



Curriculum For
**Early Childhood
Care and Education (ECCE)**
(ECCE Assistant Teacher/Educator)
LEVEL-2



28 Nov, 2022 TO 02 Dec, 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 agriculture 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 - Assistant

Teacher/Educator Level-2 qualification are as follows:

1. Comply with Work Health and Safety Policies
2. Perform Basic Communication Skills



3. Practice Basic English language skills
4. Perform Basic Computer Operations
5. Teach Basic Numeracy & Literacy-1 (English & Urdu)
6. Use First Aid skills and knowledge to provide a First Aid Response to children
7. Practice basic Professional Ethics
8. Learn to play
9. Use Child developmental theories, observation methods and observation tool
“checklist”
10. Build relationship with families
11. Design Creative Art and Crafts Activities
12. Implement teaching Practice

Competencies to Be Gained After Completion Of Course

- **A-** Comply with Work Health and Safety Policies
- **B-** Perform Basic Communication Skills
- **C-** Practice Basic English language skills
- **D-** Perform Basic Computer Operations
- **E-** Teach Basic Numeracy & Literacy-1 (English & Urdu)
- **F-** Use First Aid skills and knowledge to provide a First Aid Response to children
- **G-** Practice basic Professional Ethics
- **H-** Learn to play
- **I-** Use Child developmental theories, observation methods and observation tool
“checklist”
- **J-** Build relationship with families
- **K-** Design Creative Art and Crafts Activities
- **L-** Implement teaching Practice

Possible Available Job Opportunities Available Immediately and Later In The Future

- Teacher Assistant
- Co- Teacher
- Helper Teacher
- Nannies
- Child Care giver



Trainee Entry Level

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

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 three years of experience as teacher trainer).
- Must be able to perform all competences, given in in “Early Childhood Care and Education - Assistant Teacher/Educator Level-2”.

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 12 modules. The recommended delivery time is 600 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
Module 1: Comply with Work Health and Safety Policies	10	20	30
Module 2: Perform Basic Communication Skills	10	20	30
Module 3: Practice Basic English language skills	10	40	50
Module 4: Perform Basic Computer Operations	10	40	50
Module 5: Teach Basic Numeracy & Literacy-1 (English & Urdu)	10	40	50
Module 6: Use First Aid skills and knowledge to provide a First Aid Response to children	10	40	50
Module 7: Practice basic Professional Ethics	10	20	30
Module 8: Learn to play	10	30	40
Module 9: Use Child Developmental Theories, Observations Methods and Observation Tool “Checklist”	10	20	30
Module 10: Build relationship with families	10	40	50
Module 11: Design Creative Art and Crafts Activities	10	70	80
Module 12: Implement teaching Practice	10	70	80



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-2 is given below:

- **Theory:** (21%) **Practical** (79%)
- **Theory:** 130hours **Practical:** 470 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 Assistant Teacher/Educator - 6 Months		
Module 1: Comply with Work Health and Safety Policies 30 Hours	Module 2: Maintain Personal Health, Hygiene and Safety 30 Hours	Module 4: Perform Basic Computer Operations 50 Hours
Module 2: Learn to Play 40 Hours	Module 9: Use Child Developmental Theories, Observation Methods and Observation Tool “Checklist” 30 Hours	
Module 12: Build Relationship with Families 50 Hours	Module 11: Design Creative Art and Crafts Activities 80 Hours	Module 5: Teach Basic Numeracy & Literacy-1 (English & Urdu) 50 Hours
Module 7: Implement Teaching Practice 80 Hours	Module 7: Practice basic Professional Ethics 30 Hours	
Module 2: Perform Basic Communication Skills 30 Hours		
Module 3: Practice Basic English language skill 50 Hours		



<p>Module 6: Use First Aid skills and knowledge to provide a First Aid Response to children</p> <p>50 Hours</p>



Summary – Overview of the Curriculum

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Module 1: Comply with Work Health and Safety Policies Aim: After successful completion of this module, the trainee is competent in Complying with Work Health and Safety Policies	LU1: Work safely at work place LU2: Communicate work health and safety (WHS) assess at work place LU3: Minimise risks to personal safety at work place LU4: Minimise risks to public safety	10	20	30
Module 2: Perform Basic Communication Skills Aim: After successful completion of this module, the trainee is competent in Performing Basic Communication Skills	LU1: Work in Team LU2: Follow Supervisor's instructions	10	20	30



Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Module 3: Perform Basic Computer Operations Aim: After successful completion of this module, the trainee is competent in performing Basic Computer Operations	LU1: Configure Computer System LU2: Create a Document using MS Word LU3: Preparer a Worksheet using MS Excel LU4: Prepare a presentation using MS PowerPoint	10	40	50
Module 4: Practice Basic English language skills Aim: After successful completion of this module, the trainee is competent in practicing Basic English language skills	LU1: Apply listening & speaking skills in early years classroom teaching practice LU2: Apply reading skills in the daily routines of early years classroom LU3: Use writing skills in daily routine	10	40	50

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Module 5: Teach Basic Numeracy & Literacy-1 (English & Urdu) Aim: After successful completion of this module, the trainee is competent in teaching Basic Numeracy & Literacy-1 (English & Urdu)	LU1: Understand the term Basic Literacy LU2: Understand the term Numeracy LU3: Practice Basic Literacy and Numeracy	10	40	50
Module 6: Use First Aid skills and knowledge to provide a First Aid Response to children Aim: After successful completion of this module, the trainee is competent in using First Aid skills and knowledge to provide a First Aid Response to children	LU1: Use general principles and tools to provide First Aid Response LU2: Plan, and manage medical emergencies and injuries at school LU3: Prepare First Aid Kit	10	40	50

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Module 7: Practice Basic Professional Ethics Aim: After successful completion of this module, the trainee is competent in practicing basic professional ethics	LU1: Distinguish between self-beliefs about teaching & professional standards of teaching LU2: Use NAEYC code of ethical conduct in early years setting LU3: Maintain a portfolio and reflective journal to record self-beliefs and practices related to professional ethics in early childhood setting	10	20	30
Module 8: Learn to Play Aim: After successful completion of this module, the trainee is competent in Learning to Play	LU1: Recognise the value of child's play LU2: Maintain enabling play environment LU3: Use the concept of play partner in early years setting LU4: Use play to relate learning in early childhood	10	30	40

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Module 9: Use Child developmental theories, observation methods and observation tool “checklist” Aim: After successful completion of this module, the trainee is competent in using Child developmental theories, observation methods and observation tool “checklist”	LU1: Apply child developmental theories LU2: Observe & record Child Development LU3: Practice ethical protocols to observe a child LU4: Communicate child observation with class teacher	10	2	30
Module 10: Build Relationship with Families Aim: After successful completion of this module, the trainee is competent in Building Relationship with Families	LU1: Build partnership: guide to developing relationships with families LU2: Plan strategies for family engagement LU3: Prepare for challenging conversation with families	10	40	50

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
Module 11: Design Creative Art and Crafts Activities Aim: After successful completion of this module, the trainee is competent in designing Creative Art and Crafts Activities	LU1: Understand the difference between Creative Art and Crafts LU2: Recognise the significance & need of Creative Arts and Crafts in early childhood LU3: Identify the purpose of Art and Crafts in Child's life LU4: Role of an Assistant Teacher in Art & Crafts classroom LU5: Practice Arts & Crafts Routines/ Activities & Project	10	70	80
Module 12: Implement teaching Practice Aim: After successful completion of this module, the trainee is competent in Implementing teaching Practice	LU1: Follow Protocols and professional Ethics LU2: Maintain responsive & engaging environment LU3: Follow curriculum to plan & execute daily routines with the help of ECCE Educator LU4: Maintain Professional Teaching Portfolio and Feedback	10	70	80

Modules

Module 1: Comply with Work Health and Safety Policies

Objective of the module: After completing this module, the learner will be able to apply general work health and safety requirements at the workplace. Communicate work and health safety assess at work place. It describes generic work health and safety responsibilities applicable to employees without managerial or supervisory responsibilities.

