

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



BACHELOR OF VOCATION (B.VOC.) EARLY CHILDHOOD CARE
& EDUCATION PROGRAMME
under Learning Outcomes-based Curriculum Framework (LOCF)
for Under Graduate (UG) Education

SEMESTER 3
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 2022-2023

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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.	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 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 Child Health & Nutrition	04 Cr	Th	GEN-8 Skill Lab	04 Cr	Pr	
	ECE-11 Child with Special Needs	04 Cr	Th	GEN-9 Environmental Studies	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 Sustainable Product Development	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

Course Content

**BACHELOR OF VOCATION (B.VOC.)
EARLY CHILDHOOD CARE & EDUCATION
COURSE CODE: CE**

**SEMESTER – III
General Component
Paper -GEN7: Skill Lab
Total 04 Credits (Pr) =60 Hours**

Course Objectives: -

- To give an opportunity to the students to be able to develop allied skills required in the industry
- To provide a platform where students can interact with experts from various fields.

Course Outcomes: -

- Students will develop skills that will add value to their careers.

Module No.	Module at a Glance (Th)	No. of Hours	No. of Credits
1.	Photography Skills a) Introduction, scope, basic components, digital Cameras, know your Camera, use of smartphones to take pictures b) The Art of Photography: Moments in time; exposure triangle; composition parameters; light; moving subjects; creative shooting. c) The Subjects: People; landscapes, urban environment; festivals, entertainment; food & drink, wildlife d) Post-Production – Basics of photo editing (Presentation of a set of 10 photographs)	15	1
2.	Blog Writing Skills a) Introduction to Creative Writing – scope, purpose, research, collection of information, information discrimination, and filtering b) Topic Selection, areas to focus on, dos and don'ts in writing c) Writing blogs (Students to write blogs in the area of their interest)	15	1
3.	Short Video Making Skills (Vlogging) a) Content creation	15	1

	b) Selection and setup of equipment c) Vocal tone and delivery d) Editing the video e) Reaching the audience (Students will make short videos in groups)		
4.	Reporting of Events a) Concept of News, Elements, and structure of news reports Types of news: Hard and Soft, News Leads and their types, Inverted pyramid style, feature style, sand clock style and nut graph b) Analytical reporting, Interpretative reporting, Descriptive reporting, Investigative reporting c) Verbal reporting, written reporting, interviews etc. Students to review and report any recent event	15	1
Total No. of Hours and Credits		60	4

REFERENCES

Sr. No	Authors Name	Name of the book	Name of Publisher
1	Pierce Angela	Digital Photography for Beginners	Mihails Konoplovs
2	Jr. Lowe Richard G	How to Write a Blog. How to Make Money from Blogging	Writing King
3	Paul Cresswell	Vlogging Secrets Revealed	Independently Published ISBN: 9798608650840, 9798608650840
4	Aggarwal Virbala, Gupta VS	Handbook of Journalism and Mass Communication	

EVALUATION PATTERN

Hours/ Week	Total Credit	Exam hours	Internal Marks	Extern al Marks	Total Marks
04	04	2.5	40	60	100

General Component
Paper -GEN8: Environmental Studies
04 Credits (Th) =60 Hours

Course Objectives: -

- To make the students aware of the importance of the environment
- To avoid environmental pollution and Global Problems
- To understand human activities which are causing environmental degradation and the measures to be taken to avoid this problem.
- To create awareness among people about the protection of wildlife and forest
- Understanding of environmental acts.

Course Outcomes: -

- Students will be able to develop a better understanding of the importance of the environment.
- Students will be able to get information about the ecosystem and also about its functions (For example: Food chain, Ecological succession).
- Students will gain information about the ecosystem system diversity and its values.
- Students will gain knowledge about the types of pollution and their individual roles to control.
- Students will gain information about the different acts and human health and the environment.

