



**O.P. Jindal Global University**  
*A Private University Promoting Public Service*



**Jindal School of  
Psychology & Counselling**  
*India's First Transdisciplinary Psychology School*

### **Public Psychology**

**Course Code:** PCCU-02-BAP-PUPY2068

**Jindal School of Psychology and Counselling**  
**Spring Semester 2026**

#### **Course Information**

Course Duration: 14 weeks

Credit Hours: 4

**Type of elective:** Cross elective

Meetings: Ground Floor, Faculty Building (FoB)

Location: 12A, North East, Faculty Building (Office)

**Prerequisites:** The intent of this course is to take a critical stance towards power and inequalities, with the context of psychology. Hence, a good understanding of the theories and concepts of Psychology is required.

**Equivalent Courses:** NA

**Exclusive Courses:** NA

#### **Instructor Information**

**Name:** Dr. Sangeeta Yadav

**Biography:** Dr. Sangeeta Yadav, Associate Professor, has obtained her graduation and post-graduation degrees from Banaras Hindu University. After her master's, she worked as a research fellow in the Defence Institute of Psychological Research (DIPR). Afterwards, she enrolled at the Indian Institute of Technology Kanpur (IITK) to pursue her doctoral degree in the domain of mental health and migration. Her doctoral thesis explored the mental health issues among unskilled migrant labourers in India using mixed-method research. In the qualitative aspect of her work, she explored and attempted to understand the context-specific meanings of suffering and healing among unskilled migrant labourers. In the quantitative aspect, she investigated the

prevalence and potential risk factors associated with the mental health of unskilled migrant labourers.

**Email:** sangeeta.yadav@jgu.edu.in

Phone:

Office:

**Office Hours:** 3:00-5:00 PM

**Homepage:** <https://jgu.edu.in/jspc/faculty/dr-sangeeta-yadav>

## 1. Course description

The course is a departure from the conformist and individualistic psychology apparent in the majority of psychological theories, research, and practices. It takes a critical stance towards power and inequalities which define and characterize our social life. The course will help the students to understand the impacts that power structure and power imbalances have on individual experiences, resulting in social and economic disparities. The course will also attempt to espouse values of social justice through discussions on topics such as Critical health psychology; Critical psychology of class and inequality, and Gender justice. It will help students to understand how problem driven, social justice committed and politically positioned understanding and research can attempt to give voices to the disempowered and disenfranchised population.

## Disclaimer

This course discusses sensitive topics related to poverty, privilege, marginalization, injustice, discrimination, social inequalities, etc. Some content may be emotionally challenging or triggering for certain individuals. Hence, please review the topics before selecting the course.

## 2. Course Intended Learning Objectives (Aim)

Course Intended Learning	Teaching and Learning Activities	Assessments/ Activities
Compare and contrast mainstream and public psychology.	Lecture + Interactive Discussion	Theory-based assignment
Understand the possibilities and limitations of psychology.	Lecture + Interactive Discussion (if feasible, case studies)	Theory-based assignment marks)
Apply a critical and analytical perspective to various fields of interest.	Lecture + Interactive Discussion	Mid-term Examination
Engage in critical dialogue with cohorts.	Lecture + Interactive Discussion (if feasible, case studies)	Group research presentation

**Student Responsibilities:** Students enrolled in this course are expected to:

- Read all specified materials shared.

- Start working on assignments well in advance so that you get enough time for editing them.
- Complete and submit all assignments by the due date.

### 3. Scheme of Evaluation and Grading

The grade breakdown of this course is as follows:

Internal/External Assessment	Assessment	Marks	Tentative Date
Internal	Class participation	10 marks	Throughout the semester
	Theory-based assignment	15 marks	5-6 Week of the semester
	Mid-term examination	25 marks	7-9 Week of the semester
	Group research presentation	20 marks	11-12 Week of the semester
External	End-term examination	30 marks	Decided by the examination office
<b>Total</b>		<b>100 marks</b>	-

#### Class participation (10 marks)

The classroom lectures will span over 14 weeks and each class will last for a duration of 120 minutes. Students are expected to be regular, punctual, and adhere to the classroom code of conduct. Please note that your eligibility to sit the final examination requires a minimum attendance of 70% in this course.

- **Class participation (Discussion, etc.): (worth 10 points)**
  - Attend class with limited or no participation: 0-4 points
  - Attend class with partial engagement with examples, arguments: 5-7 points
  - Attend class, active participation with examples, arguments, and critical engagement with reading materials: 8-10 points

#### Theory-based assignment (15 marks)

You will be assessed on your theoretical, conceptual and critical ability related to the relevant assignment. You will be expected to comprehend, analyze, and articulate your understanding in a succinct manner. The topics relevant to this assignment and the details will be provided by the instructor. You are also expected to follow APA style in-text citation and referencing.

