

# UNIVERSITY OF PUNE

## Post Graduate Diploma in School Psychology (PGDSP)

### Revised Syllabus Regulations and scheme of studies

Year 2014-15

- **Introduction:**

The Pune University has launched since 1993 the Post Graduate Diploma in School Psychology to meet the professional needs of manpower in the area of School education and related fields.

'Education for All' is the new ambitions and challenging policy adapted by the Government of India. A school is a system which influences a child in multiple ways apart from mere teaching learning process. Psychology professional who can cater to the developmental and coping needs of the children in school environment is the need of time. University of Pune is therefore working on this since last 20 years and has trained 500+ persons to become School Psychologists through the **Post Graduate Diploma in School Psychology (PGDSP)**. This course will be run by reputed research institutes/affiliated any other college to University of Pune which has special courses at P.G. level in Psychology.

- **Objectives:**

**The course is designed to**

1. Help students understand the theoretical and professional aspects of school psychology.
2. Help Students to get acquainted with various applications of School Psychology.
3. To equip the students with assessment and guidance know how in school set up.

- **Transactional strategies:**

The curriculum transition is conducted utilizing face to face interactions with the faculty, project work, assignment, supervised practical activities in real life situation as well as under simulated conditions using available electronic media and other field studies, including educational tours, film weeks, test administration and guidance work etc.

- **Medium of instruction:**

In view of different regional and state languages bilingual policy is followed but the main medium of instruction is English. It is desirable that the applicants have adequate proficiency in reading writing and speaking the English language.

- **Admission procedure:**

The college or institute would release advertisement in news paper for admission. The release of advertisement would be in May-June for the course commencing from July of the same year. The eligible candidate should be applying for the course on the prescribed admission form of the college or institute.

- **Eligibility for admission:**

1. Candidate having in B.A/B.Sc. (Psychology) and Home Science (Child development) will be given first preference for admission followed by -
2. B.A/B.Sc. with general Psychology, B. Ed. or completion of three courses in Psychology in any recognized open various University. , BA.M.S., B.H.M.S., M.B.B.S.
3. Any graduate with 2 years of experience in working with children at an organizational level.
4. Any graduate who wishes to work in school setup/ for school age population with a minimum of 60% marks at graduation.

- **Selection mode:**

It is based on merit cum interview of the candidate after scrutinizing the application. For the selection of the candidate 50% weightage will be given to obtained marks in qualifying examination and 50% weightage will be given for appearance in the interview.

- **Intake capacity:**

The course is open for 40 candidates.

- **Duration of the course- ONE ACADEMIC YEAR**

The PGDSP programmed commences generally in July and last up generally the end of April at the subsequent year.

- **Admission Fees:**

1. Tuition and other fees will be charged as prescribed by the University of Pune.
2. Other dues will be charged as per the norms of the college.

- **Attendance Rules:**

**Each candidate is required to:**

1. Attend the Diploma course on full-time basis.
2. Minimum attendance 80% as per norms of the University is compulsory for the appearing for examination.

- **Rules of Conduct:**

1. The candidates are required to abide by the rules normal to academic course with regard to discipline, punctuality.
2. A candidate may be asked to discontinue the course because of unsatisfactory progress, irregular attendance, undesirable behaviour or on medical grounds.

- **Eligibility of Examination:**

The candidate shall be eligible to appear in the session-end examination and viva-voce for the award of the diploma subject to the following condition.

1. A minimum 80% attendance in each theory course ; and
2. Completion of all the supervised practicum, within each paper /theory course.

- **Scheme of Studies Evaluation**

1. The course comprises of both theory and practicum. Evaluation of both theory and practicum will be made by the panel of examiners, appointed as per the University norms.
2. The theory part consists four theory papers each carrying of 100 marks with 2:2 weightage for internal and external examination.
3. The practicum is a part of each theory course and it consists of two topics with equal weightage in each term. The entire practicum shall be supervised and evaluated by the faculty members. The internal evaluation will be continuous and comprehensive as detailed in course description.
4. The final evaluation shall include vivo-voce. The final vivo-voce examination covering the entire theory and practicum shall be conducted jointly by the course faculty as an internal examiner and external examiner (s) appointed by University as per the norms cited.
5. Evaluation (i) during the session and (ii) at the end of the session on 4 components along with vivo-voce will be conducted as shown in the table.

- **Proposed Evaluation Scheme**

No.	Core Courses	Total instruction hours	Internal Marks	External Marks	Total Marks	Credit
Paper I	Development and Adjustment in Childhood and Adolescence	120	50	50	100	8
Paper II	Psychology of Human Abilities	120	50	50	100	8
Paper III	Principles and Procedures of Educational Guidance and Counseling.	120	50	50	100	8
Paper IV	Psychological and Educational Measurement and Evaluation	120	50	50	100	8
	<b>Total</b>	<b>480</b>	<b>200</b>	<b>200</b>	<b>400</b>	<b>32</b>

\*\* Internal marks will be given on the basis performance on assignments, test administration skills, performance in group, and individual guidance .Presentation in seminar, practicum record and session work & tests.

- **Regulation for the award of the Diploma:**

1. The percentage of marks obtained by the candidates in each theory paper and practicum will be converted in to grade as per the Pune University norms.
2. In order to be eligible for the award of the Diploma, it is necessary for candidate to obtain at least grade C ( In the range of 40%to 50% marks) in each of the theory papers ( Internal +External) and practicum, including viva-voce examination separately.

- **Award of Diploma:**

The award of diploma of this course is given under the seal of vice-chancellor of University of Pune.

## **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 in Development.
- 1.3 Role of Environment in Development
- 1.4 Bio-ecological Model of Development
- 1.5 Research Methods used in Child Development

### **Topic-2 Physical, Motor and Language Development**

- 2.1 Physical Growth during childhood and adolescence
- 2.2 Development of physiological habits and behavior.
- 2.3 Development of motor skills
- 2.4 Various approaches to language development: Nativist, Integrationists, Behavioral
- 2.5 Issues in language development.

### **Topic-3 Learning and Cognitive Development**

- 3.1 Conditioning- Classical, Operant
- 3.2 Social cognitive approach –Bandura, Glasser, Kolb etc.
- 3.3 Piaget's Theory of cognitive development.
- 3.4 Vygotsky's Theory
- 3.5 Constructivist View

### **Topic-4 Social, Moral and Emotional Development**

- 4.1 Erikson's Theory of Psychosocial Development
- 4.2 Piaget's and Kohlberg's theory of Moral development and development of values.
- 4.3 Social contexts of Development
  - 4.3.1 Religion
  - 4.3.2 Family
  - 4.3.3 Friends and Peers
  - 4.3.4 School
  - 4.3.5 Mass Media
- 4.4 Emotional Development- Basic Emotion and self Conscious emotion
- 4.5 Social and Moral issues in school setup.

## **Topic-5 Practical- Term I**

- 5.1 Preparing individual observation Checklist
- 5.2 Preparing Format for Anecdotal, Cumulative records
- 5.3 Review of literature
- 5.4 Preparing charts, diagrams, etc.
- 5.5 Conducting Class observation

## **Topic-6 Practical – Semester II**

- 6.1 Sexuality education workshop
- 6.2 Value education workshop
- 6.3 Divergent & Convergent thinking workshop
- 6.4 Role plays
- 6.5 Hypothetical cases

### **Books for Reading:**

1. Santrock, J.W.(2007) Child Development .New Delhi: Tata McGraw-Hill.
2. Santrock, J.W. (2007) Educational Psychology: Classroom update: Preparing for praxis and Practice. New Delhi: Tata McGraw Hill.
- 3 Stroufe, A.. Cooper R.G, Dehart G.B.(1992) Child Development and It's nature and course, New Delhi: McGraw-Hill Inc.
4. Berk, L.E.( 2001). Child Development. New Delhi: Prentice Hall of India.
5. Hurlock, E.B (1978) Child Development (Int. Ed.). Singapore: McGraw-Hill,
6. Ingersoll, G.M (1989).Adolescents. New Jersey: Prentice Hall,
7. Hall, C.S., Lindzey ,G. and Campbell, J.B.,(1998). Theories of personality (4thEd) New York:John Wiley & Sons,Inc.

