



தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம்
Tamil Nadu Open University, Chennai
சென்னை – 15

தொடர் கல்விக்கானப் பள்ளி
School of Continuing Education

குழந்தைகள் நலன் மற்றும் பராமரிப்பு கல்வியில்
தொழிற்கல்வி பட்டயம்
Vocational Diploma in Early Childhood Care
and Education (VDECE)

(From Academic Year 2020-2021 onwards)

பாடத்திட்ட அறிக்கை
Programme Project Report (PPR)
&
Syllabus

Board of Studies [BOS] of School of Continuing Education

| 1. Director of School-Chairman | | |
|---------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| (1) | Dr. P. Thiyagarajan | Professor & Director School of Continuing Education Tamil Nadu Open University, Chennai |
| 2. Internal Faculty Members | | |
| (1) | Er. R. Meenambigai | Assistant Professor School of Continuing Education Tamil Nadu Open University, Chennai |
| (2) | Dr. I. Ambeth | Assistant Professor & Regional Director i/c Madurai Regional Centre, Tamil Nadu Open University, Madurai |
| 3. Outside Experts | | |
| (1) | Dr. K. Devan | Professor & Centre Head Centre for Adult and Continuing Education, Pondicherry University, R.V. Nagar, Puducherry |
| (2) | Dr. V.P. Matheswaran | Professor & Head Department of Adult & Continuing Education, University of Madras, Chepauk, Chennai |
| (3) | Dr. S. Jayalakshmi | Assistant Professor, DDU-KAUSHAL Kendra, Bharathidasan University, Tiruchirappalli |
| 4. Industrialist | | |
| (1) | Mr.S.Vendan | Managing Director, Vendan Visual Effects, Thirvanmiyur, Chennai |
| (2) | Mrs.C.Rohini Chandrasekaran | Consultant, Fair Labour Associations, Tirupur, Tamil Nadu |
| 5. Alumini | | |
| (1) | Mr. R. Thiyagarajan | Junior Instructor, IIDA Community College, No.38, Bharathi Nagar Main Road, Zamin Pallavaram, Chennai |
| (2) | Mrs. V. Rubini | Nurse, Health Centre, Tamil Nadu Open University, Chennai |
| 6. Students on Roll | | |
| (1) | Ms.N.Saranya | Student, Nano Nagle Community College, Chennai |
| (2) | Mr.B.Saravanan | Student, Global Progressive Community College, Chennai |

Vocational Diploma in Early Childhood Care and Education (VDECE)

Programme Project Report (PPR)

(From Academic Year-2021-2022 onwards)

Programme's Mission & Objectives

The main Objectives of the Vocational Diploma in Early Childhood Care and Education Programme is to train the learners for the job of a Kinder Garden teacher, Crèche manager, Child Psychology/ Counsellor and also building the key competencies amongst the learner.

Relevance of the Programme with HEI's Mission and Goals

Tamil Nadu Open University one of Mission and Goal is to encourage Skill Development to empower the human resource through Participatory Education System and accordingly the Vocational Diploma Programme has been developed. The Programme is being offered under Flexible Skill Training Mode.

Nature of prospective target group of learners

Candidates who wish to seek employment in the Kinder-Garden education sector particularly the young girls, slum dwellers, unskilled workers employed in the Childhood care field, rural dwellers, unemployed youths and minorities.

Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and Competence

Apart from ODL Mode, the Programme also has been designed to offer under Flexible Skill Training mode. Early Childhood Care and Education Programme persons are to become an effective teacher, prepare lesson plan and schedule for the kinder garden children, Plan and manage crèche. To acquire Specific Skill, the Core Skills, Generic Skills and Professional Skills component are also included.

Instructional Design

The Curriculum and the Syllabi are designed by covering all the aspect of Early Childhood Care and Education. The duration of the Programme is One Year and it will be offered both English and Tamil Medium. Required Faculties working in the Community Colleges will handle classes for the Vocational Diploma Programme in Early Childhood Care and Education Programme. The Programme will be delivered through Community Colleges of Tamil Nadu Open University which is having required faculties and support staff. The Credits systems suggested as per UGC-ODL Regulations-2020 has been followed. Accordingly 32 Credits have been assigned for the Vocational Diploma in Computer Applications. Print, Audio and Video materials also developed for the Programme.

