

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

CLASS 11 & 12

**SECTOR:
DOMESTIC WORKERS
SECTOR SKILL COUNCIL**

JOB ROLE

BABY CARE GIVER

(QUALIFICATION PACK: REF. ID. DWC/Q0202)



State Council of Educational Research & Training (SCERT) Kerala

(Department of General Education, Government of Kerala)

Vidhya Bhavan, Poojappura, Thiruvananthapuram



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www.scert.kerala.gov.in

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FOREWORD

A collaborative initiative for developing learning outcome based vocational curriculum and courseware aimed at integrating both vocational and general qualifications has been implemented by the State Council of Educational Research and Training (SCERT) Kerala and the PSSCIVE Bhopal. This is intended to open up pathways of career progression for students and the SCERT Kerala is developing curricula under the project as an integral part of Vocationalisation of Education under Samagra Shiksha, approved by the Government of Kerala. Decisive improvement in the teaching-learning process and working competencies through learning outcomes that have been judiciously embedded in the vocational subject is expected to be the major impact that will be brought about by the learning outcome based vocational curriculum.

It is a matter of great pleasure to introduce this learning outcome based vocational curriculum as part of the vocational training package for the job role of Baby Care Giver (DWC/Q0202). The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The key aim of the curriculum will be to provide children with employability and vocational skills that would in turn aid occupational mobility and lifelong learning. A major transformation in the teaching process is also aimed at, which will be brought about through interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been meticulously developed and judiciously reviewed by a group of experts and their much-valued contributions are immensely acknowledged. The imminent utility of the curriculum will without doubt, be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further enhancement and augmentation to this document.

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We are extremely thankful to Dr. RVG Menon, Chairperson, High Power Committee for the implementation of NSQF in Kerala, Dr.Sukesh Kumar, Former Principal, Government Engineering College Palakkad and Sri. G S Unnikrishnan Nair, Former Director State Agricultural Management and Extension Training Institute (SAMETI), Thiruvananthapuram for their mentorship in the process of developing this document. The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), PSSCIVE Bhopal in development of the curriculum are duly acknowledged.

We are grateful to the experts for their earnest efforts and contributions in the development of this learning outcome based vocational curriculum. Their names are acknowledged in the list of contributors.

We are grateful to the Vocational Higher Secondary wing of the Directorate of General Education (DGE) Kerala for extending the support to develop this curriculum document on time by providing the service of its teaching staff.

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1. COURSE OVERVIEW

COURSE TITLE: BABY CARE GIVER

GENERAL OBJECTIVES

On successful completion of this course, learners are expected to develop the following skills;

- feed babies and toddlers
- attend to other basic needs of babies and toddlers
- engage with babies for their holistic development
- prepare basic food as per dietary requirements
- display standards of hygiene and work etiquette
- maintain a clean and secure working environment

COURSE OUTCOMES

On completion of the course, students should be able to;

- apply effective oral and written communication skills to interact with people and customers;
- identify the principal components of a computer system;
- demonstrate the basic skills of using computer;
- demonstrate self-management skills;
- demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- identify the basic needs of babies and toddlers.
- prepare basic foods as per dietary requirements.
- feed babies and toddlers.
- engage with babies for their holistic development.
- practice standards of hygiene safety and work etiquette.
- recognize the roles and responsibilities of baby care giver.
- monitor and identify deviation in growth and development.
- perform the roles and responsibilities of Baby Care Giver.

COURSE REQUIREMENTS

The learner should have the basic knowledge of science.

COURSE DURATION: 600 hrs

Class 11	300hrs
Class 12	300hrs
Total	600 hrs

2. SCHEME OF UNITS

The unit-wise distribution of hours and scores for Class 11 is as follows:

CLASS 11			
	Units	No. of Hours for Theory and Practical = 300	Max. scores for Theory and Practical =100
Part A	Employability Skills		
1.	Communication Skills – III	25	10
2.	Self-management Skills – III	25	
3.	Information and Communication Technology Skills – III	20	
4.	Entrepreneurial Skills – III	25	
5.	Green Skills – III	15	
	Total	110	10
Part B	Vocational Skills		
6.	BCG – Scope and prospects	10	
7.	Basic need of babies and toddlers	45	
8.	Feeding babies and toddlers	60	
9.	Holistic development of babies	50	
	Total	165	
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit/ OJT		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

The unit-wise distribution of hours and scores for Class 12 is as follows:

CLASS 12			
	Units	No. of Hours for Theory and Practical =300	Max. scores for Theory and Practical = 100
Part A	Employability Skills		
1.	Communication Skills – IV	25	10
2.	Self-management Skills – IV	25	
3.	Information and Communication Technology Skills – IV	20	
4.	Entrepreneurial Skills – IV	25	
5.	Green Skills – IV	15	
	Total	110	10

Part B Vocational Skills			
6.	Preparation of food for Babies	75	
7.	Hygiene and work etiquette	20	
8.	Clean and secure work environment	50	
9.	Personal qualities and general skills	20	
	Total	165	40
Part C Practical Work			
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D Project Work/Field Visit/OJT			
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

3. LEARNING OUTCOME BASED ACTIVITES

Classroom, Laboratory/workshop and field are the key spots where teaching and learning take place. Classroom and laboratory-based teaching and learning facilitate knowledge creation whereas field visits open venues for free interaction with experts and also helps acquaint learners with various tools, materials, equipment procedures and operations in the workplace. While considering these intensified ways of knowledge acquisition, emphasis should also be laid on the occupational safety, health and hygiene of the participants.

