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 5
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 society.

MISSION

To provide Education & Professional Training to all women for their all-around 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.	Certificate	NSQF 5	Successful Completion of First Year
2.	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	04 Cr	General Course 11	04 Cr	

	14				
	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) (CERTIFICATE)							
Sem	**Skill Component** **Total Credits = 108**			**General Component** **Total Credits = 72**			**Total Credits = 180**
1	**ECE-1** Child Development	04 Cr	Th	**GEN-1** Communicative English and Personality Development-I	04 Cr	Th	
	ECE-2 Early Childhood Care & Education	04 Cr	Th	**GEN-2** Computer Application-I	04 Cr	Pr	
	ECE3- Child Development	04 Cr	Pr	**GEN-3** Life Skills Education	04 Cr	Th	
	ECE4- Early Childhood Care & Education	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	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	06 Cr	Pr				
Total		**18 Cr**			**12 Cr**		**30 Cr**

BVOC EARLY CHILDHOOD CARE & EDUCATION (SEMESTERS 3 & 4) (DIPLOMA)

3	**ECE-9** Guiding Child Behaviour	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** Environment 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**

BVOC EARLY CHILDHOOD CARE & EDUCATION (SEMESTERS 5 & 6) (DEGREE)

5	**ECE-17** Child Psychology	04 Cr	Th	**GEN-13** Psychology of Health & Well Being	04 Cr	Th	
	ECE-18 Assessment of Children with Learning Disabilities	04 Cr	Th	**GEN-14** Professional Ethics	04 Cr	Pr	
	ECE-19 Event Management	04 Cr	Pr	**GEN-15** Financial Literacy	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** Digital & Social Media Marketing	04 Cr	Th	
	ECE-22 Research Methods in Child Development	04 Cr	Th	**GEN-17** Public Speaking	04 Cr	Pr	
	ECE-23 Recent Trends/Issues/Approaches in ECCE	04 Cr	Th	**GEN-18** Principles and Practices of Management	04 Cr	Th	
	ECE-24 Pre-School Participation	06 Cr	Pr				
Total		**18 Cr**			**12 Cr**		**30 Cr**
	Grand Total of Credits						**180 Cr**

Course Content
SEMESTER – V
General Component
Paper -GEN13: Psychology of Health & Well Being
Total 04 Credits (Th) =60 Hours

Course Objectives:
- To orient the students about spectrum of health & illness for better health management.
- To help the students to learn approaches to enhance wellbeing.
- To acquaint the students with strategies to prevent illness, promote and manage health & wellbeing.
- To cultivate inner strengths and virtues, like hope and optimism
- To develop adequate knowledge about the promotion of healthy behavior.

Course Outcomes:
- Student will learn about concept of holistic health to make the effective health management.
- Student will learn the different approaches to enhance total wellbeing.
- Student will learn different strategies to prevent illness and manage health & wellbeing.

Module No.	Module: At a Glance	No. of Hours	No. of Credits
1	**Introduction to Health & Wellbeing** • Concept and Definition of Health • Holistic Model of Health • Concept of Wellbeing • Health-Illness Continuum	15	1
2	**Promotion of Physical and Mental Health** • **Physical Illness** a) Illness Related to Food, Diet & Obesity b) Illness Related to Sexual Health c) Acute & Chronic Pain d) Chronic Illness • **Mental Health**	30	2

	a) Depression b) Anxiety c) Psychosomatic Illness d) Health Compromising Behaviors: Substance Abuse		
3	**Prevention, Management & Intervention** ● Cultivating Human Strengths and Virtues ● Hope & Optimism ● Gainful Employment ● Work-Life Balance ● Health Enhancing Behaviors: Exercise, Nutrition ● Health Promotion through Yoga and Meditation	15	1
Total No. of Hours & Credit		**60**	**4**

Paper -GEN14: Professional Ethics
Total 04 Credits (Th) =60 Hours

Course Objectives: -
- To make the students aware of professional ethics
- To enable the students to develop professionalism
- To enhance the knowledge of professional responsibilities
- To make the students able to incorporate with ethical decision making

