



SNDT Women's University, Mumbai

**Undergraduate Degree / UG
Programme (Syllabus as Per NEP) -
Faculty of Science & Technology**

**Bachelor of Science
Home Science
(Early Childhood Education)**

B.Sc. In HS - ECE

As Per NEP – 2020

Semester – V & VI

**Syllabus
(W.E.F. Academic Year 2026-27)**

Terminologies

Vertical	Full-Form/Definition	Remarks	Related To Major And Minor Courses
Major (Core)	Subject Comprising Mandatory and Elective Courses, Major Specific IKS, Vocational Skill Courses, Internship/ Apprenticeship, Field Projects, Research Projects Connected to Major	Minimum 50% Of Total Credits Corresponding to Three/Four - Year UG Degree- Mandatory Courses	Related To The Major
Minor Course	Course From Same Or Different Faculty	Minimum 18-20 Credits to Be Completed in The First Three Years of UG Programme	Related To the Minor
OEC	Open Elective Courses/ Generic Courses	10-12 Credits to Be Offered in I And/Or II Year. Faculty-Wise Baskets of OEC To Be Prepared	OEC Is to Be Chosen Compulsorily from Faculty Other Than That of the Major
VSC	Vocational Skill Courses, Including Hands On Training Corresponding To The Major And/Or Minor Subject	8-10 Credits, To Be Offered in First Three Years, Wherever Applicable Vocational Courses Will Include Skills Based on Advanced Laboratory Practical's of Major	Related To the Major or Minor
SEC	Skill Enhancement Courses	06 Credits, To Be Offered in I And II Year, To Be Selected from The Basket of Skill Courses Approved by University	Related To the Major or Minor Any Relevant Skill
AEC	Ability Enhancement Courses	08 Credits, To Be Offered in I And II Year, English: 04 Credits to Be Earned in Sem - I, Modern Indian Language Of 04 Credits to Be Offered in II Year	NA
VEC	Value Education Courses	Understanding India, Environmental Science/Education, Digital and Technological Solutions, Health &	NA

		Wellness, Yoga Education, Sports, And Fitness	
IKS	Indian Knowledge System	Generic IKS Course: Basic Knowledge Of The IKS To Be Offered At First Year Level	Major-Specific IKS Courses: Advanced Information About the Major, Part of the Major Credit to Be Offered at Second- Or Third-Year Level
OJT	On-Job Training (Internship / Apprenticeship)	Corresponding To the Major Subject	Related To The Major
FP	Field Projects	Corresponding To the Major Subject	Related To the Major
CC	Co-Curricular Courses	Health And Wellness, Yoga Education Sports, And Fitness, Cultural Activities, NSS/NCC And Fine/ Applied/Visual/ Performing Arts	NA
CE	Community Engagement and Service		Related To Major
RP	Research Project	Corresponding To the Major Subject	Related To Major

Programme Template

Degree	B Sc Home Science (Early Childhood Education)
Programme	Human Development
Preamble	<p>This curriculum creates a teaching-learning framework at the undergraduate level to attract the young minds towards research, innovation, apprenticeship, social outreach, entrepreneurship and similar such areas of human knowledge and endeavor.</p> <p>The program aims to prepare students for careers requiring global competencies and to develop skills required to work in international organizations.</p> <p>It provides the students with many opportunities, both to apply the theoretical knowledge and to develop a more in-depth understanding of important aspects of development during the whole life span.</p>
Programme Specific Outcomes (PSOs)	After completing this program, learner will
	1 Develop varied skills for professional competencies.
	2 Design community welfare programs for children, youth and elderly.
	3 Combine scientific temper, analytical, and critical thinking skills.
	4 Make use of proficiencies and entrepreneurial skills for a wide variety of career opportunities.
	5 Develop sensitivity regarding children with diverse needs.
	6 Model skills for working as human development professionals in various settings.
7 Translate skills for community participation and development.	
Eligibility Criteria for Programme	Must have passed Higher Secondary School Certificate (standard XII) examination with Minimum Competency based Vocational Courses (MCVC) conducted by the different Divisional Boards of the Maharashtra (or any other State) Board of Secondary and Higher Secondary Education
Intake	30 Students

Structure with Course Titles**B. Sc. In Home Science - Early Childhood Education****Semester – V**

Sr. No.	Course	Type of Course	Credits	Marks	Int Marks	Ext Marks
	Semester – V					
50130511	Contemporary Issues In Early Childhood Education (Th)	Major (Core)	4	100	50	50
50130512	Assessment Of Young Children (Th)	Major (Core)	4	100	50	50
51030511	Panchkoshiya Curriculum (Th)	IKS (Major Specific)	2	50	0	50
50230511	Child Rights & Policies (Th)	Major (Elective) (Any One)	4	100	50	50
50230512	Emerging Trends In Parenting (Th)					
50330511	Guidance & Counselling (Th)	Minor Stream	4	100	50	50
50630501	Learning Environment And Classroom Management (Pr)	VSC-4	2	50	50	0
51330501	Field Project In Early Childhood Centres-II (Pr)	FP	2	50	50	0
			22	550	300	250

Semester – VI

Sr. No.	Course	Type of Course	Credits	Marks	Int Marks	Ext Marks
	Semester - VI					
60130511	Innovative Teaching Methods In ECE (Th)	Major (Core)	4	100	50	50
60130512	Inclusive Education In Early Childhood Education (Th)	Major (Core)	4	100	50	50
60230511	Family Dynamics In Contemporary Society (Th)	Major (Elective) (Any One)	4	100	50	50
60230512	Recent Researches In ECE (Th)					
60330511	Gender And Media (Th)	Minor Stream	2	50	0	50
60330512	Gender Studies (Th)	Minor Stream	4	100	50	50
61230521	Internship In Early Childhood Centres-II (Pr)	OJT	4	100	50	50
			22	550	250	300

Exit with Degree (3-year)

Course Syllabus

Semester – V

.5.1 Major (Core)

Course Titles	Contemporary Issues in Early Childhood Education (Th)
Course Credits	4 Credit's
Course Outcomes	After going through the course, learners will be
	1. Critically analyse the current issues and challenges impacting early childhood education in contemporary society.
	2. Compare national and international policies related to early childhood education.
	3. Design inclusive and supportive learning environments that address the diverse needs of all children, incorporating evidence-based strategies.
	4. Assess collaborative approaches that integrate family and community involvement to enhance young children's learning and development.
Module 1 (Credit 1) Policy, Rights, and Quality in Early Childhood Education	
Learning Outcomes	After learning the module, learners will be able to
	1. Critically analyse policies and frameworks related to early childhood education, assessing their effectiveness and impact on practice.
	2. Design comprehensive indicators for evaluating the quality of early childhood education (ECE) programs.
	3. Critically assess the roles of government, ngos, and the private sector in early childhood education, and propose strategies for effective collaboration among them.
Content Outline	<ul style="list-style-type: none">• Concept and importance of Early Childhood Education (ECE)• Child rights and ECE (UNCRC, Right to Education)• National and international ECE policies and frameworks• NEP 2020 (India) / Global ECE policies (UNICEF, UNESCO)• Quality indicators in early childhood programs• Role of government, NGOs, and private sector in ECE
Module 2 (Credit 1) Diversity, Equity, and Inclusion in Early Childhood Settings	
Learning Outcomes	After learning the module, learners will be able to
	1. Critically evaluate and design inclusive practices for early childhood classrooms that effectively support diverse learning needs.

	2. Analyse and assess barriers to equity and inclusion in early childhood settings, and propose evidence-based strategies to address them.
	3. Design and critically evaluate inclusive strategies that effectively support the diverse learning needs of all learners.
Content Outline	<ul style="list-style-type: none"> • Inclusive education in early childhood • Children with special needs and early intervention • Gender sensitivity and equity in ECE • Socio-cultural diversity and multilingual classrooms • Addressing poverty, marginalization, and social disadvantage
Module 3 (Credit 1) Contemporary Pedagogical Practices and Technology in ECE	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply child-centered and play-based pedagogies
	2. Evaluate the role of technology in early childhood learning
	3. Design age-appropriate learning experiences
Content Outline	<ul style="list-style-type: none"> • Play-based and child-centered learning • Developmentally Appropriate Practices (DAP) • Curriculum approaches (Montessori, Froebel, Tarabai Modak, Gijubhai Badekha, Gandhiji, Project Approach, Reggio Emilia, Waldorf) • Role of digital technology in early childhood education • Benefits and risks of screen time for young children
Module 4 (Credit 1) Family, Community, and Teacher Professionalism	
Learning Outcomes	After learning the module, learners will be able to
	1. Critically evaluate the effectiveness of family-school partnerships in supporting children's learning and development.
	2. Assess the professional responsibilities of early childhood education (ECE) teachers in diverse educational contexts.
	3. Critically analyse emerging issues in early childhood education, and propose informed solutions.
Content Outline	<ul style="list-style-type: none"> • Role of family and community in early childhood education • Parent-teacher partnerships • Teacher roles, ethics, and professional development • Teacher well-being and workplace challenges • Emerging issues: post-pandemic learning, mental health, sustainability.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Identify factors that influence family and community engagement in ECE

Module 2

- Develop strategies to strengthen parent-teacher partnerships.

