

# **SAVITRIBAI PHULE PUNE UNIVERSITY**

## **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 lasts generally till 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 75% for the theory part and 90+ % for the practical 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 for Examination:**

The candidate shall be eligible to appear for the final examination for the award of the diploma subject to the following conditions.

1. A minimum 75% attendance in each theory course ; and
2. Completion of 100% of all the supervised practicum, within each paper /theory course.

- **Scheme of Studies Evaluation**

1. The course comprises of both theory and practical. Each paper will carry 200 marks.
2. Evaluation of theory as well as practical will be made by the external and internal examiners. External examiners will be appointed as per the University norms.

- **Proposed Evaluation Scheme**

<b>Paper No.</b>	<b>Core Courses</b>	<b>Total instru. hours</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>	<b>Credit</b>
I	Development and Adjustment in Childhood and Adolescence	120	100	100	200	8
II	Psychology of Human Abilities	120	100	100	200	8
III	Principles and Procedures of Educational Guidance and Counseling.	120	100	100	200	8
IV	Psychological and Educational Measurement and Evaluation	120	100	100	200	8
V	Practical (Total)	120	100	100	200	8
	Guidance	60	50	50	100	4
	Testing	60	50	50	100	4
	<b>Total</b>	<b>600</b>	<b>500</b>	<b>500</b>	<b>1000</b>	<b>40</b>

3. Internal Evaluation for Practical and Theory will be continuous and comprehensive. as detailed in course description. Due weightage will be given to regularity, punctuality, efforts taken, quality of work and attendance.
4. Internal evaluation for theory (100 marks) will be continuous and comprehensive and external evaluation will be in the form of Final examination (100 marks).
5. External Evaluation will consist of Final Theory and Practical examination. Panel of External examiners will be approved by Savitribai Phule Pune University.

**External Evaluation of Practical part will be as follows**

Paper No.	Content of Evaluation	Marks allotted	Break up of marks	Total marks
V	Psychological Testing	50	Instructions (10) Conductance (10) Scoring & interpretation (10) Report Writing (10) Viva (10)	50
	Guidance and Counselling Group Guidance presentation	30	Work done (10) Presentation (10) Use of creative methods (10)	50
	Individual case	20	Hypothetical case report (10) Viva (10)	

**General Instructions for Practical:**

1. Each batch of practical will consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and H.O.D. Without this certificate, the students will not be allowed to appear for the Final Examination as per the rules of credit system.

- **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 a 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 *E* in each of the internal and external evaluation separately.

- **Award of Diploma:**

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

## **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 [15]**

- 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
- 1.6 Review of literature

### **Topic-2 Physical and Motor Development [20]**

- 2.1 Physical Growth during childhood
- 2.2 Physical Growth during adolescence
- 2.3 Development of physiological habits- Thumb sucking, Toilet training, Sleeping habits etc.
- 2.4 Development of motor skills
- 2.5 Preparing individual observation Checklist
- 2.6 Conducting Class observation

### **Topic 3- Language Development [10]**

- 3.1 Stages in Language Development
- 3.2 Various approaches to language development: Nativist, Integrationists, Behavioral
- 3.3 Factors affecting Language Development
- 3.4 Issues in language development.
- 3.5 Preparing charts, diagrams

### **Topic-4 Learning [15]**

- 4.1 Classical Conditioning: Concept and applications
- 4.2 Operant Conditioning: Concept and applications
- 4.3 Reinforcement, types, schedules of reinforcement
- 4.4 Constructivist View
- 4.5 Presentations/ Role plays

### **Topic 5- Cognitive Development [30]**

- 5.1 Various Approaches towards Cognitive Development
- 5.2 Piaget's Theory of Cognitive Development.
- 5.3 Vygotsky's Theory
- 5.4 Socio cognitive theories –Bandura, Glasser, Kolb
- 5.5 Divergent & Convergent thinking workshop
- 5.6 Hypothetical cases

### **Topic 6- Social, Moral and Emotional Development [30]**

- 6.1 Erikson's Theory of Psychosocial Development
- 6.2 Piaget's and Kohlberg's theory of Moral development and development of values.
- 6.3 Social contexts of Development
  - 6.3.1 Religion
  - 6.3.2 Family
  - 6.3.3 Friends and Peers
  - 6.3.4 School
  - 6.3.5 Mass Media
- 6.4 Emotional Development- Basic Emotion and self Conscious emotion
- 6.5 Social and Moral issues in school setup.
- 6.6 Value education in practice
- 6.7 Sexuality education in practice
- 6.8 Stress management & Positive thinking in practice

