

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior Secondary School Examination, 2026 (XIIth)
SUBJECT NAME : Early Childhood Care & Education
(Q.P. CODE 842/366)

General Instructions: -

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”
3	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In Class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.
4	The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6	Evaluators will mark (✓) wherever answer is correct. For wrong answer CROSS 'X' be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
7	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left hand margin and encircled. This may be followed strictly.
8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.

9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note " Extra Question "
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks _____ (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13	Ensure that you do not make the following common types of errors committed by the Examiner in the past :- • Leaving answer or part thereof unassessed in an answer book. • Giving more marks for an answer than assigned to it. • Wrong totalling or marks awarded on an answer. • Wrong transfer of marks from the inside pages of the answer book to the title page. • Wrong question wise totalling on the title page. • Wrong totalling of marks of the two columns on the title page. • Wrong grand total. • Marks in words and figures not tallying/not same. • Wrong transfer of marks from the answer book to online award list. • Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.) • Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15	Any unassessed portion, non-carrying over of marks to the title page, or totalling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also as the Board. Hence, in order to upload the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16	The Examiners should acquaint themselves with the guidelines given in the " Guidelines for Spot Evaluation " before starting the actual evaluation.
17	Every examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

MARKING SCHEME
Early Childhood Care & Education (Subject Code- 842)
(PAPER CODE: 366) (P3660842)

Q.No.	EXPECTED OUTCOMES/VALUE POINTS	Marks
	SECTION – A (Objective Type Questions)	
1.	Answer any 4 out of the given 6 questions on Employability Skills.	1x4=4
(i)	(B) A group of words that communicates a complete thought or meaning .	1 U-1 Pg-9
(ii)	Stress is a state of feeling upset, annoyed and hopeless.	1 U-2 Pg-26
(iii)	(A) Suspicious	1 U-2 Pg-34
(iv)	(B) Information and Communication Technology	1 U-3 Pg-39
(v)	(D) Work area	1 U-4 Pg-42
(vi)	‘Start up India’	1 U-4 Pg-89
2.	Answer any 5 out of the given 6 questions.	1x5=5
(i)	(b) cooing to babbling	1 U-1
(ii)	One	1 U-2
(iii)	(a) Write short sentences	1 U-1
(iv)	Emotional Intelligence can be understood as a set of skills associated with understanding one’s own and other’s emotions as well as using this understanding to guide one’s own thoughts and feelings consciously and effectively.	1 U-4
(v)	(b) developing cooperative partnership.	1 U-4
(vi)	Empathy.	1 U-4
3.	Answer any 5 out of the given 6 questions.	1x5=5
(i)	(b) Right to basic needs.	1 U-1
(ii)	Alexander Graham Bell	1 U-2
(iii)	(b) Dyscalculia	1 U-3
(iv)	(d) Participating in activities with enthusiasm.	1 U-4
(v)	It is the process of consciously regulating our thoughts and behaviours through the troughs and crests of emotional experience.	1 U-4
(vi)	Physical development refers to development of control over body movements and coordination.	1 U-1

4.	Answer any 5 out of the given 6 questions.	1x5=5
(i)	It promotes teamwork, collaboration and communication skills among children. It helps children to interact with each other & innovation.	1 U-1
(ii)	activity play	1 U-1
(iii)	(d) articulate emotions	1 U-1
(iv)	(b) Develop visual spatial skills.	1 U-3
(v)	Sustainable Developmental Goals are the goals that are formulated and defined by UN in order to build a better and sustainable future.	1 U-1
(vi)	True	1 U-1
5.	Answer any 5 out of the given 6 questions.	1x5=5
(i)	(a) Warmth	1 U-1
(ii)	Tarabai Modak	1 U-2
(iii)	Curriculum emerges from actual interests of children, where the teachers compare notes and observations to decide which project is best suited for the child.	1 U-2
(iv)	Sight reading	1 U-3
(v)	Negative environment	1 U-4
(vi)	(b) Doors should be decorated	1 U-5
SECTION – B (Subjective Type Questions)		
	Answer any 3 out of the given 5 questions on Employability Skills. Answer each question in 20-30 words.	2x3=6
6.	Communication is a two-way process through which information or message is exchanged between individuals using language, symbols, signs or, behaviour. Speaking, listening, reading and writing are the parts of communication	2 U-1 Pg-1
7.	1. Openness – Individuals are creative, curious, active, flexible and adventurous. 2. Consciousness – self disciplined, work on time, take care of others. 3. Extraversion – love to interact with people 4. Agreeableness – kind, sympathetic, cooperative, considerate and warm. 5. Neuroticism – tendency towards anxiety, self doubt, depression, shyness.	U-2 Pg-33 (0.5x4) any four
8.	Sorting Data in IT refers to the process of arranging data elements in a specific order such as ascending or descending based on pre-defined criterion. It helps in data organization, making it easier to search, analyze and process	U-3 Pg-58 1x2