Module 3

- Examine ethical and professional responsibilities of early childhood educators.

Module 4

- Recognize inclusive teaching strategies for children with special needs.

References:

1. Bhattacharyya, R., & Panigrahi, A. (2025). Inclusive education: Challenges and opportunities in the context of NEP 2020 with special reference to children with special needs (CWSN). Swami Vivekananda University Press, 173–187.
2. Bredekamp, S., & Copple, C. (1997). Developmentally appropriate practice in early childhood programs (Rev. ed.). National Association for the Education of Young Children.
3. Nolan, A., & Molla, T. (2018). Teacher professional learning as a social practice: An Australian case. *International Studies in Sociology of Education*, 27(4), 352–374. <https://doi.org/10.1080/09620214.2018.1425897>
4. Essa, E. L. (1990). Introduction to early childhood education (3rd ed.). Delmar Publishers.
5. Evans, E. D. (1975). Contemporary influences in early childhood education (3rd ed.). Holt, Rinehart & Winston.
6. Urban, M., Lazzari, A., Vandenbroeck, M., Peeters, J., & van Laere, K. (2011). Competence requirements in early childhood education and care. University of East London.

Semester – V

.5.2 Major (Core)

Course Titles	Assessment of Young Children (Th)
Course Credits	4 credit's
Course Outcomes	After going through the course, learners will be to-
	1. Critically analyse and evaluate the concept, purpose, and significance of assessment in early childhood education.
	2. Design and justify developmentally appropriate and culturally responsive assessment practices for diverse learners.
	3. Implement the use of observation, documentation, and assessment tools to monitor and support children's growth and learning.
	4. Critically address ethical issues and challenges involved in assessing young children.
	5. Collaborate assessment processes with families, professionals, and other stakeholders to support holistic child development.
Module 1 (Credit 1) Foundations of Assessment in Early Childhood	
Learning Outcomes	After learning the module, learners will be able to-
	1. Critically evaluate the key principles of early childhood assessment and their application in practice.
	2. Justify the use of different types of assessment in early childhood education.
	3. Synthesize the core concepts and purposes of assessment, and apply them to inform effective teaching and learning practices.
Content Outline	<ul style="list-style-type: none"> • Meaning and purpose of assessment • Principles of assessment in early childhood • Types of assessment: formative, summative, diagnostic • Assessment vs evaluation • Developmentally Appropriate Assessment (DAA)
Module 2 (Credit 1) Assessment Tools and Techniques	
Learning Outcomes	After learning the module, learners will be able to-
	1. Critically evaluate a range of assessment tools used in early childhood education.
	2. Design need-based assessment tools tailored to diverse learning contexts and child needs.
	3. Critically evaluate developmentally appropriate assessment tools to effectively assess children's learning and development.
Content Outline	<ul style="list-style-type: none"> • Observation techniques (anecdotal records, running records)

	<ul style="list-style-type: none"> • Checklists, rating scales, and rubrics • Portfolios and work samples • Play-based and authentic assessment • Screening tools and readiness assessments
Module 3 (Credit 1) Assessment of Developmental Domains and Inclusion	
Learning Outcomes	After learning the module, learners will be able to-
	1. Critically assess and interpret children’s development across multiple developmental domains to inform responsive practice.
	2. Analyse indicators of developmental delays and learning needs,
	3. Design inclusive intervention strategies to support diverse learners.
Content Outline	<ul style="list-style-type: none"> • Assessing cognitive, language, physical, social, and emotional development • Assessment of children with special needs • Early identification and intervention • Cultural and linguistic considerations • Bias-free assessment practices
Module 4 (Credit 1) Reporting, Ethics, and Use of Assessment Data	
Learning Outcomes	After learning the module, learners will be able to-
	1. Interpret assessment results clearly and accurately to support informed decision-making.
	2. Demonstrate effective communication strategies with families to share assessment findings and support children’s learning.
	3. Apply assessment data to refine and improve teaching practices and enhance children’s learning outcomes.
Content Outline	<ul style="list-style-type: none"> • Documentation and reporting child progress • Communicating assessment results to parents • Ethical issues in assessment • Confidentiality and professionalism • Using assessment data for curriculum planning

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Observation of children in preschool/Anganwadi settings

Module 2

- Preparation of anecdotal records and portfolios

Module 3

- Development of an assessment tool for Early Childhood Classroom (Checklist/Rating Scale)

Module 4

- Case study of one child

References:

1. Jung, L.A. & Mindes, G. (2026). Assessing young children. 6th ed. Baltimore, MD: Brookes Publishing Co.
2. Julie A. Ray (2026). Assessing Young Children's Development and Learning: Birth to Age Eight
3. Jennie Ricketts (2006) Take a Look: Observation and Portfolio Assessment in Early Childhood (3rd ed.).
4. Bohart, H., & Procopio, R. (Eds.). (2018). Spotlight on young children: Observation and assessment. National Association for the Education of Young Children.
5. McKown, K. (n.d.). (2018). Observation and assessment in early childhood education. College of the Canyons.

Semester – V

.5.3 Indian Knowledge System (IKS) (Major Specific)

Course Titles	Panchkoshiya Curriculum (Th)
Course Credits	2 credit's
Course Outcomes	After going through the course, learners will be able to:.
	1. Critically analyse the five koshas (Annamaya, Pranamaya, Manomaya, Vijnanamaya, Anandamaya) as a framework for holistic personality development.
	2. Integrate the panchakosha concept to design practices that promote physical and mental well-being.
	3. Justify strategies that foster a positive and balanced attitude towards self, family, and society.
	4. Construct holistic personality development plans based on the understanding and application of the Panchakosha framework.
Module 1 (Credit 1) Introduction to Panchakosha	
Learning Outcomes	After learning the module, learners will be able to-
	1. Analyse and interpret the five koshas (Annamaya, Pranamaya, Manomaya, Vijnanamaya, Anandamaya) and evaluate their relevance in holistic personality development.
	2. Design strategies based on the panchakosha concept to promote physical and mental well-being.
Content Outline	<ul style="list-style-type: none"> • Panchakosha: introduction (meaning & importance) • Importance of panchakosha in ece classroom • Five aspects of human personality: • Annamaya kosha (health and physical wellbeing) • Activities to promote annamaya kosha in ece classroom • Pranamaya kosha (development of life force & pranayama) • Activities to promote pranamaya kosha in ece classroom
Module 2 (Credit 1) Understanding Koshas	
Learning Outcomes	After learning the module, learners will be able to-
	1. Critically interpret the Vijnanamaya, Anandamaya, and Manomaya Koshas to develop deeper insights into their role in holistic human development.
Content Outline	<ul style="list-style-type: none"> • Vijnanamaya Kosha (Intellectual development) • Activities to promote Vijnanamaya kosha in ECE classroom • Anandamaya Kosha (Happiness and Blissfulness) • Activities to promote Anandamaya kosha in ECE classroom

	<ul style="list-style-type: none">• Manomaya Kosha (Social Emotional Wellbeing)• Activities to promote Manomaya kosha in ECE classroom
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Students are required to watch documentaries and films on the subject-related topics.
- Plan activities to enhance the 5 koshas

Module 2

- Visit to a Yog shibir or meditation centres

References:

1. <https://ssarpublishers.com/wp-content/uploads/2025/01/SL-42-AshokP01-08Arts11.pdf>
2. Kaul, V. (2010). Early Childhood Education Program. National Council for Educational Research and Training. New Delhi
3. Bhatnagar, R (2005): Small steps. A guide for preschool teachers. National Council for Academic Research and Training. New Delhi
4. Miller, J. P. Ed. (2005). Holistic Learning and Spirituality in education: Breaking new ground.
5. Rao, P. R. (2005). Education in ancient India. Sterling Publishers Pvt. Ltd.

