

Curriculum For  
**Early Childhood  
Care and Education (ECCE)**  
(ECCE Teacher Trainer)  
**LEVEL-4**



**28<sup>th</sup> November to 2<sup>nd</sup> December 2022**



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

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## Introduction

### **Definition/ Description of the training programme for *Early Childhood Care and Education***

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.

National Vocational Qualification Framework (NVQF) as designed in consultation with the stakeholders including academia, researchers, industry, chambers and TEVTAs. Its aim is to identify knowledge & skills required for a qualification, determine equivalence, provide guidelines for Recognition of Prior Learning (RPL) and assure quality of training. NVQF designed for the Vertical and horizontal progression for learners, recognition of qualification, meeting with the national and international standards, facilitate conversion of informal training to formal training through RPL, improvement in quality of training and increased options for learners for selecting training programs in different trades. Competency Standards are performance specification that identify the knowledge and competencies an individual need to succeed in the workplace.

The National Competency Standards could be used as a referral document for the development of curriculum by training institutions.

## **Purpose of the Training Programme**

The purpose of this qualification (set of three occupations) is to set professional standards for Early Childhood Care & Education and to train the unskilled teachers/trainers (men and women) across the country. The skilled labours will serve as key elements to improve the Education Sector. The ECCE sector is diversified and dynamic in nature. Upon successful completion of this course the trainees should be able to know the basic and specific objectives of these qualifications are as under:

- Improve the professional competence regarding Early Childhood Care & Education
- 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

## Overall Objectives of Training Programme

The overall objective of the Early Childhood Care and Education program is to enable students to:

The Early Childhood Care and Education qualification consists of level 2-4 theoretical and practical competences, which enabling trainee to learn operational techniques of early childhood care and education.

The main objectives of the Early Childhood Care and Education - Teacher Trainer Level-4 qualification are as follows:

- Establish and maintain the occupational Health and safety system
- Perform Advance communication

- Analyse Workplace Policies and Procedures
- Use social media tools for collaboration and engagement
- Use Critical Thinking and reflective practice
- Manage and Administer School Organization
- Maintain relationship with family, school and community
- Apply Assessment & Evaluation Techniques
- Integrate Inclusion and Diversity in Early Childhood Care and Education
- Setting & Managing Day-care
- Practice Positive Parenting
- Execute Pedagogical Leadership
- Practice ICT in Early Years
- Practicum III (Seminars/Workshops/ Symposium)
- Green Skills

## **Competencies to Be Gained After Completion Of Course**

- A-** Establish and maintain the occupational Health and safety system
- B-** Perform Advance communication
- C-** Analyse Workplace Policies and Procedures
- D-** Use social media tools for collaboration and engagement
- E-** Use Critical Thinking and reflective practice
- F-** Manage and Administer School Organization
- G-** Maintain relationship with family, school and community
- H-** Apply Assessment & Evaluation Techniques
- I-** Integrate Inclusion and Diversity in Early Childhood Care and Education
- J-** Setting & Managing Day-care
- K-** Practice Positive Parenting
- L-** Execute Pedagogical Leadership
- M-** Practice ICT in Early Years
- N-** Practicum III (Seminars/Workshops/ Symposium)
- O-** Green Skills

## **Possible Available Job Opportunities Available Immediately and Later In The Future**

- Teacher Trainer
- Master Trainer

- ECCE Consultant
- Manager in early year setting
- Supervisor in early year setting
- Administrator in early year setting

## **Trainee Entry Level**

For National Vocational Certificate Level-4 in Early Childhood Care and Education - Teacher Trainer, the entry requirement is Graduation and National Vocational Certificate in Early Childhood Care and Education - Assistant Teacher/Educator Level-3.

## **Minimum Qualification of Trainer**

- Must be a holder of Bachelor degree in any discipline and 1 year Diploma in Early Childhood Care and Education (With five years of experience as teacher trainer).
- Must be able to perform all competences, given in in “Early Childhood Care and Education - Teacher/Educator Level-4”.

## **Recommended Trainer: Trainee Ratio**

The recommended maximum trainer: trainee ratio for this programme is 1 trainer for 25 trainees.

## **Medium of Instruction i.e. Language of Instruction**

Instruction will be Urdu, English or Regional Language.

## Duration of the Course (Total Time, Theory & Practical Time)

This curriculum comprises 15 modules. The recommended delivery time is 1200 hours. Delivery of the course could therefore be full time, 5 days a week. Training providers are at liberty to develop other models of delivery, including part-time and evening delivery.

The full structure of the course is as follow:

Module	Theory Days/hours	Workplace Days/hours	Total hours
<b>Module 1:</b> Establish and maintain the occupational Health and safety system	10	20	30
<b>Module 2:</b> Perform Advance communication	10	20	30
<b>Module 3:</b> Analyse Workplace Policies and Procedures	10	20	30
<b>Module 4:</b> Use social media tools for collaboration and engagement	20	30	50
<b>Module 5:</b> Use Critical Thinking and reflective practice	40	60	100
<b>Module 6:</b> Manage and Administer School Organisation	40	60	100
<b>Module 7:</b> Maintain relationship with family, school and community	40	60	100
<b>Module 8:</b> Apply Assessment & Evaluation Techniques	40	60	100
<b>Module 9:</b> Integrate Inclusion and Diversity in Early Childhood Care and Education	40	60	100
<b>Module 10:</b> Setting & Managing Day-care	40	80	120
<b>Module 11:</b> Practice Positive Parenting	40	70	110
<b>Module 12:</b> Execute Pedagogical Leadership	40	60	100
<b>Module 13:</b> Practice ICT in Early Years	30	60	90
<b>Module 14:</b> Practicum III (Seminars/ Workshops/ Symposium)	40	60	100
<b>Module 15:</b> Green Skills	20	20	40
<b>Total</b>	<b>460</b>	<b>740</b>	<b>1200</b>

## Summary of Competency Standards

The proposed curriculum is composed of 23 cores along with generic modules that will be covered in 2400 hrs. It is proposed that the course will be delivered in three years period (Level 2-4). The distribution of contact hours (practical & theory) of Level-4 is given below:

- **Theory: (40%)**                      **Practical (60%)**
- **Theory: 460 hours**                **Practical: 740 hours**

## Sequence of the Modules

Each module covers a range of learning components. These are intended to provide detailed guidance to teachers (for example the Learning Elements component) and give them additional support for preparing their lessons (for example the Materials Required component). The detail provided by each module will contribute to a standardized approach to teaching, ensuring that training providers in different parts of the country have clear information on what should be taught. Each module also incorporates the industrial needs of Pakistan.

The distribution table is shown below:

ECCE Teacher Trainer - 12 Months		
<b>Module 15: Green Skills</b> <b>40 Hours</b>		
<b>Module 1:</b> Establish and maintain the occupational Health and safety system <b>30 Hours</b>	<b>Module 12:</b> Execute Pedagogical Leadership <b>100 Hours</b>	<b>Module 3:</b> Analyse Workplace Policies and Procedures <b>30 Hours</b>
<b>Module 5:</b> Use Critical Thinking and reflective practice <b>100 Hours</b>	<b>Module 6:</b> Manage and Administer School Organisation <b>100 Hours</b>	
<b>Module 7:</b> Maintain relationship with family, school and community <b>100 Hours</b>	<b>Module 8:</b> Apply Assessment & Evaluation Techniques <b>100 Hours</b>	<b>Module 4:</b> Use social media tools for collaboration and engagement <b>50 Hours</b>
<b>Module 10:</b> Setting and Managing Day-care <b>1200 Hours</b>	<b>Module 11:</b> Practice Positive Parenting <b>110 Hours</b>	

<b>Module 2:</b> Perform Advance communication <b>30 Hours</b>	
<b>Module 9:</b> Integrate Inclusion and Diversity in Early Childhood Care and Education <b>100 Hours</b>	<b>Module 13:</b> Practice ICT in Early Years <b>90 Hours</b>
<b>Module 14:</b> Practicum III (Seminars/Workshops/ Symposium) <b>100 Hours</b>	

## Summary – Overview of the Curriculum

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<b>Module 1:</b> Establish and Maintain the Occupational Health and Safety System  <b>Aim:</b> After successful completion of this module, the trainee is competent in Contributing to Establish and Maintain the Occupational Health and Safety System	<b>LU1:</b> Organise consultation process <b>LU2:</b> Design Occupational Health and Safety framework <b>LU3:</b> Design and implement an Occupational Health and Safety awareness training program <b>LU4:</b> Establish, monitor and maintain Occupational Health and safety system <b>LU5:</b> Establish and maintain a system for accident investigation <b>LU6:</b> Evaluate the organization's Occupational Health and Safety system and related policies procedures and programs	10	20	30
<b>Module 2:</b> Perform Advanced Communication  <b>Aim:</b> After successful completion of this module, the trainee is competent in Performing Advanced Communication	<b>LU1:</b> Demonstrate professional skills <b>LU2:</b> Plan and Organize work <b>LU3:</b> Provide trainings at workplace	10	20	30

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<b>Module 3:</b> Analysis Workplace Policy and Procedures  <b>Aim:</b> After successful completion of this module, the trainee is competent in Analysis Workplace Policy and Procedures	<b>LU1:</b> Manage work timeframes <b>LU2:</b> Manage to convene meeting <b>LU3:</b> Set and meet own work priorities at instant <b>LU4:</b> Develop and maintain professional competence <b>LU5:</b> Follow and implement work safety requirements	10	20	30
<b>Module 4:</b> Use social media tools for collaboration and engagement  <b>Aim:</b> After successful completion of this module, the trainee is competent in using social media tools for collaboration and engagement	<b>LU1:</b> Describe different types of social media tools and applications <b>LU2:</b> Compare different types of social media tools and applications <b>LU3:</b> Set up and use popular social media tools and applications	20	30	50

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<b>Module 5:</b> Use Critical Thinking and reflective practice  <b>Aim:</b> After successful completion of this module, the trainee is competent in Using Critical Thinking and reflective practice	<b>LU1:</b> Justify the importance of critical thinking and reflective practice in teaching <b>LU2:</b> Implement critical thinking and reflective practice in daily classroom routines <b>LU3:</b> Use critical thinking and reflective practice as professional development tools	40	60	100
<b>Module 6:</b> Manage and Administer School Organisation  <b>Aim:</b> After successful completion of this module, the trainee is competent in Managing and Administer School Organisation	<b>LU1:</b> Understand The Terms School Organization, and Administration <b>LU2:</b> Interpret The Role of Major Components of School Administration (Principal, Teacher And Pupils) <b>LU3:</b> Maintain School Building, Office, Library and Equipment Etc. <b>LU4:</b> Prepare School Record <b>LU5:</b> Appraise Co-Curricular Activities <b>LU6:</b> Design School Timetable <b>LU7:</b> Exercise School Discipline	40	60	100

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<b>Module 7:</b> Maintain Relationship with Family, School and Community  <b>Aim:</b> After successful completion of this module, the trainee is competent in Maintaining Relationship with Family, School and Community	<b>LU1:</b> Measure the role of the teacher as an integral part of the community <b>LU2:</b> Highlight the challenges of partnership with schools, families, and communities <b>LU3:</b> Explore various ways to reach out to families and communities <b>LU4:</b> Evaluate the types of parental involvement	40	60	100
<b>Module 8:</b> Apply Assessment and Evaluation Techniques  <b>Aim:</b> After successful completion of this module, the trainee is competent in Applying Assessment and Evaluation Techniques	<b>LU1:</b> Perform Assessment to Support Learning <b>LU2:</b> Apply Assessment Strategies <b>LU3:</b> Use Different Tools for Assessment & Evaluation	40	60	100

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<b>Module 9:</b> Integrate Inclusion and Diversity in Early Childhood Care and Education  <b>Aim:</b> After successful completion of this module, the trainee is competent in Integrating Inclusion and Diversity in Early Childhood Care and Education	<b>LU1:</b> Demonstrate acceptance and attitude towards integrating Inclusion and Diversity in Early Childhood setting <b>LU2:</b> Create an indoor / outdoor environment that ensures inclusion and diversity in early childhood setting <b>LU3:</b> Demonstrate the pedagogical skills that support diversity and inclusion in early childhood setting <b>LU4:</b> Create partnership with families and community to promote diversity and inclusion in Education	40	60	100
<b>Module 10:</b> Setting and Managing Day-Care Centre  <b>Aim:</b> After successful completion of this module, the trainee is competent in Setting and Managing Day-Care Centre	<b>LU1:</b> Understand the term day-care and its importance <b>LU2:</b> Practice professional ethics in a day-care setting <b>LU3:</b> Value the guidelines and standards for day-care centers in Pakistan <b>LU4:</b> Establish a day-care center	40	80	120

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<b>Module 11:</b> Practice Positive Parenting  <b>Aim:</b> After successful completion of this module, the trainee is competent in Practicing Positive Parenting	<b>LU1:</b> Understand Parenting and Positive Parenting <b>LU2:</b> Practice Parental Attachment And its Styles <b>LU3:</b> Respond to the Developmental Need of Children <b>LU4:</b> Recognise the Difference Between Punishment, Reward and Discipline <b>LU5:</b> Communicate Young Children <b>LU6:</b> Improve Parents` Skills for Better Cooperation with and Motivation of the Child	40	70	110
<b>Module 12:</b> Execute Pedagogical Leadership  <b>Aim:</b> After successful completion of this module, the trainee is competent in Executing Pedagogical Leadership	<b>LU1:</b> Create Common Goals and Expectations <b>LU2:</b> Plan and Coordinate the Curriculum with Teacher <b>LU3:</b> Build a Collegial Work Environment for Teachers and other Stakeholders <b>LU4:</b> Evaluate Children's Learning Outcomes and Teaching Practices	40	60	100

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<b>Module 13:</b> Practice ICT in Early Years  <b>Aim:</b> After successful completion of this module, the trainee is competent in Practicing ICT in Early Years	<b>LU1:</b> Use ICT with and by Children <b>LU2:</b> Ensure ICT in Whole Child Development <b>LU3:</b> Integrate ICT Competence and Standards for Teaching <b>LU4:</b> Adapt ICT for Teaching and Learning <b>LU5:</b> Contribute to Establishing Digital Safe Environment <b>LU6:</b> Examine ICT for Children with Special Education Need	30	60	90
<b>Module 14:</b> Perform Practicum III (Seminar/ Workshop/Symposium)  <b>Aim:</b> After successful completion of this module, the trainee is competent in Performing Practicum III (Seminar/ Workshop/Symposium)	<b>LU1:</b> Observe and record classroom practices and child progression <b>LU2:</b> Create responsive and engaging learning environment <b>LU3:</b> Use curriculum to plan daily routines/experiences & resources	40	60	100

