



PG DIPLOMA IN ECCE CURRICULUM
DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
FACULTY OF FAMILY AND COMMUNITY SCIENCES
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA

PG Diploma in ECCE – REGULAR PROGRAMME

COURSE OUTLINES

2026-2027

PG DIPLOMA IN ECCE CURRICULUM FRAMEWORK 2026

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES

FACULTY OF FAMILY & COMMUNITY SCIENCES

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA, VADODARA, GUJARAT

FACULTY OF FAMILY AND COMMUNITY SCIENCES
HUMAN DEVELOPMENT AND FAMILY STUDIES

Program Specific Outcome (PSO):

PSO 1 Acquire skills and training to become an ECCE Professional.

PSO 2 Enhance knowledge of child development theories, preparing developmentally appropriate child centered curriculum sensitive to diverse contextual needs

PSO 3 Inculcate essential supervisory, administrative and leadership competencies for effective functioning in various settings such as ECCE Centers, Day Care Centers, Aanganwadis and so forth.

PSO 4 Develop skills and competencies in designing of learning environments and teaching learning resources for ECCE programs across various contexts with a firm rooting in Bhartiya Knowledge Systems.

PSO 5 Understand ECCE principles and effective guidance practices for parents, teachers and communities through training workshops and context-appropriate interventions.

Bloom's Taxonomy (BT) Levels

1. Remember 2. Understand 3. Application 4. Analysis 5. Evaluation 6. Creation

Programme Name: PGD (ECCE) – Post Graduate Diploma in Early Childhood Care and Education

- **Elements of** Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)
- **Relevance to** Local (L)/ National (N)/ Regional(R)/Global (G)
- **Relation to** Gender (G), Environment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE)

SEMESTER –I

POST GRADUATE DIPLOMA IN ECCE PROGRAMME					
SEMESTER	COURSE NAME	Course Type	CREDIT		Total
			Theory	Practical	
I	Child Development Theories	MAJOR	4	0	4(4+0)
	Curriculum and Pedagogy: Contemporary Approaches	MAJOR	4	0	4(4+0)
	Introduction to Children with Special Needs	MAJOR	4	0	4(4+0)
	Bhartiya Knowledge Systems: Insights for Developmentally Appropriate Practices – I	MAJOR	2	2	4(2+2)
	Quality Indicators and Teacher Competencies in Early Childhood Programs	MDC/MINOR	3	1	4(3+1)
	Supervised Practicum in Early Childhood Settings - I	SEC/VAC	0	2	2(0+2)
		Total			22

Credit = Total (Theory + Practical) eg 4(4+0)

SEMESTER – II

POST GRADUATE DIPLOMA IN ECCE PROGRAMME					
SEMESTER	COURSE NAME	Course Type	CREDIT		Total
			Theory	Practical	
II	Child Health and Nutrition	MAJOR	3	1	4(3+1)
	Child Protection and Ethical Practice in Early Childhood Education	MAJOR	3	1	4(3+1)
	Bhartiya Knowledge Systems: Insights for Developmentally Appropriate Practices – II	MAJOR	2	2	4(2+2)
	Leadership, Supervision and Management of Early Childhood Care and Education (ECCE) Programs	MDC/MINOR	2	2	4(2+2)
	Supervised Practicum in Early Childhood Settings – II	INTERNSHIP	0	4	4(0+4)
	Guiding children in Contemporary Context	SEC/VAC	2	0	2(2+0)
		Total			22

Credit = Total (Theory + Practical) eg 4(4+0)

	NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027		2026-27				
PG Diploma in Early Childhood Care and Education (F.C.Sc.) Programme												
Year	I	Major Child Development Theories				Credits / Hours per week		4 (4+0)/ 60 Hours				
Semester	I	Year of Introduction:2026-2027				Maximum Marks / Grade		100 / O				
Mode of Transaction		Lectures										
Course Outcomes (CO) CO1: To understand the need and importance of studying early years (prenatal to 8 years) CO2: To develop an understanding of various areas of development and the characteristics and needs / abilities of children at different ages or stages during childhood CO3: To understand the role of theories in Early Childhood Care and Education. CO4: To understand the cultural, familial, and societal influences on child development theories and practices and evaluate how these influences shape physical, cognitive, socio-emotional and moral development of children.												
Unit No.	Topic				Conta ct Hours	Weighta ge (%)	BT Level	CO	PSO	Elemen ts of Employ ability (Emp)/ Entrepr eneursh ip	Releva nce to Local (L)/ Nation al (N)/ Region al(R)/G	Relatio n to Gender (G), Environ ment and Sustain

							(Ent)/ Skill Development (SD)	lobal (G)	ability (ES), Human Values (HV)an d Professi onal Ethics (PE)
1	INTRODUCTION TO THE FIELD OF HUMAN DEVELOPMENT 1.1 The Emergence of Developmental Science 1.2 Central Issues/Questions of Developmental Science: Sources of Development, Plasticity, Continuity/Discontinuity, Individual Differences 1.3 Theories of Development: - Theory in Developmental Science - Grand Theories: Psychodynamic, Behaviorism, Cognitive, Socio-cultural theories - Modern Theories: Evolutionary, Social-learning, Information-processing, Systems theories	15	30	1-5	CO1, CO 2	PSO2, PSO3, PSO4	SD	G	G, HV, PE
2	PHYSICAL AND MOTOR DEVELOPMENT 2.1 Brain Development 2.2 Motor Development: Fine-Motor Development, Gross-Motor Development, Eye-hand Coordination, Individual Differences 2.3 Factors Affecting Physical and Motor Development: Heredity, Nutrition, Diseases, Injuries	8	10	2,4,5	CO 2	PSO 2, PSO 3, PSO 4,			

	2.4 Developmental Milestones for Indian Children 2.5 Role of Adults in Fostering Physical and Motor Development					PSO 5			
3	COGNITIVE AND LANGUAGE DEVELOPMENT 3.1 Piaget's Cognitive- Developmental Theory • Sensorimotor Development • Pre-operational Development 3.2 Information Processing: Attention, Memory and Categorization 3.3 Indian Perspective on Cognition: Indigenous Concepts: Antahkarana, Jnana, Pragya, Smriti, and PanchKosha 3.4 Domains of Language Acquisition: Phonological, Semantic, Grammar, Pragmatic 3.5 Stages of Language Development: Pre-linguistic, babbling, Holophrastic or One-Word Stage, Two-Word Stage, Telegraphic Stage, and Multi-Word Stage 3.6 Factors: Biological, Social and Cultural, Constructivist and Dynamic Systems Approach 3.7 Bilingualism and Multilingualism 3.8 Language and Thought: The Connection	15	25	1-4	CO 2, CO 3	PSO2, PSO3, PSO4, PSO5			
4	SOCIO-EMOTIONAL DEVELOPMENT AND MORAL DEVELOPMENT 4.1 Development of Attachment: Bowlby's Ethological Theory 4.2 Child-rearing: Styles, Cultural Variations, Patterns of Socialization in India 4.3 Contexts of Development: Family, Neighborhoods, Communities, Media (Print, Television, Interactive) 4.4 Developing Self-Regulation	15	25	1,2,4	CO 2, CO 3	PSO2, PSO3, PSO4, PSO5			

	4.5 Developing Prosocial Behaviors: Empathy, Sympathy 4.6 Understanding Aggression, Peer Relationships MORAL DEVELOPMENT 4.7 The Cognitive-Developmental Approach 4.8 The Cultural-Developmental Approach 4.9 Theoretical Perspectives on Morality 4.10 Indian Perspective on Morality and Values 4.11 Development of Values: Family, Peer groups, Education and Religion, Mass media, Culture								
5	APPLICATION OF THEORIES IN EARLY CHILDHOOD EDUCATION AND CARE 5.1 How theories shape curriculum design 5.2 Designing learning environments (classroom) informed by theoretical perspectives Contemporary Perspectives 5.3 New Research – How theories evolve/ Critiquing theories 5.4 Understanding the importance of culturally inclusive developmental frameworks Children and Screens: 5.5 Children's media use and brain development, movement- behaviors, cognitive development, socio-emotional development and language development 5.6 Digital Media and Neurodevelopmental Differences 5.7 Indian Knowledge Systems (IKS) and Child Development Storytelling traditions in India: Panchatantra as an early pedagogical tool	7	10	1,2,4	CO 2, CO 3	PSO2, PSO3, PSO4, PSO5			

