

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC CORE COURSE

SEMESTER I

DSC 103: CONCEPTUAL HISTORY OF PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSC 103 Conceptual History of Psychology	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To highlight the contribution of major Indian knowledge systems (Indian psychology).
2. To critically appreciate the significant contributions of developments in psychology evolved in Indian and Western traditions and to acquaint the student with a wider (global) history of psychology in general and India in particular.
3. To highlight the paradigms and dominant concerns of mainstream Euro-American psychology and issues therein.
4. To elucidate some significant applications of Indian psychology.

Learning Outcomes:

After studying the course, the students shall be able to:

1. Obtain an understanding of major Indian knowledge systems (Indian psychology)
2. Appreciate the significant contributions of developments in psychology evolved in Indian and Western traditions and get acquainted with a wider (global) history of psychology
3. Have an in-depth understanding of major paradigms of mainstream Euro-American psychology and issues therein
4. Obtain familiarity with some significant applications of Indian psychology

Course Contents

Unit 1: Introduction to psychological thought in major Indian systems: Vedas; Upanishads; Yoga; Bhagavad Gita; Buddhism; Sufism and Integral Yoga; Academic psychology in India: A historical perspective; The colonial encounter - post colonialism and academic psychology; Emergence of Indian psychology in academia. **(10 Hours)**

Unit 2: Psychological thought in the West: Greek heritage; ancient; medieval and modern period; The four founding paths of academic psychology; A fresh look at the history of psychology – Voices from non-Euro-American backgrounds; Issues: Crisis in psychology due to strict adherence to experimental-analytical paradigm (logical empiricism); Indic influences on modern psychology. **(10 Hours)**

Unit 3: Three essential aspects of all knowledge paradigms: Ontology; epistemology; and methodology; Five important paradigms of Western psychology: Positivism; post-positivism; critical perspective; social constructionism; and co-operative enquiry; Paradigmatic Controversies; contradictions; and emerging confluences. **(10 Hours)**

Unit 4: Science and spirituality (*avidya* and *vidya*) as two distinct forms of knowing in Indian psychology: The primacy of self-knowledge in Indian psychology; Some significant applications of Indian psychology: Education; psychotherapy and counseling; OB and social work. **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings

1. Brock, A. C. (2006). *Internationalizing the history of psychology*. New York: New York University Press.
2. Corelissen, R. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi, India: Pearson.
3. Dalal, A & Misra, G. (2010). The Core and Context of Indian Psychology. *Psychology and Developing Societies*, 22 (1).
4. Frager, R. & Fadiman, J. (2021). *Personality and personal growth*. New Delhi: Pearson.
5. Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 17-30). New Delhi, India: Sage.
6. Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic Controversies, Contradictions, and Emerging Confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 191–215). Sage Publications Ltd.
7. Heron, J., & Reason, P. (1995). Cooperative enquiry. In J. A. Smith, R. Harre & L. Van Langenhove (Eds.), *Rethinking methods in psychology*. New Delhi, India: Sage.
8. Misra, G., Sundararajan, L., Ting, R.S., & Yang, J. (2025). Decolonial Research Practices from an Indigenous Psychology Perspective: Critical Contributions to Knowledge. *American Psychologist*.
9. Singh K. (2024). Colonization and Indian psychology: A reciprocal relationship from the perspective of Indian postcolonial theory. In Hood R. W. Jr., & Cheruvallil-Contractor S. (Eds.), *Research in the social scientific study of religion: Volume 34*. Brill.
10. Varma, S. (2002). The farther reaches of a new psychology. *Psychological Studies*, 47, 70-86.

Additional Readings

1. Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of “natives” in colonial and postcolonial contexts. *History of Psychology*, 5(4), 376–398.
2. Brysbaert, M., & Rastle, K. (2009). *Historical and conceptual issues in psychology*. New Delhi, India: Pearson Educational.
3. Chalmers, A. F. (1982). *What is this thing called science?* Queensland, Australia: University of Queensland Press.
4. Gergen, K. J. (1990). Toward a postmodern psychology. *The Humanistic Psychologist*, 18(1), 23.

5. Leahey, T. H. (2004). *A history of psychology: Main currents in psychological thought* (6th ed.). Upper Saddle River, NJ: Pearson PrenticeHall.
6. Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In Y. S. Lincoln & S.A. Lynham (Eds.), *The SAGE handbook of qualitative research* (4th ed.). Thousand Oaks: Sage.
7. Nicholson, P. (1995). Feminism and psychology. In J. A. Smith, R. Harre, & L. Van Langenhove (Eds.), *Rethinking psychology*. New Delhi, India: Sage