

DEPARTMENT OF PSYCHOLOGY

Category I

B.A. (HONS.) PSYCHOLOGY

(B.A. Honours in Psychology in three years)

DISCIPLINE SPECIFIC CORE (DSC) COURSES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSC-7 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-7 Development of Psychological Thought	4	3	1	0	Class XII Pass	Nil

Learning Objectives

The Learning Objectives of this course are:

- To understand and evaluate the historical events and key philosophical, pre-scientific and scientific developmental milestones that has shaped the discipline of contemporary psychology.
- To appreciate the polycentric history and diversity of interests and foci within psychology.
- To describe the perspectives and significant contributions of luminaries in the history of psychology.
- To understand the development of psychological thought from both the Indian and Western perspectives.

Learning outcomes

By studying the course students will be able to:

- Understand the historical events and key philosophical, pre- scientific and scientific developmental milestones that have shaped the discipline of contemporary psychology.
- Identify and appreciate the perspectives and significant contributions of luminaries in the history of psychology.
- Recognize the relevance of diversity of contexts and the pluralistic origin of significant ideas, concepts and theories which shaped the history of psychology.
- Compare and contrast the development of psychological thought from both the Indian and Western perspectives.

- Use critical thinking to question, debate and evaluate the guiding assumptions of psychological theories, concepts and principles and to apply these effectively, both at an individual level and in diverse settings.

SYLLABUS OF DSC-7

UNIT – I: (11 Hours)

Polycentric History of Psychology- Psychology of Consciousness: Eastern (Yoga and Vedant); and Western views (Wundt, James, Phenomenology) on Consciousness; applications of Yoga & Vedant.

UNIT – II: (11 Hours)

Psychology of Behaviour and Mind: Rise of Behaviourism (Watson), Shift from Behaviourism to neo-behaviourism (Tolman, Skinner); Transition from Behaviourism to Cognitive Psychology (Paradigms and Themes); Applications of Behaviourism and Cognitive psychology.

UNIT – III: (14 Hours)

Psychology of the Unconscious: Classical Psychoanalysis (Freud), Sociological Shift in Psychoanalysis (Horney, Erikson), Object Relations Perspective (Key Concepts); Existentialist & Humanist Perspective (Tenets and Concepts).

UNIT – IV: (9 Hours)

Psychology of Subjective Experience: Humanist Psychology (Tenets), Rogerian Self Psychology; Existential Psychology (Tenets), Transpersonal Psychology (Themes & Contributions).

Tutorial Component – 15 Hrs.

Suggestive Tutorial Activities:

- Literature Review to trace polycentric history of Psychology
- Class debates to develop critical thinking e.g. Skinner-Chomsky debate
- Working timeline on the History of Psychology including History of Psychology in India
- Mapping a timeline of Psychology with popular culture movements to see convergences between the two.
- Role plays to demonstrate concepts e.g. operation of defense mechanisms.
- Discussions on topics of contemporary relevance e.g. artificial intelligence.
- Essays on philosophical debates
- Movie screenings and discussions e.g. Wild Strawberries

This is a suggestive and not an exhaustive list of tutorial activities.

Practical Component – NIL

Essential readings

Brock, A. C. (2014). What is a polycentric history of psychology? *Estudosem Psicologia* 14 (2), 646-659.

- Cornilissen, R.M. Misra, G. & Varma, S. (Eds.), (2013). *Foundations and applications of Indian psychology*. New Delhi: Pearson
- Davis, J. (2003). An overview of transpersonal psychology. *The Humanist Psychologist* 31 (2-3), 6-21.
- Hergenhahn, B.R. & Henley, T.B. (2014). *An introduction to history of psychology*. London : Wadsworth, Cengage Learning.
- Kakar, S. (1997). Culture in Psychoanalysis. In S. Kakar (Ed.) *Culture and psyche: Selected essays* (pp. 1-19). New Delhi: OUP.
- King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context* London, UK: Pearson Education.
- Leahey, T.H. (2005). *A history of psychology: Main currents in psychological thought*. Singapore: Pearson Education.
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
- Pickren, W.E. (2009). Indigenization and the history of psychology. *Psychological Studies* 54, 87-95.
- Sternberg, R.J. & Sternberg, K. (2012). *Cognitive psychology*. Wadsworth: Cengage Learning.