	- Educational philosophy embedded in Panchatantra - Learning through stories, moral reasoning, and experiential wisdom - Relevance of Panchatantra in contemporary ECCE classrooms								
REFERENCES									
1	Lightfoot, C., Cole, M., & Cole, S. R. (2018). The Development of Children (8th ed). United Kingdom: Worth Publishers.								
2	Srivastava, A.K., & Misra, G. (2024). A Contextual Approach to Human Development: Integrating an Indian Perspective (1st ed.). Routledge. https://doi.org/10.4324/9781003441168								
3	Jensen, L. A., & Arnett, J. J. (2018). Meaning systems: Moral, religious, and civic development. In Child development worldwide: A cultural approach (pp.422–443). Pearson.								
4	Christakis, D. A., & Hale, L. (Eds.). (2025). Handbook of children and screens: Digital media, development, and well-being from birth through adolescence (1st ed.). Springer Cham. https://doi.org/10.1007/978-3-031-69362-5								
5	Berk, L. E. (2018). Development through the lifespan (7th ed.). Pearson.								
6	Saracho, O. N. (2023). Theories of child development and their impact on early childhood education and care. Early Childhood Education Journal, 51(1), 15–30. https://doi.org/10.1007/s10643-021-01271-5								
7	https://boldscience.org/why-childrens-language-and-emotion-regulation-go-hand-in-hand/								
8	https://boldscience.org/the-developmental-scientist-showing-how-culture-influences-children/								
9	https://www.indica.today/research/conference/storytelling-through-the-ages-pedagogical-tool-in-education/								

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Year	I	Major: Curriculum and Pedagogy: Contemporary Approaches				Credits / Hours per week		4 (4+0)/ 60 Hours				
Semester	I	Year of Introduction:2026-2027				Maximum Marks / Grade		100 / O				
Mode of Transaction		Lectures										
Course Outcomes (CO) CO1: To understand the significance of early childhood years. CO2: To understand theoretical perspectives on pedagogy, curriculum and sustainable practices, and utilize these perspectives in the classroom. CO3: To understand relationships among development theory, philosophical perspectives, practices and curriculum based on needs and interests of young children. CO4: To learn to plan an Early Childhood Education Program CO5: To explore various types of curriculum models in India and across the globe												
Unit No.	Topic				Conta ct Hours	Weighta ge (%)	BT Level	CO	PSO	Elemen ts of Employ ability (Emp)/ Entrepr eneursh ip	Releva nce to Local (L)/ Nation al (N)/ Region al(R)/G	Relatio n to Gender (G), Environ ment and Sustain

							(Ent)/ Skill Develo pment (SD)	lobal (G)	ability (ES), Human Values (HV)an d Professi onal Ethics (PE)
1	EARLY CHILDHOOD YEARS 1.1 Importance of early childhood years (0-8 years) 1.2 Developmental perspective, Neuroscience perspective 1.3 Gender and cultural perspective, Rights perspective 1.4 Diversity and Social Justice perspective	12	20	1,2	1.2	2,3,4	SD	G	G, ES, HV, PE
2	PEDAGOGY AND CURRICULUM PEDAGOGY AND PHILOSOPHICAL FOUNDATIONS 2.1 Key theoretical principles postulated by educational thinkers and philosophers - Gijubhai Badheka, Tarabai Modak, M.K. Gandhi, Rabindranath Tagore, Shri Aurobindo, J. Krishnamurty, 2.2 Pestalozzi, Rousseau, Frobel, Maria Montessori, John Dewey 2.3 <u>Contemporary Indian pioneers in education</u> – Sugata Mitra (Hole in the Wall experiment, Concept of Self-Organised Learning Environments (SOLEs)), Rukmini Banerji (innovative, cost-effective methods and large-scale household surveys), Dr. Venita Kaul, Dr. Mridula Bajaj (Centre for Learning Resources (CLR), Pune,	12	20	1,2,4	2,3,4	2,3,4, 5	SD	G	

	since 1984), Shaheen Mistri (founder for Teach for India), Dr. Kiran Bir Sethi (The Riverside School, Ahmedabad, Design for Change movement)								
3	CURRICULUM MODELS AND SUSTAINABLE PRACTICES 3.1 What is curriculum? Models of curriculum, developmentally appropriate curriculum 3.2 Planning an early childhood program, Integrating pre and primary grade curriculum, Sustainable classroom practices 3.3 Concepts of cultural sensitivity and community empowerment in ECCE programs 3.4 Discussing curriculum models/programs	12	20	1,2,4	2,3,4	2,3,4,5	SD, Emp	G	
4	PLAY BASED CURRICULUM 4.1 Importance of play in early childhood, 4.2 Play as a medium of learning, 4.3 NCF-FS (2022), NEP 2020 – Play based curriculum guidelines 4.4 Theories of play, Types of play 4.5 Role of teacher in fostering play	12	20	2,3,4	1-4	2,3,4,5	SD, Emp	G	
5	CONTEMPORARY CURRICULUM FRAMEWORKS FOR SUSTAINABLE DEVELOPMENT 5.1 Design and development of a child centered, activity based developmentally appropriate curriculum for: Infants and toddlers, Preschoolers 5.2 Exploring possibilities for critical and generative interventions into diverse early childhood settings, The Nurturing Care	12	20	3,4,5,6	3-6	1,2,3,4	SD	G	

	5.3 Framework for ECD, Situating ECCE curriculum in the backdrop of SDG 4 5.4 Discussing various curriculum models which promotes sustainability – kindness curriculum, 5.5 Indian Models/Programmes – (Rural/Tribal) Gram BalShikshan Kendra Programme,Kosbad,Lok Zumbesh Programme 5.6 (Urban) One Heatlh Program, Nurturing Neighbourhoods Challenges, Door step School, Teach India, Nanhe Parinde (mobile education van initiative) and so forth								
	EXPERIENCES • Making one-day plans based on various philosophers and educations and their curriculum models • Integrating observations and experiences of field visits in making weekly plans using classroom discussions • Presentations and workshops related to play in ECCE curriculum • Exploring different types of curriculums used across the globe								
REFERENCES									
1	All India Survey on Education (2011) Pilot report, Ministry of Human Resource Development, Department of Higher Education, Planning, Monitoring and Statistic Bureau								
2	Hedges, H., & Cooper, M. (2014). Engaging with holistic curriculum outcomes: Deconstructing ‘working theories’. <i>International Journal of Early Years Education</i> , 22(4), 395–408. doi: 10.1080/09669760.2014.968531								
3	Lovatt, D., & Hedges, H. (2015). Children's working theories: Invoking disequilibrium. <i>Early Child Development and Care</i> , 185(6), 909–925. doi: 10.1080/03004430.2014.967688								

4	Moss, P. (2013). The relationship between early childhood and compulsory education: A properly political question. In P. Moss (Ed.), <i>Early childhood and compulsory education: Reconceptualising the relationship</i> (pp. 2–49). Abingdon: Routledge.
5	Play https://www.naeyc.org/resources/topics/play
6	Purkait, B.R. (2005). Milestones in modern Indian education. Kolkata: New Central Book Agency.
7	Singh, V.N. (2005) <i>Education in India: From earlier times to today</i> . New Delhi: Vista International Publishing House.
8	Visser. W (2015). 5 Ps of sustainable development: UN Sustainable Development Goals. Retrieved from http://www.waynevisser.com/report/sdgsfinalised-text .
9	Whitebread, D. (2012) The importance of play. A report on the value of children's play. University of Cambridge. Available on http://www.importanceofplay.eu/IMG/pdf/dr_david_whitebread_-_the_importance_of_play.pdf
10	Wood, E. (2014). The play-pedagogy interface in contemporary debates. In L. Brooker, M. Blaise, & S. Edwards (Eds.), <i>The Sage handbook of play and learning in early childhood</i> (pp. 145–156). London: Sage.
11	WHO & UNICEF: Nurturing Care Framework for Early Childhood Development http://www.portal.pmnch.org/maternal_child_adolescent/child/nurturing-care-framework/en/
12	Visser. W (2015). 5 Ps of sustainable development: UN Sustainable Development Goals. Retrieved from http://www.waynevisser.com/report/sdgsfinalised-text .