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Work safely at work place	The trainee will be able to: <ol style="list-style-type: none"> 1. Identify relevant organizational safety policies and procedures 2. Categorize tools and equipment as per requirements 3. Maintain tools and equipment 4. Follow established safety procedures during work activities 5. Identify existing or potential safety issues to 	<ul style="list-style-type: none"> • Follow the basic guidelines of the safety policies • Enlist tools and equipment used for safety purpose • Describe the maintenance procedure • Display safety guideline charts 	Total: 8hrs Theory: 3hrs Practical: 5hrs	<div>Consumable</div> <ul style="list-style-type: none"> • Notebooks • Pencils • Erasers • Sharpeners <div>Non Consumable</div> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	<ul style="list-style-type: none"> • Class Room/ Simulated environment



	<p>designated persons</p> <p>6. Report work-related incidents and accidents to supervisor</p> <p>7. Take necessary measures to minimizing risks</p>				
<p>LU2: Communicate work health and safety (WHS) assess at work place</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Raise work health and safety issues with supervisor. 2. Contribute to workplace meetings and other consultative processes for work health and safety management at the workplace 3. Make suggestions for improving work health and safety practices 4. Identify situations that may endanger the personal safety 5. Document the incident regarding personal safety at work place 	<ul style="list-style-type: none"> • Describe emergency procedures for health and safety • Describe procedures for fires, accidents and evacuation at work place • Follow guidelines for evacuation • Describe the essential elements of personal Health and Safety at Work place • Outline commonly used hazard signs and safety symbols of PPEs 	<p>Total: 9hrs Theory: 3hrs Practical: 6hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • PPEs (Safety glasses, Ear muffs/ear plugs, Protective Gloves, Cap, Safety shoes etc.) 	<ul style="list-style-type: none"> • Class Room/ Simulated environment



	<ol style="list-style-type: none"> 6. Eliminate workplace hazards regarding personal safety 7. Identify damaged items and equipment for personal safety 8. Notify supervisor regarding damaged items and equipment for personal safety 				
LU3: Minimize risks to personal safety at work place	The trainee will be able to: <ol style="list-style-type: none"> 1. Maintain cleanliness and hygiene as per organizational policy 2. Comply with Health, hygiene and safety precautions before starting work 3. Follow organizational Health, hygiene and safety guidelines during work 4. Deal with resolvable problems according to prescribed procedures 5. Report resolvable 	<ul style="list-style-type: none"> • Types of personal hygiene • Define safety reporting procedures and documentation • Importance of organizational Health, hygiene and safety guidelines • Explain resolvable problems at workplace • Importance of housekeeping at workplace 	Total: 5hrs Theory: 2hrs Practical: 3hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Safety manuals 	<ul style="list-style-type: none"> • Class Room/ Simulated environment



	<p>problems to immediate supervisor</p> <p>6. Place the tools equipment etc at their prescribed place after completion of work</p>				
<p>LU4: Minimize risks to public safety</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Identify situations that may endanger the public safety 2. Document the incident at work sites 3. Eliminate workplace hazards at work sites 4. Identify damaged items and equipment related to public safety 5. Notify Situation that may endanger situation for safety measures 	<ul style="list-style-type: none"> • Outline commonly used hazard signs and safety symbols as per organization standards • Consult supervisor about risk management 	<p>Total: 8hrs Theory: 2hrs Practical: 6hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	<ul style="list-style-type: none"> • Class Room/ Simulated environment



Module 2: Perform Basic Communication Skills

Objective of the module: After completing this module, the learner will be able to assist in the development of communication competence by providing information regarding different forms of communication and their appropriate use.

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Work in Team	The trainee will be able to: <ol style="list-style-type: none"> 1. Treat team members with respect and maintain positive relationships to achieve common organizational goals 2. Listen to instructions carefully & comply with those instructions 3. Provide work related information to team members and identify interrelated work activities to avoid confusion 4. Adopt communication skills, appropriate to work activities and 	<ul style="list-style-type: none"> • Importance and application of Work ethics • Explain the importance of Good communication skills (7Cs of effective communication) • Define Workplace dress code • Describe the role of team members and functionality of the teams • Describe team dynamics and 	Total: 8hrs Theory: 2hrs Practical: 6hrs	<div>Consumable</div> <ul style="list-style-type: none"> • Notebooks • Pen <div>Non Consumable</div> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Class Room/ Simulated environment (manufacture)



	<p>organizational/medical procedures</p> <p>5. Identify problems and resolve them through discussion and mutual agreement</p>	<p>stages of team development</p> <ul style="list-style-type: none"> Describe Conflict resolution strategies 			
<p>LU2:</p> <p>Follow Supervisor's instructions</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> Carefully listen and note down the instructions of Supervisor Carry out the instructions of the supervisor Report to the supervisor as per organizational SOPs 	<ul style="list-style-type: none"> Define Reporting techniques 	<p>Total: 8hrs</p> <p>Theory: 2hrs</p> <p>Practical: 6hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> Notebooks Pen <p>Non Consumable</p> <ul style="list-style-type: none"> White board Multimedia Internet Computer system 	<p>Class Room/ Simulated environment (manufacture)</p>
<p>LU3: Demonstrate Basic IT Skills</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> Create folders and files and learn major commands of operating system/windows Type text and use major commands such as printing, editing, creating tables and graphs etc Generate office reports 	<ul style="list-style-type: none"> Explain the importance of Basic computer skills Different Types of computer applications for office reports 	<p>Total: 14hrs</p> <p>Theory: 8hrs</p> <p>Practical: 6hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> Notebooks Pen <p>Non Consumable</p> <ul style="list-style-type: none"> White board Multimedia Internet Computer system 	<p>Class Room/ Simulated environment (manufacture)</p>



	using appropriate computer applications 4. Use internet for sending/receiving emails and connecting through social or other media	<ul style="list-style-type: none">• Types of internet browser• Enlist different types of social media• Explain Internet and E-mailing			
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Module 3: Perform Basic Computer Operations

Objective of the module: After successful completion of this module, the trainee is competent in performing Basic Computer Operations.

Duration: 50 hours **Theory:** 10 hours **Practical:** 40 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1. Configure Computer System	The trainee will be able to: <ol style="list-style-type: none"> 1. Connect computer components and peripherals as per requirement. 2. Install Drivers and applications according to the software specification. 3. Troubleshoot Applications to trace and fix faults in a specific application to bring it in a running condition. 	<ul style="list-style-type: none"> • Introduction to hardware and software • Introduction to configuring computer • Install and Configure a Computer System • Introduction to troubleshooting • Types of troubleshooting 	Total: 07hrs Theory: 03hrs Practical: 04hrs	Consumable <ul style="list-style-type: none"> • Pocket files • Notebooks • Pencils • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Class room/Computer Lab
LU2. Create a Document using MS Word	The trainee will be able to: <ol style="list-style-type: none"> 1. Compose a document as per the requirement. 2. Format Word Document according to given 	<ul style="list-style-type: none"> • Introduction to MS Word • Creating a file in MS Word • Uses of Templates in MS 	Total: 14hrs Theory: 02hrs Practical: 12hrs	Consumable <ul style="list-style-type: none"> • Pocket files • Notebooks • Pencils • Erasers 	Class room/Computer Lab



	requirements. 3. Print Word Documents according to requirements.	Word <ul style="list-style-type: none"> File and types of files Creating and printing different documents in MS Word 		<ul style="list-style-type: none"> Sharpeners Non Consumable <ul style="list-style-type: none"> White board Multimedia Internet Computer system 	
LU3. Prepare a Worksheet using MS Excel	The trainee will be able to: <ol style="list-style-type: none"> Develop a worksheet as per given data. Format the worksheet according to given criteria. Apply Formulas according to the requirement. Generate Charts/Graphs according to the given data. 	<ul style="list-style-type: none"> Introduction to MS Excel Creating a worksheet in MS Excel Uses of Templates in MS Excel Formulas for calculations Adding Graphs in MS Excel sheet Creating and printing different documents in MS Excel 	Total: 14hrs Theory: 02hrs Practical: 12hrs	Consumable <ul style="list-style-type: none"> Pocket files Notebooks Pencils Erasers Sharpeners Non Consumable <ul style="list-style-type: none"> White board Multimedia Internet Computer system 	Class room/Computer Lab
LU4. Prepare a presentation using MS PowerPoint	The trainee will be able to: <ol style="list-style-type: none"> Insert Slides with different Layouts according to requirements of presentation. Insert text, tables, images, 	<ul style="list-style-type: none"> Introduction to MS PowerPoint Creating a presentation in MS PowerPoint Uses of Templates in MS PowerPoint 	Total: 15hrs Theory: 03hrs Practical: 12hrs	Consumable <ul style="list-style-type: none"> Pocket files Notebooks Pencils Erasers 	Class room/Computer Lab



	<p>etc. according to the requirement.</p> <p>3. Apply a set of effects to animate the slide according to requirement.</p> <p>4. Apply Slide Transitions on Slides according to requirement.</p> <p>5. Apply Sound Effects on Objects/text/images according to requirement.</p> <p>6. Present a presentation according to 7Cs of communication.</p>	<ul style="list-style-type: none"> • Setting the transitions for slides • Presentation of slides 		<ul style="list-style-type: none"> • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	
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Module 4: Practice Basic English language skills

Objective of the module: After completing this module, the learner will be able to covers the skills, knowledge and attitude required to improve their reading, writing, speaking and listening skills in the context of early year teaching to understand the documents and implement in their teaching learning environment.

Duration: 50 hrs.

Theory: 10 hrs.

Practical: 40 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Apply listening and speaking skills in early years classroom teaching practice	The trainee will be able to: 1. Use listening strategies to improve listening skills 2. Make use of speaking strategies to improve speaking skills 3. Demonstrate listening and speaking skills confidently	<ul style="list-style-type: none"> Importance of English Language Skills The development of speaking and listening in ECCE Strategies to improve listening skills Speaking strategies to improve speaking skills 	Total: 15hrs Theory: 03hrs Practical: 12hrs	Consumable <ul style="list-style-type: none"> Notebooks Pencils Pens Erasers Sharpeners 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment
		Practical Activity: 1. Listening Activity: Listen to English news from any local news channel and Note 10-15 contextually relevant words. 2. Grammar Correction: Listen to the sample audio and		Non Consumable <ul style="list-style-type: none"> White board Multimedia Internet Computer system Audio Aids Visual Aids Audio-Visual Aids 	



		<p>identify the grammatical errors in the given sentences.</p> <p>3. Speaking Activity: Narrate the story in your own words which has been shown in the video.</p>		<ul style="list-style-type: none"> • Word cards • Magazines • Pictures/ photographs • Art and Craft material 	
LU2: Apply reading skills in the daily routines of early years classroom	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Create phonological and phonemic awareness 2. Develop Fluency in reading 3. Develop vocabulary in context 4. Use comprehension skills 	<ul style="list-style-type: none"> • Phonological Awareness • Phonemic Awareness • Developing Vocabulary • Define Comprehension • Types of Comprehension <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Reading Aloud Activity: Read aloud the given paragraph with correct intonation and pronunciation. Circle the unfamiliar words while reading, and note down the meanings of those words as post reading activity. 2. Skim Reading Activity: 	<p>Total: 16hrs</p> <p>Theory: 03hrs</p> <p>Practical: 13hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Audio Aids • Visual Aids • Audio-Visual Aids • Word cards • Magazines 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



		Read and highlight the relevant word in the given text, that matches the meaning of the words from the list given of L1 (native language)		<ul style="list-style-type: none"> • Pictures/ photographs • Art and Craft material 	
LU3: Use writing skills in daily routine	The trainee will be able to: <ol style="list-style-type: none"> 1. Use basic writing skills in daily routine planning 2. Summarize reflective diaries 3. Use writing skills in daily teaching and learning practices 	<ul style="list-style-type: none"> • Describe importance of implementing Writing Skills in ECCE • Writing skills in teaching and learning practices: <ul style="list-style-type: none"> ◦ Research ◦ Planning and/or Outlining ◦ Grammar and Clarity ◦ Revising and Editing ◦ Communication Skills • Main Types of Writing Styles: <ul style="list-style-type: none"> ◦ Persuasive ◦ Narrative ◦ Expository ◦ Descriptive • Purposes of writing skills in ECCE: <ul style="list-style-type: none"> ◦ To inform 	Total: 19hrs Theory: 04hrs Practical: 15hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Audio Aids • Visual Aids • Audio-Visual Aids • Word cards • Magazines 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



		<ul style="list-style-type: none"> ○ To entertain ○ To explain ○ To persuade • Essential writing skills in ECCE: <ul style="list-style-type: none"> ○ Grammatical skill ○ Compositional skill ○ Domain knowledge 		<ul style="list-style-type: none"> • Pictures/ photographs • Art and Craft material 	
		<p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Write a reflective journal for a week, explaining the learning moments and critical incidents of daily routines focusing on what went well, what went wrong and how can it be made better? 2. Write short simple texts, essays, on a given topic. 3. Write Email, letter essays, personal profiles, social media posts, reviews, feedback, and progress reports. 			

Module 5: Teach Basic Numeracy & Literacy-1 (English & Urdu)

Objective of the module: After completing this module, the learner will be able to utilize the knowledge, skills and attitude required to Teach Basic Numeracy and Literacy -1 (English & Urdu) professionally in the field of early childhood care and education settings.

Duration: 60 hrs.

Theory: 10 hrs.

Practical: 50 hrs.