Course Outcomes: -
- Students will gain an insight of professional ethics
- Students will develop professionalism
- Students will understand various professional responsibilities

Module No.	Module: At a Glance	No. of ours	No. of Credits
1	**INTRODUCTION OF ETHICS** • Basics of professional ethics • Difference between values, morals and ethics • Ethical Human Conduct based on acceptance of basic human values. • Universal human order • Practice Session 1	15	1
2	**PROFESSION AND PROFESSIONALISM** ● Professional Accountability ● Ethics and image of a professional ● Professional and Ethical obligations towards society and Nation. ● Issues in Professional Ethics-The Current Scenario. ● Practice Session 02	15	1
3	**PROFESSIONAL RESPONSIBILITIES** ● Collegiality ● Loyalty ● Confidentiality ● Conflict of Interest ● Whistle Blowing	15	1
4	**ETHICAL DECISION MAKING** ● Framework for Ethical Decision Making ● Ethical Decision-Making procedure ● Kohlberg's Model of Cognitive Moral Development ● Influences on Ethical Decision Making ● Personal values and Ethical Decision Making	15	1

				60	4
Total No. of Hours & Credit				60	4

REFERENCES

Sr. No.	Authors Name	Name of the book	Name of Publisher
1	R. Subramanian	**Professional Ethics**	Oxford University Press
2	Prof. D.R. Kiran	**Professional Ethics & Human Values**	TATA McGraw Hill Education
3	S.B. Srivasthva	**Professional Ethics & Human Values**	SciTech Publications (India) Pvt. Ltd. New Delhi.
4	Subash Balchandra Gogate	**Professional Ethics & Human Values**	Vikas publication
5	A.N.Tripaty	**Human Values**	New Age International Publishers, 2003
6	Premvir Kapoor	**Professional Ethics and Human Values**	Khanna Publishing; First edition (1 January 2019)
7	Patricia Dorch	**Professionalism: New Rules for Workplace Career Success**	Execu Dress (1 June 2012)

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

Paper- GEN15: Financial Literacy
Total 04 Credits (Th) =60 Hours

Course Objectives: -
- To make the students aware of the benefits of financial planning
- To inculcate the knowledge of Banking activities.
- To gain an insight on security and modes of digital payment.
- To have an understanding of financial markets.
- To impart knowledge about Government schemes
- To make them aware of frauds and how to file a grievance

Course Outcomes: -

Module No.	Module: At a Glance	No. of Hours	No. of Credits
1.	**Basics of Savings, Investment and Budgeting** • Objectives, Importance and factors affecting money decisions. • Financial goals, diversification. • Power of Compounding, Risk and Return • Inflation effects on Investment • Investor's Age and Assets Allocation	15	1
2.	**Banking Activities:** **Importance and purpose of Banks (Credit and Debt Management)** • Banking functions. Opening a bank account, KYC • Deposits and Types of Deposits-Saving Bank Accounts, Fixed Deposit Accounts, Recurring Deposit Account, Special Term Deposit Schemes • Loans and types of loan. **Security and modes of digital payments-** • Card based, POS, E-commerce, ATM • Biometric based, AEPS, Micro ATM • Mobile based • Internet banking, NEFT, RTGS, IMPS, UPI, QR codes Mobile wallets, USSD, NACH • Digital rupee	15	1

3.	**Financial Markets**: • Capital Market Vs Money Market • Securities and its types • Equity, Debentures or Bonds • IPOs and FPOs, • Mutual Funds	15	1
4.	**Tax saving Schemes-** • National Saving Certificates • Public Provident Fund • Post Office Schemes • Equity Linked Savings Schemes • Retirement Benefits Schemes- NPS (New Pension System) **Government Schemes:** 1. **PMJDY-** Pradhan Mantri Jan Dhan Yojna 2. **PMSBY-** Pradhan Mantri Suraksha Bima Yojna 3. **PMJJBY-** Pradhan Mantri Jeevan Jyoti Bima Yojna 4. **APY-** Atal Pension Yojna • Insurance: Types, claim process. • Fraud protection- Mass Marketing fraud, Investment fraud, Credit & Debit card fraud, Affinity fraud, Insurance frauds • Grievance Redressal	15	1
	Total No. of Theory Hours & Credits	**60**	**04**