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<b>Module 15:</b> Implement Green Skills at Workplace  <b>Aim:</b> After successful completion of this module, the trainee is competent in : Implementing Green Skills at Workplace	<b>LU1:</b> Use Power Management Techniques <b>LU2:</b> Use Efficient Resource Management <b>LU3:</b> Characterise the Final Waste <b>LU4:</b> Dispose Off the Final Waste	20	20	40

## Modules

### Module 1: Establish and Maintain the Occupational Health and Safety System

**Objective of the module:** The aim of this module to get knowledge, skills and understanding to maintain personal health, hygiene and safety

**Duration:** 30hours

**Theory:** 20 hours

**Practical:** 10 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Organise consultation process	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify and invite relevant personnel or other representative personnel into the development and maintenance processes.</li> <li>2. Handle issues raised through consultation according to issue resolution procedures.</li> <li>3. Verify results from the consultation process and makes it available to relevant personnel.</li> </ol>	<ul style="list-style-type: none"> <li>• Identify and invite relevant personnel or other representative personnel into the development and maintenance processes.</li> <li>• Handle issues raised through consultation according to issue resolution procedures.</li> <li>• Verify results from the consultation process and makes it available to relevant personnel.</li> </ul>	<b>Total:</b> 05hrs <b>Theory:</b> 03hrs <b>Practical:</b> 01hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Class Room/ Site Specific Field Area
<b>LU2:</b> Design Occupational Health and Safety framework	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify hazards and risks correctly and confirm according to occupational health and safety legislation, codes of practice and</li> </ol>	<ul style="list-style-type: none"> <li>• Identify hazards and risks correctly and confirm according to occupational health and safety legislation, codes of practice and prevailing trends.</li> </ul>	<b>Total:</b> 05hrs <b>Theory:</b> 03hrs <b>Practical:</b> 01hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <div>Non Consumable</div>	Class Room/ Site Specific Field Area

	<p>prevailing trends.</p> <ol style="list-style-type: none"> <li>2. Develop procedure for ongoing identification of hazards and risks and integrated within work systems and procedures</li> <li>3. Develop occupational health and safety policies line with relevant legislation.</li> <li>4. Incorporate and define occupational health and safety responsibilities and duties into job descriptions/statements.</li> <li>5. Provide adequate resources in a timely and consistent manner.</li> <li>6. Develop and implement measures to control assessed risks in accordance with the hierarchy of control, relevant occupational health and safety legislation, codes of practice and trends.</li> <li>7. Implement interim solutions</li> </ol>	<ul style="list-style-type: none"> <li>• Develop procedure for ongoing identification of hazards and risks and integrated within work systems and procedures</li> <li>• Develop occupational health and safety policies line with relevant legislation.</li> <li>• Incorporate and define occupational health and safety responsibilities and duties into job descriptions/statements.</li> <li>• Provide adequate resources in a timely and consistent manner.</li> <li>• Develop and implement measures to control assessed risks in accordance with the hierarchy of control, relevant occupational health and safety legislation, codes of practice and trends.</li> <li>• Implement interim solutions until a permanent control measure.</li> <li>• Record details clearly and efficiently according to</li> </ul>		<ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> <li>• PPEs (Safety glasses, Ear muffs/ear plugs, Protective Gloves, Cap, Safety shoes etc.)</li> </ul>	
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	<p>until a permanent control measure.</p> <p><b>8.</b> Record details clearly and efficiently according to organisation policy and procedures and relevant legislation</p>	<p>organisation policy and procedures and relevant legislation</p>			
<p><b>LU3:</b> Design and implement an Occupational Health and Safety awareness training program</p>	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Communicate procedures to help implement workplace policy</li> <li>2. Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities</li> </ol>	<ul style="list-style-type: none"> <li>• Devise educational information on the occupational health and safety system and make it available to all relevant personnel.</li> <li>• Provide appropriate training to all relevant personnel to enable the implementation of safety procedures</li> </ul>	<p><b>Total:</b> 05hrs <b>Theory:</b> 03hrs <b>Practical:</b> 02hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> <li>• Safety manuals</li> </ul>	<p>Class Room/ Site Specific Field Area</p>
<p><b>LU4:</b> Establish, monitor and maintain Occupational Health and safety system</p>	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Establish a system for keeping occupational health and safety records in accordance with legislative requirements.</li> <li>2. Work activities are monitored</li> </ol>	<ul style="list-style-type: none"> <li>• Establish a system for keeping occupational health and safety records in accordance with legislative requirements.</li> <li>• Work activities are</li> </ul>	<p><b>Total:</b> 06hrs <b>Theory:</b> 04hrs <b>Practical:</b> 02hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <p><b>Non Consumable</b></p>	<p>Class Room/ Site Specific Field Area</p>

	<p>to ensure that hazard identification and risk assessment and control procedures are effectively adopted.</p> <p><b>3.</b> Inadequacies in hazard identification, risk assessment and established risk control measures are identified in accordance with the hierarchy of control and reported to designated personnel.</p> <p><b>4.</b> Amendments to procedures are undertaken through appropriate consultation methods</p>	<p>monitored to ensure that hazard identification and risk assessment and control procedures are effectively adopted.</p> <ul style="list-style-type: none"> <li>• Inadequacies in hazard identification, risk assessment and established risk control measures are identified in accordance with the hierarchy of control and reported to designated personnel.</li> <li>• Amendments to procedures are undertaken through appropriate consultation methods</li> </ul>		<ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	
<b>LU5:</b> Establish and maintain a system for accident investigation	<p><b>The trainee will be able to:</b></p> <p><b>1.</b> A system is developed and implemented for reporting and investigation of all accidents/incidents in accordance with the policies and procedures.</p> <p><b>2.</b> Training is provided to</p>	<ul style="list-style-type: none"> <li>• Explain the system for reporting and investigation of all accidents/incidents according to the policies and procedures.</li> </ul>			Class Room/ Site Specific Field Area

	<p>employees responsible for accident investigation for effective implementation of accident investigation policy.</p> <p><b>3.</b> Policies and procedures for reporting and investigating all accidents/incidents are reviewed and updated as required</p>	<ul style="list-style-type: none"> <li>• Importance of training to employees responsible for accident investigation</li> <li>• Describe the policies and procedures for reporting and investigating all accidents/incidents</li> </ul>			
<p><b>LU6:</b> Evaluate the organization's Occupational Health and Safety system and related policies procedures and programs</p>	<p><b>The trainee will be able to:</b></p> <p><b>1.</b> The effectiveness of the occupational health and safety system and related policies, procedures and programs is assessed according to the organization's occupational health and safety policy.</p> <p><b>2.</b> Improvements to the occupational health and safety system are developed and implemented.</p> <p><b>3.</b> Compliance with occupational health and safety legislation and codes of practice is assessed to</p>	<ul style="list-style-type: none"> <li>• Importance of occupational health and safety system and related policies, procedures and programs according to the organization</li> </ul>	<p><b>Total:</b> 06hrs  <b>Theory:</b> 04hrs  <b>Practical:</b> 02hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	<p>Class Room/  Site Specific  Field Area</p>

	ensure that legal occupational health and safety standards are maintained				
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## Module2: Perform Advance Communication

**Objective of the module:** The aim of this module to get knowledge, skills and understanding to perform basic communication.

**Duration:** 30 hours

**Theory:** 10 hours

**Practical:** 20 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Demonstrate professional skills	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>Use different modes of communication to communicate               <ul style="list-style-type: none"> <li>Speaking</li> <li>Reading</li> <li>Writing</li> <li>Listening</li> <li>Presentation</li> <li>Visual representation etc.</li> </ul> </li> <li>Develop CV Skills according requirements</li> <li>Upgrade professional skills by attending trainings, webinars, conferences etc.</li> <li>Perform Continuous professional development as required at workplace</li> <li>Develop interview skills</li> </ol>	<ul style="list-style-type: none"> <li>Importance of different modes of communication to communicate</li> <li>Describe skills for CV               <ul style="list-style-type: none"> <li>Creativity.</li> <li>Interpersonal Skill s.</li> <li>Critical Thinking.</li> <li>Problem Solving.</li> <li>Public Speaking.</li> <li>Customer Service Skills.</li> <li>Teamwork Skills.</li> <li>Communication, etc.</li> </ul> </li> <li>Importance of hard skills</li> </ul>	<b>Total:</b> 11hrs <b>Theory:</b> 04hrs <b>Practical:</b> 07hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>Notebooks</li> <li>Pencils</li> <li>Erasers</li> <li>Sharpeners</li> <li>Pen</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	Class Room/ Site Specific Field Area
<b>LU2:</b> Plan and	<b>The trainee will be able to:</b>		<b>Total:</b> 10hrs	<b>Consumable</b>	Class Room/

Organize work	<ol style="list-style-type: none"> <li>1. Identify task requirements.</li> <li>2. Plan steps to complete tasks.</li> <li>3. Review planning and organizing process.</li> <li>4. Organize work.</li> </ol>	<ul style="list-style-type: none"> <li>• Importance of task requirements.</li> <li>• Describe the planning and organizing process</li> </ul>	<b>Theory:</b> 03hrs <b>Practical:</b> 07hrs	<ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> <li>• Pen</li> </ul>	Site Specific Field Area
<b>LU3:</b> Provide trainings at workplace	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Assess the need for training</li> <li>2. Prepare trainees for the learning experience</li> <li>3. Present training session</li> <li>4. Support trainees in managing their own learning</li> <li>5. Facilitate group learning</li> <li>6. Provide opportunity for practice</li> <li>7. Provide feedback on progress on trainees</li> <li>8. Review delivery experience</li> </ol>	<ul style="list-style-type: none"> <li>• Explain the need for training</li> <li>• Importance of learning experience for trainees</li> </ul>	<b>Total:</b> 09hrs <b>Theory:</b> 03hrs <b>Practical:</b> 06hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> <li>• Pen</li> </ul>	Class Room/ Site Specific Field Area

## Module 3: Analyse with Workplace Policy and Procedures

**Objective of the module:** The aim of this module to get knowledge, skills and understanding to analyse with workplace policy and procedures

**Duration:** 30 hours      **Theory:** 10 hours      **Practical:** 20 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Manage work timeframes	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Complete work tasks within deadlines in according to order of priority</li> <li>2. Supervisors are informed of any delays in work times or projects</li> </ol>	<ul style="list-style-type: none"> <li>• Importance of time management strategies</li> </ul>	<b>Total:</b> 06hrs <b>Theory:</b> 02hrs <b>Practical:</b> 04hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Pen</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Class Room/ Site Specific Field Area
<b>LU2:</b> Manage to convene meeting	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Develop agenda in line with meeting purpose</li> <li>2. Select participants and notify them accordingly</li> <li>3. Carryout meeting arrangements according to the time</li> <li>4. Record the minutes of the</li> </ol>	<ul style="list-style-type: none"> <li>• Explain meeting terminologies</li> <li>• Importance of structures and arrangement of meeting</li> <li>• Explain the organizational</li> </ul>	<b>Total:</b> 06hrs <b>Theory:</b> 02hrs <b>Practical:</b> 04hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Pen</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> </ul>	Class Room/ Site Specific Field Area

	meeting	procedures and policies regarding meetings, chairing and minutes.		<ul style="list-style-type: none"> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	
<b>LU3:</b> Set and meet own work priorities at instant	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Take initiative to prioritize and facilitate competing demands to achieve organizational goals and objectives</li> <li>2. Use technology efficiently and effectively to manage work priorities and commitments</li> <li>3. Maintain appropriate work-life balance</li> </ol>	<ul style="list-style-type: none"> <li>• Describe Healthy work life balance</li> </ul>	<b>Total:</b> 06hrs <b>Theory:</b> 02hrs <b>Practical:</b> 04hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Pen</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Class Room/ Site Specific Field Area
<b>LU4:</b> Develop and maintain professional competence	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Assess personal knowledge and skills against competency</li> <li>2. Participate in networks to enhance personal knowledge, skills and work relationships</li> <li>3. Seek feedback from employees, clients and colleagues to develop and</li> </ol>	<ul style="list-style-type: none"> <li>• Explain the professional competence</li> <li>• Importance of feedback</li> </ul>	<b>Total:</b> 06hrs <b>Theory:</b> 02hrs <b>Practical:</b> 04hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Pen</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> </ul>	Class Room/ Site Specific Field Area

	improve competence			<ul style="list-style-type: none"> <li>• Internet</li> <li>• Computer system</li> </ul>	
<b>LU5:</b> Follow and implement work safety requirements	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify and report emergency incidents</li> <li>2. Practice organizational policy and procedures for responding to emergency incidents</li> <li>3. Identify and implement workplace procedures and work instructions for controlling risks</li> </ol>	<ul style="list-style-type: none"> <li>• Explain the emergency incidents</li> <li>• Importance of organizational policy and procedures for emergency incidents</li> </ul>	<b>Total:</b> 06hrs <b>Theory:</b> 02hrs <b>Practical:</b> 04hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Pen</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Class Room/ Site Specific Field Area

## Module 4: Use social media Tools for Collaboration and Engagement

**Objective of the module:** This unit describes the performance outcomes, skills and knowledge required to establish a social networking presence using social media tools and applications. The unit specifically identifies the requirement to review, compare and use different types of social networking tools and applications.