**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 (5th ed ) .New Delhi: McGraw- Hill.
2. Hetherington, E.M. and Parke, R.D. (1986) Child Psychology – A Contemporary View Point (3rd Ed.),. New York: McGraw Hill.
3. Salkind, A. (1987).Child Development (5th 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 (7th Edition). New York: Harper and Raw Publishers,
- 5 Staton, T.F. (1964) Dynamics of Adolescent Adjustment (2nd 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.
5. Students should be able to identify abilities in children
6. Students should be able to understand the nature of exceptionality
7. Students should be able to understand the individual differences

### **Topic 1 Introduction to School Psychology [10]**

- 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 General, Cognitive and Neurological Theories of intelligence [30]**

- 2.1 General Theories- Spearman, Thurston,
- 2.2 Cognitive and Information Processing approach to Intelligence
- 2.3 Cognitive Theories of Intelligence- Carroll, Brown,\
- 2.4 Information Theory- Sternberg
- 2.5 Neurological Theories- Luria, PASS Theory
- 2.6 Preparing charts, diagrams, etc.

### **Topic 3 Structural and other theories of Intelligence [30]**

- 3.1 Structural Theory- Guilford
- 3.2 Theory of Multiple Intelligences- Gardner
- 3.3 Theory of Emotional Intelligence
- 3.4 Indian concept of Intelligence
- 3.5 Applications of Theories of Intelligence
- 3.6 Identifying different intelligences
- 3.7 Analyzing intelligences in people with the help of different models

#### **Topic-4- Human Exceptionality [15]**

- 4.1 Conception of deviancy
- 4.2 Current notion of exceptionalality
- 4.3 Physical Exceptionality
- 4.4 Intellectual Exceptionality
- 4.5 Emotional Exceptionality
- 4.6 Hypothetical cases discussion

#### **Topic 5- Problems and services for Exceptional [20]**

- 5.1 Personal problems of Exceptional people
- 5.2 Family problems of Exceptional people
- 5.3 Special Services- Day care centres, Residential facilities ,Rehabilitation centres, Self-help Groups
- 5.4 Out-of school programs: Summer Training, Activity centres, Hobby groups, etc
- 5.5 Educational practices: Inclusive education, Segregation, Enrichment, Educational policies
- 5.6 Role plays/ presentations
- 5.7 Film Week

#### **Topic-6- Psychology of human differences and Nurture of the abilities [15]**

- 6.1 Individual differences in Aptitudes and talents, Personality, Intelligence
- 6.2 Individual differences in Cognitive styles, Interests, Values,
- 6.3 Group differences regarding Sex and Age
- 6.4 Group differences regarding Race and Social class.
- 6.5 Factors producing differences: Heredity, Environment
- 6.6. Review of literature
- 6.7 Field visit

#### **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 (3<sup>rd</sup> 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(3<sup>rd</sup> 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. Gardner, 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 counselling in School Setup.**

### **Objectives**

1. To acquaint the students with concept of guidance and counselling.
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 counselling.
5. Students should be able to design various record sheets
6. Students should be able to take case history
7. Students should be able to take group guidance sessions
8. Students should be able to impart various skills in school children through games and activities

### **Topic-1- Nature and Scope of Guidance and Counselling [6]**

- 1.1 Definition of Guidance and Counselling
- 1.2 History of guidance and counselling services.
- 1.3 Scope of Guidance and Counselling in Indian Setting.
- 1.4 Need and Fields of guidance.
- 1.5 Coping styles and adjustment.

### **Topic-2- Tools used in Guidance and Counselling [15]**

- 2.1 Significance of various tools in guidance
- 2.2 Types of Tools- subjective and objective
- 2.3 Subjective tools in guidance: Observation, anecdotal records, cumulative records, interview and case history
- 2.4 Objective tools in guidance: Checklist, rating scales, self report inventories and other standardized tools.
- 2.5 Preparing Format for Anecdotal, Cumulative records
- 2.6 Preparing case history, Maintaining record sheets

### **Topic 3- Techniques used in Guidance and Counselling [15]**

- 3.1 Group and Individual Guidance and Counselling
- 3.2 Techniques used in Group Guidance: Group tasks, Group discussion, Intelligence games, debriefing and interpretation, summary making.
- 3.3 Techniques for individual guidance: role plays, individual assignments, feedback charts
- 3.4 Record Keeping

