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:-

<table>
<thead>
<tr>
<th>Course</th>
<th>Marks</th>
<th>Ext.</th>
<th>Int.</th>
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<tbody>
<tr>
<td>(1) Paper I</td>
<td>100</td>
<td>80</td>
<td>20</td>
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<tr>
<td>Development and Adjustment in Childhood and Adolescence</td>
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<tr>
<td>(2) Paper II</td>
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<tr>
<td>Psychology of Human Abilities</td>
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<td>(3) Paper III</td>
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<tr>
<td>Principles and Procedures of Educational Guidance and Counseling</td>
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<td>(4) Paper IV</td>
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<tr>
<td>Psychological and Educational Measurement and Evaluation</td>
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<tr>
<td>(5) Practicum</td>
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<tr>
<td>(a) Practical in Testing</td>
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<tr>
<td>(b) Practical in Guidance</td>
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<td></td>
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<tr>
<td>(6) Internship as a School Psychologist</td>
<td>Grades</td>
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Grade Calculation Table:

<table>
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<th>Grade</th>
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<tr>
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<td>B</td>
<td>81-90</td>
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<td>E</td>
<td>51-60</td>
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<tr>
<td>F</td>
<td>40-50</td>
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<td>P</td>
<td>39 and below</td>
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P.G Diploma syllabus conversion into credit system

Part I

Paper I, II, III, IV & V

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Marks</th>
<th>Credits</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Paper I</td>
<td>100</td>
<td>4</td>
<td>84</td>
</tr>
<tr>
<td>Paper II</td>
<td>100</td>
<td>4</td>
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</tr>
<tr>
<td>Paper III</td>
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<tr>
<td>Paper IV</td>
<td>100</td>
<td>4</td>
<td>84</td>
</tr>
<tr>
<td>Paper V Practical in testing</td>
<td>50</td>
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<tr>
<td>Paper V Practical in guidance</td>
<td>50</td>
<td>2</td>
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<tr>
<td>Total Marks</td>
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Part II

Internship

<table>
<thead>
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<th>Subjects</th>
<th>Marks</th>
<th>Credits</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Internship (The break up is attached in appendix)</td>
<td>250</td>
<td>8</td>
<td>210</td>
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</table>
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.
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:

8. डॉ.स.रा. बोरुहे, डॉ.मेधा कुम्भेकर, डॉ.भरत देसाई, डॉ. शिला गोट्टविलकर *वैकासिक मानसशाख, पुणे विद्यार्थी गृह प्रकाशन, पुणे (१९९०)*
9. प्रेमला काळेकर.बालमानसशाख, श्री विद्या प्रकाशन पुणे (१९७७)
10. ह.न. जगताप श्रीकृष्णिक मानसशाख, नेट्र प्रकाशन, पुणे.(२००८)

Books for Reference:

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 exceptionally: 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:**


**Books for Reference:**

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**


**Books for Reference:**

12. Patwardhan V(Ed)-Rang Samupadeshanache
   Anagha Wachasundar Fratishan, 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 setup.
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:

**Books for Reference:**

4. Sahasrabudhe, D.H. *Shikshanatun Naitik Mulvasanvardhan*
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 : 10 Marks (Internal)  
   Report
(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.