

UNIVERSITY OF PUNE, PUNE

POST GRADUATE DIPLOMA IN SCHOOL PSYCHOLOGY (Dip. S.P.)

**(Under the Board of Studies in
Psychology in Mental, Moral and Social Science Faculty)**

Rules of eligibility for a diploma in School Psychology are as under:

- (a) B.A. with Psychology as special or general level
- (b) Graduate in Home Science with specialization in Child Development
- (c) B.Sc. with Psychology (Principal/Subsidiary)
- (d) B. Ed.
- (e) M. S. W.
- (f) Any graduate completing three courses in Psychology at graduation level from any Open University.
- (g) M.B.B.S, B.H.M.S, B.A.M.S

STRUCTURE OF DIPLOMA COURSE

The course will be of one and half year's duration and shall consist of 4 theory courses and a practical. There will be internship for one term after being successful in the written examination. These courses are given below:-

		Marks	Ext.	Int.
(1) Paper I	Development and Adjustment in Childhood and Adolescence	100	80	20
(2) Paper II	Psychology of Human Abilities	100	80	20
(3) Paper III	Principles and Procedures of Educational Guidance and Counseling	100	80	20
(4) Paper IV	Psychological and Educational Measurement and Evaluation	100	80	20
(5) Practicum	(a) Practical in Testing	50		
	(b) Practical in Guidance	50		
(6) Internship as a School Psychologist				Grades

P.G Diploma syllabus conversion into credit system

Part I

Paper I, II, III, IV & V

Subjects	Marks	Credits	Credit Hours
Paper I	100	4	84
Paper II	100	4	84
Paper III	100	4	84
Paper IV	100	4	84
Paper V			
Practical in testing	50	2	42
Practical in guidance	50	2	42
Total Marks	100	4	84

Part II

Internship

Subjects	Marks	Credits	Credit Hours
Internship (The break up is attached in appendix)	250	8	210

Practical shall consist of a practical in testing and a practical in guidance to be completed by the student. He/She is expected to submit his journal and reports duly signed by the concerned in charge and the Head/Principal of the Institution before final examination. Practical examination shall consist of evaluation of his/her practicum reports, journals, and viva-voce.

Evaluation of internees will be based on work done during internship, reports and presentation performance.

Number of lectures and practical will be as per the University rules, and the internship will be supervised by experts.

Examination and Standard of Passing:

- (1) Each course shall carry 100 marks and Paper V, i.e. practicum in testing and guidance will carry 100 marks. Internship will carry 200 marks.
- (2) The norms of passing the examinations are the same as for M.A. examination.
- (3) The minimum requirement for passing the internship will be 50% marks.
- (4) The result of the Diploma Course will be declared in class as per Pune University Rules.
- (5) Diploma will be awarded only after success at internship.

Paper I: Development and adjustment in Childhood and Adolescence

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.

- **Topic-1 Concept of Development**

- 1.1 Principles of Development.
- 1.2 Role of Heredity and Environment in Development
- 1.3 Psycho-bio-social Model of Development

Topic-2 Physical and Motor Development

- 2.1 Growth and change during childhood
- 2.2 Development of physiological habits.
- 2.3 Bladder, Bowel, Eating, Sleep behavior
- 2.4 Development of Gross motor skills
- 2.5 Development of Fine Motor skills
- 2.6 Handedness

Topic-3 Language Development

- 3.1 Various approaches to language development: Nativist, Interactionist, Behavioral
- 3.2 Stages in language development
- 3.3 Bilingualism
- 3.4 Difficulties with language development

Topic-4 Cognitive Development

4.1 Brain regions and its functions

4.2 Piaget's Theory

4.3 Vygotsky's Theory

4.4 Complex Cognitive Processes

- Conceptual understanding
- Thinking
- Problem Solving
- Transfer

Topic-5 Learning and Information Processing

5.1 Classical Conditioning

5.2 Operant Conditioning

5.3 Social cognitive approach

5.4 Application in school/Education

5.5 Learning and Cognition in the content area

- Reading
- Writing
- Mathematics
- Science
- Social Studies

Topic-6 Social and Moral Development

6.1 Erikson's Theory of Psychosocial Development

6.2 Social contexts of Development

- Religion
- Family
- Friends and Peers
- School
- Mass Media

- 6.3 Gender Development
- 6.4 Kohlberg's theory of Moral development
- 6.5 Self regulation
- 6.6 Social and Moral difficulties in school setup