Procedure for Admissions, Curriculum Transaction and Evaluation

The admission for the Early Childhood Care and Education Programme Programme will be carried out through on-line by Tamil Nadu Open University and the Counselling and Practical classes will be conducted through Constituent Community College and Community Colleges of Tamil Nadu Open University. The hands on training will be provided in the Kindergarten Sections of Matriculation Schools. The evaluation will be carried by Tamil Nadu Open University consists of Continuous

Internal Assessment through Assignment and External Assessment through Term End Examination.

(i).Eligibility: Candidates who have passed in the 12th Standard Examinations or its equivalent.

(ii).Fee Structure: Rs.7,200/- and other Charges.

(iii).Age: 18 Years and above

(iv).Duration of Programme: 1 Year and Maximum of 3 Years

(v).Examination System: Examination to Vocational Diploma Programme in Early Childhood Care and Education Programme is designed to maintain quality of standard. Theory will be conducted by the University in the identified Examination Centres. For the Assignment students may be permitted to write with the help of books/materials for each Course, which will be evaluated by the Evaluators appointed by the University.

(vi).Assignment (Internal): Assignment carries 30 marks, consists of descriptive type of questions for each Course (3 X 10 = 30 Marks). Learners are expected to write 10-15 pages for each assignment. Submission of Assignment is compulsory.

(vii).Theory Examination (External): Students shall normally be allowed to appear for Theory Examination by completing Practical and Assignment. The Term-End Examination shall carry Section- A, Section- B and Section- C

| | | |
|--------------|-------------------------------------------------------------------------------------------------------|----------------------|
| Section-A | Three out of Five Short Answer Questions [Each 3- Marks] | 3 X 3 = 9 Marks |
| Section-B | Three out of Five Long Answer Questions [Each 7- Marks] | 3 X 7 = 21 Marks |
| Section-C | Four out of Seven Essay questions of which one will be Multiple Choice Question [Each 10-marks] | 4 X 10 = 40 Marks |
| Total | | 70 Marks |

(viii).Passing Minimum: The passing minimum is 35 percent in the internal and external/ theory examination and overall 40 per cent for successful completion of each course.

(ix). Classification of Successful Candidate: Candidates who pass all the Courses and who secure 60 per cent and above in the aggregate of marks will be placed in the First Class. Those securing 50 per cent and above but below 60 per cent in the aggregate will be placed in the Second Class. Those securing 40 per cent and above but below 50 per cent in the aggregate will be placed in the Third Class.

Financial Assistance

Scholarships for SC/ST category are available as per the norms of the State Government of Tamil Nadu. Complete Admission fee waiver for the Physically Challenged/ Differently abled persons.

Policy of Programme Delivery

The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings. The Counselling schedule will be uploaded in the TNOU website and the same will be intimated to the students through SMS.

Requirement of the laboratory support and Library Resources

Lab Facilities are made available in Constituent Community Colleges and Community Colleges of Tamil Nadu Open University as per requirement as given in the National Skill Development Corporation(NSDC), Qualification Pack(QP). Practical Manual developed by the Tamil Nadu Open University will be supplied to the Students apart from Self Learning Materials. Library Books are available at the Headquarters, Regional Centres and Constituent Community Colleges and Community Colleges of Tamil Nadu Open University.

Cost Estimate of the Programme and the Provisions

The cost estimate for development, delivery and maintenance of the Vocational Diploma in Early Childhood Care and education Programme is provided in the following Table.

| S.No | Details | Amount in (Rs.) |
|------|---------------------------------------------------------------|-----------------|
| 1 | Programme Development, Delivery and Maintenance (Expenditure) | 7,34,244 |
| 2 | Programme Fee Charged for 1 Year (Income) | 7,200 |
| 3 | Examination Fee Charged for 1 Year (Income) | 1125 |
| 4 | Examination Expenses Per Student for 1 Year (Expenditure) | 900 |

Quality Assurance Mechanism and Expected Programme Outcomes

Tamil Nadu Open University, Centre for Internal Quality Assurance (CIQA) will monitor the delivering aspect of Community Colleges of TNOU for maintaining quality. Feedback will be collected from the Learners and success story if any will also be shared with learners. After completion of Early Childhood Care and Education Programme, Learner will acquire the Core Skills, Generic Skills and Professional Skills components and will be employed in the Pre Schools.