	information efficiently.	
9.	Environmental barriers :- 1. Lack of adequate resources or raw material 2. Non – availability of skilled labour 3. Lack of requisite machinery and infrastructure 4. Unavailability of monetary resources on time	U-4 Pg-92 1+1=2 Any two
10.	According to UNEP – United Nations Environment Program, green jobs or green collar jobs are works in agricultural, administrative, research and development, manufacturing and service activities that contribute substantially to preserving or restoring environment quality.	U-5 Pg-112 1x2=2
	Answer any 4 out of the given 6 questions in 20-30 words each.	2x4=8
11.	1. Play stimulates early brain development. 2. It improves cognitive skills. Improves impulse control and emotion regulation. 3. Stimulates social competence and empathy, improves physical & mental health (any 2)	U-1 Pg-6 (1+1)=2
12.	- Domain – general cognitive skills - Domain – specific mathematical skills - Early learning environment (any 2)	U-3 Pg-114 (1+1)=2
13.	- Be as close to mother Nature as possible. - Nature walks and excursions to be part of the curriculum - Class teacher to be made flexible and not to be natural phenomenon and seasonal festivals. - Art should become intitive and widespread	U-2 Pg-74 (0.5x4)=2
14.	DAP is based on knowledge facts and not assumptions of children's growth and development. Teachers are able to plan appropriate activities that stimulate children enough to continue to promote their progress and interest	U-3 Pg-95 (1x2)=2
15.	- Interrupt and redirect - Reinforce positive behaviour - Practice - Observe, act and adapt - Persistence and patience - Restructure the environment (any four)	U-4 Pg-162 (0.5x4)=2
16.	1. It is the foremost oral experience of the child 2. Child builds vocabulary connects the syntax and interacts in same language as mother. 3. Mother tongue is crucial for comprehension of concepts. 4. It is important for critical thinking and even the skill to learn a second or third language.	U-2 Pg-77 (0.5x4)=2
	Answer any 3 out of the given 5 questions in 50-80 words each.	4x3=12
17.	According to Jean Piaget, sensori-motor is the first stage of cognitive development. There are 6 sub-stages of sensori-motor stage.	U-1 Pg-24 (1+3)=4

	1. Reflexes (0-1 month) During this substage, the child recognizes the environment purely through inborn reflexes. 2. Primary circular reactions (1-4 months) – Includes harmonizing sensations and new schemas. These actions are repeated because the infant finds them enjoyable. 3. Secondary circular reactions (4-8 months) - In this sub-stage, a child begins to repeat actions deliberately and responses in the environment. 4. Coordination of reactions (8 – 12 months) – In this substage, child clearly shows planned actions. Child begins discovering the environment around them. 5. Tertiary circular reactions (12 – 18 months) – In this substage, child begins a period of trial and error testing. 6. Early Representational thought (18 – 24 months) – In this substage, child begins to develop signs to signify events or objects in the world.									
18.	Following are the educational principles of Gijubhai – 1. Emphasized the use of democratic disciplinary techniques. 2. Teachers should hold meetings with the parents 3. Information should be graded i.e. from familiar to unfamiliar. 4. Assessment should be a part of the activity itself and not a one time activity. 5. Emphasized on teaching children personal cleanliness 6. Emphasized on value education 7. Emphasized on Real education (any four)	U-2 Pg-32 (1+1+1+1)=4								
19.	The difference between learning centre and learning environment is as follows – <table> <tr> <th>Learning Environment</th> <th>Learning centre</th> </tr> <tr> <td>1. Learning environment refers to the different physical locations and culture in which student learns</td> <td>1. Learning centre is a selected area within the classroom that provides student with stimulating and exciting experiences.</td> </tr> <tr> <td>2. It influences students’ learning in both direct and indirect manner.</td> <td>2. It influences students learning directly.</td> </tr> <tr> <td>3. Learning environment can be learner centred, knowledge centred, assessment centred or community centred.</td> <td>3. Learning centres can be art materials, books and other instructional tools.</td> </tr> </table> (any two) The characteristics of highly effective learning environment are as follows – (any two) (1) Student driven classroom (2) Usage of Learning models	Learning Environment	Learning centre	1. Learning environment refers to the different physical locations and culture in which student learns	1. Learning centre is a selected area within the classroom that provides student with stimulating and exciting experiences.	2. It influences students’ learning in both direct and indirect manner.	2. It influences students learning directly.	3. Learning environment can be learner centred, knowledge centred, assessment centred or community centred.	3. Learning centres can be art materials, books and other instructional tools.	U-5 Pg-181-182 (2+2)=4
Learning Environment	Learning centre									
1. Learning environment refers to the different physical locations and culture in which student learns	1. Learning centre is a selected area within the classroom that provides student with stimulating and exciting experiences.									
2. It influences students’ learning in both direct and indirect manner.	2. It influences students learning directly.									
3. Learning environment can be learner centred, knowledge centred, assessment centred or community centred.	3. Learning centres can be art materials, books and other instructional tools.									

	(3) Assessment is persistent and authentic (4) Learning habits are consistently modelled (5) Ideas come from divergent sources	
20.	‘Conflict Resolution’ is the ability of children to independently manage disputes/problems by finding solutions, thereby establishing better future relationships. The various strategies that an ECCE educator may use in fostering healthy relationship among children are as follows – (any three) (1) Modelling empathy and a calm approach to problems. (2) Assist children in verbalizing their thoughts and feelings. (3) Listen to both side of the story – Give equal chance to children involved to share their concerns and opinions. (4) Problem solving and sharing are a part of the curriculum. (5) Train children as decision makers and problem solvers.	U-4 Pg-166 (1+3)=4
21.	Traditional seating arrangement. Advantages : (1) Very effective for using chalkboard and projector. (2) Suitable for teacher centered classes (3) Encourages focus on the educator content (any 2) Disadvantages : (i) Teacher cannot pay attention to backrow. (ii) Students loose focus. (iii) Students are disconnected during the lesson. (iv) Not useful for interactional classroom (any 2)	U-5 Pg-184 (2+2)=4
	- o O o -	