

# **Study Scheme & Syllabus of**

## **B. Voc. (Child Caregiver)**

**Batch 2025 onwards**

**By**

**Domestic Workers Sector Skill Council  
And  
IKG Punjab Technical University**





## SYLLABUS FOR B.VOC. (CHILD CAREGIVER) BATCH 2019 ONWARDS

### PROGRAMME OUTCOME

Upon graduation, students would be able to:-

- ✓ Exhibit understanding of Industrial work culture.
- ✓ Develop professional skills through quality education & research.
- ✓ Outreach various sectors of society through interdisciplinary program and practical oriented approach.
- ✓ Create dynamic, logical and effective leaders with inspiring mindsets.
- ✓ Identify opportunities, define problems and find solutions.
- ✓ Demonstrate the ability to identify a business problem, isolate its key components, analyze and assess the salient issues, set appropriate criteria for decision making, and draw appropriate conclusions and implications for proposed solutions.
- ✓ Demonstrate the capabilities required to apply cross-functional knowledge.
- ✓ Solve real-world business problems and demonstrate use of appropriate techniques to effectively manage business challenges.
- ✓ Recognizing and resolving ethical issues.
- ✓ Communicate effectively: be it business, management.
- ✓ Possess a strong foundation for their higher studies.
- ✓ Become employable in various companies and government jobs.

### DOMAIN SPECIFIC OUTCOME

This degree course pertains to caregiving of children of all ages, and specifically covers the following Job Roles specific to Household Workers: -

- (a) Baby Caregiver. (Level 4)
- (b) Supervisor Day Care/ Old Age/ PwD Homes. (Level 5).
- (c) Manager Day Care/ Old Age/ PwD Homes. (Level 6).
- (d) Private Tutor/ Governess (Level 7)

Child Caregivers generally take care of children of all ages who are in need of supervision. These jobs considered part-time jobs that are paid by the hour, and are either scheduled regularly sat 0900 to 1800 hours

Child Caregivers generally all day to day chores of the babies/ children, such to include toileting, bathing, feeding and other growth activities (e.g., games, sports, arts and crafts, etc.) or supervising play dates. They also do cooking, light housekeeping, driving children to and from scheduled activities, and helping with homework) for extra money.

The supervisors, as the name suggests look after the children/ babies/ PwD, depending upon the care homes they are employed to supervise. They are required to supervise the Caregivers to be able to efficiently accomplish taking care of children for their daily chores to include feeding the growth activities. They shall also be expected to understand the planning activities and assist in implementing the caregiving plans in a Care Home. Accounting, procurement, taking care of the assets and safety and security of the inmates as well as the care Homes is their responsibility

Managers are responsible to plan, establish, and maintain the Care Homes, one or more. He/ she shall be responsible for manpower planning, management of the work, preparing and implementing the jobs/ SOPs/ schedules, sales and operational activities in a Care Home.

A governess in addition, is academically and accomplished in child development as well as education. They are responsible for their overall growth, till they are put into a regular school. Some families may employ Governesses, normally part time, even after the children are at regular schools. They are expected to plan and supervise the growth in terms of mannerisms, education, assisting in home work, physical development, culture and ethical development.

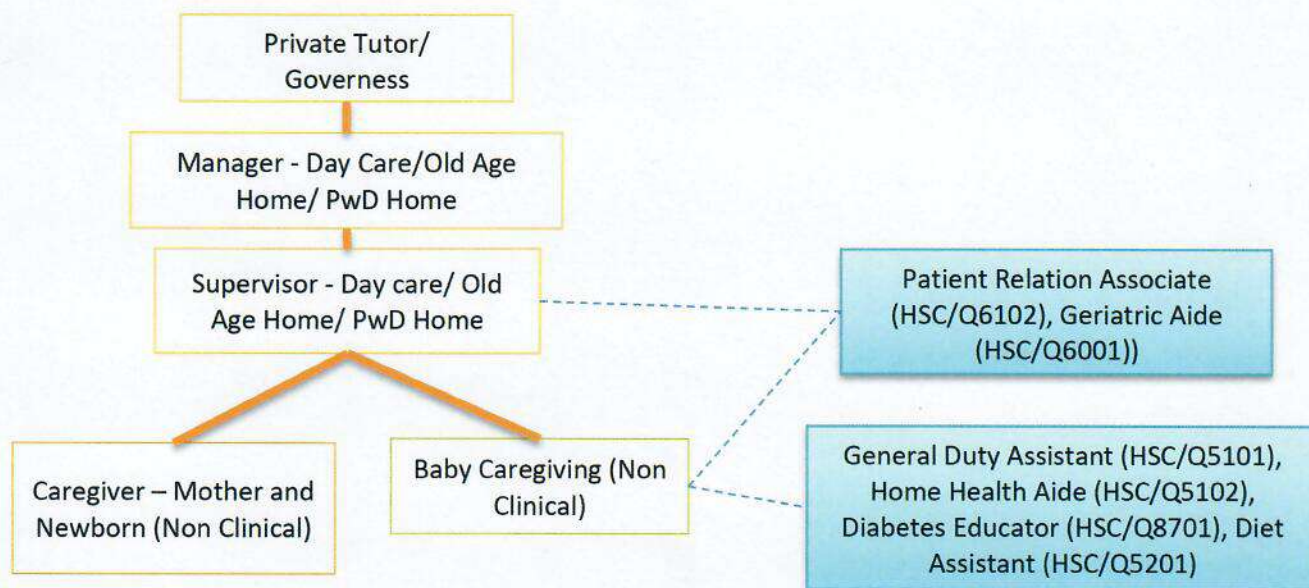




## CAREER SCOPE

With the developing economy, and consequent changes in the society landscape, such as splintering of families and dual income families, the children are required to be given to the care of the professional caregivers. Towards this end, the No of families requiring caregivers for different purpose are increasing at the growth rate of 20-25%.

Based on the level reached by the student/ trainee, different types of jobs are available as well as the industry for caregiving and early development of babies/ children at different age groups. As you grow in experience, age and qualifications, the scope in this sector is wide enough for progression. The progression can come in vertically, as well as horizontally. Vertically, you start getting higher and more responsibilities in the same profession, horizontally there is a scope of moving into the related profession, in this case health care sector. The progression chart in the sector is as under: -



### BLOCK CURRICULUM for B.Voc. (Child Care Giver) Semester I

Sub Code	Type	Subject		Load Allocations			Marks Distribution		Total marks	Credit
				L	T	P	I	E		
BVOC CCG 101	CORE THEORY	Introduction And Basic Needs of Babies	SC	3	1	0	40	60	100	4
BVOC CCG 102	PRACTICAL / LAB	Introduction And Basic Needs of Babies	SC	0	0	4	60	40	100	2
BVOC CCG 103	CORE THEORY	Preparation Of Food And Feeding Babies	SC	3	1	0	40	60	100	4
BVOC CCG 104	PRACTICAL / LAB	Preparation Of Food And Feeding Babies	SC	0	0	4	60	40	100	2
BVOC CCG 105	CORE THEORY	Holistic Development And Hygiene	SC	3	1	0	40	60	100	4
BVOC CCG 106	PRACTICAL / LAB	Holistic Development And Hygiene	SC	0	0	4	60	40	100	2
BVOC CCG 107	CORE THEORY	Employability And Entrepreneurship Skills	GC	4	0	0	40	60	100	4
BTHU 103-18	AECC	Communication	GC	2	0	0	40	60	100	2
HVPE 101-18	AECC	Human Values, Professional Ethics, Traffic Rules And Drug De Addiction	GC	2	0	0	40	60	100	2
BVOC CCG 110		On The Job Training (Sill Base): One Month	OJT				100		100	4
EMC-101-25		Entrepreneurship Setup And Launch **	OJT	0	0	4	60	40	100	2
Total				17	03	16	580	520	1100	32

\*\* The department of Higher Education and Languages, Government of Punjab endeavor to AI-powdered entrepreneurship learning platform on the said course. The Institute /Campus shall appoint an assistant professor as faculty coordinator.



## **BVOC CCG 101 - Introduction and Basic Needs of Babies**

### **Unit I - Introduction**

- State the objectives of the program.
- Explain the role of house hold staff in India.
- Describe categorization of house hold staff in India.
- Identify the reasons for the growth of house hold staff in India.
- Discuss the emerging trends in house hold staff in India.
- Define the roles and responsibilities of a of Baby Caregiver
- Recall the laws related to house hold staff and babies.

### **Unit II - Follow Workplace Guidelines and Responsibilities**

- Comply with the standards and guidelines relevant to work place
- Identify the roles and responsibilities within the limits and boundaries.
- Report hierarchy at workplace.
- Communication cycle – non-verbal communication
- Reading and implementing labels of all products to notes manufacturing and expiry date, ingredients, etc
- Importance of managing pressure.
- Demonstrate how to handle emergencies that may arise and when and whom to contact.

### **Unit III - Factors Affecting the Well-being of Babies**

- Determine the factors that may affect the health and wellbeing of babies of different age groups between 6 months and 2 years.
- Describe how these affect babies in different ways.
- List the different growth milestones of babies.
- Show to how to keep track of these milestones and handle them.

### **Unit IV – Bathe and Clean Babies**

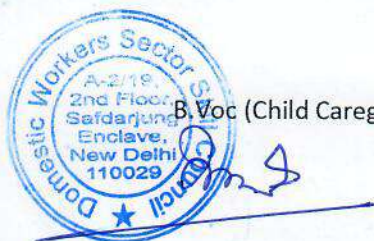
- Identify with parents, any specific requirements/routine for bathing and basic massaging the baby.
- State the importance of bathing, cleaning and changing nappies on time.
- Show how to bath the baby carefully as scheduled ensuring its comfort with the temperature of water and cleaning agents.
- Demonstrate the process of giving the baby a basic massage as scheduled using appropriate agents.

### **Unit V -Put Babies to Sleep**

- Identify with parents, any specific requirements related to the sleep schedule of the baby.
- Demonstrate how to put the baby to sleep as per the schedule and monitor its sleep constantly.
- Prepare and lay the bed for baby as per requirements.
- Demonstrate the process of playing and relaxing the babies with toys.

### **Unit VI - Baby Wellness and Ailments**

- List the types of common illnesses which may afflict babies and how to identify them.
- Manage the symptoms of illness in the baby calmly and effectively while they are in one's care.
- Identify the appropriate vaccinations and take the baby to the pediatrician to get it.
- Identify and seek medical assistance when necessary for the baby who becomes acutely ill while in one's care.





### **Unit VII Manage Babies and their Activities**

- Demonstrate how to touch, hold and manage babies in the right manner, gender sensitivity, etc.
- Categorize the types of common illnesses which may afflict babies and how to identify them
- Employ ways to record activities of the baby especially symptoms of discomfort or illness, in an understandable manner.
- Show how to interact with the babies in a pleasing and patient manner.
- Manage the tantrums of babies depending upon the context.
- Plan day's activities with the baby and manage his or her bath and sleep schedule.
- Show how to be proactive and respond promptly.
- Show how to be patient.
- Show how to adapt and be flexible in working with different age groups of babies.
- Apply, analyze and evaluate the information gathered from observation and experience.

### **Unit VIII –Baby Safety and Responses**

- Identify and remove any potential risks or hazards from the baby's vicinity while sleeping.
- Comply with health, safety and security practices that help to prevent and control infection.
- Demonstrate ways to put babies to sleep





**BVOC CCG 102 - Introduction and Basic Needs of Babies (Practical/Lab)**

- Demonstrate how to bathe babies of different ages.
- Demonstrate how to give basic massages.
- Show how to clean the baby thoroughly after each call of nature.
- Demonstrate how to change the diapers or inner garments of the baby.
- Practice providing assistance with toilet training.
- Administer right dosage of medicines to the baby on time, as instructed by parents.
- Demonstrate the actions to be followed in case the baby falls sick.
- Describe the ways to put babies to sleep.
- Show how to lift, hold and carry babies of different age groups.
- Show how to soothe babies throwing tantrums or crying.





## **BVOC CCG 103 - Preparation of Food and Feeding Babies**

### **Unit I - Follow Workplace Guidelines and Responsibilities**

- Comply with the standards and guidelines relevant to the preparation of food
- Use the cultural and language of the family for the preparation
- Writing the information communicated to you.
- Write basic words or names of items required in the kitchen.
- Read simple instructions of cooking.
- Deduce and listen carefully and interpret requirements.
- Instruct to be polite and courteous under all circumstances.
- Determine how to maintain work integrity.
- Describe ways to handle emotions and avoid unpleasant work situations.
- Identify and raise concerns if any, to the appropriate person.
- Assess, learn and constantly improve upon one's work practices.

### **Unit II – Take Care of Pre-feed Requirements**

- State the importance of feeding on time.
- Demonstrate how to store food and drink for the baby, hygienically.
- Illustrate the process of being flexible with baby's routines, if required.
- Describe how to be proactive and respond promptly.
- State to be patient.
- Show how to adapt and be flexible in working with different age groups of babies.

### **Unit III -Attend to Requirements during Feed**

- Demonstrate how to feed the baby carefully as per time specified, ensuring his/her comfort with the temperature and quantity of food.
- Show how to check if the baby has ingested food properly.
- Show how to remain calm under pressure.
- Demonstrate how to soothe babies throwing tantrums or crying.
- List the different preparations/foods suitable for the babies.

### **Unit IV - Attend to Post Feed Requirements**

- Practice cleaning the baby of any mess caused due to the feed.
- Demonstrate the appropriate process of monitoring the baby after the feed and informing parents immediately in case of any unfavorable reaction.
- Illustrate how to handle emergencies that may arise and who to contact.

