

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2022-2023

EARLY CHILDHOOD CARE & EDUCATION

SUBJECT CODE 842

CLASS – XI- XII

COURSE OVERVIEW:

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 two years’ course coverage is categorized as below:

The student will be taught:

- Developmental milestones of children, different approaches working on keen observation and skills of children.
- Basic childcare, Safety Guidelines, Nutrition and Fitness
- Will learn about report writing, maintaining records, sampling, case study etc.
Learn to build a rapport with children
- Work on getting more creative with the use of toys and learning material/resources

- Working with parents and Community and Practicing Active Community Service
Essentiality of Inclusive Education and attending to Children with Special Needs
Learning of various teaching techniques and methodologies
- Organizing and Management of Learning Platforms and special events/ activities
Techniques of Informal Assessment and feedback mechanism
- Understanding various pedagogies and learning styles pertaining to ECCE
- Application of attained skills to real life situation through role modeling, encouragement & counseling.

OBJECTIVES OF THE COURSE:

In this course, Followings are the main objectives of this course.

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

SALIENT FEATURES:

The following are the salient features –

- After completing Class XI & XII the student will be able to
- Describe the needs, growth & development of children between birth to six years in terms of physical, motor, language, social, emotional and cognitive development.
- To understand theories and educational thought of key pioneers and thinkers in the area of child development and Early Childhood care and Education.
- Explain the nutritional and health needs of child, plan nutritional diets and provide first aid. 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.
- 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. Support children to apply life skills and conflict resolution through Positive Classroom Management Strategies, increased awareness of self and others and the environment.
- Create inclusive learning environment for children, addressing children from diverse backgrounds and learning needs.
- 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 from the birth to Three years age group in class XI and three to six years age group in class XII.

EQUIPMENT AND MATERIALS:

The school taking up ECCE subject can conveniently utilize the resources and material available in the pre-primary classes/ wing of the school.

However, the list given below is only suggestive and exhaustive list prepared for the teacher. Only the 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.

S.No.	Name of the Tools and Equipment	Specification	Quantity
1.	General Stationery Kit		1 per student
2.	General Art and Craft Kit		1 per student
3.	Display Boards	60" x 40"	1 No.
4.	Puppet show back Drop curtain Block cloth	80" x80"	1 No.
5.	Easel made of wood with a stand		1 No.
6.	Flannel Board	30" x 40"	1 No.
7.	Magnetic Board		1 No.
8.	Globe	15" diameter	1 No.
9.	Height/weight measuring instrument		1 No.
10.	Computer with multimedia facilities		1 No.
11.	Colour Printer		1 No.
12.	Story Books for level I & II/Nursery level		As available in school library
13.	Rhymes Books for Nursery Level		15 Nos.
14.	First Aid Box		2 Nos.
15.	Various Fine Motor Skill blocks and Fixings		20-30,
16.	Sand paper letters and numbers		1 No.
17.	Clock board		1 No.
18.	Smart Interactive board/SMART TV with internet connectivity broadband 4mbps or above		1 No.

Tools & Equipment for Employability Skills

S. No.	List of Indoor/ Outdoor Play Materials / Equipment
1.	Swings, Conventional slide, Rockers, Ride ons
2.	Water play arrangement with basin, basket, mugs and cups of different sizes, Sieves etc. gardening tools
3.	Rubber rings, Plastic balls
4.	Walking on the line Balancing activity
5.	Sand pit / Sand box with trays, plastic containers, moulds of different types / kinetic sand
6.	Eva Mat for activity area
7.	Sculpting clay
8.	Soft Magnetic material occupation/ flower/ fruit/ wild animal/ domestic animals/ aquatic/ birds/ phonetic/ alphabet/ numbers/ shapes
9.	Various Hand puppets animals
10.	Play Parachute
11.	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
12.	Dressing up stand with mirror
13.	Dressing frame : big button/small button, hook eye/ zip/ Velcro/ ribbon/ press button
14.	Kitchen Play

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 & Equipment's not required, if Computer LAB is available in the institute.

CAREER OPPORTUNITIES:

- 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 Trainer/Demonstrator /counselor.
- As special Educator in pre-primary /primary school.
- As Day-care & Care teacher.
- Can assistant teacher in school and occupational therapist.

VERTICAL MOBILITY:

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.

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.

EARLY CHILDHOOD CARE & EDUCATION**SUBJECT CODE 842 Class XI****Total Marks: 100 (Theory-50 + Practical-50)**

	UNITS	NO. OF HOUR for Theory and Practical 260	MAX. MARKS for Theory and Practical 100
Part A	Employability Skills		
	Unit 1 : Communication Skills-III	13	2
	Unit 2 : Self-Management Skills-III	07	2
	Unit 3 : ICT Skills-III	13	2
	Unit 4 : Entrepreneurial Skills-III	10	2
	Unit 5 : Green Skills-III	07	2
	Total	50	10
Part B	Subject Specific Skills		
	Unit 1: Introduction to Early Childhood Care & Education	05	4
	Unit 2 Foundations of Child Development (introduce stages, milestones & basic vocabulary)	20	7
	Unit 3: Nutrition and Health Needs of the Child	20	8
	Unit 4: Various Pedagogical Approaches and Holistic Developmental Activities for ECCE	20	10
	Unit 5 : Inside – Outside Care and Learning Environment	05	5
	Unit 6 : Engaging with parents and the community	10	6
	Total	80	40
Part C	Practical Work		
	Project	130	10
	Viva		5
	Practical File		10
	Demonstration of skill competency via Lab Activities		25
	Total		130
	GRAND TOTAL	260	100

