Nos.
35.	Observation tools	01 Nos.
36.	NAEYC Code	01 Nos.
37.	ECCE Policy Doc	01 Nos.
38.	National ECCE Curriculum & Standards, Reflection framework	01 Nos.
39.	Routine Plan Template	01 Nos.
40.	Learning Centers& resources with guidelines	01 Nos.
41.	Nurturing Care Framework for ECD	01 Nos.
42.	Mentor and Mentee teacher guideline	01 Nos.
43.	Teaching Professional Portfolio	02 Nos.
44.	Loudspeakers	02 Nos.
45.	Interactive board	01 Nos.
46.	E-teaching tools such as Zoom, G Suite, LMS, Google cloud, social media, Gmail meet up etc.	01 Nos.
47.	Black board	01 Nos.
48.	Planners	02 Nos.



49.	Daily routine segment chart	01 Nos.
50.	Duster	02 Nos.
51.	Chart Board	01 Nos.
52.	Visual aids	01 Nos.
53.	Concrete Material	02 Bags
54.	Basic Literacy resources	02 Set
55.	Story books	25 Nos.
56.	Sandpaper Letters	25Set
57.	CVS words	25 Set
58.	High Frequency Words	25 Set
59.	Hand and Finger Puppets	25 Nos.
60.	Moveable Alphabets	25 Nos.
61.	First aid box and kit	01 Nos.
62.	Bandages	15 Boxes
63.	Fire Extinguisher	01 Set
64.	Guaze pads	25 Nos.
65.	Surgical tape	25 Nos.
66.	Small mirror	05Nos.
67.	Wipes	10 Boxes
68.	Hand sanitizer	10 Nos.
69.	Thermometer	10 Nos.
70.	Flash cards	25 Set.
71.	ECE related documents	01 Nos.
72.	Water Colour Brushes	25 Nos.
73.	Audio recordings	01Nos.
74.	Word vocabulary basket	02 Nos.



75.	Art and craft material	25Set
76.	Basic language related resources	02 Nos.
77.	Template of observation	25 Nos.
78.	Reflective tools	02 Nos.
79.	Pen	25 Nos.
80.	Pencils	25 Nos.
81.	Erasers	25 Nos.
82.	Sharpeners	25Nos.
83.	Towel	25Nos.
84.	Crayons	25 Set
85.	Tongue Depressors, Paper	25 Nos.
86.	Poster sheets of different size and colours	25 Nos.
87.	Water Colours	02 Nos.
88.	Paint Brushes different sizes	25 Nos.
89.	German Glue	25 Nos.
90.	Sticko	25 Nos.
91.	Paper Plate	50 Nos.
92.	Colour Pallet	25 Nos.
93.	Bowls for Water	25 Nos.
94.	Bowls	25 Nos.
95.	Glass/Cups	25 Nos.
96.	Creep Paper of Different Colours	25 Set
97.	Straw	10 Boxes
98.	Plastic fork	50 Nos.
99.	Scissors	02 Nos.
100.	Plastic Spoon	50 Nos.



101.	Napkins	50 Nos.
102.	Classroom norm chart	04 Nos.
103.	Cup Cake Liner	04Boxes
104.	Coloured Card Sheet	100Nos.
105.	Flashcards for caring dispositions	25 Nos.
106.	Empty Milk Carton	25 Nos.
107.	Old CD	25 Nos.
108.	Covers	25 Nos.
109.	Plastic Bottles of any Size	25 Nos.
110.	Lace, Buttons	50 Nos.
111.	All possible waste material available in the environment	04 Nos.
112.	Feeling vocabulary cards	02 Nos.
113.	Reading hand outs	04 Nos.
114.	Stories for nurturing caring dispositions in children	04 Nos.
115.	Diversity images	25 Nos.