

**Paper No. ECD-01 CBCS**

**Name of the Course: Understanding the Child**

**Semester: I**

**Credit hours: 4**

**Objective of the course:** At the end of this course, the student will be able to:

- i. Describe physical, motor and perceptual development in early childhood years
- ii. To understand the development of language, cognition and creativity In children up to 8 years
- iii. To understand development of children up to eight years of age In social and emotional domains with reference to individual differences and cross cultural perspectives

**UNIT I: Physical Development, Motor Skills and Perceptual Abilities in Young Children**

a. Introduction to stages of development, developmental domains, meaning of growth and development, principles of growth and development, influences on development — heredity/environment and their interaction.

b. Physical growth - Changes in body shape, size and proportion, individual and sex differences, structure of the brain and its development, lateralization and brain elasticity, development of internal organs, skeletal growth, muscles, bones, teeth, factors affecting physical development.

c. Motor and perceptual development —Development of gross and fine motor abilities; development of perceptual abilities - touch, vision, hearing, smell and taste.

**UNIT 2: Development of Language, Cognition and Creativity in Early Years**

a. Language development in children from birth to eight years, culture and language and thought.

b. Cognitive development in children from birth to eight years, constructivism: Piaget and vygotsky.

c. Creativity: inductive and deductive thinking, strategies to enhance creativity among children. a. Emotional development in early years, development of attachment, Bowlby's ethological theory.

**UNIT 3: Social and Emotional Development in Early Years**

a. Emotional development in early years, development of attachment, Bowlby's ethological theory.

b. Understanding and responding to emotions of others; temperaments and behaviours; individual difference in emotional responding; emotion and culture.

c. Development of self and social understanding in early years socialization, parenting style, gender development in early years, play as a context of socio-emotional development.

**Assessment Structure:**

25 marks- Internal assessment (Test / Assignment / Presentation / Field Visit/short video clips/project work) 75 marks- End semester examination

**Essential Readings**

3. Berk, L. E. (2009). *Child Development*. 8th ed. Pearson Education, Inc.
4. Crain, W. (2014). *Theories of Development: Concepts and Applications*, England: Pearson
5. Hurlock, E. B. (1978). *Child Growth and Development*. Tata McGraw-Hill Education: New Delhi.
6. Santrock, J.W. (2010). *Child Development: An Introduction*. McGraw-Hill Education
7. Soni, R. (2015). *Theme Based Early Childhood Care and Education: A resource book*, NCERT.

**Suggested Readings:**

11. Craig (Ed.). (1985). *Human Development – theories of Human development*, 2<sup>nd</sup> Edition: John Wiley and Sons.
12. Crain, W. (2014). *Theories of Development: Concepts and Applications*, England: Pearson
13. Doherty, J. & Bailey, R. (2002). *Supporting Physical Development and Physical education in Early Years*. Open University Press: UK.
14. Elkind, D (1976). *Child Development and Education: A Piagetian Perspective*. Oxford University Press.
15. Hetherington, E.M. & Parke, R.D. (1986). *Child Psychology: A contemporary viewpoint*, McGraw Hill.
16. Hurlock, E. B. (1978). *Child Growth and Development*. Tata McGraw-Hill Education: New Delhi.
17. James A. & Prout, J. (Ed.). (1990). *Constructing and Reconstructing Childhood*. London: Falmer Press.
18. Nisha, M. (2006). *Milestones of child development*. Kalpazz Publication: Delhi.
19. Wright, S. (2010). *Understanding Creativity in Early Childhood*. London: