SES's L.S. RAHEJA COLLEGE OF ARTS and COMMERCE (AUTONOMOUS)

BOARD OF STUDIES: Psychology
PROGRAMME: MA Psychology (with Counselling Specialization)
SEMESTER: I
NOMENCLATURE OF THE COURSE: SCHOOL PSYCHOLOGY
NEP Vertical: MAJOR
Credit: 2

(As Per Choice Based Credit System (under NEP 2020) with effect from the academic year 2025-26)

Programme:	**MA Psychology (with Counselling Specialization)**
Nomenclature of the Course	**School Psychology**
Course Code	**PGMACOIMJ426**
Total Marks	**50**
Semester:	**I**
Academic year	**2026-27**

LEARNING OBJECTIVES: This paper aims to develop an advanced understanding of school psychology, including developmental, assessment, and intervention frameworks within educational settings. It also aims to enhance students' ability to critically apply psychological principles to support children's academic, emotional, and social well-being.

COURSE OUTCOMES:

1. Analyse the foundations of school psychology, including developmental theories, inclusive education, and child and adolescent behavioural concerns. Critically evaluate the roles and functions of school psychologists in addressing diverse educational and mental health needs.
2. Analyse and apply school-based assessment and intervention strategies, including consultation and therapeutic approaches, for children and adolescents. Evaluate the effectiveness of these interventions while integrating child rights, safety, and ethical considerations in practice.

Unit	Course Content	Andragogy	No of Lectures
Module I	**1. Foundations of School Psychology** 1.1 Historical development and scope of school psychology 1.2 Roles and functions of school psychologists in India and globally 1.3 Introduction to Human Development and Developmental Theories 1.4 Introduction to inclusive education and children with special needs 1.5 Internalizing and Externalizing Problems in Children and Adolescents	Interactive lectures, PowerPoint presentations, Case studies, Role plays Field-based exposure and experiential learning activities	**15**
Module II	**2. School Based Interventions** 2.1 Psycho-educational assessments 2.2 Consultation models: teacher, parent, and system-level consultation 2.3 Therapeutic Interventions for Children and Adolescents 2.4 Social skills training and life skills education 2.5 Child Rights and Safety	Interactive lectures, PowerPoint presentations, Case studies, Role plays Field-based exposure and experiential learning activities	**15**

SUGGESTED READINGS

1. 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), 99–108.*
2. Berk, L. E. (2007). *Development through the lifespan* (3rd ed.). Pearson Education.
3. Bhakhry, S. (2006). *Children in India and their rights*. National Human Rights Commission, New Delhi.
4. Chopra, G. (2015). *Child rights in India: Challenges and social action*. Springer.
5. Christner, R. W., Forrest, E., Morley, J., & Weinstein, E. (2007). Taking cognitive-behavior therapy to school. *Journal of Contemporary Psychotherapy, 37*(3), 175–183.
6. Freeman, A., Christner, R. W., & Mennuti, R. B. (2005). *Cognitive-behavioral interventions in educational settings*. Routledge.
7. Government of India. (2016). *The Rights of Persons with Disabilities Act*.
8. Gresham, F. M., Cook, C. R., Crews, S. D., & Kern, L. (2004). Social skills training for children and youth with emotional and behavioral disorders. *Behavioral Disorders, 30*(1), 32–46.
9. Hall, C., Hall, E., & Hornby, G. (Eds.). (2003). *Counselling pupils in schools*. Routledge.
10. Jimerson, S. R., Skokut, M., Cardenas, S., Malone, H., & Stewart, K. (2008). Where in the world is school psychology? *School Psychology International, 29*(2), 131–144.
11. Luiselli, J. K., Putnam, R. F., Handler, M. W., & Feinberg, A. B. (2005). Whole-school positive behaviour support. *Educational Psychology, 25*(2–3), 183–198.
12. Maldonado-Carreño, C., & Votruba-Drzal, E. (2011). Teacher–child relationships and development of academic and behavioral skills. *Child Development, 82*(2), 601–616.
13. Merrell, K. W. (2008). *Helping students overcome depression and anxiety: A practical guide*. Guilford Press.
14. Oakland, T. D., & Cunningham, J. L. (1992). School psychology in developed and developing countries. *School Psychology International, 13*(2), 99–129.
15. Patwa, S. S., Peverly, S. T., Maykel, C., & Kapoor, V. (2019). Roles for school psychologists in India. *International Journal of School & Educational Psychology, 7*(2), 94–101.
16. POCSO Model Guidelines. (2020). Ministry of Women and Child Development.
17. Quinn, M., Osher, D., Warger, C., et al. (2000). *Educational strategies for children with emotional and behavioral problems*.
18. Ramalingam, P. (2011). Prospects of school psychology in India. *Journal of the Indian Academy of Applied Psychology, 37*(2), 201–211.
19. Shriberg, D., & Clinton, A. (2016). Social justice principles in school psychology. *School Psychology International, 37*(4), 323–339.

QUESTION PAPER PATTERN

(A) FOR CONTINUOUS EVALUATION

10 Marks Class Test	(MCQ/QUIZ) ---------- 10 MARKS

(A-1)

(A-1) RUBRICS FOR CONTINUOUS EVALUATION

10 Marks	ASSIGNMENT ---------- 5 MARKS
	VIVA-VOCE ---------- 5 MARKS

(B) QUESTION PAPER PATTERN FOR SEMESTER END EXAMINATION

30 Marks	Q1. Answer in brief (1/2)-------- 15 marks
	Q2. Answer in brief (1/2)-------- 15 marks