Advanced Course in School Psychology (ACSP)

(Post Graduate Course)

Revised Syllabus: Regulations and scheme of evaluation as per NEP 2020

Effective from Year 2025-26

Introduction:

Since 1993, then Pune University has launched the Post Graduate Diploma in School Psychology to meet the professional needs of manpower in the area of School students' mental health, and education.

A school is a system that influences a child in multiple ways apart from a mere teaching-learning process. Psychology professionals who can cater to the developmental and mental health needs of the children in a school environment are the need of time. Through this program, efforts are made to train students who can collaborate with parents, teachers, school management, and students for the holistic development and well-being of the students.

This program is restructured as per the implementation of NEP 2020.

Aims of the Program:
1. To help students understand the theoretical and professional aspects of school psychology.
2. To get students acquainted with various applications of school psychology.
3. To equip the students with assessment and guidance know-how in school set-up.

Expected Program Outcomes:
1. Students will be able to understand and identify the developmental level of children and youth.
2. Students will be able to identify various abilities through observation and other non-standardized tools.
3. Students will be able to use the knowledge of individual and group differences in their fieldwork.
4. Students will acquire basic guidance and counselling skills.
5. Students will understand different approaches to counselling.
6. Students will be able to design and conduct group guidance sessions.
7. Students will be able to exactly identify the problem of the child/ adolescent.
8. Students will be able to administer, score and interpret the results of standardized psychological tests.
9. Students will be able to design and conduct sessions to enhance life skills, and academic skills in children/ youth.
10. Students will develop an interest in the subject matter of Psychology and will be motivated to take further advanced education in the same
11. Students will get motivated to work ethically and selflessly in the Psychology and Education field.
12. Students will be able to use learnt psychological principles in their personal, familial

and professional lives to enhance the well-being of themselves and others.

Name of the Faculty	Duration of the course	Total Credits	Credits per semester
Faculty of Humanities	1 year	44	22

Transactional strategies:

The curriculum is conducted utilizing face-to-face interactions with the faculty, assignments, supervised practical activities and other field studies, including educational tours, film weeks, test administration guidance work etc.

Medium of instruction:

The primary medium of instruction is English. Class discussions may be bilingual as per the convenience of the class. As per the recommendations in NEP 2020, students can give the exam in Marathi.

Admission procedure:

The college or institute would advertise the commencement of admission procedure for the course. The eligible candidate needs to apply for the course through the prescribed admission form. The admission procedure will be declared on the website of the college/ institute.

Eligibility for admission:

1. Candidates having completed B. A./B. Sc./ M.A./ M.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 from any recognized University

3. BA.M.S., B.H.M.S., M.B.B.S.

4. Any graduate with 2 years of experience in working with children at an organizational level.

5. Any graduate who wishes to work in a school setup/ for the school-age population with a minimum of 60% marks at graduation.

Selection mode:

It is based on a merit cum interview of the candidate after scrutinizing the application. For the selection of the candidate, 50% weightage will be given to marks in the qualifying examination and 50% for the performance in the interview. Candidates securing at least 40% total marks (qualifying interview) will be eligible for admission.

Intake capacity: 40 students

Duration of the program:

One academic year: The ACSP program generally commences in July and lasts generally till the end of May in the subsequent year. The program will consist of two semesters

Fees for the program:

Rules regarding fees prescribed by the Savitribai Phule Pune University will be followed.

Attendance Rules:

Each candidate is required to

1. Attend the advanced program on a full-time basis.

2. Minimum attendance of 75% for the theory part and 100 % for the practical as per norms of the University is compulsory for appearing in the examination.

Eligibility for Examination:

The candidate shall be eligible to appear for the final examination on the following conditions.

1. A minimum 75% attendance in each theory program; and
2. Completion of 100% of all the supervised practicum, within each course /theory course.
3. Attempting at least 50% credits in the first semester will be needed to appear for the final examination.

Rules regarding passing the Advanced course:

1. The student has to obtain 40 % marks in the combined marks of Internal evaluation and External evaluation with a minimum passing of 40 % in both these separately, for each course.
2. If the student fails to complete the program within one academic year, he/she will get two more semesters to complete the program. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.
3. A student cannot register for the second semester if she/he fails to attempt minimum 50% credits of the total credits expected to be ordinarily completed within the first semester.
4. There shall be a re-evaluation of the answer scripts of the Semester-End examination but not of the internal assessment.

Structure of the program:

- There will be 5 compulsory and 2 elective subjects for each semester.
- C101 to C105 and C201 to C205 courses are mandatory.
- Students need to select two of the three elective courses worth a total of four credits. Two elective courses opted by at least 50% of the students admitted would be run by the institute.

