EARLY CHILDHOOD CARE & EDUCATION (CODE NO. 842)

SESSION 2020-2021
CLASS XI

1. Introduction

Early Childhood Care and Education skill course is one of the popular courses delivered nationwide through a network of ITIs. It mainly consists of Domain area and Core area. The Domain area (Theory & Practical) imparts professional skills and knowledge, while the core area (Employability Skill) imparts requisite core skills, knowledge, and life skills.

Students broadly need to demonstrate that they are able to:

- Read and interpret technical parameters/documents, plan and organize work processes, identify necessary materials and tools;
- Perform tasks with due consideration to safety rules, accident prevention regulations and environmental protection stipulations;
- Apply professional skill, knowledge & employability skills while performing jobs.
- Document the technical parameters related to the task undertaken.

During the two -year duration of 'Early Childhood Care & Education' skill course, a student is trained on Professional Skill, Professional Knowledge and Employability Skill. In addition to this, a student is entrusted to undertake project work, extracurricular activities and on-the-job training to build up confidence. The broad components covered related to the skill course are categorized in classes XI & XII. The year wise course coverage is categorized as below:

Class XI – During the class XI the student will be taught developmental milestones of children, different approaches working on keen observation and skills of children.

1. Will learn about report writing, maintaining records, sampling, case study etc.
2. Learn to build rapport with children
3. Work on getting more creative with the use of toys.
4. Modification of environment/toy etc. To the need of child.
5. Learning of teaching calming techniques.

Class XII – During this class the student will be taught different forms of reinforcement techniques, safety of child, different stages of development of child, & approaches to handle challenging children. Application of learned skills on to real life approach by role modeling, encouraging & counseling.

Session 2020-2021

2. Course Objectives

Learning outcomes are a reflection of total competencies of a student and assessment will be carried out as per the CBSE assessment criteria.

GENERIC LEARNING OUTCOMES

1. Respect children and their rights in diverse social and cultural contexts.
2. Apply safe working practices.
3. Comply with environment regulation.
4. Assist in exigencies and carry out elementary first-aid during emergencies.
5. Work in a team, understand and practice soft skills, use technical English to communicate with required clarity.
6. Understand energy conservation, global warming and pollution and contribute in day-to- day work by optimally using available resources.
7. Explain personnel, finance, entrepreneurship and manage/organize related task in day-to-day work for personal & societal growth.

SPECIFIC LEARNING OUTCOMES

Class XI and XII

After completing Class XI & XII the student will be able to

1. Describe the needs, growth & development of children between birth to six years in terms of physical, motor, language, social, emotional and cognitive development.
2. To understand theories and educational thought of key pioneers and thinkers in the area of child development and Early Childhood care and Education.
3. Explain the nutritional and health needs of child, plan nutritional diets and provide first aid.
4. Plan and carry out activities for the growth and holistic development of children such as music and movement, story narration, art, indoor and outdoor play, drama, theatre, early language, early numeracy and early literacy activities.
5. Create awareness and sensitivity in young children about the world around us, and foster their ability to make rational conclusions, being respectful of other cultures and communities.
6. Support children to apply life skills and conflict resolution through Positive Classroom Management Strategies, increased awareness of self and others and the environment.
7. Create inclusive learning environment for children, addressing children from diverse backgrounds and learning needs.
8. Apply the knowledge to prepare an Inside – Outside Environment for young children with specific focus on meeting children's needs for cognitive stimulation, health, safety & learning.

The above objectives will be transacted with respect to children in the birth to three age group in class XI and three to six years age group in class XII.

Session 2020-2021

3. Curriculum

This course is a planned sequence of instructions consisting of Units meant for developing employability and Skills competencies of students of Class XI opting for Skills subject along with general education subjects.