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Year	I	Major Introduction to Children with Special Needs					Credits / Hours per week		4 (4+0) 60 Hours			
Semester	I	Year of Introduction:2026-2027					Maximum Marks / Grade		100			
Mode of Transaction		Lectures and Practical										
Course Outcomes (CO) CO1: To understand the historical perspectives, theoretical models, systemic challenges of making education inclusive for the children with children with special needs. CO2: Identify, categorize and understand the educational needs of the children with various disabilities. CO3: Recognize the importance of early identification, appropriate screening, referral and intervention strategies to plan and implement an Individualized Educational Program (IEP). CO4: To prepare future ECCE teachers to implement inclusive, ethical and child-centred practices through effective communication, strength-based proaches and differentiated instruction to support diverse learners.												
Unit No.	Topic				Conta ct Hours	Weight age (%)	BT Level	CO	PSO	Elemen ts of Employ ability (Emp)/	Releva nce to Local (L)/ Nation	Relatio n to Gender (G), Environ

							Entrepreneurship (Ent)/ Skill Development (SD)	al (N)/ Regional(R)/ Global (G)	ment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	FOUNDATIONS OF DISABILITY, INCLUSION, AND CONTEMPORARY PERSPECTIVES 1.1 Historical evolution of the field: From exclusion to segregation, integration, inclusion, and rights-based education. 1.2 Global and national milestones: UNCRPD, Salamanca Statement, RPwD Act (2016), NEP 2020, inclusive education under Samagra Shiksha. 1.3 Core concepts and terminology: Impairment vs disability, integration, mainstreaming, inclusion, normalization and institutionalization, 1.4 Theoretical models: Medical, Social, Bio-psycho-social (International Classification of Functioning), Human Rights and affirmative model 1.5 Systemic challenges: Resource limitations, teacher	12	20%	2,4	CO1	PSO2, PSO3, PSO4	SD	N, G	G, HV, PE

	1.6 preparation gaps, communication barriers between schools and families, stigma, and socio-cultural constraints.								
2	OVERVIEW OF DISABLING CONDITIONS, IDENTIFICATION AND EDUCATIONAL IMPLICATIONS 2.1 Sensory Disabilities: Hearing impairment (types, amplification, communication approaches). 2.2 Visual impairment (low vision, braille, tactile aids, orientation & mobility training). 2.3 Communication Disabilities: Speech and language disorders; introduction to Augmentative and Alternative Communication. 2.4 Intellectual and Developmental Disabilities: Intellectual Disability, Autism Spectrum Disorder, genetic conditions; adaptive behaviour and learning needs. 2.5 Specific Learning Disabilities: Dyslexia, Dysgraphia, Dyscalculia. 2.6 Physical and Neuromotor Disabilities: Cerebral Palsy, muscular dystrophy, spina bifida; positioning, mobility aids, environmental access. 2.7 Behavioural and Emotional Disorders: ADHD, Conduct Disorder, ODD; behavioural supports and classroom management. 2.9 Giftedness: Identification concerns, enrichment, and social-emotional considerations	14	20%	1,2	CO2	PSO3	SD	N,G	G, HV
3	EARLY IDENTIFICATION, INTERVENTION AND COLLABORATIVE PRACTICES	12	20%						

	3.1 Concept and importance of early identification and early intervention (EI). 3.2 Individualized educational program (IEP): purpose, components, goal-setting, planning, implementation, and progress monitoring. 3.3 Screening and referral pathways within school and community settings. 3.4 Parent involvement and community participation: family-centred practices, parent empowerment.			3,4,5	CO3	PSO4, PSO5	Emp, SD	L, N	HV, PE
4	INCLUSIVE EDUCATIONAL STRATEGIES FOR CHILDREN WITH SPECIAL NEEDS 4.1 Teacher-child communication in inclusive classrooms 4.2 Strength based and child centered learning approach. 4.3 Differentiated instruction and flexible curriculum design. 4.4 Representation and Expression of Children	12	20%	3,4,5	CO4	PSO1 PSO3	SD, Emp	L,N, G	G, HV, PE
5	ETHICAL AND STRENGTH BASED PRACTICES 5.1 Avoid labelling and deficit-based language. 5.2 Gender and Disability – Intersectionality 5.3 Respect, Dignity, Autonomy and Confidentiality, Empathy, Acceptance 5.4 Role of teacher in developing inclusive peer-culture. 5.5 Role of teacher as facilitator.	10	20%	3,4,5	CO3	PSO3, PSO5	SD, Emp	L, N	HV, PE

	Learning Experiences: • Visits and observation of special schools, rehabilitation centres, and NGOs followed by preparing an observation report and a presentation based on the visit. • Classroom observation in inclusive teaching settings for strategies, instructional adaptations, behaviour management, and peer interactions to understand how diverse learning needs are supported, along with preparing an observation report, checklists, reflective notes etc. • Preparation of teaching aids and adapted activities like designing visual, tactile, and modified learning materials according to the needs of the child, implementing them in one-to-one or small group sessions, and documenting the child's responses and learning outcomes. • Observing or assisting in IEP development and understanding the collaborative roles of special educators, therapists, counselors, and families in planning interventions. Prepare a mini-IEP as a case study for the special needs child.
REFERENCES	
1	Berghs, M. (2016). Scoping models and theories of disability. NCBI
2	Buger et al. (2016) – reviews research on early identification and linkage to early intervention services (ages 0-2).
3	Beamish, W., & Yuen, M. (Eds.). (2025). <i>Early Intervention for Young Children with Disabilities</i> . Springer Singapore.
4	Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, Government of India. (2024). <i>Handbook on early intervention centres for children with disabilities</i> .
5	Department of School Education & Literacy, Ministry of Education, Government of India. (2024). <i>Inclusive education for children with special needs (CwSN) under Samagra Shiksha</i> . https://samagra.education.gov.in/inclusive.html
6	Gargiulo, R. M., & Kilgo, J. L. (2025). <i>An introduction to young children with delays and disabilities: Birth through age eight</i> (6th ed.). SAGE Publications, Inc. ISBN: 9781071928240
7	Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2018). <i>Exceptional Learners: An Introduction to Special Education</i> (14th ed.). Upper Saddle River, NJ: Pearson Education.
8	Hebbeler, K., Spiker, D., Bailey, D., Scarborough, A., Mallik, S., Simeonsson, R., Singer, M., & Nelson, L. (2007). <i>Early intervention for infants and toddlers with disabilities and their families: Participants, services, and outcomes. Final report of the National Early Intervention Longitudinal Study (NEILS)</i> . National Center for Special Education Research, U.S. Department of Education.
9	Ministry of Education, Government of India. (2025). <i>Digital educational resources for children with disabilities</i> . https://www.education.gov.in/en/digital-educational-resources-children-disabilities
10	Mohanty, A. (2018). <i>Historical development of inclusive education in India: A journey from Bikalang to Divyang</i> .

	Ret https://www.academia.edu/34202027/Historical_Development_Of_Inclusive_Education_In_India_A_Journey_From_Bikalang_To_Divya_g
11	World Health Organization (2025). <i>International Classification of Functioning, Disability and Health (ICF)</i> . https://www.who.int/standards/classifications/international-classification-of-functioning-disability-and-health

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Year	I	Major Bhartiya Knowledge Systems: Insights for Developmentally Appropriate Practices – I					Credits / Hours per week		4(2+2) 80 Hours			
Semester	I	Year of Introduction:2026-2027					Maximum Marks / Grade		100 / O			
Mode of Transaction		Lectures										
Course Outcomes (CO) CO1: Understand the relevance/significance of developmentally appropriate activities in fostering holistic development of the child in preschool and primary school. CO2: Plan and critically analyze developmentally appropriate art, music, language and drama experiences for children in a preschool and a primary school program. CO3: Appreciate cultural and traditional forms of art, music, literature and drama and integrate them in the curriculum as a means for socialization of the child in its culture CO4: Understand and apply philosophical foundations of early childhood education, including child-centred, experiential, and culturally rooted philosophies, to design meaningful, developmentally appropriate learning experiences.												
Unit No.	Topic				Contact Hours	Weight age (%)	BT Level	CO	PSO	Elements of Employ ability (Emp)/ Entrepr	Releva nce to Local (L)/ Nation al (N)/	Relatio n to Gender (G), Environ ment

							eneurship (Ent)/ Skill Development (SD)	Regional(R)/ Global (G)	and Sustain ability (ES), Human Values (HV)and Professi onal Ethics (PE)
1	INTERFACE BETWEEN THEORETICAL APPROACHES AND DEVELOPMENTALLY APPROPRIATE PRACTICES 1.1 Developmentally Appropriate practices, with reference to Behavioral, Psychoanalytical, Learning, and Ecological perspectives 1.2 Philosophy: Design child-centered, experiential, culturally relevant learning experiences that encourage inquiry, critical thinking, holistic development (Dr. Sundar Sarukai) 1.3 Developmentally Appropriate Classroom - Teaching in an Early Childhood Classroom - Developmentally Appropriate Practices - Importance of Open-ended activities - Creating a Self-directed Learning Environment - Role of a Teacher in an Early Childhood Classroom	10	20	1,2,4,5	CO 1, CO 2, CO 3, CO 4	PSO 1, PSO 2, PSO 5	SD	G	G, HV, PE