Programme Structure of Vocational Diploma in Early Childhood Care and Education Programme

| S.No | Course Code | Course Title | Credits | Marks Distribution | | |
|--------------|-------------|---------------------------------------------------------|-----------|--------------------|------------|------------|
| | | | | Internal | External | Total |
| 1 | VDECE-11X | Child Psychology | 6 | 30 | 70 | 100 |
| 2 | VDECE-12X | Early Childhood Care and Education | 6 | 30 | 70 | 100 |
| 3 | VDECE-13X | Nutrition, Health, Hygiene and First aid | 4 | 30 | 70 | 100 |
| 4 | VDECE-14X | Communication Skills and Fundamental Computer Knowledge | 4 | 30 | 70 | 100 |
| 5 | LCS | Life Coping Skills | 6 | 30 | 70 | 100 |
| 6 | VDECE-15X | Project Work | 6 | 30 | 70 | 100 |
| Total | | | 32 | 180 | 420 | 600 |



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Name of the Programme– Vocational Diploma in Early Childhood Care Education - Syllabus (Flexible Skill Training Mode)

| | | |
|----------------------|----------|-----------------------------------------|
| Course Title | : | Child Development and Psychology |
| Course Code | : | VDECE-11X |
| Course Credit | : | 6 |

Course Objectives

While studying the **Child Development and Psychology**, the student shall be able to:

- Explains the Basic Concepts and Principles of Child Development
 - Describe the development stages from born to Toddlerhood
 - Elaborates major developments in the stage of Early childhood
 - Enumerates the details of the Children with Special Needs
-

Course Outcomes

After completion of the **Course Child Development and Psychology**, the student will be able to:

- Retrieve relevant knowledge of Basic Concepts and Principles of Child Development
 - Understand the development stages from born to Toddlerhood
 - Analyze the difference between the major developments in the stage of Early childhood
 - Evaluate the details of the Children with Special Needs
-

Block-1: Principles of Child Development

Unit-1: Basic Concepts in Child Development

Need of the Child Development - Major influences on Development - Nature of Development Change - A Perspective on the Young Child's Development - Theoretical Issues - Active or Passive nature of the Child - Development continuous or discontinuous - Stability or change overtime

Unit - 02: Principles of Child Development

Introduction – Child Development - Principles of Child Development - Havighurst's Developmental Tasks for Childhood - Factors influencing Mastery of Developmental Tasks

Block-2: Stages of Child Development

Unit - 03: Pre-Natal Development and Care

Conception - Intra Uterine Growth - Major Milestones of Fetal Development - Important Characteristics of the Prenatal Development - Prenatal Care and Preparation for Parenthood - Conditions Affecting Prenatal Development - Kinds of Birth - The Neonate - Major Reflexes in the New Born Baby - Ten Important Points for the Care of New Born

Unit-4: The Infant: The First Six Months of Life and From Six Months to One Year

Introduction to the Infant: The First Six Months of Life - Growing and Caring - Movement - Finger Skills - Using the Senses - Playing and Learning - Socio-Emotional Development - Cognitive Development: The Emergence of Thought - Thought in the First Year - Sensory Motor Stage - The Role of the Caregiver

Unit-5: Development during Toddler hood

Development during Toddler Hood-Introduction - Physical Development - Motor Development in Toddler hood - Physical Growth - Changes in Body Weight

Unit - 06: Cognitive Development to Toddler hood

Cognitive Development - Variations of Peekaboo

Unit-7: Language Development from Words to Sentences

Language Development - The First Sentences - The Development of Grammar - Stages of Language Development - Techniques of Accelerating Language Development - Factors Associated with Language Development - Role of Parents

Unit-8: Personal and Social Development

Personal Development - Developing Autonomy - Development of the Self - Attachment - Relating with Peers - Altruism and Empathy - Fear Anger and Aggression - Fear - Anger and Aggression - Handling Aggressive Behaviour - Social Development - The Self-Concept - Socialization - Rewards and Punishment - Punishments - Observation - Play during Toddler hood

Block-3: Child Development during Pre-School years

Unit-9: The Child Development during Pre-School Years

Developing Physical and Motor Coordination - Development of Motor Skills

Unit-10: Cognitive Development during Pre-School Years

Cognitive Development - Make-Believe Play - Some Cognitive Abilities - Piaget's Explanation - Seriation - Development of Understanding - Learning through Play

Unit-11: Language Development

Language Development – Introduction - Ages and Stages of Language Development - Understanding Language Rules - Pre-Reading and Pre-Writing Skills - Functions of Language - Factors Influencing Language Development - Techniques for Accelerating Language Development - Speech Problems in Childhood

Unit-12: Social Development

Social Development – Introduction – Sex - Developing Initiative - Self – Concept - Conditions Shaping the Self-Concept in Early Childhood - The Development of the Gender Concept