Classroom activities

Classroom activities are mainly interactive lecture sessions, followed by discussions and doubt clarifications. Classes are handled by trained vocational teachers and this is considered as an integral part of the course. The most attractive feature of the class is that the classes are in tune with the outcome-based curriculum. Teaching learning processes are well planned and implemented. Teaching learning materials such as audio-visual materials, colour slides, charts, diagrams, models, exhibits, handouts, on-line teaching materials etc., have been incorporated in accordance with the topic and this may help the teachers to impart the content in an effective manner.

Practical work in Laboratory / Workshop

Practical work is usually performed to enhance the skills of the learners which are indeed essential for them to become specialized technicians. Practical sessions may include hands on training, simulation training, role-play, case-based studies and exercises. Equipment and other appliances are available for use in abundance. Trained personnel teach and exercise specialized techniques. Practical classes involving laboratory/workshop are well planned with tools, equipment, materials and also other skill acquisition activities. Vocational teachers should submit the plan of

laboratory/workshop work in advance to the head of the institution and get it sanctioned prior to use.

Field visits/ Educational Tour

Field visit is one of the ways and means of learning outside the classroom. It promotes knowledge acquisition by giving opportunity to learners to interact with renowned experts and to make observations of the activities performed by them. An observation check list may help the students to ensure the collection of required information and its analysis for further use. This may be developed with the help of vocational teachers who are in charge of outdoor learning activities. All the field visits are well planned by taking into consideration of the learning requirements, distance to travel, time, health and hygiene. The Principal and teachers should plan to implement at least three field visits within a year by making all necessary arrangements.

Virtual Field Visits, Expert Interactions and Practical Activities

With the rapid potentials offered by information technology in digital classrooms, the extent of virtual field visits, online expert interactions and online demonstrations cum practical activities can be worked out. It may be helpful amid the current Covid 19 pandemic scenario. A State level cluster of teachers and experts in the concerned subject can be pooled together for the purpose. The guidelines for such activities can be issued by the concerned SCERTs.

Suggested Topics for Expert Interaction

1. Common childhood diseases and ailments and importance of immunization.
2. Administering medication to children-safety precautions-correct dose, expiry date.
3. Choking and aspiration- How to prevent choking and aspiration
4. Importance and need of breastfeeding
5. Growth Monitoring -Normal birth weight, low birth weight and preterm babies-The pace of growth during initial years of life-Development milestones- Developmental Deviations-Red flag signs- when to seek expert help.
6. Nutrients-functions, sources and deficiency diseases
7. Knowledge about first aid-CPR-When and how to get medical help in an emergency- Health and safety audit and reporting
8. Safety at workplace: Measures of safety and security at workplace- Identify hazards and deal with them in safe and competent manner- Safety and accident reporting procedure and government agencies concerned in these areas
9. Waste management-classification of waste and disposal- correct cleaning gears for waste disposal- Methods of reducing household waste- composting and safe collection of waste

10. Professional competency-importance of having basic understanding about Labour rules- Importance of having MOU/Contract with the employer-Whom to report about any problems?

4. ASSESSMENT AND CERTIFICATION

The National Skill Qualification Framework (NSQF) is based on outcomes rather than inputs referred by the National Occupation Standards (NOSs). Learning outcomes, as per the NSQF level descriptors, include the Process, Professional Knowledge, Professional Skills, Core Skills and Responsibility. Knowledge in the job of a learner shall be the basis of assessment. It would also be considered if the learning program undertaken by the learner has delivered the required output. Certification is based on required standards so that the learner and the employer could come to know about the competency attained in the vocational subject/ course. In order to make the assessment reliable, valid, flexible, convenient, cost effective, fair and transparent standardised assessment tools are to be used. Technology assisted assessment process is in vogue now.

Knowledge Assessment (Theory)

Knowledge Assessment usually includes two components – Internal Assessment and External Assessment. External assessment includes theory examination conducted by the concerned examination Boards. Tools for assessment contain components for testing the application of knowledge. Knowledge testing can be performed by making use of either objective or short answer type paper-based test. Source of the questions should be the content of the curriculum.