### **Books for Reference:**

1. Hurlock, E.B.( 1980). Developmental Psychology (5<sup>th</sup> ed ) .New Delhi: McGraw- Hill.
2. Hetherington, E.M. and Parke, R.D. (1986) Child Psychology – A Contemporary View Point (3<sup>rd</sup> Ed.),. New York: McGraw Hill.
3. Salkind, A. (1987).Child Development (5<sup>th</sup> Edition). New York: Holt, Rinheart&Winston INC..
4. Mussen, P.H.; Conger, J.J.; Kagen, J. and Heustone, A.C.( 1990). Child Development and Personality (7<sup>th</sup> Edition). New York: Harper and Raw Publishers,
- 5 Staton, T.F. (1964) Dynamics of Adolescent Adjustment (2<sup>nd</sup> Ed.). NewYork: Macmillan Co.
6. Graham, P. Turk J. Verhulst,F.( 1999) Child Psychiatry: A developmental approach. New Delhi: Oxford University Press.

## **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 concept of Intelligence in Indian psychology.

### **Topic 1 School Psychology**

- 1.1 Historical background of school psychology.
- 1.2 Definition of School Psychology
- 1.3 Educational Psychology and School Psychology
- 1.4 Nature and Scope of School Psychology
- 1.5 Role of a School Psychologist as a Professional

### **Topic 2 Human Potentials: Theories of intelligence**

- 2.1 Cognitive Theories of Intelligence- Information Processing theories- Carroll, Brown, Sternberg,
- 2.2 Neurological Theories- Luria
- 2.3 General Theories- Spearman, Thurston,
- 2.4 Structural & other Theories- Guilford, Gardner, Goleman, Indian Concept
- 2.5 Application of theories in different fields: Mental health, Educational Applications, Clinical Applications .

### **Topic-3 Human Exceptionality**

- 3.1 Conception of deviant people
- 3.2 Current notion of exceptionality
- 3.3 Children with special needs: Physical, Intellectual, Emotional
- 3.4 Family and personal problems of exceptional people
- 3.5 Special services: Day care centers, Rehabilitation centers, self-help groups, etc

### **Topic-4 Psychology of human differences and Nurture of the abilities**

- 4.1 Individual differences: Aptitudes and talents, Personality, Cognitive styles, Interests and Values, giftedness
- 4.2 Varieties of Group differences: Sex, Age, Race, Social class, etc.
- 4.3 Factors producing differences: Heredity, Environment
- 4.4 Educational practices: Inclusive education, Segregation, Enrichment, Educational policies
- 4.5 Out-of school programs: Summer Training, Activity centers, Hobby groups, etc.

## **Topic-5 Practical –Semester 1**

- 5.1 Review of literature
- 5.2 Preparing charts, diagrams, etc.
- 5.3 Focused group discussions
- 5.4 Identifying different intelligences
- 5.5 Analyzing intelligences in people with the help of different models

## **Topic-6 Practical – Semester II**

- 6.1 Hypothetical cases discussion
- 6.2 Role plays
- 6.3 Developing ability identification Checklists
- 6.4 Film week
- 6.5. Field visits to concerned institutions