	1.4 Determining Children's Developmental Levels - 3M Method of Observing Interaction: Manipulation, Mastery and Meaning								
2	YOUNG CHILDREN AS ARTISTS: 2.1 A Developmental View Children's artistic development: Role of art in fostering child development – Communication, Expression 2.2 Different explanations for the development of children's art – Basic Shapes to First Humans, Theories of artistic development from birth through age eight 2.3 Role of teacher in facilitating children's artistic expression: Setting up the Art corner (Easel boards, materials) 2.4 Approaches to doing art: Teacher directed, Child directed, Teacher-guided, Strategies for enhancing children's artistic development, Specific strategies for enhancing children's artistic expression – 2.5 Fine-Motor and Gross-Motor: Hand printing, digital photography, splatter painting, paper folding, using scissors, Music and Art 2.6 Cognitive: Color concept 2.7 Language: Inviting Artists, Introducing books on Art (stories) 2.8 Socio-emotional: Water Play, Dough, Sculpture Clay 2.9 Eco-Art: Nature Mandalas, Mud-Painting, Clay-Sculpting, Leaf Printing, Outdoor- Side-walk chalk Art, art using recycled material 2.10 Different ways to frame and display children's art, integrating art across the early childhood curriculum,	15	20	1,2,4,5	CO 1, CO 2, CO 3, CO 4	PSO 1 PSO 2, PSO 3, PSO 4, PSO 5			

	2.11 Different ways of viewing the early childhood curriculum, Major early childhood curricular areas, Role of art in fostering learning in other early childhood curricular areas 2.12 Types of Cultural/folk art, Relevance in promoting overall development of children								
3	LANGUAGE AND LITERACY: Reading and Writing 3.1 Setting up the Book Center 3.2 Emergent Literacy: Print Awareness, Environmental Print, Emerging into Reading 3.3 Setting up the Writing Center 3.4 Emergent Writing: Scribbling (random, controlled, named, mastery, mocking letters, meaning), Environmental Print 3.5 Teacher's Role: Providing a good selection of appropriate books, reading books to individuals and small groups, providing interesting follow-up book activities (puzzles, board games, puppets), Story-telling (through AI - Gemini Storybook).	15	20	1,2,4,5	CO 1, CO 2, CO 3, CO 4	PSO 1 PSO 2, PSO 3, PSO 4, PSO 5			
4	MUSIC AND DRAMA 4.1 Importance of music and movement in the enhancing overall development of children 4.2 Theories of music, Values of music and drama, Role of teacher, Folk and traditional songs, dance and drama as medium of socialization 4.3 Setting up the Music Center, Music-making/ Exploring Sounds: Claps, tapping, materials that make sound (cans, aluminum foil, bubble wrap, shoes)	20	20	1,2,4	CO 1, CO 2,	PSO 1, PSO 2, PSO 5			

	4.4 Musical Finger-plays/games 4.5 Setting up Dramatic Play Center 4.6 Prosocial learning, Inclusion, Solving conflicts, bullying, self-regulation								
5	PRACTICAL								
	5.1 Mapping Holistic Development: Students can create visual maps showing how one activity (finger painting, dramatic play, singing in circles) connects to multiple developmental outcomes. 5.2 Portfolio Analysis: Students analyze samples of children's drawings, writing, dramatizations, or musical expression and assess if they reflect typical developmental patterns. 5.3 Children's Media Critique: Review children's books, songs, and plays to identify cultural relevance, inclusiveness, stereotypes, and age appropriateness. 5.4 Students work in group(s) to make a complete set of developmentally appropriate art/music/language/drama experiences based on a theme (Families, Community, Animals, Rivers) or using local materials (grains, leaves, pebbles, shells for counting, sorting, patterning) or cultural tools – craft traditions (weaving, block printing) 5.5 Making/re-arranging a learner's corner (Dramatic Play center, Music, Art, Language Center) by applying DAP principles	20	20	2, 3,4,5,6	CO 1, CO 2, CO 3, CO 4	PSO 1 PSO 2, PSO 3, PSO 4, PSO 5			
REFERENCES									
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2	https://boldscience.org/how-movement-helps-children-learn/								
3	https://boldscience.org/the-cognitive-neuroscientist-examining-how-developing-brains-respond-to-social-experiences/								

4	Mayesky, M. (2015). Creative activities and curriculum for young children (11th ed.). Cengage Learning.
5	Kostelnik, M. J., Soderman, A. K., Whiren, A. P., & Rupiper, M. L. (2015). <i>Developmentally appropriate curriculum: Best practices in early childhood education</i> (5th ed.). Pearson Education.

		NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027		2026-27			
PG Diploma in Early Childhood Care and Education (F.C.Sc.) Programme												
Year	I	Major: Quality Indicators and Teacher Competencies in Early Childhood					Credits / Hours per week		4 (3+1)/ 80 Hours			
Semester	I	Year of Introduction:2026-2027					Maximum Marks / Grade		100 / O			
Mode of Transaction		Lectures and Practical										
Course Outcomes (CO) CO1 Understand the need and importance of teachers’ roles in ECCE program CO2 Identify and understand the quality indicators of ECCE program CO3 Understand the link between teacher’s competencies and quality of ECCE program CO4 Recognize the need and importance of teacher’s role in ECCE programs												
Unit No.	Topic				Contact Hours	Weight age (%)	BT Level	CO	PSO	Elements of Employ ability (Emp)/ Entrepreneurship (Ent)/	Relevance to Local (L)/ National (N)/ Regional(R)/G	Relation to Gender (G), Environment and Sustainability

							Skill Development (SD)	Global (G)	(ES), Human Values (HV) and Professional Ethics (PE)
1	UNDERSTANDING ECCE PROGRAMS: GLOBAL PERSPECTIVE: 1.1 Different ECCE programs in various countries Challenges faced in developing countries to provide quality education. 1.2 Availability of in-service training for teachers Cost effective ECCE programs	20	25	2,4,5	CO 1, CO 2	PSO 2, PSO 3, PSO 4	EMP, SD	L	G, HV, PE
2	UNDERSTANDING ECCE PROGRAMS: AN INDIAN PERSPECTIVE: 2.1 ECCE in India: current scenario Availability of in-service training for teachers 2.2 Policies and guidelines for ECCE Program Government guidelines for private schools	20	25	2,4,5	CO 1, CO 2	PSO 2, PSO 3			

3	QUALITY INDICATORS IN ECCE: 3.1 Identifying quality indicators in ECCE programs such as teacher-child ratio, curriculum, classroom interactions, positive environment, health and hygiene, safety and security, assessment 3.2 ECCE programs and teacher competencies in diverse ecological contexts 3.3 Teacher’s roles in diverse ecological contexts	16	20	4,5	CO 2, CO 3	PSO 1 PSO 2, PSO 3, PSO 4, PSO 5			
4	UNDERSTANDING THE ROLE OF A TEACHER IN AN ECCE PROGRAM: 4.1 Various roles and responsibilities of teachers 4.2 Understanding teachers’ competencies such as communication skills, classroom management, advancing creative skills, guidance and counseling, creating learning environment Ways to acquire better teacher competencies 4.3 Understanding challenges faced by teachers and other professionals working in ECCE program 4.4 Parent and community involvement in facilitating teacher’s roles	24	30	4,5,6	CO 2, CO 3, CO 4	PSO 2, PSO 3, PSO 4, PSO 5			
5	Practical Experience: 1. Compare and Analysis ECCE center based on quality indicators. 2. Observe an ECCE Setting classroom. Identify and document different roles played by the teacher and map competencies. 3. Teacher’s point of View – Importance of ECCE and role of a teacher, challenges faced while working in ECCE setup. 4. Parent understanding and involvement in child’s learning								
REFERENCES									

1	Ezati, B. A., Madanda, A., & Ahikire, J. (2018). Improving Learning in Rural Lower Primary School through Provision of Informal ECD: Lesson from an NGO Model in Uganda. <i>Journal of Education and e-Learning Research</i> , Vol. 5, No. 1, 51-59.
2	Van Ravens, J., & Aggio, C. (2008). <i>Expanding early childhood care and education: How much does it cost?</i> The Netherlands: Bernard Van Leer Foundation
3	Hinchliff, S. (2009). <i>The Practitioner as Teacher</i> . U.S.A.: Churchill Livingstone Elsevier.
4	Kaul, V., & Sankar, D. (2009). <i>EDUCATION FOR ALL-MID DECADE ASSESSMENT EARLY CHILDHOOD CARE AND EDUCATION</i> . New Delhi: National University of Educational Planning and Training.
5	Paul, S, S, K., & Bikhchandani, T. (August 2016). <i>Pre-Primary sections in government schools: Current Landscape and Recommendation</i> . Central Square Foundation.
6	Popov, N., Walhuter, C., Almedia, P., Hilton, G., Ogunleye, J., & Chigisheva, O. (April 2013). <i>Education in One World: Perspectives from Different Nations</i> . Bulgaria: BCES Conference Books.
7	Ravens, J. V., & Aggio, C. (March 2008). <i>Expanding early childhood care and education: How much does it cost?</i> Bernard van Leer Foundation.

	NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027	2026-27				
PG Diploma in Early Childhood Care and Education (F.C.Sc.) Programme											
Year	I	Major: Supervised Practicum In Early Childhood Settings-I				Credits / Hours per week	2 (0+2)/ 32 Hours				
Semester	I	Year of Introduction:2026-2027				Maximum Marks / Grade	50 / O				
Mode of Transaction		Lectures and Practical									
Course Outcomes (CO)											
CO1 Get exposed to a variety of ECCE institutions such as day care centers, preschools (Lab, Private, Municipal schools, Anganwadi, Balwadis and the like)											
CO2 Become sensitive to the role of ECCE professionals in different programs and settings.											
CO3 Learn the required skills for a field worker such as observation, documentation, planning, report writing and so forth											
Unit No.	Topic			Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill	Relevance to Local (L)/ National (N)/ Regional(R)/Global (G)	Relation to Gender (G), Environment and Sustainability (ES).

							Develo pment (SD)		Human Values (HV)an d Professi onal Ethics (PE)
1	Understand the field and required skills for practical experiences Understanding the meaning of field and field visit Observing the field – classroom - composition, elements, settings/context, children from various background. Skills of critical observation, taking field notes, reporting, team building, professional etiquettes ROLE OF PARENTS AND COMMUNITY 1.1 as an important part in the child's ecology and "developmental niche", Transition from education to empowerment: Models of parent and community involvement 1.2 Understanding the concepts of- parenting, parent child relationship, parent education, parent involvement (difference between involvement and interference), parent empowerment, community education, involvement, and mobilization 1.3 Need and importance of parent involvement; for better home school relationships	8	33	1,2,4	1,2,3	1,2	Emp, Ent, SD	L, N,R,G	G, HV, ES

2	VISITS TO VARIOUS ECCE CENTERS Visit to centers which cater to children's needs such child life programs, Anagawadis, NGOs working for children's education, street school, hobby center, day care center Visit to formal education/training institutes for children – private schools, Trust funded schools, institutes for children with special needs such as Arpan, Spandan Visit to schools for observing Grade 1 and 2 programs	8	33	1,2,4	1,2,3	1,2	Emp, Ent, SD	L, N,R,G	
3	OBSERVATION AND PARTICIPATION IN THE LAB SCHOOL FOR UNDERSTANDING Observing ongoing ECCE programs to understand how it is transacted and what skills are required for implementation Integrating classroom learning and field observations, understanding the importance of home visits Report writing Organizing and integrating field notes and field pictures, Elements of writing report	8	33	1,2,4	1,2,3	1,2	Emp, Ent, SD	L, N,R,G	
REFERENCES									
1	Sriram, R. (2014). Engaging in Social Interventions (Volume 1). Concept Publishing Company.								
2	Sriram, R. (2014). Engaging in Social Interventions (Volume 2). Concept Publishing Company.								

	NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027	2026-27				
PG Diploma in Early Childhood Care and Education (F.C.Sc.) Programme											
Year	I	Major Child Health And Nutrition				Credits / Hours per week	4 (3+1)/ 80 Hours				
Semester	II	Year of Introduction:2026-2027				Maximum Marks / Grade	100				
Mode of Transaction		Lectures and Practical									
Course Outcomes (CO) CO1 To develop a holistic concept of health, identify the key determinants of health and well-being. CO2 To understand the cultural and gender influences on the health of preschoolers CO3 To identify common childhood diseases and health problems, and to understand basic first aid and safety measures during emergencies or accidents. CO4 To understand the nutritional requirements of young children and recognize the role of preschools as health-promoting institutions that support healthy growth and development. CO5 To plan and prepare nutritious meals for young children using Recommended Dietary Allowances (RDA) to ensure adequate nutrient intake											
Unit No.	Topic			Contact Hours	Weight age (%)	BT Level	CO	PSO	Elements of Employability	Relevance to Local (L)/	Relation to Gender (G).

							(Emp)/ Entrepr neursh ip (Ent)/ Skill Develo pment (SD)	Nation al (N)/ Region al(R)/G lobal (G)	Environ ment and Sustain ability (ES), Human Values (HV)an d Professi onal Ethics (PE)
1	Unit 1. Introduction to Health: 1.1 Concept and definitions of health. 1.2 Dimensions of Health: Physical, Mental, Social, Spiritual, Emotional, Vocational. 1.3 Determinants of health: Biological, Behaviour and social- cultural conditions, environment, Physical environment, Health services, Economic conditions, Education level, Nutrition. 1.4 Broader, inclusive concept of health and well-being: biophysical, mental, social, emotional and spiritual.	12	20%	1,2	CO1	PSO2, PSO3	SD	N, G	HV, ES
2	Unit 2. Influence on health and development of children: 2.1 Heredity and biological Influences, Environmental 2.2 Influences, cultural variation and influences on health and gender	13	20%	2	CO2	PSO2	SD	N, G	G, ES, HV

	2.3 Influences and Role of Physical environment, Socio-cultural environment 2.4 Psycho-social environment, Economic factors. 2.5 Contemporary issues on child health: Media and advertising influence, Excessive screen time on brain development, High sugar consumption and risk of metabolic disorders, Childhood obesity and sedentary lifestyle, Childhood Mental Health, Environmental Impact on Child Health.								
3	Unit 3. Identifying early childhood diseases and illnesses: 3.1 Communicable Diseases: symptoms of diseases, immunization schedules, myths and misconceptions, 3.2 Common Health Problems in Childhood, Mental Health of the: Child and Psycho-somatic Illnesses. 3.3 Preventing childhood accidents, role of the teacher in identifying and giving immediate intervention in the preschool, in case of accidents or emergencies, first aid and prevention of injuries.	15	15%	1	CO3	PSO2	SD	L, N	HV, PE
4	Unit 4. Nutrition: Relationship with health and development: 4.1 Concept and definition of Nutrition 4.2 Nutritional Requirements of Preschooler (0-8 years) -Indian RDA 4.3 Metabolism, Food Preparation, Budgeting and Menu planning for the Preschoolers (Balanced	20	20%	1,5	CO4, CO5	PSO2			

	diet, avoiding loss of nutrients while cooking, best cooking and feeding practices, hygiene and sanitation, storage) 4.4 Role of teacher in promoting nutrition (Role of teachers during tiffin/ mealtimes, building home and school linkage, reinforcing appropriate eating habits and practices through school), Role of positive guidance.						SD, Emp	L, N	HV, PE
5	Unit 5. Health Promotion at the Foundational Stage: 5.1 School Health Programs-Government & non-Government, School Philosophy, Importance of intervening at the preschool level -Middle class (hygiene, balanced nutrition) Elite (focus on lifestyle diseases, screen-time reduction) and Low-income group (malnutrition, anemia and sanitation) 5.2 Role and Responsibilities of the teacher, hidden curriculum to set example. 5.3 Healthy meals and ethical food practices in schools. 5.4 Role of communities and institutions in promoting and supporting health education. 5.5 Issues in Schools related to Health Promotion: Junk food vs. healthy/nutritious foods, Provision of school lunch, Schools' responsibility in health promotion	10	15%	3	CO5	PSO2	SD, Emp	L, N, G	G, ES, HV, PE
	PRACTICAL								
	Field Experiences: • Visit and observation of Nisargoupchar wellness centre.	10	10%	3,5	CO4	PSO4			