Semester – V

.5.4 A. Major (Elective)

Course Titles	Child Rights & Policies (Th)
Course Credits	4 Credit's
Course Outcomes	After going through the course, learners will be able to-
	1. Evaluate the concept, evolution, and framework of child rights in global and national contexts.
	2. Critically examine national and international child-related policies and laws, assessing their effectiveness in protecting children's rights.
	3. Analyse child rights issues in the Indian context, identifying key challenges and implications.
	4. Design advocacy and protection strategies to uphold and promote children's rights effectively.
Module 1 (Credit 1) Conceptual Foundations of Child Rights	
Learning Outcomes	After learning the module, learners will be able to-
	1. Analyse the meaning, scope, and significance of child rights in contemporary contexts.
	2. Critically compare welfare-based and rights-based approaches to child development, highlighting their implications for practice and policy.
	3. Classify the different categories of child rights and apply them to real-life contexts.
	4. Critically examine the ethical principles underlying child rights
Content Outline	<ul style="list-style-type: none"> • Concept of Child Rights • Meaning and importance of child rights • Rights-based approach vs welfare approach • Categories of child rights: Survival, Protection, development, and Participation • Child dignity, equality, and non-discrimination • Child participation and voice
Module 2 (Credit 1) International Frameworks on Child Rights	
Learning Outcomes	After learning the module, learners will be able to -
	1. Evaluate the background, objectives, and key provisions of the UN Convention on the Rights of the Child (UNCRC).
	2. Critically examine the core principles and selected articles of the UNCRC in relation to child rights implementation.
	3. Assess the roles of international organizations (UNICEF, ILO,

	WHO, UNESCO) in the protection and promotion of child rights.
	4. Justify the relevance of international conventions to the Indian context of child rights, identifying gaps and areas for improvement.
Content Outline	<ul style="list-style-type: none"> • Unit 1: UN Convention on the Rights of the Child (UNCRC), 1989 <ul style="list-style-type: none"> ○ Background and significance ○ Four core principles of UNCRC ○ Civil, political, economic, social, and cultural rights • Unit 2: Global Commitments and Frameworks <ul style="list-style-type: none"> ○ Sustainable Development Goals (sdgs) and child rights ○ ILO Conventions on child labour • Unit 3: Role of International & National Organizations <ul style="list-style-type: none"> ○ UNICEF ○ WHO ○ UNESCO ○ Ngos working for children
Module 3 (Credit 1) Child Rights, Laws, and Policies in India	
Learning Outcomes	After learning the module, learners will be able to –
	5. Analyse constitutional provisions and legal safeguards related to children in India, assessing their effectiveness in ensuring child rights.
	6. Critically examine major child protection laws such as the JJ Act, POCSO Act, RTE Act, and Child Labour Act in terms of their scope and implementation.
	7. Synthesize national policies and programs for child welfare and protection, and propose measures for strengthening their impact.
Content Outline	<ul style="list-style-type: none"> • Unit 1: Constitutional Provisions for Children <ul style="list-style-type: none"> ○ Fundamental Rights related to children ○ Right to Education (Article 21) • Unit 2: Major Child Protection Laws in India <ul style="list-style-type: none"> ○ Juvenile Justice (Care and Protection of Children) Act ○ Protection of Children from Sexual Offences (POCSO) Act ○ Child Labour (Prohibition and Regulation) Act ○ Right of Children to Free and Compulsory Education Act • Unit 3: National Policies for Children <ul style="list-style-type: none"> ○ National Policy for Children (1974, 2013)

	○ National Plan of Action for Children
Module 4 (credit 1) contemporary child rights issues	
Learning Outcomes	After learning the module, learners will be able to-
	1. Critically evaluate contemporary child rights issues in india and global contexts, highlighting their causes and implications.
	2. Interpret the impact of social inequality, gender, disability, and marginalization on the realization of child rights.
	3. Critique the challenges in the implementation of child rights laws and policies, and propose possible solutions for improvement.
Content Outline	<ul style="list-style-type: none"> • Child abuse and neglect • Child trafficking • Child marriage • Children in conflict with law • Children affected by migration, disaster, and conflict • Gender and child rights • Disability and inclusive child rights • Role of state, ngos, and community

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1

- Concept Mapping (Activity-Based)- Prepare a concept map or infographic on categories of child rights (Survival, Protection, Development, Participation), Key principles: Best interest, non-discrimination, participation, dignity.

Module 2

- Role of Organizations in Protecting Child Rights—Group / Individual Presentation

Module 3

- Review one landmark Indian case related to child rights (e.g., child labor, education, POCSO, juvenile justice).
- Analyze one national child policy or scheme: National Policy for Children, RTE Act, etc.

Module 4

- Field-Based / Case Study Assignment—Conduct a mini case study on any one issue, like Child abuse or neglect, Child marriage, Children with disabilities, Migrant or street children

References: -

1. Bajpai, A. (2017). Child rights in India: Law, policy, and practice. Oxford University Press.

2. Freeman, M. (2011). Human rights: An interdisciplinary approach. Polity Press.
3. Government of India. (2016). The Child Labour (Prohibition and Regulation) Amendment Act, 2016. Government of India.
4. Kaushik, A. (2014). Child rights. Serials Publications.
5. Mehta, V., & Shukla, S. (2018). Child rights and child protection. Rawat Publications.
6. Ministry of Women and Child Development. (2013). National policy for children. Government of India.
7. National Commission for Protection of Child Rights. (2022). Annual report. Government of India.
8. Save the Children. (2021). Child rights in India: Status and challenges. Save the Children India.
9. UNICEF. (2021). The state of the world's children. UNICEF.

Semester – V

.5.4 B. Major (Elective)

Course Titles	Emerging Trends in Parenting (Th)
Course Credits	4 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Critically evaluate traditional and contemporary parenting styles in relation to child development outcomes.
	2. Interpret socio-cultural influences shaping modern parenting practices and their implications for children.
	3. Critique the role of technology in parenting, assessing its benefits and challenges in child-rearing.
	4. Synthesize emerging concerns in child-rearing practices and their impact on children's well-being.
	5. Apply knowledge of current parenting trends to inform effective practices in early childhood education settings.
Module 1 (Credit 1) Foundations of Parenting	
Learning Outcomes	After learning the module, learners will be able to-
	1. Evaluate the concept and significance of parenting in shaping child development.
	2. Critically examine the impact of different parenting styles on children's physical, emotional, social, and cognitive development.
	3. Analyse the influence of family structure and cultural values on parenting practices.
	4. Apply theoretical perspectives to explain and interpret parenting behaviours.
	5. Critically synthesize traditional and contemporary parenting approaches in relation to early childhood education settings, and their implications for practice.
Content Outline	<ul style="list-style-type: none"> • Meaning and significance of parenting • Historical perspectives on parenting • Traditional vs. Contemporary parenting • Parenting styles (Baumrind's classification) • Role of family in early childhood development
Module 2 (Credit 1) Changing Family Structures and Parenting	
Learning Outcomes	After learning the module, learners will be able to-
	1. Critically evaluate how changing family patterns influence parenting roles, responsibilities, and child-rearing practices.

	2. Interpret the impact of dual-career and migrant families on early childhood development, and draw informed conclusions about children's needs.
	3. Evaluate traditional and contemporary parenting practices across diverse family systems.
	4. Analyse the challenges faced by children from diverse family backgrounds and their implications for development and learning.
Content Outline	<ul style="list-style-type: none"> • Nuclear, joint, single-parent, blended families • Dual-career parents and work-life balance • Urbanization and migration • Grand-parenting and co-parenting trends • Impact of socio-economic status on parenting
Module 3 (Credit 1) Technology and Digital Parenting	
Learning Outcomes	After learning the module, learners will be able to-
	1. Analyse the concept of digital parenting and its relevance in contemporary society.
	2. Critically assess the various forms of technology used by young children and their developmental implications.
	3. Interpret the impact of screen time on children's physical, cognitive, social, and emotional development.
	4. Evaluate issues related to digital safety, cybersecurity, and online privacy for children in home and school contexts.
	5. Propose strategies for the balanced and responsible use of technology at home and in early childhood education settings.
Content Outline	<ul style="list-style-type: none"> • Screen time and young children • Social media influence on parenting practices • Digital safety and cyber awareness • Online learning and digital literacy in early years • Challenges of digital dependence
Module 4 (Credit 1) Positive and Inclusive Parenting Practices and Emerging Issues	
Learning Outcomes	After learning the module, learners will be able to-
	1. Critically analyse the concepts of positive parenting and inclusive parenting practices in relation to child development.
	2. Apply the principles of positive discipline, empathy-based communication, and emotional support in early childhood contexts.