### **Unit V – Identify Healthy and Nutritional Dishes and Maintain Appropriate Temperature**

- Illustrate how to develop a diet plan for babies.
- Demonstrate the process of cooking basic dishes for babies.
- Show how to cook the customized recipes by using appropriate cooking methods as required for the recipe.
- Demonstrate the process of making different types of beverages (such as tea, coffee, fruit juice etc.)
- Identify the correct temperatures for cooking the relevant dishes.
- Identify the correct temperature for preserving the leftover dishes after cooking and serving them

### **Unit VI- Maintain the Nutritional Value of Food Items during and after Cooking**

- Analyze and check that the ingredients meet both quality and quantity requirements of the food items to be prepared.
- Demonstrate the process of cleaning the items thoroughly and cutting them into required proportions using appropriate tools.



- Inspect the dish to ensure flavor, color, and taste and quality consistency.
- Show how to finish and present the dish to meet requirements.
- List what items are needed every day as per the diet plan.
- Describe how to check the freshness and quality of vegetables, fruits, dough, milk, etc.
- List what specific quality points to look for in different items.
- Explain how to maintain the nutritional value of items during and after cooking.

#### **Unit VII – Prevent Wastage of Food Items and Preserve the Leftover Dishes**

- Analyze and check the availability of all ingredients as per the regular dietary requirements and procure it if not available.
- Show how to store any cooked or remaining uncooked vegetables, not for immediate use adequately.
- List what specific quality points to look for in different items.
- Describe how to avoid wastage of vegetables, ingredients, cooking oil, gas, etc. while cooking

#### **Unit VIII- Feeding Routine and Plan**

- Identify any specific requirement and feeding routine with people concerned.
- Develop a feeding plan basis the discussion.
- Decide on resource requirement in terms of ingredients, tools, etc. for day's work.
- Plan, prioritize and sequence various activities to make best use of time and resources.
- Manage time and be punctual



**BVOC CCG 104 - Preparation of Food and Feeding Babies (Practical/Lab)**

- Show how to coach the babies (9 months old onwards) in self-feeding.
- Demonstrate how to feed babies of different ages.
- Demonstrate how to prepare different kinds of food/milk for babies, nutrition and diet requirements.
- Employ methods of coaching babies to self feed.
- Shows manage the tantrums of babies depending upon the context.
- Plan day's activities with the baby and manage the feed schedule.
- Show how to lift, hold and carry babies of different age groups.
- Organize the list of foods that are prohibited in the household.
- List what items are needed every day as per the diet plan.
- Describe how to manage stocks and availability of items.
- Categorize the ingredients that are used in different dishes.
- Explain what he/she should do if there are problems with the vegetables or other ingredients.
- Describe the use of correct tools and equipment needed to carry out the relevant cooking methods.
- Demonstrate how to use different kitchen appliances.
- Evaluate and estimate the time taken for any food preparation.





## **BVOC CCG 105 Holistic Developments and Hygiene**

### **Unit I – Evaluate Baby’s Learning Environment**

- Determine the factors that may affect the health and wellbeing of babies of different age groups between 6 months and 2 years
- Describe how these affect babies in different ways
- List the different cultural and regional nuances w.r.t baby caregiving
- Identify the developmental and growth milestones and its recognition
- Show how to work in ways that respect baby’s dignity, personal beliefs and preferences

### **Unit II - Assist with the Developmental Needs of Babies**

- Develop a play schedule for the baby
- Manage the baby during its various milestones such as rolling over, sitting up, crawling, walking, etc.
- Describe the importance of toilet training
- List the different milestones and the signs to recognize these milestones
- Illustrate how to assist babies with different milestones

### **Unit III – Explore the Different Ways to Engage Babies**

- Show how to interact with the baby constantly, by talking, reading or playing with it
- State the importance of exploring the surroundings and different ways to engage the babies
- List the different ways to engage babies
- Practice the process of writing or creating an activity schedule for the baby
- Read simple baby books in a clear manner to the baby

### **Unit IV - Provide a Safe, Secure and Hygienic Environment**

- Illustrate the process of working with parents to assess what is necessary to create and maintain a safe and secure environment for the baby.
- Establish the necessary safety and hygiene measures when providing toys and equipment for the baby.
- Show how to keep the environment clean and safe for babies.
- Comply with health, safety and security practices that help to prevent and control injuries.
- Demonstrate the appropriate process of monitoring the baby at all times and not leaving the baby unattended
- Identify and educate babies about interaction with strangers – the dos and don’ts of it
- Identify good touch and bad touch and how to respond appropriately
- State the importance of constantly observing and monitoring the babies and perils of leaving them unattended.

### **Unit V – Manage Babies and their Activities**

- Illustrate the ways of educating the babies, the boundaries of acceptable and unacceptable behavior in themselves and others
- Describe how to work in ways that build trust with key people and babies in the family
- State the importance of building rapport with babies and methods to do so
- Manage the tantrums of babies depending upon the context
- Plan day’s activities with the baby and manage the play schedule
- Apply, analyze and evaluate the information gathered from observation and experience

### **Unit VI - Maintain Standards of Behavioral, Personal and Telephone Etiquette**

- Interact in a courteous and disciplined manner with all
- Practice dressing appropriately and maintaining a well groomed personality
- Practice not to argue with the employer/ guest





- Deduce and listen attentively and answer back politely
- Identify one's own rights and duties concerning workplace in terms of safety
- Write in simple sentences
- Read the local language or English and understand the meaning of sentences/ phrases
- Assess and express ideas clearly and respond appropriately to queries

#### **Unit VII - Follow Practices of Hygiene**

- Practice and maintain personal hygiene
- Practice hygiene practices at workplace, such as covering one's mouth while coughing or sneezing, washing hands regularly, etc.
- Practice not eat or chew while talking
- Report any personal health issues related to injury, food, air and infectious diseases to the appropriate person

#### **Unit VIII - Handle Work in a Professional Manner**

- State the importance of time management
- Establish and agree with your work requirements with the person concerned
- Report any kind of issue to the appropriate person
- Show how to prioritize workload according to urgency, importance and outcomes
- Comply with migration related rules, requirements and issues
- Demonstrate how to do basic banking such as making remittances, filling in pay in slip, etc.
- Arrange business contact list and relevant helpline numbers
- Organize one's workload to achieve deadlines
- Manage distractions and maintain workplace discipline
- Describe how to avoid conflicts and behave amicably

#### **Unit IX - Communication, Issues and Dealing with those**

- List the elements of effective communication
- List the common communication issues and techniques to handle it
- List the common expressions used to express needs and queries
- Illustrate the effective writing techniques to draft basic messages
- Categorize the resources needed for the work and how to obtain and use these
- Explain the importance of confidentiality in work
- Describe the concept of workplace integrity
- Explain cultural acclimatization
- Devise ways to exercise discretion when required in communication
- Choose the mode of communication that is the most effective for a particular context.
- Break down, improve and modify own communication and work practices

#### **Unit X - Follow Measures of Safety and Security for Various Hazards**

- State the importance of working in a clean, safe and secure environment
- Identify any hazards and deal with them safely and competently within the limits of one's authority
- Report any identified breaches in health, safety, and security to the designated person
- Identify and wear appropriate cleaning gear for waste disposal as required
- Categorize the different types of breaches in health, safety and security and how and when to report these.
- Describe how to summon medical assistance and emergency services, where necessary
- Comply with health, safety and security practices that help to prevent and control infection

#### **Unit XI - Manage Waste and Ensure Cleanliness**

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- Demonstrate how to clean waste from the work area thoroughly and according to instructions
- Collect and segregate waste according to type
- Illustrate how to reduce the volume of waste through appropriate techniques
- Demonstrate how to throw waste in an appropriate waste container/assigned bins
- Inspect the worksite and ensure they are clear of waste
- List the different categories of waste and how they should be dealt with
- State the importance of handling waste safely
- Categorize the appropriate methods of reducing the volume of different types of waste
- Describe why different waste containers are used for different types of waste
- Point out the reasons for keeping waste areas clean, tidy and sanitized at all times
- Demonstrate how regularly should waste containers be cleaned

#### **Unit XII - Maintain Cleanliness and Sanitization**

- Demonstrate how to wash and sanitize the baby's feeding apparatus thoroughly using appropriate cleaning agents before feed.
- Show how to clean and sanitize feeding apparatus.
- Practice how to clean the babies.
- Demonstrate the health, safety and security practices that help to prevent and control infection
- Categorize the food to be omitted from the diet and its substitution.

#### **Unit XIII - Adopt Practices to Promote Wellbeing**

- Arrange for adequate ventilation
- Identify and make use of techniques to manage pollution such as noise, air, etc.
- Show how to use the health, safety and accident reporting procedures and the importance of these
- List the government agencies in the areas of safety, health and security and their norms and services

#### **Unit XIV - Use of necessary Tools and Equipment**

- Use of safety equipment, fire prevention/suppression
- Point out what personal protective equipment is required for the waste involved

#### **Unit XV - First Aid and Appropriate Approach**

- Demonstrate first aid techniques including CPR in case of such a situation
- Assess and look for solutions quickly and choose the optimal route, if required





### **BVOC CCG 106 Holistic Developments and Hygiene (Practical/Lab)**

- Show how to check if the necessary safety equipment is installed and securely placed to protect the baby from danger and harm.
- Develop mobility of the baby by making it exercise and explore its surroundings
- Show how to touch, hold and manage babies in the right manner
- List the different exercises for babies
- Demonstrate how to hold and carry babies of different age groups
- Demonstrate how to soothe babies
- Organize the list of foods that are prohibited in the household
- List what items are needed every day as per the diet plan
- Describe how to manage stocks and availability of items
- Categorize the ingredients that are used in different dishes
- Explain what he/she should do if there are problems with the vegetables or other ingredients
- Describe the use of correct tools and equipment needed to carry out the relevant cooking methods
- Demonstrate how to use different kitchen appliances
- Evaluate and estimate the time taken for any food preparation
- Demonstrate how to change disposable garbage bags when full and clean the waste bins regularly • Demonstrate evacuation procedures
- Describe what should be done in the event of the problem relating to waste disposal
- Demonstrate how to deal with spillages correctly
- List the kinds of pollution and how to handle it
- Demonstrate how to minimize dust, etc.





## **BVOC CCG 107 - Employability and Entrepreneurship Skills**

**Objective:** The purpose of this paper is to prepare a ground where the students view Entrepreneurship as a desirable and feasible career option

### **Unit I:-**

Foundations of Entrepreneurship:

Concept, Need, Definition, scope & role of Entrepreneurship

Opportunities. Concepts of Entrepreneur, Manager, Intrapreneur.

Entrepreneurship as a career, Sustaining Competitiveness - Maintaining competitive advantage.

### **Unit II:-**

Various institutes & Govt schemes to help & uplift entrepreneurs. Case studies for successful entrepreneurs.

### **Unit III:-**

Employability

Knowledge, skill and ability as a tool for employability

Search for a business idea, source of ideas, idea processing, selection idea, input requirements,

Promoting Entrepreneurship with various incentives, subsidies, grants.

Relevant case studies related to the topics should be discussed.

### **Books Recommended:-**

1) Vasant Desai Management of small scale industries, Himalaya Publishing

2) Angadi, Cheema, Das, Entrepreneurship, Growth, and Economic Integration, Himalaya

**Publication**



## **BTHU 103-18Communication**

### **Unit- 1 (Introduction)**

1. Theory of Communication
2. Types and modes of Communication

### **Unit- 2 (Language of Communication)**

1. Verbal and Non-verbal (Spoken and Written)
2. Personal, Social and Business
3. Barriers and Strategies
4. Intra-personal, Inter-personal and Group communication

### **Unit-3 (Reading and Understanding)**

1. Close Reading
2. Comprehension
3. Summary Paraphrasing
4. Analysis and Interpretation
5. Translation (from Hindi/Punjabi to English and vice-versa)

**OR**

1. Precise writing /Paraphrasing (for International Students)
2. Literary/Knowledge Texts

### **Unit-4 (Writing Skills)**

1. Documenting
2. Report Writing
3. Making notes
4. Letter writing

### **Suggested Readings:-**

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr RanjanaKaul, Dr Brati Biswas
5. On Writing Well. William Zinsser. Harper Resource Book. 2001
6. Study Writing. Liz Hamp-Lyons and Ben Heasley. Cambridge University Press. 2006.





## **HVPE 101 – 18 - Human Values, Professional Ethics, Traffic Rules and Drug De Addiction**

### **Course Objective**

- a. This introductory course input is intended: -
- b. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
- c. To facilitate the development of a Holistic perspective among students towards life, profession and happiness, based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Value based living in a natural way.
- d. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually satisfying human behavior and mutually enriching interaction with Nature.
- e. Thus, this course is intended to provide a much needed orientation input in Value Education to the young enquiring minds.

### **Course Methodology**

- a. The methodology of this course is universally adaptable, involving a systematic and rational study of the human being vis-à-vis the rest of existence.
- b. It is free from any dogma or value prescriptions.
- c. It is a process of self-investigation and self-exploration, and not of giving sermons.
- d. Whatever is found as truth or reality is stated as proposal and the students are facilitated to verify it in their own right based on their Natural Acceptance and Experiential Validation.
- e. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and within the student himself/herself finally.
- f. This self-exploration also enables them to evaluate their pre-conditionings and present beliefs.