	• Discussion on food pyramid, balanced diet and preparing a menu for the child based on the National Institute of Nutrition's RDA guidelines. • Workshop on meal planning and analysis of meal planning. • Fast food baby's documentary • Workshop on nutritional labeling awareness, healthy eating habits, oral hygiene. • Health and wellness-Yoga, outdoor gardening session, and importance of handwashing							SD, Emp	L, N	ES, HV
REFERENCES										
1	Al-Hamad, D., & Raman, V. (2017). <i>Metabolic syndrome in children and adolescents. Translational Pediatrics</i> , 6(4), 397–407. https://doi.org/10.21037/tp.2017.10.02 PMID 29184820									
2	Binu, S. (2024). <i>Junk food vs healthy food: Advantages, disadvantages and healthier food choices</i> . Netmeds Health Library. https://www.netmeds.com/c/health-library/post/junk-food-vs-healthy-food-advantages-disadvantages-and-healthier-food-choices?srsId=AfmBOoqPPFxpqiJTLjAHZveQvnDJay8TbDjzJMyHpJpquCeZHncaczZi									
3	Barry, A.-M., & Yuill, C. (2021). <i>Understanding the sociology of health: An introduction</i> (5th ed.). SAGE Publications									
4	Fast Food Babies BBC Three Documentary (2011) https://www.youtube.com/watch?v=IgKB4yzhfDc									
5	Kar, S. S., Dube, R., Goud, B. K. M., Gibrata, Q. S., El-Balbissi, A. A., Al Salim, T. A., & Fatayerji, R. N. M. A. K. (2025). <i>Impact of screen time on development of children</i> . https://doi.org/10.3390/children12101297									
6	Marotz, L. R. (2024). <i>Health, safety, and nutrition for the young child</i> (11th ed.). Cengage Learning.									
7	Ministry of Health and Family Welfare & Ministry of Human Resource Development. (2018). Operational guidelines on School Health Programme under Ayushman Bharat: Health and Wellness Ambassadors partnering to build a stronger future. Government of India.									
8	National Institute of Nutrition (ICMR). (2024). <i>Dietary Guidelines for Indians</i> (Revised ed.). Indian Council of Medical Research – National Institute of Nutrition, Department of Health Research, Ministry of Health and Family Welfare, Government of India. https://nin.res.in/dietaryguidelines/pdfs/locale/DGI_2024.pdf									
9	Park, K. (2023). <i>Park's textbook of preventive and social medicine</i> (27th ed.). Banarsidas Bhanot Publishers.									
10	Robertson, C. (2010). <i>Safety, Nutrition and Health in Early Education</i> (4th ed.). Belmont: Wadsworth Cengage Learning									

11	Srilakshmi, B. (2023). <i>Food science</i> (8th ed.). New Age International Publishers. ISBN: 978-9395161787.
12	Walker, S.P, Wachs, T.D., Grantham-McGregor, S., Black, M.M., Nelson, C.A., Huffman, S.L., Baker-Henningham, H. Chang. S.M., Hamadani, J.D., Lozoff, B., Meeks Gardner, J., Powell, C.A., Rahman, A. and Richter, L. (2011). Inequality in early childhood: risk and protective factors for early child development. <i>The Lancet</i> , Vol.378 (9799),1325 - 1338, doi: 10.1016/S0140-6736(11)60555-2.

		The Maharaja Sayajirao University of Baroda Faculty of Family and Community Sciences Department of Human Development and Studies				Academic Year 2026-27						
PGD (ECCE): Regular Programme												
Year	I	Core/Elective/ Foundation: Child Protection and Ethical Practice in Early Childhood Education				Credits/ Hours per week			4(3+1) 60 Hours			
Semester	II					Maximum Marks/Grade			100			
Course Outcome (CO) CO1 Understand child protection in the context of complex social structures, poverty, and deep-seated traditions and build a culturally relevant desire for action as prospective educators in India. CO2 Recognise the educator's role as a social transformer in the preservation of childhood. CO3 Understand core legal provisions and statutory duties for child protection under the Indian Legal System with special emphasis on the Bhartiya Nyay Samhita (BNS). CO4 Understand practical protocols for recognizing, reporting, and responding to child abuse, neglect, and exploitation CO5 Articulate the educator's ethical duty in relation to mandated reporting and child safeguarding protocols. CO6 Utilize a structured ethical decision-making framework to resolve professional dilemmas. CO7 Establish and maintain appropriate professional boundaries with children, families, and colleagues.												
Unit No.	Topic				Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneursh	Relevant to Local(L)/Nation (N)/Re	Relation to Gender(G), Environment and sustainab

							ip (Ent)/S kill Develo pment (SD)	gion(R) /Global	ility (ES) Human Values (HV) and Professio nal Ethics (PE)
1.	Foundational Principles and the Child Protection Ecosystem <i>1.1 "You do not need to save the world; you only need to be the one person who didn't look away."</i> -Why Advocacy Starts with You: shifting child protection from a "legal requirement" to a "moral imperative." - Recognize the devastating cost of silence and the transformative power of a single whistleblower. - Bystander Effect- educators often assume "someone else will report it" or "I might be wrong and ruin a family." -Cultivating a 'Child-First' lens, noticing the quiet fading of the child's spirit -Systemic Blindness and lack of professional curiosity <i>1.2 Focussed discussions on High Impact Case Studies in Child Protection</i> -Global- The Case of "Victoria Climbié" (UK)- A Global Turning Point in Child Protection - "Gabriel Fernandez" (USA) - "Genie" (The Feral Child)	15	30%	2,4	CO1 CO2	PSO2, PSO3, PSO4	SD	G	HV, PE

	-Indian- The Nithari Case – A Catalyst for the The Protection of Children from Sexual Offences (POCSO) Act - The "Saraswathi" Intervention (Tamil Nadu) - The "Kailash Satyarthi" Movement (Bachpan Bachao Andolan)- Blood Bricks and Conflict Chocolate <i>1.3 Impact</i> -Examine the long-term impact of all forms of abuse on healthy human development (from childhood to old age) -Role of contextual factors (cultural and systemic issues, communities, families and individuals) in provoking versus safeguarding the interests of children. <i>1.4 Brief Overview of Key Concepts in Criminal Justice System</i> - Relevance of psychology in criminal justice system - Intention is Key - Elements of Crime: Human being, <i>Mens Rea</i> (Guilty Mind), <i>Actus Reus</i> (Guilty Act), and Injury - General Exceptions: Situations where the law excuses actions, such as insanity, intoxication, or self-defence - Punishments: Death Penalty/Capital Punishment Imprisonment for Life Imprisonment: rigorous (with hard labor) or simple, Forfeiture of Property: Seizure of assets by the state, Fine: Monetary penalty, Community Service							
2.	Constitutional and International Frameworks: Brief Overview	10	30%	1,2	CO2 CO3	PSO3		

	-The Constitution of India: Articles 21A, 24, 39(e), 39(f) – Right to Life, Education, and Protection from Exploitation. -United Nations Convention on the Rights of the Child (UNCRC): The four core principles (Non-discrimination, Best Interest of the Child, Right to Life/Survival/Development, Participation). -Defining the Child: Age thresholds (0-6 for ECCE, 6-14 for RTE, 0-18 for POCSO/JJ Act). Key Legislative Acts (Pre-BNS) -The Protection of Children from Sexual Offences (POCSO) Act, 2012: - Definitions: Sexual assault, harassment, pornography. -Mandatory Reporting Duty: Duty of an Educator to Report (Section 19). -Child-friendly procedures and special courts. -The Juvenile Justice (Care and Protection of Children) Act, 2015 (JJ Act): -Categorization: Child in Conflict with Law (CCL) vs. Child in Need of Care and Protection (CNCP). -Role of the Child Welfare Committee (CWC) and Juvenile Justice Board (JJB). -The Right of Children to Free and Compulsory Education (RTE) Act, 2009: Ensuring the right to education as a protective mechanism.								
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3.	The Bhartiya Nyay Sanhita (BNS, 2023) and Crimes Against Children Key BNS Sections Relevant to Child Protection -Offense of Abandonment (Section 93): Exposing or leaving a child under 12 years by a parent or guardian with the intention of abandonment. Relevance to ECE: Recognizing severe neglect indicators. -Exploitation and Criminal Use of a Child (Section 95): Hiring, employing, or engaging a child to commit an offense. Relevance to ECE: Spotting child labor or coercion. -Human Trafficking (Section 143): Provisions for strict punishment, especially when the offense involves the trafficking of a child. -Sexual Exploitation of Trafficked Children (Section 144(1)): Stricter punishments for subsequent sexual exploitation. -Medical Aid Mandate: BNS provision for free first-aid and medical treatment to victims of crimes against women and children at all hospitals.	10	20%	3,4,5	CO3, CO4	PSO4, PSO5			
4.	Effective Protocols and Institutional Structures 4.1 Regulatory guidelines for private play schools: Education division National Commission for Protection of Child Rights (NCPCR)	15	10%	3,4,5	CO3, CO4	PSO4, PSO5			