#### Mid-term Examination (30 marks)

An in-class closed-book midterm examination will be held as per the guidelines and standards of the end-of-semester examination. The instructor will share the other details in the class.

#### Poster Presentation

Students will form groups of 3 or 4, and give a 20-minute oral presentation on a topic from the coursework. A detailed rubric will be shared in the class.

#### End-semester exam (in-class)

This will be the on-campus closed-book final examination, including all topics covered during the semester. The exam format will include descriptive, long-answer questions (similar to midterm exams). Students are expected to work independently to complete the exam in the given time.

### Grade Definition

Grade	Percentage of marks	Grade value	Grade description
<b>O</b>	80% and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and extraordinary critical and analytical ability.
<b>A+</b>	75 - 79.75%	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and critical and analytical ability.
<b>A</b>	70 - 74.75%	7	<b>Very Good:</b> Sound knowledge of the subject matter, organizational capacity; ability to synthesize ideas, rules, and principles; critically analyze existing material and originality in thinking.
<b>A-</b>	65 - 69.75%	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems; good critical and analytical skills.
<b>B+</b>	60 - 64.75%	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems; reasonable critical and analytical skills.
<b>B</b>	55 - 59.75%	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study; passable critical and analytical skills.
<b>B-</b>	50 - 54.75%	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.

<b>P1</b>	45 - 49.75%	2	<b>Pass 1:</b> Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.
<b>P2</b>	40 - 44.75%	1	<b>Pass 2:</b> Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
<b>F</b>	Below 40%	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills; and marginal use of the relevant materials. Requires the student to repeat the course.
<b>P/F</b>	Pass / Fail		<b>Pass or Fail:</b> Pass is awarded a final grade of 40% or above. Fail reserved for the final grade below 40%. This option (selected at the start of the semester) is only available for semesters taught online (covid).
<b>I</b>	Incomplete		<b>Incomplete:</b> Issued due to extenuating circumstances that prevent the student from completing internal or external marks. If an 'I' grade is assigned, the JSPC Academic Committee will suggest a schedule for the completion of work or a supplementary examination.

#### 4. Academic Integrity

##### **Classroom Punctuality and Conduct**

JSPC conducts all classes on a foundation of professionalism. It is expected that students will be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. A classroom is a place for free expression and critical thinking—students must respect opinions expressed and actively participate in classroom discussions.

##### **Participation and Attendance Policy**

This course covers a lot of detailed information. To get a good grade, it is important to attend classes regularly. Missing classes would impact understanding of the subject matter, and thereby grades. Students with less than 75% attendance will be unable to pass this course.

##### **Phone Usage**

Phones are not allowed during classroom hours. The use of phones by students may result in their removal by the course instructor. Repeated violations may result in potential action from the disciplinary committee.

### **Plagiarism**

In line with JGU policy, JSPC operates a zero-tolerance approach to plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity, and all reported cases will be investigated for potential disciplinary action. Instructors will address methods of citation and presentation within your oral presentations.

### **Disability Support and Accommodation Requirements:**

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability, and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability. All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

### **Mental Health Services: Sukoon**

Sukoon provides comprehensive guidance and counselling services to the JGU community. If you are experiencing distress, be it personal, academic, social, or career-related, Sukoon has a competent and well-qualified group of counsellors available for consultation (personal and group).

You can be assured that your confidentiality will always be protected. To schedule an appointment, call 8826996393 or write an email to [frontdesk.sukoon@jgu.edu.in](mailto:frontdesk.sukoon@jgu.edu.in)

### **Safe Space and Respect for Diversity**

This course may discuss issues that could result in distress or provoke emotional responses in students. To make sure that all students collectively benefit from the course, it is incumbent on everyone to maintain respect towards one another. All JSPC program faculty, staff, and students shall maintain respect for differences including, but not limited to, race, ethnicity, sexual orientation, age religion/spirituality, ability, socioeconomic status, and culture. Each person will be responsible and accountable for creating and maintaining a culture of respect at every level of the program. This does not mean that you must feel restrained about what you feel and say- rather it is about creating a safe space for everyone to speak and learn without inhibitions or fear. This responsibility lies not only with students, but also with the instructor.

