

TRIBHUVAN UNIVERSITY
FACULTY OF HUMANITIES AND SOCIAL SCIENCES

PSYCHOLOGY
CURRICULUM FOR FOUR YEAR BACHELOR LEVEL
PROGRAMME IN PSYCHOLOGY
2076

PSYCHOLOGY SUBJECT COMMITTEE
TRIBHUVAN UNIVERSITY
KIRTIPUR, KATHMANDU
NEPAL



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PSYCHOLOGY

Introduction

Four-Years Bachelors Course in Psychology consists of seven major papers. These are foundational and core courses. The major psychology students have to study these papers. In addition, there is one elective course which can be selected by other than Psychology major students. Psychology courses are offered during the four-years of academic session.

Objectives

The objectives of Four-Years Bachelors Course in psychology are to acquaint the students with the theories, approaches and processes of basic psychology and to familiarize them with psychological science in both academic and applied areas. Some of the offered psychology courses, viz, Industrial and Organizational Psychology and Psychosocial Counseling intend to equip the students with the knowledge of some basic skills of helping profession and application of theories of basic human behavior. Along with the theories and practices, students will also be acquainted with research methods in Psychology. It is expected that the course will provide knowledge and professional skills in Psychology.

The course is divided as follows:

Courses Structure

S.N	Course Code No	Paper	Year	Course Title
1	Psy 421	I	I	Introduction to Psychology
2	Psy 422	II	I	Social Psychology
3	Psy 423	III	II	Adolescence and Juvenile Delinquency
4	Psy 424	IV	II	Abnormal Psychology
5	Psy 425	V	III	Psychosocial Counseling
6	Psy 426	VI	IV	Industrial and Organizational Psychology
7	Psy 427	VII	IV	Research Methods and Academic Writing

Elective Paper

S.N.	Course Code	Paper	Year	Course Title
8	Psy 410		III	Elective- General Psychology



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COURSE TITLE: INTRODUCTION TO PSYCHOLOGY

Course Code: Psy 421

Nature of course: Theory and Practical

Paper: I

Full Marks: 100

Theory: 70 + Practical: 30

Total lecture hours 150

Course Description – Introduction to psychology is a scientific study of cognitive process and human behavior. The course covers basic concepts, theories and research about individual behaviors and processes

Course objective - To familiarize the students with the knowledge of psychology and the basic processes of human behavior.

Course Details

Group A -Theory

Unit I. Introduction to Psychology

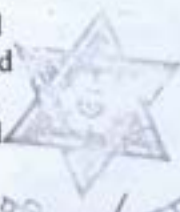
14

1. Meaning of Psychology
2. Brief historical background
3. Perspectives in Psychology (Behavioral, Psychodynamic, Humanistic, Cognitive, Socio-cultural, Biological and Evolutionary)
4. Goals of Psychology
5. Fields of Psychology
6. Psychology's Key Issues and Controversies
7. Psychology in the 21st century
8. Methods of Psychology:
 - a. Experimental, Observational, Survey, Interview, Correlation and Case Study Method
 - b. Ethical Issues in Psychological Research

Unit II. Biological basis of Behaviour

14

1. The Nervous System
 - a. Neurons and nerves: Structure, types, functions, Neurotransmitter related behaviour
 - b. Division of nervous system
 - i. Central Nervous System: Brain and Spinal cord
 - ii. Peripheral Nervous System: Somatic and Automatic
2. The Endocrine Glands and related functions:
 - a. Pituitary gland
 - b. Pineal gland
 - c. Thyroid gland
 - d. Pancreas gland
 - e. Gonads gland
 - f. Adrenal gland



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Unit III. Sensation and Perception

20

1. Sensing the World Around Us
 - a. Thresholds: Absolute threshold and Difference threshold
 - b. Sensory Adaptation
 - c. Color Vision and Color Blindness
2. Brief introduction to sensory process
3. Perception: Definition, characteristics and process
4. Factors influencing perception
5. Attention: Types and factors influencing attention
6. Principles of Perceptual organization
 - a. Figure and ground and laws of grouping
 - b. Top-Down and Bottom-Up Processing
7. Perceptual Constancies and Illusion
8. Depth Perception
9. Movement perception
10. Perception without awareness
11. Extrasensory Perception

Unit IV. Learning

8

1. Definition, characteristics, maturation and learning
2. Factors affecting learning
3. Models of learning
 - a. Behavioral - Trial and error, Classical Conditioning, Operant Conditioning
 - b. Cognitive learning- Observational, Insight learning
4. Application of learning theories
5. Transfer of training
 - a. Positive, negative, zero

Unit V. Memory and Forgetting

10

A. Memory

1. Definition and Processes of Memory(Encoding, Storage, Retrieval)
2. Foundations of Memory
 - a. Sensory memory
 - b. Short term memory
 - c. Working memory
 - d. Long term memory
3. Types of memory
 - a. Explicit memory
 - b. Implicit memory

B. Forgetting

1. Definition and nature of forgetting
2. Causes of forgetting: Trace decay, Interference, Motivated forgetting,
3. Brain and memory- Amnesia, dementia (Alzheimer's Disease, Korsakoff syndrome, Huntington's disorder)
4. Memory Distortion and Memory Construction



