

Ministry of Women and Children's Affairs

Registration of all Preschool Teacher Training courses in the country under the National Secretariat for Early Childhood Development.

All pre-school teacher training courses (Certificate/Diploma) are running island wide from 2025 onwards must be registered in the National Secretariat for Early Childhood Development. The procedure to be followed in registering the above courses is as follows.

Details to be submitted with course applications (in order of submission)

1. *Table of Contents*
2. *Request letter requesting registration of the Preschool Teacher Training Course in the National Secretariat for Early Childhood Development.*
3. *Application form containing details of the company and the resource persons. (Annexure 01)*
 - *Biographical information of resource persons*
 - *Copies of the resource persons' higher education certificates*
4. *Detailed Syllabus (Course / Course Days / Weekends and Course Timings / Language Medium (Sinhala, Tamil, English))*
5. *Teaching method and method of providing practical training*
6. *Conducting examinations and issuing certificates*
7. *Sample of certificate to be issued to trainees*

Conditions

- i. *The application review process will take place only once a year.*
- ii. *Applications should be submitted for registration of all courses (certificates/diplomas) currently running island wide in relation to pre-school teacher training.*
- iii. *If an Institute establishes branch offices, separate registration numbers should be obtained for each branch.*
- iv. *The nature of the course/duration/full-time/weekend should be mentioned.*
- v. *Certificate courses/Diploma courses can be submitted for registration.*
- vi. *The revised Curriculum Guide for the Pre-School Teacher Training Diploma Course (SLQF 3) is hereby submitted to you. (Annexure 02)*
- vii. *It should be prepared in a quality manner for 1500 hours or more (both practical and theoretical).*
- viii. *The National Committee on Early Childhood Care and Development has decided that by 2029, the professional qualification level of a pre-school teacher will be a qualification obtained at the Advanced Level or equivalent (3 Advanced Level Ordinary Level passes/one-year Certificate Course in Pre-school Teacher Training at SLQF2/NVQ 4 level from a recognized institution) and a Diploma Course in Pre-school Teacher Training (SLQF 3/NVQ 5) or above, with a pass in Mathematics and Mother Language at the Ordinary Level.*
- ix. *Accordingly, your attention should be drawn to this while preparing new courses and making new enrolments.*
- x. *Online courses involving pre-school teachers will not be accredited.*

- xi. Attendance of course participants must be at least 80% of the total duration.
- xii. All that information should be prepared and submitted in a computerized book.
- xiii. The order in which the pages should be attached in the order in which they are included in the "Details to be submitted with the course".
- xiv. Pages should be numbered.
- xv. The curriculum should be prepared in collaboration with resource persons.
- xvi. When presenting a detailed syllabus, each main lesson should begin on a new page **and be signed at the bottom of the page by the resource person for that lesson.**
- xvii. They should fill in the appropriate form and submit it with the necessary information to the Early Childhood Development Officer at the District Secretariat where they are entering, along with the appropriate reports.
- xviii. Field inspection will be conducted after submission of application forms.
 - I. The National Coordinating Committee on Early Childhood Care and Development has the power to cancel the registration / not grant the registration if any incorrect information provided for registration is found during the field inspection.

Interview and Registration - Second Phase

- After the field test, you will be called for an interview.
- Two resource persons must appear for the interview along with the director of the applying company.
- Recommendations will be made by a technical sub-committee consisting of subject matter experts, focusing directly on all information on field test observations and recommendations, the quality of the curriculum and the resources used and the number of course hours.
- The curriculum prepared to the satisfaction of the Technical Sub-committee will be submitted for approval to the National Committee on Early Childhood Care and Development.
- A certificate containing the registration number of the National Secretariat for Early Childhood Development will be issued prior to the approved courses.
- After completing a course, a summary of all details, including the names of the trainees, the points they received, and the number of those who successfully completed the course and those who did not, should be sent to the National Secretariat for Early Childhood Development.
- The Technical Sub-Committee will point out deficiencies for unrecognized courses, and the deficiencies pointed out by the committee can be corrected and resubmitted within 3 times. Proposals that are not properly received will be rejected completely within a maximum of 3 times.
- Furthermore, all institutions that register for courses will be advertised as institutions with approved courses.