Semester I	Course Name	Credits	Total No. of hours	Internal marks	External marks	Total Mark
Compulsory Courses						
C101	Introduction to Child and Adolescent Development	2	30	20	30	50
C102	Nature of Human Abilities	4	60	40	60	100
C103	Guidance and Counselling in school set up	4	60	40	60	100
C104	Practical- Psychological Measurement	4	120	40	60	100
C105	Research Methodology	4	60	40	60	100
Elective courses	**Any Two**					
E106	Enhancing Self-awareness	2	30	20	30	50
E107	Learning to Learn	2	30	20	30	50
E108	Psychology of Highly able	2	30	20	30	50
	Total	**22**	**390**	**220**	**330**	**550**
Semester II	**Course Name**	**Credits**	**Total No. of hours**	**Internal marks**	**External marks**	**Total Marks**
Compulsory Courses						
C201	Assessments in Educational set up	2	30	20	30	50
C202	Curative and preventive guidance and counselling	4	60	40	60	100
C203	Aspects of development in children and adolescents	4	60	40	60	100
C204	Human exceptionality	4	60	40	60	100
C205	On Job Training / Field Project	4	120	40	60	100
Elective courses	**Any Two**	**Credits**	**Total No. of hours**	**Internal marks**	**External marks**	**Total Marks**
E206	Change in Self	2	30	20	30	50
E207	Mentoring the students	2	30	20	30	50
E208	Career Guidance	2	30	20	30	50
	Total	**22**	**390**	**220**	**330**	**550**
	Grand Total	**44**	**780**	**440**	**660**	**1100**

Proposed Scheme of Evaluation:

Internal Evaluation for all courses will be continuous and comprehensive. Due weightage will be given to regularity, punctuality, efforts taken, quality of work, and attendance. Internal evaluation will bear weightage of 40% and external evaluation for all courses will bear 60% weightage. External evaluation will be in the form of the semester-end examination.

Internal Continuous evaluation:

- For all the courses, there will be an internal continuous evaluation of 40% marks using different methods of evaluation like assignments, quiz, presentations, group tasks, group discussions, etc.

- If a student misses an internal evaluation, he/she will have a second chance with the permission of the Head of the department in consultation with the concerned faculty. Such a second chance shall not be the right of the student. In case of failure, if she/he wants to repeat the internal evaluation, she/he can do so only by registering for the said evaluation next semester.

External Evaluation:

For all theory courses and elective courses, a written evaluation of 60% of total marks will be done by external examiners at the end of each semester. The panel of external examiners will be approved by Savitribai Phule Pune University.

Regulation for the award of the Certificate:

1. The student has to obtain 40 % marks in the combined marks of Internal evaluation and External evaluation with a minimum passing of 40 % in both these separately, for each course.
2. If the student fails to complete the program within one academic year, he/she will get two more semesters to complete the program. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.
3. A student cannot register for the second semester if she/he fails to attempt minimum 50% credits of the total credits expected to be ordinarily completed within the first semester.
4. There shall be a re-evaluation of the answer scripts of the Semester-End examination but not of the internal assessment.

Course-wise Content Details:

Semester I

Course C101: Introduction to Child and Adolescent Development   2 credits

Objectives:

- To make students aware of principles of development and stages of child development
- To sensitise students about factors affecting human development
- To make students aware about different contexts of development
- To make students understand and structure and functioning of brain
- To make students aware about physical development during childhood and adolescence.
- To enable students to use the knowledge of physical development in dealing with issues related to physical development and habit formation

Expected Course Outcomes:

a) Students will be able to know various principles of development
b) Students will be able to understand the stages and issues in physical development
c) Students will be able to apply knowledge about the contribution of genes and nurture in child development
d) Students will be able to comprehend and make use of impacts of various social contexts of development
e) Students will be able to understand and deal with problems related to physical development in childhood and adolescence
f) Students will know basic brain structures and plasticity

Topic-1 Concept of Development

1.1 Principles of Development

1.2 Bio-ecological Model of Development

1.3 Role of nature and nurture

1.4 Social Contexts of development- culture, family, friends and peers, school, media

Topic-2 Physical and Motor Development

2.1 Physical Growth during Childhood & adolescence

2.2 Developing physiological habits- Thumb sucking, Toilet training, Sleeping habits, etc.

2.3 Issues in physical development

2.4 Basic structure of brain, brain plasticity

References:

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Deshmukh, V. (2020). *Teenage dot com # 2*. Pune: Rajhans Prakashan

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Hurlock, E.B. (2003). *Developmental Psychology: A lifespan approach*. New Delhi: Tata McGraw-Hill.

Lambert, W. E. (2014). *Psychology of Language Learning.* New Delhi: Global vision publishing house

Mussen, P., Conger, J. Kagen, J. and Heustone, A. (1990). *Child Development and Personality* (7th Edition). New York: Harper and Row Publishers,

Piaget, J. (2018). *Developmental Psychology*. New Delhi: Sarup Book Publishers

Salkind, A. (1987). *Child Development (5th Edition)*. New York: Holt, Rinehart & Winston INC.

Santrock, J.W. (2007). *Educational Psychology: Classroom update: Preparing for praxis and Practice*. New Delhi: Tata McGraw Hill.

Santrock, J.W. (2007). *Child Development*. New Delhi: Tata McGraw-Hill.

Stroufe, A., Cooper R., Dehart G. (1992). *Child Development and Its nature and course*, New Delhi: McGraw-Hill Inc.

Objectives:

- To make students understand the scope of School Psychology as a discipline and the role of school psychologist
- To make students understand the concept of intelligence and approaches of its conceptualization
- To make students understand various western and Indian theories of intelligence
- To enable students to apply those theories in practical situations, especially in schools.