प्रासिक
पत्रिका

कार्यालय
उपस्थिति वृत्त सामाजिक शास्त्र संकाय
उपस्थिति कार्यालय

5. Flashbulb Memories
6. Techniques of improving memory

Unit VI. Thinking and Problem Solving

8

1. Definition and elements of thinking (Concept, Images and Symbols)
2. Concept formation: Process and types of concept
3. Types of thinking
 - a. Creative thinking- Stages of creative thinking
 - b. Critical thinking
 - c. Problem solving thinking- Stages of problem solving thinking, Role of habit and mental set in problem solving thinking
 - d. Autistic thinking

Unit VII. Motivation and Emotion

11

A. Motivation

1. Definition and characteristics
2. Motivational Cycle: Need, Drive, Incentive and Reward
3. Classification of Motives:
 - a. Physiological
 - i. Hunger, Thirst, Sleep and Sex
 - b. Psychological
 - i. Affiliation, Achievement, Power
4. Theories
 - a. Instinct theory of motivation
 - b. Drive-Reduction theory of motivation
 - c. Arousal theory of motivation
 - d. Incentive theory of motivation
 - e. Cognitive theory of motivation
 - f. Maslow's Need Hierarchy theory of motivation

B. Emotion

1. Definition, and components of emotion
2. Physiology of emotion
3. Types of emotions: primary (happiness, sad, anger, fear, surprise and disgust) and secondary
4. The external expression of emotion: outward signs of inner feelings
5. Theories of emotion:
 - a. Biological Theories (James Lange Theory, Cannon-Bard Theory)
 - b. Cognitive Theory (Schachter-Singer Theory)
6. Relationship between emotion and motivation

Unit VIII. Intelligence

10

1. Definition
2. Determinants of intelligence
 - a. Heredity
 - b. Environment



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3. Theories of intelligence- Two factor, Group factor, Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Theory, Cattle's Theory of intelligence
4. Measurement of intelligence:
 - a. Concept of I.Q.
 - b. Wechsler's test
 - c. Stanford Binet's test
5. Types of intelligence tests:
 - a. Verbal and performance tests
 - b. Group and individual tests
6. Individual differences in Intelligence:
 - a. Intellectual disability
 - b. Mentally gifted
7. Emotional Intelligence

Unit IX. Personality

10

1. Definition
2. Determinants of Personality
 - a. Heredity
 - b. Environment
 - c. Situation
3. Approaches to Personality
 - a. Psychodynamic Approaches to Personality
 - b. Traits Approaches to Personality
 - c. Learning Approaches to Personality
 - d. Humanistic Approaches to Personality
4. Personality Assessment
 - a. Interview method
 - b. Objective tests -MMPI, 16PF, CPI, MBTI, The Big Five Inventory
 - c. Projective tests -TAT, RT, WAT, Sentence Completion Test



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Group B – Practical

1. Format of Practical Report Writing
2. Statistics: Frequency distribution, Graphical presentation, Measures of central tendency
3. Practicals-

Practical classes should be conducted in Psychology laboratory by the concerned faculty with the assistance of psychology laboratory assistant using Psychological apparatus and equipments

S.N.	Topic	Name of the Practical	Name of the Apparatus
1	Sensation	Difference threshold	2 point threshold
2	Trial and Error Learning	Maze Learning	Maze learning Apparatus
3	Perception	Muller-Lyer illusion	Muller-Lyer illusion box
4	Transfer of training	Mirror tracing	Mirror tracing apparatus
5	Memory	Paired association learning	Memory Drum
6	Forgetting	Retroactive inhibition	Memory Drum
7	Emotion	Physiological changes in emotion	Sphygmomanometer
8	Motivation	Knowledge of result in performance	Ruler, Pencil
9	Personality	16 PF	Psychometric tool : 16 Personality Test
10	Attention	Span of attention	Tachistoscope
11	Intelligence	IQ test	WAIS

Internal Evaluation

Title	Marks (30)
Practical Lab Work	20
Mid Term Examination Mark	10
Total marks	30

Textbook

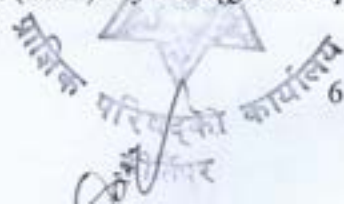
Feldman, R. S.(2015). *Understanding Psychology*. 11th Edition. McGraw Hill Publication

Recommended Books

Atkinson and Hilgard.(2009). *Introduction to Psychology*. 15th Edition .Cengage Learning

Baron, R. A. (Latest Edition). *Psychology*. Prentice-Hall of India.

Ciccarelli, Saundra K. (2013). *Psychology: an exploration*. 2nd Edition .Pearson Education, Inc.



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COURSE TITLE: SOCIAL PSYCHOLOGY

Course Code: Psy. 422

Nature of Course: Theory and Practical

Paper: II

Full Marks: 100

Theory: 70 + Practical: 30

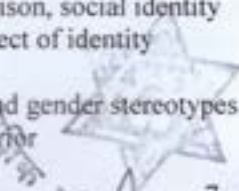
Total lecture hours 150

Course Description - Social psychology is a scientific study of how the thoughts, feelings, and behaviours of human beings influence other people in the society, and how the same are influenced by other people in social situations. The course covers basic theories, concepts, and research about individual processes, interpersonal processes and group processes.

