

Bachelor of Education (B.Ed.)

Title of the Course: P 2.15 A: Psychology

(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Weeks 15

Introduction of the Course

This paper aims to equip student-teachers with a comprehensive understanding of the discipline of psychology by tracing its evolutionary history, identity, and contemporary developments. It foregrounds the debate regarding the position of Psychology as a Science/Social Science. It critically analyzes the recent trends in Psychology such as Positive Psychology, Human Flourishing, Critical Psychology and Indian Psychology. The paper focuses upon the core theoretical viewpoints in Psychology, and seeks to enable learners to analyze their respective philosophical, methodological and axiological identifications. It also seeks to broaden their understanding of the systemic scaffolds, the contemporary policy frameworks and the structural-organizational mandates that inform and sustain psychology as a subject in secondary schools. Furthermore, it enables the learners to appreciate the interface of Psychology and other academic disciplines.

Learning Outcomes

After completion of the course, student will be able to:

1. Trace the evolutionary history of psychology and the resultant debate regarding its nature as a Science/Social Science.
2. Critically examine the major theoretical perspectives in Psychology with reference to their philosophical and methodological orientations.
3. Develop a systemic understanding of the policy perspectives and operational imperatives sustaining psychology as a school subject

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Number of Unit: 3

Weeks: 15

Unit 1: Psychology: Evolution, Identity and Contemporary Developments

(5 weeks = 10 hours)

- a) The Evolution of Psychology: Renaissance, Enlightenment, the Scientific Revolution, and the foregrounding of 'Human'.
- b) The Issue of Identity : Examining the Historicity to locate Psychology on the Science-Social Science Continuum
- c) Recent Developments: Positive Psychology, Human Flourishing, Critical Psychology, Indian Psychology etc.

Unit 2: The Politics of Knowledge Generation: Reflections on the Discipline

(5 weeks = 10 hours)

A critical appraisal of the major thought traditions in Psychology with reference to Ontological assumptions, Epistemological assumptions, and axiological concerns to draw implications for:

- a) The Human Nature
- b) The Nature of Knowledge and Methods of Inquiry
- c) The Ethics of Practice

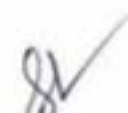
Unit 3: Situating Psychology in the Indian School Context

(5 Weeks = 10 hours)

- a) Envisioning Psychology in Schools : A Policy Perspective
- b) Psychology in Schools: A Systemic Understanding of the Operational Imperatives
- c) The Interface of Psychology and other Curricular Areas

Practicum/ Suggested Projects / Assignments (Any Two)

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Head/Dean

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1. Select any one refereed journal of psychology (national or international) and critically examine the author guidelines for preparation and submission of scholarly manuscripts. Carefully analyze the nature of published manuscripts to ascertain the selected journal's positioning on the issue of Psychology as a Science and/or Social Science.
2. Initiate and record a discussion with students on 'Rethinking Classic Experiments in Psychology' with respect to ethics in psychological research.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Burrell, G. & Morgan, G. (1979). *Assumptions about the Nature of Social Science*. In Sociological Paradigms and Organizational Analysis. USA: Ashgate Publishing Limited.
- Chikkara, A. (2006). *Revisiting Psychology: A Multilevel Analysis*. Unpublished M.Ed Dissertation. Department of Education, University of Delhi.
- Henriques, G.R. (2004). *Psychology Defined*. Journal of Clinical Psychology, 60: 1207-1221.
- Hergenhahn, B.R., & Henley, T. (2013). *An Introduction to the History of Psychology*. (7th ed). USA: Wadsworth. Chap 1 and 20
- Kumar, V. (2011). *Critical Analysis of School Psychology Curriculum in Light of Recent Developments in Psychology*. Unpublished M.Ed. Dissertation, Department of Education, University of Delhi. pp 4-18, 79-103.
- McCarthy, S. et al. (2007) *Teaching Psychology around the World: Volume 1*. Cambridge Scholars Publishing: London.
- McCarthy, S. et al. (2009) *Teaching Psychology around the World: Volume 2*. Cambridge Scholars Publishing: London.
- MHRD, GoI. (2020). *National Education Policy 2020*. MHRD: New Delhi.

- NCERT (2005). National Curriculum Framework. National Council for Educational Research and Training: New Delhi.
- NCERT (2023). National Curriculum Framework for School Education. New Delhi: National Council for Educational Research and Training: New Delhi.
- Smith, J.A., Harre, R., & Langehove, L.V. (Eds.). (1995). *Rethinking Psychology*. New Delhi: Sage Publications. Chap 1,2,12 and 13.
- Staats, A.W. (1999). *Uniting Psychology requires new infrastructure, theory, method, and aresearch agenda*. *Review of General Psychology*, 3, 3–13.
- Watts, S. (2010). *How Psychology Became Science*. In *Essential Psychology: A Concise Introduction* (Ed.) Banyard, P., Davies, M.N.O, Norman, C. & Winder, B. DOI: <http://dx.doi.org/10.4135/9781446251461>. Sage Publication: London.

Additional Readings

- Driscoll, M. P. (2004). *Psychology of Learning for Instruction*. (3rd ed.). London: Allyn and Bacon.
- Fox, D., Prilleltensky, I., & Austin, S. (Eds.). (2009). *Critical Psychology: An Introduction*. (2nd ed). New Delhi: Sage Publications. Chap 2,3,19 and 20.
- Gorlow, L., & Katkovsky, W. (Eds.). (1968). *Readings in the Psychology of Adjustment*. (2nd ed). New York: McGraw-Hill Book Company. Section 1 and 6 (531-541).
- Hjelle, L.A., & Ziegler, D.J. (1992). *Personality Theories: Basic Assumptions, Research, and Applications*. (3rd ed). New York: McGraw-Hill. Chap 1 and 2.
- Leahey, T.H. (2004). *A History of Psychology: Main Currents in Psychological Thought*. (6th ed). New Delhi: Pearson Education. Chap 1.
- Schultz, D.P., & Schultz, S.E. (2011). *A History of Modern Psychology*. (8th ed). USA: Wadsworth. Chap 1 and 15.
- Yanchar, S.C., & Slife, B.D. (1997). *Pursuing Unity in a Fragmented Psychology: Problems and Prospects*. *Review of General Psychology*, 1(3), 235-255.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, discussions, critical analysis, collaborative learning tasks which enhance skills in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Pedagogy, Psychology



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