Expected course outcomes

a) Students will be able to know thoroughly the scope of School Psychology and the role of school psychologist.

b) Students will be able to understand various approaches to conceptualise intelligence as well as different theories of intelligence.

c) Students will be able to identify different abilities in individuals based on various conceptualizations.

d) Students will be able to identify indicators of different types of abilities/ intelligences.

e) Students will be able to apply this knowledge in various real-life setups like schools.

Topic 1: Introduction to School Psychology

    1.1 Historical background and definition of school psychology

    1.2 Educational Psychology and School Psychology

    1.3 Nature and Scope of School Psychology

    1.4 Role of a School Psychologist as a Professional

Topic 2: Theories of intelligence-1

    2.1 Intelligence- concept, evolution of the concept

    2.2 Approaches to conceptualise intelligence

    2.3 Psychometric Theories- Spearman, Thurston, Cattell

    2.4 Hierarchical theory- three stratum theory

Topic 3: Theories of intelligence-2

    3.1 Cognitive Theories of Intelligence- Carroll, Brown

    3.2 Information Processing Theory- Sternberg, PASS theory

3.3 Multidimensional Theories- Guilford's SOI, Gardner, and EI theories

3.4 Indian concept of Intelligence

Topic 4: Application of concept of intelligence

4.1 Applications in Educational set up

4.2 Applications in Clinical set up

4.3 Enhancing various abilities

4.4 Applying Indian concept of intelligence in schools

References:

Bhatt, B.D. & Sharma, S.R. (1993). *Education of the Gifted and Talented Children*. Delhi: Kanishka Publishing House,

Butcher, H.J.(Ed) (1975) *Human Intelligence: Its Nature and Assessment*. London: Methuen.

Gardener, Howard. (1993). *Multiple intelligences*. New York: Basic Books

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Khire, U (2000). *Enhancing intelligence through games*. Pune, JPSS.

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Sternberg, R.J. (2000). *Handbook of intelligence*. Cambridge: Cambridge University Press.

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Wolman, B. B.(Ed.). (1990). *Handbook of Intelligence*. N.Y: John Wiley,

Course C103: Guidance and Counselling in school set up   4 credits

Objectives:

- To make students aware of concept of guidance and counselling
- To sensitise students to the role of parents and teachers in child's overall well-being
- To make students aware about ethical and legal aspects in guidance and counselling
- To enable students to apply various tools and techniques in guidance and counselling
- To build students' basic counselling skills
- To make students understand various approaches to counselling
- To enable students to use various counselling approaches.

Expected Course Outcomes:

a) Students will know the concepts and difference between guidance and counselling.

b) Students will be able to use standardized, and non-standardized tools in guidance and counselling.

c) Students will be able to understand various skills needed for a counsellor

d) Students will be able to understand and use various approaches of counselling

e) Students will be able to apply the skills during counselling

f) Students will be able to conduct sessions for teachers, and parents.

Topic 1: Introduction to Guidance and Counselling

1.1 Definition and history of Guidance and Counselling

1.2 Need and Scope of Guidance and Counselling in Indian Setting.

1.3 Role of teachers and parents as stakeholders

1.4 Ethical and Legal aspects in guidance and counselling

Topic 2: Tools and techniques in Guidance and Counselling

2.1 Significance of various tools in guidance

2.2 Types of Tools- subjective and objective, standardised and non-standardized

2.3 Tools in guidance: Observation, anecdotal records, cumulative records, interview and case history, rating scales, checklist, standardised tests.

2.4 Techniques in guidance- Group tasks, Group discussion, Intelligence games with debriefing, role plays, individual assignments, feedback charts

Topic3: Counselling Skills

3.1 Characteristics of an effective counsellor

3.2 Basic Counselling Skills- Mind skills, Active listening, reflecting, paraphrasing,
   questioning, confronting, Managing Resistance of the client

3.3 Counselling process- Building, maintaining and terminating counsellor's relationships.

3.4 Avoiding Counsellor's Burn-out.

Topic 4: Approaches to Counselling

4.1 Approaches of counselling- Behavioural, humanistic, cognitive

4.2 Play therapy

4.3 Family Therapy

4.4 Latest trends in counselling

References:

Bengalee, M.D. (1990). *Guidance and Counselling*. Bombay: Sheth Publishers

Charlson, S. Rijn, B. (2011). *Understanding Assessment in Counselling and Psychotherapy.* New Delhi:
   Learning matters.

Gelso, C., Fretz B. (2001). *Counseling Psychology* (2nd Ed.) Orlando: Harcourt College Publishers.
   Gladding, S. (2009). *Counseling*, New Delhi: Pearson.

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   A Positive Psychology Perspective.* London: Springer

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   Publication.

