

SAVITRIBAI PHULE PUNE UNIVERSITY
Post Graduate Diploma in School Psychology (PGDSP)
Revised Syllabus Regulations and scheme of evaluation
Year 2022-23

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.

NEP 2020 is 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 mental health needs of the children in school environment is the need of time. 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 newspaper 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.

Award of Diploma:

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

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:

Paper No.	Core Courses	Total instru. hours	Internal Marks	External Marks	Total Marks	Credit
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
	Total	600	500	500	1000	40

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 *P* in each of the internal and external evaluation separately.

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.
4. To enable students to apply principles of positive psychology in the classroom

Topic-1 Concept of Development

- 1.1 Principles of Development.
- 1.2 Role of Heredity & Environment in Development.
- 1.3 Bio-ecological Model of Development
- 1.4 Research Methods used in Child Development
- 1.5 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 Development of physiological habits- Thumb sucking, Toilet training, Sleeping habits etc.
- 2.3 Development of motor skills
- 2.4 Issues in physical development
- 2.5 Preparing individual observation checklist

Topic 3 Language Development

- 3.1 Stages in Language Development
- 3.2 Various approaches to language development: Nativist, Integrationist, Behavioral
- 3.3 Factors affecting Language Development
- 3.4 Issues in language development.

Topic 4 Cognitive Development

- 4.1 Various Approaches towards Cognitive Development
- 4.2 Piaget's Theory of Cognitive Development.
- 4.3 Vygotsky's Theory
- 4.4 Divergent thinking and creativity

Topic 5 Learning, Memory

- 5.1 Classical & Operant Conditioning: Concept and applications
- 5.2 Views towards learning- Constructivist, Socio-cognitive
- 5.3 Concept and models of Memory,
- 5.4 Types and determinants of Memory

Topic 6 Neuropsychology

- 6.1 Basic structure of brain, brain plasticity
- 6.2 Basic Neurobiology of learning
- 6.3 Basic Neurobiology of memory
- 6.4 Latest research in this regard

Topic 7 Social, Moral and Emotional Development

- 7.1 Erikson's Theory of Psychosocial Development
- 7.2 Piaget's and Kohlberg's theory of Moral development and development of values.
- 7.3 Emotional Development
- 7.4 Social and Moral issues in school setup,

Topic 8 Practices in Classroom

- 8.1 Sexuality education in practice
- 8.2 Stress management in practice
- 8.3 Value education in practice
- 8.4 Coping styles and Adjustment

Topic 9 Positive Psychology in the classroom

- 9.1 Mindfulness
- 9.2 Resilience
- 9.3 Psychological well-being
- 9.4 Motivation

Books for Reading:

1. Baddeley, A. (2002). *Your Memory: A User's Guide*. London: Carlton Books
2. Berk, L.E.(2004). *Child Development*. New Delhi: Prentice Hall of India.
3. Hall, C.S., Lindzey ,G. and Campbell, J.B.,(1998). *Theories of personality* (4thEd) New York: John Wiley & Sons,Inc.
4. Hurlock, E.B.(2003). *Developmental Psychology: A lifespan approach*. New Delhi: Tata McGraw- Hill.
5. Piaget, J. (2018). *Developmental Psychology*. New Delhi: Sarup Book Publishers
6. Santrock, J.W. (2007) *Educational Psychology: Classroom update: Preparing for praxis and Practice*. New Delhi: Tata McGraw Hill.
7. Santrock, J.W.(2007). *Child Development* .New Delhi: Tata McGraw-Hill.
8. Stroufe, A., Cooper R.G, Dehart G.B.(1992) *Child Development and It's nature and course*, New Delhi: McGraw-Hill Inc.

Books for Reference:

1. Bhondwe, A. (2017). *On the threshold of Youth: a comprehensive guide for adolescent boys*. Pune: Vishwakarma Publications.
2. Deshmukh, V. (2020) *Teenage dot com # 1*. Pune: Rajhans Prakashan
3. Deshmukh, V. (2020) *Teenage dot com # 2*. Pune: Rajhans Prakashan
4. Godhasara, K. N. (2016). *Child Development*. New Delhi: Cybertech publications
5. Graham, P. Turk J. Verhulst,F.(1999) *Child Psychiatry: A developmental approach*. New Delhi: Oxford University Press.
6. Harris, W. T. (2018). *Psychological foundations of Education*. New Delhi: Sarup Book Publishers
7. Hurlock, E.B (1978). *Child Development (Int. Ed.)*. Singapore: McGraw-Hill,
8. Lambert, W. E. (2014) *Psychology of Language Learning*. New Delhi: Global vision publishing house
9. 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,
10. Salkind, A. (1987). *Child Development (5th Edition)*. New York: Holt, Rinheart & Winston INC..

