

## NSQF QUALIFICATION FILE

Approved in 24<sup>th</sup> NSQC, dated: 27<sup>th</sup> Feb, 2020

*Early Childhood Educator*

NSDA Code

2020/ETR/DGT/03689

### CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

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

#### **Name and address of submitting body:**

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

#### **Name and contact details of individual dealing with the submission**

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Position in the organisation: Deputy Director General (C & P)

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#### **List of documents submitted in support of the Qualifications File**

1. Competency-based curriculum with following details:

Model Curriculum to be added which will include the following:

- a) Indicative list of tools/equipment to conduct the training: Enclosed with curriculum
- b) Trainers qualification: Indicated in the curriculum
- c) Lesson Plan: All DGT curricula are designed indicating specific practical to be carried out during training along with details of trade theory. Based on this the concerned instructor prepares the Lesson Plan and Demonstration Plan with support of IMPs developed by NIMI, DGT.

- d) Distribution of training duration into theory/practical/OJT component: Indicated in the curriculum.
- 2. Curriculum for Core Skill (Employability Skill).

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- SUMMARY

1	<b>Qualification Title</b>	<b>'EARLY CHILDHOOD EDUCATOR'</b>
2	<b>Qualification Code, if any</b>	DGT/1048
3	<b>NCO code and occupation</b>	2342.0100 – Teacher, Infant School/Teacher Pre-Primary 2342.9900 – Pre-Primary Education Teaching Associate Professionals, Other
4	<b>Nature and purpose of the qualification (Please specify whether qualification is short term or long term)</b>	Prepare skilled Professional to teach children of nursery and kindergarten classes through montessori, happy education or other system of child education, reading and writing of alphabets, numerals etc. and to familiarize them with names, colours, shapes, sounds of objects, flowers, birds and animals etc. It is long term qualification.
5	<b>Body/bodies which will award the qualification</b>	Directorate General of Training (DGT).
6	<b>Body which will accredit providers to offer courses leading to the qualification</b>	Directorate General of Training (DGT) accredits the Training providers (ITIs/ NSTIs/ MSTIs/ BTCs/ BTPs / Industries / Establishments).
7	<b>Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)</b>	Yes. The accreditation/ affiliation norms and any amendments made from time to time are available on DGT web portal.
8	<b>Occupation(s) to which the qualification gives access</b>	<ul style="list-style-type: none"> <li>2342.0100 – Teacher, Infant School/Teacher Pre-Primary</li> <li>2342.9900 – Pre-Primary Education Teaching Associate Professionals, Other</li> </ul>
9	<b>Job description of the occupation</b>	<b>Early Childhood Educator</b> will be able to teach children of nursery and kindergarten classes through montessori, happy education or other system of child education, reading and writing of alphabets, numerals and familiarizes them with names, colours, shapes, sounds etc. of objects, flowers, birds and animals; Organizes group and individual play and educational activities to support and promote physical,

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		mental and social development of children below primary school age etc.		
10	Licensing requirements	NOT REQUIRED		
11	Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)	NOT APPLICABLE		
12	Level of the qualification in the NSQF	Level 4		
13	Anticipated volume of training/learning required to complete the qualification	<b>Sl. No.</b>	<b>Course Element</b>	<b>Notional Training Hours</b>
		1	Professional Skill (Trade Practical)	1200
		2	Professional Knowledge (Trade Theory)	240
		3	Employability Skills	160
			Total	1600
14	Indicative list of training tools required to deliver this qualification	As per Annexure-I of curriculum.		
15	Entry requirements and/or recommendations and minimum age	Passed 10 <sup>th</sup> Class Examination. Minimum age 14years as on first day of academic session		
16	Progression from the qualification (Please show Professional and academic progression)	An Individual can proceed for		
		Professional <ul style="list-style-type: none"> <li>• Professional</li> <li>• Senior Professional</li> <li>• Supervisor</li> <li>• Manager</li> <li>• Entrepreneur</li> </ul>	Technical / Academic <div style="margin-left: 20px;"> <pre> graph TD     A[Technical / Academic] --&gt; B[ATS]     A --&gt; C[CITS]     A --&gt; D[Diploma/ Advance Diploma]     A --&gt; E[Diploma (Vocational)]                     </pre> </div>	
17	Arrangements for the Recognition of Prior learning (RPL)	<ul style="list-style-type: none"> <li>• Yes (For more details refer “Guidelines for Private candidate” in DGT website MIS portal).</li> </ul>		
18	International comparability where known (research evidence to be provided)	-		
19	Date of planned review of the	5 Yrs from the Date of Approval		