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Traxler, A.E., North, R.D. (1966). *Techniques of Guidance*, NY: Harper & Row Publishers

Corey,G (2019). *Theory and Practice of Counseling and Psychotherapy,* Cengage India Private Limited

Feltham, C, Hanley, T., Winter,L. (2017). *The sage handbook of counselling and therapy.* Sage
   Publications Ltd

Course C104: Practical- Psychological Measurement   4 Credits

Objectives:

- To make students understand the meaning of psychological measurement
- To expose students to different psychological tests
- To enable students to administer psychological tests, score and interpret psychological test results
- To make students learn the way of communicating test results to the clients
- To enable students to follow ethical testing practices

Expected course outcomes:

a) Students will be able to properly administer any psychological test

b) Students will know different tests to measure different psychological concepts

c) Students will be able to choose appropriate psychological tests for assessment

d) Students will be able to score and interpret the results

e) Students will be able to prepare reports for the client of psychological assessment

f) Students will develop basic communication skills like active listening, questioning, etc. for rapport building

g) Students will be able to collect data using different psychological tests in individual and group settings

- **Only standardised tests should be used.**
- **Students need to administer the tests individually to the client and administer at least one test in a group setting.**

1. GENERAL ABILITY TESTS (any two):

1. Intelligence tests: Verbal Test

2. Intelligence tests: Performance Test

3. Intelligence test: Non-verbal Test

2. PERSONALITY TESTS (any two):

1. Personality inventory- Non-projective

2. Personality inventory- Projective

4. Interest inventory

5. Adjustment inventory

6. Attitude / Values

3. OTHER TESTS (any one):

1. Environmental Assessment - school, family etc.

2. Development Assessment

3. Life skills assessment

4. Study Habits

5. Mental health/well-being etc.

General Instructions:

1. Each batch of practical will consist of a maximum of 8 students.

2. A separate batch will be formed if this number exceeds even by one.

3. Students must maintain a journal for these courses and obtain the completion certificate from the teacher in charge and H.O.D.

4. This certificate is necessary for the students to be allowed to appear for the Final Examination as per the rules of the credit system.

Evaluation:

Internal Evaluation: It will be a continuous one.

Criteria	Marks
Review of Manuals and testing report	10
Overall Performance (Regularity, Sincerity, efforts taken, quality of work etc.)	5
Group Test Administration	10
Individual Test Administration	15
Total	**40**

External Evaluation: External evaluation will be in the form of test conductance, report writing and viva at the end of 1st semester.

Course No.	Content of Evaluation	Marks allotted	Bifurcation of Marks
C104	Practical- Psychological Measurement	60	Instructions (10) Conductance (10) Scoring & interpretation (10) Report Writing (10) Viva (20)

Course C105: Research Methodology   4 credits

Objectives:

- To make students understand the basics of research process
- To help students develop critical thinking necessary for research
- To make students understand process of data collection
- To make students understand the standardised tools used for data collection.
- To make students understand basic characteristics of standardised tests
- To make students understand and apply basic concepts in statistics

Expected Course Outcomes:

a) Students will understand the basics of the research methodology and steps in the process.

b) Students will be acquainted with the research methods used in child development.

c) Students will understand different methods of sampling and data collection.

d) Students will understand the characteristics of standardized tests and will be able to select appropriate tests for their clients.

e) Students will know the limitations in the use of psychological tests

f) Students will know the various steps of test construction

g) Students will understand basic statistical procedures and able to use them

Topic 1: Research: introduction, steps

1.1 Research: definition, types, and steps

1.2 Sampling methods and research designs

1.3 Ethical considerations

1.4 Considerations in child development research

Topic 2: Measurement and evaluation in research

2.1 Concepts of measurement and evaluation

2.2 Types and scales of measurement and their application in testing

2.3 Psychological test: definition, uses, types, and limitations

2.4 Ethics in Psychological Measurement

Topic 3: Introduction to Psychological Testing

3.1 Characteristics of Standardised Psychological Tests- Reliability and Validity

3.2 Characteristics of Standardised Psychological Tests- Norms and Standardization

3.3 Steps involved in test construction

3.4 Test bias

Topic 4: Statistics

4.1 Descriptive and inferential statistics; Normal probability curve

4.2 Measures of Central tendency and variability

4.3 Correlation: Rank order and product-moment correlation

4.4 T-test and significance of results

References:

Anastasi, A. (2016). *Psychological Testing*. (5th Ed.) New York: MacMillan Publishing Co. Inc.

Barve, B. N. (2008). *Manomapan.* Nagpur: Shrividya Prakashan

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Kline, T. (2005). *Psychological Testing: A Practical Approach to Design and Evaluation*. New Delhi: Vistaar Publications.

Kosecoff, J. & Fink, A. (1982). *Evaluation Basics – A Practitioner's Manual*. New Delhi: Sage Publications.

Kothari, C.R., (2023*) Research Methodology.* N.D.:New Age International Publishers.

Kubiszyn, T., Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and Practice*. USA: John Wiley & Sons inc.

Laak, J., Gokhale, M. & Desai, D. (2013). *Understanding Psychological Assessment*. New Delhi: Sage Publication

Shaughnessy, E.B., Zechmeister, J. S. (2009). *Essentials of research methods in psychology.* UK: Tata McGraw-Hill.

Course E106: Enhancing Self-awareness   **2 credits**

Objectives:

- ☐ To expose students to various frameworks for self-awareness

- ☐ To sensitise students to various internal and external factors that affect their career and well-being

- ☐ To help students explore their dreams, goals, challenges

- ☐ To help students acquire growth mindset

- ☐ To make students understand the concept of harmony and how to decrease disharmony

Expected Course outcomes:

a) Students should be able to use different frameworks to understand themselves.
b) Students should be able to tell their dreams and their connection with values.
c) Students should be able to explore the challenges of knowing themselves
d) Students should understand the broader context of their existence
e) Students should understand the difference between growth and fixed mindset and try to acquire the growth mindset.

