



Model Curriculum

QP Name: Play School Facilitator cum Caregiver

QP Code: DWC/Q0206

QP Version: 1.0

NSQF Level: 4

Model Curriculum Version: 1.0

Domestic Workers Sector Skill Council || A-15, FIEE Complex, Okhla Industrial Area, Phase-II, New Delhi-110020, Landline: 011-42831823

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Training Parameters

Sector	Domestic Workers Sector Skill Council
Sub-Sector	Caregiving (Non-Clinical)
Occupation	Child Care (Non Clinical)
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/ 3334.9900
Minimum Educational Qualification and Experience	<p>12th grade pass OR 10th grade pass and pursuing continuous schooling (for 2 year program) OR 11th Grade Pass and pursuing continuous schooling OR 11th Grade Pass with 1 year relevant of experience OR 10th Grade Pass with 2 year relevant of experience OR Previous relevant Qualification of NSQF Level 3.5 with 1.5 Years of experience) OR Previous relevant Qualification of NSQF Level 3 with 3 Years of experience OR Previous relevant Qualification of NSQF Level 3 with 3 Years of relevant experience</p>
Pre-Requisite License or Training	Nil
Minimum Job Entry Age	18 years
Last Reviewed On	23/06/2023
Next Review Date	23/06/2026
NSQC Approval Date	23/06/2023
QP Version	1.0
Model Curriculum Creation Date	23/06/2023
Model Curriculum Valid Up to Date	23/06/2026



Model Curriculum Version	1.0
Minimum Duration of the Course	540 Hours, 0 Minutes
Maximum Duration of the Course	540 Hours, 0 Minutes

Program Overview

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills:-

- Introduce the Montessori system of education to students and parents, explaining its principles and benefits.
- Practice Montessori Methods and Activities
- Engage students in classroom activities
- Apply appropriate practices to monitor health, hygiene and safety standards at the workplace
- Employ appropriate practices to ensure gender, PwD and age-sensitivity
- Practice various employability related skills

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
DWC/N0233 -Montessori school management related activities NOS Version No. 1.0 NSQF Level 4	30:00	30:00	00:00	00:00	60:00
Module 1: Introduction to the training program	06:00	00:00	00:00	00:00	06:00
Module 2: Managing Montessori school	10:00	15:00	00:00	00:00	25:00
Module 3:Managing Learning Environment	14:00	15:00	00:00	00:00	29:00
DWC/N0234 – Montessori Methods and Activities NOS Version No. 1.0 NSQF Level 4	30:00	90:00	00:00	00:00	120:00
Module 4: Montessori Methods and Activities	05:00	15:00	00:00	00:00	20:00

Module 5: Sensorial Activities and Practical Life Exercises	05:00	15:00	00:00	00:00	20:00
Module 6: Developing Language	05:00	15:00	00:00	00:00	20:00
Module 7: Educate on Geography and Culture	05:00	15:00	00:00	00:00	20:00
Module 8: Develop Elementary Mathematical skills	05:00	15:00	00:00	00:00	20:00
Module 9: Music and Action Songs and rhymes	05:00	15:00	00:00	00:00	20:00
DWC/N0235 – Classroom Activities NOS Version No. 1.0 NSQF Level 4	32:00	58:00	00:00	00:00	90:00
Module 10: Circle time and Story Telling	08:00	10:00	00:00	00:00	18:00
Module 11: Drama and Role Playing	08:00	18:00	00:00	00:00	26:00
Module 12: Art and Craft	08:00	18:00	00:00	00:00	26:00
Module 13: Games/Play PE and Outdoor Games	08:00	12:00	00:00	00:00	20:00
DWC/N0228-Professional development NOS Version No. 1.0 NSQF Level 4	14:00	16:00	00:00	00:00	30:00
Module 14: Professional development	14:00	16:00	00:00	00:00	30:00
DWC/N9909– Health, Safety and Nutrition NOS Version No. 1.0 NSQF Level 4	12:00	18:00	00:00	00:00	30:00
Module 15: Health, Safety and Nutrition	12:00	18:00	00:00	00:00	30:00

DWC/N9903 – Maintain a clean and secure working environment NOS Version No. 2.0 NSQF Level 4	12:00	18:00	00:00	00:00	30:00
Module 16: Clean and Secure Working Environment	12:00	18:00	00:00	00:00	30:00
DGT/VSQ/N0102 – Employability skills NOS Version No. 1.0 NSQF Level 4	20:00	40:00	00:00	00:00	60:00
Module 17: Employability skills	20:00	40:00	00:00	00:00	60:00
Total Duration	150:00	270:00	120:00	00:00	540:00