Theory	60 marks
Practical	40 marks
Total Marks	**100 marks**

The unit-wise distribution of periods and marks for Class XI is as follows:

CLASS XI				
	Units	**No. of Periods for Theory and Practical**		**Max. Marks for Theory and Practical**
Part A	**Employability Skills**			
	Unit 1: Communication Skills – III	10		10
	Unit 2: Self-management Skills – III	10		
	Unit 3: Information and Communication Technology Skills – III	10		
	Unit 4: Entrepreneurial Skills – III	15		
	Unit 5: Green Skills – III	05		
	Total	**50**		10
Part B	**Skills**	**Theory Periods**	**Practical Periods**	
	Unit – 1 Introduction to Early Childhood Care & Education	5	10	4
	Unit – 2 Foundations of Child Development (*introduce stages, milestones & basic vocabulary***)**	20	25	10
	Unit 3:- Nutrition and Health Needs of the child.	20	25	10
	Unit 4:- Developmentally Appropriate Care & Activities for holistic development	20	40	15
	Unit 5 :- Inside – Outside Care and Learning Environment	5	10	4
	Unit 6 :- Engaging with parents and the community	10	20	7
	Maintain cordial and respectful inter personal relationships with adults and children			
	A day in the Crèche/ Early Childhood center (principles of how to organize the activities according to there)			
	Total	**80**	**130**	**50**
Part C	**Practical Work**			
	Practical Examination			15
	Written Test			10
	Viva Voce			05
	Total			30
Part D	**Project Work/Field Visit**			
	Practical File/Student Portfolio			10
	Total			10
	Grand Total			**100**

Session 2020-2021

4. CONTENTS

CLASS XI

PART A: EMPLOYABILITY SKILLS

	Units
1.	Communication Skills –III
2.	Self-management Skills- III
3.	Information and Communication Technology Skills- III
4.	Entrepreneurial Skills –III
5.	Green Skills –III
	Detailed curriculum of Employability Skills is available separately

PART B: SKILLS

Unit – 1 Introduction to Early Childhood Care & Education

Chapter -1 :- Understanding the context of the child - gender, social class, caste, religion, family structure, location- Rural / Urban / Tribal

Chapter – 2:- Relevance of ECCE- critical periods and factors affecting development.

Chapter – 3:- Rights of Children Survival, development, protection and participation.

Unit – 2 Foundations of Child Development (introduce stages, milestones & basic vocabulary)

Chapter – 1:- Needs of the Child

Chapter – 2:- Sensory, Physical, and Motor development milestones

Chapter- 3:- Cognitive Development

Chapter- 4:- Language Development

Chapter-5:- Socio – Emotional Development introduce stages & milestones & basic vocabulary

Unit 3 :- Nutrition and Health Needs of the child.

Chapter 1:- Ensuring optimal health and growth measuring head circumference height, weight MUAC, use of growth chart, malnutrition.

Chapter 2:- Common childhood illnesses, Prevention and Management (Immunization schedule)

Chapter3:- Nutrition importance of BF, Complementary feeding,

- Food of groups and balanced meal planning
- Safe handling of food.

Chapter 4:- First Aid and handling Emergencies

- simple injury, Sprain, Burns

WHO- 2006- growth standards

Chapter 5:- hygienic care practices specially when handling children in group situations.

Session 2020-2021

Unit 4:- Developmentally Appropriate Care & Activities for holistic development

- Importance of play in development
- Care & practices for birth to six month
- Care & Activities per seven month to one year
- Care & Activities per one to three years.

Unit 5 :- Inside – Outside Care and Learning Environment

Chapter 1:- Environment for health and safety
Chapter 2:- Environment for stimulation & learning

Unit 6 :- Engaging with parents and the community

Chapter 1:- Ways of Teaching out to parents & community
Chapter 2:- Essential messages for parents and community – positive discipline, screen time & T.V. time Healthy Feeding.

Maintain cordial and respectful inter-personal relationships with adults and children

A day in the Crèche/Early Childhood center (Principals should organize the activities according to their convenience)

5. TEACHING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the teacher to the Head of the Institution

Session 2020-2021

6. ORGANISATION OF FIELD VISITS/EDUCATIONAL TOURS

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

7. LIST OF EQUIPMENT AND MATERIAL

The list given below is suggestive and an exhaustive list should be prepared by the teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