Written Test

A group, comprising of academicians, experts from existing vocational subject experts / teachers, subject experts from University/ College or from the industry prepare theory question paper for the vocational subjects. A panel of experts for question paper setting and conducting examination should be formed by the respective central / state boards. Written tests allow the learners to demonstrate that they have acquired the necessary knowledge and skill in the given topics.

The blue print for the question paper may be as follows:

Duration: 3 hrs

Maximum scores: 50

No. of Questions					
	Typology of Question	Very Short Answer (1 scores)	Short Answer (2 scores)	Long Answer (3 scores)	Scores
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	3	3	18
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	4	3	19
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis and Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	5x1=5	12x2=24	7x3=21	50 (24 questions)

Skill Assessment (Practical)

Skill assessment should be done by considering the practical demonstration of skills by the candidate. It is assessed by making use of a competency checklist prepared by experts. The competency checklist should be developed as per the National Occupation Standards (NOSs). This should be in tune with the qualification pack for the Job Role to ensure necessary consistency in the quality of assessment across different sectors and institutions. As per the performance criteria defined in the National Occupation Standards, the students have to demonstrate their competencies in front of the examiners. Assessment will indicate whether they are competent or incompetent. The assessors assessing the skills of the students should possess enough industrial experience and should have undergone a rigorous training in assessment principles and practices. The Sector Skill Councils (SSCs) should ensure that the assessors are given the required training on the assessment of competencies.

The demonstration of knowledge and skill in performing a task of the learners, is the purpose of the practical examination. This include practical examination where hands on experience will be displayed and a viva voce. A team of two evaluators, one a subject teacher and the other an expert from the relevant industry certified by the relevant Board or SSCs concerned can conduct practical examination as well as viva voce.

Project Work

Project is an efficient strategy to assess the practical skills acquired along a certain timeline. Project is chosen and given to candidates only on the basis of their capabilities, because it needs specific skills. It is performed step by step and the first and foremost step is classroom discussion and selection of the topic for the project. After fixing the topic and objectives, the methodology of the project work should be decided during the classroom discussions. Monitoring and evaluation should be done at each stage. Proper feedback shall be provided to the learners for improvement and innovation. Field visits can be organized as part of the project work. The data collected may be used for presentations and report writing. Accuracy of the data is to be ensured. The entire project work is maintained as a practical work file or as student's portfolio.

Student Portfolio

It is a document that supports the candidate claim of competencies acquired as a part of the teaching learning process. The student portfolio is a compilation of project reports, articles, photos of products prepared by the student.

Viva Voce

Viva voce provides chance to each candidate to demonstrate communication skills and content knowledge. It is a way of obtaining feedback on the student's experience, learning, project work

and field visit. Audio visual recording of the whole procedure can be done for future reference and documentation. A Board, including external examiners, is constituted as per the norms which in turn should be suitably adapted to the specific requirement of the vocational subjects.

The central/state examination board for secondary education and the respective Sector Skill Councils can certify the competencies of the learner upon the successful completion of the course.

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

Sl.No.	Units	Duration (hrs)
1.	Communication Skills- III	25
2.	Self-management Skills – III	25
3.	Information and Communication Technology Skills - III	20
4.	Entrepreneurial Skills – III	25
5.	Green Skills – III	15
	Total	110

Unit 1: Communication Skill– III			
Expected Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate knowledge of various methods of communication	<ul style="list-style-type: none"> ➤ Methods of communication • Verbal • Non-verbal • Visual 	<ul style="list-style-type: none"> • Writing pros and cons of written, verbal and non-verbal communication • Listing do's and don'ts for avoiding common body language mistakes 	05
2. Identify specific communication styles	<ul style="list-style-type: none"> ➤ Communication styles- assertive, aggressive, passive-aggressive, submissive, etc. 	<ul style="list-style-type: none"> • Observing and sharing communication styles of friends, teachers and family members and adapting the best practices • Roleplays on communication styles. 	10
3. Demonstrate basic writing skills	<ul style="list-style-type: none"> ➤ Writing skills to the following: • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 	<ul style="list-style-type: none"> • Demonstration and practice of writing sentences and paragraphs on topics related to the subject 	10
Total			25

Unit 2: Self-Management – III			
Expected Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate impressive appearance and grooming	<ul style="list-style-type: none"> Describe the importance of dressing appropriately, looking decent and positive body language Describe the term grooming Prepare a personal grooming checklist Describe the techniques of self- exploration 	<ul style="list-style-type: none"> Demonstration of impressive appearance and groomed personality Demonstration of the ability to self- explore 	10
2. Demonstrate team work skills	<ul style="list-style-type: none"> Describe the important factors that influence in team building Describe factors influencing team work 	<ul style="list-style-type: none"> Group discussion on qualities of a good team Group discussion on strategies that are adopted for team building and team work 	10
3. Apply time management strategies and techniques	<ul style="list-style-type: none"> Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks. 	<ul style="list-style-type: none"> Game on time management Checklist preparation To-do-list preparation 	05
Total			25