Module Details

Module 1: Introduction to the Training program Mapped to Bridge Module

Terminal Outcomes:

- State the vision and objectives of the education sector
- Describe the background and Education Sector in India
- Explain the attributes, role and responsibilities of the Montessori Facilitator

Duration: 06:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the objectives of the program on the Montessori School Facilitator • Discuss objectives of the Education Sector. • Discuss about the emerging trends and reasons for growth of the education sector in India. • Discuss the draft national policy and existing statutory provisions for education facilitators in India • Describe the required attributes for a Montessori School Facilitator • Explain the role and responsibilities of a Montessori School Facilitator • Describe the classification of the occupations available in Education Sector • Discuss the responsibilities of the Montessori School Facilitator 	
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
Tools, Equipment and Other Requirements	
N/A	

Module 2: Managing Montessori school

Mapped to DWC/N0233, v.1

Terminal Outcomes:

- Demonstrate smooth operation and effective implementation of the Montessori philosophy

Duration: 10:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss School policies and procedures. • Discuss the legal and regulatory framework • Discuss the use of budgeting and financial management. • Discuss the importance of communicating with parents to provide updates on their child's progress, academic achievements, behavioral development, and any relevant school news or events. • Discuss strategies to differentiate instruction and individualize learning experiences within the Montessori framework while still meeting the requirements of educational standards. • Discuss the importance of collaborating with teachers to develop lesson plans and learning materials. • Discuss the need of effective teaching methods. • Describe the concept of student engagement and its importance in the learning process, including factors that influence student motivation, participation, and active involvement in classroom activities. • List various Montessori materials, their purpose, and how they support children's learning and development across different age groups and subject areas. • Explain the importance of providing a well-organized, aesthetically pleasing, and purposeful environment for Montessori learners. • Explain the role of the prepared environment in fostering independence, exploration, and self-directed learning. • The importance of effective resource management in promoting an efficient and productive learning environment. 	<ul style="list-style-type: none"> • Demonstrate knowledge of relevant laws, regulations, and policies governing education and apply them effectively in the development and implementation of school policies and procedures. • Identify the needs and priorities of the school community, gather input from stakeholders, and develop policies and procedures that align with the school's vision, mission, and educational goals. • Carry out activities to handle admissions, enrollment, and student records • Perform tasks to manage staff recruitment, training, and evaluation. • Demonstrate effective communication skills to engage and build positive relationships with parents, ensuring clear and concise exchanges of information. • Show how to respond promptly and professionally to parents' concerns, providing accurate information and offering solutions or appropriate follow-up actions. • Demonstrate proper communication with external stakeholders, such as educational authorities and suppliers. • Develop the Montessori curriculum to align with educational standards, ensuring that the required concepts, skills, and knowledge are incorporated into the curriculum documents and learning materials. • Create lesson plans that reflect the Montessori approach while addressing specific educational standards and learning objectives. • Demonstrate knowledge of research-based teaching strategies and instructional approaches that promote student engagement and learning.

- Discuss the impact of an orderly and stimulating environment on student behavior, engagement, and learning outcomes.
- Recognize the importance of establishing and reinforcing consistent classroom routines and expectations.
- Discuss the role of the role of observation and individualized instruction in the Montessori approach.

- Demonstrate a deep understanding of the foundational principles and philosophy of Montessori education, including the importance of independence, self-directed learning, and the role of the prepared environment.
- Demonstrate knowledge of the Montessori philosophy and principles related to creating a prepared environment.
- Design and set up a prepared Montessori environment that is developmentally appropriate, engaging, and supports the needs of the learners.
- Organize materials and resources in a systematic and accessible manner, ensuring that they are well-maintained and readily available for students' use.
- Develop a system for inventory management, ensuring adequate supplies and resources are available for teaching and learning activities.
- Demonstrate ways to collaborate with teachers to develop and implement classroom management plans and strategies.
- Develop practical skills in organizing and managing parent-teacher conferences, including scheduling, setting agendas, and coordinating logistics.
- Develop skills in maintaining accurate and organized records of parent-teacher communication, assessments, and student progress, ensuring confidentiality and accessibility.

Classroom Aids:

PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.

Tools, Equipment and Other Requirements:

First Aid kit, Different types of food items, Notepad, Pen, Sample clothes, Backpack with books of different subjects, and other necessary items

Module 3: Managing Learning Environment for Montessori School

Mapped to DWC/N0233, v.1

Terminal Outcomes:

- Develop a fundamental understanding of the philosophy, principles, and core concepts of Montessori education, including the role of materials in facilitating self-directed learning and exploration.