Module No.	Module at a Glance (Th)	No. of Hours	No. of Credits
1.	Environment and Resources a) Definition of Environment b) Scope and Importance c) Need for public awareness d) Renewable and non-renewable resources	15	1

2.	Ecosystem and Biodiversity <ul style="list-style-type: none"> a) Concept and structure of the ecosystem b) Energy flow, ecological succession, food chain and types of ecosystems c) Definition (Biodiversity, Genetic, Species, Ecosystem diversity and In situ and Ex-situ conservation) d) Hotspots of biodiversity 	15	1
3.	Environmental Pollution <ul style="list-style-type: none"> a) Definition b) Causes of environmental pollution c) Role of an individual, in the prevention of pollution d) Disaster management (Flood, Earthquake, Cyclone, and Landslides) 	15	1
4.	Social Issues and environment <ul style="list-style-type: none"> a) From unsustainable to sustainable development b) Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, and the holocaust. c) Acts related to the environment d) Environment and human health 	15	1
Total No. of Hours and Credits		60	4

REFERENCES

Sr. No.	Authors Name	Name of the book	Name of Publisher
1	Erach Bharucha	Textbook for Environmental Studies for Undergraduate courses	Orient Blackswan Pvt. Ltd.; 3 rd edition (July 28, 2019) ISBN-10 : 9389211786 ISBN-13 : 978-9389211788
2	Shankar IAS Academy	Environment	Shankar IAS Academy 2018 th ; 6 th Edition (1 January 2019)
3	Prof. varshaben Naik Prof. Alpesh Shah Prof. A. H. Dholkiya Prof. Purnima Mehta	Environment Studies	New Popular Prakasan, Surat.
4	Agarwal, K.C	Environmental Biology, 2001	Nidi publication Ltd., Bikaner. (TB)
5	De A.K.	Environmental Chemistry	Wiley Eastern Ltd. (R)
6	Ministry of environment, forest and climate change	https://moef.gov.in/wp-content/uploads/wssd/doc2/ch2.html	Ministry of environment, forest and climate change
7	-	http://www.cseindia.org/	-
8	vikaspedia	https://vikaspedia.in/energy/policy-support/environment-	Vikaspedia

EVALUATION PATTERN

Hours/ Week	Total Credit	Exam hours	Internal Marks	Extern al Marks	Total Marks
04	04	2.5	40	60	100

Skill Component
Paper – ECE 9 Guiding Child Behavior Total 4
Credits (Th) = 60 Hrs.

Course Objectives: -

- To provide an overview of the meaning & importance of guidance and how to guide the child’s behavior,
- To train to handle different behavioral problems of children.

Course Outcomes: -

- The student will understand the meaning & importance of guidance and they will learn how to handle and guide the child’s behavior.
- Students will be able to handle the behavioral problems of children.

Module No.	Module at a Glance	No. of Hours	No. of Credits
1.	Meaning and importance of guidance Personal qualities of adults working with children	15	1
2.	Guidance in <ul style="list-style-type: none"> ● New experiences ● Routine situation Security, Hostility & Limits <ul style="list-style-type: none"> ● Building feelings of security and adequacy ● Handling feelings of hostility and aggression Maintaining limits	15	1

3.	<ul style="list-style-type: none"> ● Guidance in preschool years ● Promoting good eating habits, a balanced diet ● Discipline, meaning, importance techniques and their effects on children 	15	1
4.	<p>Problems of Children- Infancy to School Age</p> <ul style="list-style-type: none"> ● Meaning of behavioral problem ● Nature ● Classification <p>Handling Problems Handling of the following: Thumb sucking, Nail-biting, Enuresis, Stammering, Negativism, Sibling rivalry, Jealousy, Quarrelling, Masturbation, Timidity, Shyness, Fears, Phobia, Withdrawal behaviour, Lying, Stealing, Truancy, Scholastic backwardness.</p>	15	1
Total No. of Theory Hours and Credits		60	4

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

Skill Component
Paper – ECE 10 Child Health & Nutrition Total
4 Credits (Th) = 60 Hrs.

Course Objectives: -

- To make the learner understand the importance of health & Nutrition during childhood.
- The learner will be provided an orientation of major deficiency diseases & nutritive disorders during childhood.