Course Details

Group A - Theory

- | | | |
|-----------------|---|-----------|
| Unit I | Introduction to Social Psychology | 15 |
| | <ol style="list-style-type: none">1. Nature and scope of social psychology2. Brief history of social psychology3. Research methods in social psychology4. Relationship of social psychology with sociology, social work and anthropology5. Current trends and applications in social psychology | |
| Unit II | Social Cognition | 8 |
| | <ol style="list-style-type: none">1. Concept of social cognition2. Schema and its role in cognition3. Affect - influences of affect on cognition, influences of cognition on affect4. Automatic and controlled processing of information5. Errors in social cognition | |
| Unit III | Social Perception | 15 |
| | <ol style="list-style-type: none">1. Concept of social perception - Nonverbal communication in social perception - the language of expression, gazes and gestures; the basic channel; role of nonverbal communication in social perception2. Attribution - theory of attribution - Kelly's theory, attribution errors, applications of attribution theory3. Distortions in social perception4. Impression formation - process and factors, impression management - the process | |
| Unit IV | The Self - Understanding the Self | 8 |
| | <ol style="list-style-type: none">1. Self-concept, Self-esteem2. Knowing self through different channels - introspection, personal versus social identity, self-esteem, social comparison, social identity3. Gender - a crucial aspect of identity<ol style="list-style-type: none">i. Sex and genderii. Gender identity and gender stereotypesiii. Gender-role behavior | |



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Unit V Social Behavior**15**

1. Concept of social behavior
2. Attitude
 - i. Concept, components of attitude, formation of attitude
 - ii. Attitude and behavior - when and why attitudes influence behavior
 - iii. Attitude change
 - Cognitive dissonance theory - dissonance and attitude change, strategies to reduce dissonance
 - Persuasion: concept, the cognitive approach to persuasion-traditional, resistance to persuasion,
3. Prejudice: nature, causes, effects and cures
4. Discrimination and stereotypes - nature, causes, effects and cures; social inclusion and exclusion

Unit VI Social Influences**18**

1. Concept of social influences
2. Conformity: concept, factors affecting conformity, resistance to conformity, Asch's research on conformity, Sherif's research on conformity
3. Compliance: concept, principles - ingratiation, consistency, reciprocity and scarcity
4. Obedience: concept, causes of obedience, resistance to obedience, Milgram's Experiment, Zimbardo's prison simulation experiment

Unit VII Pro-social behavior**10**

1. Concept, steps, basic motives underlying prosocial behavior - sociobiology, social exchange, empathy and altruism, bystander behaviour
2. Personal determinants of prosocial behaviour
3. Situational determinants of prosocial behaviour

Unit VIII Aggression**8**

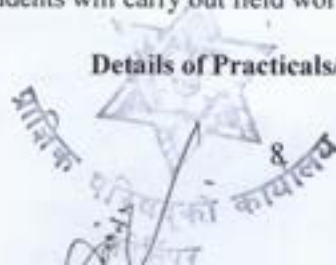
1. Concept, aggression inborn or acquired, aggression across culture.
2. Causes - biological, social, cultural, personal and situational
3. Prevention of aggression

Unit IX Groups and Individuals**8**

1. Nature of social groups, components of social groups, benefits of joining groups.
2. Group effects on individual performances - social facilitation, social loafing
3. Co-ordination in group
4. Decision making in groups

Group B – Field Work/Practical**1. Format of Report Writing****2. Field work**

- i. Student will carry out field work/practicals under the supervision of the concerned faculty with the assistance of psychology laboratory assistant.
- ii. Topics of study - Students will carry out field work/practicals on the following topics:

Details of Practicals/Fieldwork

S. N.	Topic	Name of field work	Name of the Apparatus/Tasks
1	Social Perception	Measurement of Social Perception: Attribution	Students will observe people and make attribution of their behavior based on Kelly's Theory of Attribution (external and internal control of behavior)
2	Social Perception	Impression Management	Students will carry out field survey of social interaction in public places. The students are required to identify the factors of impression management based on how people impress each other, and prepare a report.
3	Understanding the self	Measurement of Self-Esteem	Rosenberg Self-esteem Scale
4	Social attitude	Measurement of Social Attitude	Social Distance Scale
5	Social loafing	Measurement of Social Loafing	Social Loafing (Facilitation) Scale (SLS) (13-15 years) - Q. G. Alam and Ramji Srivastava
6	Discrimination and stereotypes	Measurement of Discrimination	Perceived Discrimination Scale - Dr. V.N. Yadav & Dr. Surajmal
7	Social behaviour	Measurement of Prejudice and Discrimination	Based on the community visit, students will prepare a report on prevailing practices of social prejudice and discrimination in that community
8	Aggression	Measurement of Aggression	Children's Inventory of Anger (ChIA) - Jeffrey M. Halperin, PhD, and Kathleen E. McKay
9	Pro-social behaviour	Measurement of Pro-Social Behavior	Based on the community visit, students will prepare a report on prevailing practices of pro-social behavior in that community
10	Pro-social behaviour	Measurement of Altruism	Altruism Personality Scale

Internal Evaluation

Title	Marks (30)
Practical Lab Work/ Practical Field Work	20
Mid Term Examination Mark	10
Total marks	30



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Textbook:

Baron, Robert A. and Byrne, Donn. 2003. *Social Psychology*. 10th Ed. Prentice-Hall, India

Baron, Robert A. and Nyla R. Branscombe. 2016. *Social Psychology*. 13th Ed. Pearson

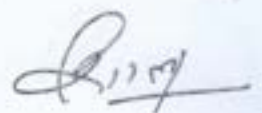
Recommended books:

Aronson, Elliot, Wilson, Timothy, D. and Akert, Robin M, 1997. *Social Psychology*. 2nd Ed. Addison-Wesley Educational Publishers, Inc.

Myer, David.G. 2012. *Social psychology*. 11th Ed. New York: McGraw Hill.