Duration: 14:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss the the philosophy, principles, and core concepts of Montessori education, including the role of materials in facilitating self-directed learning and exploration. Discuss the Montessori theory and sensitive periods of learning List down various activities to assist child to inculcate self-awareness and creativity Elaborate various situations in which a child needs motivation Discuss about various sources to keep oneself updated on the current curriculum and latest teaching trends Enlist things to be considered while preparing a child for assessments/exams Outline different points to be thought of while preparing daily lessons and timetable for the coursework Discuss ways to assist children with their homework and other school projects Discuss how to ensure that all homework that has been allotted to the child is completed Enlist various age-appropriate activities and games that can be planned for children. Elaborate of different areas of concern related to the child Describe the importance of providing feedback to parents regarding their children's abilities and limitations. Discuss the importance of social interaction between students 	<ul style="list-style-type: none"> Identify specific requirements for child minding on the basis of child's needs Demonstrate how to teach self-awareness and creativity to the child List changes required in the educational environment in order for optimal learning to occur. Demonstrate ways to keep oneself updated on the current curriculum and latest teaching trends Prepare a child for school assessment/exams Prepare sample daily lessons and a timetable for coursework Demonstrate how to alert parents of any child-related concerns Show how to provide child related feedback to the parents Offer suggestion for a sample situation that can be given to the parents
Classroom Aids:	

PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.

Tools, Equipment and Other Requirements

Computer/Laptop with internet connection, Notepad, Pen, Telephone, Mobile, Different reading material, Books of different subjects, other necessary items.

Module 4: Montessori Methods and Activities

Mapped to DWC/N0234, v.1

Terminal Outcomes:

- Discuss and demonstrate Montessori Methods and Activities.

Duration: 05:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss the foundational principles and philosophy of Dr. Maria Montessori. Explain Planes of Development Provide an overview of the philosophy, principles, and beliefs regarding the potential of every child. Discuss the key methods and activities used in the Montessori approach, such as the use of manipulative materials, the three-hour work cycle, mixed-age classrooms, and the role of the Montessori educator as an observer and guide. Discuss the significance of hands-on learning, self-directed exploration, and the promotion of independence and concentration. Discuss the concept of a three-hour work cycle and its role in promoting deep concentration and uninterrupted learning. 	<ul style="list-style-type: none"> Demonstrate Montessori educator's role as an observer and guide, facilitating the child's learning journey. Identify and implement Montessori activities that promote independence, concentration, and self-directed exploration. Apply Montessori tools and apparatus in classroom setting.
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	
Tools, Equipment and Other Requirements	
Notepad, Pen, Internet Connection, Telephone, Mobile, other relevant items	

Module 5: Sensorial Activities and Practical Life Exercises

Mapped to DWC/N0234, v.1

Terminal Outcomes:

- Discuss importance of sensorial activities and practical life exercises in the Montessori curriculum.

Duration: 05:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss how sensorial materials help children refine their senses and develop cognitive skills, while practical life exercises foster independence, fine motor skills, and the development of everyday life skills. Explain the role of sensorial activities in helping children refine their senses, classify information, and develop cognitive skills. Discuss the significance of practical life exercises in developing independence, fine motor skills, and everyday life skills. Discuss the meaning and importance of Practical Life Exercise (PLE). 	<ul style="list-style-type: none"> Demonstrate the ability to identify and present a variety of sensorial materials to support children's exploration and learning. Demonstrate activities related to Sense of sight (demonstration of the following sensorial materials: knob cylinder, Pink Tower, Board stairs, Red Rods, Knobbles Cylinders, Geometric Cabinet Box, Constructive Triangle, Colour, tablet, Gradation). Carry out Introduction and demonstration of the following sensorial materials: <ul style="list-style-type: none"> ➤ Rough and Smooth Board ➤ Texture Board ➤ Touch Paring Tablet ➤ Fabric Box ➤ Temperature (Thermic Tablet) ➤ Weight (Baric Tablet) ➤ Identify different sound ➤ Compare and contrast different sound Demonstrate activities related to Sense of smell and taste Use/apply vocabulary related to sensorial activities. Show competence in providing opportunities for children to engage in practical life activities, such as pouring, sweeping, buttoning, and food preparation. Demonstrate ability to observe and assess children's progress in sensorial activities and practical life exercises, providing appropriate guidance and support.

