

**APPLIED PSYCHOLOGY**  
**DISCIPLINE SPECIFIC ELECTIVE**

**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		
<b>DSE 22: INCLUSION &amp; DIVERSITY</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class 12th Pass</b>	<b>Nil</b>

**Learning Objectives**

The learning objectives of this course are as follows:

- To explore key psychological frameworks (Ecological, Critical Psychology, Intersectionality, and Symbolic Interactionism) to understand how diversity, equity, and inclusion are integrated into psychological practice.
- To analyze the influence of psychological frameworks on India's social policy landscape, with a focus on cultural diversity and its role in shaping policy.
- To examine the intersection of linguistic and disability diversity with policy development and execution in India.
- To investigate the role of community psychology in addressing systemic inequalities, with an emphasis on cultural, linguistic, and disability perspectives, and community empowerment.

**Learning Outcomes**

- Learners will be able to understand and apply the ecological, critical psychology, intersectionality, and symbolic interactionist frameworks to analyse diversity, equity, and inclusion in psychological practice.
- Learners will critically examine how psychological frameworks influence India's social policy landscape, particularly cultural diversity and its impact on policy formation.
- Learners will be able to analyse the influence of linguistic diversity and disability considerations on policy development and execution in the Indian context, evaluating their psychosocial implications.
- Learners will be able to advocate for community-based psychological practices and interventions that address social inequities, with a focus on cultural, linguistic, and disability perspectives, and community empowerment in the Indian context.

### **Syllabus of DSE**

UNIT 1: Psychological Frameworks and Principles to Understand Diversity, Equity, and Inclusion. Ecological Framework, Critical Psychology Framework, Intersectionality and Identity Framework, Symbolic Interactionist framework (13 Hours)

UNIT 2: Psychological Coordinates of Social Policy in India Understanding how psychological frameworks inform India's social policy landscape, exploring the role of cultural diversity in shaping Indian policy frameworks (10 Hours)

UNIT 3: Policy in India from a Psycho-Social Lens. Understanding the influence of linguistic diversity on policy development and analyzing the impact of disability on policy creation and execution. (9 Hours)

UNIT 4: Inclusive Practices in Psychological Research and Applications. Understanding the role of community psychology in addressing systemic inequalities in Indian contexts (e.g., cultural, linguistic, and disability), Community Empowerment. (13 Hours)

### **PRACTICAL COMPONENT- (30 Hours)**

Total of two practical

1. Case study analysis of any Institution/unit/group (e.g., school, workplace, community center, co-workers) to understand systemic inequalities.
2. Media analysis (e.g., advertisements, movies, or news coverage) to delineate the existence of stereotypes in media and their psychological impact.
3. Design an inclusive psychological intervention for marginalized community members (e.g., mental health workshops, support groups, or outreach programs for rural/disempowered women, differently-abled people, or any other marginalized community)

### **ESSENTIAL/RECOMMENDED READINGS**

American Psychological Association. (2023). *APA multicultural guidelines: Ecological approaches to DEI in psychology*. <https://www.apa.org/about/policy/multicultural-guidelines.pdf>

Christens, B. D. (2012). Targeting empowerment in community development: A community psychology approach to enhancing local power and well-being. *Community Development Journal*, 47(4), 538–554.

Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3), 170–180.

Dalal, A. K. (2015). Psychosocial interventions for community development. In A. K. Dalal & G. Misra (Eds.), *Community psychology: Contributions to theory and practice* (pp. 231–248). Springer India. [https://doi.org/10.1007/978-81-322-1675-9\\_12](https://doi.org/10.1007/978-81-322-1675-9_12)

Jogdand, Y. (2024). Laying the ground for a critical psychology of caste. *CASTE: A Global Journal on Social Exclusion*, 5(2), 49–72.

Serpe, R. T., & Stryker, S. (2011). The symbolic interactionist perspective and identity theory. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research* (pp. 225–248). Springer New York.

Tripathi, R. C., & Sinha, Y. (Eds.). (2013). Psychology, development and social policy in India. Springer India. <https://doi.org/10.1007/978-81-322-1003-0> (Chapters 1, 6, 7, 11)

### **SUGGESTIVE READINGS**

Misra, G., & Gergen, K. J. (1993). On the place of culture in psychological science. *International Journal of Psychology*, 28(2), 225–243.

Mishra, A. K., Akojam, A. B., & Misra, G. (2009). Social psychological perspectives on self and identity. In G. Misra (Ed.), *Psychology in India: Volume 2: Social and organizational processes* (pp. 53–103). Pearson Education India.

Ostrove, J. M., & Cole, E. R. (2003). Privileging class: Toward a critical psychology of social class in the context of education. *Journal of Social Issues*, 59(4), 677–692.

Parker, I. (Ed.). (2015). *Handbook of critical psychology*. Routledge.

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