**Duration:** 50 hours      **Theory:** 20 hours      **Practical:** 30 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Describe different types of social media tools and applications	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain characteristics of the term social media</li> <li>2. Identify different types of social-media tools and applications</li> <li>3. Illustrate some of the issues associated with the use of social media tools and applications</li> </ol>	<ul style="list-style-type: none"> <li>• Characteristics of the term “Social Media”</li> <li>• Types of social-media tools and applications</li> </ul>	<b>Total:</b> 20hrs <b>Theory:</b> 10hrs <b>Practical:</b> 10hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Class room/Computer Lab
<b>LU2:</b> Compare different types of social media tools and applications	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify Select one social media type for review</li> <li>2. Review most popular tools</li> </ol>	<ul style="list-style-type: none"> <li>• Advantages and disadvantages of social media</li> <li>• Social media tools and</li> </ul>	<b>Total:</b> 15hrs <b>Theory:</b> 05hrs <b>Practical:</b> 10hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul>	Class room/Computer Lab

	<p>and applications within that social media type</p> <p><b>3.</b> Itemise benefits across a range of the most popular tools and applications</p> <p><b>4.</b> Select most appropriate social media tool or application</p>	<p>applications</p>		<p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	
<p><b>LU3:</b> Set up and use popular social media tools and applications</p>	<p><b>The trainee will be able to:</b></p> <p><b>1.</b> Identify social media tools and applications for possible implementation</p> <p><b>2.</b> Initiate preferred social media tools and applications for use</p> <p><b>3.</b> Establish social media interface using text and file content</p> <p><b>4.</b> Initiate social networking interaction</p> <p><b>5.</b> Test and evaluate tools and applications for ease of use</p> <p><b>6.</b> Present findings</p>	<ul style="list-style-type: none"> <li>• Use of Social media</li> <li>• Social Media Interface</li> <li>• Social Networking Interaction</li> </ul>	<p><b>Total:</b> 15hrs</p> <p><b>Theory:</b> 05hrs</p> <p><b>Practical:</b> 10hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	<p>Class room/Computer Lab</p>

## Module 5: Use Critical Thinking and Reflective Practice

**Objective of the module:** After completing this module, the learner will be able to understand and examine their own beliefs about teaching and learning process in their own context/classroom and critically analyse their practices before, during and after the course completion. Also plan to improve as per the current notion of reflective practice and apply them or make a continue part of their teaching learning process.

**Duration:** 100 hours      **Theory:** 40 hours      **Practical:** 60 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1: I LU1.</b> Justify the importance of critical thinking and reflective practice in teaching	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Recognize the value of critical thinking and reflection in teaching children</li> <li>2. Analyze theories, &amp; models of reflective practice and examine the reflective practice cycle for classroom practice</li> <li>3. Practice reflective planning for differentiated instruction &amp; examine the essential principles involved in the practice of reasoned decision making</li> <li>4. Categorize inquiry-based</li> </ol>	<ul style="list-style-type: none"> <li>• Notion of critical thinking and reflective practice in teaching learning process</li> <li>• Explain the theories of reflective practice and reflective models such as; Gibbs, Kolb's, Schon)</li> <li>• Designing and planning a lesson by referring one of the above models for the reflective practice</li> <li>• Elaborating the differentiated instruction (content, process, product, effects)</li> <li>• Classifying the curriculum in</li> </ul>	<b>Total:</b> 35hrs <b>Theory:</b> 15hrs <b>Practical:</b> 20hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pen</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	<p>curriculum as an essential component of reflective practice</p> <p>5. Plan strategies to analyze and make judgments about a task, a position, a process, a performance or another product or act.</p> <p>6. Schedule activities for children to analyze and critique through engagement in formal tasks, informal tasks, and ongoing activities</p> <p>7. Plan to integrate revised blooms taxonomy in daily routine plans</p>	<p>respect of the reflective practices</p> <ul style="list-style-type: none"> <li>• Developing a strategy and reflect upon the decision, product, process or performance</li> <li>• Making a lesson plan by selecting a subject and topic to teach and train the students for high order thinking referring to the bloom's taxonomy.</li> </ul>			
		<p><b><u>Practical Activity:</u></b></p> <p>1. Design a schedule and activities in which students will get involve in critical thinking (mention the list of activities, tasks, informal and formal setting)</p>			

<b>LU2:</b> Implement critical thinking and reflective practice in daily classroom routines	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Use critical thinking and critical pedagogy to design and implement routines in early childhood classrooms by referring any two model</li> <li>2. Use the essential principles of critical thinking and reflective practice to make rational decisions in early childhood settings</li> <li>3. Implement activities to analyze and make judgments by using inquiry-based curriculum for daily reflective practices</li> <li>4. Use activities for children to</li> </ol>	<ul style="list-style-type: none"> <li>• Design activities for children to develop critical thinking</li> <li>• Discuss while planning on the above topic to inculcating the essential principle of critical thinking (problem identification, cause, data collection, finding, solution, review the solution and ways to improve)</li> <li>• Apply the learning of Reflective model (Gibbs, Kolbs and Schon) and make a reflective cycle by selecting any topic from curriculum</li> </ul>	<b>Total:</b> 30hrs <b>Theory:</b> 10hrs <b>Practical:</b> 20hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pen</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment
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	<p>analyze and critique through engagement in formal tasks, informal tasks as per bloom's taxonomy in daily routine plans</p> <p>5. Review and reflect upon their own teaching practices for further improvement</p>	<p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Demonstrate and implement the plan by choosing some activities related to develop critical thinking according to blooms taxonomy in informal and formal tasks</li> <li>2. Write reflection on your own teaching and suggest recommendations for improvement</li> </ol>			
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<p><b>LU3:</b> Use critical thinking and reflective practice as professional development tools</p>	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Distinguish various tools for self-reflection</li> <li>2. Utilize critical thinking and reflective practice by following the Gibb's Reflective Cycle</li> <li>3. Analyze bloom's taxonomy to develop higher order critical thinking</li> <li>4. Review ideas for collaborative reflective practice</li> <li>5. Reflect to consider purpose and perspective, pinpoint evidence, use explicit and implicit criteria, make defensible judgments or assessments, and draw conclusions</li> <li>6. Design and maintain professional portfolio</li> </ol>	<ul style="list-style-type: none"> <li>• Understand the various tools (Journal, diary, portfolios, audio and video recordings)</li> <li>• Discuss the case studies by utilizing critical and reflective thinking- draw conclusion with the consensus in the light of Gibbs model (Gibbs reflective cycle)</li> <li>• Trainer will evaluate the whole process</li> <li>• Review and debate on blooms taxonomy and reflect upon how it will be helpful in developing students' high order thinking?</li> <li>• Express the understanding for collaborative reflective practice</li> <li>• Identify the purpose, perspective, highlight, evidence, explain explicit and implicit criteria, make assessment and draw</li> </ul>	<p><b>Total:</b> 30hrs  <b>Theory:</b> 10hrs  <b>Practical:</b> 20hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pen</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>
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		<p>conclusion</p> <ul style="list-style-type: none"> <li>• Develop individual professional portfolios to present academic potential and reflection (personal statement, goals &amp; objectives, vision, mission, sample of CR observation, daily routine, assessment checklist, environment setting etc..)</li> </ul>			
		<p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Make pair and give instructions to do collaborative reflective practice in their context and share presentation</li> </ol>			

## Module 6: Manage and Administer School Organisation

**Objective of the module:** After completing this module, the learner will be able to utilize the knowledge, skills and attitude required to attain aims, objectives, nature, principles & major components of school organization and administration, role of Principal, planning, maintain discipline, creating & implementing policies and manage school infrastructure.

**Duration:** 100 hours    **Theory:** 40 hours    **Practical:** 60 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Understand the terms School Organization, and Administration	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the key terms school organization and administration</li> <li>2. Recognize the difference between key terms</li> <li>3. Identify the aims, objectives, and principles of school administration.</li> <li>4. State the nature and scope of school organization and administration</li> <li>5. List down things to do list, mentioning maximum possible activities, in the light of principles and scope of school</li> </ol>	<ul style="list-style-type: none"> <li>• Define the term School organization and administration.</li> <li>• Differentiate between School organization and administration.</li> <li>• Enlist the importance of aims, objectives, and principles of school administration.</li> <li>• Nature and scope of school organization and administration.</li> <li>• Possible activities in the light of principles and scope of school organization and administration.</li> </ul>	<b>Total:</b> 32hrs <b>Theory:</b> 05hrs <b>Practical:</b> 27hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board marker</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	organisation and administration	<b>Practical Activity:</b> <ol style="list-style-type: none"> <li>1. Design and Role play possible activities in the light of principles and scope of school organization and administration.</li> </ol>			
<b>LU2:</b> Interpret the role of major Components of School Administration (Principal, Teacher and Pupils)	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the placement and importance of Principal</li> <li>2. Recognize the responsibilities of a principal</li> <li>3. Realize the challenges faced by principal</li> <li>4. Identify the placement and importance of teacher</li> <li>5. Define the responsibilities of a teacher</li> <li>6. State the best qualities of a teacher</li> <li>7. Respond to the expectations of School principal, children, and</li> </ol>	<ul style="list-style-type: none"> <li>• Define the term Principle.</li> <li>• Explain the importance and responsibilities of a principle.</li> <li>• Identify the challenges faced by principle.</li> <li>• Define the term Teacher.</li> <li>• Explain the importance and responsibilities of a teacher.</li> <li>• Enlist the qualities of a teacher.</li> <li>• Designing strategies to practice best professional ethics as a teacher in general and specifically as early years teacher</li> <li>• Making a list of age appropriately/class wise basic</li> </ul>	<b>Total:</b> 32hrs <b>Theory:</b> 05hrs <b>Practical:</b> 27hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board marker</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	<p>parents</p> <p><b>8.</b> Practice best professional ethics as a teacher in general and specifically as early years teacher.</p> <p><b>9.</b> Enlist age/class wise basic requirement of children to have a supportive learning environment</p>	<p>requirements of children to have a supportive learning environment.</p> <p><b>Practical Activity:</b></p> <p><b>1.</b> Demonstrate the contrast between a conventional teacher/educator and ECCE teacher/educator</p>			
<p><b>LU3:</b> Maintain School Building, Office, Library and Equipment etc...</p>	<p><b>The trainee will be able to:</b></p> <p><b>1.</b> Maintain school building infrastructure by continuous care and repair</p> <p><b>2.</b> Interpret students need and design age-appropriate classroom</p> <p><b>3.</b> Manage school offices (principal, reception, accounts etc.)</p> <p><b>4.</b> Establish and manage school library</p> <p><b>5.</b> Create and maintain outdoor environment for recreational activities</p> <p><b>6.</b> Make a list of all available stock (dead and live) in</p>	<ul style="list-style-type: none"> <li>• Designing a check list about the infrastructure of school building for continuous care and repair.</li> <li>• Creating age appropriately classroom.</li> <li>• Plan strategies to maintain school offices in all disciplines.</li> <li>• Check list to maintain school library.</li> <li>• Designing and building an outdoor environment for recreational activities.</li> <li>• Maintain inventory registers in school.</li> </ul>	<p><b>Total:</b> 32hrs</p> <p><b>Theory:</b> 05hrs</p> <p><b>Practical:</b> 27hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board marker</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>school</p> <p>7. Organize a sick room and ensure the availability of basic first aid material</p> <p>8. Manage uninterrupted supply clean drinking water</p> <p>9. Ensure the availability of washrooms separately for boys and girls.</p> <p>10. Develop future plan to incorporate the findings of child observation record &amp; feedback of meeting in upcoming daily routines.</p>	<ul style="list-style-type: none"> <li>• Maintaining a sick room by providing a basic first aid box.</li> <li>• Establishing and maintaining washrooms separately for boys and girls.</li> </ul>			
		<p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Enlist the rules to maintain school discipline</li> <li>2. Enlist and demonstrate atleast 10 re-creational activities</li> </ol>			
<p><b>LU4:</b> Enlist the rules to maintain school discipline</p>	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify the need for and importance of record keeping.</li> <li>2. Describe the process of maintenance of record keeping</li> <li>3. Design some important registers to maintain school record</li> <li>4. Relate the value of record keeping with day-to-day</li> </ol>	<ul style="list-style-type: none"> <li>• Importance of record keeping.</li> <li>• The process of record keeping.</li> <li>• Mode of record keeping.</li> <li>• Documentation and mentainance of important school record.</li> <li>• Value of record keeping with day-to-day functioning.</li> </ul>	<p><b>Total:</b> 32hrs</p> <p><b>Theory:</b> 05hrs</p> <p><b>Practical:</b> 27hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board marker</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer</li> </ul>	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	functioning.	appropriate electronic templates to maintain school records		system	
<b>LU5:</b> Enlist the rules to maintain school discipline	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify the need for and importance of co-curricular activities</li> <li>2. Enlist different co-curricular activities (minimum 8)</li> <li>3. Describe some curricular activities (minimum 4)</li> <li>4. State some benefits of above-mentioned activities.</li> <li>5. Design guidelines to execute above-mentioned co-curricular activities</li> <li>6. Identify some activities for the children of ECE classes</li> </ol>	<ul style="list-style-type: none"> <li>• Importance of co-curricular activities.</li> <li>• Possible co –curricular and describe these activities</li> <li>• Explain the benefits of co-curricular activities.</li> <li>•</li> </ul> <p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Enlist possible activities for children of ECE classes</li> <li>2. Conduct an event to implement enlisted possible activities</li> <li>3. Develop a booklet of guidelines to execute above-mentioned co-curricular activities.</li> </ol>	<b>Total:</b> 32hrs <b>Theory:</b> 05hrs <b>Practical:</b> 27hrs	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board marker</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment
<b>LU6:</b>	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify the importance of school timetable.</li> <li>2. Explain different types of</li> </ol>	<ul style="list-style-type: none"> <li>• Importance of school timetable.</li> <li>• Designing samples of</li> </ul>	<b>Total:</b> 32hrs <b>Theory:</b> 05hrs <b>Practical:</b> 27hrs	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> </ul>	Workplace (Early Childhood setting,

	<p>timetables.</p> <p>3. Describe basic principles of timetable construction.</p> <p>4. Plan a sample timetable for a primary school</p> <p>5. Define daily routine for early years classroom</p> <p>6. Design a daily routine plan for Early years classroom</p>	<p>different types of timetables (The consolidated timetable. Also called the master timetable, this one is an all-inclusive one, Class-wise timetable, Teacher-wise timetable, Games timetable, Co-curricular activities timetable, Homework timetable.)</p> <ul style="list-style-type: none"> <li>• Explain the basic principles of timetable construction. (Flexibility, Some period for recreation, Amount of time available, Principle of Justice, Continually Revised, Suitable duration of period, sufficient place for activities, Variety).</li> </ul>		<ul style="list-style-type: none"> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board marker</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	<p>classroom, training institute) and indoor/ outdoor environment</p>
		<p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Design samples of different types of timetables</li> <li>2. Describe and design daily routine plan for Early years classroom.</li> </ol>			

<b>LU7: Exercise</b> School discipline	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Define discipline.</li> <li>2. Identify different types of discipline.</li> <li>3. Enlist strategies to achieve and maintain good, disciplined environment.</li> <li>4. Interpret causes of growing indiscipline and suggest remedies</li> <li>5. Interpret the basic required disciplined behavior early years classroom.</li> <li>6. Plan activities to practice and implement above mentioned behaviors</li> </ol>	<ul style="list-style-type: none"> <li>• Explain the term Discipline.</li> <li>• Recognize and describe different types of discipline (preventative, supportive, and corrective discipline.)</li> <li>• Creating strategies to maintain and achieve good discipline environment.</li> <li>• Elaborating the causes of growing indiscipline behaviors and suggest remedies</li> <li>• Basic required disciplined behavior in early year's classroom.</li> <li>• Designing activities to practice and implement above mentioned behaviors.</li> </ul> <b><u>Practical Activity:</u></b> <ol style="list-style-type: none"> <li>1. Design a Code of Conduct (for teachers and students) to maintain discipline of the school</li> </ol>	<b>Total: 32hrs</b> <b>Theory: 05hrs</b> <b>Practical: 27hrs</b>	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board marker</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment
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## Module 7: Maintain Relationship with Family, School & Community

**Objective of the module:** After completing this module, the learner will be able to utilize the knowledge, skills and attitude required to cover the skills, knowledge, and attitude required to maintain the relationship with family, school and community.