	<b>qualification.</b>			
<b>20</b>	<b>Formal structure of the qualification</b>			
	<b>Mandatory components</b>			
	<b>Title of component and identification code/NOSs/ Learning Outcomes</b>	<b>Estimated size (learning hours)</b>		<b>Level</b>
		<b>Skills</b>	<b>Knowledge</b>	
<b>TRADE SPECIFIC</b>				
(i)	Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor following safety precautions.	150	30	3
(ii)	Analyze Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stienner, Reggio Emilia.	90	18	4
(iii)	Apply the knowledge to prepare an Inside – Outside Environment for Pre-School Health and Safety of Pre-School children First Aid.	90	18	4
(iv)	Identify the development of Practical Life and Sensorial Lesson in Pre-School.	180	36	4
(v)	Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood.	180	36	4
(vi)	Select and apply the Art, Craft Music in Early Childhood to build concentration and calmness, realizing of feelings and developing balancing control movements to reach their full potential.	180	36	4
(vii)	Comprehend Physical Science, Life Science, Botany, Zoology and Geography,	180	36	4

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	Creating awareness and sensitivity of the world around us, making rational conclusions, being respectful of other cultures and communities.			
(viii)	Apply life skills and conflict resolution through Positive Discipline. Increase awareness of self, others and the environment	150	30	4
<b>CORE SKILL</b>				
<b>EMPLOYABILITY SKILLS</b>				
(i)	Apply safe working practices.	-	20	4
(ii)	Comply with environment regulation and housekeeping.	-	20	3
(iii)	Interpret & use formal and technical communication.	-	20	4
(iv)	Apply the concept in productivity & quality management in day to day work to improve productivity & quality.	-	20	4
(v)	List and interpret various acts of labour welfare legislation.	-	20	3
(vi)	Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources.	-	20	3
(vii)	Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal & societal growth.	-	20	3
(viii)	Utilize basic computer applications and internet to take benefit of IT developments in the industry.	-	20	4
	<b>Total</b>	1600		-

**SECTION 1**  
**ASSESSMENT**

21	<p><b>Body/Bodies which will carry out assessment:</b> Controller of Examinations, DGT</p>
22	<p><b>How will RPL assessment be managed and who will carry it out?</b> DGT will carry out the RPL assessment following the below mentioned eligibility criteria for Trainee: Applicants aspiring to appear as Private Candidates in the AITT under CTS for award of NTC, have been categorized based on their educational background and experience. Subsequently 'Private Candidates' may be admitted under one of the following categories. Category wise 'eligibility criteria' for appearing as 'Private Candidate' in AITT under CTS has been listed below: Category I: Ex-trainees (successful pass-outs) of ITI A. Ex-trainees of ITI who already possess NTC in one of the trades under CTS, are eligible for applying as Private candidate for an allied trade, provided he/ she fulfils all the conditions regarding educational qualification etc. prescribed for that allied trade. (Refer Annexure III for list of allied trades) B. In addition, the applicant should possess minimum of 1 year experience (as on date of submission of application) post the date of AITT result declaration in the desired allied trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State. II. Category II: 'Ex-trainees (successful pass-outs) and current trainees under CoE scheme A. The applicant should have the minimum prescribed entry qualification and should fulfil eligibility criteria for the desired trade under CTS, in which he/she intends to appear for AITT as Private Candidate. Mapping of CoE trades, with that of regular CTS trades is provided in Annexure IV. CoE candidates must register as 'Private Candidate' under CTS in the relevant/mapped CTS trade only. B. There should be a minimum gap of 1 year between successful completions of CoE training i.e. from the date of result declaration to the date of submission of application for 'Private Candidate' certification. C. During this gap of 1 year, the candidate must have undergone Industry training or gained experience in desired trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities</p>