Course Outcomes: -

- Learner will be able to understand the importance of health and nutrition in infancy & childhood.
- Learner will be equipped to identify the major deficiency diseases and nutritive disorders during childhood and able to suggest the measures to overcome it.

Module No.	Module at a Glance	No. of Hours	No. of Credits
1.	Meaning of Nutrition and Balance diet Concept of Health Indicators of Health Nutrition and Health Program in Countries	15	1
2.	Physiological/Biological changes during pregnancy Nutritional considerations during pregnancy Importance of macro and micronutrients in pregnancy	15	1
3.	Nutrition during infancy Nutritional consideration during preschooler and toddler Factors affecting Food Intake and Food Habits Common problems of Eating in Childhood and ways to overcome them	15	1
4.	Major Deficiency Disease Other Nutritive Disorder Causes & Prevention of Communicable Disease	15	1
Total No. of Theory Hours and Credits		60	4

EVALUATION PATTERN

Hours/ Week	Total Credit	Exam hours	Internal Marks	External Marks	Total Marks
04	04	2.5	40	60	100

Skill Component
Paper – ECE 11 Children with Special Needs-4 Credits
(Th) = 60 Hrs.

Course Objectives: -

- To provide an overview of different types of disabilities/impairment in children and their early detection.
- To provide an overview of Rehabilitation & Integration and different types of services offered by government & NGOs.

Course Outcomes: -

- The student will understand the different types of disabilities/impairment in children and their early detection.
- The student will understand the meaning of Rehabilitation & Integration and different types of services offered by government & NGOs.

Module No.	Module at a Glance	No. of Hours	No. of Credits
1.	Introduction <ul style="list-style-type: none"> ● Meaning and nature of disabilities/impairment ● Rights of disabled ● Needs of special children ● Early detection of exceptional children 	15	1
2.	Physically handicap and impaired <ul style="list-style-type: none"> ● Orthopedic handicap ● Visual handicap ● Auditory handicap (Definition, Causes, Types and Characteristics)	15	1
3.	Intellectually behavioral deviation <p>A. Mentally challenged</p> <ul style="list-style-type: none"> ● Definition, causes, levels and characteristics <p>B. Learning disabilities</p> <ul style="list-style-type: none"> ● Types, causes, characteristics <p>C. The gifted children</p> <ul style="list-style-type: none"> ● Definition, characteristics <p>D. Autism</p> <ul style="list-style-type: none"> ● Types, causes, characteristics <p>E. Attention deficit disorder (ADD) and Attention deficit hyperactive disorder (ADHD)</p> <ul style="list-style-type: none"> ● Definition, characteristics 	15	1

4.	Rehabilitation <ul style="list-style-type: none"> ● Meaning and definition of rehabilitation. Vocational Rehabilitation <ul style="list-style-type: none"> ● Sheltered workshop ● Vocational training center. Integration and mainstreaming <ul style="list-style-type: none"> ● Definition ● Need ● Advantages and ways of integration. Services available by GOVT/NGO	15	1
Total No. of Theory Hours and Credits		60	4

EVALUATION PATTERN					
Hours/ Week	Total Credit	Exam hours	Internal Marks	External Marks	Total Marks
04	04	2.5	40	60	100

Skill Component
Paper – ECE 12 Internship
(Placement in Early Childhood Centers) Total 6 Credits (Pr) = 90 Hrs.

Course Objectives: -

- To understand individual difference in children’s behaviour and develop ability to work with them and guide them.
- To develop skills and competencies required for conducting nursery school program.
- To help students acquire the skills of observing and interpreting behaviour and development of the child.

Course Outcomes: -

- The student will acquire the skills to conduct the programme at ECCE centers.