Block-4: Disciplining and Children with Special Needs

Unit-13: Disciplining Children

Disciplining Children-Introduction - Common Ways of Disciplining - Suggested Techniques

Unit - 14: Children with Special Needs

Definition of Special Needs - Kinds of Special Need - Children with Physical Impairments - Children with Visual Impairments - Children with Hearing Impairments - Children with Learning Disabilities - Children with Behavioural Difficulties - The Concept of Integrated Education



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Name of the Programme– Vocational Diploma in Early Childhood Care Education - Syllabus (Flexible Skill Training Mode)

| | | |
|----------------------|----------|---------------------------------------|
| Course Title | : | Early Childhood Care Education |
| Course Code | : | VDECE-12X |
| Course Credit | : | 6 |

Course Objectives

While studying the **Early Childhood Care Education**, the student shall be able to:

- Explain the Importance and Different methods used in Pre-School Education
 - Elaborate Importance and Different methods used in Pre-School Education
 - Enumerates the different types of Development in the Pre-School Curriculum
 - Elaborates the Organisation and Management of Pre-School
 - Describe the Home-School, Relationship
-

Course Outcomes

After completion of the **Early Childhood Care Education**, the student will be able to:

- Retrieve relevant knowledge of Importance and Different methods used in Pre-School Education
 - Understand the Importance and Different methods used in Pre-School Education
 - Analyze the different types of Development in the Pre-School Curriculum
 - Evaluate the details of the Home-School, Relationship
-

Block-1: Pre-School and its Importance

Unit-1: An Introduction to Early Childhood Education (Pre-School Education)

Introduction: Scope of Pre-School Education (Early Childhood Education) - Content and Methodology - Needs of the Child - Importance of Pre-School (Early Childhood Education) - Important Methods in Pre-School Education – Froebel – Montessori – Tagore - Mahathma Gandhi - Other Indian Influence in Pre-School Education

Unit-2: Importance of Play in Pre-School

Importance of Play in Pre-School – Introduction - Values of Play - Essential Features for Play - Physical Development Through Play - Motor Development Through Play -

Language Development Through Play - Cognitive Development Through Play - Emotional Development Through Play - Socialization through Play - Aesthetic and Creative Development Through Play - Attitude Development Through Play - The Developmental Domains and suggested Play Based Activities.

Block-2: Physical and Creative Developments in Pre-School Curriculum

Unit-3: Creche Management

Introduction to Creche Management - Planning a Creche - The Programme for Development - Personal and Social Development - Language Development - Health Care

Unit-4: Physical Development in the Pre-School Curriculum

Physical Development – Introduction - Outdoor Play – Gross Motor Skills - Fine Motor Skills

Unit-5: Creative Development in the Pre-School Curriculum

Creative Development – Introduction - Teacher’s support in Children’s Creativity - Art Experiences - Music Songs and Rhymes - Imaginative and Dramatic Play - Story Telling - Creative Drama

Block-3: Pre-School Curriculum and Other Developments

Unit-6: Cognitive Development in the Pre-School Curriculum

Cognitive Development – Introduction - Development of Concepts – Mathematics – Science - Social Studies

Unit-7: Personal and Social Development in the Pre-School Curriculum

Developing Self Esteem - Developing Independence - Developing Interpersonal Skills - Developing an Awareness of Morality - Suggested Games and Activities to Develop Social and Personal Skills

Unit-8: Language and Communication Development in the Pre-School Curriculum

Language and Communication Development - Listening Skills - Speaking Skills - Reading Skills - Writing Skills

Unit-9: Curriculum – Theme Approach

Creating Thematic Curriculums - Points to be considered while planning a Theme - Contents of a Well Organized Thematic Lesson

Block-4: Management of Pre-School

Unit-10: Organisation and Management of a Pre-School Space, Material, Personal and Time

Physical Structure and Facilities - Design of a Pre-School - The Pre-School Staff - Admission of Children - Duration of Pre-School Programme - Records and Registers - Teaching and Learning Aids - Organizing Time

Unit-11: Assessment of the Programme

Meaning of Assessment - Assessing the Programme - Evaluation of the Teacher - Assessing Children

Unit-12: Home-School, relationship

Home – School, relationship - Benefits of Parent Involvement in School - Some Principles to Keep in Mind in communicating with Parents



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Name of the Programme– Vocational Diploma in Early Childhood Care Education - Syllabus (Flexible Skill Training Mode)

| | | |
|----------------------|----------|-------------------------------------------------|
| Course Title | : | Nutrition, Health, Hygiene and First Aid |
| Course Code | : | VDECE-13X |
| Course Credit | : | 4 |

Course Objectives

While studying the **Nutrition, Health, Hygiene and First Aid**, the student shall be able to:

- Explains the Classifications and Importance of Food.
 - Describe the essential constituents of Food
 - Elaborates Importance, Principles and Qualities of First aid
 - Enumerates the different types of first aid in needed circumstances.
-

Course Outcomes

After completion of the **Nutrition, Health, Hygiene and First Aid**, the student will be able to:

- Retrieve relevant knowledge of Classifications and Importance of Food
 - Understand the essential constituents of Food
 - Analyze the difference Importance, Principles and Qualities of First aid
 - Know the Health and Hygiene
 - Apply the different types of first aids in needed circumstances.
-

Block-1: Food and its Constituents

Unit-1: Food

Definition of Food - Functions of Food - Classifications of Food - Importance of Food - Balanced Diet - Physiological functions of Food - Recommended Dietary Intakes RDI

Unit-2: Protein, Carbohydrates and Fat

Essential Constituents of Food – Protein – Carbohydrates - Fat

Unit-3: Vitamins and Minerals

Vitamins - Classification of Vitamins – Water - Water-soluble Vitamin - Minerals

Block-2: Nutrition, Health and Hygiene

Unit-4: Nutrients

Definition of Nutrition - Types of Nutrients - Nutritive Value of Indian Foods - The Five Food Groups.

Unit-5: Diet for Pregnant Women – Nutrition during Lactation

Nutrition during Pregnancy - Nutrition during Lactation - Nutrition from Infancy to Adolescence - Ways of Measuring Growth - Healthy Foods

Unit-6: Health and Hygiene

Meaning of Health - Definition of Health - Guidelines for Good Health - Factors Affecting Health - Food Poisoning – Weaning – Routines - Feeding Your Baby

Block-3: Ailments and Immunization

Unit-7: Common Ailments

Common Ailments among children from 0-6 year - Meaning of Malnutrition - Protein-Energy Malnutrition (PEM) - Iodine Deficiency Disorders (IDD) - Remedies for Malnutrition

Unit-8: Immunization

Major Health Programmes - National Immunization Programme - Schedule of Immunization - National Immunization Schedule for Children

Block-4: First-Aid

Unit-9: First Aid

Meaning of First Aid - Importance of First Aid - Principles and Practice of First Aid - Need for First Aid - Scope of First Aid - Essential qualities of First Aider - Requisites of First Aid - Duties of First Aider - General Do's and Don'ts of First Aid

Unit-10: Stings and Bites

Meaning of stings and Bites - Stings of mites, ticks and leaches - Stings of Bees, wasps, fleas and hornets scorpion - Dog bite - Snake Bite

Unit-11: Burns and Scalds

Meaning of burns and scalds - Causes of burns - Depth of the burn - Area of the burn - Treatment to burns and scalds - Chemical burns - Chemical burns to eye - Flash burns to the eye - Risks from burns

Unit-12: Bleeding and Fainting

Meaning of wounds and bleeding - Types of wounds - Treatment of external bleeding - Bleeding from the head and palm - Bleeding from mouth - Fainting

Unit-13: Fractures

Meaning of fractures - Fractures, dislocations and soft tissue injuries - Kinds of fractures - Symptoms of fractures - First aid for fracture - Fractures of skull, face and jaw - Treatment to fractures

Unit-14: Bandaging and Drowning

Meaning of Bandaging - General Principles of bandaging - Types of Bandages – Drowning - Rescuing a Drowning person - Treatment of a near – drawing person - Position of first aid operator - First aid to drowning - Additional instructions

Unit-15: Poisoning and shocking

Meaning of Poisoning - Methods of Poisoning - First aid for poisoning - Potential effects of poisons - Blood poison - Carbon Monoxide poisoning - Shocking

Unit-16: Temperature Extremes

Meaning of Temperature Extreme - Cause of Hypothermia – Frostbite - Meaning of Extreme heat - Heat Exhaustion



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Name of the Programme– Vocational Diploma in Early Childhood Care Education - Syllabus (Flexible Skill Training Mode)

Course Title : **Communication Skills and Fundamental Computer Knowledge**
Course Code : **VDECE-14X**
Course Credit : **4**

Course Objectives

While studying the **Communication Skills and Fundamental Computer Knowledge**, the student shall be able to:

- Explains the meaning of Communication and Communication action
 - Describe the Orientations with parent and Teachers
 - Explains the Basic introductions of Computers
 - Elaborates the various accessories used by Windows
 - Describes the evolution of Computers and its advancements
 - Elaborates major components of a Computer
 - Enumerates the details of OS like Windows and Linux
-

Course Outcomes

After completion of the **Communication Skills and Fundamental Computer Knowledge**, the student will be able to:

- Retrieve relevant knowledge of Communication
 - Understand the Parent and Grammar orientation for Teachers
 - Elaborate the history and evolution of Computers
 - Identify and enumerate about the major components of the Computer
 - List the input and output devices of the computer
-

Block -1: Functional English

Unit -1: Language Arts – Oral & Gestural Delivery

Meaning of Communication - Communication in Action – Messages - Languages

Unit -2: Vocal and Graphical Delivery

Speaking - Writing Reports

Unit -3: Parent Orientation & Grammar Orientation for Teachers

The Parent and The School – Grammar – Tenses - Degrees of Comparison (Interchange) - Direct and Indirect Speech - Types of Sentences - Active & Passive Voice - The Article - Punctuation

Unit-4: Phonetics and Spoken English

Speech Sounds - Spoken English

Block-2: தமிழ் மொழி

Unit-5: தமிழ் மொழியின் தோற்றமும் வளர்ச்சியும்

தமிழ் மொழி - தமிழ் மொழியின் சிறப்பு - மொழி என்றால் என்ன? மொழியின் தோற்றம் - கருத்துப் பரிமாற்றம் - பேச்சு மொழி-மொழியும் அதன் பயனும் - மொழி ஓர் அரிய கலை-கிளைமொழிகள்- எழுத்து மொழி-எழுத்து மொழி வரலாறு- பிராமி எழுத்து-கிரந்த எழுத்து- தமிழ் எழுத்து-வட்டெழுத்து-நகரி எழுத்து-தமிழ் மொழியின் வளர்ச்சி தொல்காப்பியமும், பண்டைத் தமிழ் எழுத்துக்களும் - தமிழில் பிற மொழி கலப்பு - பிற மொழிகளில் தமிழ் - எழுத்து சீர்திருத்தம்.

Unit-6: அடிப்படைத் தமிழும், தமிழ் கற்பித்தலும்

எழுத்திலக்கணம் - எழுத்திலக்கணத்தின் வகைகள் - பதமும் அதன் வகையும் - புணர்ச்சி - சொல்லிலக்கணம் சொல்லின் பொது இலக்கணம் - சொல்லின் வகைகள் - பெயர்ச் சொல் - வினைச் சொல் - இடைச் சொல்லும் உரிச்சொல்லும் - வாக்கிய அமைப்பு - தமிழ் கற்பிக்கும் முறைகள் - ஆசிரியருக்குரிய நற்பண்புகள் - நல்ல மாணாக்கனுக்கான இலக்கணம் - நன்னூலார் கூறும் கற்றலின் இலக்கணம் - சங்க காலத்தில் கற்பிக்கும் முறைகள் - இடைக்காலத்தில் கற்பிக்கும் முறைகள் - தற்காலத்தில் கற்பிக்கும் முறைகள்.

Block-3 : Fundamental Computer Knowledge-I

Unit-8: Introduction to Computer

Evolution of Computers - Characteristics of Computers - Difference between Computer and Calculator - Computer Generations - Computer Dynasty (Type of Computers) - Classification of Computers - Basic Computers Operations - Input Devices - Output Devices - Storage Devices - Numbering System - Hardware & Software - Operating System - Inside the System Unit - Booting Process

Unit-9: Introduction to Windows and Accessing Information

Introduction to Windows - Definition of Windows - Working with Windows - My Computer- Windows Explorer - Displaying New Toolbars - File Naming

Block-4 : Fundamental Computer Knowledge-I

Unit-10: Managing Files and Folders

Selecting Multiple Files / Folders - Copying and Moving Files / Folders - Deleting Files / Folders - Creating a New File / Folder - Renaming a File / Folder - Backtracking File Operations - Finding Lost Files / Folders

Unit-11: Customising and Accessories

Customizing - Date and Time – Keyboard – Mouse – Sounds – Fonts-Paint - Character Map – Calculator – Notepad - Word Pad - Entertainment