## **Books for Reading:**

1. Wolman, Benjamin B.(Ed.). (1985). Handbook of Intelligence. N.Y: John Wiley,
2. Cruickshank & Johnson (Eds.) (1975). Education of Exceptional Children and Youth (3rd Ed.). N. J.: Prentice Hall,
3. Guilford J.P. (1977) The Way Beyond IQ. Buffalo: Creative Education Foundation.
4. Sternberg, R.J. (2000). Handbook of intelligence. Cambridge; Cambridge University Press.
- 5 Tyler, Leona E. (1969). The Psychology of Human Differences(3rd Ed.). Bombay: Meredith Publishing Co. Indian Reprint – Vakils, Feffer and Simons,
6. Anastasi, Anne. (1975). Differential Psychology., (3rd Ed.). Toronto: Macmillan
- 7 Khire, U (1990). Glory of intelligence. Pune, JPSS.
8. Hardman, M.L., Drew, C.J., Egan, M.W., Wolf, B. (1990). Human Exceptionality (3rd Ed.), London: Allyn and Bacon.
9. Gardener, Howard. (1993). Multiple intelligences. New York: Basic Books
- 10.Kitano, M.K. & Kirby, D.F. (1986). Gifted Education: A Comprehensive View. Boston: Little Brown.
11. Phillips, B.N. (1990). School Psychology at a turning point. San Francisco: Jossey- Bass Publishers.
- 12.Maitra, Krishna (1993). Gifted and Talented. Delhi: Discovery Publishing House.
13. Watve, S.V. (2013). Why gifted education? Pune, JPSS.

**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. Rao, Ramakrishna & Parnajpe, Anand (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press India Pvt. Ltd.
4. Khire, U (2000). Enhancing intelligence through games. Pune, JPSS.
5. Guilford, J.P. (1986) Creative Talents. N.Y.: Beverly Hills.
6. Bhatt, B.D. & Sharma, S.R. (1993). Education of the Gifted and Talented Children. Delhi: Kanishka Publishing House,
7. Maitra, Krishna (1996). Parenting the Gifted. Delhi: Discovery Publishing House.
- 9.Prasad Janardan, (2005), Audio Visual Education: Delhi: Kanishka Publishers
- 10.Kulkarni Sharad, Kamat Vasudha, (1994) *Shaikshanik Tantravidnyan*, Mumbai: All India Asso. of Educational Technology
- 11.Rao, Sujatha (1987) Widening horizons for educating the gifted. Secunderabad: Nissima Institute of Human Development

## **Paper III- Principles and Procedures of Guidance and counseling in School Setup.**

### **Objectives**

1. To acquaint the students with concept of guidance and counseling.
2. To acquaint the students with various guidance tools and techniques.
3. To enable students to take group guidance session.
4. To give students exposure to individual counseling.

### **Topic-1- Nature and Scope of Guidance and Counseling**

- 1.1 History of guidance and counseling services.
- 1.2 Scope of Guidance and Counseling in Indian Setting.
- 1.3 Counseling and related fields.
- 1.4 Need and Fields of guidance.
- 1.5 Coping styles and adjustment.

### **Topic-2- Tools and Techniques in Guidance**

- 2.1 Objective Tools in Guidance: Checklist, rating scales, self report inventories and other standardized tools.
- 2.2 Subjective Tools in Guidance: Observation, anecdotal records, cumulative Records, Interview and case history,
- 2.3 Techniques for group guidance: Group tasks, Group discussion, Intelligence games, debriefing and interpretation, summary making.
- 2.4 Techniques for individual guidance: role plays, individual assignments, feedback charts
- 2.3 Record Keeping

### **Topic 3- Guidance in school set up**

- 3.1 Needs for guidance at different levels
- 3.2 Impact of school climate on children
- 3.3 Role and training of teacher and parents as stakeholders in school environment.
- 3.4 Guidance for special population
  - 3.3.1 Learning difficulties and disabilities
  - 3.3.2 Gifted children
  - 3.3.3 Physically and Mentally Handicapped
  - 3.3.4 Overview of Clinical Disorders
  - 3.3.5 Behavioral Problems.
- 3.5- Individual and Group Counseling in School.