Topic 1: Exploring myself

1.1 My dreams and goals- education goals to life goals

1.2 My values

1.3 Johary window and SWOT

1.4 Challenges in exploring self

1.5 Factors affecting self, relatives, friends, media, money, social status, etc

Topic 2: Harmonious existence

2.1 Harmony at different levels of existence- Internal and External

2.2 *Panchkosh*- sheaths of existence

2.3 Separateness to Connectedness- Me to We

2.4 Scarcity to Abundance - Gratitude

2.5 Mindset: fixed vs. growth

References

Abhyankar, W., (2002). *Panchakoshatun shikshan*. Pune: Jnana Prabodhini.

Dweck, C., (2017). *Mindset*: *Changing the way you think to fulfil your potential*. Great Britain: Robinson publication

Eisenstein, C. (2011). *Sacred Economics: Money, Gift and Society in the age of Transition*. California: North Atlantic Books

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https://www.servicespace.org/

https://www.ted.com/talks/nipun_mehta_laddership_leading_with_the_gifts_of_emergence learning

to https://www.youtube.com/watch?v=kpyc84kamhw

https://www.youtube.com/watch?v=oUc_zhrdmaI

Course 107: Learning to Learn

Objectives:

- To make students aware of various skills helpful in learning
- To enable students to use these skills in their own learning
- To enable students to design workshops to enhance the study and learning skills

Expected Course Outcomes:

a) Students will understand the basic skills for learning
b) Students will be able to organise different types of information
c) Students will be able to use these skills for their own learning
d) Students will be able to design sessions to improve learning skills for students

Topic 1: Basic skills for effective learning

1.1 Reading skills
1.2 Writing skills
1.3 Organization of information
1.4 Study steps

Topic 2: Skills required to enhance performance

2.1 Goal setting
2.2 Planning
2.3 Time management skills
2.4 Exam skills

References:

Morgan and Dese, (1972). *How to Study*. New Delhi: Tata McGraw Hill.

Hollins, P. (2021). the study skills handbook. Pkcs Media, Inc

McMillan, K., Weyers, J. (2021). The Study Skills Book. Pearson

Penn, P. (2021). The Psychology of Effective Studying. New York: Routledge

Sethiya, M, (2017). *Vedh Yashacha Bhag-1*. Pune: Jnana Prabodhini.

Sethiya, M, (2017). *Vedh Yashacha Bhag2*. Pune: Jnana Prabodhini.

Course E108: Psychology of Highly able   2 credits

Objectives:

- To sensitise students to characteristics and needs of highly able

- To help students understand the psychology of underachievers

- To make students aware about different theories of advance development of high ability

Expected Course outcomes:

a) Students will understand the concept of high ability

b) Students will be able to know the needs, and issues of high ability children

c) Students will be acquainted with the theories of advance development

d) Students will be able to apply this theoretical knowledge in education

Topic 1: Characteristics and needs of highly able

1.1 Characteristics of highly able

1.2 Needs of highly able

1.3 Underachievement of highly able- causes, management

Topic 2: Theories of advance development

2.1 Western theories: Maslow, Dabrowski

2.2 Eastern theories: Samarth Ramdas, Advance development by Dr. Khire

2.3 Applications of the theories of advance development in educational field

References:

Freeman, J. (1985). *Psychology of gifted children*. London; John Wiley & Sons.

Khire, U., Sowani, D. (2022). *Intelligence, Creativity and Giftedness: An Indian Perspective*. Mumbai: Himalaya Publication

Kitano, M. & Kirby, D. (1996). *Gifted education: A comprehensive view*. Boston/ Toronto; Little, Brown & Company Ltd

Watve, S. (2013). *Why gifted education?* Pune: Jnana Prabodhini Samshodhan Sanstha.

SEMESTER II

Course C201: Assessments in Educational set-up   2 credits

Objectives:

- ☐ To make students aware of various dimensions of school-family environment and its measurement

- ☐ To make students understand the ways to enrich family and school environment

- ☐ To make students understand the applications of Bloom's Taxonomy

- ☐ To expose students to various evaluation tools
- ☐ To enable students to evaluate an educational program

Expected course outcomes:

a) Students will understand the concept of family and school environment

b) Students will able to able to measure family and school environment

c) Students will be able to design activities to enrich school environment

d) Students will able to understand Bloom's Taxonomy and apply it to various interventions and evaluations

e) Students will be able to design evaluation program

f) Students will know advantages and limitations of different modes of testing

Topic 1: Environment/ climate assessment

   1.1 Concept Family environment

   1.2 Measurement of Family environment

   1.3 Concept of School climate

   1.4 Measurement and enrichment of school climate

Topic 2: Measurement and Evaluation in Education and Learning

   2.1 Process of Learning- Bloom's Taxonomy

   2.2 Nature and uses of educational evaluation tools

   2.3 Teacher-made tools and computerised testing

   2.4 Guidelines for Designing evaluation program

References:

Anastasi, A. (2016). *Psychological Testing*. (7th Ed.) New York: MacMillan Publishing Co. Inc.