	3. Compare inclusive parenting approaches for children with diverse needs, including children with disabilities and varied socio-cultural backgrounds.
	4. Analyse the importance of gender-sensitive and non-discriminatory parenting practices in shaping equitable child development.
	5. Design professional strategies that show sensitivity in supporting and guiding parents from diverse backgrounds in early childhood settings.
Content Outline	<ul style="list-style-type: none"> • Positive parenting and discipline strategies • Gender-neutral parenting • Parenting children with special needs • Emotional intelligence and mental health awareness • Mindful and conscious parenting • Helicopter parenting • Sustainable and eco-conscious parenting • Parenting during crisis situations

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

• **Module 1**

- Student lead workshop on Traditional vs. contemporary parenting/ Parenting styles (Baumrind's classification)
- Assignment on Role of family in early childhood development

Module 2

- Making posters on different types of families
- Discussion on role of Grandparents in parenting/ Impact of socio-economic status on parenting/ Dual-career parents and work-life balance/ Impact of socio-economic status on parenting

Module 3

- Conducting parent interviews
- Preparing parenting guidance brochures
- Organizing parent awareness workshops

Module 4

- Observing parent-teacher meetings and report writing

References:

1. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56–95.
<https://doi.org/10.1177/0272431691111004>
2. Berk, L. E. (2018). *Development through the lifespan* (7th ed.). Pearson Education.

3. Livingstone, S., & Blum-Ross, A. (2020). Parenting for a digital future: How hopes and fears about technology shape children's lives. Oxford University Press.
4. Santrock, J. W. (2023). Child development (16th ed.). McGraw-Hill Education.
5. Siegel, D. J., & Bryson, T. P. (2016). The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind (Revised ed.). Delacorte Press.
6. UNICEF. (2019). Growing up in a connected world: Children's rights in the digital age. UNICEF.

Semester – V

.5.5 Minor Stream

Course Titles	Guidance and Counselling (Th)
Course Credits	4 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Analyse the concept, need, and scope of guidance and counselling for children in contemporary educational settings.
	2. Identify, classify, and interpret developmental and behavioural issues among children and their underlying causes.
	3. Demonstrate basic counselling skills and techniques appropriate for supporting children in diverse contexts.
	4. Evaluate the role of family, school, and community in effective child guidance, and propose strategies for collaboration.
Module 1 (Credit 1) Foundations of Guidance and Counselling for Children	
Learning Outcomes	After learning the module, learners will be able to-
	1. Analyse the concept, meaning, and scope of guidance and counselling in the context of child development.
	2. Compare the differences between guidance and counselling, and their significance in supporting children's academic, emotional, and social development.
	3. Critically examine the principles and types of guidance and their application in child development contexts.
	4. Evaluate the roles and responsibilities of teachers, parents, and counsellors in providing effective guidance and counselling for children.
Content Outline	<ul style="list-style-type: none">• Meaning, concept, and scope of guidance and counselling• Need and importance of guidance in childhood• Principles of guidance and counselling• Types of guidance: educational, personal, social, and vocational• Characteristics and ethical responsibilities of a child counsellor
Module 2 (Credit 1) Developmental and Behavioral Concerns in Children	
Learning Outcomes	After learning the module, learners will be able to-
	1. Analyse the key developmental characteristics of children in early and middle childhood and their implications for learning and behaviour.
	2. Classify common behavioural and emotional concerns in children, such as aggression, anxiety, shyness, and attention difficulties, in relation to developmental norms.

	3. Critically examine the factors influencing children’s behaviour, including family environment, school experiences, and peer relationships.
	4. Identify early signs of developmental or behavioural difficulties and justify the need for timely guidance and intervention.
Content Outline	<ul style="list-style-type: none"> • Developmental characteristics of early and middle childhood • Emotional and social development of children • Common behavioral problems in children <ul style="list-style-type: none"> ○ Aggression ○ Anxiety and fear ○ Shyness and withdrawal ○ Attention and learning difficulties • Factors influencing children’s behavior (family, school, peer group)
Module 3 (Credit 1) Counselling Approaches and Techniques for Children	
Learning Outcomes	After learning the module, learners will be able to-
	1. Critically analyse major counselling approaches used with children and their relevance in supporting emotional and behavioural development.
	2. Interpret the stages and process of counselling and their application in child-focused contexts.
	3. Apply basic counselling skills effectively in interactions with children.
	4. Evaluate child-friendly counselling techniques in diverse guidance situations.
Content Outline	<ul style="list-style-type: none"> • Process and stages of counselling • Basic counselling skills: listening, empathy, rapport building, questioning • Child-friendly counselling techniques <ul style="list-style-type: none"> ○ Play therapy ○ Storytelling ○ Art and creative expression ○ Behavior modification techniques • Importance of communication in counselling children
Module 4 (Credit 1) Guidance Services for Children	
Learning Outcomes	After learning the module, learners will be able to-
	1. Analyse the concept and organization of guidance services in

	schools and early childhood education settings.
	2. Critically examine the roles of teachers, counsellors, parents, and the community in providing effective guidance and support for children.
	3. Evaluate various guidance services and programs that support children's academic, emotional, and social development.
	4. Apply basic tools and techniques of child guidance to understand and respond effectively to children's needs.
Content Outline	<ul style="list-style-type: none"> • Guidance programs in schools and early childhood centres • Role of teachers in child guidance • Parent counselling and home-school collaboration • Child guidance clinics and support services • Tools and techniques used in child guidance <ul style="list-style-type: none"> ○ Observation ○ Interview ○ Case study ○ Rating scales and cumulative records

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1:

- Group Presentation on Types of Guidance for Children
- Discussion on "Why teachers need basic counselling skills while working with children."

Module 2:

- Observation Assignment: Students observe a child in a school/preschool setting or home environment and prepare a short report (800-1000 words) on:
 - Social behavior
 - Emotional responses
 - Interaction with peers and adults
 - Any behavioral concerns observed
- Case Study Assignment: Prepare a case study of a child showing behavioral concerns such as:
 - Aggression
 - Shyness
 - Anxiety
 - Attention difficulties
- Behavior Analysis Activity: Students identify three common behavioral problems in children and create a table explaining:
 - Behavior
 - Possible causes

- Signs observed in school
- Suggested guidance strategies
- Reflective Assignment: Students write a reflection (500–700 words) on: “How early identification of behavioral problems helps children’s development.”

Module 3:

- Role Play Activity: Students perform a role play of a counselling session with a child experiencing a problem such as:
 - Fear of school
 - Difficulty making friends
 - Anger or aggression
- Students should demonstrate:
 - Rapport building
 - Active listening
 - Empathy
- Case Analysis Assignment: Students read a given case of a child facing emotional or behavioral problems and answer the following:
 - What counselling approach can be used?
 - Which counselling techniques are suitable?
 - What steps should the counsellor follow?
- Group Presentation:
 - Play Therapy and Creative Techniques in Counselling Children
 - Why counselling techniques for children should be different from counselling adults?

Module 4:

- Students design a simple guidance program for a preschool or school
- Students visit or observe a preschool, school, or counselling centre and prepare a report
- Students design a parent awareness activity on one topic such as:
 - Managing children's behavior
 - Supporting emotional development
 - Importance of communication with children

References:

1. Kress, V. E., Paylo, M. J., & Stargell, N. (2026). *Counselling Children and Adolescents* (2nd ed.). Pearson.
2. Geldard, K., & Foo, R. Y. (2024). *Counselling Children: A Practical Introduction* (6thed.). SAGE Publications.
3. Ranganathan, N., & Wadhwa, T. (2024). *Guidance and Counselling in Schools: Theory and Practice*. Routledge.
4. Landreth, G. L. (2020). *Play Therapy: The Art of the Relationship* (4th ed.). Routledge.

