

# Jnana Prabodhini's Institute of Psychology

Outcomes-Based Syllabus

for

## P. G. Diploma in School Psychology

Revised from

Academic Year 2022-23



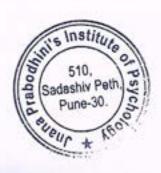
## P. G. Diploma in School Psychology

## (Affiliated to Savitribai Phule Pune University)

## Revised Syllabus from 2022-23

## Program Exit Outcomes

- Students will be able to understand and identify the developmental level of children and youth.
- Students will be able to identify various abilities through observation and other nonstandardized tools.
- Students will be able to use the knowledge of individual and group differences in their field work.
- Students will acquire basic guidance and counselling skills.
- Students will understand different approaches to counseling.
- Students will be able to design and conduct group guidance sessions.
- Students will be able to exactly identify the problem of the child/adolescent.
- Students will be able to administer, score and interpret results of standardized psychological tests.
- Students will be able to design and conduct sessions to enhance life skills, academic skills in children/youth.
- Students will develop interest in the subject matter of Psychology and will be motivated to take further advance education in the same.
- Students will get motivated to work ethically and selflessly in the Psychology and Education field.
- Students will be able to use learnt psychological principles in their personal, familial and professional life to enhance well-being of self and others.



## Paper I: Development and Adjustment in Childhood and Adolescence

### Teaching Objectives:

- To acquaint the students with principles and theories of development.
- To acquaint the students with various problems of adjustment in childhood and adolescence.
- To enable the students to apply principles and theories of development in school situations.
- To enable the students to identify developmental issues in students
- To make students aware about how one learns, memorizes, etc.

## Topic 1 Concept of Development [15]

- 1.1 Principles of Development
- 1.2 Role of Heredity & Environment in Development
- 1.3 Bio-ecological Model of Development
- 1.4 Research Methods used in Child Development
- 1.5 Conducting Class observation

## Topic 2 Physical and Motor Development [20]

- 2.1 Physical Growth during childhood & adolescence
- 2.2 Development of physiological habits- Thumb sucking, Toilet training, Sleeping habits etc.
- 2.3 Development of motor skills
- 2.4 Preparing individual observation Checklist

### Topic 3 Language Development [10]

- 3.1 Stages in Language Development
- 3.2 Various approaches to language development: Nativist, Integrationist, Behavioral
- 3.3 Factors affecting Language Development
- 3.4 Issues in language development

## Topic 4 Learning, Memory, Motivation [15]

- 4.1 Classical & Operant Conditioning: Concept and applications
- 4.2 Reinforcement, types, schedules of reinforcement
- 4.3 Constructivist View of learning
- 4.4 Socio cognitive View of learning



### Topic 5 Cognitive Development [30]

- 5.1 Various Approaches towards Cognitive Development
- 5.2 Piaget's Theory of Cognitive Development
- 5.3 Vygotsky's Theory
- 5.4 Divergent thinking and creativity

### Topic 6 Neuropsychology

- 6.1 Basic structure of brain
- 6.2 Neurology of learning
- 6.3 Neurology of memory
- 6.4 Latest research in this regard

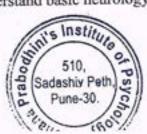
### Topic 7 Social, Moral and Emotional Development [30]

- 7.1 Erikson's Theory of Psychosocial Development
- 7.2 Piaget's and Kohlberg's theory of Moral development and development of values
- 7.3 Emotional Development
- 7.4 Value education in practice
- 7.5 Coping styles and Adjustment

### Topic 8 Contexts of Development

- 8.1 Social contexts of Development
  - 8.1.1 Religion
  - 8.1.2 Family
  - 8.1.3 Friends and Peers
  - 8.1.4 School
  - 8.1.5 Media
- 8.2 Social and Moral issues in school setup
- 8.3 Sexuality education in practice
- 8.4 Stress management in practice

- Students will understand the contribution of nature and various contexts.
- Students will understand theories of development in various domains.
- Students will be able to connect developmental theories to real life.
- Students will be able to judge the level of development in any domain.
- Students will be able to use principles of learning and memory in the interventions they plan.
- Students will be able to understand basic neurology behind learning and memory.