### **Content for Lectures:**

#### **Module 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

1. Understanding the need, basic guidelines, content and process for Value Education
2. Self-Exploration-what is it? - Its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self-exploration
3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: understanding and living in harmony at various levels

#### **Module 2: Understanding Harmony in the Human Being - Harmony in Myself!**

1. Understanding human being as a co-existence of the sentient 'I' and the material 'Body' Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha
2. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
3. Understanding the characteristics and activities of 'I' and harmony in 'I'
4. Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail
5. Programs to ensure Sanyam and Swasthya - Practice Exercises and Case Studies will be taken up in Practice Sessions





### **Module 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

1. Understanding harmony in the Family- the basic unit of human interaction
2. Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship
3. Understanding the meaning of Vishwas; Difference between intention and competence
4. Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship
5. Understanding the harmony in the society (society being an extension of family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals
6. Visualizing a universal harmonious order in society- Undivided Society (AkhandSamaj), Universal Order (SarvabhaumVyawastha )- from family to world family!
7. Practice Exercises and Case Studies will be taken up in Practice Sessions

### **Module 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

1. Understanding the harmony in the Nature
2. Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature
3. Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all-pervasive space
4. Holistic perception of harmony at all levels of existence - Practice Exercises and Case Studies will be taken up in Practice Sessions.

### **Module 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics**

1. Natural acceptance of human values
2. Definitiveness of Ethical Human Conduct
3. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
4. Competence in professional ethics:
  - a) Ability to utilize the professional competence for augmenting universal human order,
  - b) Ability to identify the scope and characteristics of people-friendly and eco-friendly Production systems,
  - c) Ability to identify and develop appropriate technologies and management patterns for above production systems.
5. Case studies of typical holistic technologies, management models and production systems
6. Strategy for transition from the present state to Universal Human Order:
  - a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers
  - b) At the level of society: as mutually enriching institutions and organizations.

#### **Text Book**

R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Value Education.

#### **Reference Books**

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and HarperCollins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.

B.Voc (Child Caregiver) semester 1

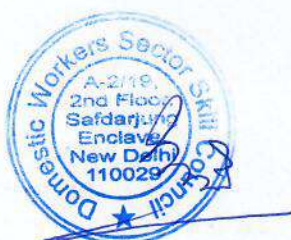




3. A Nagraj, 1998, Jeevan Vidya ekParichay, Divya Path Sansthan, Amarkantak.
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5. PL Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
6. A.N. Tripathy, 2003, Human Values, New Age International Publishers.
7. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
8. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
9. E G Seebauer& Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers, Oxford University Press
10. M Govindrajran, S Natrajan& V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

**Relevant CDs, Movies, Documentaries & Other Literature:**

1. Value Education website, <http://uhv.ac.in>
2. Story of Stuff, <http://www.storyofstuff.com>
3. Al Gore, An Inconvenient Truth, Paramount Classics, USA
4. Charlie Chaplin, Modern Times, United Artists, USA
5. IIT Delhi, Modern Technology – the Untold Story





<b>EMC-101</b>	<b>L</b>	<b>T</b>	<b>P</b>
<b>Entrepreneurship Setup and Launch</b>	<b>0</b>	<b>0</b>	<b>4</b>

### Introduction:

This semester lays the foundation for the learner to understand what entrepreneurship is, beyond just starting a business. It introduces key ideas like problem-solving, value creation, and self-awareness. The learner will begin exploring basic business concepts while discovering their own interests and strengths.

### Learners Objective:

1. Understand the core concepts of entrepreneurship through relatable, real-life examples.
2. Begin to see themselves as problem-solvers and creators.
3. Learn about business paths and choose one to try based on interest or local fit.
4. Launch a micro-hustle (online or offline) to earn their first income.
5. Build confidence and self-belief by doing.

**Outcome:** By the end of this semester, learners will start a simple business activity, earn their first income, and build belief in their ability to do business.

### Guiding Principles/Approach:

This syllabus is built on principles of **experiential learning, growth mindset development, and identity-first learning**. Drawing from learning science and behavior design, the course shifts students from passive learning to *active doing*, where they try out small business activities in real contexts. The design helps students not just learn entrepreneurship but begin to see themselves as entrepreneurs. Emphasis is placed on *small wins, peer collaboration, and locally relevant opportunities* to ensure learning feels achievable and connected to their realities. The curriculum focuses on conceptual understanding without heavy theory, combining *practical action, reflection, and collaboration*. *By making progress visible and success feel possible, it plants the seeds of self-reliance, initiative, and long-term motivation.*

### Semester Syllabus:

**Format:** 12 weeks, 4 hours/week | 2 credits

**Revenue Target:** ₹10,000

Week	Learning Goal	Measurable Outcome
1	Understand what entrepreneurship is and who can be an entrepreneur	Students define entrepreneurship in their own words and list 2 entrepreneurs from their local area or community
2	Connect personal identity to entrepreneurship (strengths, interests, struggles)	Students create a “value map” showing how a skill/interest/problem from their life could become a business opportunity



3	Learn about 5 business paths: content creation, drop-shipping, cloud kitchen/food business, gig economy and local services	Students explore 1–2 examples from each domain and share one they’re most curious to try and why
4	Choose a path and generate a basic business idea	Students write down a clear offer (what, for whom, why) and one way to reach their customer
5	Take first real action: message, post, pitch, or sell	Students reach out to or serve 1 real potential customer and record what happened
6	Reflect on first attempt and share with peers	Students share their result, a challenge faced, and one idea to improve next time
7	Improve and try again: aim for first ₹100	Students apply a change, try again, and aim to make their first ₹100 or get meaningful response
8	Learn how to identify and understand your target customer	Students talk to 2 potential customers or observe them and list 3 insights about their needs
9	Learn how to serve your target audience better	Students improve one part of their offer (product, delivery, messaging, or interaction) based on customer feedback or need
10	Explore core entrepreneurial values (resilience, honesty, effort)	Students reflect on 1 value they’re building and show it in a business task or peer story
11	Focus on earning and staying consistent	Students complete a second earning task and track their consistency (e.g., same product or message for 3 days)
12	Reflect on earnings, grit, and how to keep going	Students record total earnings, one resilience moment, and one support system or habit they’ll continue with

### Weekly Component:

Component	Duration	Description
Learning Module	~1.5 hrs	<ul style="list-style-type: none"> <li>- Introduces key concepts in a simple and engaging way</li> <li>- Includes, examples, and 1–2 interactive discussions or quizzes</li> </ul>
Action Lab	~2 hrs	<ul style="list-style-type: none"> <li>- Hands-on task on the weekly concept</li> <li>- Includes step-by-step guidance, templates, and worksheets</li> <li>- Ends with a submission (e.g., video, reflection, or proof of action)</li> </ul>
Resources	Self-paced	<ul style="list-style-type: none"> <li>- Supplementary videos, short readings, real- life stories, and tools to deepen understanding at their own pace</li> </ul>

## Evaluation Criteria

Evaluation Component	Description	Weightage
Weekly Task Completion	Timely submission of weekly tasks including reflections, activities, quizzes etc.	40%
Target Completion	Performance-based evaluation on hitting <b>revenue or profit targets</b> (e.g., generating ₹10,000 revenue)	30%
Final Project	A comprehensive project based on the semester's theme	30%



## Week 1: What is Entrepreneurship? Who Can Be an entrepreneur?

### INTRODUCTION: Could *You* Be an entrepreneur?

When people hear “entrepreneur,” they often think it means having a company, investors, or an MBA. Some even believe it's only for toppers or those with high grades. But entrepreneurship is more about mindset than qualifications: it's about seeing a problem and doing something about it. Like someone who starts selling snacks because their school canteen is always shut, or a friend who fixes broken chargers for others. If you've ever spotted a need and thought, “I can solve this,” - you’ve already taken your first step.

### Component 1: Learning Module (~1.5 hours) Unit 1:

#### What is Entrepreneurship?

1. *Solving problems or creating value in exchange for money.*
2. Entrepreneurship is not just about starting a company: it's about initiative, resourcefulness, and value creation.
3. Different types of entrepreneurs: small shop owners, street vendors, YouTubers, local tailors, mechanics, and more.
4. Entrepreneurs build opportunities instead of waiting for them.

#### Simple Slide/Visual Aid Tip:

A circle that says "Problem", an arrow pointing to "Solution", then an arrow to "Earn". That's entrepreneurship.

<A video that visually shows how entrepreneurship starts with spotting a problem (e.g., long food lines), creating a solution (e.g., pre-order lunch service), and earning from it: illustrating the simple flow: Problem → Solution → Earn>

### MCQ 1

**Q:** What best describes entrepreneurship?

- A. Getting a job in a company
- B. Solving problems for others and earning from it ☒
- C. Studying business in college
- D. Buying expensive things

#### Feedback:

1. *Correct! Entrepreneurs solve problems or offer value and get paid for it.*
2. *Not quite! Entrepreneurship is about creating something useful, not just getting a job or studying.*

## Unit 2: Who Can Be an entrepreneur?

Entrepreneurship starts with spotting a problem, finding a solution, and creating value. Today, anyone with a phone and an internet connection can start a business: money helps, but mindset and initiative matter more at the start.

You just need:


1. A problem to solve
2. A simple skill or product
3. The courage to start small

### Examples Carousel (Swipeable cards)

1. **Pooja (India)** – Sells handmade rakhis on Instagram, learned designing on YouTube.  
*Problem she saw: Expensive or generic rakhis in the market; no personal touch.*
2. **Luis (Mexico)** – Repairs used phones in his garage, now has loyal customers.  
*Problem he saw: Many people couldn't afford new phones or didn't trust local repair shops.*
3. **Sana (Kolkata)** – Started tiffin delivery from her home kitchen, now earns ₹500/day.  
*Problem she saw: Office workers struggled to find affordable, homemade meals.*
4. **Sal Khan (USA)** – Started Khan Academy with YouTube lessons to help his cousin.  
*Problem he saw: His cousin needed help with math, but good learning resources were hard to access.*

### MCQ

**Q:** Which of these can be a form of entrepreneurship?

- A. Making reels on skincare tips and selling homemade face packs 
- B. Buying new clothes from malls
- C. Studying engineering
- D. Playing games without sharing or streaming

**Feedback:**

1. *Correct! Sharing useful tips + selling a product = solving a need!*
2. *Try again! Entrepreneurship is about creating value and helping others.*

### Reflection Prompt

1. If you had to earn ₹100 this week, what would you do?

### Component 2: Action Lab (~2 hours) Task

#### Find & Learn from 2 Entrepreneurs Near You

#### Steps (Checklist):

1. Look around your neighborhood or online: find 2 people who earn through their own work
2. Ask or observe:
  - a) What do they do?
  - b) How do they earn?



- c) What makes them entrepreneurial?
3. Use the **Entrepreneur Tracker Template** (available in the resources tab)

### **Final Deliverable**

Learner submits:

1. A short definition of entrepreneurship (in their words)
2. 2 entries from the Entrepreneur Tracker (name, what they do, what learner learned)

→ Submitted in the submissions tab.

### **Supplementary Resources (Optional)**

1. [Danny O'Neill - Getting started | Entrepreneurship | Khan Academy](#)
2. [The Better India – Stories of local entrepreneurs](#)

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## Week 2: Can I Be an entrepreneur?

### INTRO – What Makes an entrepreneur?

You don't need a suit, a degree, or a lot of money to be an entrepreneur.

You need one thing: a mindset. Entrepreneurs notice problems around them: and do something about it. From the boy fixing bikes outside his house to the girl teaching dance on Instagram, they all started small. What matters most is not what you have: it's how you think and act.

### Component 1: Learning Module (~1.5 hours)

#### Unit 1: What Makes an entrepreneur?

##### Key Concepts:

1. **Entrepreneurs are driven by curiosity:** they ask questions, explore possibilities, and seek better ways to do things.
2. **They take initiative:** they act, experiment, and create using limited resources with creativity and courage
3. **They learn by doing:** embracing mistakes as stepping stones to progress.
4. **They take full ownership:** one day they're the marketer, the delivery person, and the customer support, all in one.
5. **They are resilient:** they persist through challenges, adapt to change, and keep moving forward with purpose.

##### Real-Life Examples:

1. Nithin & Nikhil Kamath (Zerodha) – Started India's largest stock brokerage without formal degrees or external funding, just deep curiosity about stock markets and a desire to simplify investing.
2. *Qualities: Took initiative early and stayed persistent through challenges.*
3. Prajakta Koli (MostlySane) – Started by making comedy sketches about everyday Indian life: family, school, relationships: and became one of India's top digital creators.
4. *Qualities: Stayed consistent, adapted over time, and built strong audience trust.*
5. Tilak Mehta (Paper n Parcels) – As a teenager, launched a courier startup using Mumbai's dabbawala network for delivery.
6. *Qualities: Thought creatively and acted with confidence at a young age.*

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## Unit 2: Start Small: Build Ideas from What You Know

In the last unit, you learned that entrepreneurs don't just have ideas: they act, solve problems, and use what they have.

But the big question now is:

“What can I offer?”

That's where the Value Map comes in. It helps you take your first step toward thinking and acting like an entrepreneur: in your own way.

### What is a Value Map?

**A Value Map connects three simple things:**

**A. What people around you need**

→ *Look around: is there something people often struggle with or something that could be better?*

**B. What you *enjoy* or are *willing to try***

→ *You don't need to be an expert. Start with small things you like doing: talking to people, fixing, organizing, helping, designing, or learning something new.*

→ *Even if you're just curious about something: that's enough to begin.*

**C. What solution you can create**

→ *Use what you enjoy or are learning to try solving a real need around you: even in a small way*

### Visuals:

3 overlapping circles:

1. “People Need”
2. “I Can”
3. “My Offer”

### Examples:

**1. People Need → Affordable meals**


I Can → Cook + have access to home kitchen My Offer → ₹40 tiffin service

**2. People Need → Study tips in Punjabi I Can → Speak clearly + love teaching**

My Offer → 3-minute video tips on Instagram

### MCQ

**Q: What's the first step to being an entrepreneur?**

- A. Waiting for the perfect idea
- B. Solving a problem with your skills 
- C. Buying a shop
- D. Studying for years

**Feedback:**

1. *Correct! Entrepreneurs start by solving small problems using what they already have.*
2. *Try again! It's not about waiting: it's about starting.*

**Reflection Prompt**

1. If someone gave you ₹500 and asked you to earn from it, what would you do?

**Component 2: Action Lab (~2 hours)****Task: Create Your Personal Value Map Steps (checklist in app):**

1. Think of 2–3 problems people face around you (hunger, phone repair, boredom, etc.)
2. List your own skills, interests, or resources.
3. Match each problem with something you could offer.
4. Use the **Value Map Template in the resources** to organize your ideas.