Semester – V

.5.6 Vocational Skill Courses (VSC-4)

Course Titles	Learning Environment and Classroom Management (Pr)
Course Credits	2 Credit's
Course Outcomes	After going through the course, learners will be able to:
	1. Design safe, inclusive, and child-friendly learning environments that support holistic development.
	2. Apply effective classroom management strategies for young learners in diverse early childhood settings.
	3. Critically evaluate classroom routines and positive behaviour practices that promote self-regulation and engagement.
	4. Reflect teaching practices based on real classroom situations to enhance effectiveness in early childhood education.
Module 1 (Credit 1) Learning Environment Design and Organization	
Learning Outcomes	After learning the module, learners will be able to-
	1. Design a child-friendly classroom by effectively planning and organizing space to support holistic development.
	2. Evaluate learning centres for young children that promote active, play-based, and experiential learning.
	3. Implement strategies to ensure safety, comfort, and accessibility in classrooms for all learners.
Content Outline	<ul style="list-style-type: none"> • Design a classroom layout plan (drawing/model) • Prepare learning corners using developmentally appropriate materials • Observation of a classroom learning environment • Components of learning equipment and materials for each centre • Selection and safety of equipment for Early Childhood Classrooms • Providing developmentally appropriate materials required for different centers
Module 2 (Credit 1) Development during Early and Late Childhood Years	
Learning Outcomes	After learning the module, learners will be able to-
	1. Design and implement effective classroom rules and routines that promote structure, engagement, and positive behaviour.
	2. Apply and evaluate positive behaviour management strategies to support self-regulation and inclusive classroom practices.
	3. Analyse and respond to classroom challenges confidently and

	ethically, using appropriate problem-solving and decision-making approaches.
Content Outline	<ul style="list-style-type: none"> • Prepare classroom rules and daily routine chart • Understanding children – material interaction and group interaction • Effective classroom management strategies • Safety precautions in early childhood centres

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Design a classroom layout
- Setting up a learning center

Module 2

- Ppt on classroom management strategies

References:

1. Bredekamp, S., & Copple, C. (1997). Developmentally Appropriate Practice in Early Childhood Programs. Washington DC: NAEYC.
2. Brewer, J. (3rd ed.) (1992). Introduction to Early Childhood Education-Pre-school through primary grades. Allyn and Bacon.
3. Carol, E. C. Jana. (1993). Early childhood curriculum. New York: Macmillan.
4. Evertson, C. M., & Weinstein, C. S. (2006). Handbook of Classroom Management: Research, Practice, and Contemporary Issues. New York: Routledge.
5. Gonzalez-Mena, J. (2014). Diversity in Early Care and Education. McGraw-Hill Education.
6. Pankajam, A. (1994). Pre-school Education: Philosophy and Practice. Indian Publication, Ambala, India.

Semester – V

.5.6 Field Project (FP)

Course Titles	Field Project in Early Childhood Centres - II
Course Credits	2 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Apply practical experiences in early childhood education settings to strengthen professional competence.
	2. Interpret children's development and classroom practices in real educational contexts.
	3. Implement developmentally appropriate activities for young children in classroom settings.
	4. Evaluate theoretical knowledge through reflection on real classroom experiences.
Module 1 (Credit 1) Observation of Early Childhood Centre	
Learning Outcomes	After learning the module, learners will be able to-
	1. Analyse the organization and functioning of early childhood centres, including classroom setup, routines, and learning materials.
	2. Critically analyse teacher-child and child-child interactions in early childhood settings.
	3. Justify developmentally appropriate practices used in early childhood classrooms.
	4. Interpret observations of classroom activities and learning environments to draw meaningful conclusions about early childhood practices.
Content Outline	<ul style="list-style-type: none"> • Students observe: • Physical environment of the centre • Classroom organization and learning materials • Daily routine and schedule • Teacher-child interaction • Child-child interaction
Module 2 (Credit 1) Activity Planning and Implementation	
Learning Outcomes	After learning the module, learners will be able to-
	1. Design developmentally appropriate activities for young children based on their developmental needs and learning goals.
	2. Plan classroom activities effectively in early childhood education settings.
	3. Critically assess appropriate teaching-learning materials and

	strategies to promote play-based and engaging learning experiences.
	4. Reflect on the effectiveness of conducted activities by identifying strengths and suggesting evidence-based improvements for future practice.
Content Outline	<ul style="list-style-type: none"> • Students plan and conduct one activity each such as: • Storytelling • Rhymes or music activity • Art or craft activity • Play-based learning activity • Field Project Report

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Students visit an early childhood centre (preschool/anganwadi/play school) and prepare a structured observation report
- Students prepare and fill an observation checklist
- Students observe the teacher's interaction with children and submit a short reflective note

Module 2

- Students prepare a detailed activity plan suitable for young children (3–6 years).
- Students implement the planned activity in an early childhood centre or classroom and after conducting the activity, write a reflection report

References:

1. Copple, C., & Bredekamp, S. (2020). *Developmentally Appropriate Practice in Early Childhood Programs* (4th ed.). Washington, DC: National Association for the Education of Young Children (NAEYC).
2. Essa, E. L., & Burnham, M. M. (2019). *Introduction to Early Childhood Education* (8th ed.). SAGE Publications.
3. Gestwicki, C. (2020). *Developmentally Appropriate Practice: Curriculum and Development in Early Education* (6th ed.). Cengage Learning.
4. Wortham, S. C., Barbour, A., & Desjean-Perrotta, B. (2021). *Early Childhood Curriculum: Developmental Bases for Learning and Teaching* (7th ed.). Pearson.
5. Morrison, G. S. (2018). *Early Childhood Education Today* (14th ed.). Pearson.

Course Syllabus

Semester – VI

.6.1 Major (Core)

Course Titles	Innovative Teaching Methods in ECE (Th)
Course Credits	4 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Analyse the principles and foundations of innovative pedagogy in early childhood education.
	2. Assess child-centered, play-based, and experiential learning approaches in ECE classrooms.
	3. Critically analyse the role of creativity, technology, and inclusive practices in early learning environments.
	4. Evaluate the effectiveness of modern teaching methods in promoting holistic child development.
Module 1 (Credit 1) Introduction to Innovative Teaching in ECE	
Learning Outcomes	After learning the module, learners will be able to-
	1. Explain the concept and need for innovation in early childhood education.
	2. Describe the developmental characteristics of young children and their learning needs.
	3. Analyze child-centered and constructivist approaches in ECE.
	4. Identify the role of teachers as facilitators of learning.
	5. Recognize the importance of play as a foundation for early learning.
Content Outline	<ul style="list-style-type: none">• Concept and importance of innovation in early childhood education• Characteristics of young learners• Child-centered and constructivist approaches• Role of the teacher as facilitator• Learning through play: philosophy and practice
Module 2 (Credit 1) Play-Based and Experiential Learning Methods	
Learning Outcomes	After learning the module, learners will be able to-
	1. Evaluate different types of play used in early childhood education settings and their developmental significance.
	2. Design play-based and experiential learning strategies in classroom activities for young children.

	3. Critically compare major early childhood approaches such as Montessori, Froebel, Reggio Emilia, Project Approach, Tarabai Modak, and Mahatma Gandhi philosophy in terms of their principles and classroom application.
	4. Design integrated learning experiences using storytelling, role play, art, and movement to enhance holistic development.
	5. Demonstrate creative teaching techniques appropriate for early learners, based on pedagogical and developmental considerations.
Content Outline	<ul style="list-style-type: none"> • Types of play: free play, guided play, structured play • Experiential learning and hands-on activities • Montessori, Reggio Emilia, and Indian approaches • Storytelling, puppetry, dramatization, and role play • Use of art, music, and movement in early learning
Module 3 (Credit 1) Technology and Media in ECE	
Learning Outcomes	After learning the module, learners will be able to-
	1. Justify appropriate digital tools and media for early childhood learning based on developmental suitability.
	2. Integrate technology effectively within early childhood education lesson plans.
	3. Evaluate the educational value of multimedia resources for young children in relation to learning outcomes.
	4. Apply ethical, safe, and age-appropriate use of technology in early childhood education settings.
	5. Design blended learning approaches suitable for early learners, integrating digital and offline experiences.
Content Outline	<ul style="list-style-type: none"> • Digital tools and interactive media for young children • Smart classrooms and educational apps • Audio-visual aids and storytelling through multimedia • Ethical and safe use of technology for children • Blended learning approaches in ECE
Module 4 (Credit 1) Inclusive Methodologies in ECE	
Learning Outcomes	After learning the module, learners will be able to-
	1. Analyse the principles of inclusive education in early childhood settings and their implications for classroom practice.
	2. Implement teaching strategies that effectively address diverse learning needs in early childhood classrooms.
	3. Critically assess gender-sensitive and culturally responsive

	teaching practices to promote equity and inclusion.
	4. Design child-friendly classroom environments and learning corners that support inclusive, play-based, and developmentally appropriate learning.
Content Outline	<ul style="list-style-type: none"> • Innovative teaching Methods for young children • Teaching children with diverse learning needs • Gender-sensitive and culturally responsive pedagogy • Innovations in Classroom environment • Collaborations with Parents and Community for innovations in teaching