Module No.	Module at a Glance	No. of Hours	No. of Credits
1.	The student will visit, observe and submit reports of various programme conducted in ECCECentres.	30	2
2.	They will prepare materials required for promoting various developments in children suchas sensory motor, language, cognitive for a) 2 to 3 Yrs.	30	2
	b) 3 to 4 yrs. c) 4 to 5 yrs. d) 5 to 6 yrs.		
3.	They will conduct activities under the guidanceand supervision	30	2
Total No. of Theory Hours and Credits		90	6

EVALUATION PATTERN					
Hours/ Week	Total Credit	Exam hours	Internal Marks	External Marks	Total Marks
06	06	2.5	40	60	100

BACHELOR OF VOCATION (B.VOC.)

**EARLY CHILDHOOD CARE &
EDUCATION COURSE CODE: CE**

SEMESTER-IV

General Component

Paper -GEN11: Sustainable Development

Total 04 Credits (Pr) =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	No. of Hrs.	No. of Credits
1	Introduction to sustainability <ul style="list-style-type: none">• Sustainability and its importance• Classification of Sustainable Materials Note: Write a report on why Sustainable Approach and its importance & Prepare a Project file on Sustainable materials	15	1
2	Natural Sustainable Material- ScrapWood, Dry Leaves, Fiber, Cork, Recycled Glass, Recycled News Paper, Tissue Paper, Raw felt, Jute, Wool, Cotton <ul style="list-style-type: none">• Develop a Concept of Product Design (Sketch)• Planning of Product Design (Write Up)• Action Plan of Designing (Product Development)• Product Justification (Brief Report)	15	1

3	Synthetic Sustainable Material- Bio-Plastic, Recycled Polyester, Aluminium Bottles, Plastic Bottles, Metal <ul style="list-style-type: none"> • Develop a Concept of Product Design (Sketch) • Planning of Product Design (Write Up) • Action Plan of Designing (Product Development) • Product Justification (Brief Report) 	15	1
4	Organic Sustainable Material- Cardboard, Rice Husk, Coconut Husk, wood Peel, Bamboo <ul style="list-style-type: none"> • Develop a Concept of Product Design (Sketch) • Planning of Product Design (Write Up) • Action Plan of Designing (Product Development) • Product Justification (Brief Report) 	15	1

Reference:

Shedroff, Nathan. Design is the Problem: The Future of Design Must Be Sustainable. (2009). Brooklyn: Rosenfeld Media. ISBN-10: 1933820004 (\$39 online or \$22 as pdf from <http://rosenfeldmedia.com/books/sustainable-design/>)

EVALUATION PATTERN					
Hours/week	Total Credit	Exam Hours	Internal Marks	External Marks	Total Marks
4	4	2.5	40	60	100

General Component
Paper -GEN12: Gender Sensitization
Total 04 Credits (Th) =60 Hours

Course Objectives: -

- To develop an understanding of gender concepts and their related issues in contemporary India.
- To enable the students to understand the differential behavior norms ascribed to boys/girls and their related consequences.
- To make the students aware of the issues & problems of women.
- To acquaint the students with the legal provisions available for women to protect their rights.

Course Outcomes: -

- Students will develop the understanding and comes the ability to bring about attitudinal changes towards gender issues and problems.
- Students will be sensitized about curbing the gender biases prevailing in society which would empower them to achieve their goals.
- Students will get empowered through the understanding of legal provisions available for women.

Module No.	Module at a Glance (Th)	No. of Hours	No. of Credits
1.	Sex vs Gender a) Social Construction of Gender b) Gender Socialization c) Gender Roles d) Gender Discrimination e) Gender Stereotype f) Gender Division of Labor	15	1
2.	Gender-Related Concepts in Cotemporary India a) Patriarchy b) Masculinity c) Femininity d) Cinderella Complex e) Glass Ceiling f) Pay Gap g) Digital Gap	15	1

3.	Problems & Issues of Women in India a) Dowry b) Sexual Exploitation c) Rape d) Prostitution e) Women & Mass Media	15	1
4.	Gender & Law a) Domestic Violence Act, 2005 b) Sexual Harassment at Workplace Act, 2013 c) Hindu Succession Act, 1956 d) Maternity Benefit Act, 1961 e) Factories Act, 1956 f) Protection of Children from Sexual Offense Act, 2012 Program & Policies for Women's Welfare	15	1
Total No. of Hours and Credits		60	4