Paper II: Psychology of Human Abilities

Objectives:

1. To acquaint the students with the nature of human abilities and its implications for school education.
2. To acquaint the students with the nature of exceptionality and its consequences.
3. To acquaint the students with the contribution of heredity and environment to human potentials.
4. To acquaint the students with Indian concept of Intelligence.
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

- 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 Theories of Intelligence-1

- 2.1 Introduction to the concept of intelligence- history, approaches
- 2.2 Psychometric Theories- Spearman, Thurston, Cattell
- 2.3 Cognitive Theories of Intelligence- Carroll, Brown
- 2.4 Information Processing Theory- Sternberg
- 2.5 Neurological Theory- PASS Theory

Topic 3 Theories of Intelligence-2

- 3.1 Structural Theory- Guilford
- 3.2 Theory of Multiple Intelligences- Gardner
- 3.3 Theories of Emotional Intelligence
- 3.4 Indian concept of Intelligence
- 3.5 Applications of Theories of Intelligence

Topic-4 Human Exceptionality

- 4.1 Deviancy and exceptionality-history, concepts, types
- 4.2 Physical Exceptionality
- 4.3 Intellectual Exceptionality
- 4.4 Emotional Exceptionality

Topic 5 Problems, services, practices for Exceptional

- 5.1 Personal and family problems of Exceptional people
- 5.2 Special Services for exceptional- Day care centers, Residential facilities, Self-help Groups, Rehabilitation centers, Summer Training programs, Activity centers,
- 5.3 Educational policy
- 5.4 Educational practices: Inclusive education, Segregation, Enrichment, Acceleration.
- 5.5 Film Week

Topic-6 Psychology of human differences

- 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

Books for Reading:

1. Anastasi, Anne. (1975). *Differential Psychology.*, (3rd Ed.). Toronto: Macmillan
2. Cruickshank & Johnson (Eds.) (1975). *Education of Exceptional Children and Youth* (3rd Ed.). N. J.: Prentice Hall,
3. Gardener, Howard. (1993). *Multiple intelligences.* New York: Basic Books
4. Guilford J.P. (1977) *The Way Beyond IQ.* Buffalo: Creative Education Foundation.
5. Hardman, M.L., Drew, C.J., Egan, M.W., Wolf, B. (1990). *Human Exceptionality* (3rd Ed.), London: Allyn and Bacon.
6. Khire, U (1990). *Glory of intelligence.* Pune: JPSS.

7. Khire, U., Sowani, D. (2022). *Intelligence, Creativity, and Giftedness: An Indian Perspective*. Mumbai: Himalaya Publishing House
8. Kitano, M.K. & Kirby, D.F. (1986). *Gifted Education: A Comprehensive View*. Boston: Little Brown.
9. Maitra & Krishna (1993). *Gifted and Talented*. Delhi: Discovery Publishing House.
10. Sternberg, R.J. (2000). *Handbook of intelligence*. Cambridge: Cambridge University Press.
11. Tyler, Leona E. (1969). *The Psychology of Human Differences(3rd Ed.)*. Bombay: Meredith Publishing Co. Indian Reprint – Vakils, Feffer and Simons,
12. Watve, S.V. (2013). *Why gifted education?* Pune: JPSS.
13. Wolman, B. B (1990). *Handbook of Intelligence*. N.Y: John Wiley,

Books for Reference:

1. Bhatt, B.D. & Sharma, S.R. (1993). *Education of the Gifted and Talented Children*. Delhi: Kanishka Publishing House,
2. Butcher, H.J.(Ed) (1975) *Human Intelligence: Its Nature and Assessment*. London: Methuen.
3. Guilford, J.P. (1986) *Creative Talents*. N.Y.: Beverly Hills.
4. Khire, U (2000). *Enhancing intelligence through games*. Pune, JPSS.
5. Maitra, Krishna (1996). *Parenting the Gifted*. Delhi: Discovery Publishing House.
6. Phillips, B.N. (1990). *School Psychology at a turning point*. San Francisco: Jossey- Bass Publishers.
7. Prasad Janardan, (2005), *Audio Visual Education*: Delhi: Kanishka Publishers
8. Ramlingam, P. (2010). *Recent Studies in School Psychology*. New Delhi: Authorspress.
9. Rao, Ramakrishna & Paranjpe, Anand (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press India Pvt. Ltd.
10. Rao, Sujatha (1987) *Widening horizons for educating the gifted*. Secunderabad: Nissima Institute of Human Development
11. Vernon, Philip E. (1972). *Intelligence and Cultural Environment*. London: Methuen and Co. Ltd.

