

DISCIPLINE SPECIFIC ELECTIVE
DSE HP 3A1 : Developmental Diversity across Ecological Settings

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 Diversity across Ecological Settings	4	2	0	2	XII Pass	Pass in DSC HP 204 Lifespan Development I: Prenatal and Early Years

Learning Objectives

1. To learn about the concepts, features and theoretical approaches to ecological settings
2. To know about various ecological settings and diversities and how it shapes development
3. To understand relationship between ecological settings and diversity

Learning outcomes

The students would be able to:

1. Acquire an understanding of basic concepts, salient characteristics and theoretical perspectives of ecological settings
2. Demonstrate knowledge of different ecological settings and diversities
3. Be able to identify relationship between ecology, diversity and development

SYLLABUS OF DSE HP 3A1

THEORY
(Credits 2; Hours 30)

UNIT I: Concepts and theoretical foundations

7 Hours

- Basic concepts and key terms: ecology, diversity and features of human ecology
- Theoretical approaches and perspectives to understanding ecological systems
- Historical and demographic attributes of ecological settings

UNIT II: Diverse ecological landscapes

12 Hours

- Diverse settings: urban, rural and tribal ecologies, conflict zones, medical settings, post-disaster contexts
- Socio-cultural and individual variables: caste and class, cultural variations, religion, poverty livelihood, gender, education, health and disability.

- Local and global understanding of human geographies

UNIT III: Developmental diversity across settings

11 Hours

- Experiences of growing up in India: working children, migrant children, sibling caregivers, growing up with disability
- Contemporary issues and themes addressing ecological diversities – poverty and disability/ gender and disability/ immigration/ refugee status/ environmental changes/ mobility
- Diversity, disadvantage, disability: influence on development

PRACTICAL (Credits 2; Hours 60)

- Visit a locality and write about the physical and social features of the ecology
- Develop a checklist to understand the ecological setting (with reference to children)
- Using a checklist to study daily schedule of a child with special needs/ child from a disadvantaged group and highlight significant factors in the setting
- Exploring different ecological settings using mental mapping and photo elicitation
- Observe and interview children on the street, working children, a child with special needs and map their ecologies
- Using a theoretical framework, analyze one's own ecological setting and reflect on various diversities
- Case profile to understand the ecological setting of any one of the following:
 - A slum
 - A shelter home
 - A village
 - An institutional care setting
- Representing lived experiences of growing up in diverse ecologies through role play technique
- Analyze and understand the changes in demographic characteristics of your city/town/village using secondary sources
- Understanding diversities of childhood ecologies through audio-visual analysis
Film: Babies/ Traffic signal/ Documentary by UNICEF

Essential readings

1. Anandalakshmy, S., & Bajaj, M. (1981). Childhood in the weavers' community in Varanasi: Socialization for adult roles. In D. Sinha (Ed.), *Socialisation of the Indian child* (pp. 31-38). Concept.
2. Dyson, J. (2006). Respite and Rupees: The Impact of a new market opportunity on everyday lives of children and young people in Indian Himalayas. In D. Behera (Ed.), *Childhoods in South Asia* (pp. 29-42). Pearson.
3. Ghazoul, J. (2020). *Ecology: A very short introduction*. Oxford University Press. <https://doi.org/10.1093/actrade/9780198831013.001.0001>
4. Hutterer, K. L., Terry Rambo, A., & Lovelace, G. (2020). *Cultural values and human ecology in Southeast Asia*. University of Michigan Press.
5. King, R., & Maholmes, V. (2012). *The Oxford Handbook of Poverty and Child Development*. Oxford University Press
6. Lerner, R. M., Schiamberg, L. B., & Anderson, P. M. (2003). *Encyclopedia of Human Ecology: AH* (Vol. 1). ABC-CLIO.

7. Saraswathi, T. S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage Publications Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
8. Saraswathi, T. S., Menon, S., & Madan, A. (2019). *Childhoods in India*. Routledge India.
9. Dakshayani, B. & Gangadhar, M.R. (2016). *Child development among the scheduled tribes of India*. Aayu Publications.
10. Shelton, L. (2018) *The Bronfenbrenner Primer: A Guide to Develceology*. Routledge

Suggested readings

1. Desai, A. (1982). *The village by the sea: An Indian family story*. Heinemann
2. Devi, M. (2003). *Kyun Kyun Ladki*. Tulika Publishers.
3. Harkness, S., & Super, C. (1996). *Parents Cultural Belief Systems: Their Origins, Expressions and Consequences*. New York: The Guilford Press.
4. Shingnapure, V. J. (2007). *Tribal Children: Education, health and labour*. Dattsons.
5. Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.

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