

## SUMMER VOCATIONAL COURSE UNDER NEP – 2020

*(Students may choose vocational courses after 2<sup>nd</sup> Semester opt for exit. Student have to pay additional fees for this as specified by the course provider)*

### **SEM-V: Education in Early Childhood**

*(4 Credit, Theory: 45hrs, Practical: 30hrs)*

#### **Course Outcomes:**

The completion of this course will result in understanding of fundamental learning processes and mechanisms involved during early childhood years that has important repercussion on cognitive, linguistic, and psychosocial maturity of a child. Since it is important for both parents and teachers to understand their role in early stimulation without burdening the young mind, this course is meant for all students in general and aspiring preschool professionals in particular.

#### **Unit-I: Introduction to Early Childhood Education**

- Meaning, significance and objectives of Early Childhood Education (ECE); Issues Influencing the Practice of Early Childhood Education, Understanding child's rights to recognize young children as participants in their own development to create responsive environments
- Significance of Play; Programme planning and evaluation in early childhood education  
Learning Outcome: The knowledge regarding background and concept of ECE will be acquired along with child right perspective.

#### **Unit –II: Role of family and teacher in childhood**

- Role of parents: Critical years of learning of a child; preparing enriched environment for infants and toddlers; children with disabilities; culturally appropriate practices.
- Role of Teachers: Preschool years and goals of preschool, school readiness and holistic development of a child; children with special needs and inclusive classroom  
Learning Outcome: Students will be clear about the role and contribution of family and teachers during childhood.

#### **Unit-III: Assessment and use of Technology for children**

- Assessment and Its Purpose; Developmentally appropriate classroom assessment, reporting to and communicating with Parents and Families, Types and Methods of Assessment, Assessment for School Readiness; Purposes of Observation.
- Children of the Net Generation: Technological Integration in Educational Settings; Digital Literacy, Supporting Children's Technology Use; Developmentally Appropriate Technology

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Use for Young Children Learning Outcome: Students will understand the role and contribution of assessment and technology during childhood.

**Unit IV: Practical (Any two)**

- (i) Conduct a case study of a child from Anganwadi / pre-school regarding her participation in classroom learning activities.
- (ii) Visit a preschool and write a detailed report on its use of early stimulation learning aids.
- (iii) Visit a preschool for special children and prepare a report on its teaching-learning practices.
- (iv) Write a report on technology used in a preschool for classroom activities of children.

**Text Books:**

✓ Fundamentals of Early Childhood Education, 9th Edition, G. S Morrison, and Mary Jean Woke, L. Griffin, Pearson Education, 2021.

✓ Introduction to Early Childhood Education: Preschool Through Primary Grades, by Jo Ann Brewer, Sixth Edition, Pearson New International Edition, 2014  
[https://api.pageplace.de/preview/DT0400.9781292052113\\_A24582025/preview9781292052113\\_A24582025.pdf](https://api.pageplace.de/preview/DT0400.9781292052113_A24582025/preview9781292052113_A24582025.pdf)

✓ Early Childhood Education: An Introduction, : R.Kapoor, R.Soni & K.K. Vasishtha, 2021 o  
<https://ncert.nic.in/dee/pdf/Earlychildhood.pdf> . NCERT, New Delhi

**Reference:**

✓ National Early Childhood Care and Education (ECCE) Curriculum Framework, Ministry of Women and Child Development, Govt of India, 2023  
[https://wcd.nic.in/sites/default/files/national\\_ecce\\_curr\\_framework\\_final\\_03022014%20%282%29\\_1.pdf](https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29_1.pdf)

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## SUMMER VOCATIONAL COURSE UNDER NEP – 2020

*(Students may choose vocational courses after 4th Semester opt for exit. Student have to pay additional fees for this as specified by the course provider)*

### **SEM-VI: Psychological Testing**

*(4 Credit, Theory and Practical: 60hrs)*

#### **Course Outcomes:**

To equip students with the theoretical knowledge and practical skills necessary for conducting psychological assessments across diverse contexts, including intelligence, personality, and specialized domains, thereby preparing them for professional practice in clinical, educational, and organizational settings.

#### **Unit 1: Introduction**

Nature and use of psychological tests - Definition of a test - Types of tests - Uses of testing - Who may obtain tests, Standardized procedures in test administration - Procedures of test administration - Influence of examiner - Background and motivation of examinee, The Origins of psychological testing.

#### **Learning Outcomes:**

Students will be able to understand the theoretical foundations, origin, types and practical applications of psychological assessment in various domains, including intelligence, personality, and specialized areas.