#### Paper II: Psychology of Human Abilities

#### Teaching Objectives:

- To acquaint the students with the nature of human abilities and its implications for school education.
- To acquaint the students with the nature of exceptionality and its consequences.
- To acquaint the students with the contribution of heredity and environment to human potentials.
- To acquaint the students with concept of Intelligence in Indian psychology.
- To make students sensitive about identifying different abilities in children and adults.
- Students should be able to understand the nature of exceptionality.
- Students should be able to understand the individual differences.

### Topic 1 Introduction to School Psychology [10]

- 1.1 Historical background of school psychology
- 1.2 Definition of School Psychology
- 1.3 Educational Psychology and School Psychology
- 1.4 Nature and Scope of School Psychology
- 1.5 Role of a School Psychologist as a Professional

### Topic 2 Theories of Intelligence-1 [30]

- 2.1 Introduction to the concept of intelligence- history, approaches
- 2.2 Psychometric Theories- Spearman, Thurston, Cattell
- 2.3 Cognitive Theories of Intelligence- Carroll, Brown
- 2.4 Information Processing Theory- Sternberg
- 2.5 Neurological Theories- PASS Theory

### Topic 3 Theories of Intelligence-2 [30]

- Structural Theory- Guilford
- 3.2 Theory of Multiple Intelligences- Gardner
- 3.3 Theories of Emotional Intelligence
- 3.4 Indian concept of Intelligence
- 3.5 Applications of Theories of Intelligence



### Topic 4 Human Exceptionality [15]

- 4.1 Deviancy and exceptionality-history, concepts, types
- 4.2 Physical Exceptionality
- 4.3 Intellectual Exceptionality
- 4.4 Emotional Exceptionality

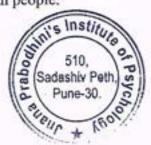
### Topic 5 Problems, Services, Practices for Exceptional [20]

- 5.1 Personal and family problems of Exceptional people
- 5.2 Special Services for exceptionals- Day care centres, Residential facilities, Rehabilitation centres, Self-help Groups, Summer Training programs, Activity centres, etc.
- 5.3 Educational policy
- 5.4 Educational practices: Inclusive education, Segregation, Enrichment, Acceleration etc.
- 5.5 Film Week

### Topic 6 Psychology of Human Differences [15]

- 6.1 Individual differences in Aptitudes and talents, Personality, Intelligence
- 6.2 Individual differences in Cognitive styles, Interests, Values
- 6.3 Group differences regarding Sex and Age
- 6.4 Group differences regarding Race and Social class
- 6.5 Factors producing differences: Heredity, Environment

- Students will be able to know thoroughly the role of a school psychologist.
- Students will be able to understand various theories of intelligence.
- Students will be able to identify different abilities in individuals based on various conceptualizations.
- Students will be able to able to identify various indicators of different types of abilities.
- Students will understand the difference between deviation and exceptionality.
- Students will be able to understand different types of exceptionalities.
- Students will be sensitive towards and will be able to handle families of exceptionals.
- 8. Students will understand the characteristics and needs of high ability individuals.
- Students will be able to use knowledge of individual and group differences in understanding and dealing with people.



### Paper III: Guidance and Counselling in School Setup

#### **Teaching Objectives**

- To acquaint the students with concept of guidance and counselling.
- To acquaint the students with various guidance tools and techniques.
- To enable students to take group guidance session.
- To give students exposure to individual counselling.
- Students should be able to design various record sheets.
- Students should be able to take case history.
- Students should be able to take group guidance sessions.
- Students should be able to impart various skills in school children through games and activities.

### Topic 1 Nature and Scope of Guidance and Counselling [10]

- 1.1 Definition and history of Guidance and Counselling
- 1.2 Need and Scope of Guidance and Counselling in Indian Setting.
- 1.3 Group and Individual Guidance and Counselling
- 1.4 Record Keeping
- 1.5 Counsellor's Burn-out

### Topic 2 Tools and techniques in Guidance and Counselling [20]

- 2.1 Significance of various tools in guidance
- 2.2 Types of Tools- subjective and objective, standardized and nonstandardized
- 2.3 Tools in guidance: Observation, anecdotal records, cumulative records, interview and case history, rating scales, Checklist, standardized tests
- 2.4 Techniques- Group tasks, Group discussion, Intelligence games with debriefing, role plays, individual assignments, feedback charts



### Topic 3 Guidance in School Set-up [15]

- Need for guidance at various School levels- Pre-primary and Primary, secondary, higher secondary
- 3.2 School Climate- concept, impact, assessment and enhancement
- 3.3 Role and training of teachers and parents as stakeholders in school environment
- 3.4 Study skills in practice
- 3.5 Career guidance in practice

### Topic 4 Guidance for Special Population [12]

- 4.1 Guidance and Counselling for special children and their parents
- 4.2 Guidance for Behavioral Problems
- 4.3 Remedial teaching in practice
- 4.4 Parenting styles
- 4.5 Enhancing Communication skills

### Topic 5 Overview of Clinical Disorders [12]

- 5.1 DSM and ICD classification systems
- 5.2 Neurodevelopmental disorders- Learning Disabilities, Autism, ADHD
- 5.3 Oppositional Defiant Disorder
- 5.4 Suicide- Assessment and prevention
- 5.5 Childhood anxiety and depression

### Topic 6 Counselling [15]

- 6.1 Definition, Ethical and Legal aspects.
- 6.2 Characteristics of an effective counsellor
- 6.3 Basic Counselling Skills- Mind skills, Active listening, reflecting, paraphrasing, questioning, confronting, Managing Resistance of the client
- 6.4 Counselling process- Building, maintaining and terminating counsellor's relationships.

### Topic 7 Approaches to Counselling [30]

- 7.1 Behaviourist approach
- 7.2 Humanistic /Person centred approach
- 7.3 Cognitive approach- CBT, REBT
- 7.4 Play therapy
- 7.5 Family Therapy



- Students will know the difference between guidance and counselling.
- Students will be able to use different standardized and non-standardized tools in guidance and counselling.
- Students will be able to suspect any kind of psychiatric illness and refer the client to appropriate expert.
- Students will be able to understand various approaches of counselling and use them in their interventions.
- Students will be able to understand the qualities they need to develop for being a good counsellor.
- Students will be well-versed with ethics in guidance and counselling.
- Students will be able to design various workshops on the topics related to study skills, communication skills, effective parenting etc.
- Students will start working on themselves, being more aware and being more open and accepting.
- Students will be able to design group sessions on various topics.



### Paper IV: Psychological and Educational Measurement and Evaluation

### Teaching Objectives:

- To acquaint the students with psychometric theory.
- To acquaint the students with various types of psychological tests.
- To acquaint the students with the application of the psychological tests in school set up.
- To acquaint the students with the statistical methods: Application and utility of the same in schools.

### Topic 1 Introduction to Psychological Testing-1 [30]

- 1.1 Definition of Psychological Test
- 1.2 Characteristics of good Psychological Tests
  - 1.2.1 Reliability
  - 1.2.2 Validity
  - 1.2.3 Norms
  - 1.2.4 Standardization
- 1.3 Types of Psychological Tests
- 1.4 Ethics in psychological measurement
- 1.5 Limitations of psychological tests

### Topic 2 Introduction to Psychological Testing-2 [7]

- 2.1 Concepts of measurement and Evaluation
- 2.2 Types and scales of measurement and their application in testing
- 2.3 Steps involved in test construction
- 2.4 Item response theory

### Topic 3 Cognitive and Non-cognitive Measurement [30]

- 3.1 Cognitive measurement tools
  - 3.1.1 Intelligence tests
  - 3.1.2 Achievement & aptitude tests
- 3.2 Non-cognitive measurement tools
  - 3.2.1 Personality inventories
  - 3.2.2 Interest, attitude and value inventories
  - 3.2.3 Projective tests
- 3.3 Hypothetical cases



