

**VANITA VISHRAM WOMEN'S UNIVERSITY  
SCHOOL OF VOCATIONAL STUDIES  
DEPARTMENT OF EARLY CHILDHOOD CARE &  
EDUCATION**



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

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

**SEMESTER 2**

**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***

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## **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 3-6 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.	<b>Diploma</b>	<b>NSQF 5</b>	<b>Successful Completion of First Year</b>
2.	<b>Advanced Diploma</b>	<b>NSQF 6</b>	<b>Successful Completion of Second Year</b>
3.	<b>Degree</b>	<b>NSQF 7</b>	<b>Successful Completion of Third Year</b>

- ❖ 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			

<b>Total</b>		<b>18 Cr</b>		<b>12 Cr</b>	<b>30 Cr</b>
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			
<b>Total</b>		<b>18 Cr</b>		<b>12 Cr</b>	<b>30 Cr</b>
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			
<b>Total</b>		<b>18 Cr</b>		<b>12 Cr</b>	<b>30 Cr</b>
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			
<b>Total</b>		<b>18 Cr</b>		<b>12 Cr</b>	<b>30 Cr</b>
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			
<b>Total</b>		<b>18 Cr</b>		<b>12Cr</b>	<b>30 Cr</b>
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			
<b>Total</b>		<b>18 Cr</b>		<b>12 Cr</b>	<b>30 Cr</b>
<b>Grand Total of Credits</b>					<b>180</b>

## 6. Structure of the Course

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

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



## Semester-1

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

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

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

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

## Semester-2

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

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

<b>Module No.</b>	<b>Paper – 7 Assessment in Early Years (4+0)</b>
1.	Introduction to Assessment
2.	Assessment Tools & Strategies
3.	Assessment in Early Years <ul style="list-style-type: none"><li>▪ Of the Child</li><li>▪ Of the Teacher</li><li>▪ Of the Program</li></ul>

<b>Module No.</b>	<b>Paper – 8 Curriculum for Young Children (0+6)</b>
1.	Promoting Creativity, Language & Science <ul style="list-style-type: none"><li>• Creative Activities</li><li>• Teaching Materials</li><li>• Skills for Promoting Language</li><li>• Skills for Promoting Science &amp; Science Activities</li></ul>
2.	Promoting Music and Movement Activities & Games
3.	Mathematical Readiness Reading Readiness Writing Readiness Application of Computer aided Teaching & Learning Material

## SEMESTER-II

### General Component Paper -GEN6: Entrepreneurship Development Total 04 Credits (Th) =60 Hours

#### Course Objectives: -

- To make the students appreciate the importance of self-employment.
- To help them identify business opportunities in their area of interest and expertise.
- To enlighten them about various agencies that can aid them in their journey to become an entrepreneur.
- To enable them to be able to start and manage small business enterprise.

#### Course Outcomes: -

- Learner will be equipped to start & manage small business enterprise in their area of interest and expertise.

Module No.	Module at a Glance (Th)	No. of Hours	No. of Credits
1.	<b>Introduction to Entrepreneur and Entrepreneurship</b> a) Meaning and evolution of the term 'Entrepreneurship' b) Factors influencing entrepreneurship c) Intrapreneur and Entrepreneur d) Characteristics and Types of Entrepreneurs e) Barriers to Entrepreneurship Role of Entrepreneurship in Economic Development	15	1
2.	<b>Business Opportunity Identification</b> a) Idea Generation and Evaluation b) Feasibility Analysis c) Preparation of Business Model Identify a business opportunity in your environment and develop a Business Model	15	1
3.	<b>Small Business Management</b> a) Introduction and Significance of Small Business b) Porter's 5-Forces Model c) Selection of Process and Technologies d) Optimization of Cost and Growth Strategies Importance of Ethics	15	1
4.	<b>Institutional Support System</b> a) Regulatory Institutions b) Entrepreneurship, Technical, Marketing and Financial Support Agencies c) Various Grant Schemes	15	1

	Government Schemes for Women Entrepreneurs		
<b>Total No. of Hours and Credits</b>		<b>60</b>	<b>4</b>

### REFERENCES

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

**Skill Component**  
**Paper – ECE5: Learning in Early Years**  
**Total 04 Credits (TH) = 60 Hours**

**Course Objectives: -**

- To analyze the stages and critical periods of brain development during the early years.
- To explore the concept of learning and analyze the different theories of learning.
- To make the learner familiar with various play way methods and significance of role of teacher in incorporating play in to curriculum.