**Topic 4- Guidance in school set up [15]**

- 4.1 Need for guidance at Pre-primary and Primary School level
- 4.2 Need for guidance at Secondary School level
- 4.3 Need for guidance at Higher Secondary School level
- 4.4 Impact of School Climate on Students
- 4.5 Role and training of teacher and parents as stakeholders in school environment
- 4.6 Enhancing Communication skills

**Topic 5- Guidance for special population [12]**

- 5.1 Guidance and Counselling for Learning difficulties
- 5.2 Guidance and Counselling for Gifted children
- 5.3 Guidance and Counselling for Physically Handicapped
- 5.4 Guidance and Counselling for Mentally Handicapped
- 5.5 Guidance for Behavioral Problems
- 5.6 Remedial teaching in practice
- 5.7 Study skills in practice
- 5.8 Career guidance in practice

**Topic 6- Overview of Clinical Disorders [12]**

- 6.1 DSM and ICD classification systems
- 6.2 Learning Disabilities
- 6.3 Autism
- 6.4 ADHD
- 6.5 Other disorders
- 6.6 Review of literature, Preparing charts, diagrams etc.

**Topic 7 – Counselling [15]**

- 4.1- Definitions, Ethics and Legal aspects.
- 4.2- Characteristics of an effective counsellor
- 4.3- Basic Counselling Skills- Active listening, reflecting, paraphrasing, questioning, confronting
- 4.4- Counselling process- Building, maintaining and terminations counsellor's relationships.

**Topic 8- Approaches to Counselling [30]**

- 8.1 Behaviourist approach
- 8.2 Humanistic /Person centred approach
- 8.3 Cognitive- CBT, REBT
- 8.4 Play therapy
- 8.5 Hypothetical cases- discussion/ role play
- 8.6 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 Counselling, New Delhi: Sterling Publishers.
7. B. Aryan Rao,( 1992) Counselling and Guidance. (2<sup>nd</sup> Ed.) Delhi: Tata McGraw Hill,
8. Nathan & Hill(1992). Career Counselling. New Delhi: Sage Publications,
9. Downing, L.N. (1968). Guidance and Counselling Services: An Introduction. USA: McGraw-Hill Book Co.
10. Margaret Hough (1994). Practical approach to counselling. London: Pitman Publishing,
11. Richard Nelson-Jones, (2008). Basic Counselling Skills-A Helper's Manual. New Delhi: Sage Publication

### **Books for Reference:**

1. Thomas, Murray R. (1990) Counselling 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 Counsellor. 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 & Counselling – Delhi: Authors Press,
7. Kamat Sadhana (2001).) *Marathi Manas Shastriya Margdarshan-*, Mumbai, *Popular Prakashan*,
9. Cupuzzi D. Gross D.R. (2007) Counselling and Psychotherapy Theories and Interventions, New Delhi: Pearsons Prentice Hall,
10. Gelso Charles, Fretz Bruce(1992), Counselling Psychology, Orlando: Harcourt College Publishers,
11. Patwardhan V(2008 )(Edited)- *Rang Samupadeshanache*. Goa: Anagha Wachasundar Pratishtan,
12. Shrivastava, K.K. (2004) Principles of Guidance and Counselling. New Delhi: Kanishka Publishers.
13. Bengalee, M.D. (1990) Guidance and Counselling. Bombay: Sheth Publishers
14. Rao, S.N.; Murugudu Sri Hari; Rao, D.B. (2004). Guidance and Counselling. 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 in school set up.
4. To acquaint the students with the statistical methods: Application and utility of the same in schools.

### **Topic-1 Introduction to Psychological Testing [30]**

- 1.1 Definition of Psychological Test.
- 1.2 Characteristics of good Psychological Tests.
  - 1.2.1 Reliability
  - 1.2.2 Validity
  - 1.2.3 Norms
  - 1.2.4 Standardization
- 1.3 Types of Psychological Tests
- 1.4 Steps involved in test construction
- 1.5 Review of literature

### **Topic 2- Measurement and Evaluation [7]**

- 2.1 Concepts of measurement and Evaluation
- 2.2 Types, Nature, Significance and Uniqueness
- 2.3 Types and scales of measurement
- 2.4 Preparing charts, diagrams etc.

### **Topic 3- Cognitive and Non-cognitive measurement [30]**

- 3.1 Cognitive measurement tools
  - 3.1.1 Intelligence tests
  - 3.1.2 Achievement & aptitude tests
- 3.2 Non-cognitive measurement tools
  - 3.2.1 Personality inventories
  - 3.2.2 Interest, attitude and value inventories
  - 3.2.3 Projective tests
- 3.3 Hypothetical cases
- 3.4 Presentations

#### **Topic-4 Computers and Psychological Testing [8]**

- 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-5 Statistics in Measurement [30]**

- 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
- 3.4 Rank order and product moment correlation
- 3.5 Scoring and analyzing available data.