	4.2 Role of Key Stakeholders under the POCSO Act,2012: Role of School Authorities and Teachers - Child Protection Policy of the school - Proactive measures to prevent child sexual abuse - Complaints mechanisms - Child safe and Child Friendly school Environment 4.3 Accountability Framework: NCPCR's Manual on Safety and Security of Children in Schools 4.4 Whole School Safety Approach						SD	G	HV, PE
5.	Foundations of Professional Ethics in ECE & Ethical Mandates 5.1 Confidentiality and Privacy: The ethical obligation to protect sensitive information about children and families. When and how to share information ethically (need-to-know vs. right-to-know). 5.2 Equity and Anti-Bias Practice: Recognizing unconscious bias and its impact on equitable access and opportunity for children. The ethical imperative to address social injustice and promote inclusion. 5.3 Conflicts of Interest and Dual Relationships: Identifying and managing situations where personal interests conflict with	10	10%	3,4,5	CO3, CO4	PSO4, PSO5	SD	G	HV, PE

	professional duties (e.g., accepting gifts, providing services outside the setting). 5.4 Consultation and Collaboration: The ethical responsibility to seek guidance when facing complex issues. Identifying appropriate sources of consultation (supervisor, peers, professional organizations). 5.5 Boundaries with Families: Establishing clear, respectful, and consistent limits on time, communication, and personal involvement with families. Addressing inappropriate requests ethically. 5.6 Professional Relationships with Colleagues: Ethical expectations for teamwork, constructive criticism, and addressing incompetence or unethical behavior among staff (whistleblowing ethics). 5.7 Technology and Social Media Ethics: The challenges of maintaining professional boundaries in a digital age. Ethical use of photos, videos, and social media platforms related to work.								
1.	Experiences: One Day Workshop on Child Protection Protocols, Guest Lecture by Practicing Lawyers/SHE Team Representatives, Assignments/Presentations on Ethics in NCF 2022.								
2.	REFERENCES								
3.	Derman-Sparks, L., & Edwards, J. O. (2020). Anti-Bias Education for Young Children and Ourselves (3rd ed.). Washington, D.C.: NAEYC.								
4.	Guidelines on School Safety and Security: Department of School Education & Literacy Ministry of Education Government of India. Retrieved from: 1752040447686e03ff229de_guidelines.pdf								
5.	Katz, L. G. (1995). Talks with Teachers of Young Children: A Collection. Ablex Publishing.								

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7.	National Education Policy, 2020. Education, Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
8.	National Curriculum Framework for Foundational Stage (NCF-FS) 2022 https://ncert.nic.in/pdf/focus-group/NCF-FS_2022EN.pdf
9.	National Policy for Children (2013) (Government of India). https://missionvatsalya.wcd.gov.in/public/pdf/children-related-law/NATIONAL%20POLICY%20ON%20CHILDREN%202013.pdf
10.	Regulatory guidelines for private play schools: Education division National Commission for Protection of Child Rights (NCPCR). Retrieved from 165753774662cc04d28580b_regulatory-guidelines-for-private-play-schools-by-national-commission-for-protection-of-child-rights-85-kb.pdf
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12.	Rush, D., & Sheldon, M. (2019). "Navigating Professional Boundaries: A Framework for Ethical Educators." <i>Early Childhood Education Journal</i> , 47(5), 581-588.
13.	The Constitution of India. (Relevant Articles: 14, 15(3), 21, 21A, 24, 39(e), (f), 51A(k)).
14.	The Bhartiya Nyay Sanhita, 2023 (BNS): Specifically Chapter V, Sections 93-99 and related trafficking provisions (Sections 143-144).
15.	The Protection of Children from Sexual Offences (POCSO) Act, 2012 (Sections 19, 21, and definitions).
16.	The Juvenile Justice (Care and Protection of Children) Act, 2015 (Definitions and roles of CWC/JJB).
17.	The Right of Children to Free and Compulsory Education (RTE) Act, 2009.
18.	National Policy for Children, 2013 (Government of India).
19.	UN Convention on the Rights of the Child (UNCRC).
20.	Winch, C. (2018). "The Notion of Professional Ethics in Education." <i>Journal of Philosophy of Education</i> , 52(4), 748–762.

		NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027		2026-27	
PG Diploma in Early Childhood Care and Education (F.C.Sc.) Programme										
Year	I	Bhartiya Knowledge Systems: Insights for Developmentally Appropriate Practices – II					Credits / Hours per week		4(2+2) 80 Hours	
Semester	II	Year of Introduction:2026-2027					Maximum Marks / Grade		100 / O	
Mode of Transaction		Lectures and Practical								
Course Outcomes (CO)										
CO1 Understand the key concepts and processes in the area of Science, Technology, Mathematics, Engineering and Social Studies. CO2 Plan developmentally and culturally appropriate program for children in pre-school and primary grades. CO3 Sensitize students to the alternate use of locally available indigenous resources. CO4 Understand the importance of stimulating environment to promote learning in young children.										
Unit No.	Topic	Contact Hours	Weight age (%)	BT Level	CO	PSO	Elements of Employ ability (Emp)/ Entrepr	Releva nce to Local (L)/ Nation al (N)/	Relatio n to Gender (G), Environ ment	

							eneursh ip (Ent)/ Skill Develo pment (SD)	Region al(R)/G lobal (G)	and Sustain ability (ES), Human Values (HV)an d Professi onal Ethics (PE)
1	UNIT 1: Foundations of STEM in Early Childhood Education · Inquiry-based learning and problem-solving approaches · Integrated STEM approach vs. subject-wise teaching · Use of play-based and experiential learning strategies Moving from STEM to STEAM by including Art (Making interlinkages from DAP 1)	10	5				EMP, SD	L, N, G	G, HV, PE
2	UNIT 2: MATHEMATICS 2.1 Development of basic cognitive skills Formation of basic concepts	16	20	2,3,5,6	CO 1, CO 2,	PSO 1,			

	2.2 Principles of teaching mathematics: experience, social interaction, language, reflection, adults who understand, 2.3 Goals of Mathematics education in preschools and primary grades and activities and games in each area: Matching and Discrimination Sorting and Classifying, grouping, counting, Serration, Sequencing, Patterning, geometry, Abacus, Vedic Mathematics, Classroom Environment and Role of adult/teacher 2.4 Organizing the Math Center: Teacher's Role ENGINEERING: Concepts: · Balance and Stability · Movement and Motion · Simple machines (lever, pulley)				CO 3, CO 4	PSO 4			
3	UNIT 3: SOCIAL STUDIES 3.1 Goals for Social Studies, Fostering self-esteem: The physical self, the psychological self Learning about others: Communicating, sharing, cooperating, Community workers Promote understanding of self, family, community, and culture. 3.2 Learning about other cultures: Developmental stages, significant others, focus on similarities, Knowledge of the world: Key concepts in social studies, experiencing key concepts · Plan activities that support diversity, empathy, and community awareness.	18	25	2,3,5,6	CO 1, CO 2, CO 3, CO 4	PSO 1, PSO 4			

	3.3 Organizing the Social Studies/Dramatic Center: Teacher's Role								
4	UNIT 4: SCIENCE, ENVIRONMENT AND TECHNOLOGY 4.1 What is science for young children? The processes of science 4.2 Activities and experiences in preschool and primary grades, Classroom environment and role of adults/teacher · Observation, Classification, measuring, estimating, predicting, communicating, inferring. · Experiences: Woodworking center, cooking center, Sand and water play center, Children's museums (Science Museum/planetariums), weaving, pottery 4.3 Organizing the Science/Discovery Center: Teacher's Role 4.4 Eco-Literacy & Environmental Education · Awareness of nature · Understanding of simple ecological relationships · Respect and care for living things Examples: touching soil, observing insects, caring for plants, sorting natural materials. Sustainability · Care for the environment · Learning habits like recycling, reducing waste, conserving water · Nurturing empathy for the planet 4.5 TECHNOLOGY	15	20	2,3,5,6	CO 1, CO 2, CO 3, CO 4	PSO 1, PSO 4			

	- Technology for creativity: Video recordings, photography, Interactive whiteboards - Choosing and Using Developmentally Appropriate and Creative Software, Apps, and Websites - Organizing the Computer Center: Teacher's Role								
5	PRACTICAL								
	1. Eco-Literacy Connections: Plan activities like sensory play with soil and water, recycling tasks, exploring ecosystems or conservation ideas/ Nature walks, planting and observing seeds, water-cycle experiments 2. Create a Culturally Responsive Book or Poster to integrate social studies and language with culture and identity or a poster featuring cultural foods, clothing, celebrations. 3. Concept Mapping of STEM Domains: Students create a visual concept map showing key ideas in Science, Math, Technology, and Social Studies appropriate for preschool and primary children. 4. Plan and conduct STEM Learning in One Activity: E.g., building with blocks, water play, sorting seeds, shadow play, ramp-and-rolling experiments and connect to multiple developmental and learning outcomes. 5. Create STEM Teaching Aids Using Local Materials: Counting with seeds/grains, Pattern stones, Clay models for science, Leaf classification chart or STEM Learning Kit Using Recycled Waste (bottle caps, cartons, shells, strings, cardboard)	21	30	2,3,5,6	CO 1, CO 2, CO 3, CO 4	PSO 1, PSO 4			