Stangor, Charles, Jhangiani, Rajiv and Terry, Hammond. 2011. *Principles of Social Psychology* - 1st Int'l Edition. BCCAMPUS Victoria, B.C

Taylor, Shelly E., Peplau, Latitia Anne& Sears, David O. 2006. *Social Psychology*. 12th Ed. Upper Saddle River, NJ: Prentice Hall.



COURSE TITLE: ADOLESCENCE AND JUVENILE DELINQUENCY

Course Code: Psy 423

Nature of course: Theory and Practical

Paper: III

Full Marks: 100

Theory: 70 + Practical: 30

Total lecture hours 150

Course Objectives

At the end of this course the students should be able to:

- Have knowledge on developmental tasks, challenges and hazards of childhood and adolescence period;
- Have knowledge on socialization and its factors;
- Understand childhood deviant behavior;
- Develop skill to understand psychological approaches to address adolescence and juvenile delinquency;
- Acquire basic knowledge on assessment, prevention and correctional measures in Juvenile settings

Group A -Theory

Unit I Child and Adolescence Development

20

- Concept, Scope, and importance of child and adolescence development
- Stages of life span development
 - Infancy: Characteristics, developmental tasks
 - Babyhood: Characteristics, developmental tasks
 - Early childhood: Characteristics, developmental tasks
 - Late Childhood: Characteristics, developmental tasks, risk factors and protective factors
 - Puberty: Characteristics, developmental tasks, risk factors and protective factors
 - Adolescence: Characteristics, developmental tasks, risk factors and protective factors
- Developmental tasks – concept, factors and hazards. Developmental tasks of late childhood and adolescence. Developmental hazards during late childhood and adolescence.
- Socialization – concept. Factors of socialization – child rearing practices, parenting styles, authoritative and democratic home environment, caste and ethnicity. Socialization patterns in Nepalese context.

Unit II Theories of Adolescence and Juvenile Delinquency

20



1. Psycho-dynamic theories:
 - a) Psychoanalytic theory
 - b) Individual psychology
 - c) Psychosocial theory
 - d) Attachment theory
2. Learning theories
 - a) Classical conditioning theory
 - b) Operant conditioning theory
 - c) Social learning theory
3. Theories of moral development
 - a) Piaget's theory of moral judgment
 - b) Kohlberg's theory of moral development
4. Personality trait theory

Unit III. Context of Adolescence Development

16

1. Aspects of adolescent development

- a. Family - The nature of family process, parents-adolescent relationship, sibling relationships, the changing family in a changing society
- b. Peers - the nature of peer relationship, Friendships, Adolescent groups, dating and romantic relationships
- c. School - the nature of adolescent's schooling, transitions in schoolings, transitions in schooling
- d. Culture - Culture and adolescence, social class and poverty, television and other media

2- Aspects of adolescent development

a) The self and identity in adolescents

- Self-understanding, self-esteem, and self-concept in adolescents.
- Identity – The four statuses on identity, developmental changes, family influences on identity, gender and identity development
- Cultural influence on self-identity – identity development in Nepalese context.

b) Sexuality

- Biological and cultural factors of sexuality
- Adolescence sexuality
- Sex education in schools, sex education in Nepalese education system

c) Gender -

- Concept of gender, factors influencing gender - biological, social and cognitive
- Gender stereotypes, gender similarities and differences, Gender-role classifications, gender role adoption,
- Emergence of gender identity, gender identity in adolescence,
- Gender in the context of Nepal

d) Achievement, Career and Work

- Achievement
- Career



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- Work

Unit IV Childhood Deviant Behavior

15

1. Meaning and concept of deviance and childhood deviant behavior
2. Types of childhood deviant behavior:
 - a) Neurodevelopmental disorders
 - i. Intellectual disability
 - ii. Specific learning disorders
 - iii. Autism spectrum disorder
 - b) Internalizing problems
 - i. Childhood mood disorders
 - ii. Separation anxiety disorder
 - iii. Social anxiety disorder
 - c) Externalizing problems
 - i. Attention deficit hyperactivity disorder (ADHD)
 - ii. Oppositional defiant disorder (ODD)
 - iii. Conduct disorder (CD)
 - iv. Intermittent explosive disorder (IED)
3. Situation of children in Nepal - psycho-social problems, substance dependency (drugs, alcohol, and glue), internal displacement, street children, child abuse, etc.)

Unit V. Juvenile Delinquency

25

1. Meaning and definition of juvenile delinquency
2. Difference between juvenile delinquency and adult crime
3. Types of juvenile delinquency
 - a) Index Offenses
 - i. Homicide
 - ii. Vehicular Homicide
 - iii. Hurt/battery
 - iv. Human trafficking
 - v. Rape
 - vi. Incest
 - vii. Intention of sex
 - viii. Unnatural sex/bestiality
 - ix. Theft
 - x. Public offences
 - xi. Narcotic drug
 - xii. Forest related offences
 - b) Status Offences
 - i. Runaways
 - ii. Truancy
 - iii. Underage drinking and smoking
- Causative factors of juvenile delinquency
 - i. Biological factors
 - ii. Psychological factors



- iii. Social factors
- c) Difference between juvenile delinquency and adult crime

4. Risk factors and protective factors for juvenile delinquency

- a) Risk factors
 - i. Temperament and attachment
 - ii. Genetic predisposition
 - iii. Parental psychopathology
 - iv. Parental loss due to death
 - v. Interpersonal conflict
 - vi. Child abuse
 - vii. Family dysfunctions
 - viii. Inadequate educational resources
 - ix. Poverty and low socioeconomic status
 - x. Violence within the community
- b) Protective factors
 - i. Characteristics within the child
 - ii. Characteristics within the family
 - iii. Characteristic within the community

