

DISCIPLINE SPECIFIC ELECTIVE COURSE – 10: SCHOOL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
DSE-10 School Psychology	4	3	1	0	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce basic concepts of School Psychology to the students.
- To learn strategies for effective assessment and intervention to support students' academic, social-emotional, and behavioural development.
- To promote the well-being of children and adolescents in the school setting.

Learning Outcomes

After completing this course, the student will be able to:

- Develop an understanding of the fundamentals of School Psychology.
- Understanding strategies for effective assessment and intervention to support students' academic, social-emotional, and behavioural development.
- Promoting the well-being of children and adolescents in the school setting.

SYLLABUS OF DSE-10

UNIT 1

(10 Hours)

Introduction to School Psychology

Orientation to School Psychology (Nature, Historical and Current trends, Scope and Allied Fields), Role and Function of School Psychologist as a Professional, Overview of the Indian School System and Educational Policy in India, Socio-cultural Diversity

UNIT 2

(10 Hours)

Theoretical and Conceptual Underpinnings

Application of Psychological Theories in Classrooms (e.g., Piaget, Vygotsky, Gardner, Erikson and Bronfenbrenner), Indian Perspectives on Teaching Learning and Schooling (Guru-Shishya Parampara), Role of Family and Community in Schooling

UNIT 3

(12 Hours)

Addressing Contemporary Concerns among School Students

Academic Concerns (Learning Difficulties, Neurodevelopmental Issues, Exceptional and Gifted Children), Social Emotional Concerns (Stress and Anxiety, Body Image, Peer Pressure), Behavioural Concerns (Conduct issues, Digital dependency)

UNIT 4

(13 Hours)

Assessments and Interventions in School Settings

Assessment (Comprehensive Psycho-educational Assessment); Intervention – School Mental Health, Crisis Intervention, Bullying, Abuse; School-based remedial programme for the child - art therapy, play therapy, problem-solving; Vocational and career guidance

Tutorial component

(15 Hours)

Suggested Tutorial Activities:

- Psycho-educational testing applicable in school setting
- Role play between teacher and learner
- Case study analysis
- Movie review
- Interventions designed to promote mental health, social emotional concerns, academic Concerns, or behavioural concerns
- Book review
- Policy review around child development
- Documenting experiences of school children
- Cultural practices in schooling

Practical component – NIL

Essential/recommended readings

Berk, L. E. (2018). *Development through the lifespan* (Seventh edition). Pearson.

Chaudhary, N. (2013). *Parent beliefs, socialisation practices and children's development in Indian families* [Major Research Project]. University Grants Commission.

Kapur, M. (2011). *Counselling Children with Psychological Problems* (1st ed.). Pearson Education India.

Kirsh, S. J., Duffy, K. G., & Atwater, E. (2014). *Psychology for living: Adjustment, growth, and behavior today* (11th ed). Pearson.

- Merrell, K. W., Ervin, R. A., Peacock, G. G., & Renshaw, T. L. (2022). *School psychology for the 21st century: Foundations and practices* (Third edition). The Guilford Press.
- Mohan, L., Yilanli, M., & Ray, S. (2023). Conduct Disorder. In *StatPearls [Internet]*. StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK470238/>
- Patwa, S. S., Peverly, S. T., Maykel, C., & Kapoor, V. (2019). Roles for school psychologists in the challenging Indian education landscape. *International Journal of School & Educational Psychology*, 7(2), 94–101. <https://doi.org/10.1080/21683603.2019.1570886>
- Ramalingam, P. (2011). Prospects of School Psychology in India. *Journal of the Indian Academy of Applied Psychology*, 37(2), 201–211.
- Saraswati, T. S., Menon, S., & Madan, A. (Eds.). (2018). *Childhoods in India: Traditions, trends, and transformations* (First South Asia edition). Routledge.

Suggested readings

- Agrawal, R., & Rao, B. V. L. N. (2007). *Education for disabled children*. Shipra Publications.
- Anderson, S. R. (2012). Psycho-Educational Processes as Strategies for Students Presenting with Emotional and Behavioural Disorders. *American International Journal of Contemporary Research*, 2(7).
- Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal psychology* (Sixteenth edition). Pearson.
- Case, C., & Dalley, T. (Eds.). (2008). *Art therapy with children: From infancy to adolescence* (1st ed.). Routledge.
- Chopra, G. (2015). *Child rights in India: Challenges and social action*. Springer.
- Ranganathan, N., & Wadhwa, T. (2017). *Guidance and counselling for children and adolescents in schools*. SAGE Publications Inc.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.