Unit 3: Information and Communication Technology - III			
Expected Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Create a document on word processor	<ul style="list-style-type: none"> Introduction to word processing. Software packages for word processing. Opening and exiting the word processor. Creating a document 	<ul style="list-style-type: none"> ➤ Demonstration and practice of the following: <ul style="list-style-type: none"> Listing the features of word processing Listing the software packages for word processing Opening and exit the word processor Creating a document 	10
2. Edit, save and print a document in word processor	<ul style="list-style-type: none"> Editing text Wrapping and aligning the text 	<ul style="list-style-type: none"> ➤ Demonstration and practising the following: 	10

	<ul style="list-style-type: none"> • Font size, type and face • Header and Footer • Auto correct • Numbering and bullet • Creating table • Find and replace • Page numbering • Printing document • Saving a document in various formats 	<ul style="list-style-type: none"> • Editing the text • Word wrapping and alignment • Changing font type, size and face • Inserting header and footer • Removing header and footer • Using autocorrect option • Insert page numbers and bullet • Save and print a document 	
Total			20

Unit 4: Entrepreneurial Skills – III			
Expected Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the significance of entrepreneurial values and attitude	<ul style="list-style-type: none"> • Values in general and entrepreneurial values • Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work 	<ul style="list-style-type: none"> • Listing of entrepreneurial values by the students. • Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur • Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments 	10
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	<ul style="list-style-type: none"> • Attitudes in general and entrepreneurial attitudes • Using imagination/intuition • Tendency to take moderate risk • Enjoying freedom of expression and action • Looking for economic opportunities • Believing that we can 	<ul style="list-style-type: none"> • Preparing a list of factors that influence attitude in general and entrepreneurial attitude • Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities like thematic 	15

	<ul style="list-style-type: none"> change the environment Analyzing situation and planning action Involving in activity 	<ul style="list-style-type: none"> appreciation test Preparing a short write-up on “who am I” Take up a product and suggest how its features can be improved Group activity for suggesting brand names, names of enterprises, etc. 	
Total			25

Unit 5: Green Skills – III			
Expected Learning Outcome	Theory (07 hrs)	Practical (08 hrs)	Duration (15 hrs)
1. Describe importance of main sector of green economy	<ul style="list-style-type: none"> Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management Policy initiatives for greening economy in India 	<ul style="list-style-type: none"> Preparing a poster on any one of the sectors of green economy Writing a two-page essay on important initiatives taken in India for promoting green economy 	08
2. Describe the major green Sectors/ Areas and the role of various stakeholder in green economy	<ul style="list-style-type: none"> Stakeholders in green economy Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries 	<ul style="list-style-type: none"> Preparing posters on green Sectors/ Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries 	07
Total			15

PART B: VOCATIONAL SKILLS

Sl.No.	Units	Duration (hrs)
1.	BCG -Scope and Prospects	10
2.	Basic needs of babies and toddlers	45
3.	Feeding Babies and toddlers	60
4.	Holistic development of babies	50
Total		165

Unit 1: Baby Care Giver-Scope and Prospects			
Expected Learning Outcome	Theory (6 hrs)	Practical (4 hrs)	Duration (10 hrs)
1.Explain the objectives and scope of the course BCG	<ul style="list-style-type: none"> About the Course Objectives and scope of the course Career Progression/vertical mobility NSQF, Sector Skill Councils. 	<ul style="list-style-type: none"> Preparation of an observation schedule for visiting child care centres and understanding the scope of career opportunities in the field of child care Actual visit in child care centres and conducting the observation using the observation schedule prepared 	5
2. List out the roles and responsibilities of baby care givers	<ul style="list-style-type: none"> Roles and responsibilities Roles and responsibilities of Baby Care Give -Importance of aptitude and attitude 	<ul style="list-style-type: none"> preparation of interview schedule to collect information regarding the roles, responsibilities, minimum and maximum wages of Baby Care Givers Interview at least 2 baby care professionals using the prepared interview schedule in groups(5 groups with 6 members) Analysis of data collected by 5 groups and presentation in the whole class. 	5
Total			10

Unit 2: Basic needs of babies and Toddlers			
Expected Learning Outcome	Theory (20hrs)	Practical (25 hrs)	Duration (45 hrs)
1. Identify the needs of kids	<ul style="list-style-type: none"> Needs of children Physical, emotional and social needs 	<ul style="list-style-type: none"> Interview with an experienced doctor preferably a paediatrician or a senior child care professional to understand the needs of children observation in child care centres or PTCs of your school to understand the needs of kids using the observation schedule prepared in consultation with the doctor. 	10
2. Recognize the importance of	<ul style="list-style-type: none"> Sleep:- Importance of sleep for the 	<ul style="list-style-type: none"> Preparation of sample sleep schedule for kids 	10