### **5. Keywords Syllabus**

Public Psychology, Critical Psychology, Paradigmatic Roots, Mainstream Psychology, Mental Health, Health Psychology

### **6. Course Reading/Materials:**

- Bhatia, S. (2020). Decolonizing psychology: Power, citizenship and identity. *Psychoanalysis, Self and Context*, 15(3), 257-266.
- Boyle. (2022). Power in the Power Threat Meaning Framework. *Journal of Constructivist Psychology*, 35(1), 27–40. <https://doi.org/10.1080/10720537.2020.1773357>
- Day, K., Rickett, B., & Woolhouse, M. (2014). Class dismissed: Putting social class on the critical psychological agenda. *Social and Personality Psychology Compass*, 8(8), 397-407. <https://doi.org/10.1111/spc3.12118>
- Evans, S. D., Duckett, P., Lawthom, R., & Kivell, N. (2017). Positioning the critical in community psychology. In M. A. Bond, I. Serrano-García, C. B. Keys, & M. Shinn (Eds.), *APA handbook of community psychology: Theoretical foundations, core concepts, and emerging challenges* (pp. 107–127). American Psychological Association.
- Fryer, D., & Duckett, P. (2014). Community psychology. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 284-290). Springer.
- Gheaus, A. (2011). Gender justice. *J. EthIcS & Soc. PhIL.*, 6, 1.

- Johnson, K. (2014). Queer theory. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1618-1624). Springer.
- Prilleltensky, I., & Prilleltensky, O. (2003). Towards a critical health psychology practice. *Journal of health psychology*, 8(2), 197-210.
- Rogers, W. S. (1996). Critical Approaches to Health Psychology. *Journal of Health Psychol*, 1: 65.
- Sampson, E. E. (1993). Identity politics: Challenges to psychology's understanding. *American Psychologist*, 48(12), 1219–1230.
- Vindhya, U. (2019). Wanted a new conceptual framework for doing Psychology in India: Is a public psychology possible. *ICSSR research surveys and explorations, Psychology*, 5, 369-427.
- Wilkinson, R. G., & Pickett, K. E. (2009). Income inequality and social dysfunction. *Annual Review of Sociology*, 35, 493–511.

## 7. Session Plan (2<sup>nd</sup> Feb to 8<sup>th</sup> May)

Session (with Date)	General Topic	Readings	Approach/ Pedagogy
<b>Week 1</b> 2-6 February 2025	<b>An introduction to public psychology</b> -Historical background -Need and Nature -Pradigmatic roots	Vindhya, U. (2019). Wanted a new conceptual framework for doing Psychology in India: Is a public psychology possible. <i>ICSSR research surveys and explorations, Psychology</i> , 5, 369-427.	Activity-Based Learning + Lecture + Interactive Discussion
<b>Week 2</b> 9-13 February 2025	<b>An introduction to public psychology</b> -Historical background -Need and Nature -Pradigmatic roots	Vindhya, U. (2019). Wanted a new conceptual framework for doing Psychology in India: Is a public psychology possible. <i>ICSSR research surveys and explorations, Psychology</i> , 5, 369-427.	Lecture + Interactive Discussion
<b>Week 3</b> 16-20 February 2025	<b>The politics of identity</b> -Voice: accommodative Vs transformative -The discursive construction of reality -Power and discourse -Dialogic partners	Sampson, E. E. (1993). Identity politics: Challenges to psychology's understanding. <i>American Psychologist</i> , 48(12), 1219–1230.	Lecture + Interactive Discussion + case studies



<b>Week 4</b> 23-27 February 2025	<b>The politics of identity</b> -Voice: accommodative Vs transformative -The discursive construction of reality -Power and discourse -Dialogic partners	Sampson, E. E. (1993). Identity politics: Challenges to psychology's understanding. <i>American Psychologist</i> , 48(12), 1219–1230.	Lecture + Interactive Discussion + case studies
<b>Week 5</b> 2-6 March 2025  4 <sup>th</sup> March, Holi	<b>Critical community psychology</b> -What is community psychology? -What is critical community psychology? - Historicizing the critical “movement” within community Psychology - Key themes and core principles of critical community psychology - Core theories and perspectives	Fryer, D., & Duckett, P. (2014). Community psychology. In T. Teo (Ed.), <i>Encyclopedia of critical psychology</i> (pp. 284-290). Springer.  Evans, S. D., Duckett, P., Lawthom, R., & Kivell, N. (2017). Positioning the critical in community psychology. In M. A. Bond, I. Serrano-García, C. B. Keys, & M. Shinn (Eds.), <i>APA handbook of community psychology: Theoretical foundations, core concepts, and emerging challenges</i> (pp. 107–127). American Psychological Association.	Lecture + Interactive Discussion
<b>Week 6</b> 9-13 March 2025	<b>Critical community psychology</b> -What is community psychology? -What is critical community psychology? - Historicizing the critical “movement” within community Psychology - Key themes and core principles of critical community psychology - Core theories and perspectives	Fryer, D., & Duckett, P. (2014). Community psychology. In T. Teo (Ed.), <i>Encyclopedia of critical psychology</i> (pp. 284-290). Springer.  Evans, S. D., Duckett, P., Lawthom, R., & Kivell, N. (2017). Positioning the critical in community psychology. In M. A. Bond, I. Serrano-García, C. B. Keys, & M. Shinn (Eds.), <i>APA handbook of community psychology: Theoretical foundations, core concepts, and emerging challenges</i> (pp. 107–127). American Psychological Association.	Lecture + Interactive Discussion
<b>Week 7</b> 16-20 March 2025	<b>Critical health psychology</b> -An introduction to mainstream health psychology and its challenges	Rogers, W. S. (1996). Critical Approaches to Health Psychology. <i>Journal of Health Psychol</i> , 1: 65,  Prilleltensky, I., & Prilleltensky, O. (2003). Towards a critical health	Lecture + Interactive Discussion