**Duration:** 100 hours      **Theory:** 40 hours      **Practical:** 60 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1. Measure the role of the teacher as an integral part of the community	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Share information about the Child make checklists</li> <li>2. Arrange PTM's to Parents are encouraged</li> <li>3. Enlist Six Types of School-Family-Community Involvement</li> </ol>	<ul style="list-style-type: none"> <li>• Checklist on each domain.</li> <li>• Invitation for parents to attend PTM.</li> <li>• Six types of school family community involvement( Parenting, Communicating, Volunteering , Learning at home, Decision making, collaborating with the community)</li> </ul>	<b>Total:</b> 10hrs <b>Theory:</b> 03hrs <b>Practical:</b> 06hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Pocket files</li> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board marker</li> <li>• Duster</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment
		<b><u>Practical Activity:</u></b> <ol style="list-style-type: none"> <li>1. Conduct an orientation session for parents awareness in Early Year Schools/daycare</li> </ol>		<b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	

		2. Demonstrate any 2 types of activities to explain school family community			
<b>LU2.</b> Highlight the challenges of partnership with schools, families, and communities	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. List down the community education principles</li> <li>2. Support Learning at Home Ideas for Parents</li> <li>3. Enlist the community education goal</li> <li>4. Effective partnerships provide a variety of opportunities</li> </ol>	<ul style="list-style-type: none"> <li>• Elaborate the basic principles of community education.(Self-help, Leadership development, Localization, Integrated delivery of services, Maximum use of resources, Inclusiveness, Responsiveness)</li> <li>• Daily routine setting (Provide a place and time for homework, Check on assignments, H.W &amp; projects, Talk each day with child about daily activities, Promote literacy by reading )</li> <li>• Interpret &amp; Review the community education goals</li> </ul>	<b>Total:</b> 13hrs <b>Theory:</b> 02hrs <b>Practical:</b> 06hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Pocket files</li> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board marker</li> <li>• Duster</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

		<b><u>Practical Activity:</u></b> 1. Conduct a dialog session to develop and maintain effective partnership between school, parents and community			
<b>LU3.</b> Explore various ways to reach out to families and communities	<b>The trainee will be able to:</b> 1. Follow up with families. 2. Arrange field trips 3. Make checklists for communities & families 4. Organize sessions for kids and invite guest speakers.	<ul style="list-style-type: none"> <li>Establish communication and connection between the parents and schools.</li> <li>Collaboration/Checkups.</li> <li>Explore educational places through fieldtrips.</li> <li>Use national standards to enlist indicators for check list( Welcoming all families into the school community, Communicating effectively, Supporting students success, Sharing power, Speaking up for every child, Collaborating with community)</li> </ul>	<b>Total:</b> 14hrs <b>Theory:</b> 03hrs <b>Practical:</b> 09hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>Pocket files</li> <li>Notebooks</li> <li>Pencils</li> <li>Erasers</li> <li>Sharpeners</li> <li>White board marker</li> <li>Duster</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

		<b><u>Practical Activity:</u></b> 1. Arrange awareness sessions for children, families and communities.			
<b>LU4.</b> Evaluate the types of parental involvement	<b>The trainee will be able to:</b> 1. Take Actions that Encourage Parent Involvement 2. Analyze the effectiveness of the Decision-making strategy. 3. Apply strength-based-approach.	<ul style="list-style-type: none"> <li>Design strategies for parents to involve in children well-being.</li> <li>Practice decision making strategies.</li> <li>Demonstrate and practice strength based approach.</li> </ul>	<b>Total:</b> 13hrs <b>Theory:</b> 02hrs <b>Practical:</b> 09hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>Pocket files</li> <li>Notebooks</li> <li>Pencils</li> <li>Erasers</li> <li>Sharpener</li> <li>White board marker</li> <li>Duster</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

## Module 8: Apply Assessment and Evaluation Techniques

**Objective of the module:** After completing this module, the learner will be able to covers the skills, knowledge and attitude required to understand the importance of assessment, apply/use the various assessment tools for collecting data to monitor the students' performance and progress, analyse the data and share the critical information/findings of evaluation & assessment with different stakeholders (parents, educators and families) to inform them for the progress of the students.

**Duration:** 100 hrs.

**Theory:** 40 hrs.

**Practical:** 60 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Perform assessment to support learning	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify different child assessment methods</li> <li>2. Practice different child assessment methods</li> <li>3. Perform assessment.</li> <li>4. Develop feedback process to enhance children learning and development</li> </ol>	<ul style="list-style-type: none"> <li>• Define various assessment methods (Diagnostic, Formative, Summative)</li> <li>• Presentation to show their understanding about the assessment method</li> <li>• Planning assessment plan component and share with the colleagues in pairs to get the feedback</li> <li>• Importance of feedback and develop a feedback process to enhance the child learning and practice in their context/through macro</li> </ul>	<b>Total:</b> 08hrs <b>Theory:</b> 02hrs <b>Practical:</b> 06hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Pocket files</li> <li>• Notebooks</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• White board marker</li> <li>• Duster</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

		teaching			
		<b><u>Practical Activity:</u></b> 1. Demonstrate different type of play activities to improve memory and cerebral cortex			
<b>LU2:</b> Apply assessment strategies	<b>The trainee will be able to:</b> 1. Use quizzes, hand signals, response card and four corners 2. Prepare report cards. 3. Record the pre-assessment 4. Identify formal and informal assessment 5. Identify children who need additional support	<ul style="list-style-type: none"> <li>Understanding assessment tools such as; quizzes, worksheets, checklist in real classroom settings (indoor and outdoor) to know the students' understanding (about the selected topic)</li> <li>Analysis of the above tools, prepare report cards</li> <li>Case studies in which they will identify the ways of informal and formal assessment</li> <li>Playing some video (of classroom teaching in which one or two children would have support required) will be shown and they will identify</li> </ul>	<b>Total:</b> 08hrs <b>Theory:</b> 02hrs <b>Practical:</b> 06hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>Pocket files</li> <li>Notebooks</li> <li>Pencils</li> <li>Erasers</li> <li>Sharpeners</li> <li>White board marker</li> <li>Duster</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

		the children who need some additional support			
		<b><u>Practical Activity:</u></b> 1. Conduct pre-assessment (for a student only) to identify the current level of the student and prepare a report card accordingly			
<b>LU3:</b> Use different tools for assessment & Evaluation	<b>The trainee will be able to:</b> 1. Design high scope COR (child observation record) 2. Make a checklists & rating scales 3. Develop portfolios 4. Evaluate record of children drawings and arts 5. Evaluate on basis of learning notes and stories 6. Evaluate children photographs and dictations.	<ul style="list-style-type: none"> <li>Importance of observation and recording of observation</li> <li>Designing and analyzing tools such as; rating scale, checklist, time sample, event sample, anecdotal notes, running notes, sociogram, videotaping, photograph and portfolios</li> <li>Tools and portfolios by take some (sample) portfolios, analyze the work done by the students and evaluate their work by drawing conclusion</li> <li>Analyzing the previous learning notes and stories</li> </ul>	<b>Total:</b> 08hrs <b>Theory:</b> 02hrs <b>Practical:</b> 06hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>Pocket files</li> <li>Notebooks</li> <li>Pencils</li> <li>Erasers</li> <li>Sharpeners</li> <li>White board marker</li> <li>Duster</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

		<p>(taken or recorded by the teachers) interpret those ideas mentioned in the stories or narratives to keep the track of students' progress</p>			
		<p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Examine some sample of dictations and photograph of students (preferably outside of the classroom where they are engaging with different physical and academic activities)</li> </ol>			

## Module 9: Integrate Inclusion and Diversity in Early Childhood Care and Education

**Objective of the module:** After completing this module, the learner will be able to covers the skills, knowledge and attitude required to demonstrate and apply the skills, knowledge and attitude required to integrate inclusion and diversity in early childhood care and education.

**Duration:** 100 hrs.

**Theory:** 40 hrs.

**Practical:** 60 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Demonstrate acceptance and attitude towards integrating Inclusion and Diversity in Early Childhood setting	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the historical perspective and paradigm shift in the field of Inclusive Education in ECE setting.</li> <li>2. Demonstrate understanding and appropriate application of learning styles, modalities and intelligence theories.</li> <li>3. Recognize the UN Convention on the Rights of Persons with Disabilities (CRPD), the fundamental right to Education of Special needs children.</li> <li>4. Demonstrate awareness</li> </ol>	<ul style="list-style-type: none"> <li>• Historical changes in the field of special education, and explain the significance of modern attitude towards individuals with special needs.</li> <li>• Causes of behavioral and emotional disorders and their effect on child's development and learning.</li> <li>• Types of physical disabilities (Cerebral Palsy, Hearing, speech or visual impairment, limb deficiency) and discuss how they affect child's skills and abilities in the learning process.</li> <li>• Principles of CRDP and</li> </ul>	<b>Total:</b> 60hrs <b>Theory:</b> 04hrs <b>Practical:</b> 10hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Chart papers</li> <li>• White papers</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> <li>• Calculator</li> <li>• Props for role play</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	of global practices about SEN (Special Education Needs)	<p>importance of the right to Education of Special Needs children.</p> <ul style="list-style-type: none"> <li>Alternative Teaching strategies to compensate the deficient area of the SEN children.</li> </ul>			
		<p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Dramatize possible scenarios through role play, depicting real life situations faced by SEN children</li> <li>2. Design variety of alternative teaching strategies to compensate the deficient area of the SEN children.</li> </ol>			

<p><b>LU2:</b> Create an indoor / outdoor environment that ensures inclusion and diversity in early childhood setting.</p>	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Plan developmentally appropriate arrangements and adaptations of classroom physical environment.</li> <li>2. Identifying students at risk in terms of biological and environmental conditions.</li> <li>3. Initiate a positive attitude / relationship among all children in the classroom.</li> <li>4. Recognize conflicts that may develop when dealing with differences.</li> <li>5. Identify their own role of Special Education Teacher in a diverse classroom setting.</li> <li>6. Create high expectations for every child to reach his or her full potential</li> </ol>	<ul style="list-style-type: none"> <li>• Physical environment of an inclusive classroom that promotes positive student behavior and a safe and healthy environment.</li> <li>• Rules to develop DAP (developmentally appropriate practices) material for an inclusive classroom.</li> <li>• Students at risk in terms of biological and environmental conditions (poverty, nutrition, exposure to child abuse, substance abuse) and best possible solutions to support them.</li> <li>• Behavior Management plan for SEN</li> <li>• Rules and regulations for an inclusive classroom showcasing tolerance for diversity and inclusion.</li> <li>• Conflicts that occur in an inclusive classroom and their best possible solutions.</li> </ul>	<p><b>Total:</b> 90hrs  <b>Theory:</b> 03hrs  <b>Practical:</b> 15hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Chart papers</li> <li>• White papers</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> <li>• Calculator</li> <li>• Props for role play</li> </ul>	<p>Workplace  (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>
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		<ul style="list-style-type: none"> <li>• Role of a Special Education Teacher in a diverse classroom setting. (designing physical environment, customized lesson planning, specialized instructions and norms, managing conflicts and behavior, learning assessments)</li> <li>• Reflective journal writing to analyze and improve their role as a Special Education Teacher.</li> <li>• Formulate expectations for students performance</li> </ul>			
		<p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Design a Layout Plan for an inclusive classroom that promotes positive student behavior and a safe and healthy environment.</li> <li>2. Develop DAP material (atleast 5) for an inclusive classroom.</li> <li>3. Design visual cards of rules and regulations for an</li> </ol>			

		inclusive classroom showcasing tolerance for diversity and inclusion.			
<b>LU3:</b> Demonstrate the pedagogical skills that support diversity and inclusion in early childhood setting.	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Understanding of how the dynamics of differences affect the process of learning.</li> <li>2. Plan a variety of instructional strategies conducive to diverse needs of the children.</li> <li>3. Plan, control and facilitate active learning in the classroom that caters to the different needs and abilities of the students.</li> <li>4. Assess through a checklist to determine whether students are achieving academic goals.</li> </ol>	<ul style="list-style-type: none"> <li>• Factors affecting learning in an inclusive classroom. (cultural differences, language barriers, psychological and social /emotional issues, student's IQ level)</li> <li>• Practicing 'scaffolding' (individual instructional modification) to students as a necessary tool to ensure individual learner's success.</li> <li>• Lesson plans that promote active learning and aligned to SEN in an inclusive classroom.</li> <li>• Formulate a checklist criterion for common SEN. (Dyslexia, ADHD, Autism spectrum)</li> </ul>	<b>Total:</b> 90hrs <b>Theory:</b> 03hrs <b>Practical:</b> 15hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Chart papers</li> <li>• White papers</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> <li>• Calculator</li> <li>• Props for role play</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

		<b><u>Practical Activity:</u></b> <ol style="list-style-type: none"> <li>1. Develop lesson plans that promote active learning and aligned to SEN in an inclusive classroom.</li> <li>2. Formulate a checklist criterion for common SEN. (Dyslexia, CP, ADHD, Autism spectrum)</li> </ol>			
<b>LU4:</b> Create partnership with families and community to promote diversity and inclusion in Education	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Recognise the parental role in Inclusive education.</li> <li>2. Practice collaboration with families in inclusive classroom setting.</li> <li>3. Develop relationship with community as a part of Inclusive education</li> </ol>	<ul style="list-style-type: none"> <li>• Importance of Parental role in Inclusive Education.</li> <li>• Importance of involvement of families to support teaching / learning in an inclusive classroom setting. (awareness sessions, PTCs, interactive activities)</li> <li>• Use of homework / task as a communication tool between home and school.</li> <li>• Collaborate with other community members (psychologists, speech / language therapists and</li> </ul>	<b>Total:</b> 90hrs <b>Theory:</b> 03hrs <b>Practical:</b> 15hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Chart papers</li> <li>• White papers</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

		<p>other specialists) to support teaching / learning in an inclusive setting. (Select a care study and state the findings).</p>		<ul style="list-style-type: none"> <li>• Calculator</li> <li>• Props for role play</li> </ul>	
		<p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Plan and conduct awareness session for teachers /parents in collaborate with other community members (psychologists, speech / language therapists and other specialists) to support teaching / learning in an inclusive setting.</li> </ol>			

## Module 10: Setting and Managing Daycare Center

**Objective of the module:** After completing this module, the learner will be able to the skills, knowledge and attitude required to understand the knowledge areas like history & scope of day-care, national & international perspective of day-care, developing standards, creating safe & nurturing environment, developing feasible strategic plan, and investigating governance & financial sustainability.