	<ul style="list-style-type: none">• Demonstrate Practical Life Exercise (PLE).
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery	
Tools, Equipment and Other Requirements	
Notepad, Pen, Internet Connection, other relevant items	

Module 6: Developing Language

Mapped to DWC/N0234, v.1

Terminal Outcomes:

- Perform four basic skills listening, speaking, reading, and writing.
- Increase creativity through vocabulary.
- Promote learning attitude.
- Develop receptive and expressive Language skills.

Duration: 05:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the Montessori approach to language development, including the importance of spoken language, vocabulary enrichment, phonemic awareness, and reading and writing skills. • Explain the value of books • Describe the the stages of language acquisition, the importance of oral language skills, phonetic awareness, and the integration of reading and writing activities. • Understand the stages of language acquisition and the importance of oral language development. • Comprehend the Montessori approach to developing phonetic awareness and the integration of reading and writing skills. • Familiarize oneself with the Montessori materials and activities designed to enhance language acquisition, including sandpaper letters, moveable alphabets, and language games. • Gain an understanding of the role of storytelling, poetry, and literature in language enrichment. 	<ul style="list-style-type: none"> • Demonstrate the use of Montessori language materials, storytelling, language games, and language-rich environments. • Perform pre writing activities • Introduce listening and speaking related activities • Demonstrate how to produce sound by means of muscular and visual image and by using materials. • Apply listening and speaking tools • Develop vocabulary. • List CVC (consonant-vowel-consonant) words through picture and objects. • Identify pattern and uses of colour • Adapt basic pre-writing lines • Demonstrate making of sandpaper letters. • Show how to trace letter and sounds according to pattern • Identify and demonstrate two letters words through games. • Apply CVC(consonant-vowel-consonant) structure to make words by using flash cards • Make two, three, four, five, six letters word through word wheel, flash cards games etc • Build vocabulary • Demonstrate the use of consonant blends with letters for making words • Develop early literacy skills

	<ul style="list-style-type: none"> • Develop strategies for creating a language-rich environment that encourages vocabulary development, listening skills, and effective communication. • Demonstrate the use of Montessori language materials, such as sandpaper letters, movable alphabets, and language objects, and their purpose in developing reading and writing skills. • Demonstrate the ability to engage children in storytelling activities to promote listening skills, vocabulary enrichment, and comprehension. • Demonstrate skills to show competence in implementing language games and activities that develop phonemic awareness, word building, and sentence formation. • Show proficiency in supporting children's emergent reading and writing skills through appropriate guidance and materials.
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery	
Tools, Equipment and Other Requirements	
Telephone, mobile, notepad, pen, other necessary items.	

Module 7: Educate on Basic Geography and Culture

Mapped to DWC/N0234, v.1

Terminal Outcomes:

- Familiarize with culture
- Identify similarities and difference between their own culture and the cultures of others.

Duration: 05:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the use of maps, flags, cultural artifacts, and virtual experiences to explore different countries, cultures, and traditions. • Explain the Montessori approach to geography and culture, emphasizing the importance of global awareness, appreciation of diversity, and understanding of the interconnectedness of the world 	<ul style="list-style-type: none"> • Develop an awareness of diverse cultures, traditions, and lifestyles, fostering respect and appreciation for global diversity. • Learn strategies for incorporating multicultural literature, music, and art into the curriculum to enhance cultural understanding. • Name the towns of their country and their home towns • Familiarize with culture and places • Identify own cultures and local cultures. • Interact with cultures and environment • To identify living and nonliving things • Understanding of the role of geography and cultural studies in promoting global awareness, respect for diversity, and understanding of different traditions. • Use Montessori materials, such as puzzle maps, flags, and cultural artifacts, used to explore geography and culture. • Demonstrate the ability to provide opportunities for children to learn about different countries, continents, and landmarks through hands-on experiences and virtual resources. • Competence in facilitating discussions and activities that encourage appreciation and respect for different cultures and traditions. • Demonstrate use of maps, globes, and hands-on materials to explore different countries, cultures, and the interconnectedness of the world.
Classroom Aids:	

PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery

Tools, Equipment and Other Requirements

Telephone, mobile, notepad, pen, other necessary items.

Module 8: Develop Elementary Mathematical skills

Mapped to DWC/N0234, v.1

Terminal Outcomes:

- Improve mathematical skills/ learning.
- Demonstrate and apply mathematical skill in the classroom.