**Course Outcomes: -**

- Learner will be able to analyze the stages and critical periods of brain development during the early years.
- Learner will be acquainted with various play way methods and how to incorporate the play in curriculum.

Module No.	Module: At a Glance (Theory)	No. of Hours	No. of Credits
1.	<ul style="list-style-type: none"> <li>▪ <b>The learner will analyze the stages and critical periods of brain development during the early years.</b></li> </ul> <p><b>Brain Development during the Early Years</b></p> <ul style="list-style-type: none"> <li>a) Stages of Brain Development</li> <li>b) Critical Periods of Brain Development</li> <li>c) Windows of Learning</li> </ul>	15	1
2.	<ul style="list-style-type: none"> <li>▪ <b>The learner will explore the concept of learning and analyze the different theories of learning.</b></li> </ul> <p><b>Concept of Learning</b></p> <ul style="list-style-type: none"> <li>a) Behaviorist Approach to Learning</li> <li>b) Classical Conditioning</li> <li>c) Operant Conditioning</li> <li>d) Social Learning Theory</li> </ul>	15	1
3.	<ul style="list-style-type: none"> <li>▪ <b>To Understand the importance of play for the holistic development of young children and how form of play changes according to developmental stages.</b></li> </ul> <p><b>Play</b></p> <ul style="list-style-type: none"> <li>a) Definitions of play</li> <li>b) Types of play</li> <li>c) Values of play</li> <li>d) Stages of play</li> <li>e) Holistic development through play</li> </ul>	15	1

4.	<ul style="list-style-type: none"> <li>▪ <b>The learner will get familiar with various play way methods and significance of role of teacher in incorporating play in to curriculum.</b></li> </ul> <p><b>Understanding Curriculum of play</b></p> <p>a) Play Way Method b) Integrating Play Way in to various curriculum c) Role of teachers in incorporating play in to curriculum</p>	15	1
<b>Total No. of Hours &amp; Credits</b>		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, New York
2.	Evan, E.D.(1975)	Contemporary Influences in Early Childhood Education	Holt Rinchart, Winston, New York
3.	Frost J.L (1973)	Revisiting Early Childhood Education	Holt Rinchart, Winston, New York
4.	IAPE Report (1967)	Significance of parent Child Relationship with special references to Pre-School Children	
5.	IGNOU (1991)	Organizing Child Care Services , No.1	
6.	IAPE Report (1996)	Pre-School Education in India	
7.	Kulkarni S., (1998)	Parent Education, Perspectives and approaches.	Rawat Publication, Jaipur
8.	Lawton J.T. (1988):	Introduction to Child Care and Early Childhood Education	Scott, Foreman & Co., London
9.	Read, K (1967)	The Nursey School	Oxford IBH Publishing
10.	Wagh, A (1998)	Parent & Community Participation in the Pre-school Programe	NCERT, New Delhi
11.	Muralidharan R (1967)	A Guide for Nursey School Teachers	NCERT, New Delhi
12.	Rajyalakshmi K.N (1989)	Non-Formal Education	Discovery Publishing House, New Delhi

**EVALUATION PATTERN**

<b>Hours/Week</b>	<b>Total Credit</b>	<b>Exam hours</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
04	04	2	40	60	100

**Skill Component**  
**Paper –ECE 6: Curriculum for Young Children**  
**Total 04 Credits (Th) = 60 Hours**

**Course Objectives: -**

- To develop an understanding of the aspects in curriculum planning.
- To develop an insight in to different components of curriculum
- To provide learning opportunities to trainees about different areas of Readiness and teachers role to create the learning environment.