**Final Deliverable (Submitted in App):**

1. Your completed **Value Map** (in 3 columns: Need, Skill, Offer)
2. Highlight **1 idea** you'd like to explore for your future hustle

**Supplementary Resources (Optional)**

1. "Start with Why" by Simon Sinek
2. [10 Characteristics of Successful Entrepreneurs | Business: Explained](#)

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## SYLLABUS FOR B.VOC. (CHILD CAREGIVER) BATCH 2019 ONWARDS

### PROGRAMME OUTCOME

Upon graduation, students would be able to:-

- ✓ Exhibit understanding of Industrial work culture.
- ✓ Develop professional skills through quality education & research.
- ✓ Outreach various sectors of society through interdisciplinary program and practical oriented approach.
- ✓ Create dynamic, logical and effective leaders with inspiring mindsets.
- ✓ Identify opportunities, define problems and find solutions.
- ✓ Demonstrate the ability to identify a business problem, isolate its key components, analyze and assess the salient issues, set appropriate criteria for decision making, and draw appropriate conclusions and implications for proposed solutions.
- ✓ Demonstrate the capabilities required to apply cross-functional knowledge.
- ✓ Solve real-world business problems and demonstrate use of appropriate techniques to effectively manage business challenges.
- ✓ Recognizing and resolving ethical issues.
- ✓ Communicate effectively: be it business, management.
- ✓ Possess a strong foundation for their higher studies.
- ✓ Become employable in various companies and government jobs.

### DOMAIN SPECIFIC OUTCOME

This degree course pertains to caregiving of children of all ages, and specifically covers the following Job Roles specific to Household Workers:-

- (a) Baby Caregiver. (Level 4)
- (b) Supervisor Day Care/ Old Age/ PwD Homes. (Level 5).
- (c) Manager Day Care/ Old Age/ PwD Homes. (Level 6).
- (d) Private Tutor/ Governess (Level 7)

Child Caregivers generally take care of children of all ages who are in need of supervision. These jobs considered part-time jobs that are paid by the hour, and are either scheduled regularly sat 0900 to 1800 hours

Child Caregivers generally all day to day chores of the babies/ children, such to include toileting, bathing, feeding and other growth activities (e.g., games, sports, arts and crafts, etc.) or supervising play dates. They also do cooking, light housekeeping, driving children to and from scheduled activities, and helping with homework) for extra money.

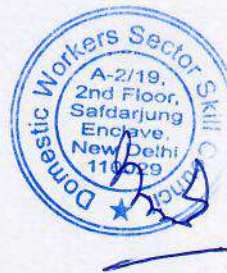
The supervisors, as the name suggests look after the children/ babies/ PwD, depending upon the care homes they are employed to supervise. They are required to supervise the Caregivers to be able to efficiently accomplish taking care of children for their daily chores to include feeding the growth activities. They shall also be expected to understand the planning activities and assist in implementing the caregiving plans in a Care Home. Accounting, procurement, taking care of the assets and safety and security of the inmates as well as the care Homes is their responsibility

Managers are responsible to plan, establish, and maintain the Care Homes, one or more. He/ she shall be responsible for manpower planning, management of the work, preparing and implementing the jobs/ SOPs/ schedules, sales and operational activities in a Care Home.





A governess in addition, is academically and accomplished in child development as well as education. They are responsible for their overall growth, till they are put into a regular school. Some families may employ Governesses, normally part time, even after the children are at regular schools. They are expected to plan and supervise the growth in terms of mannerisms, education, assisting in home work, physical development, culture and ethical development.

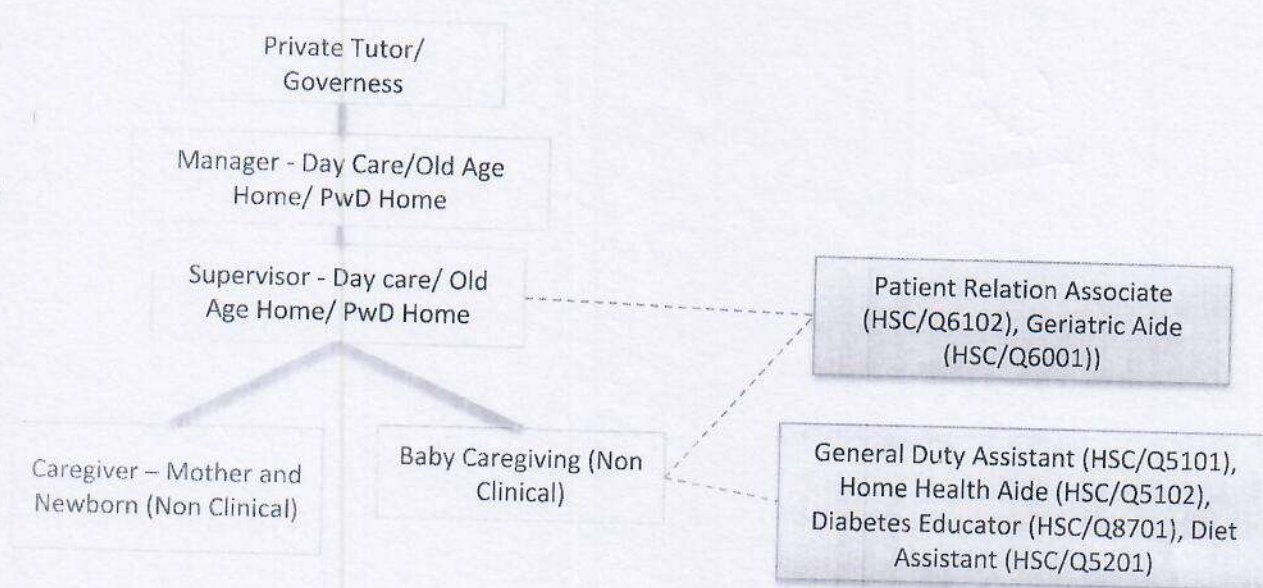




## CAREER SCOPE

With the developing economy, and consequent changes in the society landscape, such as splintering of families and dual income families, the children are required to be given to the care of the professional caregivers. Towards this end, the No of families requiring caregivers for different purpose are increasing at the growth rate of 20-25%.

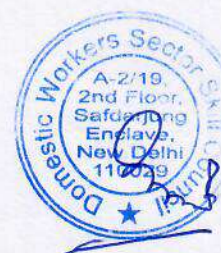
Based on the level reached by the student/ trainee, different types of jobs are available as well as the industry for caregiving and early development of babies/ children at different age groups. As you grow in experience, age and qualifications, the scope in this sector is wide enough for progression. The progression can come in vertically, as well as horizontally. Vertically, you start getting higher and more responsibilities in the same profession, horizontally there is a scope of moving into the related profession, in this case health care sector. The progression chart in the sector is as under: -





## BLOCK SYLLABUS

SUB CODE	TYPE		Subject	Load Allocations			Marks Distribution		Total Marks	Credit
				L	T	P	I	E		
BVOC CCG 201	TH	SC	Supervising maintenance of the care homes	3	1	0	40	60	100	4
BVOC CCG 202	PR	SC	Supervising maintenance of the care homes	0	0	4	60	40	100	2
BVOC CCG 203	TH	SC	Food Preparation (Pantry)	3	1	0	40	60	100	4
BVOC CCG 204	PR	SC	Food Preparation (Pantry)	0	0	4	60	40	100	2
BVOC CCG 205	TH	SC	Health & Hygiene standards	3	1	0	40	60	100	4
BVOC CCG 206	PR	SC	Health & Hygiene standards	0	0	4	60	40	100	2
BVOC CCG 207	TH	GC	Holistic Development & Employee Relationship	2	0	0	40	60	100	2
BVOC CCG 208	TH	GC	Fundamental of computer	2	0	2	40	60	100	3
EVSC 102 - 18	TH	AECC	Environmental studies	3	0	0	40	60	100	3
BVOC CCG 210	TH	GC	On the Job training (skill base) : one month				100		100	4
				16	3	14	520	480	1000	30





## **BVOC CCG 201 - Supervising maintenance of the care homes**

**Course Outcome:** - This Course covers knowledge and skills required by a supervisor to manage day care. It gives a brief idea of the skills required for supervising the maintenance of a Day Care. It also explains about skills required to assist babies/ children at Day Care for their activities of daily living, such as toileting, washing, bathing, personal hygiene etc.

**CO1:** Understand the day to day requirements of Care Homes

**CO2:** Perform administrative duties in Care Homes.

**CO3:** Management of supplies and equipment

**CO4:** Maintenance of accounts of the care homes.

**CO5:** Property Maintenance

**CO6:** Supervising the care givers for ADL of Children/ Babies/ Elders/PwD

### **Unit I – Requirements of care homes**

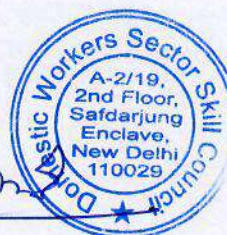
- Different types of care homes (Day Care/ Old Age Home/ PwD Homes)
- Organizational structure of care homes
- Supplies needed in day care centre. Their purchase and storage.
- Various sections of the care home and how to check for repairs needed

### **Unit II - Administrative duties**

- Duty allocation to be followed in the care homes
- Inspection and addressal of the gaps within the parameters of assigned responsibilities.
- Maintenance of records pertaining to staff, inhabitants of the care homes, family/ relatives of the inhabitant, stock and overall administration
- Supervision of the premises of the care home and keep the seniors updated
- Maintenance of attendance of the staff and the inhabitants,
- Collection of feedbacks related to care homes needs and administration from the staff and inhabitant.

### **Unit III – Management of supplies and equipment.**

- Enlistment of the equipments and other supplies needed in a care home
- Categorization of the supplies as office, food, medicinal, therapeutic, play-material etc.
- Classification of materials and equipment for office/ care home and pantry.
- Preparation of a rough budget category wise
- Procurement/ requisition of the materials/ stores/ equipment as per requirement.
- Maintenance of registers/ ledgers of the equipment/ supplies/ materials as required in the Care Homes.
- Daily/ periodic inspection to ensure that the equipment is serviceable/ functional.
- Identification of the damages and arrangements for the repairs/ replacement.
- Periodic stock analysis and report the damages/ losses to the management of the Care Homes
- Investigation of the reasons for damages/ loss and report the same to the superiors at Care Homes
- Train fellow staff/care givers how to use the equipment/supply correctly





- Ensure regular cleanliness and maintenance of the equipment/ appliances.
- Ensure economic and optimum utilization of the materials, supplies and essential services.

#### **Unit IV- Maintenance of accounts of the care homes**

- Preparation of rough however consolidated budget and define the flow of money, in terms of receipts and expenses.
- Accounting for the amount of money handed over for running the day care/ care home.
- Maintenance of daily/ periodic record of expenses as per the accounting process and different heads.
- Collection and accounting of the fees, where tasked to do so
- Maintenance of records of payments/ receipts of the moneys under different heads, to enable accounts staff to be briefed.
- Collection and maintenance of receipt/ issue vouchers/ invoices etc. for different expenses as well as receipts.
- Carry out formal and periodic stock taking boards.

#### **Unit V – Fix damages to property**

- Identification and fixation of the damages and report to seniors.
- Identification of the resources required and procurement of materials required to fix bigger damages in consultation with seniors.
- Call for maintenance aid whenever required
- Ensure that the damaged area is confined for the safety of staff and members

#### **Unit VI – Supervision of the care givers for activities of daily living of Children/ Babies**

- Comfort of children/ Babies the new environment as well as other children/ babies.
- Daily living activities - children/ babies in toileting, washing and clothing, and recreation
- Supervision of play and recreational activities.
- Preparation and distribution of the nutritious meal.
- Comfortable sleep for the children/ babies.

#### **Unit VII - Supervise the care givers for ADL of Elderly**

- Ensure that the caretakers assist the elder inmates of the Old Age Home for ADL such as toileting, washing, bathing and clothing.
- Inspect the hygiene of the elder inmates on regular basis.
- Ensure that the caretakers work on the personal hygiene of the elders, in terms of oiling, combing, massage, and pedicure/ manicure.
- Ensure preparation and distribution of the nutritious meal.
- Keep an eye on the needs elders with a view to meet the needs directly or through the caretakers.
- Ensure that the caretakers provide assistance to the elderly in moving from a place to another and climbing stairs
- Maintain and activate the schedule of physical exercises/ walks by the elderly.
- Maintain schedule for medication as per the doctors' prescriptions





- Ensure that the caretakers are always alert to respond to the calls of the elders in the Old Age Home.
- Coordinate with the management to ensure the availability of knowledgeable paramedic to address immediate medical conditions in the PwD Home

#### **Unit VIII - Supervise the care givers for ADL of PwD**

- Know and understand the specific disability of the PwD inhabitants of the PwD Home.
- Identify specifically the characteristics of the disability of the PwD inhabitants in PwD Home, thereby the limitations to be addressed
- Assist individuals with disabilities with bathing, toileting, washing, cleaning and clothing
- Inspect the hygiene of the PwD inmates on regular basis.
- Ensure that the caretakers work on the personal hygiene of the PwD, in terms of oiling, combing, massage, and pedicure/ manicure, where required.
- Ensure preparation and distribution of the nutritious meal.
- Keep an eye on the needs PwD with a view to meet the needs directly or through the caretakers.
- Ensure that the caretakers provide assistance to the PwD in moving from a place to another and climbing stairs, where needed.
- Maintain and activate the schedule of physical exercises/ walks by the for the PwD inmates as required.
- Maintain schedule for medication as per the doctors' prescriptions
- Ensure that the caretakers are always alert to respond to the calls of the PwD in the PwD Home.
- Coordinate with the management to ensure the availability of knowledgeable paramedic to address immediate medical conditions in the PwD Home.