Duration: 05:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the Montessori approach to mathematics, focusing on the use of manipulative materials, concrete experiences, and the progression from concrete to abstract concepts. • Explain the development of numeracy skills, place value, arithmetic operations, and problem-solving abilities. • Explain the use of Montessori math materials, such as the golden beads, number rods, and bead frame, and their purpose in developing numeracy skills and place value understanding. 	<ul style="list-style-type: none"> • Demonstrate the ability to guide children in exploring mathematical concepts, such as addition, subtraction, multiplication, and division, using hands-on materials. • Show competence in facilitating problem-solving activities that promote critical thinking and logical reasoning. • Demonstrate proficiency in observing and assessing children's mathematical progress, providing appropriate guidance and materials to support their learning. • Order the things in the class properly. • Indicate odd and even numbers. • Explain the concept of Odd and Even and demonstrate in class. • Develop the Concept of before, after and in between and apply practically in class. • Introduce Decimal System • Compare using less and more • Count objects.
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector and Screen, Audio-visual, Chart paper, Telephone connection, Landline phone, and other required stationery.	
Tools, Equipment and Other Requirements	
Mobile phones, Papers, Pen, Fax, Computer, Cleaners, Broom, Wiper, Napkins, Handkerchief, PPE, Clean Clothes, Tooth Brush, Soap, Dresses, Shoes, Sandals, Wrist Watch, Notepad, etc.	

Module 9: Music, Action Songs and rhymes

Mapped to DWC/N0234, v.1

Terminal Outcomes:

- Create enthusiasm on music and movement.
- Create different steps, melody, words with action

Duration: 05:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Highlight the importance of music, action songs, and rhymes in the Montessori curriculum for promoting language development, rhythm, coordination, and self-expression. Discuss the use of musical instruments, singing, movement, and exposure to different genres of music. • Discuss the role of music in promoting language development, rhythm, coordination, and self-expression. • Describe the importance of music and movements for developing physical, social, creative skill. • Explain Types of music: dance, songs, Free Dance, Action Songs, Action Rhymes, Structure Dance • Familiarity with a variety of action songs and rhymes suitable for different age groups. • 	<ul style="list-style-type: none"> • Create enjoyment and fun • Build/Develop vocabulary • Demonstrate skills to develop Confidence/Skill • Ability to engage children in singing, playing musical instruments, and movement activities that enhance their musical abilities and coordination. • Competence in creating a music-rich environment that exposes children to various genres of music, fostering an appreciation for different styles and cultures. • Proficiency in incorporating music into other areas of the curriculum, such as storytelling, language activities, and cultural studies, to enhance learning experiences.
Classroom Aids:	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements	
Sample feedback form, Sample report format to report health and other issues etc.	

Module 10: Circle time and Story Telling

Mapped to DWC/N235, v.1.0

Terminal Outcomes:

- Discuss the process of coming together, sharing thoughts and listening to each other's experience.
- Employ appropriate methods to identify and report workplace harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation, and culture
- To learn how to tell/make a story, to learn to develop materials for the stories and to recreate stories.

Duration: 08:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe circle time • Discuss the importance of circle time • Describe the steps of circle time • Describe story telling • Elaborate the importance of Story telling • Enlist the Steps of stories 	<ul style="list-style-type: none"> • Different activities/ process of circle time. • Plan the circle time • Demonstrate the Circle Time • Demonstrate the story through materials • Compose story and plan the story telling • Use multimedia/materials for story telling
Classroom Aids:	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements	
Sample feedback form, Sample report format to report health and other issues etc.	

Module 11: Drama and Role Playing

Mapped to DWC/N235, v.1.0

Terminal Outcomes:

- Utilize drama and role-playing activities to enhance students' communication and social skills.
- Encourage students to express themselves creatively through storytelling, acting, and improvisation.

Duration: 08:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Introduce the drama Explain the significance of drama and role play Simulate the drama/Role play Discuss the importance of ability to think creatively and use their imagination during dramatic activities. Discuss the importance of showing a deep understanding of the characters to portray and the context of the story being enacted. Describe the importance of actively participating, showing interest, and demonstrating a passion for performing. Discuss the importance of approaching diverse characters and stories with sensitivity and cultural awareness. 	<ul style="list-style-type: none"> Enlist the material used for drama and role play Plan the drama/ role play Create different characters for the role play via story. Simulate the drama/ role of the story. Demonstrate how to effectively convey emotions, ideas, and messages through acting. Demonstrate the ability to negotiate and compromise when conflicts arise. Demonstrate problem-solving skills in a dramatic context. Demonstrate how to convey genuine emotions and create a believable performance.
Classroom Aids: White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements Sample feedback form, Sample report format to report health and other issues etc.	

Module 12: Art and Craft

Mapped to DWC/N235, v.1.0

Terminal Outcomes:

- Identify the materials needed for conducting art and craft activity.
- Explore/ imagine the creative environment for creating art and Craft.