Paper III- 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

- 1.1 Definition and history of Guidance and Counselling
- 1.2 Need and Scope of Guidance and Counselling in Indian Setting.
- 1.3 Group and Individual Guidance and Counselling
- 1.4 Record Keeping
- 1.5 Counsellor's Burn-out.

Topic-2 Tools and techniques used in Guidance and Counselling

- 2.1 Significance of various tools in guidance
- 2.2 Types of Tools- subjective and objective, standardized and non-standardized
- 2.3 Tools in guidance: Observation, anecdotal records, cumulative records, interview and case history, rating scales, Checklist, standardized tests.
- 2.4 Techniques- Group tasks, Group discussion, Intelligence games with debriefing, role plays, individual assignments, feedback charts

Topic-3 Guidance in school set up

- 3.1 Need for guidance at various School levels- Pre-primary and Primary, secondary, higher secondary
- 3.2 School Climate- concept, impact, assessment and enhancement

- 3.3 Role of teachers and parents as stakeholders in school environment
- 3.4 Study skills in practice
- 3.5 Career guidance in practice

Topic-4 Guidance for special population

- 4.1 Guidance and Counselling for special children and their parents
- 4.2 Guidance for Behavioral Problems
- 4.3 Remedial teaching in practice
- 4.4 Parenting styles
- 4.5 Enhancing Communication skills

Topic-5 Overview of Clinical Disorders

- 5.1 DSM and ICD classification systems
- 5.2 Neurodevelopmental disorders- Learning Disabilities, Autism, ADHD
- 5.3 Oppositional Defiant Disorder
- 5.4 Suicide- Assessment and prevention
- 5.5 Childhood anxiety and depression

Topic-6 Counselling

- 6.1 Definition, Ethical and Legal aspects.
- 6.2 Characteristics of an effective counsellor
- 6.3 Basic Counselling Skills- Mind skills, Active listening, reflecting, paraphrasing, questioning, confronting, Managing Resistance of the client
- 6.4 Counselling process- Building, maintaining and terminating counsellor's relationships.

Topic- 7 Approaches to Counselling

- 7.1 Behavioural approach
- 7.2 Humanistic /Person centered approach
- 7.3 Cognitive approach- CBT, REBT
- 7.4 Play therapy
- 7.5 Basics of Family Therapy

Books for Reading

1. Bengalee, M.D. (1990). *Guidance and Counselling*. Bombay: Sheth Publishers
2. Charlson, S. Rijn, B. (2011). *Understanding Assessment in Counselling and Psychotherapy*. New Delhi: Learning matters.
3. Cupuzzi D. Gross D.R. (2007) *Counselling and Psychotherapy Theories and Interventions*, New Delhi: Pearsons Prentice Hall,
4. Gelso, C., Fretz B. (2001). *Counseling Psychology* (2nd Ed.) Orlando: Harcourt College Publishers,
5. Gladding, S.T. (2009). *Counseling*, New Delhi: Pearson
6. Hoghughi, Masud(1992). *Assessing Child and Adolescent Disorders*. New Delhi: Sage Publications,
7. Hough, M. (1994). *Practical approach to counselling*. London: Pitman Publishing,
8. Nathan, & Hill (1992). *Career Counselling*. New Delhi: Sage Publications,
9. Richard Nelson-Jones, (2008). *Basic Counselling Skills-A Helper's Manual*. New Delhi: Sage Publication
10. Robson, M, Pattison, S. (2018). *The handbook of counselling children and young people*. Sage Publication.
11. Traxler, A.E., North, R.D.(1966). *Techniques of Guidance*, NY: Harper & Row Publishers

Books for Reference:

1. Madhuka, I (2000). *Guidance & Counselling* – Delhi: Authors Press,
2. Kamat S. (2001). *Marathi Manas Shastriya Margdarshan-*, Mumbai, Popular Prakashan,
3. Patwardhan, V. (Ed) (2008). *Rang Samupadeshanache*. Goa: Anagha Wachasundar Pratishtan,
4. Rao, S., Murugudu S., & Rao, D. (2004). *Guidance and Counselling*. New Delhi: Discovery Publishing House.
5. Shrivastava, K.K. (2004). *Principles of Guidance and Counselling*. New Delhi: Kanishka Publishers.
6. Thomas, Murray R. (1990) *Counselling and Life – Span Development*. New Delhi: Sage Publications,

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-1

- 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 Ethics in psychological measurement
- 1.5 Limitations of psychological tests

Topic 2 Introduction to Psychological Testing-2

- 2.1 Concepts of measurement and Evaluation
- 2.2 Types and scales of measurement and their application in testing
- 2.3 Steps involved in test construction
- 2.4 Item response theory

Topic 3 Cognitive and Non-cognitive measurement

- 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

Topic-4 Computers and Psychological Testing [8]

- 4.1 Significance, need and nature of computerized testing
- 4.2 Computerized Scoring, Diagnosis and Interpretation of results
- 4.3 Internet usage for psychological testing
- 4.4 Limitations and advantages of computerized testing

Topic-5 Statistics in School set-up [30]

- 5.1 Use of statistics by school psychologist
- 5.2 Normal probability
- 5.3 Measures of Central tendency and variability
- 5.4 Correlation: Rank order and product moment correlation
- 5.5 T test and significance of results

Topic- 6 Measurement in Education and Learning

- 6.1 Process of Learning- Bloom's Taxonomy
- 6.2 Nature and uses of educational evaluation tools
- 6.3 Limitations of teacher made tools
- 6.4 Guidelines for Designing evaluation program

Books for Reading:

1. Anastasi, A. (2007). *Psychological Testing*. (5th Ed.) New York: MacMillan Publishing Co. Inc.
2. Barve, B. N. (2008). *Manomapan*. Nagpur: Shrividya Prakashan
3. Cohen J.R., Swerdlik, M.E. & Kumathekar M.M. (2014). *Psychological Testing and Assessment*. (7th Edition, SIE), New Delhi. McGraw Hill Education (India) Pvt. Ltd.
4. Dandekar, W.N. (1988). *Evaluation in Schools*, Pune: Shrividya Prakashan. .

5. Dandekar, W.N. (2007). *Shaikshanik mulyamapan ani Sankhyashastra*, Pune: Shrividya Prakashan.,
6. Gregory R.J. (2019). *Psychological Testing*. India: Pearson Education,
7. Kale Premala (1990), *Manas Shastriya Mapan*, Pune: Manovikas Prakashan.,
8. Kaplan, R.M.; Saccuzzo, D.P. (2005). *Psychological Testing- Principles, Applications and Issues* (6th Ed). New Delhi: Cengage Learning.
9. Kline, T. (2005). *Psychological Testing: A Practical Approach to Design and Evaluation*. New Delhi: Vistaar Publications
10. Kosecoff, J. & Fink, A. (1982). *Evaluation Basics – A Practitioner’s Manual*. New Delhi: Sage Publications.
11. Kubiszyn, T., Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and Practice*. USA: John Wiley & Sons inc.
12. Laak, J., Gokhale, M. & Desai, D. (2013). *Understanding Psychological Assessment*. New Delhi: Sage Publication
13. Mangal, S.K. (1993). *Statistics in Psychology & Education*, New Delhi: Tata McGraw-Hill Publishing Co. Ltd.,
14. Singh, A. K. (1997). *Tests, Measurements and Research Methods in Behavioral Sciences.*: New Delhi: Bharatiya Vidya Bhavan

Books for Reference:

1. Dandekar, W.N. and Rajguru (1988), M.S. Psychological testing and Statistics. Pune: Sheth
2. Jagtap, H.N. (2008). *Shaikshnik Manas Shastra*, Pune: Anmol Prakashan.,

Paper V Practical

Part I- Psychological Testing

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: Non-verbal
4. Interest inventory
5. Adjustment inventory
6. Attitude / Values

4. OTHER TESTS (any two):

1. Environmental Assessment
2. Development Assessment
3. Life skills assessment

4. Study Habits

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

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.

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

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 centers.
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]

- Students should conduct at least 6 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
- The group of minimum 5 school going children should be handled by the students

- Students are expected to undertake at least 3 cases 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.
- Report of exercises should be neatly typed in the standard format and the file should be submitted.
- 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.