	<p>registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State.</p> <p>Category III: SCVT Candidates (admitted till August 2018 session)</p> <p>A. No special provisions have been made for SCVT Trainees to enrol as 'Private Candidate'. Going forward, SCVT trainees have been granted equivalence vide G.S.R 186(E) dated 2nd March 2017 for undergoing apprenticeship training under the Apprentices Act 1961 to obtain 'NAC' (Refer Annexure V).</p> <p>B. Only for SCVT trainees admitted till August 2018 batch, provision has been made for obtaining NTC by appearing in AITT under 'Private Candidate'. Such trainees will continue to be governed by old guidelines for 'Private Candidate'.</p> <p>Category IV: Other Candidates (candidate not falling in any of the above 3 categories, including SCVT trainees enrolled from admission session 2019 onwards)</p> <p>A. The applicant should have the minimum prescribed entry qualification and should fulfil eligibility criteria for the relevant trade under CTS, in which he/she desires to appear for AITT as Private Candidate.</p> <p>B. Applicant should be minimum 21 years of age on the date of submission of application. There is no upper age limit.</p> <p>C. The applicant should possess minimum of 3 years' experience (on the date of submission of application) in the relevant trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State.</p> <p>For updated information please refer to DGT web portal.</p>
<p><b>23</b></p>	<p><b>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</b></p> <p><b>(1) Assessment process:</b></p> <p>The assessment for the qualification is carried out by conducting formative assessments, and end of year examinations (Summative). The formative assessments in respect of each Learning Outcome for practical and related theory are conducted by the concerned instructors for evaluating the knowledge and skill acquired by trainees and the behavioural</p>



transformation of the trainees. This formative assessment is primarily carried out by collecting evidence of competence gained by the trainees by evaluating them at work based on assessment criteria, asking questions and initiating formative discussions to assess understanding and by evaluating records and reports. Summative assessment is carried out by All India Trade Test on Trade Theory, Trade practical and Employability Skills. The question papers for the theory Examinations contain objective type questions.

The marking pattern and distribution of marks for the qualification are as under:

Sl. No.	Type of assessment	Subject for the trade test	Marks
1	Summative Assessment	Practical	250
2		Trade Theory	100
3		Employability Skills	50
4	Formative assessment based on Learning Outcomes		200
TOTAL:			600

**(2) Minimum pass marks:**

The minimum pass percent for Trade Practical and Formative assessment is 60% & for all other subjects is 33%. There will be no Grace marks.

**Testing and certifications for the course:**

Controller of examinations, DGT carries out the assessment and issues National Trade Certificate (NTC) following the norms and guidelines issued by the Directorate from time to time.

**Overall assessment strategy:**

Assessment of the qualification evaluates trainees to show that they can

	<p>integrate knowledge, skills and values for carrying out relevant tasks as per the defined learning outcomes and assessment criteria. The trainees may choose the preferred language for assessment. The underlying principle of assessment is fairness and transparency. While assessing the trainee, assessor is directed to assess as per the defined assessment criteria against the learning outcomes. The evidence of the competence acquired by the trainees can be obtained by conducting theory and practical examinations, observing the trainees at work, asking questions and initiating discussions to assess, understand and evaluate records and reports. The ultimate objective of the assessment is to assess the candidates as per the defined assessment criteria for the learning outcomes.</p> <p><b>Specific Arrangements for assessment:</b></p> <ul style="list-style-type: none"> <li>• Assessment is outcome-based.</li> <li>• There are formative and summative assessments in Theory and Practical.</li> <li>• Assessment is carried out in Trade theory, Trade Practical and Employability Skills.</li> <li>• While Trade Theory and Trade Practical are used for assessing Trade-related jobs and Employability skills is used to test the communication, professional language, leadership, entrepreneurship and team-work abilities of the trainee.</li> <li>• In addition to demonstration of theory and practical knowledge, trainees get a chance to present total personality.</li> </ul> <p><b>Quality assurance activities:</b></p> <p>Question papers are set by external paper setters / software generated. Evaluation of Theory Examinations in Trade and Employability Skill is done by third-party agency.</p> <p>Trade Practical is examined by External Examiner.</p>
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**24. Assessment evidences**

**Title of Component: Formative Assessment Breakup**

(On half yearly average of the learning assessment covered)

<b>Means of assessment</b>		
Assessment will be evidence based comprising the following for each Learning Outcome:		
<b>Serial No.</b>	<b>Terminal Competency</b>	<b>Maximum Weightage</b>

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		(%)
1	Safety consciousness	15
2	Workplace hygiene	5
3	Attendance/ Punctuality	10
4	Ability to follow Manuals/ Written instructions	5
5	Application of Knowledge	10
6	Skills to handle tools / equipment/ Instruments/ Devices	10
7	Economical use of materials	5
8	Working Strategy	10
9	Quality in workmanship/ Performance	15
10	VIVA	15
	Total Maximum Weightage (%)	100

**Pass/Fail**

The minimum pass percentage is 60% marks for formative assessment.

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**LEARNING OUTCOME WITH ASSESSMENT CRITERIA:**

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

	cognitive skills in pre – schools children.
	Analyzing the sensorial lessons and what skills are they building in children.
	Skills prepare sensorial lessons for the children and the knowledge of the progression of these lessons.
5. Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood.	Stages of Language in A Child
	Comprehension of pre reading and pre writing skills , Able to present lessons at age appropriate time.
	Efficient in storytelling & building vocabulary.
	Knowledge of association of sounds and symbols phonetically.
	Skills in preparing lessons for children to take them from pre reading to reading pre writing to writing.
	Knowledge of sequence and order of presentation of lessons.
	Knowledge and skills to properly match the child’s ability to lesson presentation.
	Proficiency in lesson presentation.
6. Select and apply the Art, Craft Music in Early Childhood to build concentration and calmness, realizing of feelings and developing balancing control movements to reach their full potential.	Knowledge of Aesthetic development in children.
	Skills to create an environment for artistic & musical growth in children appreciate, accept, encourage and challenge children.
	Knowledge of line time activities to strengthen the social emotional development in children.
	Application of fine and large motor activities during line time.
7. Comprehend Physical Science, Life Science, Botany, Zoology and Geography, Creating awareness and sensitivity of the world around us, making rational conclusions, being respectful of other cultures and communities.	Application of science process in everyday life.
	Skills of training children to explore observe talk and share.
	How to inculcate scientific temper / aptitude which can be developed amongst children.
	The knowledge of plant & animal life and their life cycles.
	Knowledge of the concept of whole to one with regard to the universe
8. Apply life skills and	Comprehensive awareness of self and others.

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

<b>LEARNING OUTCOME(CORE SKILL)</b>	
<b>LEARNING OUTCOME</b>	<b>ASSESSMENT CRITERIA</b>
<b>EMPLOYABILITY SKILLS</b>	
1. Apply safe working practices	Follow and maintain procedures to achieve a safe working environment in line with occupational health and safety regulations and requirements and according to site policy.
	Recognize and report all unsafe situations according to site policy.
	Identify and take necessary precautions on fire and safety hazards and report according to site policy and procedures.
	Identify, handle and store / dispose off dangerous goods and substances according to site policy and procedures following safety regulations and requirements.
	Identify and observe site policies and procedures in regard to illness or accident.
	Identify safety alarms accurately.
	Report supervisor/ Competent of authority in the event of accident or sickness of any staff and record accident details correctly according to site accident/injury procedures.
	Identify and observe site evacuation procedures according to site policy.
	Identify Personal Protective Equipment (PPE) and use the same as per related working environment.
	Identify basic first aid and use them under different circumstances.
	Identify different fire extinguisher and use the same as per requirement.
2. Comply with environment regulation and housekeeping	Identify environmental pollution & contribute to the avoidance of instances of environmental pollution.
	Deploy environmental protection legislation & regulations
	Take opportunities to use energy and materials in an

	environmentally friendly manner.
	Avoid waste and dispose waste as per procedure
	Recognize different components of 5S and apply the same in the working environment.
3. Interpret & use formal and technical communication.	Obtain sources of information and recognize information.
	Use and draw up technical drawings and documents.
	Use documents and technical regulations and occupationally related provisions.
	Conduct appropriate and target oriented discussions with higher authority and within the team.
	Present facts and circumstances, possible solutions & use English special terminology.
	Resolve disputes within the team.
	Conduct written communication.
4. Apply the concept in productivity & quality management in day to day work to improve productivity & quality.	Explain the concept of productivity and apply during execution of job.
	Explain the concept of quality tools and apply during execution of job.
5. List and interpret various acts of labour welfare legislation.	Explain basic concept of labour welfare legislation, adhere to responsibilities and remain sensitive towards such laws.
	Knows benefits guaranteed under various acts.
6. Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources.	Explain the concept of energy conservation, global warming, pollution and utilize the available resources optimally & remain sensitive to avoid environment pollution.
	Explain standard procedure for disposal of waste.
7. Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal & societal growth.	Explain personnel finance and entrepreneurship.
	Explain role of various schemes and institutes for self-employment i.e. DIC, SIDA, SISI, NSIC, SIDO, Idea for financing/ non-financing support agencies to familiarize with the policies/ programmes, procedure & the available scheme.
	Prepare a report to become an entrepreneur for submission to financial institutions.

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8. Utilize basic computer applications and internet to take benefit of IT developments in the industry.	Explain the basic hardware of personal computer.
	Use common application software viz., word, excel, power point etc., in day to day work.
	Awareness about useful internet websites, search relevant information pertaining to the assigned tasks.