Duration: 08:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Introduce Art and Craft • Explain the importance of art and craft • Plan art and craft activity • Innovate the Art and craft • Discuss the importance of generating unique ideas, use materials innovatively, and explore different artistic techniques. 	<ul style="list-style-type: none"> • Incorporate art and craft activities into the curriculum to encourage creativity and fine motor skills development. • Prepare the materials for art and craft activity. • Provide opportunities for students to work with different art media, such as paints, clay, and recycled materials. • Demonstrate Art and craft. • Demonstrate skills to follow instructions, use materials appropriately, and pay attention to small elements in artwork.
Classroom Aids: White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements Sample feedback form, Sample report format to report health and other issues etc.	

Module 13: Games/Play PE and Outdoor Games

Mapped to DWC/N235, v.1.0

Terminal Outcomes:

- Discuss how to raise awareness on creating different games and play activities for fostering the holistic development
- Create different P.E activities for fostering the Holistic development.

Duration: 08:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Introduce various games and play activities to promote teamwork, problem-solving, and physical activity. • Encourage students to engage in cooperative games, board games, and outdoor games. • Introduce students to physical education and outdoor games that promote gross motor skills, physical fitness, and teamwork. • Describe the importance of games and play • Differentiate games and play • Enlist the types of games/play • Describe the importance of PE • Explain the steps of PE • Organize and present PE 	<ul style="list-style-type: none"> • Develop lesson plans that incorporate age-appropriate activities such as running, jumping, ball games, and other outdoor sports. • Conduct innovate games and play • Recreate the games/play. • Demonstrate the various steps Steps (Warm up, Main activity, Cooling down).
Classroom Aids:	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements	
Sample feedback form, Sample report format to report health and other issues etc.	

Module 14: Professional development

Mapped to DWC/N0228, v.1.0

Terminal Outcomes:

- Demonstrate the skills and attitude towards early years learning and Montessori Method of teaching.

Duration: 14:00	Duration: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the role/importance of the teacher • Apply the knowledge through metaphor • Explain the Montessori philosophy, principles, and methodology, including the role of the teacher as a facilitator and guide in the learning process. • Gain proficiency in presenting Montessori materials to students, ensuring clear and accurate demonstrations and explanations that support their understanding and engagement. • Discuss the importance of promoting independence and self-discipline by providing opportunities for choice, problem-solving, and decision-making within the Montessori framework. • Explain the need of nurturing social and emotional development by fostering a supportive and inclusive classroom community, promoting social-emotional development, conflict resolution skills, and respectful interactions among students. • Discuss ways to collaborate with parents and colleagues. • Discuss the importance of verbal communication skills to articulate ideas, instructions, and feedback clearly, using appropriate language, tone, and non-verbal cues. • Explain the significance of non-verbal communication cues, such as body language and facial expressions, and use them to enhance interpersonal interactions and convey messages appropriately. • Explain the basic concepts, terminology, and functions of information and communication 	<ul style="list-style-type: none"> • Demonstrate skills in observing and assessing students' needs, interests, and learning styles, and using this information to provide individualized instruction and guidance. • Carry out setting up and maintaining a Montessori classroom environment that is organized, inviting, and conducive to independent exploration and learning. • Demonstrate effective communication and collaboration skills to work closely with parents, sharing information about student progress, discussing concerns, and involving them in the educational journey. • Show how to collaborate with colleagues to share best practices, exchange ideas, and support each other's professional growth. • Demonstrate active listening skills to effectively understand and respond to others, including students, parents, colleagues, and administrators. • Implement ways to Improve written communication skills to convey information effectively through emails, reports, newsletters, and other written forms of communication. • Cultivate empathy and understanding when interacting with others, considering their perspectives, emotions, and needs, and responding in a compassionate and supportive manner. • Develop conflict resolution skills to address disagreements, differences, or challenges that may arise in professional settings, promoting open dialogue, collaboration, and win-win solutions. • Demonstrate practical skills in using common ICT tools and software

<p>technology, including hardware, software, networks, and digital tools.</p> <ul style="list-style-type: none"> • Explain the concept of ethical considerations, digital citizenship, online safety, and responsible use of ICT resources. • Discuss the importance of staying informed about emerging technologies and trends in educational technology, exploring their potential applications in the Montessori classroom. • Time and Stress management • Discuss time management concepts, including goal setting, prioritization, delegation, and effective scheduling. • Discuss techniques for prioritizing tasks, breaking them down into manageable steps, and effectively managing workload and deadlines. 	<p>relevant to the Montessori classroom, such as word processing, presentation software, educational apps, and online resources.</p> <ul style="list-style-type: none"> • Show how to implement activities and lessons that effectively integrate ICT tools and resources to enhance student engagement, promote critical thinking, and support learning objectives. • Demonstrate various stress management techniques, such as mindfulness, relaxation exercises, and time-outs, to reduce stress levels and promote overall well-being.
Classroom Aids:	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements	
Sample feedback form, Sample report format to report health and other issues etc.	