sleep	<p>babies</p> <ul style="list-style-type: none"> • Sleep schedule • How to provide a good sleep environment • Baby bed making • Parental opinion and requirements about sleep • Importance of monitoring the baby during sleep time. 	<ul style="list-style-type: none"> • Baby bed making 	
3. Explain the schedule and procedure of baby bath.	<ul style="list-style-type: none"> • Baby bath:- when should newborns have first bath? • Bathing schedule • Bathing procedure • Baby massage-benefits 	<ul style="list-style-type: none"> • Practice the steps of baby bath using baby mannequin • Practice how to lift, hold and carry babies of different age groups during bath. 	10
4. List out various childhood diseases and illness and immunization schedule and factors to be considered while giving medicine to kids during illness.	<ul style="list-style-type: none"> • Care during illness • Common childhood diseases and ailments • why childhood immunizations are important? • Immunization schedule • Administering medication to children-safety precautions-correct dose, expiry date 	<ul style="list-style-type: none"> • Visit to the nearby immunization centres-observation and data collection • Prepare a sample Immunization schedule. • Expert interaction about the correct practices of giving medication to children-following prescription of doctor, correct dosage, noting the expiry date etc. 	5
5. Sterilize baby feeding apparatus and other products	<ul style="list-style-type: none"> • Methods of Sterilizing Babies feeding apparatus and other products 	<ul style="list-style-type: none"> • Practice Methods of sterilizing feeding apparatus in lab 	5
6. Develop skill in the methods to coach kids self feeding, drinking by self help and toilet training,	<ul style="list-style-type: none"> • Activities of daily living • Methods to coach kids self feeding and drinking by self help, • Toilet training- when and how to do it? 	<ul style="list-style-type: none"> • Extension programme planning: How to improve self sufficiency in kids- Methods to coach toilet training and self feeding • Practice it in PTCs or other child care centres. 	5
Total			45

Unit 3: Feeding babies and toddlers			
Expected Learning Outcome	Theory (20 hrs)	Practical (40 hrs)	Duration (60hrs)
1. Explain feeding schedule and the factors associated with feeding.	<ul style="list-style-type: none"> • Feeding the baby • Feeding schedule • Importance of keeping the baby clean after every meal. 	<ul style="list-style-type: none"> • Preparation of feeding schedule in consultation with a paediatrician • Practice the steps of cleaning the baby after the meal at PTC or other child care centres. 	10
2. Describes the importance of observing the child after every meal and the ways to prevent choking and aspiration.	<ul style="list-style-type: none"> • Importance of observing the child immediately after every meal • Choking and aspiration • How to prevent choking and aspiration • Symptoms of indigestion 	<ul style="list-style-type: none"> • Practice First aid techniques for choking using baby mannequin • Plan and execute an extension programme to demonstrate the steps to prevent choking and aspiration 	
3. List out the importance of breastfeeding	<ul style="list-style-type: none"> • Breast feeding:- Importance and need of breastfeeding • Correct posture of breast feeding • Importance of continuation of breast feeding beyond six months 	<ul style="list-style-type: none"> • Plan and execute an extension programme about the importance , correct posture and Importance of continuation of breast feeding beyond six months 	10
4. Identify the conditions demand artificial feeding and methods.	<ul style="list-style-type: none"> • conditions which demand artificial feeding • substitutes of breast milk • Preparation of infant formula 	<ul style="list-style-type: none"> • Visit to orphan homes/ ammathottil to understand the conditions which demand artificial feeding and observe the infant feeding practices there. • Preparation of formula milk/animal milk in unavoidable conditions that demand artificial feeding 	
5. Explain complementary feeding and Prepare and cook basic dishes relevant to babies	<ul style="list-style-type: none"> • Infant & Young Child Feeding • Introduction of complimentary feeding- when and how 	<ul style="list-style-type: none"> • Preparation and familiarization of different complementary feeding recipes • Different types of 	20

and toddlers	<ul style="list-style-type: none"> • Common weaning recipes • Family pot feeding • Feeding babies with special issues. 	Porridges soups Idly Mashed vegetables etc. <ul style="list-style-type: none"> • Practices the steps of family pot feeding. 	
6. Manage stocks of baby foods and drinks	<ul style="list-style-type: none"> • Manage stock :baby foods and drinks • Foods to be omitted and substituted from diet 	<ul style="list-style-type: none"> • Simulation of hygienic storage of foods and drinks • Expert interaction about the foods to be omitted and substituted for babies 	10
Total			60