Unit VI Correctional measures in Juvenile settings

9

- 5. The development of Juvenile Correction Home
- 6. Child Correction Home and Child Service Center
- 7. Psychosocial intervention
 - i. Skills necessary for psychosocial intervention
 - ii. Assessment – interview and tests
 - iii. Psychosocial intervention (care, support, and counseling)
 - a. Cognitive-Behavior Therapy
 - b. Life-skill development
 - c. Re-socialization
 - d. Counseling
- iv. Report Writing
 - Case Management
 - Role and Importance of Child Correction Center



Group B – Practical

- 1. Field Visits to Juvenile court and Child Correction Centers
- 2. The students have to prepare and submit reports on (a) Juvenile Court visit, and (b) Child Correction Centers visit.
- 3. Prepare report on cases of community works/ I/NGO? GO on issues of child right.

Recommended Books

- 1. Berk, Laura, E. (2002). Child Development, Sixth edition, Prentice-Hall of India, New Delhi



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2. Coleman, James D. **Abnormal Psychology and Modern Life**, Latest edition, D. B. Taraporevala Sons & CO.
3. Comer, Ronald J. (2004). **Abnormal Psychology**, Catherine Woods, USA
4. Hurlock, Elizabeth B. (1981) **Developmental Psychology: A Lifespan Approach**, Fifth edition. Tata McGraw-Hill Publishing Co.
5. Newman, Barbara, M., Newman Philip R. (1991). **Development through life-A psychosocial Approach**, Fifth edition, Brooks/Cole Publishing Company, California
6. Niraula, S., Dhakal, S. & Thapa, R. (Eds.) (2016). *Child Psychology and Juvenile Delinquency*, Central Department of Psychology, Tribhuvan University and Juvenile Justice Coordination Committee
7. Papaliya, Diane E., Olds, Sally W., Feldman, Ruth D. (2004). **Human Development**, Ninth edition, Tata McGraw-Hill Edition.
8. Santrock, John W. (2007). **A Topical Approach to Life-Span Approach**, Third edition, Tata McGraw-Hill Edition.
9. Santrock, John W. (latest Edition). *Adoloscence*. Tata McGraw-Hill Edition.



COURSE TITLE: ABNORMAL PSYCHOLOGY

Course Code: Psy.424

Nature of Course: Theory and Practical

Paper: IV

Full Marks: 100

Theory: 70 + Practical: 30

Total lecture hours 150

Course Details: Abnormal Psychology is the scientific study of origin, symptoms and causes of abnormal behavior. This course covers disorder entity and the behavioral symptoms, factors which have contributed to the development of the disorders and the available treatment procedure in seeking appropriate help.

Group A -Theory

Unit I Understanding Abnormal Behavior

8

1. Concept, definition, and history of abnormal Psychology
2. Classification and Diagnosis, systems of classification: DSM-5, ICD-10CM
3. Assessment of abnormal behavior: Case history, mental status examination, psychological tests, cultural formulation interview, Clinical Interview, Behavioral Assessment, Psychophysiological Assessment

Unit II Models of Abnormal Behavior

15

1. One-Dimensional versus Multidimensional Models
2. Genetic Contributions to Psychopathology
3. Neuroscience and Its Contributions to Psychopathology
4. Behavioral and Cognitive Science
 - a. Conditioning and Cognitive Processes
 - b. Learned Helplessness
 - c. Social Learning
 - d. Prepared Learning
 - e. Cognitive Science
 - f. The Unconscious
5. Emotions
 - a. The Physiology and Purpose of Fear
 - b. Emotional Phenomena
 - c. The Components of Emotion
 - d. Emotions and Psychopathology
6. Cultural, Social, and Interpersonal Factors
7. Life-span development

Unit III Anxiety, Obsessive-Compulsive, and Trauma-and Stressor-Related Disorders 20

1. Introduction
2. Meaning/definition
3. Causes
4. Types
 - a. Anxiety disorders: concept and types (Specific phobia, social anxiety disorder, panic disorder, agoraphobia, generalized anxiety disorder)Symptoms including diagnostic criterion, Prevalence



- b. Obsessive-compulsive and related disorder: concept and types (Obsessive-compulsive disorder, body dysmorphic disorder), Symptoms including diagnostic criterion, Prevalence
- c. Trauma and stressor-related disorder: Concept and types (Acute stress disorder, post-traumatic stress disorder), Symptoms including diagnostic criterion, Prevalence

Unit IV Somatic Symptom and Dissociative Disorders 20

- 1. Introduction: meaning/definition
- 2. Causes
- 3. Types
 - a. Somatic symptom and related disorder (illness anxiety disorder, psychological factors affecting medical condition, conversion disorder, factitious disorder), Symptoms including diagnostic criterion, Prevalence
 - b. Dissociative disorders (dissociative identity disorder, dissociative amnesia, depersonalization/derealization disorder), Symptoms including diagnostic criterion, Prevalence

Unit V Bipolar and Depressive Disorders 10

- 1. Introduction: meaning/definition
- 2. Causes
- 3. Types
 - a. Bipolar disorder, Symptoms including diagnostic criterion, Prevalence
 - b. Depressive disorder, Symptoms including diagnostic criterion, Prevalence