REFERENCES

Sr. No.	Name of the Author(s)	Name of the Book	Name of the Publisher
1.	SEBI	Investment Planning by SEBI	Government of India
2.	T. R. Jain and R. L. Sharma	Indian financial System	VK Global Publisher
3.	T. R. Jain and R. K. Kaundal	Money and Banking	VK Global Publisher
4.	RBI	Financial Literacy Guidebook	Government of India
5.	NPCI	Financial Literacy Guidebook	Government of India

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 17: Child Psychology
Total 4 Credits (Th) = 60 Hrs.

Course Objectives: -
- To provide an overview of the Importance of Early Social Experiences.
- To provide an overview of Language Development during the early years.
- Tp orient the students about Cognitive & Moral Development in the early years.

Course Outcomes: -
- The student will understand the importance of early social experiences and how language, cognitive and moral development take place in early years.

Module No.	Module at a Glance	No. of Hours	No. of Credits
1.	**■ The learner will understand the importance of early social experiences and developmental courses in attachment and how maternal deprivation affects personality development.** **Psychosocial Development** **A. Infancy** ● Importance of Early Social Experiences ● Transition from Asocial to Social Behavior **B. Mothering & Attachment** • Meaning and significance of attachment • Theories of attachment • Developmental course and stability of attachment • Stages of attachment • Stability of attachment **Maternal Deprivation** • Institutionalization • Effects of maternal deprivation and institutionalization • Stanger anxiety and separation anxiety • Importance of interaction with caretaker **C. Pre-School Years** • Socialization in pre-school years **D. Sex-Role Development**	15	1

2.	▪ **The learner will understand the theories of language development and the different components of language development.** ▪ **Language Development** **A. Theories of Language Development** • B.F Skinner • N. Chomsky **B.** Cognition and Language **C.** Components of language -Syntax, Semantics, Phonology, Pragmatics		**15**	**1**
3.	▪ **The learner will understand the theory of cognitive development and different types of cognitive processes.** **Cognition** • Key concepts given by Jean Piaget • Overview of Piaget's stages of Development • Criticism of Piaget's Theory • Clarity Correctness and Completeness **A. Information Processing Approach** • Basic assumptions • Cognitive units Schemata, Images Concepts Symbol, Roles • Cognitive Processes: - Perception, Attention, Inference, Problem Solving, Use of Rules, Generation of Hypothesis **B. Metacognition** • Definition & Meaning • Knowledge about cognition • Executive processes **C.** Social Cognition		**30**	**2**
4.	▪ **The learner will understand the theory of moral development and personality development.** **A. Moral Development** • Introduction to Morality, Moral Judgement and Self-control, Moral Concept • Kohlberg's Theory of Moral Development • Six stages of Kohlberg's Theory **Personality Development** • Definition & Meaning • Theories of Personality ❖ Psycho-Analytic Theory-Freud ❖ Psycho-Social Theory			
	Total No. of 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 18: Assessment of Children with Learning Disabilities

Total 04 Credits (Th) = 60 Hours

Course Objectives: -
- To provide learning opportunities to get acquainted with areas of assessment.
- To expose the learners to the remediation and different areas of remediation.
- To expose the learners to the remediation of basic skills of learning.