Unit 4: Holistic development of babies			
Expected Learning Outcome	Theory (20 hrs)	Practical (30 hrs)	Duration (50 hrs)
1. Describe the normal growth & development of babies & toddlers and conducts growth monitoring of kids	<ul style="list-style-type: none"> • Growth and Development:- Meaning of Growth and development • Difference, Principles and Stages (special emphasis to neonatal period and infancy) • Areas of development • Growth Monitoring- Normal birth weight, low birth weight and preterm babies • The pace of growth during initial years of life • Development milestones. 	<ul style="list-style-type: none"> • Observation of kids of different ages and preparation of flow chart about the developmental stages • Measuring the weight and length/height of babies and toddlers correctly using appropriate equipment like infantometer, weighing scale, stadiometer etc. • Plotting of height and weight in a growth chart 	15
2. Identify deviations/ delays in growth & development in different spheres	<ul style="list-style-type: none"> • Developmental Deviations • Deviations and delays in growth and development • Red flag signs- when to seek expert help. 	<ul style="list-style-type: none"> • Assessment of development using screening chart. (TDSC) 	10
3. Employ different ways to engage babies and toddlers	<ul style="list-style-type: none"> • Activities to encourage development of babies and toddlers • Activities verses toys- selection of toys. 	<ul style="list-style-type: none"> • Preparation of simple indigenous toys for kids 	10
4. Develop skill in ways to	<ul style="list-style-type: none"> • Monitoring the baby • Importance of 	<ul style="list-style-type: none"> • Demonstration: First aid for common accidents and 	10

<p>keep the environment clean and safe for babies</p> <p>5. Explain the process of monitoring and keeping an eye on the baby at all times</p>	<ul style="list-style-type: none"> • monitoring the baby • Importance of monitoring the baby • Installation of safety equipments for the baby • Temporary fence, CCTV, smoke sensors • Common accidents and its prevention • Drowning, accidental ingestion of poison • Anticipatory guidelines for baby care 	<p>its prevention</p> <ul style="list-style-type: none"> • Preparation of a survey questionnaire to collect information regarding the availability and price comparison of different safety equipments for the baby. 	
<p>6. Demonstrate good communication skills while providing parents with feedback about the baby's daily activities</p>	<ul style="list-style-type: none"> • Communication- Importance of effective communication with parents • Positive ways of communication • Reporting of daily events with the parents- methods of resolving conflicts. 	<ul style="list-style-type: none"> • Preparation of sample questionnaire about babies daily activities • Role play- methods of resolving conflicts 	5
Total			50

CLASS 12

Part A: Employability Skills

Sl.No.	Units	Duration (hrs)
1.	Communication Skills- IV	25
2.	Self-management Skills - IV	25
3.	Information and Communication Technology Skills - IV	20
4.	Entrepreneurial Skills - IV	25
5.	Green Skills - IV	15
	Total	110

Unit 1: Communication Skills - IV

Expected Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the steps to active listening skills	<ul style="list-style-type: none"> • Importance of active listening at workplace • Steps to active listening 	<ul style="list-style-type: none"> • Demonstration of the key aspects of becoming active listener • Preparing posters of steps for active listening 	10
2. Demonstrate basic writing skills	<ul style="list-style-type: none"> ➤ Writing skills to the following: <ul style="list-style-type: none"> • Sentence 	<ul style="list-style-type: none"> • Demonstration and practice of writing sentences and paragraphs 	

	<ul style="list-style-type: none"> • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 	on topics related to the subject	15
Total			25

Unit 2: Self-Management Skills – IV			
Expected Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the various factors influencing self-motivation	<ul style="list-style-type: none"> • Finding and listing motives (needs and desires); • Finding sources of motivation and inspiration (music, books, activities);expansive thoughts; living fully in the present moment; dreaming big 	<ul style="list-style-type: none"> • Group discussion on identifying needs and desire • Discussion on sources of motivation and inspiration 	10
2. Describe the basic personality traits, types and disorders	<ul style="list-style-type: none"> • Describe the meaning of personality • Describe how personality influence others • Describe basic personality traits • Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive 	<ul style="list-style-type: none"> • Demonstrate the knowledge of different personality types 	15
Total			25

Unit 3: Information and Communication Technology Skills - IV			
Expected Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1. Perform tabulation using spreadsheet application	<ul style="list-style-type: none"> • Introduction to spreadsheet application • Spreadsheet applications • Creating a new worksheet • Opening workbook and entering text • Resizing fonts and styles • Copying and moving 	<ul style="list-style-type: none"> ➤ Demonstration and practice on the following: <ul style="list-style-type: none"> • Introduction to the spreadsheet application • Listing the spreadsheet applications • Creating a new worksheet • Opening the workbook and enter text 	10

	<ul style="list-style-type: none"> • Filter and sorting • Formulas and functions • Password protection. • Printing a spreadsheet. • Saving a spreadsheet in various formats. 	<ul style="list-style-type: none"> • Resizing fonts and styles • Copying and move the cell data • Sorting and Filter the data • Applying elementary formulas and functions • Protecting the spreadsheet with password • Printing a spreadsheet • Saving the spreadsheet in various formats. 	
2. Prepare presentation using presentation application	<ul style="list-style-type: none"> • Introduction to presentation • Software packages for presentation • Creating a new presentation • Adding a slide • Deleting a slide • Entering and editing text • Formatting text • Inserting clipart and images • Slide layout • Saving a presentation • Printing a presentation document. 	<ul style="list-style-type: none"> ➤ Demonstration and practice on the following: <ul style="list-style-type: none"> • Listing the software packages for presentation • Explaining the features of presentation • Creating a new presentation • Adding a slide to presentation. • Deleting a slide • Entering and edit text • Formatting text • Inserting clipart and images • Sliding layout • Saving a presentation • Printing a presentation document 	10
Total			20