National Secretariat for Early Childhood Development
Evaluation of Training Institutions on Early Childhood Development for Registration

For Office Use Only

New

Renewal

(ECCD/NC/CS) Number

PART 1 – GENERAL INFORMATION**A. DETAILS OF APPLICANT**

1. NIC No:

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2. Name (with initial):
3. Designation:
4. Address:
5. Telephone No: 6. Mobile No:
7. e-Mail(Official):

B. DETAILS OF TRAINING CENTRE

1. Name of the institute (As per the Business Registration):
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2. Business Registration No (For private institutions)
3. Date of Establishment (As per the Business Registration):
4. Address of the Institute:
.....
.....
5. Address of the institute as per the Business Registration (If same of the above not necessary):
.....
6. Telephone No: 7. Fax No:
8. e-Mail (Official):
9. Category of Training Institute (Please underline the category)
Government/Statuary Board/Charity/NGO/Private/Government-owned business undertaking/Other
10. Division Secretarial: District: Province:
11. GPS Co-ordinates N: E:
12. Evaluation payment details: Payment made – Yes / No ☐ ☐
(Please attach a copy of the payment done)

C. CONTACT PERSON DETAILS (If not the applicant)

1. Name:
2. Designation:
3. Telephone No:

D. INFRASTRUCTURE, COMMON AMENITIES AND EQUIPMENT FACILITIES

Item	No. of units	Floor Area (in square feet)	Acceptable	Not Acceptable	Remarks
Class rooms/ Lecture rooms*					
Workshops /Practical Area*					
Office rooms					
Toilets*					
Others (specify) / Library, Viz. hostel, facilities for sports					
Amenities	Description (If need to mention)				
Water Supply*					
Sanitation Facilities					
Ventilation (classrooms/workshops)*					
Lighting (classrooms/workshops)					
Electricity supply* (Single phase/ Three phase)					
Safety*					
First Aid*					
Fire Protection*					
Garbage/waste disposal*					
Teaching Aids					
Availability/Adequacy of Tools					
Availability/ Adequacy of Equipment					
Availability / Adequacy of Other					
Overall Evaluation					

*Compulsory information

PART II – DETAILS OF COURSES AND STAFF

E. COURSES AND CURRICULUM DETAILS(Detailed curriculum should be attached as an annexure)

[illegible]

F. ACADEMIC STAFF

	Name	Gender		Mode	Highest Education Qualification	Professional/ Vocational Qualification	Experience (Years)			Name of the Course/s Conducted (Please Indicate the relevant no. in section E)	Acceptable (A)	Not Acceptable (NA)
		M	F	Part/ Full Time			Industrial	Pedagogical/ Teaching	Experience			
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
	Minimum Acceptable Level											
	Overall Evaluation											

(Please check & collect the CVs and copies of certificates of qualifications of academic staff)

G. TRAINING DELIVERY AND ASSESSMENT (Interview and Observation)

Item	Available/Maintained/Used	Not Available	Remarks
Lesson Plans			
Time Tables			
Hand Outs			
Teaching Aids			
Assignments			
Assessment Criteria			
Projects			
Continuous Assessments Exam (Theory/Practical)			
Teacher Diaries			
Students Record Books portfolio			
Student Progress Reports			
Student Attendance Record			

H. MANAGEMENT/RECORD MAINTENANCE

Item	Available/maintained	Not available/not maintained	Remarks
Principal/Director appointed			
Name Board Put up			
Student Enrollment System			
Student Data Base			
Student Record Keeping (Enrollment and attendance)			

I. **CERTIFICATION OF OFFICER IN CHARGE OF TRAINING INSTITUTE**

Date of Evaluation –

I hereby certify that the information given by me are true and accurate.

Name :

Signature:

Official Seal :

DECISION OF THE EVALUATORS

Institute Name :

The institute is suitable / not suitable for registration.

Any comments (If not suitable, give reasons)

Names and signatures of Evaluators

1.

Signature

Name:

Date of Evaluation

2.

Signature

Name:

Date of Evaluation

3.

signature

Name:

Date of Evaluation

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1. Recommendation of the Assistant Director/Deputy Director

Recommended

Not Recommended

Signature

Assistant Director/Deputy Director (NSECD)(stamp)

2. Approval

Approved / Not Approved

Signature

Secretary to the NCC on ECCD

(For NCC on ECCD)

Amended curriculum (guidelines) for Diploma in Early Childhood care and Development

01. Foundations of Early Childhood Education

1. Historical evolution of early childhood education and its importance
2. Pioneers of early childhood education
3. Aims and Objectives of early childhood education.
4. Early childhood education in Sri Lanka
5. Different approaches and methods of ECE
6. Developmentally appropriate practices Play based learning
7. Responsible authorities and mechanism of early childhood development in Sri Lankan government

(Notional hours -100)

02. Educational Psychology

1. Introduction to Educational psychology
 2. Educational psychology and the teacher
 3. Theories of Learning
 4. Theories of cognitive development
 5. Psychoanalytic and psychosocial theories
 6. Theories of moral development
- Applying theories of educational psychology in the ECE classroom

(Notional hours -100)

03. Child Development

1. Introduction to child development
2. Growth and Development
3. Prenatal development
4. The Neonate
5. Infant (birth to 1year)
6. Toddler (1-3 years)
7. The Preschool Child (age from 3 years to six years)
8. Factors affecting Child Development (heredity and environment)
9. Challenges faced by children in early childhood period.
10. Human rights and children's rights

(Notional hours -150)