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Understand the term Basic Literacy	The trainee will be able to: <ol style="list-style-type: none"> 1. Recognise the term basic literacy and its components, Phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. 2. Practice sound and their formation of alphabets with children and relate it with the vocabulary enhancement process 3. Group developmentally appropriate basic literacy (pre-reading & writing skills) strategies for 	<ul style="list-style-type: none"> • Define “Basic Literacy” (The skills to be able to read, write and speak to understand and create meaning.) • Vocabulary Development <ul style="list-style-type: none"> ○ Identification of New Vocabulary Words ○ New Words recognition ○ Using New Words ○ Master New Vocabulary Words • Vocabulary exercise types <ul style="list-style-type: none"> ○ Complete the gaps ○ Match the words and the pictures ○ Match the words with the 	Total: 18hrs Theory: 04hrs Practical: 14hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Audio-Visual Aids • Word cards • Magazines 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



	<p>English & Urdu.</p> <p>4. Plan strategies for co-teaching, sharing responsibilities for pre-writing/ reading skills</p>	<p>definitions</p> <ul style="list-style-type: none"> ○ Choose the correct word. ○ Categories ○ Odd one out ○ Word building ○ Words that go together • Teaching Strategies <p>One Teach</p> <ul style="list-style-type: none"> ○ One Teach, One Observe ○ Parallel Teaching ○ Alternative (Differentiated) Teaching ○ Team Teaching 		<ul style="list-style-type: none"> • Pictures/ photographs • Art and Craft material • Geometrical Shapes • Sand paper letters • Vocabulary basket • Hand and finger puppets • Moveable alphabets • Number flashcards • Alphabets flashcards • Pictures for pre-literacy activities • Pictorial books • Montessori apparatus 	
		<p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Develop flash cards to teach sounds with their relevant vocabulary 2. Prepare a vocabulary basket. 			



				<ul style="list-style-type: none"> • Empty boxes (small and large) • Vessels for measurement. 	
LU2: Understand the term Numeracy	The trainee will be able to: <ol style="list-style-type: none"> 1. Explain the term basic numeracy and its components (quantity and numbers, counting, solving number problems, measuring, estimating, sorting, noticing patterns, adding and subtracting numbers). 2. Practice numbers and their formation and relate them with their relevant quantities 3. Group developmentally appropriate basic numeracy skills (sorting, measuring, estimating, 	<ul style="list-style-type: none"> • Importance of Numeracy in Early Childhood • Difference between numeracy and mathematics • Importance for early educators to be mathematically proficient • Importance of numeracy in problem-solving skills • Counting, Comparing, and Contrasting • Subitising - the foundations for addition and subtraction • Basic numeracy skills (sorting, measuring, estimating, sorting, noticing patterns, etc.) • ECCE Curriculum and age appropriate competencies to group basic literacy strategies, 	Total: 17hrs Theory: 03hrs Practical: 14hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Audio-Visual Aids • Word cards • Magazines • Pictures/ photographs 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



	<p>sorting, noticing patterns, etc.)</p> <p>4. Plan strategies for co-teaching, sharing responsibilities for numeracy skills</p>	<p>material (Vocabulary basket, flash cards, etc.)</p> <p><u>Practical Group Activity:</u></p> <p>1. Develop interactive circle time activities in collaboration with the class teacher by using multilayered methods (sorting, measuring, estimating, sorting, noticing patterns, etc.).</p>		<ul style="list-style-type: none"> • Art and Craft material • Geometrical Shapes • Sand paper letters • Vocabulary basket • Hand and finger puppets • Moveable alphabets • Number flashcards • Alphabets flashcards • Pictures for pre-literacy activities • Pictorial books • Montessori apparatus • Empty boxes (small) 	
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				and large) • Vessels for measurement.	
LU3: Practice Basic Literacy and Numeracy	The trainee will be able to: <ol style="list-style-type: none"> 1. Execute with class teacher to co-design learning experiences for the children to explore, think, imagine, raise question, and experiment to develop basic literacy and numeracy 2. List small and large group activities to match, sounds with their relevant vocabulary 3. List small and large group activities to match, sequence, sort and classify objects based on one /two attributes by using basic logical, 	<ul style="list-style-type: none"> • Effective circle time, small and large group activities in order to develop basic literacy and numeracy skills in young children. • Patterns of Entertaining and educational Literacy and Numeracy Activities in ECCE 	Total: 15hrs Theory: 03hrs Practical: 12hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Audio-Visual Aids • Word cards • Magazines • Pictures/ photographs • Art and Craft 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



	critical, creative, and problem-solving skills 4. Assist class teacher to implement above grouped activities smoothly			material <ul style="list-style-type: none"> • Geometrical Shapes • Sand paper letters • Vocabulary basket • Hand and finger puppets • Moveable alphabets • Number flashcards • Alphabets flashcards • Pictures for pre-literacy activities • Pictorial books • Montessori apparatus • Empty boxes(small and large) 	
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				<ul style="list-style-type: none">• Vessels for measurement.	
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Module 6: Use First Aid skills and knowledge to provide a First Aid Response to children

Objective of the module: After completing this module, the learner will be able to covers the skills, knowledge and attitude required to provide a First Aid Response to Infants, Children and Adults.

Duration: 50 hours **Theory:** 10 hours **Practical:** 40 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Use general principles and tools to provide First Aid Response	The trainee will be able to: <ol style="list-style-type: none"> 1. Identify & Use standard guidelines, procedures, 4 C's of Pediatric First Aid and 3P's of First Aid to create safe and secure environment for children 2. Prepare an incident management team, identify their responsibilities, and develop communication tree 	<ul style="list-style-type: none"> • Importance of First Aid in ECCE • Explain 4C's (Communication, Collaboration, Critical thinking, and Creativity) • Explain 3P's in Healthcare (Preparation, Protection and Prevention) • Responsibilities of an incident response team • 	Total: 18hrs Theory: 04hrs Practical: 14hrs	<div>Consumable</div> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners <div>Non Consumable</div> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



	3. Adapt the available standards to prepare First Aid guidelines for your early childhood setting	<u>Practical Activity:</u> <ol style="list-style-type: none"> 1. Give Poster Presentation 4C's (Check, Call, Care, Complete) 2. Explain 3 Ps (Preserve, Prevent, and Promote) by demonstrating through role play. 		<ul style="list-style-type: none"> • Audio-Visual Aids • First Aid Box • Illustrations • Flash cards • Markers • YouTube Videos • Posters 	
LU2: Plan, and manage medical emergencies and injuries at school	The trainee will be able to: <ol style="list-style-type: none"> 1. Utilise 5 phases of emergency management to identify appropriate emergency response procedures 2. Use Risk Assessment tools and report the details of incident in align with appropriate procedures 3. Talk with children about their emotions and responses to incidents/events and emergencies 	<ul style="list-style-type: none"> • Phases of emergency. <ul style="list-style-type: none"> ○ Prevention ○ Mitigation ○ Preparedness ○ Response ○ Recovery • Risk Assessment Tools <ul style="list-style-type: none"> ○ Risk matrix ○ Decision tree ○ Failure modes ○ Effect analysis ○ Bowtie model, etc. 	Total: 17hrs Theory: 03hrs Practical: 14hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Audio-Visual Aids • First Aid Box 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