Module 15: Health, Safety and Nutrition

Mapped to DWC/N9909, v.1.0

Terminal Outcomes:

- Define and maintain personal hygiene in the classroom.
- List the name of national immunizations.
- Prepare balanced diet in the Montessori school.
- Use first aids tools.
- Introduce about safety measures to be used while working.

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Define personal hygiene • Discuss the need if balance diet • Enlist the names of immunization (vaccinations of concerned diseases) • Record immunization dozes and period in a logbook. • Discuss about safety at home and school. • Identify First Aid tools and materials • Conduct First Aid treatment 	<ul style="list-style-type: none"> • Demonstrate the proper way of hand washing and brushing teeth, combing and cutting hair • Prepare diet chart • Apply health and hygiene related games, exercises and activities. • Enlist first aid materials • Show how to handle First Aid Box (first aid materials). • Conduct primary care and support using first aids tools on different cases and apply first aid tools properly.
Classroom Aids: White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements Sample feedback form, Sample report format to report health and other issues etc.	

Module 16: Clean and Secure Working Environment

Mapped to DWC/N9903, v.2.0

Terminal Outcomes:

- Demonstrate ways to maintain a safe and secure environment at work.
- Demonstrate ways to handle emergency situations.
- Explain the ways of conservation of energy and material while performing daily activities.
- State the importance of practicing environment friendly methods of working.
- Explain the methods to manage the waste at workplace

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the reporting and handling safety-related issues and process for maintaining hygienic standards at work • State the significance of housekeeping in maintaining a secure and safe workplace • Explain the purpose and usage of wearing appropriate PPE like hair net, protective aprons, footwear, respirators, masks, etc. at work place • Describe the importance of maintaining personal hygiene by brushing teeth frequently, bathing daily, dressing well, eating healthfully, etc. and avoiding consumption of tobacco, paan, alcohol, smoking cigarettes, etc. at the workplace • Explain the importance of following guidelines and safety protocol while using and handling electrical household gadgets and following basic first aid procedure appropriately • Describe the methods of recognizing workplace risks and promptly inform anybody who should know about them • Discuss various emergency circumstances and methods to handle them • Explain the importance of placing medicines and hazardous chemicals away and keeping sharp objects out of reach of child • State the importance of preventive regular health check-up and healthy living • Explain the methods of managing wastages like food, water, etc., as directed as well as disposing of sanitary 	<ul style="list-style-type: none"> • Show how to wash and sanitize hands at regular intervals with hand soap and alcohol-based sanitizers and dishes and other items in accordance with the set requirements • Demonstrate how to sanitize all tools, equipment, and appliances with touch points on a regular basis and use proper environmentally friendly solutions or cleaning chemicals to keep the home or workplace free of germs, insects, and bugs • Apply proper methods to ensure that the garbage cans are frequently cleared in accordance with the timetable for cleanliness and maintenance and place trash in designated bins or the proper trash container • Employ appropriate ways to adhere to safety protocols when using materials, tools, and equipment • Role play on how to report to various emergency circumstances and health issues with prompt response and reporting • Apply appropriate methods to identify and separate hazardous, recyclable, and non-recyclable waste at the workplace • Show how to recycle waste wherever applicable and discard PPEs in plastic bags that are sealed and labeled "infectious waste" • Apply proper eco-friendly methods at work to reduce pollution of the air, water, and earth

<p>and other hazardous wastes appropriately</p> <ul style="list-style-type: none"> Describe the conservation methods for materials, natural resources, and energy at work 	
Classroom Aids:	
White board and marker or blackboard and chalk, duster, laptop or desktop computer and projector, flipcharts, participant handbook	
Tools, Equipment and Other Requirements	
Cleaners, Broom, Wiper, PPE, Ladder, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.	