**Duration:** 120 hrs.

**Theory:** 40 hrs.

**Practical:** 80 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Understand the term daycare and its importance	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify the purpose and scope of a daycare setup.</li> <li>2. Distinguish between different types of childcare/ daycare services.</li> <li>3. Establish an understanding of the historical background of daycare/childcare services.</li> <li>4. Appraise the qualities / characteristics of good childcare/ day care service</li> </ol>	<ul style="list-style-type: none"> <li>• Purpose and scoop of daycare setup.</li> <li>• Differentiate between types of childcare/daycare services. (Family Child Care Homes. In family childcare homes, providers care for small groups of children in a residential building, Child Care Centers, Preschool Programs, School-Age Programs, Family, Friend, and Neighbor Care.)</li> <li>• Qualities / characteristics of childcare / daycare services.</li> </ul>	<b>Total:</b> 90hrs <b>Theory:</b> 03hrs <b>Practical:</b> 15hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Chart papers</li> <li>• White papers</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

		<b>Practical Activity:</b> <ol style="list-style-type: none"> <li>1. Design a timeline to explain history and background of daycare/childcare services.</li> <li>2. Enlist the qualities / characteristics of childcare / daycare services.</li> </ol>		<ul style="list-style-type: none"> <li>• Calculator</li> <li>• Props for role play</li> </ul>	
<b>LU2:</b> Practice professional ethics in a daycare setting	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the role of a childcare provider.</li> <li>2. Realize the scope and nature of work in a childcare / daycare setting</li> <li>3. Demonstrate responsibilities as per the set standards of NAEYC.</li> <li>4. Categorize the different age group in daycare environment</li> </ol>	<ul style="list-style-type: none"> <li>• Identify the role of a childcare provider (supervision and care for children's basic needs in childcare facilities. They perform a range of duties including preparing meals, creating lesson plans, and helping children with homework.)</li> <li>• Scope and nature of work in a childcare/daycare setting.</li> <li>• Develop a checklist to perform responsibilities as per the set standards of NAEYC (Standard 1: Relationships, Standard 2: Curriculum, Standard 3: Teaching, Standard 4:</li> </ul>	<b>Total:</b> 90hrs <b>Theory:</b> 03hrs <b>Practical:</b> 15hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Chart papers</li> <li>• White papers</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> <li>• Calculator</li> <li>• Props for role play</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

		<p>Assessment of Child Progress, Standard 5: Health, Standard 6: Staff Competencies, Preparation, and Support ,Standard 7: Families, Standard 8: Community Relationships, Standard 9: Physical Environment, Standard 10: Leadership and Management)</p> <ul style="list-style-type: none"> <li>• Categorise children into different age groups in day care environment.</li> </ul>			
		<p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Develop a checklist to perform responsibilities as per the set standards of NAEYC</li> </ol>			
<p><b>LU3:</b> Value the guidelines and standards for daycare centers in Pakistan</p>	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe the term and the purpose of these guidelines and standards</li> <li>2. Enlist the factors related to building and space requirements.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate the guidelines and standards for day care centers in Pakistan.</li> <li>• Develop a check list of factors related to building and space requirements.</li> </ul>	<p><b>Total:</b> 90hrs <b>Theory:</b> 03hrs <b>Practical:</b> 15hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> </ul>	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor</p>

	<ol style="list-style-type: none"> <li>3. Identify the child -adult ratio in a daycare setting</li> <li>4. Design a check list to ensure hygienic and safe environment.</li> <li>5. Demonstrate effective professional partnership with parents</li> <li>6. Maintain child's record as per the given guideline</li> <li>7. Realise procedure and scope of staff record keeping</li> <li>8. Plan age-appropriate diet chart as per the provided guild lines</li> <li>9. Prepare a list of required material to set a daycare.</li> </ol>	<ul style="list-style-type: none"> <li>• Maintain a child-adult ratio in a day care setting.</li> <li>• Create a guideline to maintain hygienic and safe environment.</li> <li>• Design Strategies to build and maintain the effective professional partnership with parents.</li> <li>• Establish the procedure and scope to maintain staff record.</li> </ul> <p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Create Performa to maintain the child's record.</li> <li>2. Design and demonstrate Strategies to build and maintain the effective professional partnership with parents.</li> </ol>		<ul style="list-style-type: none"> <li>• Sharpeners</li> <li>• Chart papers</li> <li>• White papers</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> <li>• Calculator</li> <li>• Props for role play</li> </ul>	environment
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<b>LU4.</b> Establish a daycare center	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Conduct a need assessment survey of the targeted community to set priorities</li> <li>2. Draw a vision statement.</li> <li>3. Construct a set of principles for daycare setup.</li> <li>4. Make a list of required resources (Human, Equipment and Financial)</li> <li>5. Identify a suitable location</li> <li>6. Shop the required material/ equipment's</li> </ol>	<ul style="list-style-type: none"> <li>• Assessment survey of targeted community to set priorities.</li> <li>• Vision statement to establish a daycare center.</li> <li>• Designing a set of principles to establish a daycare setup.</li> <li>• Choosing a suitable location for day care setting.</li> <li>• List of appropriate material/equipment's, human resource for day care setting.</li> <li>• Execution of the daycare services effectively</li> </ul>	<b>Total:</b> 90hrs <b>Theory:</b> 03hrs <b>Practical:</b> 15hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Chart papers</li> <li>• White papers</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> <li>• Calculator</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment
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	<p>7. Choose appropriate human resource</p> <p>8. Operationalize effectively the daycare services.</p>	<p><b><u>Practical Activity:</u></b></p> <p>1. Develop a feasibility plan to establish a Day care center, including:</p> <ul style="list-style-type: none"> <li>○ Vision Statement</li> <li>○ Principles</li> <li>○ list of material/equipment's, human resource</li> </ul>		<ul style="list-style-type: none"> <li>• Props for role play</li> </ul>	
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## Module 11: Practice Positive Parenting

**Objective of the module:** After completing this module, the learner will be able to utilize the knowledge, skills and attitude required to understand the latest research and practices in the field of parenting, such as using positive language, planned discipline, and family routines which encourages nurturing behavior and increases parents' knowledge of child development and communication styles. This connection is a key component of a child's development and supporting further learning

**Duration:** 110 hrs.

**Theory:** 30 hrs.

**Practical:** 80 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Understand Parenting and positive parenting	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>Design Understand what it meant to be a parent.</li> <li>Distinguish between different four parenting styles.</li> <li>Identify the meaning of Positive Parenting</li> <li>Recognize the Principles and elements of positive parenting</li> <li>Relate the impact of different parenting styles by observing young children.</li> <li>Establish an</li> </ol>	<ul style="list-style-type: none"> <li>Define the term Parent and positive parenting.</li> <li>Explain and differentiate between four types of parenting. (Permissive, Authoritative, Neglectful and Authoritarian).</li> <li>Principles of positive parenting. (Attachment, respect, proactive parenting, empathetic leadership, and positive discipline).</li> <li>Elements of positive parenting. (1.Make simple observations. The first step is</li> </ul>	<b>Total:</b> 10hrs <b>Theory:</b> 02hrs <b>Practical:</b> 08hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>Notebooks</li> <li>Pencils</li> <li>Pens</li> <li>Markers</li> <li>Erasers</li> <li>Sharpeners</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	<p>understanding of positive parenting style.</p> <p>7. Perceive and apply the required behavior to practice positive parenting</p> <p>8. List challenges of positive/ parenting</p> <p>9. Enlist the possible strategies to handle challenges and practice positive parenting</p>	<p>to notice what is going right.</p> <p>2) Build up with encouragement, not praise. There is a big difference between praise and encouragement. ...3)</p> <p>Discipline to teach, not to punish.)</p> <ul style="list-style-type: none"> <li>• Impact of different parenting styles on young children.</li> <li>• Conduct an awareness sessions for better understanding of positive parenting style.</li> <li>• State the challenges and benefits of positive parenting.</li> <li>• Identify the possible strategies to handle challenges and practice positive parenting.</li> </ul>			
		<p><b><u>Practical Activity:</u></b></p> <p>1. Demonstrate different types of parenting Through Role Play.</p> <p>2. Enlist the elements of</p>			

		positive parenting.			
<b>LU2:</b> Practice Parental attachment and its styles	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the concept of attachment and parental attachment.</li> <li>2. Learn attachment styles and patterns.</li> <li>3. Demonstrate Therapeutic parenting through practical approach</li> <li>4. Realize parental attachment issues and recommendations to deal with them.</li> <li>5. Describe parental practices and interventions</li> <li>6. Interpret different attachment styles, patterns, and their impact on children.</li> <li>7. Explore different parenting interventions.</li> <li>8. Restate the important</li> </ol>	<ul style="list-style-type: none"> <li>• Explain the concept of attachment and parental attachment.</li> <li>• Enlist attachment styles and patterns. (Secure – autonomous, Avoidant – dismissing, Anxious – preoccupied and Disorganized – unresolved.)</li> <li>• State and practice Therapeutic parenting approach.</li> <li>• Parental attachment issues and recommendations to deal with them.</li> <li>• Demonstrate parental practices and interventions</li> <li>• Observe different attachment styles, patterns, and their impact on children.</li> <li>• Identify different parenting interventions.</li> </ul>	<b>Total:</b> 10hrs <b>Theory:</b> 02hrs <b>Practical:</b> 08hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	factors of positive parenting	<ul style="list-style-type: none"> <li>Enlist the important factors of positive parenting.</li> </ul>			
		<b><u>Practical Activity:</u></b> 1. Develop anecdotal record to identify parental attachment issues and suggest recommendations to deal with them.			
<b>LU3:</b> Respond to the developmental need of children	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>Interpret the development milestones</li> <li>Demonstrate activities to response the specific need of the child for different age group</li> <li>Enlist Key development indicators specially for physical, psychosocial, emotional and brain development.</li> <li>Design a check list to observe development process.</li> </ol>	<ul style="list-style-type: none"> <li>Explain developmental milestones.</li> <li>Activities to response the specific need of the child for different age group.</li> <li>Development process through check list.</li> <li>Invent and practice possible strategies to support development process.</li> <li>Key development indicators for physical, psychosocial, emotional and brain development.</li> </ul>	<b>Total:</b> 10hrs <b>Theory:</b> 02hrs <b>Practical:</b> 08hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>Notebooks</li> <li>Pencils</li> <li>Pens</li> <li>Markers</li> <li>Erasers</li> <li>Sharpeners</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	<p>5. Plan strategies to support development process.</p> <p>6. Understand the need of positive responsive relationship</p> <p>7. Built connection with the child development for the interaction with environment and adults (parents specially)</p>	<ul style="list-style-type: none"> <li>Explain the need of positive responsive relationship.</li> </ul> <p><b>Practical Activity:</b></p> <ol style="list-style-type: none"> <li>Conduct a session for parents based on possible strategies to build connection with the child development for the interaction with environment and adults (parents specially).</li> <li>Design a table to show Key development indicators and make a list of key development indicators for physical, psychosocial, emotional a brain development.</li> </ol>			
<p><b>LU4:</b> Recognize the difference between punishment, reward and discipline</p>	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>Describe the expected behavior of young children</li> <li>Understand discipline and its key factors.</li> <li>Discuss punishment and</li> </ol>	<ul style="list-style-type: none"> <li>Explain the expected behavior of young children.</li> <li>Define discipline and its key factors (Seriousness of the Problem: ...             <ul style="list-style-type: none"> <li>Duration of the Problem</li> </ul> </li> </ul>	<p><b>Total:</b> 10hrs</p> <p><b>Theory:</b> 02hrs</p> <p><b>Practical:</b> 08hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>Notebooks</li> <li>Pencils</li> <li>Pens</li> <li>Markers</li> <li>Erasers</li> </ul>	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor</p>