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Preparation of innovative lesson plans

Module 2

- Designing play-based learning materials

Module 3

- Observation of ECE classrooms

Module 4

- Reflective journals and activity reports
- Preparing a lesson plan with blended approach

References:

1. Bredekamp, S. (2014). Effective Practices in Early Childhood Education. Pearson Education.
2. Edwards, C., Gandini, L., & Forman, G. (2012). The Hundred Languages of Children: The Reggio Emilia Experience. Praeger.
3. Morrison, G. S. (2018). Early Childhood Education Today. Pearson.
4. Saracho, O. N., & Spodek, B. (2016). Contemporary Perspectives on Play in Early Childhood Education. Information Age Publishing.
5. National Council of Educational Research and Training (NCERT). Early Childhood Care and Education Framework.

Semester – VI

.6.2 Major (Core)

Course Titles	Inclusive Education in Early Childhood Education (Th)
Course Credits	4 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Analyse the philosophy, principles, and evolution of inclusive education in early childhood contexts.
	2. Identify diverse developmental needs in early childhood and their implications for learning.
	3. Evaluate national and international policies related to inclusive early childhood education.
	4. Design inclusive curriculum frameworks and learning environments that support diverse learners.
	5. Apply inclusive teaching strategies and assessment practices in early childhood settings.
Module 1 (Credit 1) Foundation of Inclusive Education	
Learning Outcomes	After learning the module, learners will be able to
	1. Analyse the concept of inclusive education and its relevance in early childhood contexts.
	2. Critically analyse the evolution of education from segregation to inclusion.
	3. Compare the differences between integration, mainstreaming, and inclusion.
	4. Critically analyse the benefits of inclusive education for children, families, and society.
Content Outline	<ul style="list-style-type: none"> • Meaning and concept of inclusion in ECE • Historical perspective: segregation → integration → inclusion • Principles and values of inclusive education, Types of inclusion in ECE • Inclusion vs mainstreaming • Benefits of inclusion for children, families, and society
Module 2 (Credit 1) Diversity and Special Needs in Early Childhood	
Learning Outcomes	After learning the module, learners will be able to -
	1. Analyse various forms of diversity in early childhood settings and their implications for teaching and learning.
	2. Critically examine types of disabilities and developmental delays in young children.
	3. Analyse early warning signs of developmental concerns to

	support timely decision-making.
	4. Justify the importance of early identification and intervention in supporting optimal child development.
Content Outline	<ul style="list-style-type: none"> • Understanding diversity • Types of disabilities and developmental delays: <ul style="list-style-type: none"> ○ Intellectual disability ○ Autism Spectrum Disorder ○ Learning disabilities ○ Speech and language disorders ○ Sensory impairments ○ ADHD and behavioral challenges ○ Gifted and talented children ○ Early identification and intervention • Cultural, linguistic, and socioeconomic diversity
Module 3 (Credit 1) Policies, Acts, and Frameworks for Special Persons	
Learning Outcomes	After learning the module, learners will be able to
	1. Critically analyse international frameworks supporting inclusive education and their relevance to early childhood contexts.
	2. Interpret the provisions of the RPWD Act, 2016, relevant to early childhood education.
	3. Evaluate inclusive education mandates under NEP 2020 and their implications for practice.
	4. Design inclusive educational programs by integrating relevant policy provisions into practice.
Content Outline	<ul style="list-style-type: none"> • UN Convention on the Rights of the Child (UNCRC) <ul style="list-style-type: none"> ○ Rights of Persons with Disabilities Act (RPWD), 2016 ○ National Education Policy (NEP) 2020 ○ Sarva Shiksha Abhiyan and Samagra Shiksha Abhiyan ○ Role of ICDS, Anganwadi, and ECCE policy
Module 4 (Credit 1) Inclusive Curriculum and Classroom Practices	
Learning Outcomes	After learning the module, learners will be able to-
	1. Analyse the principles of universal design for learning (UDL) and their application in early childhood education.
	2. Design individual lesson plans (ILPS) that effectively address diverse learner needs in inclusive classrooms.
	3. Adapt curriculum content and teaching strategies to ensure

	inclusivity in early childhood settings.
	4. Demonstrate inclusive, child-centered classroom management strategies, including the effective use of assistive devices and teaching aids.
Content Outline	<ul style="list-style-type: none"> • Universal Design for Learning (UDL) • Inclusive curriculum plan, Individual lesson plan (ILP) • Adaptations and accommodations in curriculum • Classroom management in inclusive settings • Assistive devices and learning aids • Inclusive assessment techniques • Building an inclusive school culture

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Prepare a comparison chart highlighting differences between segregation, integration, and inclusion with ECE examples.

Module 2

- Develop a brief case study of a child with any one special need and suggest early intervention strategies.
- Prepare an observation checklist for identifying developmental delays in preschool children.
- Visit to special schools and report writing based on observation at school.

Module 3

- Analyze the role of NEP 2020 in strengthening inclusive practices in early childhood education.
- Prepare a chart on the Rights of Children with Disabilities under the RPWD Act, 2016.
- Report on Different policies for the education of children

Module 4

- Design an inclusive lesson plan for a preschool class accommodating at least two different learning needs.
- Prepare any one low-cost inclusive teaching aid using locally available materials.

References:

1. Ainscow, M. (2007). From special education to effective schools for all: A review of progress so far. Sage Publications.
2. Allen, K. E., & Cowdery, G. E. (2015). The exceptional child: Inclusion in early childhood education (8th ed.). Cengage Learning.
3. Florian, L. (2014). The SAGE handbook of inclusive education. Sage Publications.
4. Friend, M., & Bursuck, W. D. (2019). Including Students With Special Needs: A Practical Guide For Classroom Teachers (8th ed.). Pearson.

5. Gargiulo, R. M., & Metcalf, D. (2017). *Teaching in today's inclusive classrooms: A universal design for learning approach* (3rd ed.). Cengage Learning.
6. Government of India. (2016). *The Rights of Persons with Disabilities Act, 2016*. Ministry of Law and Justice.
7. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
8. Kirk, S., Gallagher, J. J., Coleman, M. R., & Anastasiow, N. (2015). *Educating exceptional children* (14th ed.). Cengage Learning.

Semester – VI

.6.3 A. Major (Elective)

Course Titles	Family Dynamics In Contemporary Society (Th)
Course Credits	4 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Analyse the main theoretical perspectives on family dynamics and their relevance to contemporary contexts.
	2. Interpret family roles, interaction patterns, and power structures within diverse family systems.
	3. Evaluate communication patterns, conflict situations, and coping mechanisms within families.
	4. Critically examine contemporary changes and challenges in Indian families and their implications for family functioning.
Module 1 (Credit 1) Introduction to Family and Theoretical Perspectives	
Learning Outcomes	After learning the module, learners will be able to
	1. Evaluate the concept of family and its functions in contemporary society.
	2. Critically examine various types of families and their characteristics.
	3. Critically analyse major theories related to family dynamics and their relevance to real-life contexts.
	4. Apply theoretical frameworks to analyse family interactions and relational patterns.
Content Outline	<ul style="list-style-type: none"> • Meaning, definitions, and functions of family • Types of families (nuclear, joint, extended, single-parent, blended) • Characteristics of families • Overview of theoretical approaches: <ul style="list-style-type: none"> ○ Structural-Functional Theory ○ Family Systems Theory ○ Ecological Systems Theory ○ Social Exchange Theory
Module 2 (Credit 1) Family Structure, Roles, and Relationships	
Learning Outcomes	After learning the module, learners will be able to -
	1. Critically evaluate the structure of families in Indian society and its sociocultural implications.
	2. Examine the roles of family members and their influence on