Unit -12: Internet, E-mail and Browsing

A Description of the Internet – Entertainment - Getting Connected - Modem - Ways to Connect - Commercial Online Service Features - World Wide Web (WWW) - Web Browser - Multimedia on the Web - Search the Web - Electronic Mail (E-Mail) - E-Mail Programs - E-Mail Address - Parts of a Message - Sent a Message - E-Mail Futures



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Name of the Programme– Vocational Diploma in Early Childhood Care Education - Syllabus (Flexible Skill Training Mode)

Course Title : Project Work
Course Code : VDECE-15X
Course Credit : 4

Project Work -Practical in a School (Placement in Pre-School for Practical for 20 Working days)

1. Introduction
2. Where to do Practical?
3. General Instruction
4. Instruction for Preparation of Records
5. Part-I : Section – A: General Observation of Class Room and Teacher
(Minimum 3 Classes)
Part-I: Section –B: Observation: Case study on one Child (Entire Practical Period)
6. Part-II: Section –A : Practical Participation and Organizing activities for Children
Part-II: Section – B: Lesson Plan (At least 15 lesson Plans)
7. Part-III: Section –A : Creative Activity Album
Part-III: Section – B: Album of Teaching and Learning Materials



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**Life Coping Skills (LCS) and Communication Skills (CNS)-Core
Course for all Vocational Diploma Programmes**

Life Coping Skills and Communication Skills have been included to help the students to understand the meaning of life and to understand the meaning of relationship and how we communicate in every day life.

Examination System: Examination to Life Coping Skills and Communication Skills are designed to maintain quality of standard. Theory will be conducted by the University in the identified Examination Centres. For the Assignment students may be permitted to write with the help of books/materials for each Course, which will be evaluated by the Evaluators appointed by the University.

Assignment (Internal): Assignment carries 30 marks, consists of descriptive type of questions for each Course (3 X 10 = 30 Marks). Learners are expected to write 10-15 pages for each assignment. Submission of Assignment is compulsory.

Theory Examination (External): Students shall normally be allowed to appear for Theory Examination by completing Practical and Assignment. The Term-End Examination shall carry Section- A, Section- B and Section- C

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|--------------|-------------------------------------------------------------------------------------------------------|----------------------|
| Section-A | Three out of Five Short Answer Questions [Each 3- Marks] | 3 X 3 = 9 Marks |
| Section-B | Three out of Five Long Answer Questions [Each 7- Marks] | 3 X 7 = 21 Marks |
| Section-C | Four out of Seven Essay questions of which one will be Multiple Choice Question [Each 10-marks] | 4 X 10 = 40 Marks |
| Total | | 70 Marks |

Passing Minimum: The passing minimum is 35 percent in the internal and external/ theory examination taken together for successful completion of each course.



Tamil Nadu Open University
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Name of the Course – Life Coping Skills - Syllabus (Flexible Skill Training Mode)

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| Course Title | : | Life Coping Skills |
| Course Code | : | LCS |
| Course Credit | : | 6 |

(1).Life Coping Skills : The main objectives of the Life Coping skills is to understand the meaning of life and its challenges, provide skills and knowledge needed to cope with life's problems and challenges, develop a positive attitude, train to be successful and useful citizens through positive thinking, cope with criticism, failure, anger, loneliness, physical and verbal abuse, improve self-esteem, manage time and stress, develop one's personality to its full potential, help the students to become team players, develop personal skills and to provide skill problems solving and decision making.

Block- 1-Self Skills

Unit-1: Self Skill – I

Meaning and Process of Coping- Restructuring the Life Story - External and Internal Influences in One's Life - Messages: Positive and Negative - Life Illustrations - Self Esteem - Self Concept - Self Acceptance - Self Actualisation- Personality Development

Unit-2: Self Skill – II

Positive Thinking - Goal Setting - Problem Solving - Decision Making

Block- 2: Social and Leadership Skills

Unit-3: Social Skills

Social Skills- Motivation- De-motivating Factor- Meaning and Attitude to Success- Time Management -The Management of Time is the Management of Life - How to gain an extra mile every day- Tips for Time Management - Stress Management

Unit-4: Leadership Skills

Emergence of a Leader -Characteristics of Leadership -Various kinds of Leaders -
What should Leader do- The Moulding of a Leader - Characteristics of a Successful
Leader- Team Work - What is it like work in a Team- What is Team Learning

Unit-5: Coping Skills – I

What is Shyness- How to Overcome Shyness- Tips to Overcome Shyness - Coping
with Loneliness-Finding Ways to Change the Feelings of Loneliness-Overcoming
Loneliness - Tips to Overcome Loneliness- Coping with Depression - Coping with
Fear- Coping with Anger and Verbal Abuse -Verbal Abuse- Coping with Failure -
Coping with Criticism