Module 17: Employability skills

Mapped to DGT/VSQ/N0102, v.1

Terminal Outcomes:

- Discuss the Employability Skills required for jobs in various industries
- Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
- Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the Employability Skills required for jobs in various industries • List different learning and employability related GOI and private portals and their usage • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen • Discuss importance of relevant 21st century skills. • Describe the benefits of continuous learning. • Explain the importance of active listening for effective communication • Discuss the significance of working collaboratively with others in a team • Discuss the significance of escalating sexual harassment issues as per POSH act. • List the common components of salary and compute income, expenditure, taxes, investments etc. • Discuss the legal rights, laws, and aids • Describe the role of digital technology in today's life • Discuss the significance of displaying responsible online behaviour while 	<ul style="list-style-type: none"> • Practice different environmentally sustainable practices. • Exhibit 21st century skills like Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. • Demonstrate to use basic English sentences for everyday conversation in different contexts, in person and over the telephone • Read and interpret text written in basic English • Write a short note/paragraph / letter/e -mail using basic English • Create a career development plan with well-defined short- and long-term goals • Communicate effectively using verbal and nonverbal communication etiquette. • Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD • Outline the importance of selecting the right financial institution, product, and service • Demonstrate how to carry out offline and online financial transactions,

<p>browsing, using various social media platforms, e-mails, etc., safely and securely</p> <ul style="list-style-type: none"> • Explain the types of entrepreneurship and enterprises • Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan • Describe the 4Ps of Marketing- Product, Price, Place and Promotion and apply them as per requirement • Detail the significance of analyzing different types and needs of customers • Explain the significance of identifying customer needs and responding to them in a professional manner. • Discuss the significance of maintaining hygiene and dressing appropriately • Explain the significance of maintaining hygiene and confidence during an interview • List the steps for searching and registering for apprenticeship opportunities 	<p>safely and securely</p> <ul style="list-style-type: none"> • Operate digital devices and use the associated applications and features, safely and securely • Create sample word documents, excel sheets and presentations using basic features • Utilize virtual collaboration tools to work effectively • Devise a sample business plan, for the selected business opportunity • Create a professional Curriculum Vitae (CV) • Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively • Perform a mock interview
Classroom Aids:	
PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, telephone connection, landline phone, and other required stationery.	
Tools, Equipment and Other Requirements	
Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below), Scanner cum Printer	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specializaion	Years	Specialization	
Ph.D	Education	1		1	Minimum 1 years of work experience in teaching /training in Schools/ Preschools/ Nursery School	
Post- Graduate	Education	3		2	Minimum 2 years of work experience in teaching /training in Schools/ Pre schools/ Nursery School	
Graduate	Education	4		3	Minimum 4 years of work experience in teaching /training in Schools/ Pre schools/ Nursery School	

Trainer Certification	
Domain Certification	Platform Certification
Certified in ToT for Job Role: “Play School Facilitator cum caregiver” mapped to QP: “DWC/Q0206, v1.0”. Minimum accepted score is 80%.	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack “ Master Trainer (VET and Skills) MEP/Q2601, v2.0”. Minimum accepted score is 80%

Assessors Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Ph.D	Education	1		1	Minimum 1 years of work experience in teaching /training in Schools/ Pre schools/ Nursery School	
Post- Graduate	Education	3		2	Minimum 2 years of work experience in teaching /training in Schools/ Pre schools/ Nursery School	
Graduate	Education	4		3	Minimum 4 years of work experience in teaching /training in Schools/ Pre schools/ Nursery School	

Assessor Certification	
Domain Certification	Platform Certification
Certified in ToA for Job Role: “Play School Facilitator cum caregiver” mapped to QP: “DWC/Q0206, v 1.0”. Minimum accepted score is 80%.	Recommended that the Assessor is certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “Master assessor (VET and Skills) MEP/Q2701, v2.0”. Minimum accepted score is 80%.

Assessment strategy

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (Tablet/Computer) or Offline (OMR/PP).
- Confirm adequate number of Tablets available to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME verified by the other Subject Matter Experts
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified & trainer must be ToT Certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geo-tagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geo-tagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch
- Random audit of any candidate

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
- Soft copies of the documents & photographs of the assessment are stored in the Hard

Drives

References

Glossary

Terms	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Terms	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
PC	Performance Criteria
DWSSC	Domestic Workers Sector Skill Council
MC	Model Curriculum
OJT	On Job Training
KLO	Key Learning Outcomes
SME	Subject Matter Expert
ToA	Training of Assessors
ToT	Training of Trainers
SIP	Skill India Portal
TP	Training Partner
SDMS	Skill Development and Management System
VTP	Vocational Training Provider
TC	Training Centre
OMR	Optical Mark Recognition
PPE	Personal Protective Equipment
SSC	Sector Skill Council
PwD	Persons with Disabilities
ADL	Activities of Daily Living
CPR	Cardio Pulmonary Resuscitation
UV	Ultraviolet
ABC	Airways, Breathing and Circulation