	6. Analyzing Digital Learning Apps for Preschoolers (Khan Academy Kids, Moose Math, Kiddopia, Math Buddy)								
	7. Indigenous Toy-Making Workshop								
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		NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027		2026-27			
PG Diploma in Early Childhood Care and Education (F.C.Sc.) Programme												
Year	I	Leadership, Supervision and Management of Early Childhood Care and Education (ECCE)					Credits / Hours per week		4 (2+2)/ 48 Hours			
Semester	II	Year of Introduction:2026-2027					Maximum Marks / Grade		100 / O			
Mode of Transaction		Lectures and Practical										
Course Outcomes (CO) CO1 To understand the concepts of leadership, supervision and management as applicable to ECCE settings. CO2 To understand the monitoring and evaluation processes of Early Childhood Development Programs implemented by Government and NGOs. CO3 To learn to design and organize developmentally appropriate learning programs using locally available resources. CO4 To learn the code of conduct and ethics of Early Childhood Educators.												
Unit No.	Topic				Contact Hours	Weight age (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship	Relevance to Local (L)/ National (N)/ Regional(R)/G	Relation to Gender (G), Environment and Sustain

							(Ent)/ Skill Develo pment (SD)	lobal (G)	ability (ES), Human Values (HV)an d Professi onal Ethics (PE)
1	UNDERSTANDING THE CONCEPTS: 1.1 Leadership, Supervision, and Management in the Context of ECCE: Sustainable leadership in Education (ESD) 1.2 Approaches and styles of leadership, Processes and steps, Roles and personal qualities of an effective leader and supervisor, Management	15	30	2	CO 1	PSO 2, PSO 3			
2	UNDERSTANDING THE CONCEPTS: 2.1 Leadership, Supervision, and Management in the Context of ECCE: Sustainable leadership in Education (ESD), 2.2 Approaches and styles of leadership, Processes and steps, Roles and personal qualities of an effective leader and supervisor, Management	15	30	2	CO 1	PSO 2, PSO 3	SD, ENT	L	PE, HV, G

3	EARLY CHILDHOOD DEVELOPMENT PROGRAMS 3.1 Examining Monitoring and Evaluating Systems: Integrated Child Development Services, Integrated Child Protection Scheme, Child Line - Human Resource Management, Mobile Creches, SOS Children's Villages of India, Sarva Shiksha Abhiyaan, <i>Beti Bachao Beti Padhao</i> Program, The Protection of Children from Sexual Offences Act (POCSO Act) 2012	15	30	2,4,5	CO 2	PSO 1, PSO 2, PSO 3			
4	CREATING A QUALITY ECCE PROGRAM 4.1 Building a developmentally appropriate learning environment and infrastructure in relation to the domains of development 4.2 Use of local, indigenous resources Staffing pattern, role and functions of ECD personnel i.e., teachers, day care workers and also supervisors, Team Building and effective ways of stress management in meeting with everyday challenges, Focusing on faculty development, training and application of various strategies for total quality management of programs.	10	20	2,4,5	CO 3, CO 4	PSO 1, PSO 3			
	Practical Experience: 1. Visit to ECCE Setting/centre and understand the hierarchy, roles and functioning of each department/level, connect and identify the leadership styles and approach. 2. Interview leaders and supervisors to know the perspectives of Mentoring, Supervising and leadership and map the traits, approach and style 3. Role of leaders in management. Visit an ECCE Setting and observe and study the managerial roles and responsibilities. 4. Plan a classroom event								

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		NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027		2026-27			
PG Diploma in Early Childhood Care and Education (F.C.Sc.) Programme												
Year	I	INTERNSHIP: SUPERVISED PRACTICUM IN EARLY CHILDHOOD SETTINGS-II					Credits / Hours per week		4 (0+4)/ 120 Hours			
Semester	II	Year of Introduction:2026-2027					Maximum Marks / Grade		100 / O			
Mode of Transaction		Lectures and Practical										
Course Outcomes (CO) CO1 Understand the theoretical principles of Early Childhood CO2 Development and apply the same to the various field settings for ensuring quality. CO3 Learn to plan, implement and evaluate a developmentally appropriate program, across settings. CO4 Realize the importance and strategies for integration of pre-primary and the first grade program in relation to its implications on the process of learning and development. CO5 Be able to translate the principles of the play way approach to practice across settings.												
Unit No.	Topic				Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship	Relevance to Local (L)/ National (N)/ Regional(R)/G	Relation to Gender (G), Environment and Sustain

							(Ent)/ Skill Develo pment (SD)	lobal (G)	ability (ES), Human Values (HV)an d Professi onal Ethics (PE)
1	Revision of skills and understanding for field application Revision on skill of observations, understanding the settings, need assessment of the focus group	10	10	1,2	1	1,2	Emp, Ent, SD	L,N,G	G, ES, HV, PE
2	PLACEMENT IN THE LAB SCHOOL – SYSTEMATIC EXPERIMENTATION OF ANY APPROACH TO CURRICULUM. Preparing weekly plans, adult and children webs, preparation for the program implementation, working in coordination with class teacher, supervisor and other field work students	50	40	3,4,5	2,3,4, 5	3,4,5		L	
3	PLACEMENT IN PRIVATE PRESCHOOLS AND EARLY PRIMARY (GRADES 1 AND 2) Experience of getting permission – writing permission letter, meeting the school in-charge, and so forth Planning and implementing the program in coordination with class teachers	50	40	3,4,5	2,3,4, 5	3,4,5		L	
4	Report writing and evaluation meeting Writing report as per the criteria given, sharing and discussing experiences and insights of the implementation	10	10	5	2,3,4, 5	5		L,N,G	

LEARNING EXPERIENCES	
1	Placement in lab school and private pre-schools for one rotation for about seven to eight weeks
2	Weekly review meeting for planning, evaluation of all aspects of the program and specific needs of children.
3	Systematic guidance to monitor individual growth on and off field.

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PG Diploma in Early Childhood Care and Education (F.C.Sc.) Programme												
Year	I	Guiding Children in Contemporary Context					Credits / Hours per week		2 (2+0)/ 32 Hours			
Semester	II	Year of Introduction:2026-2027					Maximum Marks / Grade		50 / O			
Mode of Transaction		Lectures and Practical										
Course Outcomes (CO) • CO1: Explain principles and processes of guiding young children in contemporary contexts. • CO2: Apply positive guidance strategies to support children’s emotional regulation, peer relationships and behavior. • CO3: Analyze children’s behavior using developmental and socio–emotional perspectives. • CO4: Demonstrate reflective, ethical and inclusive guidance practices, including digital and social emotional well-being.												
Unit No.	Topic				Contact Hours	Weight age (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship	Relevance to Local (L)/ National (N)/ Regional(R)/G	Relation to Gender (G), Environment and Sustain

							(Ent)/ Skill Develo pment (SD)	lobal (G)	ability (ES), Human Values (HV)an d Professi onal Ethics (PE)
1	Foundations of Child Guidance in Contemporary Contexts • Meaning, scope, and goals of child guidance • Principles of developmentally appropriate and positive guidance • Guidance across developmental domains • Role of the physical environment, routines and nurturing adults • Cultural influences on childrearing and guidance practices • Contemporary childhood contexts: - Changing family structures and parenting styles - Reduced free play and outdoor experiences - Increasing performance expectations in early childhood	10	30%	1,2,3	CO1	PSO1, PSO2	SD	L,N	HV, PE, G, ES
2	Social Emotional Development, Communication and Mindful Guidance • Social and emotional development in early childhood	12	40%	2,3,4	CO2, CO3	PSO1, PSO3, PSO4	SD, Emp	L, N, G	HV, G, PE

	- Emotional regulation and co-regulation - Reduced attention span and overstimulation in early childhood - Principles of effective communication with young children - Supporting peer relationships: empathy, sharing, cooperation and conflict resolution - Positive guidance techniques: - Active listening - Affirmations and encouragement - Setting limits and consistency - Modeling and reinforcement - Introduction to mindfulness in early childhood - Mindful breathing and calming practices - Creating emotionally safe classroom environments								
3	Understanding and Managing Behavior in the Digital Age - Understanding challenging and problem behaviors - Causes of behavior: developmental, emotional, environmental and social - Functional and dysfunctional behavior - Stepwise process of managing problem behavior - Classroom and home-based guidance strategies - Working with parents, caregivers and support systems - Early digital exposure and its impact on attention, emotions and behavior - Positive guidance for children's digital and social-emotional well-being	10	30%	3,4,5	CO3, CO4	PSO2, PSO4, PSO5	SD, Emp	N, G	HV, PE, ES, G

	Early signs of neurodiversity (guidance without labelling)								
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