REFERENCES

1. Ahuja, Ram (1993/2002) Indian Social System, Rawat, Jaipur
2. Census Document Karve, Irawati 1961: Hindu Society: An Interpretation Poona :Deccan College
3. Dr Paresh Diwan, Modern Hindu Law 5. DD Basu, The constitution of India
4. Flavia Agnes Law and Gender Inequality: The Politics of Women's Rights in India, OUP, New Delhi, 1999
5. Kapur, Ratna(ed.), Feminist Terrains in Legal Domain: Interdisciplinary Essays on Women and Law in India, Kali for Women, New Delhi, 1996
6. Mohanty, Manoranjan, (eds), Class, Caste, Gender, Sage, New Delhi, 2004
7. National Commission for Women: Gender Sensitization Module
8. Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003.
9. Singh, Indu Prakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.
10. Swapna Mukhopadhyay, In the Name of Justice: Women and Law in Society, Manohar

EVALUATION PATTERN					
Hours/Week	Total Credit	Exam hours	Internal Marks	External Marks	Total Marks
04	04	2.5	40	60	100

Skill Component
Paper – ECE13: Working with Parents
Total 04 Credits (TH) = 60 Hours

Course Objectives: -

- To understand the parents & importance of working with parents.
- To orient the different approaches of communicating with parents
- To make the learner differentiate between parental involvement & working with parents.

Course Outcomes: -

- Learner will be equipped to understand the parents & will learn to work with parents.
- Learner will be acquainted with the different approaches of communicating with parents.

Module No.	Module at a Glance	No. of Hours	No. of Credits
1.	1. Need and importance of working with parents. 2. Goals of working with parents. 3. Understanding parents. 4. Concept of parent education	15	1
2.	Approaches of Communicating with Parents. 1. Communicating techniques for groups and individuals a. Mass group techniques b. Individual approach c. Multimedia approach. 2. Techniques of working with parents in preschool settings. 3. Maintaining Professional behavior with parents.	30	2
3.	1. Meaning and concept 2. Levels of parent involvement 3. Advantages of parent involvement	15	1
Total No. of Theory Hours and Credits		60	4

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

Skill Component
Paper – ECE14: Pre-School Organization,
Management & Administration
Total 04 Credits (Th) = 60 Hours

Course Objectives: -

- To understand the principles of preschool organization and administration.
- To understand the concept of supervision and guidance.
- To become acquainted with procedures of maintaining school accounts, necessary records and registers.
- To understand the way of educating parents and getting their help and co-operation.

Course Outcomes: -

- Learner will be to understand the principles of preschool organization and administration.
- Learner will be acquainted with procedures of maintaining school accounts, necessary records and registers.

Module No.	Module at a Glance	No. of Hours	No. of Credits
1.	<p>Functional Pre-requisite of a center in terms of</p> <ul style="list-style-type: none"> ▪ Space – indoor, outdoor, safety precaution ▪ Equipment and material -selection criteria, indoor, outdoor low cost, substitute arrangements ▪ Staff – personal qualities of a good effective teacher, roles and responsibilities, teacher childratio ▪ Other personnel - supervisor, helper, administrative staff 	15	1

2.	<p>Management and administrative centers for children</p> <ul style="list-style-type: none"> ● Records and reports ● Importance ● Records and reports pertaining to children – admission records, registration and personal form, health record, cumulative record folder, observation forms records. ● Records and reports pertaining to administration -attendance and admission register, record of income and expenditure, school 	15	1
<p>lunch record, stock register, visitor's record, parent education programme record, inspection record, workshops, seminar, general correspondence file</p>			
3.	<p>Management of resources</p> <ul style="list-style-type: none"> ● Official management- giving orders, organization of meetings, administration of reports, keeping records, and facilities provided correspondence. Deciding the nature of work ● General management – sanctioning leave, understanding staff problems. Amenities and facilities to be provided, contacts with other institution and personnel, coordinating outside visits, maintenance of discipline, festival celebrations, cleanliness and maintenance ● Different project- workshop, seminar for staff ● Pre-school evaluations – both school and child observations ● Financial management – managing with available resources, salary, record keeping, maintaining bills, vouchers, receipts, cumulative record, fee record, record of dead stock and recurring expenses. 	15	1