LIST OF TOOLS & EQUIPMENT			
EARLY CHILDHOOD EDUCATOR (for batch of 20 Students)			
S No.	**Name of the Tools and Equipment**	**Specification**	**Quantity**
1.	Table Tops		1 No.
2.	Scissors (Big)		2 Nos.
3.	Scissors (Small) material plastic		2 Nos.
4.	Cupboards (Steel)		1 No.
5.	Show cases		1 No.
6.	Display Boards	60” x 40”	1 No.
7.	Measuring Foot rule		1 No.
8.	Puppet show back Drop curtain Block cloth	80” x80”	1 No.
9.	Bulletin Board	70” x 40”	4 Nos.
10.	Brushes 2” big, Brushes 1” big, Brushes 0 to 9		1 No.
11.	Punching Machine big		1 No.
12.	Easel made of wood with a stand		1 No.
13.	Flannel Board	30” x 40”	1 No.
14.	Magnetic Board		1 No.
15.	Plastic basin:	8 lit. cap. And 4 lit. cap.	1 No.
16.	Flannel Board	30” x 40”	10 Nos.
17.	Plastic containers to keep things	2 lit. /1 lit. / ½ lit /100ml.	10 Nos.
18.	Globe	15” diameter	1 No.
19.	Height/weight measuring instrument		1 No.
20.	Magnetic Board		1 No.

Session 2020-21

21.	Alphabets and numbers measuring	1.1/2" to 2"(4 cm to 5 cm) Plastic With attached iron backs	2 Nos.
22.	Dustbin		2 Nos.
23.	Trays(Plastic)		2 Nos.
24.	Cotton / woollen threads		20 Mtrs.
25.	Chart of animals, birds, flowers, fruits, shapes, sizes, vehicles, numbers, alphabet, stories, first aid, hygiene and famous people of the country and flag of different countries.		05 Nos.
26.	Audio-visual aids – SMART TV		1 No.
27.	Computer with multimedia facilities		1 No.
28.	Colour Printer		1 No.
29.	Story Books for level I & II/Nursery level		15 Nos.
30.	Rhymes Books for Nursery Level		15 Nos.
31.	Wall Clock		2 Nos.
32.	First Aid Box		2 Nos.
33.	Thermometer		2 Nos.
34.	Fire Extinguisher		01 No. for each room
35.	Pink towers		1 No.
36.	Broad stairs		1 No.
37.	Red rods		1 No.
38.	Knobs and knobbles cylinders		1 No.
39.	Colour tablets (box 1,2 and 3)		1 No. for each box
40.	Sound and tasting cylinders		1 No.
41.	Triangle boxes		1 No.
42.	Geometric solids		1 No.
43.	Geometric cabinet		1 No.
44.	Minomial/binomial/trinomial cubes		1 No.
45.	The red and blue rods		1 No.
46.	Spindle box		1 No.
47.	Numerals and counters		1 No.
48.	Senguin boards		1 No.
49.	The golden bead and the fraction material		1 No.
50.	The thousand chain		1 No.
51.	The bank game		1 No.
52.	The short bead stair		1 No.
53.	Squaring and cubing material		1 No.
54.	Grammar material		1 No.
55.	Movable alphabet box		1 No.
56.	Sand paper letters and numbers		1 No.
57.	Puzzle board		1 No.

Session 2020-2021

58.	Zoology and botany board		1 No.
59.	Clock board		1 No.
60	Smart Interactive board/SMART TV with internet connectivity broadband 4mbps or above		1 No.
61.	Shelves		8 Nos.
62.	Projector		1 No.
63.	Splash pool		1 No.
64.	Ball pool		1 No.
65.	Basket pool		1 No.
66.	Froebel gift (no.1 to no.6		1 No.
List of Indoor /Outdoor Play Materials / Equipment			
1.	Swing	2 Seater	1 No.
2.	Conventional slide		1 No.
3.	Rubber rings		3 Nos.
4.	Plastic balls seamless	8 cm diameter non crushable	100
5.	Sand pit / Sand box with trays, plastic containers, moulds of different types / kinetic sand		1 No.
6.	Water play arrangement with basin, basket, mugs and cups of different sizes, Sieves etc. gardening tools		1 No.
7.	Rockers		4 Nos.
8.	Ride on		2 No.
9.	Walking on the line Balancing activity		1 No.
10.	Blocks large plastic		1 set
11.	Eva Mat for activity area	2x2 feet, 10 mm thickness	10 Nos.
12.	Sculpting clay		6 Nos.
13.	Soft Magnetic material occupation/ flower/ fruit/ wild animal/ domestic animals/ aquatic/ birds/ phonetic/ alphabet/ numbers/ shapes		1 set each
14.	Hand puppets animals, birds, occupation, family		1 set
15.	Play Parachute		4 meter diameter
16.	Wooden toys alphabet upper and lower/ numbers 0 to 20/ days of week/ months/ lacing activity toys/ blocks/ hand, feet puzzle/ pounding/ rolling pin and board/ grating		1 set
17.	Dressing frame : big button/small button, hook eye/zip/Velcro/ribbon/press button		1 set
18.	Dressing up stand with mirror		1 set
19.	Role play area		1set
20.	Mechanical set		1 set
21.	Clay		As required