Unit-6: Coping Skills – II

Coping with HIV – AIDS- Coping with Alcoholism - Tobacco and Smoking - Coping
with Substance Abuse

Block -4: Managerial and Entrepreneur Skills

Unit-7: Managerial Skills

Coping with Conflict- Conflict can be Constructive or Destructive- Constructive
Nature of Conflicts- What are the Strategies for Managing Conflicts- Tactics of
Conflict Management- Coping with Change- Twelve Steps to Implement Change

Unit-8: Entrepreneur Skills

Career Guidance - Career Planning- Preparation for Employment- Looking for
Opportunities - Preparation for the Interview - Work Environment - Thriving in
Today's Work Environment .



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Name of the Course – Communication Skills - Syllabus (Flexible Skill Training Mode)

| | | |
|----------------------|----------|-----------------------------|
| Course Title | : | Communication Skills |
| Course Code | : | CNS |
| Course Credit | : | 6 |

(2).Communication Skills: The main objectives of the Communication Skills is to introduce to the students the process and kinds of communication, train the students to code and decode communication effectively, explain the various interpersonal skills required to interact with others and make the students understand the meaning of relationship and how we communicate in every day life.

Block -1: Communication

Unit-1: Introduction to Communication

Communication concept- Process of Communication- Elements of Communication- Types of Messages- Types of Communication- Speech- Different Types of Verbal Communication-Effective Communication-Interpersonal Communication-Communication as Skilled Behaviour-Social Skills Model- Social Skills Model to Interpersonal Communication-Implications of the Approach-Components of Interpersonal Skills-Characteristics of a Good Conversation-Hints for Inter-Personal Relation-Ship

Unit-2: Effective Communication

Definition of Effective Communication- Common Forms of Communication- The Positive Value of Good Communication- Guidelines for Effective Communication- Review Questions- Three Principles of Communication- Communication Strategies

Block- 2:Situational and Behavioural Communication

Unit-3: Situational Language

Greeting and Introducing- Inviting Someone and Making Requests- Offering Help and Seeking Permission- Asking for Advice and Expressing Gratitude-Asking whether Someone Remembers- Persuading, Complimenting and Congratulating- Expressing Sympathy- Complaining and Apologising- Making Suggestions and Warning Someone- Asking for Excuse and Ending a Conversation- Asking for Information and Someone's Opinion- Asking if someone is sure and to Say Something

Again- Checking that you have understood- Asking whether someone knows- Asking About Possibility and Preference- Requesting Someone- Asking if someone Agrees- Asking if someone is Obligated to do something- Some Useful Expressions- Different Models of Situational Conversations

Unit-4: Behavioural Communication

Effective Criticism Made Easy: Basic Rules for Delivering-Negative Feedback to Others- Before Delivering to Negative Feedback- While Delivering Negative Feedback- After Delivering Negative Feedback

Block -3: Types and Modes of Communication

Unit-5: Modes of Communication

Group Discussion- Importance of Group Testing- Factors that Contribute to Group-Worthiness- Guidelines for Group Discussion- Factors that Matter in a Group Discussion- Important Parameters in Group Discussion- Types of Groups- Speech-Speech Distractions- Five ways to make your Audience Sit Up- Successful Public Speaking- Drafting a Speech- Major Pitfalls in Public Speaking- Body Language-The Constituents of Body Language

Unit-6: Leadership and Team Communication

Definition of a Leadership- Types of Leadership- Shared Leadership- Ten Principles for Leadership Communication- Styles of Leadership- Team Communication-Achieving Effectiveness through Team Communication- The Components of Communication- Characteristics of Highly Cohesive Teams

Block- 4: Interview Skills and English Language

Unit-7: Interview Skills

Interview Defined- Kinds of Interviews- Preparation for a Job Interview- Telephonic Interview- Preparation for a Telephonic Interview- Speaking to Foreigners- Success in Interview-Ten Most Frequently Asked Questions- Inter Whew- Inter Phew

Unit-8: English as Spoken and Written Language

Simple Sentence- Word Order- Modals- Passive Voice- Letter Writing-An Informal Letter-Formal Letter-Personal Letters- Official Letters- Paragraph Writing- Essay Writing- Types of Essay- Prose Comprehension- Poetry Comprehension- Precise Writing- Dialogues.