		<u>Practical Activity:</u> <ol style="list-style-type: none"> 1. Enlist Risk assessment tools 2. Practice the emergency drill and express emotions and responses. 		<ul style="list-style-type: none"> • Illustrations • Flash cards • Markers • YouTube Videos • Posters 	
LU3: Prepare First Aid Kit	The trainee will be able to: <ol style="list-style-type: none"> 1. Prepare a checklist for First Aid Kit by adhering to the standard guidelines 2. Prepare description of handling for each segment of First Aid Kit 3. Suggest appropriate 	<ul style="list-style-type: none"> • First Aid Kit items • Risk Assessment Tool 	Total: 15hrs Theory: 03hrs Practical: 12hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



	<p>supplies for First Aid Kit to be used in early childhood settings</p> <p>4. Supervise First Aid Materials/supplies at the end of each month to keep an eye on the stock and expiry dates</p>	<p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Enlist material for first aid kit. 2. Prepare and maintain record of first aid material / supplies register. 3. Maintain first aid kit (box) with all necessary supplies. 		<ul style="list-style-type: none"> • Multimedia • Internet • Computer system • Audio-Visual Aids • First Aid Box • Illustrations • Flash cards • Markers • YouTube Videos • Posters 	
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Module 7: Practice basic Professional Ethics

Objective of the module: After completing this module, the learner will be able to practice basic professional ethics in the field of early childhood care and education.

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Distinguish between self-beliefs about teaching & professional standards of teaching	The trainee will be able to: <ol style="list-style-type: none"> 1. Identify five core values of professional ethics 2. Plan activities to reflect on their own beliefs of teaching young children. 3. Enlist professional standards to design an environment that promotes UNCRC. 4. Identify their own role as a teacher in early years setting. 	<ul style="list-style-type: none"> • Core values of professional ethics • Fundamental Principle of Ethical Behavior in Profession • Ethical Dilemmas and the NAEYC Professional Standards • Principles of the United Nations Convention on the Rights of the Child 	Total: 10hrs Theory: 04hrs Practical: 06hrs	<div>Consumable</div> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners <div>Non Consumable</div> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Illustration of childhood rights 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment
		<u>Practical Activity:</u> <ol style="list-style-type: none"> 1. Design a checklist for DO's and DON'Ts 			

<p>LU2: Use</p> <p>NAEYC code of ethical conduct in early years setting</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Recognise the value of a child and early childhood period. 2. Enlist developmental milestones, integrate child rights & NAEYC 3. Code to plan activities. 4. Relate NAEYC code of ethical conduct to resolve practical dilemmas 5. Analyse and interpret the data. 	<ul style="list-style-type: none"> • Children's rights that depict their developmental and age-appropriate needs • Needs and potential of a child under developmental stages • The role and responsibilities of teacher and children to achieve developmental milestone of child • Teacher's Ethical responsibilities to children, families, colleagues, coworker and community.(NAEYC) <p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Design and demonstrate Role Play to explain the code of Ethical conduct according to NAEYC 	<p>Total: 09hrs</p> <p>Theory: 03hrs</p> <p>Practical: 06hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Illustration of childhood rights 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>
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LU3: Maintain a portfolio and reflective journal to record self-beliefs and practices related to professional ethics in early childhood setting	The trainee will be able to: <ol style="list-style-type: none"> 1. Illustrate the key components of portfolio 2. Organise daily reflective write-ups in the portfolio 3. Record summary of changes in knowledge, skills, and attitudes, while practicing child rights & NAYEC code of ethical practice 	<ul style="list-style-type: none"> • Key Components of Portfolio • Types of Portfolio <hr/> <u>Practical Activity:</u> <ol style="list-style-type: none"> 1. Develop and present a portfolio to reflect their own personal DO's and DON'Ts 	Total: 11hrs Theory: 03hrs Practical: 08hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment
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Module 8: Learn to Play

Objective of the module: After completing this module, the learner will be able to practice skills, knowledge and attitude required to realize the impact of adult participation and learning environment on child development process through play.

Duration: 40 hours **Theory:** 10 hours **Practical:** 30 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Recognise the value of child's play	The trainee will be able to: <ol style="list-style-type: none"> 1. Define characteristics of play 2. Recognise child's perspective of play 3. Distinguish children play abilities at different age groups 4. Organise environment and activities, promoting play as child's right 	<ul style="list-style-type: none"> • Define Play and child's perspective of Play • Relate child's play with their abilities at different age group (Physical, Cognitive, Social abilities, Emotional abilities and Language) • Basic requirements to design an environment which promote play as child rights (size of the play space, social aspects, sensory features, familiarity of space and materials, complexity, and variety of materials) 	Total: 09hrs Theory: 03hrs Practical: 06hrs	<div>Consumable</div> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners <div>Non Consumable</div> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Illustration of childhood rights • Empty 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



		<u>Practical Activity:</u> <ol style="list-style-type: none"> 1. Develop a pictorial booklet and define separate learning elements through local and customary play 2. Demonstrate all above mentioned plays in the class and discuss the possible support in the developmental process 		cartons <ul style="list-style-type: none"> • Block of different kind • Clay • Sand and water • Stones • Safe waste material • Toys • Everything available in the environment 	
LU2: Maintain enabling play environment	The trainee will be able to: <ol style="list-style-type: none"> 1. Identify the basic characteristics of play supporting indoor and outdoor environment 2. Understand play supporting environment that allows children with the freedom of choice and decision making 	<ul style="list-style-type: none"> • Basic characteristics of play supporting environment • Rules to create and maintain an environment to ensure child's freedom and choice (Think Variety, Consider Everyone, Design Natural Boundaries, and Take Advantage of Your 	Total: 09hrs Theory: 03hrs Practical: 06hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



	<p>3. Select age-appropriate materials (including toys),</p> <p>4. Plan play activities for daily routines and responsive interactions</p> <p>5. Create a (10 each minimum) list of play supporting materials/resources for indoor and outdoor play environment.</p>	<p>Opportunities.)</p> <ul style="list-style-type: none"> • Define material and toys with a classification of Child's age • Play activities designing to maintain responsive interactions with children in routine life • Indoor and outdoor play supporting age-appropriate context-based materials <p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Enlist locally available material and toys with a clear classification of Child's age 2. Name the basic characteristics of play supporting environment (Indoor and Outdoor) 3. Design indoor/outdoor floor plan for any early years setting, keeping in mind all safety measures 		<ul style="list-style-type: none"> • Internet • Computer system • Illustration of childhood rights • Empty cartons • Block of different kind • Clay • Sand and water • Stones • Safe waste material • Toys • Everything available in the environment 	
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<p>LU3: Respond as a play partner in early years setting</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Enlist the types of play (child's play) 2. Understand play abilities for the children of different age groups 3. Recognize the role of adult in supporting child's play 4. Perform role play with children 	<ul style="list-style-type: none"> • Types of child's play (Functional play, constructive play, Parallel Play, Associative Play, Cooperative Play, unoccupied Play, Solitary plays etc.) • Importance of role of adult in child's play • Context Based Role Play <p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Explain the different types of child's play 2. Group different play abilities age accordingly. 3. Demonstrate the role of adult in child's play 4. Dramatise role play (Context Based) 	<p>Total: 11hrs Theory: 02hrs Practical: 09hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Illustration of childhood rights • Empty cartons • Block of different kind • Clay • Sand and water • Stones • Safe waste material 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>
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				<ul style="list-style-type: none"> • Toys • Everything available in the environment 	
LU4: Use play as a method of teaching and learning in early years settings	The trainee will be able to: <ol style="list-style-type: none"> 1. Categories age-appropriate play types to plan indoor/outdoor activities 2. Outline play activities to develop early language, numeracy, scientific & digital skills 3. Use developmental milestones to design play based daily routines that promote language 	<ul style="list-style-type: none"> • Classification of indoor and outdoor activities for different age groups • Activities including role plays, songs, rhymes, and storytelling to develop early language, numeracy, scientific & digital skills • Maintenance of a running record of the child's progress play experiences within the prepared environment 	Total: 11hrs Theory: 02hrs Practical: 09hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



