VANITA VISHRAM WOMEN'S UNIVERSITY

SCHOOL OF VOCATIONAL STUDIES

DEPARTMENT OF HUMAN DEVELOPMENT

BACHELOR OF VOCATION (B.VOC.) EARLY CHILDHOOD CARE & EDUCATION PROGRAMME

under Learning Outcomes-based Curriculum Framework (LOCF)
for Under Graduate (UG) Education

SEMESTER 1

Skill Courses (SC), General Courses (GC)

Syllabus applicable to the students seeking admission in
B.VOC Early Childhood Care & Education under LOCF
w.e.f. the Academic Year 2021-2022

Sr. No.	Contents	Page Nos.
1	Preamble – VVWU	**3**
2	Introduction of the Programme	**4**
3	Programme Specific Objectives	**4**
4	Programme Specific Outcomes	**5**
5	Structure of the Programme – Credit Structure	**5**
6	Course Structure – Paper Titles of Six Semesters	**7**
7	Course Objectives – Course Outcomes – Course Contents	**9-35**
8	Teaching Methodology	**36**
9	Glossary	**36-37**

1. Preamble – VVWU

Vanita Vishram Women's University (VVWU) is the First-ever Women's University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. It is a university committed to achieve Women's Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

VISION

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

MISSION

To provide Education & Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.

2. Introduction of the Programme

It is evident that 85% of brain development occurs during the first five years of life and caring and stimulating environment during early years is crucial for holistic development of children. There is a relationship between attending a quality pre-school and achievements in primary school & beyond. The New Education Policy 2020 also lays emphasis on Early Child Care & Education (ECCE) and development by including a play-based multi-faceted curriculum. The universalization of ECCE will lay the foundation for the development of every child and will be able to honor unique skill-sets at an early age. The NEP 2020 gives much-needed focus to Early Child Care & Education (ECCE) with new plans to integrate the best possible national and international practices. Inclusion of play-based learning for children between the ages of 3-6 with a focus on Music & Movement, Arts & Crafts, Cognitive, Language, Social, Emotional & Spiritual Development and other stimulating activities is a positive step among early childhood educators. Looking at the importance of early years given in NEP 2020, this course is designed in such a way to produce the trained ECE Professional to fulfill the requirements of Pre-School Institutions.

This course is designed to develop correct concept about child development, child psychology, and overall personality development during early years. More weightage is given to practical where students will learn teaching, learning and managerial skills. The curriculum is planned keeping in mind practical aspects of dealing with children, understanding them and handling them. The program is designed in such a way that the students may get job opportunities in the pre-schools, government, non-government and voluntary organizations as well as may start their own entrepreneurial venture.

3. Programme Specific Objectives (PSOs)

- To foster quality and virtuosity in ECCE by providing guidelines for practice to promote optimum learning and development of children in their early years.
- To provide the cognizance how individual grow, develop and learn and will provide learning opportunities with inclusion of play-based and activity- based learning for children between the ages of 306 with a focus on Music & Movement, Arts & Crafts, Cognitive, Language, Social, Emotional & Spiritual Development.
- To build the competency to use a variety of instructional strategies to encourage children's development of critical thinking, problem solving and performance skills.
- To equip the learners to understand various forms of formal and informal assessment strategies and use them to support the continuous development of all children across settings.
- Impart knowledge to formulate and advance their visions and practices as professionals working with the young children through exchanging with other professionals and participants, engaging in self-reflection and applying their knowledge and skills in practice.

4. Programme Specific Outcomes (PSOs)

- Learner will be able to concede the foundational and theoretical crux of early care and learning and apply its connotation in providing suitable learning environment.
- Learner will be able to acknowledge the types and significance of early play and analyze the efficacy of play-way approach for the holistic development of children.
- Learner will be to deliver services for 3–6-year-old children in appropriate early childhood classroom environments, with a developmentally and individually appropriate curriculum, and customized pedagogical techniques that is based on the knowledge of individual children, the family and the community.
- Learner will be able to examine the assessment procedure of the child's development and learning and explore the strategies in promoting smooth and effective transition of the child to the next level of learning.
- Learner will be able to captivate in reflection on their practice and continually evaluate how their choices and actions affect children, parents, other professionals in the learning community and actively seek to grow professionally.