## Topic 4 Computers and Psychological Testing [8]

- 4.1 Significance, need and nature of computerized testing
- 4.2 Computerized Scoring, Diagnosis and Interpretation of results
- 4.3 Internet usage for psychological testing
- 4.4 Limitations and advantages of computerized testing

## Topic 5 Statistics in School Set-up [30]

- 3.1 Use of statistics by school psychologist
- 3.2 Measures of Central tendency and variability
- 3.3 Normal probability
- 3.4 Correlation: Rank order and product moment correlation
- 3.5 T test and significance of results

## Topic 6 Measurement in Education and Learning [15]

- 6.1 Process of Learning- Bloom's Taxonomy
- 6.2 Nature and uses of educational evaluation tools
- 6.3 Limitations of teacher made tools
- 6.4 Guidelines for Designing evaluation program

- Students will understand the concept of psychological measurement.
- Students will understand the scales of measurement.
- Students will understand the characteristics of standardized test and will be able to select appropriate test for their clients.
- Students will know different tests to measure different psychological concepts.
- Students will know the limitations of use of psychological tests, and computerized testing.
- Students will be able to properly interpret the scores on psychological tests.
- Students will be able to understand and use Bloom's taxonomy in their interventions.
- Students will be able to plan evaluation program.
- Students will be able to help teachers for preparing teacher-made-tools.



### Paper V: Practical

#### Part I- Psychological Testing [60]

Teaching Objectives: To acquaint the students with:

- 1. Knowing thoroughly at least 5 Tests
- The administration of psychological tests
- Interpretation of scores and report writing
- Analyzing and representing the scores graphically
- The evaluation procedures and evaluation of psychological tests

#### Note:

- Only standardized tests should be used
- At least one of the following tests should be used for Group Testing
  - 1. GENERAL ABILITY TESTS (any two):
    - 1. Intelligence tests: Verbal Test
    - 2. Intelligence tests: Performance Test
    - 3. Intelligence test: Non-verbal Test

#### 2. SPECIAL ABILITY TESTS (any one):

- 1. Multiple Ability Test
- 2. Special Ability Test

#### 3. PERSONALITY TESTS (any two):

- Self-report inventory
- 2. Projective test: Verbal
- 3. Projective test: Non-verbal
- Interest inventory
- Adjustment inventory
- 6. Attitude / Values

#### 4. OTHER TESTS (any two):

- 1. Environmental Assessment
- 2. Development Assessment
- 3. Life skills assessment
- 4. Study Habits



- 1. Students should be able to administer standardized tests effectively.
- 2. Students should be able to score and interpret the results on the test.
- 3. Students should be able to build effective rapport with the test-taker.
- Students should be able to prepare and convey the test report to the test-taker or parents.
- Students should be able to design activity based intervention plan to enhance various skills and abilities
- 6. Students should be able to conduct guidance on individual and group level.
- 7. Students should be able to observe the children minutely.
- Students should be able to facilitate thinking of children.
- Students should be able to document the guidance sessions.



### Part II- Guidance and Counselling [60]

- Students should conduct at least 6 sessions of Groups Guidance on any one or more
  of the following topics- Study skills, Communication Skills, Creativity, Emotional
  Skills, Stress Management, Positive thinking, Value education etc.
- The group of minimum 5 school going children should be handled by the students.
- Students are expected to undertake at least 3 cases of behavioral, academic or emotional problem for counselling. They are expected to take complete case history, decide the nature of the problem and at least plan the intervention.
- Report of exercises should be neatly typed in the standard format and the file should be submitted.
- Each batch of practicum should consist of maximum 8 students. A separate batch will be formed if this number exceeds even by one. Workload for each batch will be equivalent to 8 lecture periods.

Eligibility for the Practicum Examination is subject to Certification of the file by teacherin-charge and HoD.

- Students will be able to properly administer any psychological test.
- Students will be able to choose appropriate psychological test for assessment.
- Students will be able to score and interpret the results.
- Students will be able to prepare report for the client of psychological assessment.
- Students will be able to design various activities to enhance skills and abilities.
- Students will be able to effectively conduct group and individual guidance sessions.
- 7. Students will develop basic counselling skills like active listening, questioning, etc.

