

## **Scheme for the examination of Post-Graduate Diploma in School Psychology (2014-15)**

The duration of the course shall be one academic year. The marks for the entire course would be 500, with four theory papers (75 marks each) and a practical (200 marks). All paper would be compulsory.

<b>Paper No.</b>	<b>Nomenclature of the paper</b>	<b>Maximum Marks</b>	<b>Time</b>
Paper I	Developmental Psychology	75 marks	3Hr.
Paper II	Learning and Behavioural Issues	75 marks	3Hr.
Paper III	Educational and Vocational Guidance	75 marks	3Hr.
Paper IV	Intervention Programs and Strategies	75 marks	3Hr.
Practical		200 marks	4Hr.
A).	In-House Practicals	60 marks	
B).	Project Report	70 marks	
C).	Internship	70 marks	

For Internship, Students will be attached to different schools which they will be visiting throughout the course. For component A evaluation would be on the basis of Performance + Report + Viva while for component B & C it would be Report + Viva.

## **Postgraduate Diploma in School Psychology ( Session 2014-15)**

**Paper I**

**Developmental Psychology**

Marks: 75

Time : 3 hours

Note: Ten questions(15 marks each) are to be set, where two questions would be from each unit. Candidates would attempt five questions by selecting one question from each unit.

### UNIT - I

Introduction to Developmental Psychology :Nature and Principles of Development, Theories of Development: Psychoanalytic, Behavioural and Cognitive.

Approaches and Methods: Cross- Sectional and Longitudinal approaches,

Methods: Systematic Observation, Interview and Survey, Case Study and Clinical.

### UNIT – II

Biological Foundations and Development of Motor Skills: Stages of Pre-natal and Post-natal development, Gross and fine motor skills in infancy and childhood.

Sensory and Perceptual Development: Theoretical approaches to Sensation and Perception: Constructivist and Ecological approach, Techniques for studying Sensation and Perception during infancy and childhood.

### UNIT- III

Cognitive Process and Language Development: Information Processing, Cognitive Development: Piaget's stage theory, Vygostky's Socio-culture theory.

Language Development: Stages in Language development, Theories : Nativist(Chomsky), Interactional Theory: Information Processing and Social Interactionist Theory.

### UNIT-IV

Emotional Development : Basic emotions : Happiness, Anger, Sadness and Fear, Self-Consciousness, Emotions and their regulations, Factors influencing Emotional Development, Emotional Development Theory: Bridge's Theory.

### UNIT-V

Social and Moral development: Erikson's theory of Psycho-Social Development, Development and consequence of attachment relationship, Sense of Self and Peer Interaction, School and work: School as a social setting for development.

Theories of Moral Development: Psycho-analytic theory and role of Guilt, Social Learning Theory, Kohlberg's Theory of Moral development.

### **References :**

Berk, L.E. ( 2013). **Child Development**. ( 9<sup>th</sup> ed.) New Jersey. Pearson: Prentice Hall.

Hurlock, E.B. ( 1978). **Child Development**. Singapore: McGraw Hill.

Kevin, C. ( 2014 ). **Child Development:A Practical Introduction**. London: Sage Publication.

Santrock, J.W.,& Bartlett, J.C.(1986). **Developmental Psychology**. USA:Brown Publishers.

**Paper II**

**Learning and Behavioural Issues**

Marks: 75

Time : 3 hours

Note: Ten questions (15 marks each) are to be set, where two questions would be from each unit. Candidates would attempt five questions by selecting one question from each unit.

**UNIT - I**

Learning Issues : Learning Disability: Causes, Disability in the content areas: Reading, Writing and Mathematics.

Mental Retardation: Prevalence, Causes, Effects on the development, Management.

**UNIT – II**

Emotional and Behavioural difficulties: Stability of temperament, Genetic and Environment influences, Bowlby's Ethological Theory of Attachment, Factors affecting securities.

Behavioural Issues : Sexual behaviour, Drug abuse, Bullying in school, Anxiety, Depression and Suicide.

**UNIT – III**

Life Style Issues: Eating disorders – Obesity, Anorexia Nervosa, Bulimia Nervosa and their causes.

Life Style Disorders: Juvenile Diabetes, Hypertension.

**UNIT – IV**

Moral Issues: Development of Delinquency, Truancy, Aggression, Conduct Disorders, Attention Deficit Hyper Disorder (ADHD) and Autism.

**UNIT – V**

Contemporary Issues in School Years: Competition; Under achievement, Risk- taking, Sexual Abuse.

Impact of Mass Media : Television, Print Media, Cell phones and Internet.

**References:**

Baruth, L.G. and Huber, C.H. ( 1985). **Counselling and Psychotherapy: Theoretical Analysis and Skill Applications**. Toronto : Merrill.

Hurlock, E.B. ( 1978). **Child Development**. Singapore : McGraw Hill.

Kevin, C. ( 2014). **Child Development: A Practical Introduction**. London: Sage.

Santrock, J.W. & Bartlelt, J.C. ( 1986). **Developmental Psychology** . USA: Brown

**Paper III**

**Educational and Vocational Guidance**

Marks: 75

Time : 3 hours

Note: Ten questions (15 marks each) are to be set, where two questions would be from each unit. Candidates would attempt five questions by selecting one question from each unit.

**UNIT- I**

Guidance: Basic concepts and principles of Guidance, Dimensions of Guidance. Resources of Guidance, Organisation of guidance programme, types of guidance programme.

**UNIT- II**

Educational Guidance: Purpose of Guidance, Guidance at different stages of education, School curriculum: Meaning of Curriculum; Importance of Guidance in Curriculum; Guidance functions through the subject matter areas.