5. Structure of the Programme

- ❖ B.Voc programme is of 3 years (Six Semester) with exit points at the end of each year.
- ❖ The programme consists of 24 Credits General Course and 36 Credits Skill Course in each year.
- ❖ One credit whether theory or practical is equivalent to 1 hour of classroom teaching.
- ❖ B.Voc programme has Three exit points corresponding to different NSQF Levels

1.	**Diploma**	**NSQF 5**	**Successful Completion of First Year**
2.	**Advanced Diploma**	**NSQF 6**	**Successful Completion of Second Year**
3.	**Degree**	**NSQF 7**	**Successful Completion of Third Year**

- ❖ The course structure is interdisciplinary.
- ❖ The mode of teaching will be 30% online and 70% offline.
- ❖ The syllabus is practical-oriented with components like internship, hands-on training, field work, industrial visits, project work, presentations, etc. in every year.

Credit Structure

Semester	**Skill Component Total Credits = 108**		**General Component Total Credits = 72**		**Total Credits = 180**
1	Skill Course 1	04 Cr	General Course 1	04 Cr	
	Skill Course 2	04 Cr	General Course 2	04 Cr	
	Skill Course 3	04 Cr	General Course 3	04 Cr	
	Skill Course 4	06 Cr			

	Total	**18 Cr**		**12 Cr**	**30 Cr**
2	Skill Course 5	04 Cr	General Course 4	04 Cr	
	Skill Course 6	04 Cr	General Course 5	04 Cr	
	Skill Course 7	04 Cr	General Course 6	04 Cr	
	Skill Course 8	06 Cr			
	Total	**18 Cr**		**12 Cr**	**30 Cr**
3	Skill Course 9	04 Cr	General Course 7	04 Cr	
	Skill Course 10	04 Cr	General Course 8	04 Cr	
	Skill Course 11	04 Cr	General Course 9	04 Cr	
	Skill Course 12	06 Cr			
	Total	**18 Cr**		**12 Cr**	**30 Cr**
4	Skill Course 13	04 Cr	General Course 10	04 Cr	
	Skill Course 14	04 Cr	General Course 11	04 Cr	
	Skill Course 15	04 Cr	General Course 12	04 Cr	
	Skill Course 16	06 Cr			
	Total	**18 Cr**		**12 Cr**	**30 Cr**
5	Skill Course 17	04 Cr	General Course 13	04 Cr	
	Skill Course 18	04 Cr	General Course 14	04 Cr	
	Skill Course 19	04 Cr	General Course 15	04 Cr	
	Skill Course 20	06 Cr			
	Total	**18 Cr**		**12Cr**	**30 Cr**
6	Skill Course 21	04 Cr	General Course 16	04 Cr	
	Skill Course 22	04 Cr	General Course 17	04 Cr	
	Skill Course 23	04 Cr	General Course 18	04 Cr	
	Skill Course 24	06 Cr			
	Total	**18 Cr**		**12 Cr**	**30 Cr**
Grand Total of Credits					**180**