	<p>its characteristics.</p> <ol style="list-style-type: none"> <li>4. Design activities to support young children to display positive behavior and emotions.</li> <li>5. Realize the negative impact of punishment.</li> <li>6. Demonstrate the role of adult in developing a disciplined child.</li> <li>7. Acknowledges the role of reward by designing activities to promote disciplined behavior of young children.</li> <li>8. Provide guideline for parents to control their temperament.</li> </ol>	<ul style="list-style-type: none"> <li>○ Nature of the Problem</li> <li>○ External Influence</li> <li>○ Degree of Familiarity</li> <li>○ Disciplinary Practices</li> <li>○ Management Support</li> <li>• Define the term punishment and explain its characteristics</li> <li>• Practice activities to support young children to display positive behavior and emotions.</li> <li>• Identify the negative impact of punishment on young children.</li> <li>• Recognize the importance of reward by designing the possible activities to promote disciplined behavior of young children.</li> <li>• Design strategies for parents to control their temperament.</li> </ul>		<ul style="list-style-type: none"> <li>• Sharpeners</li> </ul> <p>Non Consumable</p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	environment
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		<b>Practical Activity:</b> <ol style="list-style-type: none"> <li>1. Make a check list showing indicators about the role of adult in developing a disciplined child</li> </ol>			
<b>LU5:</b> Communicate young children	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Define communication skills and its types.</li> <li>2. Describe parents` communication skills in relation to the child development and care.</li> <li>3. Understand the patterns of nonverbal communication.</li> <li>4. Recognize the characteristics of verbal communication by recognizing pitch, tone, pronunciation, and content.</li> <li>5. Interpret the communication skills for positive impact.</li> <li>6. Enlist the skills to improve child parent</li> </ol>	<ul style="list-style-type: none"> <li>• Explain communication skills and its types. (Active listening,</li> <li>• Responsiveness, Understanding different communication styles,</li> <li>• Empathy, Body language and non-verbal cues, Writing skills.)</li> <li>• Identify the importance of parents` communication skills in relation to the child development and care.</li> <li>• Identify and explain the characteristics of verbal communication by recognizing pitch, tone, pronunciation, and content.</li> <li>• Elaborate the communication skills for</li> </ul>	<b>Total:</b> 10hrs <b>Theory:</b> 02hrs <b>Practical:</b> 08hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	communication skills.	<p>positive impact. (respect, empathy, active listening, and assertiveness).</p> <p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Role play the pattern of nonverbal communication</li> <li>2. Make a list of the skills to improve child parent communication skills.</li> </ol>			
<p><b>LU6:</b> prove parents` skills for better cooperation with and motivation of the child</p>	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand motivational skills for positive parenting.</li> <li>2. List down the strategies to practice motivational skills.</li> <li>3. Design motivational family rules.</li> <li>4. Identify parenting pyramid</li> <li>5. Explain parenting pyramid with context base examples.</li> </ol>	<ul style="list-style-type: none"> <li>• Motivational skills for positive parenting. (Get to the Root of the Behavior. Positive parenting experts worldwide can agree on this: there is always something motivating a child's negative or disruptive behavior, Be Consistent, Say No to Rewards, Focus On What You Can Control – YOURSELF. Discipline, Don't Punish.)</li> <li>• Design possible strategies to practice motivational</li> </ul>			

		<p>skills.</p> <ul style="list-style-type: none"> <li>• Develop a booklet based on motivational family rules to overcome issues among families.</li> <li>• Draw and describe parenting pyramid according to the context.</li> </ul>			
		<p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Dramatise the motivational skills for positive parenting.</li> </ol>			

## Module 12: Execute Pedagogical Leadership

**Objective of the module:** After completing this module, the learner will be able to the skills, knowledge and attitude required to understand the importance of the pedagogical leadership and apply them into their teaching practice

**Duration:** 100 hrs.

**Theory:** 30 hrs.

**Practical:** 70 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Create common goals & expectations	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Develop a curriculum vision</li> <li>2. Translate the vision into curriculum goals/outcomes by setting and communicating learning goals/outcomes with staff and other stakeholders</li> <li>4. Match learning experiences to learning goals/outcomes</li> <li>5. Monitor learning goals/outcomes with staff and other stakeholders</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss and explain the importance of writing a vision of the curriculum to be taught to the ECE students</li> <li>• Review the vision and set curriculum goals included learning outcomes along with the staff members</li> <li>• Relate and formulate learning experience of ECE students with the above written goals and learning outcomes</li> <li>• Plan with the staff to monitor the achievement of the above goals and learning outcomes</li> <li>• Understand the dimension of the leadership (visionary, informant,</li> </ul>	<b>Total:</b> 14hrs <b>Theory:</b> 04hrs <b>Practical:</b> 10hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	6. Identify & analyze dimensions of leadership, roles and responsibilities	Imagination, responsible and practical) and translate these dimensions into their role as leader			
		<b><u>Practical Activity:</u></b> 1. Prepare a comparative table based on different types of leaderships			
<b>LU2:</b> Plan and coordinate the curriculum with teacher	<b>The trainee will be able to:</b> 1. Experiment with espoused curriculum to meet national requirements and children's needs and interests 2. Examine the alignment of teaching strategies and assessment to teaching and learning principles 3. Monitor the implementation of curriculum and review the curriculum with teachers	<ul style="list-style-type: none"> <li>Design Understand the alignment of curriculum with the national goals as per the holistic development of the children</li> <li>Observe the teachers' instructional strategies and ways of assessment in the light of teaching learning principle (such as; content knowledge, pedagogies-using child centered approach etc.)</li> <li>Discuss with the teachers after the above observation to measure the curriculum implementation as per the set criteria</li> </ul>	<b>Total:</b> 13hrs <b>Theory:</b> 03hrs <b>Practical:</b> 10hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>Notebooks</li> <li>Pencils</li> <li>Pens</li> <li>Markers</li> <li>Erasers</li> <li>Sharpeners</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	<p><b>4.</b> Measure teachers' strengths, need areas, beliefs, and personal philosophy of teaching through direct and indirect observations</p> <p><b>5.</b> Design strategies to unlearn the rigid beliefs and philosophy of teaching and learning</p> <p><b>6.</b> Guide teachers to develop a repertoire of teaching strategies to engage children by incorporating questioning techniques, concept mapping and cooperative learning</p>	<ul style="list-style-type: none"> <li>• Find out the teachers' strengths, beliefs, and areas of improvement regarding the teaching learning and assessment process by referring the above observation or direct and indirect observations of the teachers</li> <li>• Understand the importance of unlearn the things to progress as per the requirement of the time and the process of unlearn (willingness, openness, set objectives, make plan to implement and evaluate themselves)</li> <li>• Set strategies for their own to unlearn any of their teaching philosophy or belief</li> <li>• Inquire some of the strategies through which students can get engage with e.g. Ice breaking activities, questioning skills, concept mapping, collaborative and cooperative group working etc. and prepare a list down</li> </ul>			
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		those strategies			
		<b><u>Practical Activity:</u></b> 1. Design Understand the alignment of curriculum with the national goals as per the holistic development of the children			
<b>LU3:</b> Build a collegial work environment for teachers and other stakeholders	<b>The trainee will be able to:</b> 1. Create a physical environment /climate that provides opportunity to allow more interaction among teachers in order to encourage collegiality, group & pair work 2. Arrange structured activities to bring teachers together to achieve the common goals 3. Create leadership positions by delegating	<ul style="list-style-type: none"> <li>• Appreciate the importance of team building and collegiality of group and pair working</li> <li>• Create an enabling environment and cooperative culture in the work place where everyone is welcome to share and grow as per their developmental need</li> <li>• Design some activities to allow teachers to work together to achieve the set goals.</li> <li>• Plan or make a deployment plan to delegate various tasks to the different teachers as per the contextual and curriculum</li> </ul>	<b>Total:</b> 13hrs <b>Theory:</b> 03hrs <b>Practical:</b> 10hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	<p>roles and responsibilities as coordinators, subject coordinators, discipline in charges and curricular coordinators.</p> <p>4. Provide guidance &amp; support for team building among teachers</p> <p>5. Arrange professional development sessions for teachers to gain knowledge, skills, and attitudes to effectively plan and execute daily routines and design environment to support curriculum</p> <p>6. Apply reflective practice, peer coaching, mentoring and concept of critical friends for teachers</p> <p>7. Create guidelines to distribute</p>	<p>requirement</p> <ul style="list-style-type: none"> <li>• Understand the team building stages (Jillian Rodd) -1. Getting together, 2. Confronting them, 3. Cooperation, 4. Independence/interdependence, 5. Consolidation</li> <li>• Refer the notes taken at the time of teachers direct and indirect observation and plan a session to enhance their understanding for their required knowledge, behavior, attitude and create ECE learning environment</li> <li>• Evaluate the above session by utilizing the reflective thinking and plan to play a role as a mentor, coach, critical friend and facilitator</li> <li>• List down the pointer which are essential to carry the responsibilities as pedagogical leader</li> <li>• Make up some prompts to display in the school/ work place</li> </ul>			
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	responsibilities for pedagogical leadership & clarify power relationships between stakeholders	<p>such as; think critically, reflect upon, work collaborate, shared vision, disagree in an agreeable manner etc.</p> <p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Design some activities to allow teachers to work together to achieve the set goals.</li> <li>2. Develop a plan to delegate various tasks to the different teachers as per the contextual and curriculum requirement</li> <li>3. List down the pointer which are essential to carry the responsibilities as pedagogical leader</li> </ol>			
<b>LU4:</b> Evaluate children's learning outcomes and teaching practices	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Observe, Record &amp; Analyze children's learning outcomes, using appropriate observation tools</li> <li>2. Create environment to initiate dialogue with teachers on teaching</li> </ol>	<ul style="list-style-type: none"> <li>• Use relevant observation tool to evaluate the student's performance as per the key learning outcomes</li> <li>• Apply the learning to provide the conducive environment and encourage the teacher to initiate the dialogue on their own</li> </ul>	<p><b>Total:</b> 13hrs</p> <p><b>Theory:</b> 03hrs</p> <p><b>Practical:</b> 10hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <p><b>Non Consumable</b></p>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	<p>practices by using reflective &amp; self-appraisal tool</p> <p><b>3.</b> Use self-appraisal tool to evaluate own curriculum &amp; train teachers and other related staff to use the tool as well</p> <p><b>4.</b> Conduct frequent classroom observation to determine the quality of teaching and learning</p> <p><b>5.</b> Generate post observation discussion with the teacher to provide constructive feedback and recommend PD sessions as per the</p>	<p>teaching practice and use self-appraisal tool</p> <ul style="list-style-type: none"> <li>• Explain the self-appraisal tool by relating them in their own context</li> <li>• Organize a session to motivate the teachers to apply it for their own appraisal</li> <li>• Take part in at-least three to four observations in a month to know the strengths and weaknesses in providing quality teaching learning process</li> <li>• Analyze the findings of the observation and provide feedback (constructive FB by appreciating the efforts, highlighting the strengths, on time, having positive approach, suggest the areas of improvement etc.)</li> </ul>		<ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	
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	need	<b><u>Practical Activity:</u></b>  1. Organise a session and deliver a presentation to motivate the teachers to apply it for their own appraisal			
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## Module 13: Practice ICT in Early Years

**Objective of the module:** After completing this module, the learner will be able to the skills, knowledge and attitude required to use range of Information Communications Technologies (ICTs) and online resources and tools as part of the teaching and learning process. It includes learning strategies that uses digital tools and resources to support student-centered learning.

**Duration:** 90 hrs.

**Theory:** 10 hrs.

**Practical:** 80 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Use ICT with and by children	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Synthesized the various views on technology for teaching and learning to create an argument to outline the strengths and weaknesses of using educational technology.</li> <li>2. Describe the ways in which various technologies support different kinds of student learning</li> <li>3. Select appropriate Apps to support children learning.</li> <li>4. List down developmental appropriate practice of ICT for infant, toddler, young</li> </ol>	<ul style="list-style-type: none"> <li>• Advantages and disadvantages of technology via dramatization.</li> <li>• Needs of students from previous era to current context and highlight the support of technology for children. (Gamified learning, Digital field trips, Integrate social media, Gather student feedback, Creating digital content, Using a shared, online classroom calendar, Review and critique webpages, Incorporate video and multimedia into lessons</li> </ul>	<b>Total:</b> 13hrs <b>Theory:</b> 03hrs <b>Practical:</b> 10hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	<p>children.</p> <p><b>5. Practice STEM with Young Children: Simple Robotics and Programming as Catalysts for Early Learning</b></p> <p><b>6. Create ICT resources according to the curriculum</b></p>	<p>and presentations and Online activities for students .</p> <ul style="list-style-type: none"> <li>• Explore and Identify apps as per the need and interest of learner. (Khan Academy, ABC mouse, busy shapes, prodigy, quizlet, google art and culture, hopscotch, etc)</li> <li>• Identify steps to choose best app for children</li> <li>• American Academy of pediatrics to evaluate the use of choosing apps.</li> <li>• DATEC Project criteria of development appropriateness</li> <li>• Strategies to apply down developmental appropriate practice of ICT for infant, toddler, young children.</li> <li>• Learning center to engage children in STEM.</li> <li>•</li> </ul>			
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		<b><u>Practical Activity:</u></b> 1. Plan activities that invite children to observe, explore, investigate, problem-solve, experiment, and design.			
<b>LU2:</b> Ensure ICT in whole child development	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Use ICT to support physical development of a child.</li> <li>2. Use ICT to support social development of a child</li> <li>3. Use ICT to support emotional development of a child</li> <li>4. Use ICT to support cognitive development of a child</li> </ol>	<ul style="list-style-type: none"> <li>• The use of electronic means of communication where children could e-mail their favorite story character using a simple interface such as is provided by 2Simple's 2E-mail.</li> </ul>	<b>Total:</b> 13hrs <b>Theory:</b> 03hrs <b>Practical:</b> 10hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment
		<b><u>Practical Activity:</u></b> 1.		<b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	
<b>LU3:</b> Integrate ICT competence and standards for teaching	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand how teachers can begin to integrate technology into classroom activities in order to promote learning that is</li> </ol>	<ul style="list-style-type: none"> <li>• UNESCO ICT teacher standard competency</li> <li>• Knowledge acquisition, knowledge deepening and knowledge creation</li> </ul>	<b>Total:</b> 13hrs <b>Theory:</b> 03hrs <b>Practical:</b> 10hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> </ul>	Workplace (Early Childhood setting, classroom, training)