#### **Unit IX – Knowledge of Organization/Company & its processes**

- The Organizational hierarchy, and reporting pattern in the organization
- Roles and responsibilities of various employees and their official relationship.
- Procedures for handling documents, hard copies and electronic means.
- Standard health and safety practices at the workplace.
- Appropriate procedures, legislations followed by the Care Home





**BVOC CCG 202 - Supervising maintenance of the care homes (Practical/Lab)**

- Working of gadgets like smart phone, multiline phone, printers, copiers, CCTV etc.
- Use of Assistive technology/ equipment for the Care Homes
- Supervision and monitoring of cleaning
- Supervision and monitoring for maintenance
- Materials and appliances required for the cleanliness of the Care Homes
- Method of cleaning a home with different cleaning materials and appliances
- Process of application of first aid.





## **BVOC CCG 203 Food Preparation (Pantry)**

**Course Outcome:** - This Course covers the knowledge and skills required for effective functioning of pantry and oversee preparation and serving the food to the persons under care. It also deals with knowledge and skills required to manage supplies/ equipment, maintain accounts, and record of admissions at the Care Homes.

**CO1:** Maintaining pantry

**CO2:** Supervising preparation and distribution of wholesome diet/ food for children/ babies

### **Unit I – Maintain pantry**

- Budget for the pantry.
- Items for the pantry as per the inhabitants.
- Procurement of the kitchen/ pantry items.
- Supervise cleanliness of the pantry regularly.
- Pantry disinfection.
- Replenishment of food items based on their shelf life. FIFO
- Kitchen equipment / appliance .
- Maintenance and repair of the kitchen equipment.
- Supervision of cooking operations.
- Disposal procedure for Waste and leftover food.

### **Unit II - Supervise preparation and distribution of wholesome diet/ food for children/ babies**

- Ensure the food is fresh and nutritious for Children/ babies
- Check the ingredients and their quality used for preparing food.
- Check if the food is prepared as required for specific children's needs.
- Report to seniors and take necessary action in case food poisoning due to consumption of food in Day Care Home.
- Understand the food choices and preference of the children.

### **Unit III - Supervising preparation and distribution of wholesome diet/ food for elders**

- Understand the requirements of each elderly individual
- Identify the food preference of the average elderly in the care home
- Ensure that the food is nutritious and fresh
- Ensure that the food is easily chewable for the elderly.
- Ensure that the dining by the elders is supervised by the caregivers to ensure their personal hygiene during the food consumption

### **Unit IV - Supervising preparation and distribution of necessary food for PwD.**

- Understand the disability condition of each individual specifically.
- Note the food requirements of each of inhabitants/ PwD cared from their parents/ guardians
- Consult with experts to prepare a special diet chart if required.
- Instruct the kitchen/ pantry staff of the meal plan of the PwD inhabitants/ cared
- Inspect that the meals are prepared and distributed as planned.
- Ensure that the quality of food is optimum, and leftovers disposed off to poor/ needy.
- Ensure that the dining by the elders is supervised by the caregivers to ensure their personal hygiene during the food consumption





**BVOC CCG 204 Food Preparations (Pantry) (Practical/Lab)**

- Maintenance of Cleanliness and hygiene specific to the kitchen/ pantry.
- How to identify the different edibles and check their quality/ freshness
- Management of Pantry
- Process of different types of cooking.
- Operation of a kitchen/ pantry for Day Care.
- The diet needs of the children/ babies
- Different or common recreational/ entertainment activities for children and equipment required for the same





## **BVOC CCG 205 – Holistic Development & Employee Relationship**

**Course Outcome:** - It covers the knowledge and skills required for maintenance of good relationship with people under care and their attendants/guardians. It also explains about the skills to extend support with laws and rights of Children. It also covers knowledge and skills required to supervise the activities that contribute in holistic growth, recreational activities.

**CO1:** Monitoring and Supervision of activities for the holistic growth of the Children as required.

**CO2:** Monitoring and Supervision of activities for the recreational of the Children as appropriate

**CO3:** Maintaining a good relation and communication with the families/ relatives of the inhabitants.

**CO4:** Resolve Conflicts

**CO5:** Laws and rights in respect of the children/Elders/PwD

**CO6:** Provide support in the recruitment and training caregivers/ other staff and provide report for further evaluation

**CO7:** Maintenance record of the admissions and attendances

### **Unit I – Supervision of activities for the holistic growth of the Children, Elders & PwD as required**

- Implementation of the activities decided by the management for holistic development of the children.
- Oversee the work of the staff and monitor their performance in supporting the growth activities for all inhabitants.
- Identify and continually observe the growth/ changes seen in the PwD and respond appropriately in keeping the parents/ guardians / medical professionals involved.
- Be sensitive to the aging process of the elders and arrange to support them accordingly through the caretakers/ caregivers/ medical personnel.
- Be sensitive to the Children and arrange to support them accordingly through the caretakers/ caregivers/ medical personnel.
- Supervision of the conduct of classes through the teachers, where the schooling is part of the Day Care
- Understand the issues concerning the nurturing in children/ babies and support this process through the available staff.
- Arrange activities for supporting cognitive development
- Educate caretakers about holistic development, activities about the same and how to implement new ideas
- Seek parents support and involvement in the development activities
- Ensure that the specialized needs of children are met

### **Unit II - Supervision of activities for the recreational of the Children, Elders and PwD as appropriate**

- Supervision of the recreational activities for children, elders & PwD
- Recommend the types of recreational activities for children, elders & PwD
- Organize the recreational activities as required/ scheduled.





- Organize religious time, such as pooja, bhajan, and discourse for those interested, particularly elders
- Supervision of the recreational activities for the babies through the caregiver's close supervision.
- Ensure the safety of participants in the recreational activities
- Assist if someone seeks help during the activities.

### **Unit III - Monitoring and Supervision of rehabilitation of PwDs, where required.**

- Understand recommended rehabilitation activities based on the different type of disabilities.
- Assist the staff in the activities for rehabilitation of those required.
- Monitor and supervise the work of the staff and the inhabitants for rehab activities
- Keep the seniors and kin/ parents/ guardians informed of progress/ changes.
- Supervise various rehabilitation activities such as cognitive, occupational, physical therapy etc.
- Use the assistive technologies/ equipment to support the rehab activities

### **Unit IV - Recruitment, training and evaluation of caregivers**

- Recruitment of potential candidates.
- Preparation of job description of new recruits/ joiners.
- Design and conduct training sessions
- Evaluation of the recruited staff/ caregivers.

### **Unit V - Behaviour of people under care**

- Observe the behaviour of all the individuals to include the behavioral pattern of the PwD with different challenges/ deficiencies, and those of the elders at different stages of their advanced age.
- Study/ observe and record the frequently occurring moods of the individuals.
- Identification of the stimulus for said behaviours and be able to address the situation prior to arrival of the expert medical support
- Train the attendants/staff/care givers to deal with the individuals in distress/overwhelming situations.
- Supervision of the caregivers to manage their work effectively and efficiently.

### **Unit VI - Maintenance of a good relationship and communication with the families/relatives of the inhabitants.**

- Observe and study the concerns and behavioral patterns in respect of the guardians/ families/ relatives.
- Maintenance of regular interaction with the families/ guardians/ relatives of the inhabitants.
- Update guardians/ families/ relatives on the condition of the inhabitants including communicating during emergencies.
- Display compassion and understanding of the concerns of guardians/ families/ relatives of the inhabitants when interacting with them.
- Attend calls and reply the emails.





#### **Unit VII – Maintenance of record of the admissions and attendances**

- Follow the process of admissions.
- Enter the details of the new admissions in the register/ admission forms.
- Maintenance of records of Next of Kin (NOK) of all the inhabitants, and those cared for at the Care Homes.
- Maintenance of the record of the fee of the inhabitants/ children admitted in the Care Home
- Maintenance of the register for inhabitants/ children coming in and going out.
- Preparation of a separate file of each admission if tasked to do so.
- Keep the management/ seniors and office informed of the daily attendance with their welfare

#### **Unit VIII - Encourage therapeutic relationship with expert guidance**

- Knowledge about basic human psychology
- Concept of a therapeutic relationship
- Ensure friendly treatment by the care givers/attendants towards individuals under care
- Trust exercises for the care givers and individuals under care

#### **Unit IX - Resolve conflicts**

- Determination of Root cause of distress between an individual and the Caregivers/ attendants
- Encourage the attendant to be patient
- Assure the individuals under the care of their safety
- Ensure the safety of the staff

#### **Unit X – Laws and rights in respect of the children**

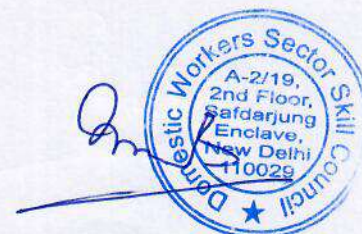
- Ensuring that the legal provisions and rights of the children/ babies kept in view while under care in the Day Care
- Guiding the family/ guardians informed of the legal provisions and rights of the children/ babies.
- Educating the caregivers/ staff of the laws/ privileges/ rights of the children/ babies

#### **Unit XI - Laws and rights in respect of the PwD**

- Gather facts, information, and documents about the person's disability and understand what provisions/ privileges are available to the PwD
- Guide the family on existing laws, provisions or privileges available to the persons with disabilities, such as govt. schemes for treatment, education and jobs
- Educate the caregivers/ staff of the laws/ privileges/ rights of the PwD.

#### **Unit XII - Laws and rights in respect of the Senior Citizens**

- Ensure that the senior citizens under care at the Care Homes are provided due dignity and rights in accordance with the existing rights and / statutes in the subject.
- Guide the family/ Guardian on existing laws, provisions or privileges available to the Senior Citizens.





- Educate the caregivers/ staff of the laws/ privileges/ rights of the Senior Citizens





## **BVOC CCG 206 – Health & Hygiene standards**

**Course Outcome:** - This Course deals with knowledge and skills required displaying standards of hygiene and working etiquette. It also deals with knowledge and skills required to maintain clean and secure working environment

**CO1:** Maintaining standards of behavioral, personal and telephone etiquette

**CO2:** Following practices of hygiene

**CO3:** Handling work in a professional manner

**CO4:** Following measures of safety and security at workplace

**CO5:** Managing waste and ensure cleanliness

**CO6:** Adopting practices to promote wellbeing

**CO7:** Regular supervision of cleanliness and inspections of the care homes

### **Unit I – Maintain standards of behavioral, personal and telephone etiquette**

- Interaction in a courteous and disciplined manner with all
- Maintenance of grooming standards.
- No arguments with the employer/guest
- Be attentive and answer back politely.
- Treat women as any other person, and be sensitive to their ambitions and requirements as fair sex.
- Be sensitive and appropriately responsive to the life conditions and requirements of PwD

### **Unit II - Follow practices of hygiene**

- Personal hygiene aspects
- Hygiene practices at workplace, such as covering one's mouth while coughing or sneezing, washing hands regularly etc.
- No eating or chewing while talking
- Report any personal health issues related to injury, food, air and infectious diseases to the appropriate person
- Segregation of waste for the office, and their disposal as per rules and process on the subject
- Recycle, reduce and reuse the waste, where feasible.

### **Unit III - Handle work in a professional manner**

- Establishment and agreement of work requirements with the person concerned
- Report any kind of issue to the appropriate person.

### **Unit IV – Follow measures of safety and security at workplace**

- First aid techniques including CPR in case of such a situation
- Report any identified breaches in health, safety, and security to the designated person
- Identification of hazards and ways to deal with them in safe and competent manner within the limits of one's authority

### **Unit V - Manage waste and ensure cleanliness**

- Identification of appropriate cleaning gear for waste disposal as required
- Clearance of waste from the work area thoroughly and according to instructions





- Collection and segregation of waste according to type
- Reduction in the volume of waste through appropriate techniques and throw waste in appropriate waste container/ assigned bins
- Replacement of disposable garbage bags when full and clean the waste bins regularly
- Inspection of the work site and ensure that they are clear of waste

**Unit VI - Adopt practices to promote wellbeing**

- Ensure that the place is free of dust or any particulate matters
- Arrangements for adequate ventilation
- Application of techniques to manage pollution such as noise, air etc.

**Unit VII - Regular supervision of cleanliness and inspection of the care homes**

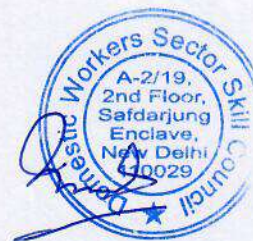
- Identification of the materials such as detergent, mob, liquid soap, broom etc. used for cleaning a home.
- Inspection of the care home including the outdoors for any untidiness
- Ensure that offices are appropriately equipped and functional.
- Storage of materials used in Care Homes stacked





**BVOC CCG 207 Health & Hygiene standards (Practical/Lab)**

- Personal hygiene aspects.
- MS Office and basic accounting and audit processes.
- Essential services such as water, electricity and their optimum utilization.
- Types of wastes and their segregation and disposal methods at the office.
- Recycling, reducing and reusing the waste.
- Use of safety equipment, fire prevention/suppression
- Evacuation procedures
- First Aid process, symptoms and treatment of different diseases/ medical conditions/ accidents as per Indian Red Cross Society
- Personal protective equipment.
- Health, safety and security practices to prevent and control infection.