Unit 4: Entrepreneurial Skills - IV			
Expected Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Identify the general and entrepreneurial behavioural competencies	<ul style="list-style-type: none"> • Barriers to becoming entrepreneur • Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity 	<ul style="list-style-type: none"> • Administering self-rating questionnaire and score responses on each of the competencies • Collect small story/ anecdote of prominent successful entrepreneurs • Identify entrepreneurial 	10

		<p>competencies reflected in each story and connect it to the definition of behavioural competencies</p> <ul style="list-style-type: none"> • Preparation of competencies profile of students 	
2. Demonstrate the knowledge of self-assessment of behavioural competencies	<ul style="list-style-type: none"> • Entrepreneurial competencies in particular: self-confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building 	<ul style="list-style-type: none"> • Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity 	15
Total			25

Unit 5: Green Skills - IV			
Expected Learning Outcome	Theory (05 hrs)	Practical (10 hrs)	Duration (15 hrs)
1. Identify the role and importance of green jobs in different sectors	<ul style="list-style-type: none"> • Role of green jobs in toxin-free homes, • Green organic gardening, public transport and energy conservation, • Green jobs in water conservation • Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes, • Green jobs in green tourism • Green jobs in building and construction • Green jobs in appropriate technology • Role of green jobs in Improving energy and raw materials use • Role of green jobs in limiting greenhouse gas emissions • Role of green jobs minimizing waste and 	<ul style="list-style-type: none"> • Listing of green jobs and preparation of posters on green job profiles • Prepare posters on green jobs. 	15

	<p>pollution</p> <ul style="list-style-type: none"> • Role of green jobs in protecting and restoring ecosystems • Role of green jobs in support adaptation to the effects of climate change 		
Total			15

Part B–Vocational Skills

Sl.No.	Units	Duration (hrs)
1.	Preparation of Food for babies and toddlers	75
2.	Hygiene and work etiquette	20
3.	Clean and secure environment	50
4.	Personal qualities and general skills	20
Total		165

Unit 1: Preparation of food for babies and toddlers

Expected Learning Outcome	Theory (30 hrs)	Practical (45 hrs)	Duration (75 hrs)
<p>1. Prepare healthy and nutritional dishes for the job role concern</p> <p>2. Recognize and inspect the dish to ensure flavour, colour, taste, temperature and quality consistency</p>	<ul style="list-style-type: none"> • Food and Nutrition- Meaning • Nutrients-functions, sources and deficiency diseases • Importance of maintaining water balance-Symptoms of dehydration • Basic V food groups-food plate • RDA • Meal planning-Principles • Factors to be considered while planning meals for infants and babies-How can we make food appealing to the child (colour, taste, temperature, quantity) 	<ul style="list-style-type: none"> • Prepare healthy and nutritional dishes (2 health breakfast items, 2 healthy rice preparations, 2 healthy snacks, 2 protein rich side dishes) • Arrange food plate collection and exhibition of basic five food groups • Plan and execute an extension programme to give awareness to the mothers of kids in the nearby anganwadi/child care centre about the nutritional requirements of infants and toddlers using flash cards of RDA • Plan meals for a 1 year and a 2 year old kid • Preparation of rainbow coloured foods for kids 	45

<p>3. Develop Skill in the use of correct measuring tools and cooking equipments</p>	<ul style="list-style-type: none"> • Healthy ways of food production:-Healthy cooking methods • Methods of enhancing the bio-availability of foods • Cleaning of vegetables ,fruits and food articles • Inspect the food to ensure the flavour, colour, taste, quality and consistency • Recipes of different types of beverages (coffee, fruit juice) • Preservation and storage of left over fruits and vegetables 	<ul style="list-style-type: none"> • practice : the use of correct measuring tools • Practice the different methods of enhancing the nutritive value of foods. Germination Fermentation Combination • Preparation of different types of beverages- coffee, fruit juice-(Papaya, orange, lemon, grapes) • Practice methods of preservation and storage of fruits and vegetables-drying, sugar syrup, refrigeration, freezing 	<p>30</p>
<p style="text-align: center;">Total</p>			<p style="text-align: center;">75</p>

