

COURSE OUTLINE OF HOME-SCHOOLING CERTIFICATION

Home-Schooling Certification (HSC) is a twenty-four hour meticulous training program designed for parents, siblings, tutors, and caregivers to happily teach children at home, to create effective learning materials, and to evaluate children's holistic development. The HSC curriculum is designed after a thorough research and intensive study by a team of skilled academics and as an appropriate solution for students with different ages, abilities and difficulties to address various challenges (academic and non-academic) at their home. HSC helps to learn, understand and apply easily the various innovative, interactive and interesting tools, methods and techniques taught during the program.

HOME-SCHOOLING CERTIFICATION PLANNER <i>each session will be of 120 minutes / 2 hours</i>		
Sessions	Topics	Expected Outcomes
Session 1	<p style="text-align: center;">INTRODUCTION TO HOME-SCHOOLING & ITS ORIGINATION IN INDIA</p> <ul style="list-style-type: none"> - Understanding Home-Schooling - Evolution in Education - Core concept and benefits of Home-Schooling - Elements of HSC - Research and study - Home-Schooling Models - Q/A Session (assignment) 	<ul style="list-style-type: none"> - Concept of Home-schooling - Ideology behind the development of the concept - Implementation and its procedure
Session 2	<p style="text-align: center;">CHALLENGES AND DEVELOPMENT IN EDUCATION SYSTEM</p> <ul style="list-style-type: none"> - Indian education system (lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and higher secondary (17 and 18)) - Transformation in education system 2020 (3-8 years (foundational stage), 8-11 (preparatory), 11-14 (middle), and 14-18 (secondary)) - Resources and infrastructure - Student-teacher ratio - Environment settings - Teacher-Parent-Student relationship - Modes and Training patterns - Q/A Session (assignment) 	<ul style="list-style-type: none"> - Understanding education system - Division of standards and academic challenges - Development in education system - Environment and rapport building - Training ethics and morals
Session 3	<p style="text-align: center;">PRINCIPLES OF TEACHING</p> <ul style="list-style-type: none"> - Principles of: <ul style="list-style-type: none"> • Motivation • Activity • Interest • Linking with life • Definite aim • Democratic dealing • Recognizing individual differences • Selection • Planning • Division • Revision • Creation and recreation 	<ul style="list-style-type: none"> - Teaching strategies - Teaching procedures - Student handling - Training ethics and moral - Procedures of educating - Teaching/Learning model implementation

	<ul style="list-style-type: none"> • Using previous knowledge • Defining specific objectives of lesson • Proceeding from simple to complex • Proceeding from concrete to abstract • Proceeding from general to specific • Proceeding from known to unknown • Remote teaching and learning 	
Session 4	<p style="text-align: center;">LAWS OF LEARNING</p> <ul style="list-style-type: none"> - Primary law of learning <ul style="list-style-type: none"> • Readiness • Exercise • Effect - Secondary law of learning <ul style="list-style-type: none"> • Primacy • Intensity • Recency • Other subordinating laws 	<ul style="list-style-type: none"> - Learning methods and strategies - Laws of learning
Session 5	<p style="text-align: center;">EARLY CHILDHOOD INTERVENTION</p> <ul style="list-style-type: none"> - Portfolio Assessment (parent and teacher observations of development, children's work samples, developmental checklists, running records, language samples) - Intervention and prevention - Learning challenges and difficulties - Diagnosis and Handling conditions - Skill management - Behavioral patterns - Etiquettes, behavior and emotional development - Foundation of learning a subject - Developing problem solving and critical thinking skills - Interactive learning sessions 	<ul style="list-style-type: none"> - Understanding of early childhood intervention - Nature and nurture during the developmental period - Learning difficulties and solutions - Enhancement of skills
Session 6	<p style="text-align: center;">INDIVIDUALIZED & COLLECTIVE LEARNING METHODS</p> <ul style="list-style-type: none"> - Setting learning norms - Time management - Conducive environment settings - Comprehensive learning methods (opinions, insights, meanings, attitudes, values, conventions, habits, ways of feeling, ways of behaving, working methods) - CTLM – Collective Teaching/Learning Model <ul style="list-style-type: none"> • Cumulative Pedagogy with an 8 grade system • Versatility of learning • Need of the hour Transforming PTM 	<ul style="list-style-type: none"> - Management and development of conducive environment

Session 7	<p style="text-align: center;">SUITABLE PEDAGOGICAL CONCEPTS</p> <ul style="list-style-type: none"> - Contemporary skills - Chaining techniques - Image-Name techniques - Inquiry based learning - Executive functioning - Blended learning - Flip learning - Simultaneous learning - Alternative teaching - Synchronous and Asynchronous learning - Crossover learning - UDL method 	<ul style="list-style-type: none"> - Teaching methods and techniques
Session 8	<p style="text-align: center;">TECHNIQUES AND METHODS TO DEVELOP ACCESSIBLE TLMs</p> <ul style="list-style-type: none"> - Types of Teaching/Learning Materials (Traditional resources, Graphic organizers and Teacher-made resources) - Teaching styles (The Authority Style, The Delegator Style, The Facilitator Style, The Demonstrator Style and The Hybrid Style) - Importance of Art & Craft in TLMs - Audio TLMs - Visual TLMs - Audio Visual TLMs 	<ul style="list-style-type: none"> - Modification in teaching methods - Techniques to develop innovative and effective learning methods - Different methods of teachings
Session 9	<p style="text-align: center;">CONSCIENTIOUS MONITORING</p> <ul style="list-style-type: none"> - Continuous revision - Course Curriculum Management - Fun learning methods - Effective notes of content - Discipline policies of education (Preventative Discipline, Supportive Discipline, Corrective Discipline) - Study skills - Organizational skills - Expectations 	<ul style="list-style-type: none"> - Education discipline - Organizational skills - Structured and effective monitoring
Session 10	<p style="text-align: center;">STRUCTURE MENTORING</p> <ul style="list-style-type: none"> - Online platforms and uses - Methods to follow digital education - Independent tasks to students - Precautions - Resources and variables - Online barriers and solutions 	<ul style="list-style-type: none"> - Effective mentoring - Online learning ethics
Session 11	<p style="text-align: center;">ASSESSMENT AND EVALUATION</p> <ul style="list-style-type: none"> - Creative ability assessment - Common aptitude test - Teacher-made tests and its types - Grade system - Marking schema - CGPA - Percentile 	<ul style="list-style-type: none"> - Understanding different assessment tools - Multiple strategies to evaluate performance - Methods to represent progress or improvements

	<ul style="list-style-type: none">- Tracking and evaluation- Methods to evaluate creative skills- Develop holistic report (360 report)- Case studies	
Session 12	HSC PROJECT SUBMISSION <ul style="list-style-type: none">- Draft and format- Guidelines to draft- Home-Schooling Certification final project submission	<ul style="list-style-type: none">- Project representation