NOTE: Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

EARLY CHILDHOOD CARE & EDUCATION (SUBJECT CODE 842)**CLASS – XII****Total Marks: 100 (Theory-50 + Practical-50)**

	UNITS	NO. OF HOUR for Theory and Practical 260	MAX. MARKS for Theory and Practical 100
Part A	Employability Skills		
	Unit 1 : Communication Skills-IV*	13	-
	Unit 2 : Self-Management Skills-IV	07	3
	Unit 3 : ICT Skills-IV	13	3
	Unit 4 : Entrepreneurial Skills-IV	10	4
	Unit 5 : Green Skills-IV*	07	-
	Total	50	10
Part B	Subject Specific Skills		
	Unit 1 - Foundations of Child Development (3 – 6 years)	20	10
	Unit 2 - Educational thought of key theorists and pioneers	10	6
	Unit 3:- Developmentally appropriate activities for holistic development	25	10
	Unit 4:- Fostering social – emotional competence	10	8
	Unit 5 - Inside – Outside learning environment	15	6
	Total	80	40
Part C	Practical Work		
	Project	130	10
	Viva		05
	Practical File		15
	Demonstration of skill competency via Lab Activities		20
	Total		130
	GRAND TOTAL	260	100

NOTE: * marked units are to be assessed through Internal Assessment/ Student Activities. They are not to be assessed in Theory Exams

DETAILED CURRICULUM/TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-IV	13
2.	Unit 2: Self-management Skills-IV	07
3.	Unit 3: Information and Communication Technology Skills-IV	13
4.	Unit 4: Entrepreneurial Skills-IV	10
5.	Unit 5: Green Skills-IV	07
	TOTAL DURATION	50

NOTE: * marked units are to be assessed through Internal Assessment/ Student Activities. They are not to be assessed in Theory Exams*

For Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

Part-B – SUBJECT SPECIFIC SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1 - Foundations of Child Development (3 – 6 years)	20
2.	Unit 2 - Educational thought of key theorists and pioneers	10
3.	Unit 3:- Developmentally appropriate activities for holistic development	25
4.	Unit 4:- Fostering social – emotional competence	10
5.	Unit 5 - Inside – Outside learning environment	15
	TOTAL DURATION	80

UNIT	SUB-UNIT	SUGGESTED ACTIVITY/ PRACTICAL
Unit 1: Foundations of Child Development (3 – 6 years)	Chapter 1- Relationship between play, learning and development Chapter 2- Needs of the child Chapter 3 - Sensory, Physical, and Motor development milestones Chapter 4- Cognitive Development Chapter 5: Language Development <ul style="list-style-type: none"> • <i>Many parts covered in activities in class XI</i> • <i>The chapter is overlapping with Chapter..... of Unit 3</i> Chapter 6- Socio – emotional Development, (introduce, stages & milestones, basic vocabulary)	1. Make a PPT on any two of the following topics <ul style="list-style-type: none"> • Theories of Language development • Importance of reading books to children • Language milestones and delay 2. Language Development Analysis <p>Students can be provided a checklist to observe language development milestones of 15-20 children between ages 3 to 6 and analyses their language development to present a comparative analysis</p>

***Note: - To be assessed in practical only. No question Shall be asked from this portion in Theory Exams.**

UNIT	SUB-UNIT	SUGGESTED ACTIVITY/ PRACTICAL
Unit 2: Educational thought of key theorists and pioneers	Chapter 1- Fredrick Froebel Chapter 2- Maria Montessori Chapter 4- Mahatma Gandhi Chapter 5-Rabindranath Tagore Chapter: 5 Aurobindo <i>Aurobindo emphasised on a healthy body. The ECCE curriculum gives importance on 'Play' therefore Aurobindo's teachings can be clubbed practically with 'Play' related activities</i> Chapter 7- Lev Vygotsky Chapter 8- Loris Malaguzzi (Reggio Emilia approach) Chapter 9- Gijubhai Badheka Chapter 10- Tarabai Modak Chapter 11- Creating inclusive learning environments	1. PPT Present through a self made video or PPT, the important features of Early Childhood development as suggested by Shri Aurobindo 2. Design Activities Shri Aurobindo believed that physical development is mandatory for mental development. Keeping this in mind, design 3 group activities that will encourage physical development at early childhood stage and can be used for a group of 8-10 kids

***Note :- To be assessed in practical only. No question shall be asked from this portion in Theory Exams.**

UNIT	SUB-UNIT	SUGGESTED ACTIVITY/ PRACTICAL
Unit 3: Developmentally Appropriate Activities For Holistic Development	Chapter 1- Early language and early literacy Chapter 2- Cognition and early numeracy Chapter 3- The world around us (awareness, empathy, sensitivity) Chapter 4- Art and aesthetics Chapter: 5 Creating Inclusive Learning Environment Inclusivity is better understood by experience than in theory therefore this topic can be used in Practicum	<ol style="list-style-type: none"> 1. Case study on any one area of special education and how the child can be included in the classroom 2. Design poster and write slogans on "Importance of Inclusivity" 3. Observation: observe an inclusive class for 3 days and record your findings with suggestions to improve the class
Unit 4:- Fostering Socio-emotional competence	Chapter 1- Making rational conclusion Chapter 2- Developing empathy and respect Chapter 3- Managing self	
Unit 5:- Inside-Outside learning environment	Chapter 1- Arranging space for learning Chapter 2- Designing safe environment Chapter 3 - A day in the preschool center (broad principles of how to organize the activities according to these)	

*Note :- To be assessed in practical only. No question shall be asked from this portion in Theory Exams.