EARLY CHILDHOOD CARE & EDUCATION (CODE NO. 842)

SESSION 2020-2021
CLASS XII

1. Introduction

Early Childhood Care and Education skill course is under CTS 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 XII 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 XII is as follows:

	Units	**No. of Periods for Theory and Practical**		**Max. Marks for Theory and Practical**
Part A	**Employability Skills**			
	Unit 1: Communication Skills – IV	10		**10**
	Unit 2: Self-management Skills – IV	10		
	Unit3: Information and Communication Technology Skills – IV	10		
	Unit 4: Entrepreneurial Skills – IV	15		
	Unit 5: Green Skills – IV	05		
	Total	**50**		**10**
Part B	**Skills**	**Theory Periods**	**Practical Periods**	
	Unit1: Foundations of Child Development (3-6 years)	20	40	15
	Unit 2: Educational thoughts of key theorists and pioneers	10	10	6
	Unit 3: Developmentally appropriate activities for holistic development	25	40	15
	Unit 4: Fostering Socio-emotional competence	10	20	8
	Unit 5: Inside-Outside learning environment	15	20	6
	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 XII (SESSION 2020-2021)

PART A: EMPLOYABILITY SKILLS

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

PART B: SKILLS

Unit – 1 Foundations of Child Development (3-6 years)

i. Relationship between play, learning and development
i. Needs of the child
ii. Sensory, Physical, and Motor development milestones
iii. Cognitive Development
iv. Language Development
v. Socio – emotional Development, (introduce, stages &milestones, basic vocabulary)

Unit 2:- Educational thoughts of key theorists and pioneers

- Fredrick Froebel
- Maria Montessori
- Mahatma Gandhi
- Rabindranath Tagore
- Aurobindo Ghosh
- Lev Vygotsky
- Loris Malaguzzi (Reggio Emilia approach)
- Gijubhai Badheka
- Tarabai Modak
- Creating inclusive learning environments

Unit 3:- Developmentally appropriate activities for holistic development

i. Early language and early literacy
ii. Cognition and early numeracy
iii. The world around us(awareness, empathy, sensitivity)
iv. Art and aesthetics

Session 2020-2021

Unit 4:- Fostering Socio-emotional competence

i. Making rational conclusion
ii. Developing empathy and respect
iii. Managing self

Unit 5 :- Inside-Outside learning environment

i. Arranging space for learning
ii. Designing safe environment
iii. A day in the preschool centre (broad principles of how to organize the activities according to these)

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

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

Session 2020-2021

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.
21.	Alphabets and numbers meas uring	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 numb6ers		1 No.
57.	Puzzle board		1 No.
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.

Session 2020-2021

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 gifts (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		1set
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		1 set
20.	Mechanical set		1 set
21.	Clay		As required
22.	Kitchen Play		As required
23.	Imaginative play games		As required

session 2020-2021

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.

Session 2020-2021