<p>Unit 2: Hygiene and work etiquette</p>			
<p>Expected Learning Outcome</p>	<p>Theory (10 hrs)</p>	<p>Practical (10 hrs)</p>	<p>Duration (20 hrs)</p>
<p>1. Recognize importance of hygiene and cleanliness for the benefit of the employer as well as self</p>	<ul style="list-style-type: none"> • Personal Hygiene:-Good health habits – (coughing, Sneezing, Washing hands). • Communicating about infectious disease and personal health issues • Personal protective equipments-gloves and mask 	<ul style="list-style-type: none"> • Simulation- Good health habits – (coughing, Sneezing, Washing hands). • Simulation- Communicating about infectious disease and personal health issues • Demonstration-use of Personal protective equipment-gloves and mask 	<p style="text-align: center;">10</p>
<p>2.Maintain standards of behaviour ,personal and telephone etiquette</p>	<ul style="list-style-type: none"> • work etiquette- Standards of behavioural, personal and telephone etiquette • Knowledge about first aid-CPR-When and how to get medical help in an 	<ul style="list-style-type: none"> • Simulation- work etiquette-Standards of behavioural, personal and telephone etiquette • Practice first aid-CPR 	<p style="text-align: center;">10</p>

	emergency-Health and safety audit and reporting	• Simulation- Health and safety audit and reporting	
Total			20

Unit 3: Clean and secure work environment			
Expected Learning Outcome	Theory (25 hrs)	Practical (25 hrs)	Duration (50 hrs)
1. Explain different types of pollution and the importance of cleanliness in the work place	<ul style="list-style-type: none"> • Cleanliness of work place: Importance of cleaning the work place • Importance of having adequate ventilation • Different types of pollution 	<ul style="list-style-type: none"> • Practice different types of cleaning, disinfection and sterilization 	20
2. Identify hazards and deal with them in safe and competent manner.	<ul style="list-style-type: none"> • Safety at work place: Measures of safety and security at work place • Identify hazards and deal with them in safe and competed manner • Safety and accident reporting procedure and government agencies concerned in these areas. 	<ul style="list-style-type: none"> • Simulation-measures to be undertaken for ensuring safety and security at work place. • Expert interaction preferably with a police official about Safety and accident reporting procedure and government agencies concerned in these areas. 	20
3. Develop skill in monitoring work environment to make sure it means standards of cleanliness, safety and security	<ul style="list-style-type: none"> • Waste management- classification of waste and disposal • correct cleaning gears for waste disposal • Methods of reducing household waste • composting and safe collection of waste 	<ul style="list-style-type: none"> • Survey cum observation about the types of waste and methods of waste disposal adopted by families • Demonstration and practice of the correct cleaning gears for waste disposal. • Expert interaction about the methods of reducing household waste, safe collection and composting of waste. • Practice composting procedure and rearing plants using the compost in school premises. 	10
Total			50

Unit 4: Personal qualities and general skills			
Expected Learning Outcome	Theory (10 hrs)	Practical (10 hrs)	Duration (20 hrs)
1. Develop personal integrity and ethical behavior	<ul style="list-style-type: none"> • Personal qualities: qualities and qualification of child care professional • Importance of good manners and inter personal skills • Importance of having a well groomed personality-Discipline-Punctuality-proper dressing- 	<ul style="list-style-type: none"> • Simulation of situations showing the qualities of child care professional. • Demonstration- good manners and inter personal skills • Expert Interaction-Importance of having a well groomed personality-Discipline-Punctuality-proper dressing- 	10
2. Explain the rights relevant to the job roles in connection with Labor rules.	<ul style="list-style-type: none"> • Professional competency-importance of having basic understanding about Labor rules • Effective communication • Importance of having MOU/Contract with the employer • Importance of maintaining good relations with the employer • Whom to report about any problems? 	<ul style="list-style-type: none"> • Sample MOU/Contract preparation. • Simulation-different communication methods. • Expert interaction-preferably with an advocate about –labour rules, Importance of having MOU/Contract with the employer and Whom to report about any problems? 	10
Total			20

6. ORGANISATION OF FIELD VISITS/ON-THE-JOB TRAINING

In a year at least 3 field visit/educational tour should be organized for the students. Teachers and students should visit Day care/Crèche centre to observe and practice various developmental stages, feeding and caring of babies. During the visit, students should obtain the following information from the centre.

1. Feeding schedule for babies and toddlers
2. Attend to the basic needs of babies and toddlers
3. Engage with babies for their holistic development
4. Sterilization of feeding vessels
5. Safe and healthy environment for babies
6. Correct temperature for cooking the relevant dishes

7. Children cultural and Language context
8. Ways to put babies to sleep
9. Technical knowledge in child management
10. Roles and responsibilities of workers
11. Profit/Loss(annual)
12. Challenges faced by the workers

On-the-job training of at least 80 hours is to be organized by the institution to provide hands-on training to the students.

7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational 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.

1. Induction cooker
2. Mixer
3. Juicer
4. Steel cooking vessels
5. Weighing Machine
6. Baby weighing Machine
7. Stadiometer
8. Infantometer
9. Baby mannequin
10. Measuring Cups
11. Puzzles/Toys
12. First aid box
13. Turkish Towels
14. Paladai
15. Baby Beds
16. Bed Sheets
17. Fork
18. Pressure Cooker

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