## BVOC CCG 208 FUNDAMENTAL OF COMPUTER

**Course Objective:** The purpose of this course is to provide a through exposure to the operating and office management tools available in different packages. A student can be exposed to the working knowledge of Windows based operating systems and software packages such as Windows-95, 98, 2000-Professional, windows -XP and MS -Office.

**Course Outcomes (COs):** After completion of the course, the students shall be able to:

**CO1: Develop understanding of computer fundamentals, functions and their classifications**

**CO2: Develop a clear understanding and knowledge about the functioning of a Computer software and window operating system**

**CO3: Demonstrate proficiency in Microsoft word & Excel.**

**CO4: Apply formatting and editing features to enhance worksheets.**

**CO5: Use styles, themes, and conditional formats to customize worksheets.**

### Unit –I

**Computer Fundamentals:** Data, Instruction and Information, Characteristics of Computers, Various fields of application of Computers, Input-output Devices (Hardware, Software, Human ware and Firmware) Advantages and Limitations of Computer, Block Diagram of Computer, Function of Different Units of Computer, Classification of Computers. Data Representation: Different Number System (Decimal, Binary, Octal and hexadecimal) and their Inter Conversion.

### Unit –II

**Computer Software:** Types of Software, Application software and system software, Compiler and Interpreter, Generations of languages, Low- and High-Level Languages. Computer Memory: Primary Memory & Secondary memory. Storage Media. **Introduction to Windows Operating System:** All Directory Manipulation: Creating Directory, Sub Directory, Renaming, Coping and Deleting the Directory File Manipulation: Creating a File, Deleting, Coping, renaming a File Using accessories such as calculator, paint brush, CD player, etc

### Unit –III

**MS-Word:** History, Creating, Saving, Opening, Importing, Exporting and Inserting document, Formatting pages, Alignment, Paragraphs and Sections. Indents and Outdents, creating lists and numberings Formatting Commands: Headings, Styles, Fonts and Size editing, Viewing Text, Finding and Replacing text, Headers and Footers, Inserting page breaks, Page numbers, Special Symbols and Dates Mail merge, Preview and Printings command.

**MS-PowerPoint:** History, Creating, Saving, Opening, existing presentation, Creating and Saving a Presentation using Auto Content Wizard, Design Template, Blank Presentation the Slide Sorter View, Slide Show, Inserting pictures and graphics and Printing Slides.

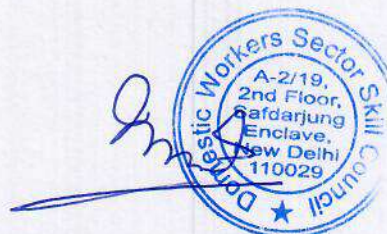
### Unit –IV

**MS-Excel:** Introduction, Components of Excel History, Creating, Saving, Opening, Spreadsheet, Formatting numbers and Text, Graph and Chart Formatting Commands, Menu Bar, Toolbars, Producing Charges, Protecting Cell Macro and Printing Operation, Spell Checking, Cell Editing, Calculation of various Financial and Statistical Functions using Formulas.

**Note:** Relevant Case Studies should be discussed in class.

**Suggested Readings:**

□ Ram, B.(2018). *Computer Fundamentals Architecture and Organization*. New Delhi: Age Publications





- Sinha, P.K. and Sinha, P. (2017). *Foundation of computing*. New Delhi: BPB Publications.
- Arora, A. (2015) *Computer fundamentals and applications*. Vikas Publishing.
- Rajaraman, V. (2014). *Fundamentals of Computers*. Delhi: Prentice-Hall.
- Roger, J. (2010). *Microsoft Access 2010*. Delhi: Pearson Education.
- Forouzan, (2009). *Basics of Computer Science*. India: Cengage Learning
- Levi, D.S., Kaminsky, P. (2007) *Designing and Managing the Supply Chain*. McGraw Hill
- Turban, E., Aronson JE., Liang, TP. (2005). *Decision Support Systems and Intelligent Systems* (7th Edition). Pearson Publishers.





## **EVSC 102-18 ENVIRONMENTAL STUDIES**

### **Course Outcomes:**

1. Students will enable to understand environmental problems at local and national level through literature and general awareness.
2. The students will gain practical knowledge by visiting wildlife areas, environmental institutes and various personalities who have done practical work on various environmental Issues.
3. The students will apply interdisciplinary approach to understand key environmental issues and critically analyze them to explore the possibilities to mitigate these problems.
4. Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world

### **Unit 1 : Introduction to environmental studies**

- \* Multidisciplinary nature of environmental studies;
- \* Scope and importance; Concept of sustainability and sustainable development.

### **Unit 2 : Ecosystems**

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems :
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Desert ecosystem
  - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

### **Unit 3 : Natural Resources : Renewable and Non--renewable Resources**

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over--exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter--state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

### **Unit 4 : Biodiversity and Conservation**

- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots
- India as a mega--biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity : Habitat loss, poaching of wildlife, man--wildlife conflicts, biological invasions; Conservation of biodiversity : In--situ and Ex--situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

### **Unit 5 : Environmental Pollution**

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution





- Nuclear hazards and human health risks
- Solid waste management : Control measures of urban and industrial waste.
- Pollution case studies.

#### **Unit 6 : Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

#### **Unit 7 : Human Communities and the Environment**

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management : floods, earthquake, cyclones and landslides.
- Environmental movements : Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

#### **Unit 8 : Field work**

- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- Visit to a local polluted site--Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems--pond, river, Delhi Ridge, etc.

#### **Suggested Readings:**

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36--37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams*(pp. 29--64). Zed Books.





# **Study Scheme & Syllabus of B. Voc. (Child Caregiver)**

## **Batch 2019 onwards**

**By**

**Domestic Workers Sector Skill Council  
And  
IKG Punjab Technical University**





### SEMESTER 3

SUB CODE	Subject	Load Allocation			Marks Distribution		Total Marks	Credit
		L	T	P	INT	EXT		
BVOC CCG 301	Management & Compliances for care homes	3	1	0	40	60	100	4
BVOC CCG 302	Management & Compliances for care homes	0	0	4	60	40	100	2
BVOC CCG 303	Holistic growth, rehabilitation , rights and privileges	3	1	0	40	60	100	4
BVOC CCG 304	Holistic growth, rehabilitation , rights and privileges	0	0	4	60	40	100	2
BVOC CCG 305	Health, hygiene , medical and safety protocols	3	1	0	40	60	100	4
BVOC CCG 306	Health, hygiene , medical and safety protocols	0	0	4	60	40	100	2
BVOC CCG 307	Human Resource Management	3	1	0	40	60	100	4
BVOC CCG 308	Basics of Accountancy	3	0	2	40	60	100	3
BVOC CCG 309	Basics of Management	3	1	2	40	60	100	4
BMPD 302-18	Mentoring and professional development	1	0	0	25	0	25	1
	Total	19	5	16	445	480	925	30

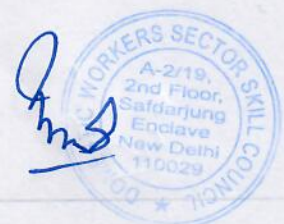
### SEMESTER 4

SUB CODE	Subject	Load Allocation			Marks Distribution		Total Marks	Credit
		L	T	P	INT	EXT		
BVCCG 401-19	INDUSTRIAL TRAINING & ITS EVALUATION · LOG BOOK · PROJECT REPORT · APPRAISALS · VIVA VOCE				300	450	750	30
		TOTAL MARKS					750	30





# SEMESTER 3





## **BVOC CCG 301 - MANAGEMENT & COMPLIANCES FOR CARE HOMES**

**Course Outcome:** - This Course covers knowledge and skills required by a manager to manage day care. It gives a brief idea of the skills required for management of a Day Care. It also explains about skills required to assist babies/ children at Day Care for their activities of daily living, such as toileting, washing, bathing, personal hygiene etc.

**CO1:** Perform administrative duties in Care Homes (Budgeting/Training/Planning)

**CO2:** Handling Manpower

**CO3:** Understand Stake holder management and business development

**CO4:** Leadership Qualities

**CO5:** Management of care homes

**CO6:** Organizational Structure, Statutory compliances and regulatory framework

**CO7:** Understand the day to day requirements of Care Homes

**CO8:** Inspection and Monitoring of care homes

**CO9:** Approval of work plans

**CO10:** Property Maintenance

**CO11:** Monitor Activities of Daily Living (ADL) for people under care

**CO12:** Maintaining pantry for its resources and daily function

### **1. Unit 1 –Forecasting, Planning,Budgeting, Procurement and Infrastructure plans**

1.1. Material Management.

1.2. Materials and equipment required in Care Homes

1.3. Forecast and budgeting resources for operations

1.4. Managing admissions and daily attendances of staff and people under care

1.5. Procurement of materials.

1.6. Vendor Management

### **2. Unit 2 - Business Development**

2.1. Business ethics

2.2. Critical thinking

2.3. Negotiations

2.4. Problem solving

2.5. Strategic Planning & Goal Setting

2.6. Successful Networking / Working an Event

### **3. Unit 3 - Stakeholder Management**

3.1. Project Stakeholders

3.2. Politics of Projects

3.3. Culture of Stakeholders

3.4. Managing Stakeholders

3.5. Tools to Help Stakeholder Management

### **4. Unit 4 - Organisation Structure, Roles, Relationships and Responsibilities**

4.1. The Organizational hierarchy and reporting pattern in the organization

4.2. Roles and responsibilities of various employees and their official relationship

4.3. Statutory compliances and regulatory framework

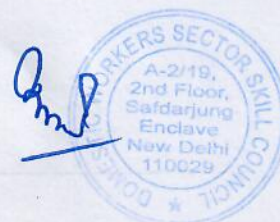
### **5. Unit 5 - Conduct daily review and facilitate its functioning**

5.1. Developing a management plan

5.2. Define the roles and relationships among the staff

5.3. Evaluate and adjust a management plan

### **6. Unit 6 - Inspection and Monitoring**





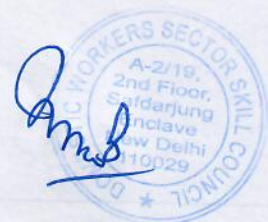
- 6.1. Types of inspections and who participates
- 6.2. Understanding hazards and preventive measures
- 6.3. Preparing for inspections
- 6.4. Conducting effective inspections and reporting
- 6.5. Inspection monitoring and follow-up
- 7. **Unit 7 - Approve daily work plans including pending work and allocate responsibilities**
  - 7.1. Basic Leadership Skills
  - 7.2. The Ability to Coach or Train Others
  - 7.3. Delegating tasks
  - 7.4. Approval of work plans
  - 7.5. Developing Performance Goals and Standards
  - 7.6. Effective Communication with Upper Management
- 8. **Unit 8 - Maintenance of Care Homes**
  - 8.1. Managers Duties and Responsibilities
  - 8.2. Employees Duties
  - 8.3. What Does Buildings Maintenance Cover?
  - 8.4. The Importance of Premises Management
  - 8.5. Legal Requirements and Guidance
  - 8.6. Buildings Maintenance Systems
  - 8.7. Planned preventive maintenance
  - 8.8. Fault reporting
  - 8.9. Rolling refurbishment plans
  - 8.10. Record keeping and tracking
  - 8.11. Maintenance budgets
  - 8.12. Outsourced facilities maintenance services
  - 8.13. Maintenance Records
  - 8.14. Maintenance guides
  - 8.15. Maintenance Inspections
- 9. **Unit 9 - Process of immediate and large repairs**
  - 9.1. Procedures
  - 9.2. Emergency Repairs
  - 9.3. Implementation
  - 9.4. Records
  - 9.5. Training
- 10. **Unit 10- Monitor Activities of Daily Living (ADL) of people under care**
  - 10.1. Management of ADL of people under care (PwD/Elders/Children)
  - 10.2. Manage Rehabilitation activities
  - 10.3. Use of Assistive Technologies
- 11. **Unit 11 - Maintaining pantry for its resources and daily function**
  - 11.1. Ensure the hygiene of the pantry.
  - 11.2. Preparation of Nutritional plans for the people under care
  - 11.3. Process of feeding people under care
  - 11.4. Ensure garbage disposals
  - 11.5. Ensure conservation of essentials
  - 11.6. Ensure economical utilization of pantry resources





**BVOC CCG 302 - MANAGEMENT & COMPLIANCES FOR CARE HOMES  
(Practical/Lab)**

- Working of gadgets like smart phone, multiline phone, printers, copiers, CCTV etc.
- Use of Assistive technology/ equipment for the Care Homes
- How to identify the different edibles and check their quality/ freshness
- Management of Pantry
- Process of different types of cooking.
- Operation of a kitchen/ pantry for Day Care.
- The dietary needs of the children/ babies/PwD/Elders
- Recommend rehabilitation activities
- Property maintenance
- Management of ADL of people under care (PwD/Elders/Children)
- Waste Management





## **BVOC CCG 303 – HOLISTIC GROWTH, REHABILITATION, RIGHTS AND PRIVILEGES**

**Course Outcome:** - It covers the knowledge and skills required for maintenance of good relationship with people under care and their attendants/guardians. It also explains about the skills to extend support with laws and rights of Children. It also covers knowledge and skills required to supervise the activities that contribute in holistic growth, recreational activities.