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**SECTION 2**

**25. EVIDENCE OF LEVEL**

**OPTION A**

Title/Name of qualification/component: Early Childhood Educator			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
Process	<p><b>Familiar, Predictable, Routine Situations of Clear Choice</b></p> <ul style="list-style-type: none"> <li>• Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor.</li> <li>• Identify the development of Practical Life and Sensorial Lesson in Pre-School.</li> <li>• Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood.</li> <li>• Select and apply the Art, Craft Music in Early Childhood to build concentration and calmness, realizing of feelings and developing balancing control movements to reach their full potential.</li> <li>• Comprehend Physical Science, Life Science,</li> </ul>	<p>In the learning outcomes for example ‘Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor.’ and ‘Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood.’, the learner will be required to apply standard teaching techniques and proper procedures as per the requirement of the job. The work will however be done within a familiar, predictable and routine range of situations to achieve the success levels and final outcome of the infant as demanded by the planning.</p> <p>Thus the learner requires to demonstrate ability to work in familiar, predictable, routine, situation of clear choice.</p>	4

Title/Name of qualification/component: Early Childhood Educator			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	Botany, Zoology and Geography, Creating awareness and sensitivity of the world around us, making rational conclusions, being respectful of other cultures and communities.	So, the NSQF level as per this descriptor will be 4.	
Professional knowledge	<p><b>Factual Knowledge of field of Knowledge or study</b></p> <ul style="list-style-type: none"> <li>• Report Writing</li> <li>• Drawing or creating models of Early Childhood classroom</li> <li>• Progression of writing from patterns to letters to words</li> <li>• Making creative craft activities</li> <li>• Preparing lesson to teach hands on concepts.</li> </ul>	<p>The learner will need to be well versed with Factual knowledge of field of Child Education for example 'Report Writing', 'Drawing or creating models of Early Childhood Classroom', 'Making creative craft activities' and 'Preparing lesson to teach hands on concepts' etc.</p> <p>Hence NSQF Level is 4 for this descriptor.</p>	4
Professional skill	<ul style="list-style-type: none"> <li>• Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross</li> </ul>	The learner after the training will be able to work independently and recall and demonstrate practical skill, routine and repetitive in narrow	4

Title/Name of qualification/component: Early Childhood Educator			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	<p>motor.</p> <ul style="list-style-type: none"> <li>Analyze Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stienen, Reggio Emilia.</li> <li>Apply the knowledge to prepare an Inside – Outside Environment for Pre-School Health and Safety of Pre-School children First Aid.</li> <li>Identify the development of Practical Life and Sensorial Lesson in Pre-School.</li> <li>Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood.</li> <li>Identify the development of Practical Life and Sensorial Lesson in Pre-School.</li> </ul>	<p>range of application, using appropriate rule and teaching training as per the plan given to them. The learner will also be responsible for own quality of teaching and will have to apply quality education to check own work to ensure conformance to requirements of the job.</p> <p>Hence NSQF Level is 4 for this descriptor.</p>	
Core skill	<p><b>Language to communicate written or oral, with required clarity</b></p> <ul style="list-style-type: none"> <li>Interpret &amp; use formal and technical communication.</li> </ul> <p><b>Basic understanding of social political and natural environment</b></p> <ul style="list-style-type: none"> <li>Explain energy conservation, global warming</li> </ul>	<p>The work of Early Childhood Educator requires competence in written and oral language with required clarity in order to understand the work and perform the job efficiently and effectively. The learner will also need to have basic understanding of social political and natural environment as mentioned in the learning</p>	4

<b>Title/Name of qualification/component: Early Childhood Educator</b>			<b>Level: 4</b>
<b>NSQF Domain</b>	<b>Outcomes of the Qualification/Component</b>	<b>How the outcomes relates to the NSQF level descriptors</b>	<b>NSQF Level</b>
	<p>and pollution.</p> <ul style="list-style-type: none"> <li>Comply with environment regulation and housekeeping.</li> </ul>	<p>outcomes for example 'Comply with environment regulation and housekeeping' etc.</p> <p>Hence NSQF Level is 4 for this descriptor.</p>	
Responsibility	<ul style="list-style-type: none"> <li>Develop growth and development of 0-6years old Physical, language, social, emotional, cognitive, fine motor development, gross motor.</li> <li>Analyze Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stiner, Reggio Emilia.</li> <li>Apply the knowledge to prepare an Inside – Outside Environment for Pre-School Health and Safety of Pre-School children First Aid.</li> <li>Apply life skills and conflict resolution through Positive Discipline. Increase awareness of self, others and the environment.</li> <li>Select and execute the Progression and Presentation of Language and Math Skills in Early Childhood.</li> </ul>	<p>The Early Child Educator has to perform all the job independently and as per requirements of the task; hence the individual is responsible for own work and learning as evident in learning outcomes like 'Apply the knowledge to prepare an Inside – Outside Environment for Pre-School Health and Safety of Pre-School children First Aid' and 'Analyze Philosophies of Early Childhood Educationist Maria Montessori, Fedrick Forbel, Jean Piaget, Rudolf Stiner, Reggio Emilia' etc.</p> <p>Hence NSQF Level is 4 for this descriptor.</p>	4