Topic-7 Emotional Development

- 7.1 Emotional Development- Basic Emotion and self Conscious emotion
- 7.2 Attachment theory and types of attachment
- 7.3 Model of Temperament
- 7.4 Various emotional difficulties:
 - Anxiety, phobias, Depression, Attachment Problems

Topic-8 Adolescence

- 8.1 Development of various aspects of development
- 8.2 Biological changes
- 8.3 Cognition
- 8.4 Development of Self
- 8.5 Family Relations
- 8.6 Common Problems of Adolescence
 - Sexual behavior
 - Drug Use
 - Stress
 - Depression and Suicide

Books for Reading:

1. Santrock, J.W. Child Development Tata McGraw-Hill 2007.
2. Santrock, J.W. Educational Psychology: Classroom update: Preparing for praxis and Practice Tata McGraw Hill 2007.
3. Sroufe, A., Cooper R.G, Dehart G.B. Child Development and It's nature and course, McGraw-Hill, Inc 1992.
4. Berk, L.E. Child Development Prentice Hall of India 2001.
5. Hurlock, E.B Child Development. Singapore: McGraw-Hill, (Int. Ed.) 1978.
6. Ingersoll, G.M Adolescents. New Jersey: Prentice Hall, 1989.
7. Graham, P. Turk J. Verhulst, F. Child Psychiatry: A developmental approach. Oxford University Press, 1999.
8. डॉ.स.रा. बोरूडे, डॉ.मेधा कुमठेकर, डॉ.भरत देसाई, डॉ. शिला गोळविलकर वैकासिक मानसशास्त्र, पुणे विद्यार्थी गृह प्रकाशन, पुणे(१९९०)
9. प्रेमला काळे बालमानसशास्त्र, श्री विद्या प्रकाशन पुणे (१९७७)
10. ह.ना. जगताप शैक्षणिक मानसशास्त्र, नरेद्र प्रकाशन, पुणे.(२००८)

Books for Reference:

1. Hetherington, E.M. and Parke, R.D. Child Psychology – A Contemporary View Point. New York: (3rd Ed.), McGraw Hill 1986.
2. Salkind, A. Child Development (5th Edition) New York: Holt, Rinheart & Winston INC.1987.
3. Mussen, P.H.; Conger, J.J.; Kagen, J. and Heustone, A.C. Child Development and Personality (7th Edition). New York: Harper and Raw Publishers, 1990.
4. Hurlock, E.B. Developmental Psychology (5th ed) New Delhi: McGraw-Hill.1980
4. Staton, T.F. Dynamics of Adolescent Adjustment (2nd Ed.). Macmillan Co. New York, 1964.

Paper II: Psychology of Human Abilities

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 Indian psychology

1.0 Nature and Scope of Human Abilities

- 1.1 Nature of intelligence
- 1.2 Concept of intelligence : Western and Eastern
- 1.3 Expert definition of intelligence
- 1.4 Metaphors underlying experts' conceptions
- 1.5 Application of intelligence in scholastic performance

2.0 Models of intelligence with different bases

- 2.1 Contemporary models of intelligence: Spearman, Thurston and Guilford
- 2.2 Theory based on Information processing: Sternberg
- 2.3 Theory based on Biological model : Luria
- 2.4 Theory based on Genetic Epistemological model : Piaget
- 2.5 Miscellaneous models : Thorndike, Gardner, Goleman

3.0 Human Exceptionality

- 3.1 Concept and nature of exceptionality
- 3.2 Children with positive exceptionality
- 3.3 Children with negative exceptionality: Handicapped children
- 3.4 Labeling the children: uses and hazards
- 3.5 Special services for the exceptional children: institutions, community resources, educational services