Suggestive readings

- Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.
- Cunningham, P. F. (2021). *Introduction to transpersonal psychology: Bridging spirit and science*. NY: Routledge.
- Danzinger, K. (2013). Psychology and its history. *Theory & Psychology* 23(6), 829-83.
- Marsh, T. (2020). Neo Freudians. In V. Zeigler-Hill & T.K. Shackelford (Eds.), *Encyclopedia of personality and individual differences*.
- Paranjpe, A. (2006). From tradition through colonialism to globalization: Reflections on the history of psychology in India (pp.56-74). In A.C. Brock (Ed.), *Internationalizing the history of psychology*. NY: New York University Press.
- Rao, K. R. & Paranjpe, A.C. (Eds.), (2017). *Psychology in the Indian tradition*. New Delhi: Springer.
- Rao, K.R. (2011). Trisula: Trident Model of Indian Psychology (pp.1-20). In G. Misra (Eds.), *Oxford handbook of psychology in India*. New Delhi: Oxford University Press.
- Schultz, D.P. & Schultz, S.N. (2011). *A history of modern psychology*. London: Wadsworth, Cengage Learning.
- St. Clair, M. (1999). *Object relations and self-psychology: An introduction*. Belmont, California: Wadsworth Publishing.
- Thomas, T. (2005). *The critique of psychology: From Kant to post colonial theory*. NY: Springer-Verlag.

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

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		
DSC-8 Paradigmatic Foundations of Psychological Inquiry	4	3	0	1	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To acquaint students with the concept of paradigms as a basis for psychological inquiry
- To introduce the basic assumptions of the key paradigms that inform knowledge generation in psychology
- To give an overview of the quantitative and qualitative traditions of inquiry
- To acquaint students with the different methods of data collection for psychological inquiry
- To present the essential considerations of design, rigour and ethics of knowledge generation through psychological inquiry

Learning outcomes

After doing this course, the students will be able to

- Appreciate and critically analyse the paradigmatic foundations and assumptions of different theories in Psychology
- Appreciate and use the different traditions of psychological inquiry
- Identify and use the suitable methods of data generation for different psychological inquiries

SYLLABUS

UNIT – I Paradigmatic Assumptions of Psychological Inquiry (12 hours)

- Paradigms of Inquiry: Positivist, Post-positivist, Critical, Constructivist and Participatory

UNIT – II Traditions of Inquiry (18 hours)

- Quantitative and qualitative approaches- overview, differences and convergences in mixed methods
- Issues and techniques of sampling in quantitative and qualitative approaches
- Issues of quality and ethics in quantitative and qualitative approaches
- Role of reflexivity in knowledge generation

UNIT – III Techniques of data generation (15 hours)

- Survey
- Interview
- Observation
- Focus Group Discussion
- Case study
- Use of secondary data sources

Suggestive Practicals– (30 hours)

- Students may be given different research works each rooted in one paradigm and may be asked to identify and illustrate the basic assumptions of these paradigms.
- Students may be asked to design a study with an interview (structured, semi-structured, unstructured, life-history etc.)/ observation (participant or non-participant)/ focus group discussion (online or in-person)/ case-study (single/multiple) as a method of data collection. The data obtained may be analysed using a suitable method of data analysis.
- Students may be asked to design a survey based study which may involve designing a questionnaire, collecting and analysing the data.
- Students can design a study using secondary data sources such as archives, blogs, life-history documents, biographies, movies, documentaries, short stories, advertisements, newspaper articles, policy documents, speeches etc. They can then analyse the secondary data with suitable method/s.

Essential/recommended readings

- Bansal, P. (2019). *Psychology: Debates and controversies*. SAGE Publications India Pvt, Limited.
- Bryman, A. (2004). *Quantity and quality in social research*. London, UK: Routledge.
- Coolican, H. (2006). *Introduction to research methodology in psychology*. London: Hodder Arnold
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research*. 5th Ed. Sage.
- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education
- Howitt, D., & Cramer, D. (2014). *Introduction to research methods in psychology*. United Kingdom: Pearson.
- Lammers, W. J., & Badia, P. (2005). *Fundamentals of behavioral research*. United States of America: Thompson/Wadsworth.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. The Sage handbook of qualitative research. 4(2), 97-128.
- Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson Education.

Suggestive readings

- Pelham, B. W. (2018). *Conducting research in psychology: Measuring the weight of smoke*. 5 th Ed. Sage Publications Inc.
- Schweigert, W. A. (2020). *Research methods in psychology: A handbook*. Illinois. Waveland Press, Inc.

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CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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DSC-9 Social Psychology in Applied Contexts	4	3	0	1	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the importance of applied social psychology in various domains.
- To appreciate the applications of the field in various contexts of life.

Learning outcomes

The student at the end of this course should be able to:

- Understand the key issues and concepts related to social inequalities and environmental concerns, especially in the Indian context.
- Understand the importance of interventions in dealing with social problems.
- Design and execute a study based on any relevant intervention/participatory method.

UNIT – I (15 Hours)

Introduction

Nature of Applied Social Psychology, Overview of Participatory Research Methods, Process of Intervention, Applying Social Psychological Principles in the Indian Context - Case Studies.