	family functioning and child development.
	3. Analyse gender-based expectations in Indian families and their impact on relationships and socialization.
Content Outline	<ul style="list-style-type: none"> • Family roles and role expectations • Gender roles and division of labour • Power and decision-making patterns • Parenting Styles (Authoritative, Authoritarian, Permissive, Neglectful) • Sibling relationships
Module 3 (Credit 1) Communication, Conflict, and Adjustment	
Learning Outcomes	After learning the module, learners will be able to -
	1. Analyse patterns of communication within family systems and their impact on interpersonal relationships.
	2. Evaluate the causes of conflict in family systems and their underlying dynamics.
	3. Demonstrate effective conflict resolution strategies in diverse family-related situations.
	4. Evaluate coping mechanisms used by families during stressful situations for their effectiveness and suitability.
Content Outline	<ul style="list-style-type: none"> • Communication patterns in families • Barriers to effective communication • Family adjustments • Family crisis and coping
Module 4 (Credit 1) Changing Trends and Contemporary Issues in Family	
Learning Outcomes	After learning the module, learners will be able to-
	1. Critically analyse the impact of modernization on family life and its implications for family functioning.
	2. Interpret the challenges faced by contemporary families in diverse socio-cultural contexts.
	3. Synthesize the influence of technology on family relationships and interaction patterns.
	4. Assess family-related laws and policies in India and their effectiveness in addressing contemporary family issues.
Content Outline	<ul style="list-style-type: none"> • Changing family patterns in India • Impact of urbanization and globalization • Working parents and dual-career families • Technology and family relationships

	<ul style="list-style-type: none"> • Divorce, separation, remarriage, and cohabitation • Homosexual families • Family laws in India
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Application of Family Theories & explain the key concepts of the selected theory. Evaluate the strengths and limitations of the theory.
- Changing Structure of Families: Conduct a short interview with two families (different types – nuclear/joint/single-parent). Prepare a comparative report including: Type and structure, Role distribution, Decision-making patterns, changes over time

Module 2

- Parenting Styles and Child Outcomes: Identify one parenting style observed in surroundings, and analyze its impact on child behavior and emotional development.

Module 3

- Family Conflict and Resolution: Analyze a case involving family conflict (marital, sibling, or intergenerational) & include: Nature and source of conflict, Communication pattern involved, Conflict resolution strategies used

Module 4

- Impact of Technology on Family Relationships- Discuss Social media influence, Screen time and bonding, Digital parenting challenges, Positive and negative effects
- Family Laws and Welfare in India-Review any one law -Domestic Violence Act, Marriage/Divorce Laws, Child Protection Policy

References:

1. Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press.
2. Coleman, M., & Ganong, L. (Eds.). (2023). Handbook of contemporary families. Sage Publications.
3. Holden, G. W., & Harrist, A. W. (2024). Parenting: A dynamic perspective (4th ed.). Sage Publications.
4. Martin, B. (2025). Sociology of kinship, marriage, and family. EdTech Press UK.
5. Uberoi, P. (2006). Freedom and destiny: Gender, family, and popular culture in India. Oxford University Press.
6. Wiley. (2021). A sociology of family life (2nd ed.). Wiley.

Semester – VI

.6.3 B. Major (Elective)

Course Titles	Recent Researches in ECE (Th)
Course Credits	4 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Analyse key research concepts and research paradigms in Early Childhood Education (ECE).
	2. Critically evaluate recent research articles and studies in ECE.
	3. Identify emerging research trends in curriculum, assessment, inclusion, play, technology, and family engagement.
	4. Conduct a small-scale research study in an ECE context.
	After going through the course, learners will be able to
Module 1 (Credit 1) Introduction to Research in ECE	
Learning Outcomes	After completing this module, students will be able to:
	1. Explain the meaning, purpose, and importance of research in early childhood education.
	2. Describe basic research concepts, types of research, and ethical considerations in ECE.
	3. Demonstrate the ability to review and summarize simple research studies related to early childhood practice.
Content Outline	<ul style="list-style-type: none"> • Nature and scope of research in early childhood • Importance of research for practice, policy, and curriculum • Research ethics and child rights considerations in ECE • Reviewing research literature
Module 2 (credit 1) research methodologies & tools	
Learning Outcomes	After completing this module, students will be able to:
	1. Differentiate between qualitative, quantitative, and mixed research methodologies used in Early Childhood Education.
	2. Identify and explain commonly used research tools such as observation, interview, questionnaire, and checklist.
	3. Apply basic principles of sampling, data collection, and reliability in designing a simple research study in an ECE context.
Content Outline	<ul style="list-style-type: none"> • Qualitative, Quantitative, and Mixed Methods • Data collection tools (observations, interviews, surveys, checklists) • Sampling techniques in ECE research • Reliability and validity concerns

Module 3 (Credit 1) Emerging Themes in ECE Research	
Learning Outcomes	After completing this unit, students will be able to:
	1. Identify recent and emerging research themes in early childhood education, such as play-based learning, inclusion, early literacy, technology, and social-emotional development.
	2. Analyse how contemporary research findings influence early childhood policies, curriculum, and classroom practices.
	3. Evaluate selected research studies to determine their relevance and application in early childhood settings.
Content Outline	<ul style="list-style-type: none"> • Play-based learning and assessment • Inclusive education and special needs research • Early literacy and numeracy interventions • Technology and digital learning in early years • Family engagement and parenting research • Social-emotional development studies
Module 4 (Credit 1) Small-Scale Research Project	
Learning Outcomes	After learning the module, learners will be able to
	1. Formulate a clear research problem with appropriate objectives or research questions relevant to an Early Childhood Education (ECE) setting.
	2. Design a small-scale research study using suitable tools and basic data collection methods.
	3. Present research findings through a structured written report and oral presentation after organizing and interpreting the data.
Content Outline	<ul style="list-style-type: none"> • Selecting a research topic in an ECE context • Framing research questions and objectives • Developing research tools and data collection • Data analysis methods • Reporting and presenting research findings

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Reviewing research literature (at least 1)
- Discussion on research ethics
- Outlining a small scale research

Module 2

- Developing data collection tools (observations, interviews, surveys, checklists)- any 1
- Developing a tool for chosen research

Module 3

- Reviewing Play-based learning and assessment / Inclusive education and special needs research / Technology and digital learning in early years / Family engagement and parenting research / Social-emotional development studies (any one theme).
- Reviewing literature for chosen research

Module 4

- Submission of small-scale research report
- Presentation of the report

References:

1. Cadwell, L. B. (2013). Bringing research to life in early childhood settings (2nd ed.). Cengage.
2. Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). Sage.
3. Dockett, S., & Perry, B. (2014). Researching with children: Perspectives and practices. Routledge.
4. Yelland, N. (2019). Research on young children and digital technologies. Springer.

Semester – VI

.6.4 Minor Stream

Course Titles	Gender and Media
Course Credits	4 Credit's
Course Outcomes	After going through the course, learners will be:
	1. Explain basic concepts of gender and media representation.
	2. Analyse the impact of media on gender stereotypes and identities.
	3. Describe the relationship between gender and media representation.
	4. Evaluate stereotypes in media content.
Module 1 (Credit 1) Introduction to Gender & Media	
Learning Outcomes	After learning the module, learners will be able to-
	1. Explain the basic concepts of gender and sex.
	2. Analyse gender socialization processes.
	3. Evaluate gender representation critically.
	4. Develop awareness and sensitivity toward gender issues.
Content Outline	<ul style="list-style-type: none"> • Concept of Gender & Sex • Patriarchy and its influence on individuals • Gender socialization & media influence • Overview of media industries • Representation and stereotypes of gender in films, TV, advertisements
Module 2 (Credit 1) Media and Gender Identity	
Learning Outcomes	After learning the module, learners will be able to-
	1. Challenge gender biases in media content.
	2. Analyse media representation of gender critically.
	3. Apply knowledge of gender and media to real-world scenarios.
Content Outline	<ul style="list-style-type: none"> • Gender bias in journalism and entertainment • Stereotypes in Content Creation • Typecasting of women (caregiver, victim, glamor role) • Role of women and LGBTQ+ individuals in media industries • Workplace inequality in the Media Industry • Media as a tool for empowerment

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Analyze the content of shows on any OTT platform and do a presentation

Module 2

- Provide suggestion on how to use media as a tool for empowerment
- Write a case study of gender equality

References:

1. Malhotra, A., Vanneman, R., & Kishor, S. (1995). Fertility, dimensions of patriarchy, and development in India. *Population and development review*, 281–305.
2. Phillips, M., Mostofian, F., Jetly, R., Puthukudy, N., Madden, K., & Bhandari, M. (2015). Media coverage of violence against women in India: a systematic study of a high profile rape case. *BMC women's health*, 15(1), 1–10.
3. Hamilton, J. B., Knouse, S. B., & Hill, V. (2011). Online activism for a heterogeneous time: The Pink Chaddi Campaign and the social media in India. *Building and strengthening communities and social networks*, 27(2), 63.
4. Gupta, V. K., Turban, D. B., & Pareek, A. (2013). Differences between men and women in opportunity evaluation as a function of gender stereotypes and stereotype activation. *Entrepreneurship theory and practice*, 37(4), 771–788.

Semester – VI**.6.5 Minor Stream**

Course Titles	Gender Studies (Th)
Course Credits	2 Credit's
Course Outcomes	After going through the course, learners will be able to
	1. Examine existing socialization patterns in society.
	2. Analyse the role of literature and culture on the status of women.
	3. Evaluate the functioning of institutions and the dissemination of gender-sensitive approaches.
	4. Sensitized towards gender issues and concerns.
Module 1 (Credit 1) Introduction to Gender Studies	
Learning Outcomes	After learning the module, learners will be able to-
	1. Explain fundamental concepts related to the field of women and gender studies.
	2. Evaluate the multidisciplinary nature of the discipline.
Content Outline	<ul style="list-style-type: none"> • Meaning and definition: gender, sex, difference between gender and sex, gender equality, gender empowerment, gender roles, gender gap. • Patriarchy and Matriarchy: Meaning and definition. • Need for Gender Sensitization. • Gender socialization, gender stereotyping, gender bias • Women and Society
Module 2 (Credit 1) Women's Movements and the Status of Women in India	
Learning Outcomes	After learning the module, learners will be able to-
	1. Describe women's movements.
	2. Analyse the status of women in India.
	3. Examine the changing nature of women's movements in India.
Content Outline	<ul style="list-style-type: none"> • Status of women in ancient, medieval and modern India • Changing nature of women's movement in India • Women's Movements • Status of Women in India • Gender and Development
Module 3 (Credit 1) Gender Empowerment	
Learning	After learning the module, learners will be able to-

Outcomes	1. Appreciate disciplinary knowledge of social institutions and gender issues.
	2. Analyse gender disparities within the family and community.
	3. Interpret the impact of gender disparities on social relationships and structures.
Content Outline	<ul style="list-style-type: none"> • Gender and institutions: Family, Kinship and Women. • Social practices and gender issues in India • Gender and Health, Religion, Culture, education, Work gender equality and social justice
Module 4 (Credit 1) Gender, Community Initiatives, and Social Change	
Learning Outcomes	After learning the module, learners will be able to-
	1. Evaluate the role of self-help groups.
	2. Analyse the impact of gender on health, religion, and media.
	3. Describe the role of mass media in gender sensitization.
Content Outline	<ul style="list-style-type: none"> • Concept of Self-Help Groups and its role in gender development • Media and Gender Representation (Cinema and television, Advertisement, Magazines and newspaper, Radio and Community Radio, social media) • Women and legal rights • Empowerment of women

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Movie/ documentaries/ short films: on the topics related to gender gap in education, gender representation in media
- Education programs and schemes

Module 2

- Collections of posters on Gender disparity in Education & role of media in gender representation
- Group discussion on collected posters
- Collection of newspaper cuttings on related issues

Module 3

- Role and responsibilities of Individual towards self and community
- Analysis of Gender roles and inequality in family, marriage, education and religion through movies (class discussion)
- Collection of newspaper cuttings related to gender issues

Module 4

- Gender role in family / social inequality/ feminization

- Gender representation in literature
- Collection of newspaper cuttings on related issues

References:

1. Neera Desai and Maithreyi Krishnaraj (1986), *Women's Studies in India – Some Perspectives*, Popular Prakashan Private Ltd, Mumbai.
2. Mary E. John (2008), *Women's Studies in India – A Reader*, Penguin Books, New Delhi
3. Neera Desai and Maithreyi Krishnaraj (1987), *Women and Society in India*, Ajantha Publications, New Delhi
4. Roy, Dr. Sanjoy (2010) *Women in contemporary India-Realities and Perspectives*, Akansha Publishing House, New Delhi.
5. Ammu, J. and Sharma, K. (2006). *Who's News? The Media and Women's Issues*, Sage publication, New Delhi.
6. Skelton, Christine et al., (2006) *The SAGE Handbook of Gender and Education*, Sage Publication Limited
7. Roy, S. (2010). *Women in contemporary India: Realities and perspectives*. Akansha Publishing House.

Semester – VI

.6.6 On-Job Training (OJT)

Course Titles	Internship in Early Childhood Centres-II (OJT) (Pr)
Course Credits	4 Credit's
Course Outcomes	After going through the course, learners will be to
	1. Observe early childhood education settings through direct exposure.
	2. Apply theoretical knowledge in real classroom contexts.
	3. Develop professional competencies in ecce practice.
	4. Demonstrate ethical, inclusive, and child-centred approaches.
	5. Enhance employability and professional readiness
Module 1 (Credit 1) Introduction To Early Childhood Settings	
Learning Outcomes	After learning the module, learners will be able to-
	1. Identify different types of early childhood education settings.
	2. Describe the infrastructure, personnel, and target groups in various settings.
	3. Analyse the functioning of early childhood centres.
Content Outline	<ul style="list-style-type: none"> • Visits to private preschool, NGO centre, Franchise schools, Anganwadis
Module 2 (Credit 1) Observation & Familiarization	
Learning Outcomes	After learning the module, learners will be able to-
	1. Apply age-appropriate practices in early childhood education contexts.
	2. Analyse the roles and responsibilities of ECCE professionals.
	3. Develop systematic observation skills for documenting children's learning and behaviour.
	4. Conduct field observations to interpret early childhood practices in real settings.
Content Outline	<ul style="list-style-type: none"> • Key activities: <ul style="list-style-type: none"> ○ Observation of classroom routines and play-based learning ○ Child development milestones (0–6 years) ○ Learning environment and materials ○ Teacher–child interactions ○ Record keeping (anecdotal, observation notes)
Module 3 (Credit 1) Assisted Teaching & Participation	
Learning	1. Design developmentally appropriate activities for early learners.

Outcomes	2. Demonstrate basic classroom management skills in early childhood settings.
	3. Apply play-based pedagogy in teaching-learning situations.
Content Outline	<ul style="list-style-type: none"> • Key activities: <ul style="list-style-type: none"> ○ Assisting teachers in daily routines ○ Planning and conducting small group activities ○ Storytelling, rhymes, and play-based learning ○ Preparation of low-cost teaching-learning materials ○ Interaction with parents and caregivers
Module 4 (Credit 1) Independent Practice & Professional Readiness	
Learning Outcomes	1. Demonstrate professional competence in early childhood education settings.
	2. Implement inclusive ecce strategies in classroom practice.
	3. Reflect critically on teaching practices to improve professional effectiveness.
Content Outline	<ul style="list-style-type: none"> • Key activities: <ul style="list-style-type: none"> ○ Planning and conducting full-day programs ○ Child assessment and documentation ○ Inclusive practices for diverse learners ○ Parent-teacher interaction ○ Mini action research / case study

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module I- Prepare an Observation manual of Different types of centres

Module II - Prepare a Lesson Plan Journal

Module III- Presentation of Low-cost material for on theme

Module IV – Case study of one child

References:

1. "The Creative Curriculum for Early Childhood" – Diane Trister Dodge, et al. Focus: Play-based and integrated learning models.
2. "Developmentally Appropriate Practice in Early Childhood Programs" – National Association for the Education of Young Children (NAEYC). Focus: Best practice foundations.
3. "Project Approach in Early Childhood Education" – Sylvia Chard, Kathy Hirsch-Pasek. Focus: Inquiry and project-based learning.
4. "Young Investigators: The Project Approach in the Early Years" – Judy Harris Helm & Lilian G. Katz. Focus: Practical application of project learning.

5. "Reggio Emilia: Inspirations and Innovations" – Carol Anne Wien. Focus: Reggio pedagogy in practice.