**SECTION 3**

**EVIDENCE OF NEED**

26	<p><b>What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?</b></p> <table border="1" data-bbox="339 562 1390 1711"> <thead> <tr> <th data-bbox="339 562 627 707"><b>Basis</b></th> <th data-bbox="627 562 1390 707"><b>In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="339 707 627 1088">Need of the qualification</td> <td data-bbox="627 707 1390 1088">Education, Training &amp; Research Sector has a significant presence of organized as well as unorganized skilled manpower requirement. This sector is poised to grow exponentially in the years to come and is highly labour intensive and there are many emerging trends in this sector. Hence the qualification has been designed keeping in view to cater to the ever-increasing demand of skilled manpower in consultation with stakeholders.</td> </tr> <tr> <td data-bbox="339 1088 627 1514">Industry Relevance</td> <td data-bbox="627 1088 1390 1514">The job role defined for the qualification is as per the National Classification of Occupations 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. Moreover, the training is imparted in ITIs/NSTIs/MSTIs/ BTC/ BTPs/ Industries / Establishments etc. where such requirement is available. This justifies the qualification is very much relevant for industry.</td> </tr> <tr> <td data-bbox="339 1514 627 1637">Usage of the qualification</td> <td data-bbox="627 1514 1390 1637">The Proposed qualification will create skilled Craftsmen for various establishments in Education, Training &amp; Research Sectors.</td> </tr> <tr> <td data-bbox="339 1637 627 1711">Estimated uptake</td> <td data-bbox="627 1637 1390 1711">The present seating capacity is 338.</td> </tr> </tbody> </table>	<b>Basis</b>	<b>In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</b>	Need of the qualification	Education, Training & Research Sector has a significant presence of organized as well as unorganized skilled manpower requirement. This sector is poised to grow exponentially in the years to come and is highly labour intensive and there are many emerging trends in this sector. Hence the qualification has been designed keeping in view to cater to the ever-increasing demand of skilled manpower in consultation with stakeholders.	Industry Relevance	The job role defined for the qualification is as per the National Classification of Occupations 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. Moreover, the training is imparted in ITIs/NSTIs/MSTIs/ BTC/ BTPs/ Industries / Establishments etc. where such requirement is available. This justifies the qualification is very much relevant for industry.	Usage of the qualification	The Proposed qualification will create skilled Craftsmen for various establishments in Education, Training & Research Sectors.	Estimated uptake	The present seating capacity is 338.
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27	<p><b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences.</b></p> <p>The qualification, originally designed for Craftsman Training Scheme is in existence for many years and approved by DGT (Regulatory Body) under</p>										

	Ministry of Skill Development and Entrepreneurship, Govt. of India.
28	<p><b>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</b></p> <p>The qualification is originally designed and approved by DGT for the Craftsman Training Scheme and is in existence for many years. No such duplicate qualification of same duration and competencies exists.</p>
29	<p><b>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here</b></p> <ul style="list-style-type: none"> <li>• The research wing of CSTARI &amp; DGT reviews and updates the qualification, in consultation with industries and other stakeholders, on a regular basis by conducting trade committee meetings.</li> <li>• DGT will monitor any duplicity by comparing existing qualifications with upcoming ones in the National Qualifications Register (NQR) and relevant sectors.</li> </ul>

**SECTION 4**

**EVIDENCE OF PROGRESSION**

**30** **What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector? Show the career map here to reflect the clear progression**

On completion of the training the trainee will have an opportunity to move in vertical / horizontal pathways to promote to higher designations. The learner can further undergo other specialised courses to excel in the relevant field.

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    graph LR
      A[Professional] --> B[Senior Professional]
      B --> C[Supervisor]
      C --> D[Manager]
      A --> E[Entrepreneur]
      B --> E
      C --> E
      D --> E
  
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