Unit VI Schizophrenia Spectrum and Other Psychotic Disorders 4

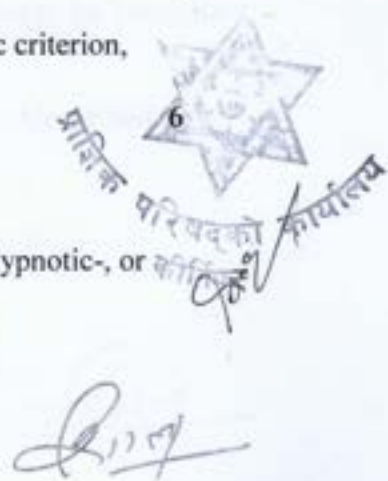
- 1. Introduction: meaning/definition
- 2. Causes
- 3. Symptoms including diagnostic criterion, Prevalence

Unit VII Neurodevelopmental Disorders 6

- 1. Introduction: meaning/definition
- 2. Causes
- 3. Types
 - a. Attention Deficit Hyperactivity Disorder, Symptoms including diagnostic criterion, Prevalence
 - b. Specific Learning Disorder, Symptoms including diagnostic criterion, Prevalence
 - c. Autism Spectrum Disorder, Symptoms including diagnostic criterion, Prevalence
 - d. Intellectual Disability, Symptoms including diagnostic criterion, Prevalence

Unit VIII Substance-Related Disorders

- 1. Introduction: meaning/definition
- 2. Causes
- 3. Types
 - a. Depressants (Alcohol-Related Disorders, Sedative-, Hypnotic-, or Anxiolytic-Related, Disorders)



- b. Stimulants (Stimulant-Related Disorders, Tobacco-Related Disorders, Caffeine-Related Disorders)
- c. Opioid-Related Disorders
- d. Cannabis-Related Disorders
- e. Hallucinogen-Related Disorders

Unit IX Eating Disorder

4

1. Introduction: meaning/definition
2. Causes
3. Types
 - a. Anorexia Nervosa, Symptoms including diagnostic criterion, Prevalence
 - b. Bulimia Nervosa, Symptoms including diagnostic criterion, Prevalence
 - c. Binge Eating, Symptoms including diagnostic criterion, Prevalence

Unit X Treatment Approaches

12

1. Biological: Brief Introduction only
2. Psychological
 - a. Psychodynamic
 - b. Behavioral
 - c. Cognitive
 - d. Cognitive-behavioral
 - e. Humanistic

Group B – Practical

1. Case History- Richard's Version (Teaching Hospital)
2. DASS 21 - Lovibond, S.H. & Lovibond, P.F. (1995). Manual for the Depression Anxiety & Stress Scales. (2nd Ed.) Sydney: Psychology Foundation
3. Causal Dimensions Scale
4. PTSD Checklist- TPO
5. Strength and Difficulties Questionnaire (SDQ)
6. **Field Observation:** Students have to visit hospitals that provide mental health care (under supervision of field supervisor/faculty) facility for at least 10 days and observe and write a report of at least 10 clinical observations.

Recommended Books

Durand, V. M., Barlow, D. H., & Hofmann, S. G. (2018). Abnormal Psychology: An Integrative Approach. Boston, MA: Cengage Learning.

Comer, R. J. (2015). Abnormal Psychology. Macmillan Higher Education.

Beidel, D. C., Bulik, C. M., & Stanley, M. A (2014). Abnormal Psychology. , Upper Saddle River, NJ: Pearson Education.



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COURSE TITLE: PSYCHOSOCIAL COUNSELLING

Course Code: 425

Nature of course: Theory and Practical

Paper: V

Full Marks: 100

Theory: 70 + Practical: 30

Total lecture hours 150

Course objective - After the completion of this course, students will be able to describe basic nature, goal, characteristics, theories, processes of counseling along with counseling processes with individual and group as well as counseling services with specific groups and problems.

Course Details

Unit I Psychosocial wellbeing and mental health

10

1. Concept of Mental Health and Psychosocial Problems
2. Mental Illness and Mental Disorders
3. Disability and Psychopathology
4. Models of Abnormality; Signs, Symptoms and Syndromes

Unit II Mental health in Nepal

8

1. Mental health gap
2. Common mental health issues in Nepalese context
3. Mental health policy
4. Mental health network

Unit III Concept of Psychosocial counseling

8

1. Concept, Nature, goal, Importance of counseling.
2. Evolution of counseling practice.
3. Personal and professional aspect of counseling
4. Ethical practice and values in counseling (also include ethics related to assessment)
5. Power in counseling
6. Legal aspects of counseling
7. The context of cross-cultural counseling

Unit IV Psychosocial Problems and specific risk groups

20

1. School adjustment,
2. Family problems,
3. Human (Girl/Women) Trafficking,
4. Domestic and sexual violence,
5. Juvenile delinquency,
6. Drug dependence
7. Internet addiction
8. Examination Anxiety
9. Recent burden of psychosocial problems or so (suicide, mass hysteria etc)

Unit V The skills and qualities of the effective counselor

10

1. Training and setting for counselor
2. Interpersonal Skill
3. Personal beliefs and attitudes

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4. Conceptual ability
5. Personal 'soundness' and self-awareness
6. Mastery of technique
7. Ability to understand and work within social systems
8. Openness to inquiry
9. The counsellor's journey: a developmental model of counselor competence
10. Multicultural awareness

Unit VI Process of Psychosocial counselling 8

1. Pre-counselling considerations
2. Getting started
3. The counselling relationship
4. Problem exploration
5. Goal-setting
6. Strategy selection
7. Strategy implementation
8. Evaluating success
9. Closing Counselling Relationship

Unit VII Assessment in Counselling 6

1. Concept and types of psychological assessment
2. Difference between psychological assessment and testing
3. Methods of psychological assessment (interview, case history, behavioral assessment, 4. Mental status examination, psychological testing, checklist and rating scales)
4. Selecting, administering and communicating assessment results

Unit VIII Theoretical foundation of Psychosocial Counselling 12

1. Client Centered approach
2. Cognitive behaviour approach
3. Psychoanalytical approach
4. Behavioral approach
5. Narrative Approach
6. Existential Approach
7. Gestaltist Approach

Unit IX Forms of Counseling 23

1. Psycho education
2. Group Counselling
3. Family Counselling
4. Couple Counselling
5. Trauma Counselling
6. Grief Counselling
7. Spiritual Counselling
8. Counselling with substance dependence
9. Counselling at schools
10. Career counselling
11. Counselling vulnerable groups
12. Psychosocial First Aid



Group B – Practical



Format of Report Writing

Training on Basic Communication (under counselor with TOT) and Psychosocial Counseling

Practical

Practical classes should be conducted by the concerned faculty with the assistance of psychology laboratory assistant

S.No	Unit	Activity	Remarks
1	Psychosocial wellbeing and mental health	Conduct a mental health awareness programme and prepare the report of the programme	Students need to conduct the programme of around 2 hours in a group of at most 5 students. All the required material for the programme Chart paper, Slides, Markers Metacards etc. should be prepared by students
2	Mental Health in Nepal	Prepare a report on mental health status / network in Nepal	Students need to visit the areas where issues of mental health are dealt with
3	Psychosocial Problems and specific risk groups	Carry out field visit and write reflection in psychosocial problems of at least 5 risk groups	Students need to visit the areas where people with psychosocial problems are dealt with
4	Concept of Psychosocial counseling	Write a report on ethical issues in counselling	
5	Assessment in Counselling	Assess mental health status of at least 5 people	Students will use Mental health questionnaire to assess the status of mental health.
6	Process of Psychosocial counselling	Students will carry out role plays in skills in counseling under supervision of trained field supervisor and then write reflection paper of it	Supervisor will prepare students' progress report regarding psychosocial counseling skills
7	Process of Psychosocial counselling	They will also work in counseling center and will apply skills to develop rapport and carry out assessment	Students will and submit report of cases: in strict supervision of field supervisor



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Internal Evaluation

Title	Marks (30)
Practical Lab Work and Field Work	20
Mid Term Examination Mark	10
Total marks	30

Recommended Books

1. Artis J. Palmo, William J. Welkel, & David P. Boros (2011). Foundations of Mental Health Counselling. Springfield, Illinois. Charles C Thomas Publisher, Ltd.
2. Don C. Locke, Jane E. Myers, & Edwin L. Herr (2001). Handbook of Counselling. California. Sage Publications, Inc.
3. Donald H. Blocher (2000). The Evolution of Counselling Psychology. New YOr. Springer Publishing Company.
4. Duane Brown & David J. Srebalus (2003). Introduction to counseling profession (3rd ed.) Boston, USA. Pearson Education, Inc.
5. Government of Nepal Ministry of Health National Health Training Center (2018). Mental Health Training for Medical Officers and Health Assistants Module 2.
6. J. William Worden (2009). Grief Counselling and Grief Therapy (4th ed). New York. Springer Publishing Company
7. Jeffry A. Kottler & David S. Sheprad (2008). Introduction to Counselling (6th ed). Belmont. CA, USA.
8. Nandita Sharma, Mita Rana, & Navaraj Koirala, (2004). *A Handbook of Counselling*, Mental Health Project, Kathmandu.
9. Nandita Sharma, (2075 B.S.). *Psychopathology and Clinical Methods in Mental Health*, Sushovit Sharma Luitel
10. Nina W. Brown (1994). Group Counselling for Elementary and Middle School Children. London. Praeger.
11. Vidya Dev Sharma, V.D., Navaraj Koirala, Nandita Sharma (2004) *An Introduction to Mental Illness*. Mental Health Project, Kathmandu.
12. WHO (2007). The ICD-10 Classification of Mental and Behavioral Disorders, Clinical description and Diagnostic guidelines: A.I.T.B.S. Publishers Delhi, India.



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COURSE TITLE: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Course Code: Psy.426

Nature of course: Theory and Practical

Paper: VI

Full Marks: 100

Theory: 70 + Practical: 30

Total lecture hours 150

Course objective - After the completion of this course, the students will be able to identify human problems faced in the industries and organizations, to analyse their causes and find out solutions to those problems.

Course Details

Unit I: Introduction

15

1. Concept of Organization
2. Concept of Behavior
3. Introduction of industrial and organizational psychology.
4. Independent and Dependent variables
5. Critical Behavioural Issues Confronting the Managers
6. Organizational Psychology in Nepal

Unit II. Environmental Context

10

1. Globalization
2. Diversity
3. Ethics

Unit III: Organizational Context

10

1. Job Design: Theories, Technology and work design
2. Organizational design: Basic design dimension, Types of organization
3. Job and organizational design and work behaviour

Unit IV. Individual and Organization

10

1. Biographical Characteristics
2. Cognitive Processes of Organizational Behaviour: Attitudes, Values, Personality, Motivation

Unit V Personnel Management

10

1. Personnel Selection: Paper-pencil tests, Biographical test, Personality test, Aptitude Test, Intelligence test, Emotional Intelligence test
2. Performance Appraisal: Job analysis techniques, Job evaluation techniques