6. Structure of the Course

BVOC EARLY CHILDHOOD CARE & EDUCATION (SEMESTERS 1 &2) (DIPLOMA)							
Sem	**Skill Component Total Credits = 108**			**General Component Total Credits = 72**			**Total Credits = 180**
1	**ECE-1**Child Development-I	04 Cr	Th	**GEN-1** Communicative English and Personality Development-I	04 Cr	Th	
	ECE-2 Early Childhood Care & Education-I	04 Cr	Th	**GEN-2** Computer Application-I	04 Cr	Pr	
	ECE3- Child Development-II	04 Cr	Pr	**GEN-3** Life Skills Education	04 Cr	Th	
	ECE4- Early Childhood Care & Education-II	06 Cr	Pr				
Total		18 Cr			12 Cr		30 Cr
2	**ECE-5** Learning in Early Years	04 Cr	Th	**GEN-4** Communicative English and Personality Development-II	04 Cr	Th	
	ECE-6 Curriculum for Young Children-I	04 Cr	Th	**GEN-5** Computer Application-I	04 Cr	Pr	
	ECE-7 Assessment in Early Years	04 Cr	Th	**GEN-6** Entrepreneurship Development	04 Cr	Th	
	ECE-8 Curriculum for Young Children-II	06 Cr	Pr				
Total		**18 Cr**			**12 Cr**		**30 Cr**
BVOC EARLY CHILDHOOD CARE & EDUCATION (SEMESTERS 3 & 4) (ADVANCED DIPLOMA)							
3	**ECE-9** Guiding Child Behavior	04 Cr	Th	**GEN-7** Communicative English and Personality Development-III	04 Cr	Th	
	ECE-10 Health, Nutrition & Safety	04 Cr	Th	**GEN-8** Research Methodology-I	04 Cr	Pr	
	ECE-11 Child with Special Needs	04 Cr	Th	**GEN-9** Marketing Management	04 Cr	Th	
	ECE-12 Internship	06 Cr	Pr				

Total		**18 Cr**			**12 Cr**		**30 Cr**
4	**ECE-13** Working with Parents	04 Cr	Th	**GEN-10** Communicative English and Personality Development-IV	04 Cr	Th	
	ECE-14 Pre-School Organization, Management & Administration	04 Cr	Th	**GEN-11** Digital Marketing and E-commerce (Pr)	04 Cr	Pr	
	ECE-15 Foundation of Literacy & Numeracy in Early Years (NEP)	04 Cr	Th	**GEN-12** Gender Sensitization	04 Cr	Th	
	ECE-16 Pre-School Participation	06 Cr	Pr				
Total		**18 Cr**			**12 Cr**		**30 Cr**
BVOC EARLY CHILDHOOD CARE & EDUCATION (SEMESTERS 5 & 6) (DEGREE)							
5	**ECE-17** Child Psychology	04 Cr	Th	**GEN-13** Communicative English and Personality Development-V	04 Cr	Th	
	ECE-18 Children with Learning Difficulties-I	04 Cr	Th	**GEN-14** Research Methodology-II	04 Cr	Pr	
	ECE-19 Children with Learning Difficulties-II	04 Cr	Pr	**GEN-15** Finance Management	04 Cr	Th	
	ECE-20 Internship	06 Cr	Pr				
Total		**18 Cr**			**12 Cr**		**30 Cr**
6	**ECE-21** Integrated Approaches in ECCE	04 Cr	Th	**GEN-16** Communicative English and Personality Development-VI	04 Cr	Th	
	ECE-22 Event Management	04 Cr	Th	**GEN-17** Skills Lab (Pr)	04 Cr	Pr	
	ECE-23 Recent Trends/Issues/Approaches in ECCE	04 Cr	Th	**GEN-18** Sustainable Business Practices	04 Cr	Th	
	ECE-24 Pre-School Participation	06 Cr	Pr				
Total		**18 Cr**			**12 Cr**		**30 Cr**
	Grand Total of Credits						**180 Cr**

Semester-1

Module No.	Paper – 1 Child Development-I (0-8 Years) (4+ 0)
1.	Introduction to Growth & Development
2.	Pre-natal Development
3.	Physical, Motor & Cognitive Development
4.	Language & Social Development

Module No.	Paper – 2 Early Childhood Education-I (4+0)
1.	Introduction to Early Childhood Education
2.	Frobel Effect on Early Experiences on Child's Development
3.	Contribution of Rousseau, Froebel, Montessori & John Dewey to Pre-School Education.