Barve, B. N. (2008). *Manomapan.* Nagpur: Shrividya Prakashan

Cohen J.R., Swerdlik, M.E. & KumathekarM.M. (2014). *Psychological Testing and Assessment*. (7th

Edition, SIE), New Delhi. McGraw Hill Education (India) Pvt. Ltd.

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Dandekar, W.N. (2007). *Shaikshanik mulyamapan ani Sankhya Shastra*, Pune: Shrividya Prakashan.
Dandekar, W.N. and Rajguru (1988). *Psychological testing and Statistics*. Pune: Sheth Publishers
Gadre, S. SCAN – School Climate Assessment and Enhancement Test Battery- Manual. Pune: Jnana
    Prabodhini's Institute of Psychology. (Not published)

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Kale Premala (1990), *Manas Shastriya Mapan*, Pune: Manovikas Prakashan.

Kaplan, R. M., Saccuzzo, D. (2005). Psychological Testing- Principles, Applications and Issues (6th Ed).
    New Delhi: Cengage Learning.

Kline, T. (2005). *Psychological Testing: A Practical Approach to Design and Evaluation*. New Delhi:
    Vistaar Publications

Kosecoff, J. & Fink, A. (1982). *Evaluation Basics – A Practitioner's Manual*. New Delhi: Sage
    Publications.

Kubiszyn, T., Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and
    Practice*. USA: John Wiley & Sons inc.

Laak, J., Gokhale, M. & Desai, D. (2013). *Understanding Psychological Assessment*. New Delhi: Sage
    Publication

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

Patwardhan, V., Gijare, A. Family Culture Inventory-Manual. (not published)

Course C202: Curative and preventive guidance and counselling 4 credits

Objectives:

- ☐ To make students aware of various psychiatric disorders in children and adolescents

- ☐ To enable students to deal with exceptional children and their families

- ☐ To enable students to apply principles of positive psychology in the classroom

- ☐ To enable students to design and implement various positive interventions in the school

Expected course outcomes:

a) Students will know the various clinical disorders

b) Students will understand basic psychiatric issues related to children and adolescents

c) Students will be able to conduct guidance sessions for special children, their parents

d) Students will understand basic principles behind remedial teaching

e) Students will be able to design and conduct sessions on topics like sexuality education, stress management, value education etc.

f) Students will be able to design positive interventions in the classroom

Topic 1: Overview of Clinical Disorders

    1.1 DSM and ICD classification systems

    1.2 Neurodevelopmental disorders- Learning Disabilities, Autism, ADHD

    1.3 Oppositional Defiant Disorder, conduct disorders

    1.4 Childhood anxiety and depression, Suicide- Assessment and prevention

    1.5 Addiction and gender-related issues

Topic 2: Counselling and Guidance for special population

    2.1 Counselling and Guidance for special children and their parents

    2.2 Counselling and Guidance for Behavioral Problems

    2.3 Remedial teaching in practice

    2.4 Parental guidance and counselling

Topic 3: Applying positive psychology

    3.1 Enhancing Psychological Well-being and resilience

    3.2 Enhancing Mindfulness

    3.3 Enhancing Critical thinking skills

    3.4 Enhancing Motivation

Topic 4: Practices in the Classroom

    4.1 Sexuality education in practice

    4.2 Stress management in practice

    4.3 Value education in practice

    4.4 Coping Styles and Adjustment

References:

Capuzzi D. Gross D. (2007). *Counselling and Psychotherapy Theories and Interventions*, New Delhi: Pearsons Prentice Hall,

Gelso, C., Fretz B. (2001). *Counseling Psychology* (2nd Ed.) Orlando: Harcourt College Publishers,

Gladding, S.T. (2009). *Counseling*, New Delhi: Pearson

Hoghughi, Masud (1992). *Assessing Child and Adolescent Disorders*. New Delhi: Sage Publications,

Hough, M. (1994). *Practical approach to counselling*. London: Pitman Publishing,

Richard Nelson-Jones, (2008). *Basic Counselling Skills-A Helper's Manual*. New Delhi: Sage
Publication

Seligman, M. E. (2012). *Flourish: A visionary new understanding of happiness and well-being*. Simon
and Schuster.

Snyder, C., Shane J., Lopez (Ed) (2002). *Handbook of Positive Psychology*. New York: Oxford
University Press

Synder, C.R. Lopez, S. (2001). *The handbook of positive psychology.* Oxford University Press Inc

Thomas, Murray R. (1990). *Counselling and Life–Span Development*. New Delhi: Sage Publications,

Wallace & Lewis (1986). *Becoming a Professional Counsellor*. New Delhi: Sage Publications.