4.0 Gifted Children

- 4.1 View regarding giftedness
- 4.2 Types of gifted and their characteristics
- 4.3 Methods for identification of gifted
- 4.4 Models for nurturing giftedness

4.5 Status of gifted education in India

5.0 Children with handicap

- 5.1 Types of handicaps: Mental retardation (levels and symptoms)
- 5.2 Learning disability (types and education)
- 5.3 Behavioral disorders (causes and intervention)
- 5.4 Other disorders (speech and language, hearing, visual, physical, health)
- 5.5 Impact of exceptionality on family and role of counselors

6.0 Nature and Nurture

- 6.1 Biological basis of intelligence
- 6.2 Inheritance of intelligence: present status
- 6.3 Methods of studying role of heredity: Twin studies, family studies, adoption studies, studies based on computation
- 6.4 Nurture: postnatal factors contributing to intelligence
- 6.5 Applications of various concepts of intelligence for nurturing human abilities.

7.0 Individual in Society

- 7.1 Individual differences: cognitive styles, interests, values
- 7.2 Social agencies : family, school, community
- 7.3 Educational policies for exceptional children
- 7.4 Multicultural perspectives and issues
- 7.5 Legal issues regarding children with difference

8.0 Indian Concepts of Human Ability

- 8.1 Indian Psychology : concept, significance and methods
- 8.2 Systems and schools of Indian Psychology
- 8.3 Ancient Indian Concept of “*Buddhi*”
- 8.4 The Concept of *Panchakosha* (in Yoga)
- 8.5 Indian concept of ‘self’

Books for Reading:

1. Sternberg, R.J. (2000). Handbook of intelligence. Cambridge; Cambridge University Press.
2. Tyler, Leona E. (1969). The Psychology of Human Differences. Bombay: Meredith Publishing Co. Indian Reprint – Vakils, Feffer and Simons, (3rd Ed.).
3. Anastasi, Anne. (1975). Differential Psychology., (3rd Ed.). Toronto: Macmillan
4. Passer, M. W. & Smith, R.E. (2007) Psychology: the science of mind and behavior.(3rd Ed.). New Delhi; Tata McGraw Hill Publication Company Limited.
5. Cruickshank & Johnson (Eds.) (1975). Education of Exceptional Children and Youth (3rd Ed.).N. J.: Prentice Hall,
6. Hardman, M.L., Drew, C.J., Egan, M.W., Wolf, B. (1990). Human Exceptionality (3rd Ed.), London: Allyn and Bacon.
7. Rao Ramakrishna & Parnajpe Anand (2008). Handbook of Indian Psychology. New Delhi; Cambridge University Press India Pvt. Ltd.
8. Kitano, M.K. & Kirby, D.F. (1986). Gifted Education: A Comprehensive View. Boston: Little Brown.
9. Rao, Sujatha (1987) Widening horizons for educating the gifted. Nissima Institute of Human Development.
10. Maitra, Krishna (1993). Gifted and Talented. Delhi: Discovery Publishing House.

Books for Reference:

1. Butcher, H.J.(Ed) (1975) Human Intelligence: Its Nature and Assessment. London: Methuen.
2. Vernon, Philip E. (1972). Intelligence and Cultural Environment. London: Methuen and Co. Ltd.
3. Wolman, Benjamin B.(Ed.). (1985) Handbook of Intelligence. N.Y. John Wiley,
4. Guilford, J.P. (1986) Creative Talents. N.Y.: Beaverly Hills.
5. Guilford J.P. (1977) The Way Beyond IQ. Buffalo: Creative Education Foundation.
6. Gardener, Howard. (1993). Multiple intelligences Basic Books
7. Bhatt, B.D. & Sharma, S.R. (1993). Education of the Gifted and Talented Children. Delhi: Kanishka Publishing House,
8. Maitra, Krishna (1996). Parenting the Gifted. Delhi: Discovery Publishing House.