	<p>active, collaborative, constructive, authentic, and goal directed</p> <p><b>2.</b> Identify the strategies for professional development of teachers(ICT Competence framework UNESCO)</p> <p><b>3.</b> Analyze ISTE Standards for teachers and educators.</p>	<ul style="list-style-type: none"> <li>National Professional Standards (NTSTP) for ICTs in Education</li> <li>ISTE standards implementing in classrooms</li> </ul> <p><b><u>Practical Activity:</u></b></p> <p><b>1.</b> Debate on National Professional Standards (NTSTP) for ICTs in Education</p>		<ul style="list-style-type: none"> <li>Erasers</li> <li>Sharpeners</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	institute) and indoor/ outdoor environment
<b>LU4:</b> LU5. Adapt ICT for teaching and Learning	<p><b>The trainee will be able to:</b></p> <p><b>1.</b> Review the national and international curriculum for early year's education with respect to children's use of technologies and development of digital literacy</p> <p><b>2.</b> Integrate ICT in ECCE Curriculum</p> <p><b>3.</b> Identify the issues and trends in the use of computers in classroom</p>	<ul style="list-style-type: none"> <li>Compare different classroom scenarios (single child, small group, large group and whole class) in implementing ICT tools.</li> <li>ICT integrated lesson</li> <li>Classroom practices and interview teachers and students to highlight the issues and provide recommendations.</li> <li></li> </ul>	<p><b>Total:</b> 13hrs</p> <p><b>Theory:</b> 03hrs</p> <p><b>Practical:</b> 10hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>Notebooks</li> <li>Pencils</li> <li>Pens</li> <li>Markers</li> <li>Erasers</li> <li>Sharpeners</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	<p>teaching.</p> <p>4. List out various ways in which different types of technology assess different types of student learning</p>	<p><b><u>Practical Activity:</u></b></p> <p>1. Watch out video and discuss how these tools are helpful in assessment of children.</p> <p><a href="https://www.weareteachers.com/best-tech-tools-for-student-assessment/">https://www.weareteachers.com/best-tech-tools-for-student-assessment/</a></p>		system	
<p><b>LU5:</b> Contribute to establishing digital safe environment</p>	<p><b>The trainee will be able to:</b></p> <p>1. Examine the importance of staying healthy and safe in digital world</p> <p>2. Differentiate the useful and harmful effect of technology.</p> <p>3. Explore ways that can involve family in using technology</p>	<ul style="list-style-type: none"> <li>• Impact of ICT on children through role play.</li> <li>• Illustrate through posters qualities of digital citizen</li> <li>• Digital footprint, cyber bullying, co viewing, evaluating information, copy rights, netiquette, online safety etc.)</li> <li>• Technology to Engage Families (NAEYC) and express the views in own words</li> </ul>	<p><b>Total:</b> 13hrs</p> <p><b>Theory:</b> 03hrs</p> <p><b>Practical:</b> 10hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

		<b><u>Practical Activity:</u></b>  1. Demonstrate impact of ICT on children through role play.			
<b>LU5:</b> Examine ICT for children with special education need	<b>The trainee will be able to:</b>  1. Develop, implement and reflect on lesson plans integrating ICT to facilitate children's learning. 2. Incorporate ICT for children with special educational needs 3. Use accessible ICTs for Inclusive Education. 4. Suggest research evidences that support ICT with special education needs.	<ul style="list-style-type: none"> <li>Ways using ICT in curriculum ; By using theme, By using projects, By using individual or small group studies</li> <li>Access features to support pupils with SEN ( keyboard setting, mouse setting, display setting, sound setting)</li> <li>Elist ICT SEN tools. Electronic software, Phonetic spelling software, Talking calculator, Video</li> </ul>	<b>Total:</b> 13hrs <b>Theory:</b> 03hrs <b>Practical:</b> 10hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>Notebooks</li> <li>Pencils</li> <li>Pens</li> <li>Markers</li> <li>Erasers</li> <li>Sharpeners</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

		<p>tape recorder, Timer, Graphic organizer, Information data, Audio book, Online dictionary</p> <ul style="list-style-type: none"> <li>• Identify ways ICT can support SEN</li> </ul>			
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## Module 14: Perform Practicum III (Seminar/Workshop/Symposium)

**Objective of the module:** After completing this module, the learner will be able to the skills, knowledge and attitude required to plan a workshop/seminar, execute and evaluate the programme according to the set criteria.

**Duration:** 100 hrs.

**Theory:** 10 hrs.

**Practical:** 90 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Outline practicum III (seminar/workshop/symposium)	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Identify target audience and speakers</li> <li>2. Create title, goals, objectives, format, and theme</li> <li>3. Choose the materials/content needed for seminar, workshop, and symposium</li> <li>4. Plan the event logistics &amp; effective team management</li> </ol>	<ul style="list-style-type: none"> <li>• Understanding Discuss among them about the criteria for audience, profile of the speaker, selection of speaker</li> <li>• Select the material/content for the program</li> <li>• Make a team to chalk out the logistic plan for the execution</li> </ul>	<b>Total:</b> 24hrs <b>Theory:</b> 04hrs <b>Practical:</b> 20hrs	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> <li>• Chart papers</li> <li>• White papers</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment
		<b>Practical Activity:</b> <ol style="list-style-type: none"> <li>1. Design format and decide themes for the workshop/seminar</li> <li>2. Plan the workshop/seminar/symposium and including goals, objectives.</li> </ol>		<b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	

<b>LU2: Perform</b> Practicum III	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Synthesised Apply the 7Rs of logistics to ensure effective implementation of Practicum III</li> <li>2. Create &amp; finalize the content/material by focusing the title, goals, objectives, format, and theme</li> <li>3. Use any one of these formats workshop, seminar, or symposium to implement the practicum III</li> </ol>	<ul style="list-style-type: none"> <li>• 7Rs (Rethink, Reuse, Reduce, Reuse, Repurpose, Recycle, Rot) while planning the program</li> <li>• Reviewing the final plan as per the set goals and objectives</li> </ul> <hr/> <b>Practical Activity:</b> <ol style="list-style-type: none"> <li>1. Discuss each given execution plan , finalize one for the practicum III with the mutual consensus and execute it</li> </ol>	<b>Total: 23hrs</b> <b>Theory: 03hrs</b> <b>Practical: 20hrs</b>	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment
<b>LU3: Evaluate</b> Practicum III and write a detailed report	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Use different evaluation tools to monitor and measure the success of program</li> <li>2. Interpret and analyze the assessment evidence to suggest changes in practices</li> <li>3. Compose a comprehensive report</li> </ol>	<ul style="list-style-type: none"> <li>• Select some evaluation tools (FB survey, rating scale, program checklists, and semi structure interviews) to record the evidence for monitoring and ultimately evaluation purpose</li> <li>• Collect data by utilizing those selected tools as per</li> </ul>	<b>Total: 23hrs</b> <b>Theory: 03hrs</b> <b>Practical: 20hrs</b>	<div>Consumable</div> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

		<p>the plan</p> <ul style="list-style-type: none"> <li>• Feed data in an excel or word document</li> <li>• Make analysis by reviewing the data</li> <li>• Compile and consolidate the findings</li> <li>• Suggest recommendations for the further improvement in future plan</li> </ul> <p><b><u>Practical Activity:</u></b></p> <p>Formulate the report as per the highlighted findings (including the planning phase, execution phase, feedback of targeted audience &amp; the self-assessment)</p>		<ul style="list-style-type: none"> <li>• Computer system</li> </ul>	
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## Module 15: Implement Green Skills at Workplace

**Objective of the module:** After completing this module, the learner will be able to Implement Green Skills at Workplace. That includes comprehensive knowledge of power management techniques, efficient resource management and waste management. Your underpinning knowledge will be sufficient to provide you the basis for your work.

**Duration:** 40 hrs.

**Theory:** 20 hrs.

**Practical:** 20 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Use Power Management Techniques	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Reduce the brightness of the screen, saving the battery which in turn helps in saving the power, and most importantly turning off the device when not in use.</li> <li>2. Use LED and LCD monitors in place of CRTs</li> </ol>	<ul style="list-style-type: none"> <li>• Power Management Techniques</li> <li>• Difference between LED and LCD</li> </ul>	<p><b>Total:</b> 20hrs  <b>Theory:</b> 05hrs  <b>Practical:</b> 05hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

<b>LU2: Use Efficient Resource Management</b>	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Turn off the computer when not using</li> <li>2. Switch off the External devices when not needed</li> <li>3. Facilitate energy management</li> <li>4. Use Devices which consume low energy</li> <li>5. Use handheld equipment rather than PCs for basic tasks</li> <li>6. Use both sides of the paper for printing</li> </ol>	<ul style="list-style-type: none"> <li>• Resource Management</li> <li>• Energy management</li> <li>• Devices which consume low energy</li> <li>• Printing and no waste technique</li> </ul>	<b>Total: 20hrs</b> <b>Theory: 05hrs</b> <b>Practical: 05hrs</b>	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment
<b>LU3: Characterise the Final Waste</b>	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the composition of waste</li> <li>2. Sort the generated waste (Fabric waste, Chemical waste, Paper waste, etc.) at workplace</li> <li>3. Maintain record of reusable materials</li> </ol>	<ul style="list-style-type: none"> <li>• Composition of waste.</li> <li>• Types of Waste</li> </ul>	<b>Total: 20hrs</b> <b>Theory: 05hrs</b> <b>Practical: 05hrs</b>	<b>Consumable</b> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> <li>• Sharpeners</li> </ul> <b>Non Consumable</b> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

				<ul style="list-style-type: none"> <li>Computer system</li> </ul>	
<b>LU4:</b> Dispose Off the Final Waste	<b>The trainee will be able to:</b> <ol style="list-style-type: none"> <li>1. Arrange waste material for disposal</li> <li>2. Apply green waste management practices to take appropriate action for waste disposal</li> </ol>	<ul style="list-style-type: none"> <li>Waste management techniques</li> </ul>	<b>Total:</b> 20hrs <b>Theory:</b> 05hrs <b>Practical:</b> 05hrs	<div>Consumable</div> <ul style="list-style-type: none"> <li>Notebooks</li> <li>Pencils</li> <li>Pens</li> <li>Markers</li> <li>Erasers</li> <li>Sharpeners</li> </ul> <div>Non Consumable</div> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

## Module 16: Implement Classroom Observation and Teaching Practice

**Objective of the module:** After completing this module, the learner will be able to the skills, knowledge and attitude required to understand the importance of observation of learning environment and apply the relevant tools as per the requirement of the observation.

**Duration:** 50 hrs.

**Theory:** 10 hrs.

**Practical:** 40 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Use curriculum to plan daily routines/experiences and resources	<p><b>The trainee will be able to:</b></p> <p><b>3.</b> Build professional relationship to mentor the assistant teacher during co-teaching in classroom setting</p> <p><b>4.</b> Observe competencies to design and redesign subject wise expected learning outcomes and list minimum three (3) expected learning outcomes (ELOs) for each subject competency</p> <p><b>5.</b> Design teaching activities, resources, materials &amp; assessments in alignment of competencies &amp; ELOs</p>	<ul style="list-style-type: none"> <li>Developing plan for classroom, teaching together for co-teaching the class</li> <li>Reviewing the expected learning outcomes (3 at least) for each subject</li> <li>Modification of ELOs if needed</li> <li>Developing teaching pedagogies, activities, resources as per the revised ELOs</li> <li>Proposing teaching learning plan and design strategies that can cater all the students and address</li> </ul>	<p><b>Total:</b> 14hrs</p> <p><b>Theory:</b> 04hrs</p> <p><b>Practical:</b> 10hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>Notebooks</li> <li>Pencils</li> <li>Pens</li> <li>Markers</li> <li>Erasers</li> <li>Sharpeners</li> <li>Chart papers</li> <li>White papers</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment

	<p>6. Produce plans for teaching and learning that reflect the use of appropriate strategies by taking inclusive approach</p> <p>7. Utilize appropriate observation/assessment methods to assess children's learning as per their developmental needs.</p> <p>8. Reflect on and learn from connecting theory and their teaching practice</p>	<p>learning needs of all children</p> <ul style="list-style-type: none"> <li>• Select tools to assess the children for their learning progress as per the DAP (developmentally appropriate practice)</li> <li>• Comparing theories of Developing learning environment as per developmentally appropriate practices with the existing teaching practice</li> <li>• Learning through the power point presentation</li> </ul> <p><b><u>Practical Activity:</u></b></p> <p>1.</p>			
<b>LU2:</b> Execute daily routine plans	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop and maintain collaborative relationships with co-workers and parents</li> <li>2. Maintain an environment that ensures child safety</li> </ol>	<ul style="list-style-type: none"> <li>• Role of every stakeholder in the implementation of daily routine plan</li> <li>• Select a checklist to check and ensure the learning environment is design as</li> </ul>	<p><b>Total:</b> 13hrs</p> <p><b>Theory:</b> 03hrs</p> <p><b>Practical:</b> 10hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> <li>• Pens</li> <li>• Markers</li> <li>• Erasers</li> </ul>	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/</p>

	<p>and security during daily routines</p> <ol style="list-style-type: none"> <li>3. Use appropriate adult-child interactions to implement predictable daily routine plans</li> <li>4. Utilize learning centers to provide freedom of choice to the children to plan-do-review their activity of the day</li> <li>5. Observe and record child progress as per developmental indicators during the execution of daily routine plans</li> <li>6. Record daily reflections "before action- in action and after action"</li> </ol>	<p>per the developmentally appropriate practice and ECE standards</p> <ul style="list-style-type: none"> <li>• Communicating roles to each stakeholder (students, co teacher, management, principle) to create conducive learning environment</li> <li>• Planning small and large group activities in the class during daily routine plan</li> <li>• Record the progress as per developmental indicators</li> </ul> <p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Write Reflection upon the observation and write pointers of reflection before, in action and after action (follow the reflective practice notion of before, in-action/on-action)</li> </ol>		<ul style="list-style-type: none"> <li>• Sharpeners</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• Multimedia</li> <li>• Internet</li> <li>• Computer system</li> </ul>	<p>outdoor environment</p>
<p><b>LU3:</b> Observe and record classroom practices and child progression</p>	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Follow Protocols and professional Ethics before implementing classroom</li> </ol>	<ul style="list-style-type: none"> <li>• Identification, modification and testing observation/ assessment tools according</li> </ul>	<p><b>Total:</b> 13hrs <b>Theory:</b> 03hrs <b>Practical:</b> 10hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pencils</li> </ul>	<p>Workplace (Early Childhood setting,</p>