**Course Outcomes: -**

- Learner will develop an insight in to different aspects and components of curriculum and the significant role of teacher to create the learning environment.

Module No.	Module: At a Glance (Theory)	No. of Hours	No. of Credits
1.	<ul style="list-style-type: none"> <li>▪ <b>To develop an understanding of the aspects in curriculum planning.</b></li> </ul> <b>Curriculum planning</b> <ol style="list-style-type: none"> <li>a) Curriculum planning – Definition, Principles, Factors influencing &amp; Types.</li> <li>b) Learning – Principles &amp; Types</li> </ol>	15	1
2.	<ul style="list-style-type: none"> <li>▪ <b>To develop an insight in to different components of curriculum</b></li> </ul> <b>Components of Curriculum</b> <ol style="list-style-type: none"> <li>a) Language – Function, Goals, Types of Listening Skills, and Methods of Promoting Language.</li> <li>b) Social Studies – Values, Objectives, Content, Methods of Planning &amp; Teaching, Special Celebrations &amp; Festivals.</li> <li>c) Science – Meaning, Objectives, Characteristics of Adequate Science Programs, Methods or Strategies for Planning &amp; Teaching Science., STEM &amp; STEAM</li> <li>d) Music &amp; Movement – Values, Importance Activities.</li> </ol>	30	1
3.	<ul style="list-style-type: none"> <li>▪ <b>To provide learning opportunities to trainees about different areas of Readiness and teachers role to create the learning environment.</b></li> </ul> <b>Readiness</b> <ol style="list-style-type: none"> <li>a) Creative activities for readiness – Importance, different creative activities, teacher’s role.</li> <li>b) Readiness for 3 R’s – Definition of readiness, reading readiness, writing readiness &amp; math’s readiness.</li> </ol>	15	1
<b>Total No. of Hours &amp; Credits</b>		<b>60</b>	<b>4</b>



## REFERENCES

<b>Sr. No.</b>	<b>Name of the Author(s)</b>	<b>Name of the Book</b>	<b>Name of the Publisher</b>
1.	Sonawat Reeta (2007)	Creative Activities For Pre-Schoolers	SNDT Women's University
2.	Sonawat Reeta (2010)	Mathematics Readiness For Pre-Schoolers	Multi Tech Publication
3.	Sonawat Reeta (2007)	Creativity For Preschool Children	MultiTech Publication
4.	Sonawat Reeta (2007)	Reading Readiness	SNDT Women's University
5.	Sonawat Reeta (2009)	Music & Movement For Preschool Children	MultiTech Publication
6.	Sonawat Reeta (2007)	Language Development For Preschool Children	MultiTech Publication
7.	Sonawat Reeta (2007)	Science For Preschool Children	MultiTech Publication
8.	Anderson, R.H & Shane H.G	As A Twig Is Bent	Houghton Muffin, Co. Boston
9.	Anderson P. & Lapp D (1988)	Language Skills In Elementry Education	Macmillan Company, New York
10.	Desai A. Apte V	Learning Through The Environment-A Handbook For Parents & Teachers	Bhartiya Vidhya Bhavan, Pune
11.	Frost J.L (1973)	Early Childhood Education	Holt Rinechart, Winston Inc, New York
12.	Leeper, Skipper, Witherspoon (1970)	Good Schools For Young Children	Macmillan Publishers, New York
13.	Muralidharan R. & Banerji U (1973)	A Guide For Nursery School Teacher	NCERT, New Delhi
4.	Menon A & Jain N (2000)	Art For Fun 'N' Learn	Uttam Publishers, Mumbai
5.	Hughes F. (1975)	Reading & Writing Before School	Paa Book Ltd, London

<b>6.</b>	Lasky & Mukerji (1982)	Art-Basics For Young Children	NAEYC, Washington
<b>7.</b>	Kasin L.J. (1984)	Curriculum & Instructional Methods For Elementary Schools	Macmillan Publishers, New York

<b>EVALUATION PATTERN</b>					
<b>Hours/Week</b>	<b>Total Credit</b>	<b>Exam Hours</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
04	04	2	40	60	100

**Skill Component**  
**Paper – ECE7: Assessment in Early Years**  
**Total 04 Credits (PR) = 60 Hours**

**Course Objectives: -**

- To define the term assessment and know its different types and importance to support the learning.
- To acquaint the learner about different tools of Informal & Formal Assessment and significance of Standardized Tests in Assessment of children.
- To make the learner familiarize with methods of assessing children, teacher and the ECE program.

