



**Jnana Prabodhini's Institute of
Psychology**

Outcomes-Based Syllabus

for

P. G. Diploma in School Psychology

Revised from

Academic Year 2022-23



Signature

P. G. Diploma in School Psychology
(Affiliated to Savitribai Phule Pune University)

Revised Syllabus from 2022-23

Program Exit Outcomes

1. Students will be able to understand and identify the developmental level of children and youth.
2. Students will be able to identify various abilities through observation and other non-standardized tools.
3. Students will be able to use the knowledge of individual and group differences in their field work.
4. Students will acquire basic guidance and counselling skills.
5. Students will understand different approaches to counseling.
6. Students will be able to design and conduct group guidance sessions.
7. Students will be able to exactly identify the problem of the child/adolescent.
8. Students will be able to administer, score and interpret results of standardized psychological tests.
9. Students will be able to design and conduct sessions to enhance life skills, academic skills in children/youth.
10. Students will develop interest in the subject matter of Psychology and will be motivated to take further advance education in the same.
11. Students will get motivated to work ethically and selflessly in the Psychology and Education field.
12. 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:

1. To acquaint the students with principles and theories of development.
2. To acquaint the students with various problems of adjustment in childhood and adolescence.
3. To enable the students to apply principles and theories of development in school situations.
4. To enable the students to identify developmental issues in students
5. 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

Course Outcomes:

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



Paper II: Psychology of Human Abilities

Teaching Objectives:

1. To acquaint the students with the nature of human abilities and its implications for school education.
2. To acquaint the students with the nature of exceptionality and its consequences.
3. To acquaint the students with the contribution of heredity and environment to human potentials.
4. To acquaint the students with concept of Intelligence in Indian psychology.
5. To make students sensitive about identifying different abilities in children and adults.
6. Students should be able to understand the nature of exceptionality.
7. 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]

- 3.1 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

Course Outcomes:

1. Students will be able to know thoroughly the role of a school psychologist.
2. Students will be able to understand various theories of intelligence.
3. Students will be able to identify different abilities in individuals based on various conceptualizations.
4. Students will be able to identify various indicators of different types of abilities.
5. Students will understand the difference between deviation and exceptionality.
6. Students will be able to understand different types of exceptionalities.
7. 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.
9. Students will be able to use knowledge of individual and group differences in understanding and dealing with people.



Teaching Objectives

1. To acquaint the students with concept of guidance and counselling.
2. To acquaint the students with various guidance tools and techniques.
3. To enable students to take group guidance session.
4. To give students exposure to individual counselling.
5. Students should be able to design various record sheets.
6. Students should be able to take case history.
7. Students should be able to take group guidance sessions.
8. 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 non-standardized
- 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]

- 3.1 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



Course Outcomes:

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



Teaching Objectives:

1. To acquaint the students with psychometric theory.
2. To acquaint the students with various types of psychological tests.
3. To acquaint the students with the application of the psychological tests in school set up.
4. 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

Course Outcomes:

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



Part I- Psychological Testing [60]

Teaching Objectives: To acquaint the students with:

1. Knowing thoroughly at least 5 Tests
2. The administration of psychological tests
3. Interpretation of scores and report writing
4. Analyzing and representing the scores graphically
5. 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):

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

4. OTHER TESTS (any two):

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



Course Outcomes:

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.
4. Students should be able to prepare and convey the test report to the test-taker or parents.
5. 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.
8. Students should be able to facilitate thinking of children.
9. Students should be able to document the guidance sessions.



Part II- Guidance and Counselling [60]

1. 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.
2. The group of minimum 5 school going children should be handled by the students.
3. 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.
4. Report of exercises should be neatly typed in the standard format and the file should be submitted.
5. 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 teacher-in-charge and HoD.

Course Outcomes:

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



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