## **Topic 4 – Counseling**

- 4.1- Definitions, Ethics and Legal aspects.
- 4.2- Characteristics of an effective counselor
- 4.3- Basic Counseling Skills- Active listening, reflecting, paraphrasing, questioning, confronting
- 4.4- Counseling process- Building, maintaining and terminations counselor's relationships.
- 4.5 - Approaches to Counseling
  - 4.5.1 Behaviorist
  - 4.5.2 Humanistic / Client centered approach
  - 4.5.3 Cognitive- CBT, REBT
  - 4.5.4 Play therapy

## **Topic-5 Practical- Semester I**

- 5.1 Preparing case history, Maintaining record sheets
- 5.2 Hypothetical cases- discussion
- 5.3 Review of literature, Preparing charts, diagrams etc.
- 5.4 Communication skill workshop
- 5.5 Study skills workshop

## **Topic- 6 Practical- Semester II**

- 6.1 Remedial teaching workshop
- 6.2 Career guidance workshop
- 6.3 Stress management & Positive thinking
- 6.4 Group guidance Sessions
- 6.5 Simulations of various therapeutic approaches.

## **Books for Reading**

1. Gupta, S.K. (1985) Guidance and Counseling in Indian Education. Delhi: Mittal Publications,.
2. Gladding S.T.(2009). Counseling , New Delhi: Pearson
3. Traxler A.E., North R.D.( 1966) Techniques of Guidance, NY: Harper & Row Publishers
4. Gelso Charles, Fretz Bruce (2001) Counseling Psychology (2<sup>nd</sup> Ed.) Orlando: Harcourt College Publishers,
5. Hoghughi, Masud(1992). Assessing Child and Adolescent Disorders. New Delhi: Sage Publications,
6. Dave, Indu.( 1984). The Basic Essentials of Counseling, New Delhi: Sterling Publishers.
7. B. Narayanrao,( 1992) Counseling and Guidance. (2<sup>nd</sup> Ed.) Delhi: Tata McGraw Hill,
8. Nathan & Hill(1992). Career Counseling. New Delhi: Sage Publications,

9. Downing, L.N. (1968). *Guidance and Counseling Services: An Introduction*. USA: McGraw-Hill Book Co.
10. Margaret Hough (1994). *Practical approach to counseling*. London: Pitman Publishing,
11. Richard Nelson-Jones, (2008). *Basic Counseling Skills-A Helper's Manual*. New Delhi: Sage Publication

**Books for Reference:**

1. Thomas, Murray R. (1990) *Counseling and Life – Span Development*. New Delhi: Sage Publications,
2. Herr, Edwin (1974) *Vocational Guidance and Human Development (Ed.)*. Boston: Houghton Mifflin,
3. Wallace & Lewis (1986). *Becoming a Professional Counselor*. New Delhi: Sage Publications,
4. Morgan and Dese,( 1972) *How to Study*. New Delhi: Tata McGraw Hill.
5. Preparatory course books on Communication Skills (1992), Yashwantrao Chavan Maharashtra Open University, Nasik: YCMOU,.
6. Indira Madhukar, ( 2000). *Guidance & Counseling – Delhi: Authors Press,*
- .7. Kamat Sadhana (2001).) *Marathi Manas Shastriya Margdarshan-, Mumbai, Popular Prakashan,*
9. Cupuzzi D. Gross D.R. (2007) *Counseling and Psychotherapy Theories and Interventions*, New Delhi: Pearsons Prentice Hall,
10. Gelso Charles, Fretz Bruce(1992), *Counseling Psychology*, Orlando: Harcourt College Publishers,
11. Patwardhan V(2008 )(Edited)- *Rang Samupadeshanache*. Goa: Anagha Wachasundar Pratishthan,
12. Shrivastava, K.K. (2004) *Principles of Guidance and Counseling*. New Delhi: Kanishka Publishers.
13. Bengalee, M.D. (1990) *Guidance and Counseling*. Bombay: Sheth Publishers
14. Rao, S.N.; Murugudu Sri Hari; Rao, D.B. (2004). *Guidance and Counseling*. New Delhi: Discovery Publishing House.

## **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 inschool set up.
4. To acquaint the students with the statistical methods: Application and utility of the same in schools.