	<p>development through role plays, singing songs, rhymes, and storytelling.</p> <p>4. Observe and record child engagement in play experiences within the prepared environment</p>	<p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Design and present at least 2 age appropriate stories along with handmade props by using no-cost/low-cost materials 2. Make a list of activities to develop early language, numeracy, scientific and digital skills 		<ul style="list-style-type: none"> • Illustration of childhood rights • Empty cartons • Block of different kind • Clay • Sand and water • Stones • Safe waste material • Toys • Everything available in the environment 	
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Module 9: Use Child developmental theories, observation methods and observation tool “checklist”

Objective of the module: After completing this module, the learner will be able to utilize the knowledge, skills and attitude required to utilize child developmental theories, observation methods and observation tool “checklist” in the field of Early Childhood Care & Education.

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Apply child developmental theories	The trainee will be able to: <ol style="list-style-type: none"> 1. Identify factors influencing the child development process 2. Discuss developmental milestones (0-8 years) 3. Match child developmental theories with their relevant theorists 	<ul style="list-style-type: none"> • Factors influencing the child development process <ul style="list-style-type: none"> ◦ Heredity ◦ Mother’s pre-natal health and emotional wellbeing ◦ Family influence and Parenting styles ◦ Home, School & community Environment ◦ Socio- economic factors ◦ Health, hygiene & nutrition ◦ Child neglect & responsive care • Define milestones for children (0-8 years) 	Total: 10hrs Theory: 04hrs Practical: 06hrs	<div>Consumable</div> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners <div>Non Consumable</div> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Development milestone checklist • Props for role 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



		<ul style="list-style-type: none"> ○ Social /emotional milestones ○ Movement/ physical development milestones ○ Cognitive milestones ○ Language / communication milestones • Explain the child development theories through characterisation of relevant theorists: <ul style="list-style-type: none"> ○ Jean Piaget's – Cognitive development theory ○ Erikson's -psychosocial theory ○ Lev Vygotsky's – Sociocultural theory ○ Bowlby's attachment theory 		play	
		<p><u>Practical Activity:</u></p> <p>1. Develop a checklist mentioning different milestones (Physical,</p>			



		cognitive, social emotional, language and communication) for age group (0-8 years)			
LU2: Observe and record Child Development	The trainee will be able to: <ol style="list-style-type: none"> 1. Perform child observation 2. Record child physical, cognitive, and psychosocial development in natural settings 3. Design simple activities/resources to engage children in spontaneous activities for observation 	<ul style="list-style-type: none"> • Describe the process of child observation <ul style="list-style-type: none"> ◦ Creating a prepared environment ◦ Designing age appropriate & spontaneous activities ◦ Being skilled observer ◦ Following ethical protocols while recording child observations ◦ Interpretation & Analysis • Practice child observation record through the use of appropriate tools to collect authentic data about the child for instance: <ul style="list-style-type: none"> ◦ Checklist to track developmental milestones 	Total: 09hrs Theory: 03hrs Practical: 06hrs	<div>Consumable</div> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners <div>Non Consumable</div> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Musical instruments • Puzzles • Legos • Finger puppets • Cardboard boxes 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



		<ul style="list-style-type: none"> ○ Running record to collect detailed, sequential observation record written while the event is happening ○ Anecdotal record • Environment, age appropriate, and engaging resources to design spontaneous activities to track through using observation tools: <ul style="list-style-type: none"> ○ Physical Development ○ Construction toys ○ Language development ○ Psychosocial Development 		<ul style="list-style-type: none"> • Colors • Shapes • Letters and numbers • Age-appropriate Stories • Props for role play, etc. 	
		<p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Record and maintain the developmental process of five different children by using designed checklist 			



<p>LU3: Practice ethical protocols to observe a child and communicate observation record</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Dramatize role play to negotiate the role of an objective (unbiased) observer 2. Create a list of professional attitudes to be followed during child observation and assessment 3. Fill child developmental checklist 4. Utilize role play to practice effective communication skills to share child observation record by using evidence from the records. 	<ul style="list-style-type: none"> • Describe the role of an objective observer to record unbiased information about the child: • Professional attributes to be used in child observation and assessment and make a list: • Tool to track child development in natural setting • Effective communication skills to communicate the child observation record: <p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Enlist the professional attributes to be used in child observation and assessment 2. Give poster presentation of different theorists with their relevant theories 	<p>Total: 11hrs Theory: 03hrs Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Musical instruments • Puzzles • Legos • Finger puppets • Cardboard boxes • Colors • Shapes • Letters and numbers • Age- 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>
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				<p>appropriate Stories</p> <ul style="list-style-type: none">• Props for role play, etc.	
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Module 10: Build Relationship with Families

Objective of the module: After completing this module, the learner will be able to utilize the knowledge, skills and attitude required to realize/relate the concepts of building a relationship with families.

Duration: 60 hours **Theory:** 10 hours **Practical:** 50 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Build partnership: guide to developing relationships with families	The trainee will be able to: <ol style="list-style-type: none"> 1. Recognise the importance of family and school in early childhood education by identifying roles and responsibilities 2. Discover family engagement and positive goal-oriented relationships 3. Identify tools to develop strength-based attitudes and relationship-based practices 4. Discover reflective practice and supervision strategies to strengthen family - school partnership 	<ul style="list-style-type: none"> • Children's developmental needs, parents' attitudes and practices in early childhood education. • Roles and responsibilities of family and school to support the learning and development of children. • Define positive goal-oriented relationships • Family Partnership Process: to engage in Goal-Setting with Families. • Recruitment and Enrollment, Family and Child Assessment, communication 	Total: 19hrs Theory: 04hrs Practical: 15hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