04. Teacher as a professional

1. Occupation, profession and teaching Profession
2. Developing a sense of professionalism 1: Required knowledge
3. Developing a sense of professionalism 2: Required skills
4. Ethics in teaching profession
5. Continuing professional development of preschool teachers

(Notional hours -50)

05. Supporting physical development of children in early childhood

1. Introduction: The importance of Physical Development in early years
2. Supporting children to develop healthy living practices
3. Development of children's motor skills
4. Development of gross motor skills in children
5. Parents' role in the development of children's motor skills

(Notional hours -50)

06. Supporting social and emotional development of children in early childhood

1. Introduction the importance of social and emotional development in early years.
2. Forming Positive Relationships
3. Promoting Prosocial Behaviour
4. Developing Self-concept and self-esteem
5. Expressing of emotions and impulses
6. Disciplining children
7. Climate change
8. Disaster preparedness
9. Environmental Conservation & Management
9. Problem behaviours demonstrated by children in early childhood
10. Parents' role in the social and emotional development of children
11. Spiritual Development

(Notional hours -100)

07. Promoting cognitive development of children in early childhood

1. Promoting cognitive development of children in early childhood: An introduction
2. Nurturing preschool children's curiosity
3. Promoting preschool children's initiation, persistence and attentiveness
4. Promoting preschool children's creativity, imagination and critical thinking
5. Developing problem solving skills in preschool children

(Notional hours -50)

08. Development of Logical thinking and mathematical skills

1. How children develop logical thinking skills
2. Pre mathematical concepts: An overview
3. Sorting

4. Shapes
5. Symmetry
6. Order and One to One correspondent
7. Invariance
8. Relationship
9. Space
10. Comparison and measurements (attributes of measurement)
11. Number (counting, value & symbol, pre-writing)
12. Parents' involvement in the development of pre-mathematical concepts in children

(Notional hours -150)

09. Creative Arts

- **Music and Movement**

1. Creative Arts: An Introduction
2. Music and Movement
3. Skills that should be possessed by a teacher in organizing music and movement activities

- **Child Art and Manipulative skills**

4. Child Art and Manipulative skills
5. Development stages of child art
6. Knowledge and skills a teacher should possess in organizing activities for child art.

- **Play and story telling**

7. Dramatic Play and story telling
8. Knowledge and skills a teacher should possess in organizing activities for dramatic play and story telling
9. Parents' involvement in nurturing children's ability to perform creative arts.

(Notional hours -100)

10. Exploration of Environment

1. The Importance of developing environmental awareness in the early childhood
2. Knowledge and skills that a teacher should possess in developing environmental awareness in children
3. Importance of developing an inquiring mind in preschool, children
4. The living environment
5. The nonliving environment

6. The community
7. The world and our country
8. Organizing Learning Centre/area to gain environmental experiences
9. Role of the parents and family in the development of environmental awareness in children

(Notional hours -100)

11. Development of Language and Early Literacy Skills

1. Importance of developing language and early literacy skills during early childhood
2. Stages of language development
3. Development of receptive language skills
4. Organizing activities to develop receptive language skills
5. Development of expressive language Skills
6. Organizing activities to develop expressive language skills
7. Development of early Literacy skills
8. Organizing activities to develop receptive language skills
9. Role of the parents and family in the development of language skills of children

(Notional hours -150)

12. Methods & Management of Learning environments in Early Childhood Education Centers

1. Introduction: Managing learning environments in the ECE center
2. Characteristics of the indoor learning environment
3. Characteristics of outdoor learning environment
4. The teaching-learning Process
5. Teacher's role in implementing the curriculum
6. Planning learning activities
7. Assessing the development of children
8. Records maintained by an ECE center

(Notional hours -100)

13. Working with Parents, Family and Community

1. Introduction: Sri Lankan Community
2. Impact of family environment on children's holistic development
3. Role of the family in children's learning
4. Role of the ECE centre in involving parents in children's learning
5. Factors affecting the relationships between the ECE centre and parents and family

6. Challenges preschool teachers face in making parents participate in their child's education

(Notional hours -50)

14. Health and Nutrition

1. Introduction: Child Health
2. Common childhood illnesses
3. Teachers' role in promoting children's health
4. Food and Nutrition
5. Safety within the ECE centre
6. Personal safety of children
7. Managing emergency and disaster situations
8. Organizing activities to promote health, safety and nutrition of children.

(Notional hours -100)

15. Inclusion of children with special needs

1. Introduction: Who are children with special needs
2. Inclusive education
3. Challenges faced in implementing inclusive education
4. Organizing the preschool environment to include children with special needs
5. Organizing and managing the curriculum to include all children
6. Assessing children's development in an inclusive classroom
7. Parental participation in inclusive education

(Notional hours -50)

16. Teaching practice and preparation of Teaching aides

(Notional hours -200)

17. Project (In relation to Early Childhood Development)

(Notional hours -100)