**CO1:** Managing activities for the holistic growth of the inhabitants

**CO2:** Managing activities for the recreational of the inhabitants

**CO3:** Maintaining a good relation and communication with the families/ relatives of the inhabitants.

**CO4:** Managing Conflicts

**CO5:** Managing the behaviour of people under care

**CO6:** Laws and rights in respect of the children/Elders/PWD

### **1. Unit 1 - Holistic growth, recreation and rehabilitation support for people under care**

- 1.1. Meaning and composition of holistic growth of the children, planning and implementation thereof
- 1.2. Maintaining physical and spiritual health of elders.
- 1.3. Sensory, physical and Intellectual deficiencies.
- 1.4. Rehabilitation of PwDs - Scope and Opportunities
- 1.5. Recreation activities for people under care.
- 1.6. Assisting PwDs to be rehabilitated/ placement.
- 1.7. Social security, health, rehabilitation and recreation of PwD

### **2. Unit 2 - Maintain a good relationship with people under care and their families/ attendants/guardians**

- 2.1. Maintenance of regular interaction with the families/ guardians/ relatives of the inhabitants.
- 2.2. Meeting with guardians/ families/ relatives on the condition of the inhabitants including communicating during emergencies.
- 2.3. Display compassion and understanding of the concerns of guardians/ families/ relatives of the inhabitants when interacting with them
- 2.4. Building trust between the Care Home and parents/ guardians

### **3. Unit 3 - Behavioral aspects of children, PwD and elders**

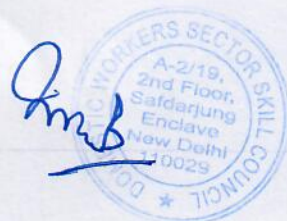
- 3.1. Managing the behavior of people under care
- 3.2. Aging process and problems of elders
- 3.3. PwDs, their types with characteristics/ life conditions
- 3.4. Identification of Stimuli for odd behaviours of PwD and elderly
- 3.5. Organize training sessions for staffs to deal with the individuals in distress/overwhelming situations

### **4. Unit 4 - Managing conflicts in care homes**

- 4.1. Determination of major causes of conflicts
- 4.2. Minimize Conflict Occurrence
- 4.3. Managing Conflict in care
- 4.4. Be Patient and Understanding
- 4.5. Proper Documentation

### **5. Unit 5 - Laws and rights of children**

- 5.1. Laws and rights of children





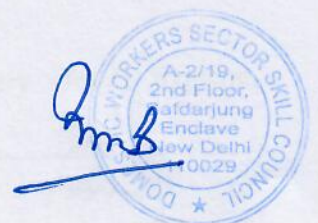
- 5.2. Child labour prohibition and rights of children for free education
- 5.3. United Nations Convention on the Rights of the Child
- 5.4. Legal and Policy Framework for Children
- 5.5. POSCO
- 6. **Unit 6 - Laws and rights of PwD**
  - 6.1. Laws and rights of PwD
  - 6.2. Skill development and employment of PwD under the rights of PwD act 2016
  - 6.3. Social security, health, rehabilitation and recreation of PwD
  - 6.4. Legal rights of the disabled in India
  - 6.5. National Institutes / Apex Level Institutions rehabilitate and to sensitize the society regarding the different areas of disabilities
  - 6.6. Legal Rights and Provisions for the Person with special Needs (Intellectual and Physical) as enunciated in statute in India
- 7. **Unit 7 - Laws and rights of elders/senior citizens**
  - 7.1. Laws and rights of senior citizens
  - 7.2. Maintenance of parents and Senior Citizens Act 2007





**BVOC CCG 304 – HOLISTIC GROWTH, REHABILITATION, RIGHTS AND PRIVILEGES (Practical/Lab)**

- Recommend Rehabilitation Activities for PwDs
- Recommend Recreation activities for people under care
- Assisting PwDs to be rehabilitated/ placement.
- Social security, health, rehabilitation and recreation of PwD
- Organise training sessions for staffs to deal with the individuals in distress/overwhelming situations
- Maintaining physical and spiritual health of elders





## **BVOC CCG 305 –HEALTH, HYGIENE, MEDICAL& SAFETYPROTOCOLS**

**Objective:** The subject aims to provide basic concepts of health and hygiene with link to give a clean environment that will stop the transmission of disease, food hygiene and kitchen safety, nutritional value of food. It also provides an outline of first aid concepts and basic emergency procedures including contagious disease control and prevention.

### **1. Unit 1 - Ethical and professional functioning in Care Home**

- 1.1. Ethics Definitions and key concepts; Value systems
- 1.2. Ethics Alarm and code of ethics
- 1.3. Professional Ethics and the Importance of Ethical Conduct

### **2. Unit 2 - Behavioral practices and social interaction in the organization**

- 2.1. Positive Psychology
- 2.2. Values in the Workplace
- 2.3. Being sensitive towards the requirements of PwD/elders
- 2.4. Energizing Social Interactions at Work
- 2.5. Promote Gender Equity (Women as well as transgender)

### **3. Unit 3 - Inter personal relations and conflict resolution**

- 3.1. 4 phases of conflicts
- 3.2. Handling conflicts by establishing a clear Plan of action
- 3.3. Managing complaints and improving work habits
- 3.4. Promoting effective discipline
- 3.5. Achieving professional goals
- 3.6. Coping with stress

### **4. Unit 4 - Unsafe conditions and unsafe acts and Solutions**

- 4.1. Most common unsafe acts/conditions
- 4.2. Most common reasons of unsafe acts/conditions
- 4.3. Managing common unsafe acts on daily and periodic basis

### **5. Unit 5 - Security of the care Home and Staff security**

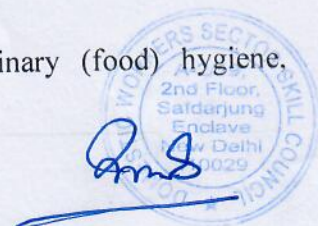
- 5.1. Safety and safeguarding in the care home
- 5.2. Visitor Management
- 5.3. Access Control Management
- 5.4. Alarms & CCTV
- 5.5. Managing personal data
- 5.6. Hiring staff (Contractual service or as company staff)

### **6. Unit 6 -Personal hygiene, housekeeping and waste disposal**

- 6.1. Health: Definition, Determinants of health, mental health, Maintaining health, Role of science in health, Role of public health, Self-care strategies,
- 6.2. Hygiene: Concept of hygiene, Home and everyday life hygiene
- 6.3. Personal Hygiene: History of hygienic practices, principles, Excessive body hygiene, Sanitization: definition and concepts of sanitization, hand washing techniques, planning for the improvement of personal hygiene.
- 6.4. Contagious and Non contagious diseases (SARS, HIV, COVID 19 etc), symptoms, precaution measures at homes including kitchens, workplace, public places etc
- 6.5. Elements of an effective housekeeping program
- 6.6. Handling and disposing waste

### **7. Unit 7 - Pantry Hygiene**

- 7.1. Food Hygiene & Kitchen Safety: Cooking & baking, Culinary (food) hygiene.





- Disinfection and sterilization, Food preparation, Temperature, Food poisoning Contamination, Cooking and reheating food, balance diet
- 7.2. Nutrients: Carbohydrates, Fiber, Fat, Essential fatty acids, Protein, Minerals, Macrominerals, Trace minerals Vitamins, Water
  - 7.3. Other nutrients: Antioxidants, Phytochemicals, Intestinal bacterial flora, Advice and guidance, Sports nutrition, Malnutrition, early screening of child growth
  - 8. Unit 8 -First Aid and First Aid Box**
    - 8.1. Aims of first aid & the role of a manager
    - 8.2. Incident management
    - 8.3. Communicating with a patient
    - 8.4. Contents of a first aid kit
    - 8.5. Life Saving Skills: Primary survey, The recovery position / safe airway position, The chain of survival, Cardiopulmonary Resuscitation (CPR), Using an Automated External Defibrillator (AED), Choking, Bleeding
  - 9. Unit 9 - Emergency Situations and Responses thereof**
    - 9.1. Safety principles and risk management
    - 9.2. Roles and responsibilities of managers
    - 9.3. Hazard (as electrical short circuiting, power failure, gas leak, outbreak of fire, theft/ burglary, accident; natural disasters ) recognition and control measures
    - 9.4. Hazards and control measures for chemical, physical and biological hazards
    - 9.5. Ergonomics — practices to prevent musculoskeletal disorders
    - 9.6. Workplace inspection and accident investigation
    - 9.7. Developing and implementing effective workplace programs
    - 9.8. Reporting appropriately to superiors / person concerned and concerned Govt. department
  - 10. Unit 10 - Fire protection and fire fighting**
    - 10.1. Fire safety
    - 10.2. Mock drills and evacuation procedures
    - 10.3. Fire Alarms and fire extinguishers
    - 10.4. Fire prevention and emergency preparedness
  - 11. Unit 11- Medical Protocols**
    - 11.1. Introduction to Quality and Patient safety: including Basic emergency care and life support skills, WHO and ICMR guidelines for the prevention of infectious control, Infection prevention and control measures of following diseases: air born, water born and food borne illness (tuberculosis, cholera) influenza, hepatitis.
    - 11.2. Contagious diseases (SARS-2; COVID-19etc.) and its prevention through social distancing, using PPE's, maintaining hygiene standards, using proper sanitization techniques etc.
    - 11.3. Immunization/vaccination:
    - 11.4. Biomedical waste management,

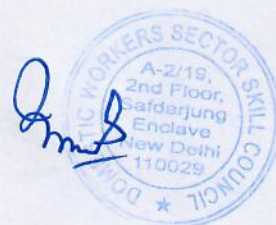




### **BVOC CCG 306 - HEALTH, HYGIENE, MEDICAL & SAFETY PROTOCOLS - LAB**

**Aims /learning Objectives:** Students are able to classify, identify, and learn the health and hygiene practices in their day today life.

1. To demonstrate safe code of practice for personal hygiene and sanitation.
2. To demonstrate the clanging and sterilization of surface and utensils.
3. To demonstrate the various safety codes used to prevent communicable and infectious disease.
4. Formulation and preparation of low cost disinfectant and sterilizing agent.
5. Preparation of audio visual aids like charts, posters, models related to health and nutrition.
6. Conduct of survey on health and hygiene practices among high and low income groups.
7. Study and demonstration of instruments used in health and hygiene practices.
8. Demonstration of Hand washing technique.
9. Formulation and preparation of low cost nutritious recipe.
10. Demonstration of Physical examination of spoiled/contaminated food sample.
11. Measurement of Body temperature, Heartbeats, Pulse rates and Blood pressure.
12. Case study on recent disease outbreak viz HIV, HEPATITIS, COVID-19 etc.
13. Demonstration of medically important entomological specimens.
14. Collection and interpretation of local data on disease prevalence.
15. Field visits.





## **BVOC CCG 307 – HUMAN RESOURCE MANAGEMENT**

**Course Objective:** To provide an in-depth overview of the field of HRM, what are the roles and responsibilities of HR professionals how the primary functions affect the broader business strategy.

### **Unit I**

Nature, scope, role and importance of HRM. New trends in HRM due to globalization deregulation and technological advancements, HRM practices in India, issues and challenges. Human Resource Planning: Meaning, factors affecting HRP, Human Resource Planning process.

### **Unit II**

Job analysis: steps in analyzing job and introduction to methods of collecting job analysis information, Job description, job specification. Job design: job simplification, job rotation, job enrichment and job enlargement.

Recruitment: sources of recruitment, policies and procedure of recruitment. Selection process, testing and interviews, Placement and induction.

### **Unit III**

Training and Development: Identification of training needs process of training and methods of training and development.

Career planning and development: career life cycle, process of career planning and development.

### **Unit IV**

Performance appraisal: Meaning, process of performance appraisal, methods and problems of performance appraisal.

Compensation Management- Wage & Salary Administration: Meaning & Concept of Wage & Salary Administration, Elements & Methods of Wage & Salary, Incentive Plans & Fringe Benefits.

Industrial Relations: Meaning & Concept of Industrial Relations.

### **Suggested Readings:**

1. Rao V.S.P. *Human Resource Management*, Excel books
2. Monnappa and Saiyadan, *Personnel Management*, Tata McGraw Hill.
3. Dessler, Garg, *Human Resource Management*, Pearson education.
- 4 C.B. Memoria *Personal Management* Himalaya
- 5 K. Aswathappa *Human Resource Management* Tata McGrawHill





## **BVOC CCG 308 – BASICS OF ACCOUNTANCY**

**Course Objective:** This course aims to acquaint students with foundation of financial accountancy and its application in business. It also aims to familiarize students with regulatory framework of accounting in India.

**Course Outcomes (COs):** After completion of the course, the students shall be able to:

**CO1:** To understand the basic underlying concepts, principles and conventions of accounting.

**CO2:** To identify the rules of debit and credit in accounting.

**CO3:** To get an overview of the regulatory framework of accounting in India.

**CO4:** To prepare trading, profit & loss and balance sheet of a firm.

**CO5:** To comprehend the concept of depreciation and different methods to treat depreciation in accounting

### **Unit I**

Introduction to Accounting: Meaning and Definition, Types and Classification, Principles of accounting, Systems of accounting, Generally Accepted Accounting Principles (GAAP). Recording of transactions: Voucher system; Accounting Process.

### **Unit II**

Journals, Subsidiary Books, Ledger, Cash Book, Bank Reconciliation Statement, Trial Balance. Depreciation: Meaning, need & importance of depreciation, methods of charging depreciation.

### **Unit III**

Final Accounts: Meaning, Procedure for preparation of Final Accounts, Difference between Trading Accounts, Profit & Loss Accounts and Balance Sheet, Adjustments (Only four): Closing Stock, Pre-paid Income and Expenses, Outstanding Income and Expenses, Depreciation.

### **Unit IV**

Cost Accounting, Cost Sheet/Tender/Marginal Costing & Break even Analysis, Budgetary Control.