Session 2020-21

22.	Kitchen Play		As required
23.	Imaginative play games		As required
24.	Swing		As required
25.	Trampoline		As required
26.	Therapy balls		As required
27.	Blankets		As required
28.	Marbles		As required
29.	Bubbles		As required
30.	Diff writing aids		As required

Space Requirement:

(i) Outdoor Play space with fences (5 x 10 Sq. Mtrs.) for 24 children
(ii) Indoor space (5' x 10 = 35 Sq. mtrs.) for 24 children (Low washbasin should be installed in each classroom)
(iii) Toilet with Water facility & drinking water facility
(iv) Landscaping &Garden.

TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS		
S. No.	**Name of the Equipment**	**Quantity**
1.	Computer (PC) with latest configurations and Internet connection with standard operating system and standard word processor and worksheet software.	10 nos.
2.	UPS - 500VA	10 nos.
3.	Scanner cum Printer	01 no.
4.	Computer Tables	10 nos.
5.	Computer Chairs	20 nos.
6.	LCD Projector	01 no.
7.	White Board 1200mm x 900mm	01 no.
Note: Above Tools & Equipments not required, if Computer LAB is available in the institute.		

Session 2020-2021

8. CAREER PROGRESSION PATHWAYS

- Teacher in the day to day running of the pre-school.
- Supervisor in the primary school and undertake a key worker role with special children.
- Any Pre-school Demonstrator /counselor.
- As special Educator in pre-primary /primary school.
- As Day-care & Care teacher.
- Can assistant teacher in school and occupational therapist.

9. JOB ROLE

Teacher, Infant School/Teacher Pre-Primary: teaches children of nursery and kindergarten classes. Teaches through Montessori, happy education or other system of child education, reading and writing of alphabets, numerals and simple sentences, simple additions and subtractions, familiarizes them with names, colours, shapes, sounds, etc., of objects, flowers, birds and animals. Directs recreational activities and generally guides development of physical and mental activities of children. May look after and store teaching equipment, receive fees and maintain accounts, arrange for children's mid-day meals and attend to other extra- curricular or special activities, such as sports, dramatics, picnics and excursions, music, hand work, etc. is designated as Nursery Teacher or Kindergarten Teacher according to the school or standard in which teaching.

Pre-Primary Education Teaching Associate Professionals, Other; include those who organize group and individual play and educational activities to support and promote physical, mental and social development of children below primary school age not classified elsewhere.

PRACTICAL

A day in the Crèche/Early Childhood Center (principles of how to organise various learning activities)
Maintain cordial and respectful interpersonal relationships with adults and children.

Any one or two can be selected from the nine choices listed:

PRACTICUM 1:

Building knowledge about local perspectives on childhood

1. Collect all words and terms related to young children and identify emerging orientation to children
2. Visit a locality and other public spaces to note all the facilities available for children for play, learning and skill building.
3. Collect local jingles, rhymes, games and stories related to young children in your locality
4. Observe children in any family and note the nature of relationship and exchanges
5. Observe adult child interaction in families from different social backgrounds and collect a list of child related festivity in families from different regions.

Session 2020-2021

PRACTICUM 2:

Through visits and contact with NGOs understand the translation of the obligations as a signatory

1. Visits to review programmes working with a child rights approach
2. Case Study: Studying rights based approach in any one ECCE program
3. Preparation of display materials to generate awareness of the rights of the child with socio-cultural understanding
4. Develop awareness campaigns as an ECCE teacher for improving the status of young Children
5. Design a simple pamphlet with pictures or use any medium such as songs for advocacy in the local language keeping in mind the needs and literacy status

PRACTICUM 3:

Observation (Participant and non-participant)

Being in the settings of ECCE such as home and day care, observing: infants, mother/adult and child Interactions through notes and observation schedules such as Home Observation Measurement of the Environment

1. Children in the classroom and playground both in organized and free situations
2. Observe childcare and interactions in different socio-cultural contexts of family and community to understand infant care practices
3. Draw linkages between different domains of development to deepen knowledge empirically through simple interactive tasks and observation
    a) Physical-motor: acquaintance with growth chart, eye-hand coordination, gross and fine motor skills
    b) Cognitive: appreciate childhood conceptual understanding, reasoning , memory, problem solving with simple tasks
    c) Language: developing vocabulary, sound discrimination, self-expression using words, understanding and following directions, asking and answering questions, participating in conversations
4. Socio emotional: understanding of self, self-worth, use of reinforcement, expression of emotions, assigning responsibility, peer interactions, celebration of special events
5. Play: kinds of play, individual or group activities, interaction with peers and teachers

PRACTICUM 4:

1. Understanding children with special needs
2. Children with differences in ability and diversity of needs
3. Special and inclusive settings
4. Special inputs and need for different kinds of assistance like Speech therapy, occupational therapy, play therapy.
5. Features of Indian contexts of development

PRACTICUM 5:

Development of materials

1. Activities and preparation of play material in different domains
2. Materials to stimulate and promote growth and development

PRACTICUM 6:

Infant Stimulation

1. Observation of infants while providing them with visual and sensory stimulation (toys, pictures, different shapes and textures), auditory (natural sounds like clap, conversations) and kinaesthetic experiences (movements)
2. Development of aids, play material for sensory experiences.

Session 2020-2021

PRACTICUM 7:

Activities facilitating development in different domains

1. Engage children in physical activities for developing and involving children to enhance locomotors skills like jumping, hopping, balancing, climbing, throwing, kicking, catching.
2. Use of blocks, beads and strings, abacus and innovative methods to foster fine motor skills like grasping, and eye-hand coordination.
3. Fostering language by exposing children to different tones, pitch and volume by
    a. Engaging children in free conversation , storytelling, role plays, singing to support vocabulary development, expression of self, understanding and following direction, asking questions
    b. Encouraging children to reconstruct any story, develop their own stories while using picture cards or sharing their experiences.
4. Use of print material like picture cards, magazines to make children recognize different objects, action words and build vocabulary
5. Promoting intellectual curiosity through observation , building interest in children by letting children explore, engage in conversation about an object or concept
    i. Encourage evolving number and alphabet/ akshar awareness, using printed numerals, identifying the numbers, recognizing first letter of their name.
    ii. Activities to understand concepts like big, small, up down, matching, and sorting
6. Help children build social relationships by sharing, turn taking and understanding needs of others
    i. Encouraging child to label different emotions, use of picture cards, asking the child to get pictures from home, recognize and express understanding of how others feel.
    ii. Developing activities to encourage group interaction, sharing, turn taking, helping
    iii. Task persistence, coping with limitations as well as identifying what children can do

PRACTICUM 8:

Arts and crafts as sources of learning, creativity and imagination

1. Exploring and appreciating different art forms as innovative tools (visual and performing arts) not only cutting and pasting.
2. Encourage children to explore and experience variations in colour, shape, textures in nature and (like flowers, leaves) and others
3. Activities to create art forms like drawings using crayons, water colours providing enough flexibility to children and encouraging art as a medium of expression Identify changes in drawings as children grow, encourage children to talk about their drawings

PRACTICUM 9:

Children's orientation to play

1. Developing and involving children in activities for both indoor and outdoor play
2. Use of sand and water to involve children in play
3. Development and use of recyclable and reusable play material
4. Create a "props corner" like a basket of chunni, bags, spectacles, magazines etc.

Session 2020-2021