Guidance for Fostering Self Discipline and Enhancing Learning Capability: Concept of Discipline, Strategies to inculcate self-discipline amongst students, Facilitating Learning through Guidance.

**UNIT -III**

Guidance of Special Group: Meaning and Nature of special groups; Areas of Exceptionality: Intellectual (mental retardation and giftedness), Physical (blind, deaf, speech disordered and orthopaedic handicaps) and their guidance programmes

**UNIT- IV**

Vocational Guidance: Importance of Vocational Guidance, Nature, Basic assumptions and Purpose of Vocational Guidance, Vocational Guidance at different stages.

Vocational Choice, Development and Adjustment: Basic elements of Occupational Choices: Theories of Vocational Choice, Factors affecting Vocational Choice and Development.

**UNIT -V**

Assessment and Evaluation of Guidance Programme;

Meaning and Characteristics of evaluation, steps of guidance evaluation, kinds of evaluation studies.

Guidance movement in India.

**References:**

Bhatnagar , A.& Gupta, N .(1999).**Guidance and counselling Volume1:Theoretical Perspective.** Delhi: Vikas .

Bhatnagar , A.& Gupta, N.(1999).**Guidance and Counselling. Volume2: A Practical Approach .**Delhi: Vikas.

Hunt, N., & Marshall, K (2002): **Exceptional Children and Youth: An Introduction to Special Education** (3<sup>rd</sup> ed). New York: Houghton Mifflin Company.

Kirk, S. A. ,Gallagher, J. J., Anastasiow, N.J.(2002). **Educating Exceptional Children** (10<sup>th</sup> ed). New York: Hongton Mifflin Company.

Kochhar , S.K.(1984). **Educational and Vocational Guidance in Secondary Schools.** New Delhi: Serling.

Pietro Pessa , J.J., Bernstein, B.,Minor,J. & Stanford, S(1980). **Guidance: An Introduction.** Chicago: Rand McNally College.

## Paper IV

## Intervention Programmes and Strategies

Marks: 75

Time : 3 hours

Note: Ten questions (15 marks each) are to be set, where two questions would be from each unit. Candidates would attempt five questions by selecting one question from each unit.

### UNIT-I

Psychological Assessment: Pupil Appraisal Test (Intelligence, Personality, Aptitude, Achievement and Interest) and Non-Test Techniques (Observation, Rating, Scales, Interview and Self Reporting).

Intervention: Levels of Intervention, Goals of Intervention, Intervention Programmes.

### UNIT- II

Assessment of Learning Disabilities: Norm- reference measures, Criterion –referenced measures, Non Standardized Assessment Strategies, Curriculum based Assessment.

Intervention Programmes: Planning Education Intervention, Individualized Education Programmes: Elementary and Secondary.

Assessment of Mental Retardation: Intelligence tests and Adaptive Skills, Intervention Programmes : Early Intervention, General and Individualized Education: Classroom Teacher as a Consultant and Facilitator.

### UNIT-III

School and Outcomes: Working with emotions to bring about change in School children: Emotional Storytelling, The Pennebaker Paradigm.

Components of Positive Schooling: Care, Trust, Respect, Plans, Hope, Motivation and Societal Contributions. Strength Quest Programmes, Teaching as a calling.

### UNIT-IV

Self Assessment and Enhancement: Self Assessment through Self Esteem, Self Efficacy, Optimism and Character Strengths.

Self Enhancement Strategies: Identification of Personal Strength, Getting to know and Capitalizing one's own strengths.

### UNIT-V

Stress Assessment and Management: Stress Management Strategies: Yoga, Meditation, Mindfulness, Time Management and Money Management.

Life Skill Programmes: Decision Making, Problem Solving, Assertiveness, Children and Youth Development Programmes.

### References

Baruth , L.G. and Huber, C.H.(1985). **Counselling and Psychotherapy: Theoretical Analysis and Skill Applications.**Toronto: Merrill

Bhatnagar, A. and Gupta, N. (1999) **Guidance and Counselling** (Volume-I, Volume-II) Theoretical Perspective. New Delhi, Vikas.

Kevin, C. (2014).**Child development, A practical Introduction.** London, Sage.

Nietzel, M.T., Bernstein,D.A., and Milich, R.(1994). **Introduction to Clinical Psychology** ( 4<sup>th</sup> Edition). New Jersey : Prentice Hall.

Pietrofessa, J.J., Bernstein,B., Minor,J.and Stanford,S.(1980 ) **Guidance : An Introduction.** Chicago: Rand McNally College.

Santrock,J.W. and Barlett, J.C.(1986) **Developmental Psychology.** USA: Brown Publishers.

Smith, C.R. (1994) **Learning Disabilities: The Interaction of Learner, Task and Settings**(3<sup>rd</sup> Edition).Boston: Allyn & Bacon.

**Paper V****Practical****Total Marks: 200**

**Note:** During the examination each candidate would submit signed reports for all the three components. Each candidate would administer one test. Evaluation of Section A would be on the basis of performance, Report and Viva, while for Section B and C it would be on the basis of Report and Viva.

**Paper V-A****In House Practicals****60 marks**

Each student would perform 10 tests, where each would be a bivariate study, from the areas mentioned below. The study would be on a sample of atleast 10 respondents. Analysis would be done on grouped data.

1. Intelligence
2. Mass Media
3. Adjustment
4. Personality
5. Creativity
6. Health
7. Resilience
8. Basic Skills : Reading, Study Habit
9. Life Skills
10. Aptitude
11. Positive Emotions
12. Attachment

**Paper V-B****Internship****70 marks**

Students will be attached to different schools which they will be visiting during the course. Nature of internship will be decided by the Department.

**Paper V- C****Project Report****70 marks**

Each student would submit a Project Report on the topic assigned to him/her by the teacher in consultation with Principle of the school.