### **REFERENCES:**

- Sharma, R.K. and Shashi K. Gupta, Management Accounting, Kalyani Publisher, Ludhiana.
- Gupta, R.L., Booking keeping & Accounting, Sultan Chand, New Delhi
- Grewal T.S., Introduction to Accounting, S. Chand





## **BVOC CCG 309 –BASICS OF MANAGEMENT**

### **Unit I**

**Management:** Concept of Management, Nature and Scope, Functions and Principles of Management, Managerial roles and skills. Forms of different organizations: sole proprietorship, partnership and Joint Stock Company.

**Evolution of management thoughts:** classical and new classical systems, contingency approaches, scientific management.

### **Unit II**

**Planning:-** Nature, purpose and functions, types of plan, Management by Objective (MBO), steps in planning.

**Forecasting** – Meaning, Need & Techniques.

**Decision Making** - Meaning, Steps in Decision Making, Techniques of Decision Making  
**Strategic planning** – concepts, process, importance and limitations; Growth strategies- Internal and external.

### **Unit III**

**Organizing:** Concept, formal and informal organizations, task force, bases of departmentation, different forms of organizational structures, avoiding organizational inflexibility. Teamwork – meaning, types and stages of team building; Centralization & decentralization.

**Staffing:** Nature & scope of Staffing, Manpower planning, Selection & Training. Performance Appraisal: Meaning and importance.

**Effective Implementation of Plan:** Meaning, Importance, Process & Techniques

**Directing:** Meaning, Nature & scope

**Monitoring and Controlling :** Need, Nature, importance, Process & Techniques

### **Unit IV**

**Motivation:** Meaning, importance Leadership: Meaning, importance, qualities & functions of leaders

**Communication:-**Types & Importance;

### **Unit V**

**Conflict Management:** Meaning, types and sources of conflict, Process of conflict management, approaches to conflict management.

**Stress management:** sources of stress, approaches for stress management.

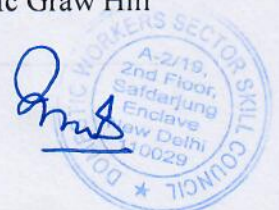
**Organizational culture:** meaning, concept, types of culture, dimensions of organizational culture.

### **Unit VI**

**Introduction to Materials Management:** Meaning, definition, scope and functions of Materials Management, Objectives and Advantages of Materials Management. Interfaces of Materials Management: Internal and external interfaces. Organisation for Material Management. Supply Chain Management: Concept, objectives of supply – production and distribution system, Role and Management of flow of material in supply chain management.

### **References**

- Srinivasan, R. and S.A. Chunawalia, Management Principles & Practice, Himalaya Publishing House, New Delhi.
- Prasad, L.M., Principles & Practice of Management, Sultan Chand & Sons, New Delhi.
- Koontz Harold and Heinz Weihrich, Management, Mc Grwa Hill
- Burton and Thakur, Management Today- Principles and Practices, Tata Mc Graw Hill





- Dutta A.K., Materials Management: Procedures, Text and cases, Prentice Hall of India Pvt. Ltd., New Delhi.
- Gopalakrishnan, P. and Sundareson, M., Materials Management: An Integrated Approach, Prentice Hall of India Pvt. Ltd., New Delhi





## **BMPD 302-18 - MENTORING AND PROFESSIONAL DEVELOPMENT**

### **Guidelines regarding Mentoring and Professional Development**

The objective of mentoring will be development of:

- Overall Personality
- Aptitude (Technical and General)
- General Awareness (Current Affairs and GK)
- Communication Skills
- Presentation Skills

The course shall be split in two sections i.e. outdoor activities and class activities. For achieving the above, suggestive list of activities to be conducted are:

#### **Part – A**

##### **(Class Activities)**

1. Expert and video lectures
2. Aptitude Test
3. Group Discussion
4. Quiz (General/Technical)
5. Presentations by the students
6. Team building Exercises

#### **Part – B**

##### **(Outdoor Activities)**

7. Sports/NSS/NCC
8. Society Activities of various students chapter i.e. ISTE, SCIE, SAE, CSI, Cultural Club, etc.

Evaluation shall be based on rubrics for Part – A & B  
Mentors / Faculty in charges shall maintain proper record student wise of each activity conducted and the same shall be submitted to the department.





Study Scheme & Syllabus of  
Bachelor of Vocation  
(Child Care Giver)

Batch 2019 Onwards

By  
Board of Studies  
Management and Commerce



## B. Voc (Child Care Giver) Course for session 2019 Onwards

Semester Fifth (5 <sup>th</sup> )											
Course Code	Course Type	Course Name / Title	Lord Allocation				Marks Distribution		Total Marks	Credit / NC	
			Lecture	Tutorial	Practical	Studio (If Applicable)	Internal	External			
BVOC-CCG-501-19	Core Theory	Theories of Child Development	3	0	0	0	40	60	100	3	
BVOC-CCG-502-19	Core Theory	Methods and Techniques of Assessment in Child Development	3	1	0	0	40	60	100	4	
BVOC-CCG-503-19	Practical / Lab	Methods and Techniques of Assessment in Child Development	0	0	4	0	60	40	100	2	
BVOC-CCG-504-19	Core Theory	Children with Developmental Challenges	2	2	0	0	40	60	100	4	
BVOC-CCG-505-19	Practical / Lab	Children with Developmental Challenges	0	0	4	0	60	40	100	2	
BVOC-CCG-506-19	Core Theory	Guidance and Counseling	3	1	0	0	40	60	100	4	
BVOC-CCG-507-19	Practical / Lab	Guidance and Counseling	0	0	4	0	60	40	100	2	
BVOC-CCG-508-19	Core Theory	Designing and developing play material for children	2	2	0	0	40	60	100	4	
BVOC-CCG-509-19	Practical / Lab	Designing and developing play material for children	0	0	4	0	60	40	100	2	
BVOC-CCG-510-19	Core Theory	Cross-Cultural Perspectives in Child Studies	2	0	0	0	40	60	100	2	
BVOC-CCG-511-19	Core Theory	Mentoring and Professional Development	1	0	0	0	25	0	25	1	
TOTAL			16	6	16	0	505	520	1025	30	

NC = Non-Credit



<b>Semester Sixth (6<sup>th</sup>)</b>										
<b>Course Code</b>	<b>Course Type</b>	<b>Course Name / Title</b>	<b>Lord Allocation</b>				<b>Marks Distribution</b>		<b>Total Marks</b>	<b>Credit / NC</b>
			<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Studio (If Applicable)</b>	<b>Internal</b>	<b>External</b>		
BVOC-CCG-601-19	Training	Internship-I	0	0	0	0	150	225	375	15
BVOC-CCG-602-19	Training	Internship-II	0	0	0	0	150	225	375	15
<b>TOTAL</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>300</b>	<b>450</b>	<b>750</b>	<b>30</b>

NC = Non-Credit



## B. Voc (Child Care Giver) Course for session 2019 Onwards

Course Code	Course Type	Course Name / Title	Lord Allocation				Marks Distribution		Total Marks	Credit / NC
			Lecture	Tutorial	Practical	Studio (If Applicable)	Internal	External		
BVOC-CCG-501-19	Core Theory	Theories of Child Development	3	0	0	0	40	60	100	3

- Meaning Type and Function of Theory
- Psychoanalytic theory of Sigmund Freud and neo Freudians
- Psychosocial theory of Erikson
- Stimulus Response theories and
- Social Learning theories
- Cognitive theory of Jean Piaget
- Moral development theory of Kohlberg and Piaget
- Attachment theory of Bowlby and Ainsworth
- Ecosystem theory of Bronfenbrenner

## B. Voc (Child Care Giver) Course for session 2019 Onwards

Course Code	Course Type	Course Name / Title	Lord Allocation				Marks Distribution		Total Marks	Credit / NC
			Lecture	Tutorial	Practical	Studio (If Applicable)	Internal	External		
BVOC-CCG-502-19	Core Theory	Methods and Techniques of Assessment in Child Development	3	1	0	0	40	60	100	4

- Concept, methods & techniques.
- Anthropometric evaluation of nutritional status.
- Psychometrics :Development of psychological tests.
- Individual and group tests. Measurement of intelligence, aptitude, and personality.
- Projective techniques.
- Ethical issues in the assessment of Child Development.
- How to Screen & diagnose various developmental assessments through different tools and techniques.
- Interpretation of assessment and report writing.



## B. Voc (Child Care Giver) Course for session 2019 Onwards

Course Code	Course Type	Course Name / Title	Lord Allocation				Marks Distribution		Total Marks	Credit / NC
			Lecture	Tutorial	Practical	Studio (If Applicable)	Internal	External		
BVOC-CCG-504-19	Core Theory	Children with Developmental Challenges	2	2	0	0	40	60	100	4

- Current statistics of developmentally challenged.
- Implications on the quality of life.
- Attention deficit hyperactivity disorder, autism spectrum disorders, neurological disorders, communication defects and behaviour disorders- causes, characteristics and remediation.
- Forms of remedial methods- sensori-motor integration, occupational therapy, cognitive therapy and behaviour therapy.
- Counselling for parents and children. Guidance for teachers. Policies, provisions, concessions, facilities and legislations for the welfare of challenged children.

## B. Voc (Child Care Giver) Course for session 2019 Onwards

Course Code	Course Type	Course Name / Title	Lord Allocation				Marks Distribution		Total Marks	Credit / NC
			Lecture	Tutorial	Practical	Studio (If Applicable)	Internal	External		
BVOC-CCG-506-19	Core Theory	Guidance and Counseling	3	1	0	0	40	60	100	4

- Definition, nature, scope, need and principles of guidance.
- Types of guidance - educational, vocational and personal.
- Benefits and limitations of guidance services.
- Organization of guidance services at school level.
- Definition, need, aims and principles of counselling.
- Categories and types of counselling.
- Purpose, advantages and limitations of different types of counselling.
- Qualities of a counsellor.
- Indian system of guidance and counseling
- How to Identify families with psychological issues.



## B. Voc (Child Care Giver) Course for session 2019 Onwards

Course Code	Course Type	Course Name / Title	Lord Allocation				Marks Distribution		Total Marks	Credit / NC
			Lecture	Tutorial	Practical	Studio (If Applicable)	Internal	External		
BVOC-CCG-508-19	Core Theory	Designing and developing play material for children	2	2	0	0	40	60	100	4

- Play: Definition, Classification and Importance.
- Parten's classification of play.
- Theories, stages and factors affecting play.
- Age specific play materials for physical, motor, socio-emotional, intellectual and cognitive development.
- Characteristics of good play materials.
- Selection, storage and maintenance of play materials.
- To survey and document the locally available culture specific play and play materials.
- Assessing the recreational and educational value of different play materials. Preparation of appropriate educational play material for comprehensive development such as blocks, puzzles, stuffed toys, dolls, puppets, flash cards, charts, posters, picture books, art and craft activities.

## B. Voc (Child Care Giver) Course for session 2019 Onwards

Course Code	Course Type	Course Name / Title	Lord Allocation				Marks Distribution		Total Marks	Credit / NC
			Lecture	Tutorial	Practical	Studio (If Applicable)	Internal	External		
BVOC-CCG-510-19	Core Theory	Cross-Cultural Perspectives in Child Studies	2	0	0	0	40	60	100	2

- Cultural influences on child development.
- Resources of cultural influences- school, family and other social groups.
- Family in different cultures- parenthood, gender roles and issues, socialization aspects of family like care of children.
- Interpersonal communication patterns, conflict resolution.
- Cross-cultural variations and their impact on families.



## B. Voc (Child Care Giver) Course for session 2019 Onwards

Course Code	Course Type	Course Name / Title	Lord Allocation				Marks Distribution		Total Marks	Credit / NC
			Lecture	Tutorial	Practical	Studio (If Applicable)	Internal	External		
BVOC-CCG-511-19	Core Theory	Mentoring and Professional Development	1	0	0	0	25	0	25	1

### Development of entrepreneurial and managerial skills

- Life skill education
- Soft Skills
- Presentation Skills
- Team building Exercises

## B. Voc (Child Care Giver) Course for session 2019 Onwards

Course Code	Course Type	Course Name / Title	Lord Allocation				Marks Distribution		Total Marks	Credit / NC
			Lecture	Tutorial	Practical	Studio (If Applicable)	Internal	External		
BVOC-CCG-601-19	Training	Internship-I	0	0	0	0	150	225	375	15

### Internship-I

- Entrepreneurial Placement with an Entrepreneur for studying organizational structure and activities.
- Project Report
- Appraisals
- Viva Voce
- Student must carry a training certificate from Nursery School / Day Care Centre/ Primary School on letter head mentioning about the training duly signed by the competent authority.

Signature of Convener / Coordinator (BOS)    Signature of Chairman (BOS)



## B. Voc (Child Care Giver) Course for session 2019 Onwards

Course Code	Course Type	Course Name / Title	Lord Allocation				Marks Distribution		Total Marks	Credit / NC
			Lecture	Tutorial	Practical	Studio (If Applicable)	Internal	External		
BVOC-CCG-602-19	Training	Internship-I	0	0	0	0	150	225	375	15

### Internship-II

- Practical Training in Child Care Giving Practices
- Project Report
- Appraisals
- Viva Voce
- Student must carry a training certificate from Nursery School / Day Care Centre/ Primary School on letter head mentioning about the training duly signed by the competent authority.

Signature of Convener / Coordinator (BOS)    Signature of Chairman (BOS)

**Reference Books: -**

1. Hurlock, EB Developmental Psychology, Tata McGraw Hill Publishing Limited, New Delhi
2. Devadas R, Text Book of Child Development Mac Milan India Ltd. Delhi.
3. Suryaanth A. Child Development Publication Gandhi Gram TamilNadu.
4. Sahu, B. K. Education of the Exceptional Children. Kalyan Publisher, New Delhi.
5. S. Narayan Rao, Counselling Psychology, Tata McGraw Hill Publishing Limited, New Delhi
6. Sister marry Vishala, Guidance and Counselling Chand and Company New Delhi.