		<p>with families, Goal-Setting with Families (7 steps), Follow-Up and Review, continuous program involvement.</p> <ul style="list-style-type: none"> • Reflective strategies for sustaining effective practice. (reflective practice, self-reflection, reflection supervision) 			
		<p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Enlist the roles and responsibilities of family and school to support the learning and development of children. 			
<p>LU2: Plan strategies for family engagement</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Recognise parental role in child development and learning 2. Identify your strengths, grow professionally, and build stronger connections with families 3. Demonstrate the tools for 	<ul style="list-style-type: none"> • Role of parent (activities that parent can do) to stimulate child development. • Determine the strategies for Building Relationships with Families(Use a Strengths-based Approach, Listen Actively and Take Informed 	<p>Total: 23hrs Theory: 03hrs Practical: 20hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>



	family engagement and positive goal-oriented relationships	<p>Action)</p> <ul style="list-style-type: none"> • Tools of positive relationship (strength base attitude and relationship base practices) by dramatisation • Cite examples/strategies for strength base attitude focusing on Acknowledging strengths of family, respecting, and learning from differences, showing openness to adapting practice based on family preferences, sharing decision-making, and approaching families as equal and reciprocal partners in support of their children. • Cite examples/strategies for relationship-based practices 		<ul style="list-style-type: none"> • Multimedia • Internet • Computer system 	
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		<u>Practical Activity:</u> 1. Illustrate poster presentation to present role of parent to stimulate child development			
LU3: Prepare for challenging conversation with families	The trainee will be able to: 1. Reflect on challenges while communicating with the families. 2. Prepare your questions about the challenging topic & prepare questions to learn about the family's perspective on the challenging topic. 3. Practice two way communications with families to understand each family's expectation and views about their involvement in child learning.	<ul style="list-style-type: none"> • Need to prepare teacher for challenging conversations • Questions what makes conversations challenging. • Six Steps to Prepare for Challenging Conversations with Families • Strategies to manage moments that feel challenging in conversations with families: Focus on self-regulation, Focus on the family , Work through your own feelings , Take time for yourself and Seek support • Effective communication system to initiate welcome 	Total: 18hrs Theory: 03hrs Practical: 15hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



		<p>strategies.</p> <ul style="list-style-type: none"> • Integration of activities in homework planner for communication between school and home 			
		<p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Demonstrate a role play reflecting the challenges while communicating with families (PTM/PTC.... etc) 			

Module 11: Design Creative Art and Crafts Activities

Objective of the module: After completing this module, the learner will be able to the skills, knowledge and attitude required to develop good esthetic sense, ability to express inner self and creativity through lines, colors, texture, and other materials / mediums.

Duration: 90 hours **Theory:** 10 hours **Practical:** 80 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Understand the difference between Creative Art and Crafts	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Define Creative Art and Crafts 2. Recognise the characteristics difference and relationship between Art and crafts 3. Identify seven core elements of Art and relationship between them 4. Discuss the value of core elements of the Art 5. Make a list of different art techniques by using different combination of core elements for young children 	<ul style="list-style-type: none"> • Explain Creative Arts and Crafts • Characteristics of Arts and Crafts • Seven elements and their relationship • Describe the value of core elements • Art techniques by using different combination of core elements for young <p>Practical Activity:</p> <ol style="list-style-type: none"> 1. Enlist 15-20 art techniques by using different combination of core elements. 	<p>Total: 18hrs Theory: 02hrs Practical: 16hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners • Clays • Recyclable/N on-Recyclable Waste Materials (bottles, laces, buttons, CDs, etc.) • Art and Craft 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



				<p>Materials (Colours/mediums, color sheets, glues, etc.)</p> <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	
<p>LU2: Recognise the significance & need of Creative Arts and Crafts in early childhood</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Draw a table showing different developmental domains and art techniques to strengthen them. 2. Identify art and crafts as a major tool for development of aesthetical sense in young children 3. Underline that creativity relieves stress 	<ul style="list-style-type: none"> • Table to connect developmental domains with different supporting Art techniques • Effects of Arts, Crafts and Creativity on development of aesthetical sense in young children • Imaginations and abilities of children's expressions through creative arts 	<p>Total: 20hrs Theory: 02hrs Practical: 18hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners • Clays • Recyclable/Non-Recyclable Waste Materials 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment</p>



	<p>4. Recognise children's imagination and enlist different abilities of expression through creative arts</p>	<p><u>Practical Activity:</u></p> <p>1. Enlist maximum imaginations and abilities of children's expressions through creative arts.</p>		<p>(bottles, laces, buttons, CDs, etc.)</p> <ul style="list-style-type: none"> • Art and Craft Materials (Colours/mediums, color sheets, glues, etc.) <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	
<p>LU3: Identify the purpose of Art and Crafts in Child's life</p>	<p>The trainee will be able to:</p> <p>1. Identify art activities to stimulate creativity and imagination</p> <p>2. Provide visual, tactile, and sensory experiences to children to communicate what they see, feel, and think using color, texture,</p>	<ul style="list-style-type: none"> • Art activities to stimulate creativity and imagination • Relate and combine visual, tactile, and sensory experiences • Motivational and encouraging sentences for young children to express 	<p>Total: 20hrs Theory: 02hrs Practical: 18hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners • Clays • Recyclable/N 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/outdoor environment</p>



	<p>form, pattern and different materials and processes.</p> <p>3. Demonstrate assurance to young children that they can draw anything they like through these activities.</p> <p>4. Introduce a variety of drawing mediums such as, crayons, charcoal, paint, chalk, and drawing tools on children's computer software (where possible) and provide children with opportunities to experiment with all of them.</p> <p>5. Demonstrate to make practical decisions with aesthetic sense to convert waste material into a product of their unique imagination</p>	<p>themselves through drawing.</p> <ul style="list-style-type: none"> • Application of different mediums to enhance child's ability of drawing and coloring • Usage of maximum possible waste or recyclable material to convert into a crafts piece <p><u>Practical Activity:</u></p> <p>1. Demonstrate 10 (minimum) art activities to stimulate creativity / imagination and choose the maximum possible waste or recycle material to convert into craft pieces.</p>		<p>on- Recyclable Waste Materials (bottles, laces, buttons, CDs, etc.)</p> <ul style="list-style-type: none"> • Art and Craft Materials (Colours/mediums, color sheets, glues, etc.) <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	
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LU4: Role of an Assistant Teacher in Arts & Crafts classroom	The trainee will be able to: <ol style="list-style-type: none"> 1. Prepare classroom by gathering and setting up age-appropriate equipment / resources 2. Plan arts and crafts lessons to develop creativity and imagination in children through a range of easy to complex activities 3. Classify low-cost & no-cost 	<ul style="list-style-type: none"> • Equipment's /resources for different age groups • Designing Arts and Crafts lessons to develop creativity and imagination in children through a range of easy to complex activities • Resource box with some basic required material and supplies for uninterrupted continuation of work 	Total: 18hrs Theory: 02hrs Practical: 16hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners • Clays • Recyclable/N on-Recyclable Waste Materials 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment
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	<p>materials for project work</p> <ol style="list-style-type: none"> 4. Maintain and decorate class environment aesthetically to motivate young children 5. Monitor inventory & sourcing art supplies as needed. 	<p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Develop appropriate equipment/resource kit for different age groups 		<p>(bottles, laces, buttons, CDs, etc.)</p> <ul style="list-style-type: none"> • Art and Craft Materials (Colours/mediums, color sheets, glues, etc.) <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	
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LU5: Practice Arts & Crafts Routines/ Activities & Project	The trainee will be able to: <ol style="list-style-type: none"> 1. List the art activities to involve children in shaping their environments through art and crafts. 2. Develop children's knowledge, skills and attitudes related to art and crafts by providing responsive instructions, assigning age-appropriate tasks/projects, recording and reporting progress 3. Perform storytelling, role plays and finger puppets to express creativity and imagination of young children 4. Plan, execute & monitor Art & Crafts Project work with children. 	<ul style="list-style-type: none"> • Designing Arts and Crafts pieces which can be used for decoration and beautification of the environment. • Possible behaviour in alignment of above activities of the adult to ensure responsive instructions, assigning age-appropriate tasks/projects, recording and reporting progress • Creativity and imagination of young children by involving them in storytelling, role plays and finger puppets making /presentation. • Plan, execute & monitor Art & Crafts Projects (at least 02) work with children 	Total: 14hrs Theory: 02hrs Practical: 12hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners • Clays • Recyclable/N on- Recyclable Waste Materials (bottles, laces, buttons, CDs, etc.) • Art and Craft Materials (Colours/mediums, color 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment
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		<p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Make a portfolio including 15 – 20 art techniques 2. Arrange a gallery presentation for at least 5 different thematic boards by using multiple techniques and waste/recycle material 		<p>sheets, glues, etc.)</p> <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system 	
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Module 12: Implement teaching Practice

Objective of the module: After completing this module, the learner will be able to utilize the knowledge, skills and attitude required to implement teaching practice in the field of early childhood care and education setting.

