

DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE HH 8A1: DEVELOPMENTAL PSYCHOLOGY FOR INDIA

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Developmental Psychology For India DSE HH 8A1	4	2	0	2	Studied Semester 7	Nil

Learning Objectives

- To acquaint the students with the need and concept of a contextually relevant Developmental Psychology
- To develop students' understanding of the lifespan and contexts of care in India
- To appreciate culturally appropriate methods and perspectives to understand self and identity

Learning Outcomes

The students will be able to:

- Understand the relevance of cultural and indigenous perspectives on development
- Delineate life span development across diverse contexts in India
- Deliberate upon culturally appropriate understanding of self and identity

SYLLABUS OF DSE HH 8A1

THEORY
(Credits 2; Hours 30)

UNIT I: Contextualising Developmental Psychology

10 Hours

This unit introduces the idea of a contextually relevant developmental psychology and the emerging themes of folk, indigenous and cultural psychology.

- Culture and human development; lifespan, domains and contexts; limitations of a universalized psychology
- Folk psychology, indigenous psychology, culture studies in child development
- Developmental lessons from cultural psychology; child care, parenting and ethnotheories
- Developmental themes in contemporary research

UNIT II: Indian Perspectives on Human Development**10 Hours**

This unit focuses on the historical perspectives of developmental psychology in the Indian context.

- Historical and cross-cultural perspectives on developmental psychology in India
- Life-span development in the Indian context
- Family as context for care and child development
- Multiple caregiving for young children
- Community contexts of care across childhood

UNIT III: Self and identity in the Indian context**10 Hours**

This unit discusses the various dimensions of self and identity development in contemporary Indian context.

- Conceptions of self in Indian philosophy
- Dimensions of selfhood across the life-span
- Socio-demographic variables in the construal of self; age, gender, social class, ethnicity and historicity
- The social construction of identity

PRACTICAL
(Credit 2; Hours 60)

1. Photo voice, photo narratives and ethnography as methods of understanding everyday lives
2. Interviews/ observations of children and families in diverse settings to understand parenting practices, ethnotheories, and their influence on child development and childcare
3. Watch a documentary or film to understand indigenous or folk practices
4. Collect and document folktales or stories told to children from diverse communities
5. Workshop on self and identity development
6. Using secondary data, critically evaluate globalized models of care and development and their implications in policy making and community intervention. (Group presentation)

Essential Readings

- Burman, E. (2017). *Deconstructing Developmental Psychology*. New York: Routledge.
- Misra, G. (Ed.). (2011). *Handbook of psychology in India*. Oxford University Press
- *Psychology in Modern India: Historical, Methodological, and Future Perspectives*. Springer. DOI: 10.1007/978-981-16-4705-5_10.
- Saraswathi, T.S., Menon, S., & Madan, A. (2018). *Childhoods in India: Traditions, trends and transformations*. New York: Routledge.
- Sinha, D. (1986). *Psychology in a third world country: An Indian experience*. Sage.

Suggested Readings

- Abebe, T., Dar, A., & Lyså, I. (2022). Southern theories and decolonial childhood studies. *Childhood*. 29. DOI: 10.1177/09075682221111690

- Burman, E. (2024). *Child as Method: Othering, Interiority and Materialism*. New York: Routledge.
- Scheidecker, G., Chaudhary, N., Keller, H., Mezzenzana, F., & Lancy, D. F. (2023). "Poor brain development" in the global South? Challenging the science of early childhood interventions. *Ethos*, 51(1), 3-26.
- Trommsdorff, G. (2023). Being sensitive in their own way: parental ethnotheories of caregiver sensitivity and child emotion regulation across five countries.
- Valsiner, J. (2023). *Farewell to Variables*. Charlotte: IAP. ISBN: 979-8-88730-187-7

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time