**Course Outcomes: -**

- Learner will get to know about different tools of Informal & Formal Assessment of children and independently can assess the children, teacher and the ECE program.

Module No.	Module: At a Glance (Practical)	No. of Hours	No. of Credits
1.	<ul style="list-style-type: none"> <li>▪ <b>The learner will define the term assessment and know its different types and importance to support the learning.</b></li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>a) Definition of Assessment</li> <li>b) Importance of Assessment</li> <li>c) Problems in Assessment</li> <li>d) Types of Assessment</li> <li>e) Principles of Assessment</li> <li>f) Need for Assessment</li> </ul>	15	1
2.	<ul style="list-style-type: none"> <li>▪ <b>To acquaint the learner about different tools of Informal &amp; Formal Assessment and significance of Standardized Tests in Assessment of children.</b></li> </ul> <b>Assessment Tools and strategies</b> <ul style="list-style-type: none"> <li>a) <b>Tools of Informal Assessment</b> <ul style="list-style-type: none"> <li>• Eliciting responses from children</li> <li>• Gathering of activity products done by the child</li> <li>• Collecting information from the family members</li> </ul> </li> <li>b) <b>Tools of formal assessment</b> <ul style="list-style-type: none"> <li>• Descriptive records</li> <li>• Frequency counts</li> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> <li>• Portfolios</li> </ul> </li> <li>c) <b>Role of Standardized Tests in Assessment</b> <ul style="list-style-type: none"> <li>• Based on scoring norms</li> <li>• Based on what is assessed</li> </ul> </li> </ul> <b>Students are required to Prepare Informal Assessment Tools</b>	30	1

	<b>&amp; Strategies</b>		
<b>3</b>	<ul style="list-style-type: none"> <li>▪ <b>To make the learner familiarize with methods of assessing children, teacher and the ECE program.</b></li> </ul> <b>Assessment in Early Years</b> <ul style="list-style-type: none"> <li>a) of the child</li> <li>b) of the teacher</li> <li>c) of the program</li> </ul>	<b>15</b>	<b>1</b>
<b>Total No. of Hours and Credits</b>		<b>60</b>	<b>4</b>

### REFERENCES

<b>Sr. No.</b>	<b>Name of the Author(s)</b>	<b>Name of the Book</b>	<b>Name of the Publisher</b>
<b>1.</b>	Catherine E. Snow & Susan B. Van Hernel, Eds. (2008)	Early Childhood Assessment: Why, What & How	National Research Council, The National Academics Press,
<b>2.</b>		Tamil Nadu Early childhood Environmental Rating Scale (TECERS )	
<b>3.</b>	Essa, E.L. (1999)	Introduction To Early Childhood Education (3 <sup>rd</sup> Edition)	Delmer Publisher, New York
<b>4.</b>	Swayam	ECCE Notes	
<b>5.</b>		E-P.G Pathshala App For Home Science	
<b>6.</b>	Kaul V., & Sankar, D.(2009)	Education For All-Mid-Decade Assessment Early Childhood Care & Education	National University of Educational Planning & Training

### **EVALUATION PATTERN**

<b>Hours/Week</b>	<b>Total Credit</b>	<b>Exam hours</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
04	04	2	40	60	100

## Skill Component

### Paper – ECE8: Curriculum for Young Children

**Total 06 Credits (PR) = 90 Hours**

#### Course Objectives: -

- To make the learner identify age-appropriate lessons and activities for a specific group of children, and follow guidelines in developing activities for enhancing creativity and language and promoting Science experience in children.
- The learner will be provided an orientation to different types of music and movement activities, incorporate a skill to make different kinds of musical instruments and games.