4.	Planning of budget <ul style="list-style-type: none"> • Importance • Preparing budget – identify sources of income such as grants, donations, fees, deposits, identify expenditures and review budget in terms of short term and long term goals 	15	1
Total No. of Theory Hours and Credits		60	4

EVALUATION PATTERN					
Hours/ Week	Total Credit	Exam hours	Internal Marks	External Marks	Total Marks
04	04	2.5	40	60	100

Skill Component
Paper – ECE15: Foundation of Literacy & Numeracy
in Early Years
Total 04 Credits (Th) = 60 Hours

Course Objectives: -

- To orient about importance of early learning and its guiding principles.
- To make the learner familiar with the components of balanced early language and literacy instructions.
- To provide an overview of approaches and components of teaching early mathematics.

Course Outcomes: -

- Learner will be able to understand the importance of early learning and its guiding principles.
- Learner will be acquainted with components of balanced early language and literacy instructions.
- Learner will be able to understand approaches of teaching early mathematics.

Module No.	Module at a Glance	No. of Hours	No. of Credits
1.	Guiding Principles for Early Learning Programme Principles for Teaching Learning of Early learning Program Importance of Early Learning Key principles for the Early Language and Literacy Programme	15	1
2.	Components of Balanced Early Language and Literacy Instruction <ul style="list-style-type: none"> ● Emergent Literacy ● Oral Language development ● Print Awareness ● Phonological awareness ● Word recognition (decoding) ● Vocabulary Development ● Reading with Comprehension 	30	2

	<ul style="list-style-type: none"> ● Fluent reading ● Writing 		
3.	Approaches to Teaching Early mathematics Principles for Teaching and Learning Early Mathematics Components of Early Mathematics <ul style="list-style-type: none"> ● Number and Number Relations ● Number operations ● Shapes and Spatial understanding ● Measurement ● Patterns ● Data Handling 	15	1
Total No. of Theory Hours and Credits		60	4

EVALUATION PATTERN					
Hours/Week	Total Credit	Exam hours	Internal Marks	External Marks	Total Marks
04	04	2.5	40	60	100

Skill Component
Paper – ECE16: Pre-School Participation
Total 06 Credits (Th) = 90 Hours

Course Objectives: -

- To understand individual difference in children’s behaviour and develop ability to work with them and guide them.
- To develop skills and competencies required for conducting nursery school program.
- To help students acquire the skills of observing and interpreting behaviour and development of the child.

Course Outcomes: -

- Learner will understand individual difference in children’s behaviour and develop ability to work with them and guide them.
- Learner will be equipped with conducting nursery school program independently.
-

Module No.	Module at a Glance	No. of Hours	No. of Credits
1.	Lesson Planning & Practice Teaching at CD	30	2
	lab <ul style="list-style-type: none"> ● Workshop on Planning different types of lessons based on topics, ageappropriate & skills of writing a lesson plan. 		
2.	Observation & Report Writing <ul style="list-style-type: none"> ● Observation of physical setup ● Observation of classroom dynamics (Teacher student interaction & teaching - learning) 	15	1
3.	Implementation of Lesson Plans <ul style="list-style-type: none"> ● Students will assist the pre-school teacher where they will conduct minimum of 10plans 	30	2
4.	Journal Writing & Discussion <ul style="list-style-type: none"> ● The students will present the journal withall the lesson plans & activities with appropriate illustrations 	15	1
Total No. of Theory Hours and Credits		90	6

EVALUATION PATTERN

Hours/ Week	Total Credit	Exam hours	Internal Marks	External Marks	Total Marks
06	06	2.5	40	60	100

7. Teaching Methodology

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

- Classroom Lectures
- Audio-Tutorials
- Blackboard and Smartboards
- PowerPoint 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.