UNIT – II (15 Hours)

Social Diversity and its Challenges

Economic, Religious, Gender, Linguistic, Caste based Diversity

Challenges (discrimination, stereotypes and prejudice)

UNIT – III (15 Hours)

Applying Social Psychology to the Environment

Resource dilemmas, Natural Disasters, Culture and Environment, Pro-environmental Behaviour and Dealing with Natural Disasters

Practical component- (30 Hours)

- Case Studies in the Indian context related to the topics in unit 2 and 3.
- Focus Group discussions based on relevant social issues (diversity, discrimination, environment etc.)
- Analysis of Designing interventions for relevant social issues (diversity, discrimination, environment etc.)
- Analysis of films, other media and other secondary data sources (e.g relevant social policies)
- Interview based /observational inquiry in relevant social settings (e.g NGOs, rural settings etc.)
- Questionnaire based surveys on relevant topics in unit 2 and 3

Recommended readings

Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2017). *Social Psychology, 9th edition*, Delhi: Pearson.

Jain, S. & Bhardwaj, G. (2014). Understanding diversity issues vis-à-vis caste based quota system: A solution or a source of discrimination. *Vision, 18(4)*, 317-325.

Jaspal, R. (2011). Caste, social stigma and identity processes. *Psychology and Developing Societies, 23(1)*, 27-62.

Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. *Psychological Studies, 59(4)*, 427-435. (ISSN: 0033-2968)

Kool, V. K., & Agrawal, R. (2020). *Gandhi and the Psychology of Nonviolence, Volume 2*. Springer International Publishing.

Mangal, S.K. & Mangal, S. (2022) *Essentials of Social Psychology: An Indian Perspective*. Routledge

Mohanty, A. K., (2010). Languages, Inequality and Marginalization: Implications of the double divide in Indian multilingualism. *International Journal of the Sociology of Language, 205*, 131-154

- Mikkelsen, B. (1995). *Methods for Development Work and Research: A Guide for Practitioners*. New Delhi: Sage.
- Misra, G., & Tripathi, K. N. (2004). Psychological dimensions of poverty and deprivation. In J. Pandey (Ed.), *Psychology in India revisited – Developments in the discipline* (Applied social and organizational psychology, Vol. 3, pp. 118–215). New Delhi: Sage.
- Pandey, J., & Singh, P. (2005). Social psychology in India: Social roots and development. *International Journal of Psychology*, 40(4), 239-253.
- Priya, K. R. (2002). Suffering and healing among the survivors of Bhuj earthquake. *Psychological Studies*, 47(1-3), 106–112.
- Schneider, F.W., Gruman, A., Coult, L. M. (Eds.). (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. New Delhi: Sage Publications.
- Schultz, P. W. (2014). Strategies for promoting pro-environmental behaviour. *European Psychologist*, 19(2), 107–117
- Vindhya, U. (2007). Quality of women's lives in India: Some findings from two decades of psychological research on gender. *Feminism & Psychology*, 17(3), 337-356.

Additional Readings (if any)

- Ahuja, K. K., Dhillon, M., Juneja, A., Deepak, S. & Srivastava, G. (2019). Subverting Heteronormativity: An Intervention to Foster Positive Attitudes toward Homosexuality Among Indian College Students. *Journal of Homosexuality*, 66(6), 746-768. DOI: 10.1080/00918369.2018.1484230
- Apollo, M., Wengel, Y., Schänzel, H., & Musa, G. (2020). Hinduism, ecological conservation, and public health: What are the health hazards for religious tourists at Hindu temples?. *Religions*, 11(8), 416.
- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J. (2012). *Community Psychology: Linking Individuals and Communities*. Boston, MA: Cengage Learning.
- Nandy, A. (2002). The beautiful, expanding future of poverty: popular economics as a psychological defense. *International Studies Review*, 4(2), 107-121.
- Preston, J. L., & Baimel, A. (2021). Towards a psychology of religion and the environment. *Current Opinion in Psychology*, 40, 145-149.
- Renugadevi, R. (2012). Environmental ethics in the Hindu Vedas and Puranas in India. *African Journal of History and Culture*, 4(1), 1-3.
- Steg, L., Keizer, K., Buunk, A. P., & Rothengatter, T. (Eds.). (2017). *Applied social psychology*. Cambridge University Press.

- Tripathi, R. C., Kumar, R., & Tripathi, V. N. (2019). When the advantaged feel victimised: The case of Hindus in India. *Psychology and Developing Societies*, 31(1), 31-55.
- Vindhya, U., Swain, S., Kapse, P., & Sule, N. (2022). Farmers' Suicides and Psychosocial Intervention. *Psychology and Developing Societies*, 34(1), 104-124