#### **Topic- 6 Measurement in Education and Learning [15]**

- 6.1 Process of Learning- Bloom's Taxonomy
- 6.2 Nature and uses of educational evaluation tools
- 6.4 Limitations of teacher made tools
- 6.4 Guidelines for Designing evaluation program
- 6.5 Analyzing, communicating and applying the information gathered in schools.

#### **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 Practitioner'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: Manovikas Prakashan.,
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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# Paper V Practical

## Part I- Psychological Testing [60]

**OBJECTIVES:** To acquaint the students with:

1. Knowing thoroughly at least 5 Tests
2. The administration of psychological tests,
3. Interpretation of scores and report writing,
4. Analyzing and representing the scores graphically
5. The evaluation procedures and evaluation of psychological tests,

**Note:**

- **Only standardized tests should be used.**
- **At least one of the following tests should be used for Group Testing**

**.1. GENERAL ABILITY TESTS (any two):**

1. Intelligence tests: Verbal Test
2. Intelligence tests: Performance Test
3. Intelligence test: Non-verbal Test

**2. SPECIAL ABILITY TESTS (any one):**

1. Multiple Ability Test
2. Special Ability Test

**3. PERSONALITY TESTS (any two):**

1. Self-report inventory
2. Projective test: Verbal
3. Projective test: Pictorial
4. Interest inventory
5. Adjustment inventory
6. Attitude / Values

**4. OTHER TESTS (any two):**

1. Environmental Assessment
2. Development Assessment
3. Achievement Test
4. Study Habits

**[B] Evaluation of Practical-(Total 4 Credits)**

**1. There will be 50 marks for continuous (internal) assessment (2 credits) and 50 marks for Final (External) Examination (2 Credits).**

**Internal Evaluation** will be based on following criteria.

<b>Criteria</b>	<b>Marks</b>
Review of Manuals	10
Overall Performance (Regularity, Sincerity, efforts taken, quality of work etc.)	10
Group Administration	15
Individual Administration	15
<b>Total</b>	<b>50</b>

**External Evaluation (50 marks)**

1. Two examiners will be appointed one of whom will be preferably internal examiner.
2. Duration of the External Examination will be 3 hours per batch.
3. Each batch of practical examination will consist of maximum 8 students.
4. The question paper will contain problems based on the practical conducted at the respective centres.
5. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading.

**Part II- Guidance and Counselling [60]**

1. Students should conduct at least 8 sessions of Groups Guidance on any one or more of the following topics- Study skills, Communication Skills, Creativity, Emotional Skills, Stress Management, Positive thinking, Value education etc
2. The group of minimum 8 school going children should be handled by the students
3. Students are expected to undertake at least 1 case of behavioral, academic or emotional problem for counselling. They are expected to take complete case history, decide the nature of the problem and at least plan the intervention.
4. Report of exercises should be neatly typed in the standard format and the file should be submitted.
5. Each batch of practicum should consist of maximum 8 students. A separate batch will be formed if this number exceeds even by one. Workload for each batch will be equivalent to 8 lecture periods.

Eligibility for the Practicum Examination is subject to Certification of the file by teacher-in-charge and HoD.

## ASSESSMENT (100 MARKS)

### Continuous (Internal) Assessment and Distribution of Marks (Total Marks- 50 Marks)

	Criteria	Marks
<b>Group Guidance</b>	Planning of the session	10
	Conductance of the session	10
	Use of creative methods & tools	5
<b>Individual Counselling</b>	Case history and identification of the problem	10
	Plan of the intervention	5
	Report of Individual and Group Guidance	10
	<b>Total</b>	<b>50</b>

### External Evaluation of Practical part will be as follows

Paper No.	Content of Evaluation	Marks allotted	Break up of marks	Total marks
V	Psychological Testing	50	Instructions (10) Conductance (10) Scoring & interpretation (10) Report Writing (10) Viva (10)	50
	Guidance and Counselling Group Guidance presentation	30	Work done (10) Presentation (10) Use of creative methods (10)	50
	Individual case	20	Hypothetical case report (10) Viva (10)	

### BOOKS FOR READING.

1. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
3. Khire U. ( 1994) , Enhancing Intelligence through games, Pune, Jnana Prabodhini Prakashan
4. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education