#### **Unit 2: Intelligence Testing**

*The students are required to understand the processes of testing, use of manual to administer, record the response and interpret the result of any **two** of the following Tests.*

Malins Intelligence Scale for Indian Children (MISIC) OR Seguin Form Board Test

&

Bhatia's Battery Performance Tests of Intelligence OR Wechsler Adult Intelligence Scale Fourth Edition (WAIS-IV) India

#### **Learning Outcomes:**

Students will be able to Learn the assessment of human abilities, administer tests following standardized procedures, understand the integration of data in evaluating, scoring and interpretation of behaviour accurately and develop effective communication skills for conveying assessment findings while maintaining confidentiality and sensitivity.

#### **Unit 3: Personality Testing**

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*The students are required to understand the processes of testing, use of manual to administer record the response and interpret the result of any of the following **two** Tests*

**Inventories:** The Personality Inventory Brief Form (PID-5-BF), **OR** NEO FFI

**Projective Tests:** Sentence Completion Test, **OR** the Rorschach Ink Blot Test

### **Learning Outcomes:**

Students will be able to learn the assessment of human personality, administer tests following standardized procedures, understand the integration of data in evaluating, scoring and interpretation of behaviour accurately and develop effective communication skills for conveying assessment findings while maintaining confidentiality and sensitivity.

### **Unit 4: Psychometric Tests in other domains**

The students are required to understand the processes of testing, use of manual to administer record the response and interpret the result of any of the following two Tests.

- General Health Questionnaire
- Job Satisfaction Scale
- Psychological Capital (PsyCap)
- The Multidimensional Scale of Perceived Social Support

### **Learning Objectives:**

Students will be able to Learn the assessment of human abilities, administer tests following standardized procedures, understand the integration of data in evaluating, scoring and interpretation of behaviour accurately and develop effective communication skills for conveying assessment findings while maintaining confidentiality and sensitivity.

### **Text Books**

✓ Singh, A. K. (2010). Tests, measurements and Research Methods in Behavioral Sciences. Bharathi Bhawan.

✓ Gregory, R.J (2015). Psychological Testing: History Principles and Applications (7th ed.). Pearson Education Limited

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## **Community Engagement & Services / Field Work/ Internship**

**Semester – IV (4 Credits, Contact Hours: 60hrs)**

Students have to engage in a **field- based learning/Internship** under the guidance of an external entity in **Semester IV**. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learning's can be supplemented by actual life experiences to generate solutions to real-life problems.

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- (iv) Personality Type- To assess the personality type of a student obtaining responses from the student and two other significant persons in his /her life by using Glazer's test of Personality Type

**Text Books:**

- ✓ Baron, R.A.(1995). *Psychology-The Essential Science*, Pearson Education Company of India Pvt. Ltd.
- ✓ Gerrig, R.J. & Zimbardo, P.G. (2010). *Psychology and Life* (19<sup>th</sup> Ed.). Delhi: Allyn & Bacon
- ✓ Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, Divya Prakashani, Samantarapur, Bhubaneswar.

**Reference Books:**

- ✓ Ciccarelli, S.K. & White, J.N. (2018). *Psychology*. Pearson India.
- ✓ Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). *Introduction to psychology* (7<sup>th</sup> edition) Bombay: Tata-McGraw Hill.
- ✓ Feldman, R.S. (2004). *Understanding Psychology* (6<sup>th</sup> Edition), New Delhi, Tata-McGraw Hill.

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**Processes of Human Empowerment**  
(4 Credit, Theory: 45hrs, Practical: 30hrs)

**Introduction:**

Human empowerment is ultimately an individual condition of gaining the power to control and modulate changes in one's own life those are considered important to one's identity and adjustment. The purpose of the course is to introduce to the students the basics of human empowerment and how the empowerment processes are strengthened and improved.

**Course Outcomes:**

- To help students gain ideas about intelligence and personality as foundations of human empowerment.
- To make students understand how motivation and emotion are empowering processes to human development.

**Unit I: Intelligence**

- Concept of Intelligence, Role of Heredity and Environment in Intelligence, Theories of Gardner, Sternberg and PASS Model
- Measuring Intelligence: Intelligence tests (individual and group) Interpretation of test score, Cross-cultural issues in testing intelligence.

**Learning Outcomes**

- Know the structural components and functional dynamics of intelligence.

**Unit II: Personality**

- (iii) Personality-Freud's theory, Humanistic (Carl Rogers') theory & Social Cognitive theory
- (iv) Personality-Trait and type approach, Psychometric and Projective assessment.

**Learning Outcomes**

- Gain knowledge regarding different perspectives of human personality.

**Unit III: Motivation and Emotion**

- Concept of Motivation- needs, drive, incentive and goal, types of motives; Drive reduction and Arousal theory in motivation, and Vroom's Expectancy theory.
- Concept of Emotion, Emotions and feeling – bodily changes in emotions; Theories of emotion: James-Lange, Cannon-Bard, & Schachter- Singer theory

**Learning Outcomes**

- Understand the significance of emotion and motivation in behavior management.

**Unit IV: Practical**

- (iii) Intelligence test- To test the non-verbal intelligence of two college students using Raven's Standard Progressive Matrices

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