

Title of Vocational Programme: School Psychology

VOC111

Faculty: Arts

Department: Psychology

Broad Area/ Subject/Subject/Subjects

Course Learning Outcome

Education for all with professional and vocational skills is the new ambition and policy adopted by the government of India. A school is a system, which influences a child in multiple ways; apart from teaching-learning and processes, psychology professionals who can cater to the developmental and coping needs of the children in a school environment are the need of time. This course is designed to help students and professional workers understand the theoretical and applied aspects of school psychology. Furthermore, to equip the students professionally with assessment and guidance to know how to work in a school setting as a school psychologist.

Department Name: Psychology

Course Code:

Total numbers of lectures-tutorials-practical (In hours per week): L-T-P: 1-0-2

Semester-1

Theory

Total no of Lectures: 15

Unit-1

Development and adjustment in early childhood; The physiological basis of behavior: Nervous system and hormone; Role of heredity and environment in development. Various aspects towards cognitive development: Piaget theory, factors affecting language development; Emotional development; Social and moral issues in Indian context; Value education in practice; Stress management; Role of teacher's positive personality and positive parenting in students.

Unit-2

Definitions of school psychology; Role of school psychologist as professional; General theories of intelligence; Theory of emotional intelligence; Identifying different abilities among children; Individual differences in aptitude, talents and personality.

Practical

Total no of Lectures: 30

Any three from the following:

1. Intelligence test: Verbal
2. Intelligence test: Performance (Bhatia Battery)
3. Wechsler Intelligence Scale for Children
4. Multiple ability test
5. Aptitude test

Suggested Readings (For Sem 1):

1. Anastasi, Anne. (1975). Differential Psychology., (3rd Ed.). Toronto: Macmillan.
2. Berk, L.E. (2001). Child Development. New Delhi: Prentice Hall of India.
3. Gardener, Howard. (1993). Multiple intelligences. New York: Basic Books.
4. Guilford J.P. (1977). The Way Beyond IQ. Buffalo: Creative Education Foundation.
5. Hurlock, E.B (1978). Child Development (Int. Ed.). Singapore: McGraw-Hill.
6. Phillips, B.N. (1990). School Psychology at a Turning Point. San Francisco: Jossey-Bass Publishers.
7. Ramalingam, Panch (2021). Bhartiya Sandharbh Me School Manovigyan. Anuvadak Dr. Reena Singh & Dr. Rajendra Singh. Puducherry: Indian School Psychology Association
8. Santrock, J.W. (2007). Educational Psychology: Classroom update: Preparing for Praxis and Practice. New Delhi: Tata McGraw Hill.
9. Staton, T.F. (1964). Dynamics of Adolescent Adjustment (2nd Ed.). New York: Macmillan Co.
10. Stroufe, A., Cooper R.G., & Dehart G.B. (1992). Child Development and It's nature and course, New Delhi: McGraw-Hill Inc.
11. Tyler, Leona E. (1969). The Psychology of Human Differences (3rd Ed.). Bombay: Meredith Publishing Co. Indian Reprint – Vakils, Feffer and Simons.

12. Wolman, Benjamin B. (Ed.). (1985). Handbook of Intelligence. N.Y.: John Wiley,

Semester-2

Theory

Total no of Lectures: 15

Unit-1

Definition and scope of guidance and counselling; Coping styles and adjustment among children and adolescence; Need for guidance at pre-primary, primary, and higher secondary school level; The impact of school climate on student's personality, training of teachers and parents as stakeholders in school set up.

Guidance and counselling for learning difficulties, autism, ADHD, intellectually and physically challenged, gifted children; Child abuse prevention and management; Approach to school counselling: Behavioristic, cognitive behaviour therapy, talk therapy; Play, art, creative expression activities at school; feedback from students.

Unit -2:

Psychological test: Reliability, validity, norms, standardization; Case study method, projective test; Role of school family partnership; Promotion of positive personality traits in students like happiness, resilience, optimism, forgiveness, gratitude etc.; Role of teacher's observation and shaping according to student's internal asset; Social-emotional learning, Regulating and managing emotions; Role of recognizing the student abilities and nurturing with emotional bond.

Practical

Total no of Lectures: 30

Any three from the following:

- 1) Personality test

- 2) Interest inventory
- 3) Adjustment inventory
- 4) Projective test
- 5) Attention Deficit Hyperactivity Disorder (ADHD)

Suggested Readings (For Sem 2):

1. Anastasi, A. (1977). Psychological Testing. (5th Ed.) New York: MacMillan Publishing Co. Inc.
2. Cohen, J.R., Swerdlik, M.E. & Kumathekar, M.M. (2014). Psychological Testing and Assessment. (7th Edition, SIE), New Delhi. McGraw Hill Education (India) Pvt. Ltd.
3. Dandekar, W.N. (2007). Shaikshanik Mulyankan and Sankhyashastra, Pune: Shrividya Prakshan
4. Gladding, S.T. (2009). Counselling. New Delhi: Pearson
5. Gregory, R.J. (2005). Psychological Testing: History, Principles and Applications. (4thEd) India: Pearson Education.
6. Gupta, S.K. (1985). Guidance and Counseling in Indian Education. Delhi: Mittal Publications.
7. Kaplan, R.M., & Saccuzzo, D.P. (2005). Psychological Testing- Principles, Applications and Issues (6th Ed). New Delhi: Cengage Learning.
8. Rao, B. Aryan. (1992). Counselling and Guidance. (2nd Ed.) Delhi: Tata McGraw Hill.
9. Richard, Nelson-Jones. (2008). Basic Counselling Skills-A Helper's Manual. New Delhi: Sage Publication.
10. Singh, A. K. (1997). Tests, Measurements and Research Methods in Behavioral Sciences. New Delhi: Bharatiya Vidya Bhavan.

Suggested continuous evaluation methods:

30% internal evaluation and 70% external evaluation.

Eligibility (Subject-specific):

Perusing UG with the subject having **Psychology / Sociology / Bachelor of Social Work / Education / Management (B.B.A)**

Suggested equivalent online courses: Diploma in Guidance and Counselling.