Module No.	Paper – 3 Child Development-II (0-8 Years) (0+4)
1.	Preparation of an album on developmental milestones of children. Preparation of an album on newborn child's reflexes
2.	Visit to an Anganwadi Plotting growth monitoring chart & Interpretation
3.	Observation of Motor activities of a toddler and preschooler
4.	Engaging in games and activities that enhance development of various domains

Module No.	Paper – 4 Early Childhood Education -II (0+6)
1.	Preparing & Planning Low-Cost Material
2.	Promoting Creativity & Language
3.	To conduct the workshops to make the students familiar with available tools of assessment of children

Semester-2

Module No.	Paper – 5 Learning in the Early Years (4+0)
1.	Brain Development during the Early Years
2.	Concept of Learning
3.	Play
4.	Understanding Curriculum of Play

Module No.	Paper – 6 Curriculum for Young Children (4+0)
1.	Curriculum Planning
2.	Components of Curriculum
3.	Readiness

Module No.	Paper – 7 Assessment in Early Years (4+0)
1.	Introduction to Assessment
2.	Assessment Tools & Strategies
3.	Assessment in Early Years ▪ Of the Child ▪ Of the Teacher ▪ Of the Program

Module No.	Paper – 8 Curriculum for Young Children (0+6)
1.	Promoting Creativity, Language & Science • Creative Activities • Teaching Materials • Skills for Promoting Language Skills for Promoting Science & Science Activities
2.	Promoting Music and Movement Activities & Games
3.	Mathematical Readiness Reading Readiness Writing Readiness Application of Computer aided Teaching & Learning Material

Course Content

SEMESTER – I
General Component
Paper -GEN3: Life Skill Education
Total 04 Credits (Th) =60 Hours

Course Objectives: -

- To make the students aware of Interpersonal Skills
- To make the students able to incorporate with Professional Skills
- To enable the students to develop the team skills
- To enhance the knowledge of personal grooming in today's life

Course Outcomes: -

- Students will learn the Interpersonal Skills that will enhance their Professional Skills too.
- Students will be equipped with the knowledge of personal grooming that will improve their quality of life.

Module No.	Module at a Glance (Th)	No. of Hours	No. of Credits
1.	**Interpersonal Skills** a) Emotional Intelligence b) Intercultural Communication c) Problem Solving and Decision Making d) Conflict Management	**15**	**1**
2.	**Professional Skills** a) Critical Thinking b) Stress Management c) Time Management d) Netiquettes	**15**	**1**
3.	**Team Skills** a) Brainstorming b) Leadership c) Negotiation d) Professional Ethics & Behaviour	**15**	**1**
4.	**Makeup and Grooming** a) Personal grooming: Meaning, Habits, b) Standing & Sitting Postures c) Personal Hygiene and Fitness d) Dressing and Makeup for different occasion	**15**	**1**

Total No. of Hours and Credits	60	4

REFERENCES

Sr. No.	Authors Name	Name of the book	Name of Publisher
1	John Adair	Decision Making and Problem Solving: Break Through Barriers and Banish Uncertainty at Work (Creating Success)	Kogan Page; 4th edition (July 28, 2019) ISBN-: 0749492805 ISBN-: 978-0749492809
2	Martha C. Reith	Personal Care Series: Grooming	Remedia Publications (June 3, 2015) ISBN-: 1561750689

			ISBN-: 978-1561750689
3	**Ingrid Bens**	**Facilitating with Ease!: Core Skills for Facilitators, Team Leaders and Members, Managers, Consultants, and Trainers**	**Wiley; 4th edition (October 30, 2017)** **ISBN-: 1119434254** **ISBN-: 978-1119434252**
4	**Paul Gallagher**	**Personal & professional skills for the IB CP: Skills for Success**	**Hodder Education (December 28, 2018)** **ISBN-: 1510446605** **ISBN- : 978-151044660**

EVALUATION PATTERN					
Hours/week	**Total Credit**	**Exam hours**	**Internal Marks**	**External Marks**	**Total Marks**
4	4	2	40	60	100

Skill Component
Paper-ECE1: Child Development-I (0-8 Years)
Total 04 Credits (Th) =60 Hours

Course Objectives: -

- To develop a comprehensive view of the child development.
- To outline stages of prenatal development beginning at conception, identify the stages and practices of childbirth and demonstrate knowledge of pre-maturity & consequences.
- To develop an understanding about Physical & Cognitive Development.
- To impart knowledge about significance of language & Social Development during childhood and its influencing factors.

Course Outcomes: -

- Students will get the understanding of various domains of development and the interdependence of domains on each other and how it influences the growth & development of an individual.

Module No.	Module at a Glance (Th)	No. of Hours	No. of Credits
1.	▪ **To develop a comprehensive view of the child development.** ▪ **To impart knowledge about some significant aspects of development.** **Introduction** a) Concept of growth and development b) Difference between Growth & Development c) Principles of Growth & Development d) Factors affecting growth and development e) Developmental Tasks of Infancy & Early Childhood (OMIT)	**15**	**1**
2.	▪ **The learner will outline stages of prenatal development beginning at conception, identify the stages and practices of childbirth and demonstrate knowledge of pre-maturity & consequences.** **Prenatal Development** a) Three stages of prenatal development b) Factors affecting prenatal development c) Types of Birth & Consequences (OMIT) d) Pre-Maturity & Consequences (OMIT)	**15**	**1**
3.	▪ **To develop an understanding about Fine and Gross motor skills.** ▪ **To help students understand the aspect of cognitive development among children.** **Physical Development** a) Meaning and importance of physical development b) Factors affecting physical development **Motor Development**	**15**	**1**

	a) Meaning and importance of motor development b) Skills-hand and leg skills c) Handedness **Cognitive Development** Meaning and importance of cognitive development		
4.	▪ **To impart knowledge about significance of language development during childhood and its influencing factors.** ▪ **To develop an understanding of the multiple interactive forces and socializing agents during childhood** **Language Development** a) Meaning and importance of language development b) Factors affecting language development c) Language development from infancy to late childhood d) Bilingualism & Multilingualism **Social Development** a) Meaning and importance of social development b) Factors affecting social development c) Process of socialization **Emotional Development (Added)** a) Understanding Emotions b) Characteristics of Children's Emotions c) Emotional Control & Catharsis	**15**	**1**
Total No. of Hours and Credits		**60**	**4**

REFERENCES

Sr. No.	Name of the Author(s)	Name of the Book	Name of the Publisher
	Cole,M, & Cole,S(20021)	The Development of Children (4th Ed.)	Worth Publishers, New York
2.	Hurlock, Elizabeth B. (2000)	Child Development	TMH, ISBN- **9780074631669**
3.	Hurlock, Elizabeth B (1981)	Developmental Psychology	Mcgraw Hill Education, Pvt. Ltd. ISBN- 978-0-07-099363-1
4.	Berk Laura E. (2007)	Child Development	Phi Learning Pvt.Ltd. ISBN- **9789332585201**
5.	Santrock John W. (2001)	Child Development	Mcgraw Hill

6.	Santrock John W. (2006)	Life- Span Devlopment 13th Ed	Mcgraw Hill
7.	Santrock John W. (2011)	Life- Span Devlopment 10th Ed	TMH, ISBN- **9781259003066**
8.	Elizabeth B. Hurlock (1996)	Child Growth & Development (5th Edition)	Mcgraw Hill, ISBN- **0070993629**
9.	L. Alan Sroufe (1996)	Child Development-Its Nature & Course (2nd Edition)	Mcgraw Hills, ISBN- **007060570x**
10.	John P. Dworetzky (1993)	Introduction Of Child Development	West Publishing Company, ISBN- **0314011358,**
11.	Rajammal P. Devadas (1984)	A Textbook To Child Development	Macmillan India Ltd. ISBN- **0333904591**
12.	Gardiner, H., Mutter, J., & Kosmitzki,C.(1998)	Lives Across Cultures: Cross-Cultural Human Development	Allyn & Bacon, Boston

EVALUATION PATTERN

Hours/week	Total Credit	Exam hours	Internal Marks	External Marks	Total Marks
04	04	2	40	60	100

Skill Component
Paper – ECE 2 Early Childhood Care & Education-I
Total 4 Credits (Th) = 60 Hrs.

Course Objectives: -

- To provide an overview of Early Childhood Care and Education and knowledge of different centers disseminating pre-school education.
- To provide an overview of the historical concept of ECE.

Course Outcomes: -

- The student will understand the influence of early experiences on the overall development of children and how stimulating environment enhance the cognitive, language and social development of children.