Paper III - Principles and Procedures of Guidance and counseling

Topic-1- Nature and Scope of Guidance and Counseling

- 1.1 - History of guidance and counseling services.
- 1.2 - Principles of Guidance
- 1.3 - Difference between Guidance and Counseling
- 1.4 - Need for Guidance
- 1.5 - Fields of guidance
- 1.6 -Coping and adjustment

Topic-2- Process of Guidance

- 2.1 - Diagnostic tools in Guidance: Observation, Checklist, anecdotal records, cumulative Records, Interview rating scales and case history.
- 2.2 - Techniques for group and individual guidance: Group tasks, Group discussion, Intelligence games, role plays, self report ,activities etc,
- 2.3 - Debriefing and interpretation in guidance process.
- 2.4 - Summary making and follow up of guidance issue.
- 2.5 - Record Keeping

Topic 3- Skills training in Guidance

- 3.1 - Creative thinking
- 3.2 - Effective study Habits
- 3.3 - Effective communication
- 3.4 - Sexuality management
- 3.5 - Stress management and positive thinking
- 3.6 - Career guidance

Topic 4 - Guidance in school set up

- 4.1- Needs for guidance at different levels.
- 4.2- Guidance for special population (Various Learning difficulties, Gifted, Handicapped and slow learning Categories)
- 4.3- Role of teacher and parent in healthy development of children.
- 4.4- Training issues for teacher and parents.

Topic 5 - Counseling

- 5.1- Personal and Professional aspects of counseling.
- 5.2- Ethical and legal aspect of counseling
- 5.3- Building, maintaining and terminations counselor's relationships.
- 5.4- Characteristics of an effective counselor
- 5.5- Individual and group counseling in school set up.
- 5.6- Counseling for overcoming traumas.

Topic 6- Approaches to Counseling

- 6.1 - Behaviorist
- 6.2- Transactional Analysis
- 6.3- Humanistic / Rogerian approach
- 6.4- Rational Emotive Behavior approach
- 6.5- Selection and application of appropriate approach.

Books for Reading

1. Gupta, S.K. Guidance and Counseling in Indian Education. Delhi: Mittal Publications, 1985.
2. Bengalee, Mehroo. Guidance and Counseling. Bombay: Sheth Publishers,
3. Hoghughi, Masud. Assessing Child and Adolescent Disorders. New Delhi: Sage Publications, 1992,
4. Dave, Indu. The Basic Essentials of Counseling, New Delhi: Sterling Publishers, 1984.
5. B. Narayanrao, Counseling and Guidance. (2nd Ed.) Delhi: Tata McGraw Hill, 1992.
6. Nathan & Hill. Career Counseling. New Delhi: Sage Publications, 1992.

7. Indira Madhukar, Guidance & Counseling –Authors Press, Delhi 2000
8. Margaret Hough, Practical approach to counseling – Pitman Publishing, London 1994.
9. Gladding S.T. Counseling, New Delhi, Pearson 2009
10. S-Nageshwara Rao, Muruguddu Shrihari, Digumurthi B.R.
Guidance and Counseling. New Delhi, Discovery Publishing House 2002

Books for Reference:

1. Thomas, Murray R. Counseling and Life – Span Development. New Delhi: Sage Publications, 1990
2. Herr, Edwin (Ed.) Vocational Guidance and Human Development. Boston: Houghton Mifflin, 1974.
3. Wallace & Lewis. Becoming a Professional Counselor. New Delhi: Sage Publications, 1986
4. Morgan and Dese, How to Study. New Delhi: Tata McGraw Hill, 1972.
5. Yashwantrao Chavan Maharashtra Open University, Preparatory course books on Communication Skills, Nasik: YCMOU, 1992.
6. Traxler A.E., North R.D. Techniques of Guidance, Harper & Row Publishers NY 1966
7. Charles Gelso, Bruce Fretz – Counseling Psychology (2nd Ed.) Harcourt College Publishers, Orlando.
8. Marathi Manas Shastriya Margdarshan- Sadhana Kamat, *Popular Prakashan, Mumbai, 2001*
9. Cupuzzi D.Gross D.R. Counseling and Psychotherapy Theories and Interventions, New Delhi, Persons Prentice Hall,2007
10. Gelso Charles, Fretz Bruce, Counseling Psychology, Harcourt College Publishers, Orlando, 1992
11. Richard Nelson-Jones, Basic Counseling Skills-A Helperis Manual Sage, New Delhi,2008
12. Patwardhan V(Ed)-Rang Samupadeshanache
Anagha Wachasundar Pratishan, Goa, 2008

Paper IV: Psychological and Educational Measurement and Evaluation

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.

1.0 Conceptual Framework of Measurement and Evaluation

- 1.1 Nature of measurement
- 1.2 Types and scales of measurement
- 1.3 Nature of Evaluation
- 1.4 Significance of Measurement and Evaluation in Education

2.0 Measurement in Education and Learning

- 2.1 Process of Learning
 - a) Objectives
 - b) Content
 - c) Evaluation
- 2.2 Cognitive Measurement
- 2.3 Non cognitive Measurement

3.0 Instruments of Educational Measurement and Evaluation

- 3.1 Various Methods of educational Assessment
- 3.2 Nature and uses of educational evaluation tools
- 3.3 Relationship of achievement with abilities and aptitudes
- 3.4 Limitations of teacher made tools

4.0 Psychological Instruments of Measurement and Evaluation

- 4.1 Classification and types of tests
- 4.2 Intelligence tests
- 4.3 Specific ability tests, aptitude tests
- 4.4 Personality inventories
- 4.5 Interest, attitude and value inventories
- 4.6 Projective tests

5.0 Process of Test Standardization

- 5.1 Steps in test construction
- 5.2 Item writing, item analysis and item selection
- 5.3 Reliability
- 5.4 Validity
- 5.5 Norms
- 5.6 Administration, interpretation and report writing of the test

6.0 Preparation of Evaluation Programme

- 6.1 Guidelines for Designing evaluation program
- 6.2 Needs analysis, setting criteria
- 6.3 Collecting information
- 6.4 Analyzing, communicating and applying the information in schools.

7.0 Statistics in Measurement

- 7.1 Use of statistics by school psychologist
- 7.2 Measures of Central tendency
- 7.3 Measures of Variability
- 7.4 Percentiles and percentile ranks
- 7.5 Normal probability
- 7.6 Rank order and product moment correlation

8.0 Computer Application

- 8.1 Computerized Test Administration
- 8.2 Computerized Scoring and Interpretation of results
- 8.3 Advantages and disadvantages of computerized testing
- 8.4 Personal Data storing

Books for Reading :

1. Anastasi, Anne. Psychological Testing. (5th Ed.) New York: MacMillan Publishing Co. Inc., 1977.
2. Gregory R.J. Psychological Testing: History, Principles and Applications (4th Ed) India:Pearson Education, 2005.
3. Stanley, J.C. & Hookins, K.D. Educational and Psychological Measurement and Evaluation. New Delhi: Prentice Hall of India Pvt. Ltd., 1978.
4. Dandekar, W.N. Evaluation in Schools. Pune: Shrividya Prakashan, 1988.

5. Dandekar, W.N. and Rajguru, M.S. Psychological testing and Statistics Pune : Sheth Publishers 1988.
6. Kosecoff, J. & Fink, A. Evaluation Basics – A Practioner’s Manual. Sage Publications: New Delhi, 1982.
7. Singh, A. K. Tests, Measurements and Research Methods in Behavioural Sciences. Bharatiya Vidya Bhavan, New Delhi, 1997.
8. Dandekar, W.N. Shaikshanik mulyamapan ani Sankhyashastra, Shrividya Prakashan, Pune 2007.
9. Jagtap, H.N. Shaikshnik Manas Shastra, Anmol Prakashan, 2008.
10. Kale Premala, Manas Shastriya Mapan, Manovikas Prakashan 1990.
11. Upasani, N.K. Evaluation in Higher Education, S.N.D.T. Women’s University, Bombay, 1978
12. Mangal, S.K. Statistics in Psychology & Education, Tata McGraw-Hill Publishing Co. Ltd., New Delhi. 1993.

Books for Reference :

1. Satterly, David, Assessment in Schools. Oxford: Basil Blackwell INC, 1989.
2. Mangal, S.K. Statistics in Psychology & Education, Tata McGraw-Hill Publishing Co. Ltd., New Delhi. 1993.
3. Maharashtra Rajya Shaikshanik Sanshodhan Prashikshan Parishad. Punnrachit Abhyaskramacha Masuda
4. Sahasrabudhe, D.H. Shikshanatun Naitik Mulyasanvardhan
5. Dandekar, W.N. Budhimapan Kasotyachi Tondolakh Part 1

Paper V: (a) Practical in Testing

Objectives:

1. To acquaint the students with different types of psychological tests/
2. To impart field experience of administering and interpreting some of the tests.
3. To make the students aware of the application of these tests in school situation.

(A) List of Tests: (Number of tests to be practiced minimum Ten)

1. Intelligence Tests – General Ability Test. Non- verbal Test. Performance Test, etc.
2. Aptitude Tests – e.g. DAT, SOI, etc.
3. Interest Inventory
4. Adjustment Inventory
5. Personality Inventory
6. Basic Skills: Reading, Study Habit
7. Projective Test
8. Creativity

Test Journal and Reports

The students are expected to prepare and submit journal containing the report of practicum in testing in a format prescribed by the teacher.

Paper V : (B) Practical in Guidance

Objectives:

1. To acquaint the students to classroom situation.
2. To acquaint the students with the procedures of identification of problem behavior.
3. To help the students of acquire counsellor's skills
4. To acquaint the students with the process of counselling.

Candidates will undertake his/her work in guidance during the year. She/ he will be given chance to observe guidance process in progress and to participate in it as a counsellor. The students are expected to handle minimum of two individual cases and 10 to 12 group guidance sessions under supervised guidance.

Reports:

The students are expected to submit the reports of visits, classroom observations, counseling and group guidance in the form of a file.

Paper V: (A) Practicum in Testing**(B) Practicum in Guidance****Schemes of Evaluation:**

There will be an external assessment of 30 marks for viva and internal assessment of 70 marks for the year's work done.

(A) Psychological Testing : (50 Marks)

- | | | |
|---------------------------------------|---|---------------------|
| (a) Journal | : | 10 Marks (Internal) |
| (b) Administration of Group Tests | : | 15 Marks (Internal) |
| (c) Administration of individual test | : | 10 Marks |
| (d) Viva – Voce | : | 15 Marks (External) |

(B) Practicum in Guidance : (50 Marks)

- | | | |
|--|---|---------------------|
| (a) Guidance ,visit and workshop
Report | : | 10 Marks (Internal) |
| (b) Guidance Work | : | 25 Marks (Internal) |
| (c) Viva –Voce | : | 15 Marks (External) |

(6) Internship as School Psychologist**Objectives:**

Through internship students will –

1. Get experience in actual work situation
2. Practice skills of guidance and counseling already learned during the course
3. Develop an insight into the causal relationships in the problems of students regarding school environment.
4. Develop the ability to co-ordinate among teachers, parents and management.

During the internship period students will identify the problems, administer psychological tests, identify strengths and weaknesses, develop and execute programme

for enhancing the abilities motivation etc. They will also handle the problem cases of varied types as referred to them. The students will maintain the record of their work during internship; get it signed by their supervisor from time to time. In the end, they will have to produce a certificate of successful completion of internship signed by the Head of the Institution/ Principal and the authorities where internship has been done. The Head/ Principal will also arrange for a final evaluation programme for internee's work based on which a suitable grade: A+, A, B+, B, C, will be allotted. A candidate must obtain at least a "B" grade for being considered as successful.