Course Outcomes: -
- The Learner will acquire knowledge about the different areas of assessment.
- The learner will get exposure to remediation and different areas of remediation

Module No.	Module: At a Glance (Practical)	No. of Hours	No. of Credits
1.	**Areas of Assessment** • Basic Processes – Attention, Perception, Memory, thinking • Reading: • a. Decoding: [Phonics, sight words, Structural analysis] b. Comprehension: [Literal, Inferential, Critical] • Writing: [Handwriting, Spellings, Written expression] • Math: [Language, Number facts, Operation and Application]	15	1
2.	▪ **To expose the learners to the remediation and different areas of remediation.** • **Remedial instruction in learning disability** • Remediation • Definition, need • Principles of Remediation • Areas of Remediation: Academic, Social and Motor	15	1

3.	▪ **To expose the learners to the remediation of basic skills of learning.**
	Remediation in basic skills of learning
	
	• Basic processes: Attention, Perception, Memory, Thinking
	• Language skills:
	   a) Reading: Decoding: [Phonics, Sight words, structural analysis]
	   b) Comprehension: [Literal, Inferential, Critical]
	   c) Writing: [Handwriting, Spellings, written expression
	• Maths: [Language, number fact, operation and Application]
		15	1

• Social skills: [Social perception and Social competence]		
Total No. of Hours & 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 19: Event Management
Total 04 Credits (PR) = 60 hours

Course Objectives: -
- To develop an understanding of meaning, type and significance of the event industry.
- To develop an insight into concept, theme, and idea development.
- To provide learning opportunities to trainees in a real event and get first-hand experience of the same.

Course Outcomes: -
- Students will learn about the meaning, types and significance of the event industry. They will understand the event industry by using t h e   case study method
- Learners will know about concept, theme, and ideadevelopment. They will understand the tools that will help them in doing the same.
- Learners will understand the tools and significance of promotion and marketing in events.
- Learner will implement all the learnings in a real event and get first-hand experience of the same.

Module No.	Module at a Glance (Theory)	No. of Hours	No. of Credits
1.	• **Students will learn about the meaning, types and significance of the event industry. They willunderstand the event industry by using case study method** ▪ **Introduction to Event Management** **a)** Definition of Events **b)** Need and Importance of Event Management **c)** Size and Types of Events **d)** Event team, Qualities of an ideal event manager **e)** Code of ethics **f)** Feasibility study **g)** Case study of any two events	15	1
2.	**Learner will know about concept, theme and idea development. They will understand the tools that will help them in doing the same.** ▪ **Event Concept, Design and Staging** a) Understanding Basic Principles of Event Concepts b) Creating themes for events c) Selection of event site d) Event timeline e) Event Budget f) Protocol and staging of events	15	1

3.	**Learners will understand the tools and significance of promotion and marketing in events** ▪ **Marketing and Promotion** a) Nature and Process of event marketing b) Marketing Mix and Event Sponsorship c) Promotions of event d) Image/Branding, Advertising, Publicity, Public Relations e) Market survey of promotion tools and media f) Case study on promotion strategy development	15	1
4.	• **Learner will implement all the learnings in a real event and get first-hand experience of the same** ▪ **Conceptualization and execution of in-house events** Students will plan, organize, and execute events in teams. They will prepare low-cost materials winding up the materials for further use. They will then evaluate their event and also submit report.		
	Total No. of 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 – ECCE 20: Internship
Total 06 Credits (PR) = 90 Hours

Course Objectives: -
- To understand the individual differences in children's behavior and develop the ability to work with them and guide them.
- To develop skills and competencies required for running child development centers.
- To help students acquire the skills of observing and interpreting behavior and development of the child.

Course Outcomes: -
- different centers catering to the need of the children.
-

Module No.	Module: At a Glance (Practical)	No. of Hours	No. of Credits
1.	**The students will be placed in either of the following centers:-** ● Toy making agencies ● Institute for mentally Challenged children ● Creche ● ICDS Balwadis ● Day Care Centres ● International agencies working for the welfare of children etc. **Nature of Work** ● Students will observe the centers for 2-3 days, then participate actively in the program ● Students should know the overall functioning of the institutions ● Details report of the participation should be ● written by the students and submitted to the college teacher every week.	**90**	**6**
	Total No. of Hours and Credits	**90**	**6**

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.