	<p>observation and teaching practice</p> <ol style="list-style-type: none"> <li>Identify the relevant observation tool for each learning outcome</li> <li>Record child progress using observation/assessment tools</li> </ol>	<p>to the competencies and Expected Learning Outcomes (ELOs)</p> <ul style="list-style-type: none"> <li>Organising environment as per the plan included resources, activities, interaction with the children (physical, psychosocial and temporal environment)</li> </ul> <p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>Make a daily routine plan perform microteaching</li> </ol>		<ul style="list-style-type: none"> <li>Pens</li> <li>Markers</li> <li>Erasers</li> <li>Sharpeners</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	<p>classroom, training institute) and indoor/ outdoor environment</p>
<p><b>LU4:</b> Create responsive and engaging learning environment</p>	<p><b>The trainee will be able to:</b></p> <ol style="list-style-type: none"> <li>Develop strong relationships with children through freedom of choice and participation in classroom decision making</li> <li>Make emotion booklet with children, which reflects different emotions</li> <li>Manage and extend children's learning in culturally and linguistically responsive ways</li> </ol>	<ul style="list-style-type: none"> <li>Strong relationships with children through freedom of choice Discuss the emotions with children and perform how to express those emotions</li> <li>Promoting diversity and inclusion through some cultural performances, folk tales and traditional stories</li> <li>Designing activities for the children to enhance their engagement in different</li> </ul>	<p><b>Total:</b> 13hrs <b>Theory:</b> 03hrs <b>Practical:</b> 10hrs</p>	<p><b>Consumable</b></p> <ul style="list-style-type: none"> <li>Notebooks</li> <li>Pencils</li> <li>Pens</li> <li>Markers</li> <li>Erasers</li> <li>Sharpeners</li> </ul> <p><b>Non Consumable</b></p> <ul style="list-style-type: none"> <li>White board</li> <li>Multimedia</li> <li>Internet</li> <li>Computer system</li> </ul>	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>

	<p>4. Create content rich learning environments and activities that foster children's curiosity and extends their learning based upon their interests and development</p> <p>5. Prepare materials/ resources which respects diversity</p> <p>6. Apply frequent feedback to sustain respectful and engaging environment</p>	<p>domain as per their interest and development</p> <hr/> <p><b><u>Practical Activity:</u></b></p> <ol style="list-style-type: none"> <li>1. Make chart, poster, leaflet, pictures which represent the element of respect for diversity in religion, culture, language, dresses, nation etc.</li> <li>2. Maintain a professional teaching portfolio which includes all relevant documents, plans, etc.</li> </ol>			
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## **General assessment guidance for *Early Childhood Care and Education***

Good practice in Pakistan makes use of sessional and final assessments, the basis of which is described below. Good practice by vocational training providers in Pakistan is to use a combination of these sessional and final assessments, combined to produce the final qualification result.

**Sessional Assessment** is going on all the time. Its purpose is to provide feedback on what students are learning:

- To the student: to identify achievement and areas for further work
- To the teacher: to evaluate the effectiveness of teaching to date, and to focus future plans.

Assessors need to devise sessional assessments for both theoretical and practical work. Guidance is provided in the assessment strategy

**Final Assessment** is the assessment, usually on completion of a course or module, which says whether or not the student has "passed". It is – or should be – undertaken with reference to all the objectives or outcomes of the course, and is usually fairly formal. Considerations of security – ensuring that the student who gets the credit is the person who did the work – assume considerable importance in final assessment.

### **Methods of Assessment**

For lessons with a high quantity of theory, written or oral tests related to learning outcomes and/ or learning content can be conducted. For workplace lessons, assessment can focus on the quality of planning the related process, the quality of executing the process, the quality of the product and/or evaluation of the process.

Methods include direct assessment, which is the most desirable form of assessment. For this method, evidence is obtained by direct observation of the student's performance.

Examples for direct assessment of a Pesticides & Fertiliser Technology include:

- Work performances, for example perform basic communication, maintain personal health, hygiene and safety, perform basic computer operations, and dispose the waste materials.
- Demonstrations, for example Learn to Play and Design Creative Art and Crafts Activities

- Direct questioning, where the assessor would ask the student how to perform personal safety at work place, how they can communicate work place policy and procedures, how they can handle documents, what are the benefits of organizing store merchandising
- Paper-based tests, such as multiple choice or short answer questions on communication at work place policy and procedures, handling documents, organizing store merchandizing
- Indirect assessment is the method used where the performance could not be watched and evidence is gained indirectly.

Examples for indirect assessment of a Pesticides & Fertiliser Technology include:

- Learn to play, Use Child developmental theories, observation methods and observation tool “checklist” and Build relationship with families

Indirect assessment should only be a second choice. (In some cases, it may not even be guaranteed that the work products were produced by the person being assessed.)

### **Principles of Assessment**

All assessments should be valid, reliable, fair and flexible:

Fairness means that there should be no advantages or disadvantages for any assessed person. For example, it should not happen that one student gets prior information about the type of work performance that will be assessed, while another candidate does not get any prior information.

Validity means that a valid assessment assesses what it claims to assess. For example, if documentation or organising procedures of Learn to play are to be assessed and certificated, the assessment should involve performance criteria that are directly related to that documentation activity. An interview about the Early Childhood Care and Education Tasks would not meet the performance criteria.

Reliability means that the assessment is consistent and reproducible. For example, if the work performance of preparing documents in words has been assessed, another assessor (e.g. the future employer) should be able to see the same work performance and witness the same level of achievement.

Flexibility means that the assessor has to be flexible concerning the assessment approach. For example, if there is a power failure during the assessment, the assessor should modify the arrangements to accommodate the students' needs.

## **Assessment strategy for *Early Childhood Care and Education***

This curriculum consists of 12 modules:

- **Module 1:** Establish and maintain the occupational Health and safety system
- **Module 2:** Perform Advance communication
- **Module 3:** Analyse Workplace Policies and Procedures
- **Module 4:** Use social media tools for collaboration and engagement
- **Module 5:** Use Critical Thinking and reflective practice
- **Module 6:** Manage and Administer School Organization
- **Module 7:** Maintain relationship with family, school and community
- **Module 8:** Apply Assessment & Evaluation Techniques
- **Module 9:** Integrate Inclusion and Diversity in Early Childhood Care and Education
- **Module 10:** Setting & Managing Day-care
- **Module 11:** Practice Positive Parenting
- **Module 12:** Execute Pedagogical Leadership
- **Module 13:** Practice ICT in Early Years
- **Module 14:** Practicum III (Seminars / Workshops/ Symposium)
- **Module 15:** Green Skills

### **Sessional Assessment**

The sessional assessment for all modules shall be in two parts: theoretical assessment and practical assessment. The sessional marks shall contribute to the final qualification.

Theoretical assessment for all learning modules must consist of a written paper lasting at least one hour per module. This can be a combination of multiple choice and short answer questions.

For practical assessment, all procedures and methods for the modules must be assessed on a sessional basis. Guidance is provided below under Planning for assessment.

### **Final Assessment**

Final assessment shall be in two parts: theoretical assessment and practical assessment. The final assessment marks shall contribute to the final qualification.

### **The Assessment Team**

The number of assessors must meet the needs of the students and the training provider. For example, where two assessors are conducting the assessment, there must be a maximum of five students per assessor. In this example, a group of 25 students shall therefore require

assessments to be carried out over a four-day period. For a group of only 10 to 15 students, assessments would be carried out over a two-day period only.

## Planning for Assessment

**Sessional Assessment:** assessors need to plan in advance how they will conduct sessional assessments for each module. The tables on the following pages are for assessors to use to insert how many hours of theoretical and practical assessment will be conducted and what the scheduled dates are.

**Final Assessment:** Training providers need to decide ways to combine modules into a cohesive two-day final assessment programme for each group of five students. Training providers must agree the content for practical assessments in advance.

## Complete List of Tools and Equipment

Sr no	Description	Quantity
1	Computer with internet	26
2	White board	1
3	Multimedia	1
4	Scanner	1

## List of Consumable Supplies

Sr no	Material	Quantity
1.	Note book	25
2.	Flip chart	25
3.	Pencil	25
4.	White sheets	25
5.	Illustration of childhood rights	01 Set
6.	White board	01 Nos.

7.	Permanent Markers	25 Nos.
8.	Presentations /lectures	25 Nos.
9.	Sheet standees	01 Nos.
10.	Printer	01Nos.
11.	Posters	25 Nos.
12.	Colour Pencils	25Set
13.	Crayons	25 Sets
14.	Board Markers	25 Nos.
15.	Empty cartons	25 Nos.
16.	Block of different kind	05 Set
17.	Clay	25 Nos.
18.	Sand	05 Bags
19.	Stones	05 Bags
20.	Safe waste material	05 Bags
21.	Toys	25 Set
22.	Water	25 Liter

<b>23.</b>	Reading hand-outs	25 Set
<b>24.</b>	Virtual videos	25 Nos.
<b>25.</b>	Digital devices	01 Nos.
<b>26.</b>	PowerPoint presentations	01 for each module
<b>27.</b>	PowerPoint presentations Board	01 Nos.
<b>28.</b>	Chalk	25 Boxes
<b>29.</b>	Chart papers	25Set (Different Colours)
<b>30.</b>	White papers	10Rims.
<b>31.</b>	Development milestone checklist	25 Nos.
<b>32.</b>	Props for role play	02Set
<b>33.</b>	Voice recorder	01 Nos.
<b>34.</b>	Digital camera	01 Nos.
<b>35.</b>	Child & teacher portfolios	25 Nos.
<b>36.</b>	Observation tools	01 Nos.
<b>37.</b>	NAEYC Code	01 Nos.

<b>38.</b>	ECCE Policy Doc	01 Nos.
<b>39.</b>	National ECCE Curriculum & Standards, Reflection framework	01 Nos.
<b>40.</b>	Routine Plan Template	01 Nos.
<b>41.</b>	Learning Centers& resources with guidelines	01 Nos.
<b>42.</b>	Nurturing Care Framework for ECD	01 Nos.
<b>43.</b>	Mentor and Mentee teacher guideline	01 Nos.
<b>44.</b>	Teaching Professional Portfolio	02 Nos.
<b>45.</b>	Loudspeakers	02 Nos.
<b>46.</b>	Interactive board	01 Nos.
<b>47.</b>	E-teaching tools such as Zoom, G Suite, LMS, Google cloud, social media, Gmail meet up etc.	01 Nos.
<b>48.</b>	Black board	01 Nos.
<b>49.</b>	Planners	02 Nos.
<b>50.</b>	Daily routine segment chart	01 Nos.
<b>51.</b>	Duster	02 Nos.
<b>52.</b>	Chart Board	01 Nos.
<b>53.</b>	Visual aids	01 Nos.

54.	Concrete Material	02 Bags
55.	Basic Literacy resources	02 Set
56.	Story books	25 Nos.
57.	Sandpaper Letters	25Set
58.	CVS words	25 Set
59.	High Frequency Words	25 Set
60.	Hand and Finger Puppets	25 Nos.
61.	Moveable Alphabets	25 Nos.
62.	First aid box and kit	01 Nos.
63.	Bandages	15 Boxes
64.	Fire Extinguisher	01 Set
65.	Guaze pads	25 Nos.
66.	Surgical tape	25 Nos.
67.	Small mirror	05Nos.
68.	Wipes	10 Boxes
69.	Hand sanitizer	10 Nos.

<b>70.</b>	Thermometer	10 Nos.
<b>71.</b>	Flash cards	25 Set.
<b>72.</b>	ECE related documents	01 Nos.
<b>73.</b>	Water Colour Brushes	25 Nos.
<b>74.</b>	Audio recordings	01Nos.
<b>75.</b>	Word vocabulary basket	02 Nos.
<b>76.</b>	Art and craft material	25Set
<b>77.</b>	Basic language related resources	02 Nos.
<b>78.</b>	Template of observation	25 Nos.
<b>79.</b>	Reflective tools	02 Nos.
<b>80.</b>	Pen	25 Nos.
<b>81.</b>	Pencils	25 Nos.
<b>82.</b>	Erasers	25 Nos.
<b>83.</b>	Sharpeners	25Nos.
<b>84.</b>	Towel	25Nos.
<b>85.</b>	Crayons	25 Set

<b>86.</b>	Tongue Depressors, Paper	25 Nos.
<b>87.</b>	Poster sheets of different size and colours	25 Nos.
<b>88.</b>	Water Colours	02 Nos.
<b>89.</b>	Paint Brushes different sizes	25 Nos.
<b>90.</b>	German Glue	25 Nos.
<b>91.</b>	Sticko	25 Nos.
<b>92.</b>	Paper Plate	50 Nos.
<b>93.</b>	Colour Pallet	25 Nos.
<b>94.</b>	Bowls for Water	25 Nos.
<b>95.</b>	Bowls	25 Nos.
<b>96.</b>	Glass/Cups	25 Nos.
<b>97.</b>	Creep Paper of Different Colours	25 Set
<b>98.</b>	Straw	10 Boxes
<b>99.</b>	Plastic fork	50 Nos.
<b>100.</b>	Scissors	02 Nos.
<b>101.</b>	Plastic Spoon	50 Nos.

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

## Credit Values

The credit value of the National Certificate Level 3 in Textile Merchandizing is defined by estimating the amount of time/ instruction hours required to complete each competency unit and competency standard. The NVQF uses a standard credit value of 1 credit = 10 hours of learning (Following Higher Education Commission (HEC) guidelines).

The credit values are as follows:

Competency Standard	Credit	Estimate of hours
A. Establish and maintain the occupational Health and safety system	3	30
B. Perform Advance communication	3	30
C. Analyse Workplace Policies and Procedures	3	30
D. Use social media tools for collaboration and engagement	5	50
E. Use Critical Thinking and reflective practice	10	100
F. Manage and Administer School Organization	11	110
G. Maintain relationship with family, school and community	10	100
H. Apply Assessment & Evaluation Techniques	10	100

I. Integrate Inclusion and Diversity in Early Childhood Care and Education	10	100
J. Setting & Managing Day-care	11	110
K. Practice Positive Parenting	11	110
L. Execute Pedagogical Leadership	10	100
M. Practice ICT in Early Years	9	90
N. Practicum III (Seminars / Workshops/ Symposium)	10	100
O. Green Skills	4	40