

# **CBSE | DEPARTMENT OF SKILL EDUCATION**

## **CURRICULUM FOR SESSION 2024-2025**

### **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.

<b>S. No.</b>	<b>Name of the Tools and Equipment</b>	<b>Specification</b>	<b>Quantity</b>
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" x 80"	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**

<b>S. No.</b>	<b>List of Indoor/ Outdoor Play Materials / Equipment</b>
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.
<b>Note:</b> 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
<b>Part A</b>	<b>Employability Skills</b>		
	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
	<b>Total</b>	<b>50</b>	<b>10</b>
<b>Part B</b>	<b>Subject Specific Skills</b>		
	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
	<b>Total</b>	<b>80</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Project	130	10
	Viva		5
	Practical File		10
	Demonstration of skill competency via Lab Activities		25
	<b>Total</b>	<b>130</b>	<b>50</b>
	<b>GRAND TOTAL</b>	<b>260</b>	<b>100</b>

**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
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1 : Communication Skills-IV	13	2
	Unit 2 : Self-Management Skills-IV	07	2
	Unit 3 : ICT Skills-IV	13	2
	Unit 4 : Entrepreneurial Skills-IV	10	2
	Unit 5 : Green Skills-IV	07	2
	<b>Total</b>	<b>50</b>	<b>10</b>
<b>Part B</b>	<b>Subject Specific Skills</b>		
	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
	<b>Total</b>	<b>80</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Project	130	10
	Viva		05
	Practical File		15
	Demonstration of skill competency via Lab Activities		20
	<b>Total</b>	<b>130</b>	<b>50</b>
	<b>GRAND TOTAL</b>	<b>260</b>	<b>100</b>

## CLASS XI (SESSION 2024-2025)

### 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
	<b>Detailed curriculum of Employability Skills is available separately</b>

### 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.

#### 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)***

## **DETAILED CURRICULUM CLASS XII /TOPICS:**

### **Part-A: EMPLOYABILITY SKILLS**

<b>S. No.</b>	<b>Units</b>	<b>Duration inHours</b>
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
	<b>TOTAL DURATION</b>	<b>50</b>

**NOTE:** For Detailed Curriculum/ Topics to be covered under Part A: Employability Skill scan be downloaded from CBSE website.

### **Part-B – SUBJECT SPECIFIC SKILLS**

<b>S. No.</b>	<b>Units</b>	<b>Duration inHours</b>
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
	<b>TOTAL DURATION</b>	<b>80</b>

<b>UNIT</b>	<b>SUB-UNIT</b>	<b>SUGGESTED ACTIVITY/ PRACTICAL</b>
<b>Unit 1:</b> 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 Many parts covered in activities in class XI The chapter is overlapping with Chapter..... of Unit 3 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"><li>Theories of Language development Importance of reading books to children Language milestones and delay</li><li>2. Language Development Analysis  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</li></ul>



UNIT	SUB-UNIT	SUGGESTED ACTIVITY/ PRACTICAL
<b>Unit 2:</b> 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 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 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
<b>Unit 3:</b> 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	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 slogan on "Importance of Inclusivity" 3. Observation: observe an inclusive class for 3 days and record your findings with suggestions to improve the class
<b>Unit 4:-</b> Fostering Socio-emotional competence	Chapter 1- Making rational conclusion Chapter 2- Developing empathy and respect Chapter 3- Managing self	
<b>Unit 5:-</b> 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)	

## 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, color 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 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" x 80"	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 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.
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		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		1set
17.	Dressing frame : big button/small button, hook eye/zip/Velcro/ribbon/press button		1set
18.	Dressing up stand with mirror		1set
19.	Role play area		1set
20.	Mechanical set		1set
21.	Clay		As required
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.
<b>Note:</b> Above Tools & Equipments not required, if Computer LAB is available in the institute.		

## 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

### **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 kinesthetic experiences (movements)
2. Development of aids, play material for sensory experiences.

### **PRACTICUM 7:**

Activities facilitating development in different domains

1. Engage children in physical activities for developing and involving children to enhance locomotor 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.