Course C203: Aspects of Development in Children and Adolescence   4 credits

Objectives:

  ☐ To make students aware of various learning methods

  ☐ To help students understand how language is acquired and developed

  ☐ To make students aware of cognitive and social-emotional development in children

  ☐ to enable students to use various theories of development in their practice

Expected Course outcomes:
  a) Students will be able to understand various approaches to learning
  b) Students will be able to use principles of learning and memory in the interventions they plan
  c) Students will be able to understand various theories of cognitive development
  d) Students will be able to recognize the stages of emotional development
  e) Students will be able to understand and apply the theories of moral development
  f) Students will be able to connect and apply developmental theories in the real life

Topic 1: Learning and Memory
  1.1 Classical & Operant Conditioning: Concept and applications
  1.2 Constructivist, Socio-cognitive approaches
  1.3 Models and Types of Memory
  1.4 Determinants of Memory

Topic 2: Language Development
   2.1 Stages in Language Development
   2.2 Various approaches to language development: Nativist, Integrationist, Behavioral

2.3 Factors Affecting Language Development

2.4 Issues in Language Development.

Topic 3- Cognitive Development

3.1 Various Approaches towards Cognitive Development

3.2 Piaget's Theory of Cognitive Development.

3.3 Vygotsky's Theory

3.4 Divergent thinking and creativity

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 Emotional Development

4.4 Social and Moral issues in a school setup

References:

Baddeley, A. (2013). *Essentials of human memory (classic edition)*. Psychology Press.

Berk, L.E. (2004). *Child Development*. New Delhi: Prentice Hall of India.

Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.

Desai, B. and Abhyankar, S. C. (2007). *Prayogik Manasshastra and Sanshodhan paddhati*. Pune: Narendra Prakashan.

Godhasara, K. N. (2016). *Child Development*. New Delhi: Cybertech publications.

Piaget, J. (2018). *Developmental Psychology*. New Delhi: Sarup Book Publishers.

Santrock, J.W. (2007). *Child Development*. New Delhi: Tata McGraw-Hill.

Course C204: Human Exceptionality	4 credits

Objectives:

- To clear the difference between deviance and exceptionality

- To sensitise students to different kinds of exceptionalities and their needs

- To sensitise students to personal and family problems of exceptional children

- To make students aware about various facilities available to exceptional children

- To make students aware about educational policy and different educational practices

- To sensitise students about various individual and group differences as well as its implications

Expected course outcome:

a) Students will understand the concepts of and difference between deviance and exceptionality.

b) Students will understand different types of exceptionalities.

c) Students will know the personal, family problems of exceptional children.
d) Students will have information about various facilities for exceptional children.
e) Students will know individual and group differences and use that information in their sessions.
f) Students will be acquainted with the latest educational policies and practises according to the NEP 2020
g) Students will be able to know and apply educational practices for exceptional children

Topic 1: Deviancy and Exceptionality
    1.1 Deviancy and exceptionality-history, concepts, types
    1.2 Physical Exceptionality
    1.3 Intellectual Exceptionality
    1.4 Emotional Exceptionality

Topic 2: Problems and services for exceptional

    2.1 Personal problems of exceptional children
    2.2 Family problems of exceptional children
    2.3 Formal Services for exceptional- Day care centres, Residential facilities, Rehabilitation centres, Summer Training programs
    2.4 Informal services for exceptional- Self-help Groups, Activity centres or recreational centres

Topic 3: Educational policy and practices
    3.1 Educational policy- History
    3.2 NEP 2020
    3.3 Innovative practices in schools
    3.3 Educational practices for exceptional: Inclusive education, Segregation, Enrichment, Acceleration.

Topic-4: Psychology of human differences

    4.1 Individual differences in Aptitudes and talents, Personality, Intelligence
    4.2 Individual differences in Cognitive styles, Interests, Values,
    4.3 Group differences regarding Sex and Age
    4.4 Group differences regarding Race and Social class.

References:

Anastasi, Anne. (2007). *Differential Psychology*., (3rd Ed.). Toronto: Read Books

Cruickshank & Johnson (Eds.) (1975). *Education of Exceptional Children and Youth* (3rd Ed.). N. J.: Prentice Hall.

Hardman, M., Drew, C., Egan, M., Wolf, B. (1990). *Human Exceptionality* (3rd Ed.), London: Allyn and Bacon.

Hardman, M., Egan, M., Drew, C., (2017). Human Exceptionality: School, Community, and Family (12th Ed). Boston: Cengage Learning

Tyler, Leona E. (1969). *The Psychology of Human Differences(3rd Ed.)*. Bombay: Meredith Publishing Co. Indian Reprint – Vakils, Feffer and Simons,

Vernon, Philip E. (1972). *Intelligence and Cultural Environment*. London: Methuen and Co. Ltd.

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Course C205: On-the-Job Training/ Field Project   4 Credits

Objectives:

- To give students hands on experience
- To provide community outreach to students
- To expose the students to work environments
- To enhance professional skills in students

Expected Course Outcomes:

a) Students will get a feel of working in field
b) Students will be able to apply the theory part in real life situations
c) Students will acquire skills to work in the field

Students are expected to work with children, preferably in schools or some registered organisations like NGOs, hospitals etc. The work will be supervised by experts. The following activities can be done

- Designing and conducting group guidance sessions based on a particular topic
- Conducting individual guidance sessions
- Conducting group testing
- Designing and conducting teachers' awareness/ training session
- Designing and conducting a session for parents
- Field visits
- Systematic observations of children/ adolescents in different set-ups, etc.