### **Topic-1 Conceptual Framework of Psychological Testing**

- 1.1 Concepts of measurement and Evaluation (Types, Nature, Significance and Uniqueness)
- 1.2 Types and scales of measurement
- 1.3 Definition and Characteristics of Psychological Tests.
- 1.4 Cognitive measurement tools
  - 1.4.1 Intelligence tests
  - 1.4.2 Achievement & aptitude tests
- 1.5 Non-cognitive measurement tools
  - 1.5.1 Personality inventories
  - 1.5.2 Interest, attitude and value inventories
  - 1.5.3 Projective tests

### **Topic-2 Computers and Psychological Testing**

- 2.1 Significance and need of computerized testing
- 2.2 Nature of computer administered tests
- 2.3 Computerized Scoring, Diagnosis and Interpretation of results
- 2.4 Internet usage for psychological testing
- 2.5 Limitations of computerized testing

### **Topic-3 Statistics in Measurement**

- 3.1 Use of statistics by school psychologist
- 3.2 Measures of Central tendency and variability
- 3.3 Percentiles and percentile ranks
- 3.4 Normal probability
- 3.5 Rank order and product moment correlation

### **Topic- 4 Measurement in Education and Learning**

- 4.1 Process of Learning- Bloom's Taxonomy
- 4.2 Nature and uses of educational evaluation tools
- 4.4 Limitations of teacher made tools
- 4.4 Guidelines for Designing evaluation program

4.5 Analyzing, communicating and applying the information gathered in schools.

### **Topic-5 Practical- Semester I**

- 5.1 Review of literature
- 5.2 Preparing charts, diagrams etc.
- 5.3 Preparing and observation checklist
- 5.4 Mock test administration
- 5.5 Review of test manuals

### **Topic-6 Practical- Semester II**

- 6.1 Hypothetical cases
- 6.2 Individual testing
- 6.3 Group testing
- 6.4 Focused group discussions
- 6.5 Scoring and analyzing available data.

### **Books for Reading:**

1. Anastasi, A. (1977). Psychological Testing. (5<sup>th</sup> Ed.) New York: MacMillanPublishing Co. Inc.
2. Cohen J.R., Swerdlik, M.E. & KumathekarM.M. (2014). Psychological Testing and Assessment. (7<sup>th</sup> Edition, SIE), New Delhi. McGraw Hill Education( India) Pvt. Ltd.
3. Gregory R.J. (2005). Psychological Testing: History, Principles and Applications. ( 4<sup>th</sup>Ed) India: Pearson Education,
4. Stanley, J.C.,Hookins, K.D. (1978). Educational and Psychological Measurement and Evaluation. New Delhi: Prentice Hall of India Pvt. Ltd.
5. Dandekar, W.N. (1988) Evaluation in Schools , Pune : Shrividya Prakashan. .
6. Kaplan, R.M.; Saccuzzo, D.P.(2005) Psychological Testing- Principles, Applications and Issues (6<sup>th</sup> Ed). New Delhi: Cengage Learning.
7. Kosecoff, J. & Fink, A. (1982). Evaluation Basics – A Practioner’s Manual. New Delhi: Sage Publications.
8. Singh, A. K.(1997).Tests, Measurements and Research Methods in Behavioral Sciences.: New Delhi : Bharatiya Vidya Bhavan,
9. Dandekar, W.N.( 2007). *Shaikshanik mulyamapan ani Sankhyashastra*, Pune,: Shrividya Prakashan,.
10. Kale Premala (1990), *Manas Shastriya Mapan*, Pune: ManovikasPrakashan.,

11. Mangal, S.K.(1993). *Statistics in Psychology & Education*, New Delhi: Tata McGraw-Hill Publishing Co. Ltd.,

**Books for Reference:**

1. Satterly, David,(1989) *Assessment in Schools*. Oxford: Basil Blackwell INC,
  2. Dandekar, W.N. *Budhimapan Kasotyachi Tondolakh* Part 1
  3. Jagtap, H.N.(2008). *Shaikshnik Manas Shastra*, Pune: Anmol Prakashan,.
  4. Dandekar, W.N. and Rajguru (1988), M.S. *Psychological testing and Statistics*. Pune: Sheth Publishers
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