#### Course Outcomes: -

- Learner will be equipped to identify and plan age-appropriate lessons & activities for enhancing creativity and language and promoting Science experience in children.
- Learner will be able to make different kinds of musical instruments & games.

Module No.	Module: At a Glance (Practical)	No. of Hours	No. of Credits
1.	<ul style="list-style-type: none"> <li>▪ <b>The learner will identify age-appropriate lessons and activities for a specific group of children, and follow guidelines in developing activities for enhancing creativity and Language and promoting Science experience in children. They will also learn the skill to execute the activities.</b></li> <li><b>a) Creative Activities</b> <ul style="list-style-type: none"> <li>• Different types of drawing</li> <li>• Different types of painting</li> <li>• <b>Modelling (Delete)</b></li> <li>• Paper activities</li> </ul> </li> <li><b>b) Teaching Materials</b> <ul style="list-style-type: none"> <li>• Mobiles</li> <li>• Flannel board techniques</li> <li>• Mask</li> <li>• Puppets-making and manipulation</li> <li>• Making book for children</li> <li>• Picture puzzles</li> <li>• Lacing cards</li> </ul> </li> <li><b>c) Skills for Promoting Language</b> <ul style="list-style-type: none"> <li>• Informal Talk</li> <li>• <b>Picture Talk (Add)</b></li> <li>• Questioning Skills</li> <li>• Object Talk</li> <li>• Riddles</li> <li>• Story</li> </ul> </li> </ul>	40	1

	<b>d) Skills for promoting Science and Science Activities</b>		
<b>2.</b>	<p>▪ <b>The learner will be provided an orientation to different types of music and movement activities, incorporate a skill to make different kinds of musical instruments and games.</b></p> <p><b>Promoting Music and Movement Activities &amp; Games</b></p> <p><b>a) Music and Movement Activities</b></p> <ul style="list-style-type: none"> <li>• Orientation to different types of songs</li> <li>• Experimenting with different ways of conducting music sessions</li> <li>• Making Musical Instruments</li> <li>• Enhancing movement with different material</li> <li>• Making and collecting songs</li> </ul> <p><b>b) Games (making games for children)</b></p>	<b>20</b>	<b>1</b>
	<p>▪ <b>The learner will prepare the Readiness teaching and learning material and also provide the knowledge of computer aided designing in making teaching and learning material.</b></p> <p><b>a) Mathematical readiness</b></p> <p><b>b) Reading readiness</b></p> <p><b>c) Writing readiness</b></p> <p><b>d) Application of computer aided teaching and learning materials</b></p>	<b>30</b>	<b>1</b>
<b>Total No. of Hours &amp; Credits</b>		<b>90</b>	<b>6</b>

### REFERENCES

<b>Sr. No.</b>	<b>Name of the Author(s)</b>	<b>Name of the Book</b>	<b>Name of the Publisher</b>
<b>1.</b>	Sarah Hammond Leeper & Ralph L. Witherspoon (1984)	Good Schools For Young Children (5 <sup>th</sup> Edition)	Macmillan Publishing Company, Isbn- <b>002369380</b>
<b>2.</b>	Sonawat Reeta (2008)	Multiple Intelligences For Preschool Children	MultiTech Publication
<b>3.</b>	Sonawat Reeta (2007)	Creative Activities For Pre- Schoolers	SNDT Women's University

4.	Sonawat Reeta (2010)	Mathematics Readiness For Pre-Schoolers	Multi Tech Publication
5.	Sonawat Reeta (2007)	Creativity For Preschool Children	MultiTech Publication
6.	Sonawat Reeta (2007)	Reading Readiness	SNDT Women's University
7.	Sonawat Reeta (2009)	Music & Movement For Preschool Children	MultiTech Publication
8.	Sonawat Reeta (2007)	Language Development For Preschool Children	MultiTech Publication
9.	Sonawat Reeta (2007)	Science For Preschool Children	MultiTech Publication

<b>EVALUATION PATTERN</b>					
<b>Hours/Week</b>	<b>Total Credit</b>	<b>Exam hours</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
06	06	2	40	60	100

## **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.