Module No.	Module at a Glance	No. of Hours	No. of Credits
1.	▪ **To provide the learner an overview of Early Childhood Care and Education and knowledge of different centers disseminating pre-school education.** **Introduction to Early Childhood Education** a) Early Childhood years and Early childhood Education b) Status of pre-school children in India – Needs and problems of children from different backgrounds. c) Objectives of Early Childhood Education d) Centers for preschool education – Play Group, Nursery, Kindergarten, Laboratory School, Balwadi, Anganwadi, Day Care Center, ICDS	**15**	**1**
2.	▪ The learner will understand the influence of early experiences on the overall development of children and how the stimulating environment enhances the cognitive, language and social development of children. Effect of early experiences on a child's development a) Influence of early experiences on development b) Importance of nutrition and health in early years. c) Significance of a stimulating environment for cognitive and language development. d) Formation of personality and social behavior	**15**	**1**
3.	▪ **To provide an overview of the historical concept of ECE.** **Orientation to the Philosophers in ECCE** **a) International Contributors** Rousseau, Froebel, Montessori, Ideas and contribution in the field of education (curriculum/programme, program, methods of teaching and material) **b) Indian Philosophers in ECCE**	**30**	**2**

	Gijubhai Badheka, Mahatma Gandhi & A. Krishna Murti **c) John Dewey, Tarabai Modak & Anutai Wagh (in brief)**		
Total No. of Hours and Credits		**60**	**4**

REFERENCES

Sr. No.	Name of the Author(s)	Name of the Book	Name of the Publisher
1.	Cole L (1982)	A History of Education	Holt Rinchart, Winston Inc, New York
2.	Evans E.D (1975)	Contemporary Influences In Early Childhood Education	Holt Rinchart, Winston Inc, New York
3.	Hildebrand V (1991)	Introduction To Early Childhood Education	Macmillan Publishing Co, New York
1.	Gupta M.Sen (2009)	Early Childhood Care & Education	Phi Learning Pvt. Ltd. ISBN-9788120332843
2.	Sonawat, Reeta (2014)	Early Childhood Education & Development	
3.	Jagannath Mohanty & Bhgyadhar Mohanty (1994)	Early Childhood Care & Education	Deep & Deep Publication, ISBN- 8171005942
4.	J.C Agrawal & S. Gupta (2007)	Early Childhood Care & Education	Shipra Publications, ISBN-9788175413825
5.	Eva L. Essa (2011)	Introduction To Early Childhood Education	Wadsworth Cengage Learning, ISBN-9780495808329
6.	Mahesh Verma (2006)	Early Childhood Education	Murli Lal & Sons, ISBN-8189239201
7.	Mary R. Jalongo (2012)	Exploring Your Role in Early Childhood Education	Pearson, ISBN-9788131765678
8.	Ismail Thamarasseri (2008)	Early Childhood & Elementary Education	Kanishka Publishers, ISBN-9788184570762

EVALUATION PATTERN					
Hours/Week	**Total Credit**	**Exam hours**	**Internal Marks**	**External Marks**	**Total Marks**
04	04	2	40	60	100

Skill Component

Paper – ECE 3: Child Development-II (0-8 Years)

Total 04 Credits (PR) = 60 Hours

Course Objectives: -

- To provide the learning opportunities to get acquainted with the developmental millstones of children and newborn reflexes.
- To expose the learners towards the functioning of Anganwadi Centers and methods of growth monitoring of children, chart preparation and its interpretation.
- The learner will observe the motor activities of a toddler and preschooler and demonstrate their skills by providing them different games and activities for their holistic development keeping in mind the development of various domains.

Course Outcomes: -

- The Learner will acquire the knowledge about the developmental milestones of children.
- The learner will get hands-on experience by providing various games & activities to children for their holistic development.