		<p>psychology practice. <i>Journal of health psychology</i>, 8(2), 197-210.</p> <p>Lyons, A. C., &amp; Chamberlain, K. (2006). <i>Health psychology: A critical introduction</i>. Cambridge University Press.</p>	
<b>Week 8</b> 23-27 March 2025	<b>Critical health psychology</b> -Moving towards the practice of critical health psychology	<p>Rogers, W. S. (1996). Critical Approaches to Health Psychology. <i>Journal of Health Psychol</i>, 1: 65</p> <p>Prilleltensky, I., &amp; Prilleltensky, O. (2003). Towards a critical health psychology practice. <i>Journal of health psychology</i>, 8(2), 197-210.</p> <p>Lyons, A. C., &amp; Chamberlain, K. (2006). <i>Health psychology: A critical introduction</i>. Cambridge University Press.</p>	Lecture + Interactive Discussion
<b>Week 9</b> 30 March-3 April 2025  3 <sup>rd</sup> April, Good Friday	<b>Critical psychology of class and inequality</b> - Mainstream Psychological Work on Social Class	<p>Sampson, E. E. (1993). Identity politics: Challenges to psychology's understanding. <i>American Psychologist</i>, 48(12), 1219–1230.</p> <p>Day, K., Rickett, B., &amp; Woolhouse, M. (2014). Class dismissed: Putting social class on the critical psychological agenda. <i>Social and Personality Psychology Compass</i>, 8(8), 397-407.</p> <p>Ostrove, J. M., &amp; Cole, E. R. (2003). Privileging class: Toward a critical psychology of social class in the context of education. <i>Journal of Social Issues</i>, 59(4), 677-692.</p> <p>Wilkinson, R. G., &amp; Pickett, K. E. (2009). Income inequality and social dysfunction. <i>Annual Review of Sociology</i>, 35, 493–511.</p>	Lecture + Interactive Discussion
<b>Week 10</b> 6-10 April 2025	<b>Gender justice</b> -Introduction to gender justice -Scope -Principle of gender justice -The principle in practice	<p>Gheaus, A. (2011). Gender justice. <i>J. Ethlcs &amp; Soc. Phil.</i>, 6, 1.</p> <p>Johnson, K. (2014). Queer theory. In T. Teo (Ed.), <i>Encyclopedia of critical psychology</i> (pp. 1618-1624). Springer.</p>	Lecture + Interactive Discussion

<b>Week 11</b> 13-17 April 2025	<b>Gender justice</b> -Introduction to gender justice -Scope -Principle of gender justice -The principle in practice	Gheaus, A. (2011). Gender justice. <i>J. EthicS &amp; Soc. Phil.</i> , 6, 1. Johnson, K. (2014). Queer theory. In T. Teo (Ed.), <i>Encyclopedia of critical psychology</i> (pp. 1618-1624). Springer.	Lecture + Interactive Discussion
<b>Week 12</b> 20-24 April 2025	<b>Decolonizing psychology</b> <b>-Introduction</b> -how does psychology breathe coloniality? (historical, cultural background)	Bhatia, S. (2020). Decolonizing psychology: Power, citizenship and identity. <i>Psychoanalysis, Self and Context</i> , 15(3), 257-266.	Lecture + Interactive Discussion
<b>Week 13</b> 27 April-1 <sup>st</sup> May 2025	Revision	-	-
<b>Week 14</b> 4-8 May 2025	Revision + End-term examination	-	-