

**Ambedkar University Delhi**

**Course Outline**

**Monsoon Semester (July-December 2017)**

**Course Code:** SES 202101

**Title:** Play, Learning and Creativity

**Type of Course:** Core course

**Cohort for which it is compulsory:** MA Education (ECCE)

**Cohort for which it is elective:** None

**No of Credits:** 4

**Semester and Year Offered:** 1<sup>st</sup> Semester (Monsoon Semester 2017)

**Course Coordinator and Team:** Dr. Sheetal Nagpal (C )

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**Pre-requisites:** None

**Aim:** This course aims to introduce students to the significance of play and creativity for the development and learning of young children. This course will help students distinguish play from other behaviours, based on an understanding of different historical, theoretical and cultural perspectives of play. It will provide guidance on how play can be used as a medium to help children learn and develop. It will help students understand the link between children's play and development of self regulation, cognition, creativity, language development and social competence.

**Brief description of modules/ Main modules:**

Unit 1 Historical, Theoretical and Cultural Perspectives on Play and Creativity

Unit 2 Play and the Development of Play

Unit 3 Functions of Play

Unit 4 The Creative Process and Products of Children

Unit 5 Individual differences in play and creativity

### Assessment Details with weights:

1. Assignment 1	15% (Early September)
2. Assignment 2	20% (Early October)
3. Assignment 3	25% (Late October)
4. Term End Exam	30% (as per AUD academic calendar)
5. Class participation	10%

### Readings list:

- Almon, J. (2003). The vital role of play in early childhood education. In *All work and no play: How educational reforms are harming our schools*, ed. Sharna Olfman, 17–41
- Ashiabi, G.S. (2007). Play in preschool classroom: Its socioemotional significance and the teacher's role in play. *Early childhood Education Journal*, 35(2), 199-208.
- Bodrova, E., & Leong, D. J. (2005). The importance of play: Why children need to play. *Early Childhood Today* (20), 6–7.
- Cerniglia, E. G. (2013). Musical play in Early childhood classrooms. Taking it one step further. *Young Children*, November, 68-73.
- Edwards, C. P. (2005). Children's play in cross-cultural perspective: A new look at the six cultures study. *Cross-Cultural Research*, 24(3), 318-338.
- Gupta, A. (2009). Vygotskian perspectives on using dramatic play to enhance children's development and balance creativity with structure in the early childhood classroom. *Early Child Development and Care*, 179(8), 1041-1054.
- Hughes, F. P. (Ed.). (2010). *Children, play, and development*. Sage.
- International Play Association. (2010). *Promoting the children's right to play*. Available at <http://www.childwatch.uio.no/projects/activities/Article31/globalreportsummary-201010.pdf>
- Isbell, R. T., & Raines, S. C. (2012). *Creativity and the arts with young children*. Cengage Learning. Creativity (Chapter 1), pp. 1-40.
- Jones, E. (2012). The emergence of emergent curriculum. *Young Children*, March, 66-68
- Khanna, S. (1981). Dynamic folk toys. Indian toys based on the simple application of principles of science and technology. Available at: <http://www.arvindguptatoys.com/arvindgupta/dynamicfolktoys.pdf>
- Morrow and Rand (1991) Promoting Literacy during play by designing early childhood classroom environments. *The Reading Teacher*, 44 (6), 396-402..
- National Council of Educational Research and Training. (2005). *National Focus Group on Arts, Music, Dance and Theatre*. Position Paper. New Delhi. Retrieved from [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/art\\_education.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/art_education.pdf) (only till class 3)
- Rubin, K. H., Maioni, T. L., & Hornung, M. (1976). Free play behaviors in middle-and lower-class preschoolers: Parten and Piaget revisited. *Child Development*, 414-419.
- Rubin, K.H. (2001). *The Play Observation Scale (Revised 2001)*. Centre for Children, Relationships, and Culture, University of Maryland, U.S.A.

### **Additional References:**

- Cannella, G. S. & R. Viruru. (1997). Privileging child-centred, play-based instruction. In G.S. Cannella (Ed.) *Deconstructing early childhood education: Social justice and revolution*. pp. 117-136.
- Jambunathan, S., & Caulfield, M. (2008). Developmentally appropriate practices in Asian Indian early childhood classrooms. *Early Child Development and Care*, 178(3), 251-258.
- Khanna, S., Wolf, G. & Ravishanker, A. (1999). *Toys and tales with everyday materials*. Ahmedabad: Tara Publishing and National Institute of Design.
- Mackinnon, D. W. (1962). The nature and nurture of creative talent. *American psychologist*, 17(7), 484.
- Roopnaraine, J. L., Talukder, E., Jain, D., Joshi, P., & Srivastav, P. (1992). Characteristics of holding, patterns of play, and social behaviours between parents and infants in New Delhi, India. *Developmental Psychology*, 26(2), 867 – 873.