Module No.	Module: At a Glance (Practical)	No. of Hours	No. of Credits
1.	▪ **To provide the learning opportunities to trainees to get acquainted with the developmental millstones of children and new born reflexes.** **a) Preparation of an album on developmental milestones of children.** **b) Preparation of an album on newborn child's reflexes**	15	1
2.	▪ **To expose the learners towards the functioning of Anganwadi Centers and methods of growth monitoring of children, chart preparation and its interpretation.** **a) Visit to an Anganwadi** **b) Plotting growth monitoring chart and interpretation.**	15	1
3.	▪ **The learner will observe the motor activities of a toddler and preschooler and demonstrate their skills by providing them different games and activities for their holistic development keeping in mind the development of various domains.** **a) Observation of motor activities of a toddler and preschooler** **b) Engaging in games and activities that enhance development of various domains.**	15	1

4.	▪ **The learner will be exposed to variation in child rearing practices in families of different socio-economic strata and will be able to analyze the difference.** **a) Observations of infant child rearing practices in families from different social classes.**	15	1
Total No. of Hours & Credits		**60**	**4**

REFRENCES

	Name of the Author(s)	Name of the Book	Name of the Publisher
	Cole,M, & Cole,S(20021)	The Development Of Children (4th Ed.)	Worth Publishers, New York
2.	Hurlock, Elizabeth B. (2000)	Child Development	TMH, ISBN- **9780074631669**
3.	Hurlock, Elizabeth B (1981)	Developmental Psychology	Mcgraw Hill Education, Pvt. Ltd. ISBN- 978-0-07-099363-1
4.	Berk Laura E. (2007)	Child Development	Phi Learning Pvt.Ltd. ISBN- **9789332585201**
5.	Santrock John W. (2001)	Child Development	Mcgraw Hill
6.	Santrock John W. (2006)	Life- Span Devlopment 13th Ed	Mcgraw Hill
7.	Santrock John W. (2011)	Life- Span Devlopment 10th Ed	TMH, ISBN- **9781259003066**
8.	Elizabeth B. Hurlock (1996)	Child Growth & Development (5th Edition)	Mcgraw Hill, ISBN- **0070993629**
9.	L. Alan Sroufe (1996)	Child Development-Its Nature & Course (2nd Edition)	Mcgraw Hills, ISBN- **007060570x**
10.	John P. Dworetzky (1993)	Introduction Of Child Development	West Publishing Company, ISBN- **0314011358,**
11.	Rajammal P. Devadas (1984)	A Textbook To Child Development	Macmillan India Ltd. ISBN- **0333904591**

12.	Gardiner, H., Mutter, J., & Kosmitzki,C. (1998)	Lives Across Cultures: Cross-Cultural Human Development	Allyn & Bacon, Boston

EVALUATION PATTERN					
Hours/Week	**Total Credit**	**Exam hours**	**Internal Marks**	**External Marks**	**Total Marks**
04	04	2	40	60	100

Skill Component

Paper – ECE 4: Early Childhood Care & Education-II
Total 06 Credits (PR) = 90 Hours

Course Objectives: -

- To provide the opportunity to prepare and plan age-appropriate low-cost play material for holistic development of children.
- To state the pedagogical techniques and strategies employed in the early classroom setting
- To impart the training on the tools of assessment of children.

Course Outcomes: -

- Learner will be skilled to prepare and plan age-appropriate low-cost play material for the development of various domains.
- Learner will acquire the skill to execute the tools of assessment of children.

Module No.	Module: At a Glance (Practical)	No. of Hours	No. of Credits
1.	▪ **The learner will be skilled in preparing and planning age-appropriate low-cost play material for holistic development of children.** **Preparing and planning low-cost play material for** a) 2 to 3 Yrs. b) 3 to 4 yrs. c) 4 to 5 yrs. d) 5 to 6 yrs.	**30**	**2**
2.	▪ **Promoting Creativity & Language Instead of Creativity & Language it should be Fine Motor** a) Threading b) Lacing c) Tearing, cutting and Collage **Language Activities** a) Collection of Pictures b) Collection of Objects c) Preparing a picture book d) Story Telling Techniques-Preparing and telling a story **Music & Movement** a) Collection of songs b) Singing songs in right tune and pitch	**45**	**3**
3.	▪ **To impart the training on the availability, functionality and execution of tools of assessment of children.** **To conduct the workshops to make the students familiar with available tools of assessment of children**	**15**	**1**
Total No. of Hours and Credits		**90**	**6**

REFERENCES

Sr. No.	Name of the Author(s)	Name of the Book	Name of the Publisher
1.	Swaminathan , M.(1984)	Play Activities For Children	Unicef, New Delhi
2.	Swaminathan , M.(1991)	Play Activities for Children	Unicef, New Delhi
3.	Copple, C., & Bredekamp (2009)	Developmentally Appropriate Practice In Early Childhood Programmes Serving Children From Birth Through Age 8	National Association For The Education Of Young Children, Street NW Suite, Washington. Dc
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EVALUATION PATTERN					
Hours/ week	**Total Credit**	**Exam hours**	**Internal Marks**	**External Marks**	**Total Marks**
06	06	-	40	60	100

*This paper will be evaluated internally based on the performance of the students in the classroom as well as assignments.

8.Teaching Methodology

The mode of teaching will be 30% online and 70% offline.

- Classroom Lectures
- Audio-Tutorials
- Blackboard and Smart boards
- Power Point presentation
- Classroom Discussions
- Brainstorming
- Case-Studies
- Do IT Yourself (DIY) Activities
- Dramatization (Play, Skits, Puppets)
- Flash Cards
- Hands-on Activities
- Educational Games
- Exhibitions & Displays
- Demonstrations in practical class
- Workshops by Experts
- Flipped classroom
- Field trips
- Blended learning
- Video Creations
- Debates
- Individual Projects
- Peer Partner Learning
- Group Discussions
- Webinars/Seminars
- Guest Lectures
- Subject Specific Quizzes
- Use of Community or Local Resources
- Web Quest

9. Glossary

- **Attention:** - The focusing of mental resources on select information.
- **ADHD** (Attention Deficit Hyperactivity Disorder): - A disability in which children consistently show one or more of the characteristics: (a) inattention, (b) hyperactivity and (c) impulsivity.
- **Audio Tutorials:** - A self-pacing multimedia system of instruction that features tape-recorded lessons with kits of learning materials and instruction sheets for individual learning in study carrels.
- **Brainstorming:** - A technique in which individuals are encouraged to come up with creative ideas in a group, play off each other's ideas and say practically whatever comes to mind.
- **Blended Learning:** - A style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.
- **Developmental Domains:** - The major domains of development are physical, cognitive, language, and social-emotional. Children often experience a significant and obvious change in one domain at a time.
- **ECCE (Early Childhood Care & Education):** - Early Childhood Care and Education (**ECCE**) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing.
- **Internship**- An internship is a period of work experience offered by an organization for a limited period of time. They are typically undertaken by students and graduates looking to gain relevant skills and experience in a particular field.
- **Interdisciplinary** - Relating to more than one branch of knowledge.
- **Learning Disability:** - Describes a child who has difficulty in learning that involves understanding or using spoken or written language, and the difficulty can appear in listening, thinking, reading, writing and spelling.
- **MoUs** - A Memorandum of Understanding (MoU) is an agreement between two or more parties outlining the rights and obligations of the parties to the agreement.
- **NSQF**- The National Skills Qualifications Framework (NSQF) organizes qualifications according to a series of levels of knowledge, skills and aptitude.
- **Peer Partner Learning:** - The term **peer learning** refers to situations where peers support each other in learning processes. Peer learning is the acquisition of knowledge and skill through active helping and support among peers who are equals in standing or matched companions.
- **Pedagogy**- The art, science, or profession of teaching.
- **Smartboards:** -An interactive whiteboard (IWB), also known as interactive board or smart board, is a large interactive display board in the form factor of a whiteboard.
- **Teaching & Learning Aids:** - A teaching aid is a tool used by teachers, facilitators or tutors to help learners improve reading and other skills, illustrate or reinforce a skill, fact, or idea and relieve anxiety, fears, or boredom since many teaching aids are like games.
- **Web Quest:** - **WebQuest** is an inquiry-oriented activity in which students get all information from the web. The purpose of using **WebQuest** is to encourage students to

use information rather than gathering it and participate in meaningful classroom discussions.