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Follow Protocols and professional Ethics	The trainee will be able to: <ol style="list-style-type: none"> 1. Perform selection of School/early years setting with relevant details as per requirement 2. Collect basic information about selected school to execute placement/teaching practice 3. Interpret given documents 	<ul style="list-style-type: none"> • Protocols and professional Ethics • Selection of School/early years setting with relevant details, including: <ul style="list-style-type: none"> ◦ Documentation (Affiliation/consent letter, attendance sheet, Lesson plan format, evaluation sheet, etc.) ◦ School Visits ◦ Timetables/daily routine ◦ Meeting with teacher ◦ No. of children and their age group ◦ Syllabus and Planner, 	Total: 10hrs Theory: 04hrs Practical: 06hrs	<div>Consumable</div> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners <div>Non Consumable</div> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Development milestone checklist • Props for role 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



		etc.		play	
		<u>Practical Activity:</u> <ol style="list-style-type: none"> 1. Compile a file of documentation required to initiate teaching practice 2. Role Play micro teaching for atleast 3 Lesson Plans (Literacy, Numeracy and World Around Us) 			
LU2: Maintain responsive & engaging environment	The trainee will be able to: <ol style="list-style-type: none"> 1. Respond to child's interest, exploration through design elements of time, space, material, and participation 2. Construct stories with children on daily experience/routines and 	<ul style="list-style-type: none"> • Define ways to respond to children's needs, interests, and exploration through • Utilise props to make stories with children based on daily routines Checklist to track developmental milestones 	Total: 09hrs Theory: 03hrs Practical: 06hrs	Consumable <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners Non Consumable <ul style="list-style-type: none"> • White board 	Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment



	<p>caring dispositions as per given instructions</p> <p>3. Practice feeling words (vocabularies) to the children to identify self and others' emotions</p> <p>4. Create environment that promotes respectful interactions & diversity as per given instructions</p>	<p><u>Practical Activity:</u></p> <p>1. Conduct a story telling session to promote respectful interactions & diversity.</p>		<ul style="list-style-type: none"> • Multimedia • Internet • Computer system • Musical instruments • Puzzles • Legos • Finger puppets • Cardboard boxes • Colors • Shapes • Letters and numbers • Age-appropriate Stories • Props for role play, etc. 	
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<p>LU3: Follow curriculum to plan & execute daily routines with the help of ECCE Educator</p>	<p>The trainee will be able to:</p> <ol style="list-style-type: none"> 1. Co-design teaching resources in alignment with core curriculum 2. Interpret the given Plan and execute daily routines using appropriate resources from learning centers and share responsibilities 3. Assist class teacher in ongoing classroom observation and assessments 4. Observe classroom teacher's teaching methodologies and interaction patterns with children 	<ul style="list-style-type: none"> • Co-creating age appropriate teaching and learning materials which are connected with the core curriculum, competencies, desired learning outcomes, activities, and assessment for all key learning areas such as math, science, and social studies. • Develop teaching plans (daily routines) with the help of class teacher and implement those teaching plans (daily routines) by using age-appropriate resources that are already available in the learning corners. • Teaching Plan (daily routine) <ul style="list-style-type: none"> ○ Arrival ○ Circle time ○ Small group time ○ Snack time 	<p>Total: 11hrs Theory: 03hrs Practical: 08hrs</p>	<p>Consumable</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Pens • Erasers • Sharpeners <p>Non Consumable</p> <ul style="list-style-type: none"> • White board • Multimedia • Internet • Computer system • Musical instruments • Puzzles • Legos • Finger puppets • Cardboard boxes • Colors • Shapes • Letters and numbers 	<p>Workplace (Early Childhood setting, classroom, training institute) and indoor/ outdoor environment</p>
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		<ul style="list-style-type: none"> ○ Outdoor time ○ Plan-Do-Review time ○ Large group time ○ Departure ○ Adapt and practice self-accountability to support the class teacher in implementing the routine plans 		<ul style="list-style-type: none"> • Age-appropriate Stories • Props for role play, etc. 	
		<p><u>Practical Activity:</u></p> <ol style="list-style-type: none"> 1. Design age appropriate relevant resource material as provided Lesson Plan 			



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 *Pesticides & Fertilisers Technology*

This curriculum consists of 12 modules:

- **Module 1:** Comply with Work Health and Safety Policies
- **Module 2:** Perform Basic Communication Skills
- **Module 3:** Perform Basic Computer Operations
- **Module 4:** Practice Basic English language skills
- **Module 5:** Teach Basic Numeracy & Literacy-1 (English & Urdu)
- **Module 6:** Use First Aid skills and knowledge to provide a First Aid Response to children
- **Module 7:** Practice basic Professional Ethics
- **Module 8:** Learn to play
- **Module 9:** Use Child developmental theories, observation methods and observation tool “checklist”
- **Module 10:** Build relationship with families
- **Module 11:** Design Creative Art and Crafts Activities
- **Module 12:** Implement teaching Practice

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



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



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



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



86.	Tongue Depressors, Paper	25 Nos.
87.	Poster sheets of different size and colours	25 Nos.
88.	Water Colours	02 Nos.
89.	Paint Brushes different sizes	25 Nos.
90.	German Glue	25 Nos.
91.	Sticko	25 Nos.
92.	Paper Plate	50 Nos.
93.	Colour Pallet	25 Nos.
94.	Bowls for Water	25 Nos.
95.	Bowls	25 Nos.
96.	Glass/Cups	25 Nos.
97.	Creep Paper of Different Colours	25 Set
98.	Straw	10 Boxes
99.	Plastic fork	50 Nos.
100.	Scissors	02 Nos.
101.	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 2 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. Comply with Work Health and Safety Policies	3	30
B. Perform Basic Communication Skills	3	30
C. Perform Basic Computer Operations	5	50
D. Practice Basic English language skills	5	50
E. Teach Basic Numeracy & Literacy-1 (English & Urdu)	6	60
F. Use First Aid skills and knowledge to provide a First Aid Response to children	5	50
G. Practice basic Professional Ethics	3	30
H. Learn to play	4	40



I. Use Child developmental theories, observation methods and observation tool “checklist”	3	30
J. Build relationship with families	6	60
K. Design Creative Art and Crafts Activities	9	90
L. Implement teaching Practice	8	80