Rules:

- Students need to complete 120 hours of on-job-training
- Students can do on-job-training with more than one organisation
- Students need to obtain a certificate of work experience from each organisation they work with and attach it with their work report.
- Batch for the on-job-training will be of 8 students
- The OJT/field project completion is subject to certification of completion by the expert supervisor and Head of Department.

Report should be written in the following format:

a. Basic introduction of the organisation student is working in- structure, functioning, philosophy, nature of work etc
b. Contents table.

c. Descriptions of the activities done- tools, techniques, and procedure used, Suggestions given by supervisors, self-evaluation

d. Your learnings from on-job training.

f. References and bibliography

Evaluation

Internal evaluation of the students will be done by expert supervisors. The following criteria will be used for the evaluation-

Sr. no.	Criteria	Marks
1	Punctuality, sincerity, communication	10
2	Insight and creativity into work	15
3	Application of theory into practice	5
4	Report	10
	Total	**40**

External evaluation will be done by an external examiner and internal examiner approved by SPPU. The following criteria will be used

Sr. no.	Criteria	Marks
1	Presentation	30
2	Viva	30
	Total	**60**

Elective Courses

Course E206: Change in Self   **2 Credits**

Objectives:

- To help students to convert their dreams to goals

- To help students overcome the hurdles in attaining their goals

- To help students acquire various thinking skills and practical skills

Expected course outcome:

a) Students will be able to analyse their strengths, limitations, aspirations, personality traits,

and attitudes with respect to their aspirations

b) Students will be helped to increase awareness about their thinking patterns and limiting factors
c) Students will know the basic principles behind habit-building
d) Students will experiment on themselves to change at least one habit
e) Students will know the basics of various skills like decision making, problem-solving
f) Students will start disputing their irrational beliefs

Topic 1: Attitude Building
1.1 Conversion of dreams to goals
1.2 Awareness of cognitive biases and logical fallacies
1.3 Awareness of limiting factors
1.4 Creative thinking

Topic 2: Skill Enhancement
2.1 Habit Building
2.2 Decision-making skills
2.3 Problem-solving
2.4 Disputation of irrational beliefs

References:

Dobeli, R. (2013). *Art of Thinking Clearly*. Great Britain: Sceptre

Ellis, A. (2002). *Case Studies in Rational Emotive Behavior Therapy with Children and Adolescents*. Pearson Education, New Jersey

Ellis, A. (2009). *Rational and Irrational Beliefs: Research, Theory, and Clinical Practice.* Oxford University Press

Kanheman, D. (2011*). Thinking Fast and Slow.* Farrar, Straus and Giroux

Priest, H. (2019). *Biases and Heuristics*. US: KDP print

Elective E 207: Mentoring the students   2 Credits

Objectives:

☐ To make students aware of concept of mentoring and roles , a mentor needs to play

☐ To help students know the skills and qualities needed for effective mentoring

☐ To sensitise students about ethics in mentoring

Expected course outcomes:

a) Students will understand the concept of mentoring
b) Students will know the characteristics of a mentor and mentee
c) Students will understand how to structure the mentoring relationship
d) Students will know ethics in mentoring

Topic 1: Mentoring: Concept and significance

1.1 Concept and significance of Mentoring

1.2 Elements of mentoring

1.3 Different roles of a mentor

1.4 Characteristics of Mentor and Mentee

Topic 2: Mentorship

2.1 Teacher as mentor

2.2 Skills required for mentor

2.3 Structuring Mentorship

2.4 Ethics in mentoring

References:

Bapat, G. (2017). *Man making: Nurturing the abilities, motivating the able*. Pune, Jnana Prabodhini.

Johnson, W.B, Ridley, C. R. (2004). *The Elements of Mentoring*. New York: Palgrave Macmillan.

Zachary, L. (2011). *The Mentor's Guide: Facilitating Effective Learning Relationships.* Jossey Bass

Course E 208: Career Guidance   2 Credits

Objectives:

- To make students aware of role of career counsellor

- To sensitise students about ethical considerations in career counselling

- To enable students to help clients realise their goals

- To enable students to deal with academic challenges faced by clients

- To give students exposure to real life cases

Expected Course outcomes:

a) Students will understand the role and skills of a career counsellor

b) Students will know the ethical considerations in career guidance and counselling

c) Students will be aware of different Considerations for suggesting careers

d) Students will be able to interpret different ability and personality profiles

Topic 1: Role and Skills required for Career Counselling

1.1 Historical overview

1.2 The role of a career counsellor

1.3 Skills of a career counsellor or guide

1.4 Ethical considerations in student career counselling or guidance

1.5 Considerations for suggesting careers: Cultural, Geographical, Socioeconomic,

Parents' background, gender

Topic 2: Academic and Career Planning

2.1 Assisting students in aligning academic goals, and lifestyle goals with career aspirations

2.2 Developing personalized academic and career plans

2.3 Strategies for addressing academic challenges.

2.4 Analysing real-life case studies in student career counselling

2.5 Listening to career guidance sessions

Reference:

Nathan, R. & Hill, H. (1992). *Career Counselling*. New Delhi: Sage Publications

Zunker, V. (2015). *Career Counselling: A Holistic Approach*. Boston: Cengage Learning

Reid, H. (2015). *Introduction to Career Counselling and Coaching*. Croydon: Sage publications