Unit VI. Dynamics of Interaction

20

1. Group and Teams: Nature and Types of groups and teams, Importance of Group and teams
2. Communication: Process and Types, Current Issues in Communication
3. Conflict: Types and Process, Conflict management

Unit VII. Capacity development

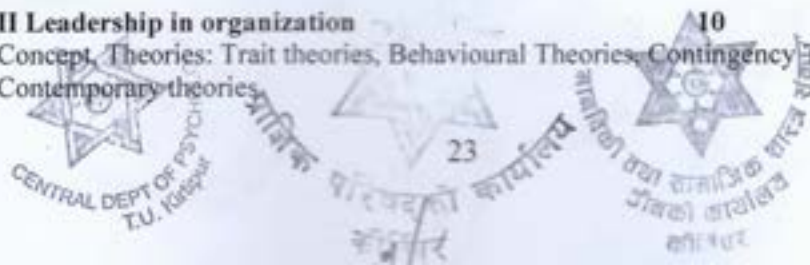
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1. Methods and techniques of training: On the job and off the job training

Unit VIII Leadership in organization

10

1. Concept Theories: Trait theories, Behavioural Theories, Contingency Theories, Contemporary theories



Unit IX Organization and well being**10**

1. Stress: Concept, causes and consequences, Stress Management
2. Quality of Work Life
3. Safety in workplace

Group B – Practical**Format of Report Writing****Practical**

Practical classes should be conducted by the concerned faculty with the assistance of psychology laboratory assistant

S.No	Activity	Remarks
1	Prepare 5 case studies on any of the topic from 5 different organizations	Students need to visit the organizations and collect relevant information.
2	Assess job satisfaction using job satisfaction questionnaire	Students need to collect data from 10 respondents and prepare a report of it.
3	Write a project paper on Organization Psychology in Nepal of at least 10 to 15 pages following APA format	Students need to present the findings with factual data.
4.	Assess work stress using work stress questionnaire	Students need to collect data from 10 respondents and prepare a report of it.

Internal Evaluation

Title	Marks (30)
Practical Lab Work and Field Work	20
Mid Term Examination Mark	10
Total marks	30

Recommended Books

1. Landy, F. J., & Conte, J. M. (2016). *Work in the 21st Century, : An Introduction to Industrial and Organizational Psychology*. John Wiley& Sons.
2. Luthans, F. (2011). *Organizational Behavior An Evidence-Based Approach*, Twelfth Edition
3. Muchinsky ,P.M.(2006).*Psychology Applied to Work*.8th Edition
4. Riggio, R.E. (2013). *Introduction to industrial/ organizational psychology*.6thed edition.Pearson Education
5. Schultz and Schultz (Latest edition)*Psychology and work*, Pearson Education
6. Shrestha, Rita. (1989).*A Study on Work Satisfaction and Related Issues of Employed Educated Nepalese Women*. Unpublished PhD Thesis. India: University of Delhi.
7. Spector, P. E. (2016). *Industrial and Organizational Psychology: Research and Practice*, 7th Edition



COURSE TITLE: RESEARCH METHODS AND ACADEMIC WRITING

Course Code: Psy.427

Nature of course: Theory and Practical

Paper: VII

Full Marks: 100

Theory: 70 + Practical: 30

Total lecture hours 150

Course objectives: The objective of this paper is to equip students with theoretical knowledge and research skills in doing social science research.

Course Details

Unit I. Foundation of research

10

Philosophical foundations of research: empiricism and constructivism

Unit II. Introduction of Research

15

1. Nature and scope of social research
2. Characteristics of good research
3. Steps in social research.

Unit III. Fundamental concepts in Research:

18

1. Concepts and constructs,
2. Variables and types
3. Operationalization of variables
4. Research problem
5. Hypothesis
6. Ethics in research
7. Biases in Research

Unit IV. Review of Literature

9

1. Concept and purpose of Literature review
2. Sources of literature
3. Steps in literature review
4. Summarizing and paraphrasing
5. Citation and referencing

Unit V. Research Designs

9

1. Descriptive Research
2. Explorative Research
3. Action Research
4. Longitudinal Research
5. Cross-cultural Research
6. Qualitative approach
7. Quantitative approach



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Unit VI. Sampling**5**

1. Meaning and basic concepts in sampling
2. Sampling designs

Unit VII. Data Collection**8**

1. Types and sources of data
2. Data collection tools: Scales and types. pre testing, reliability and validity of tools
3. Data collection techniques:
 - i. Experimental method
 - ii. Observation method
 - iii. Surveys and interviews
 - iv. Case study
 - v. Correlational method
 - vi. Phenomenology
 - vii. PRA and RRA
 - viii. Triangulation

Unit VIII. Research Proposal**5**

- a. Meaning
- b. Purpose
- c. Format of research proposal

Unit IX. Data Analysis and presentation**8**

- a. Classification
- b. Transcription
- c. Tabulation
- d. Diagrams and Graphs
- e. Measures of central tendency: Arithmetic mean, median and mode
- f. Measures of dispersion: Standard deviation
- g. Correlation and regression
- h. Inferential Statistics: T- test, Chi square test
- i. Thematic Analysis

Unit X. Critically Evaluating a study**18**

1. Measuring masculinity and femininity

Bem, S. L. (1974). The measurement of psychological androgyny
Journal of Consulting and Clinical Psychology 42, 155 -62

2. Is it a bird, is it a plane...?

Collins, A. M. & Quillian, MR. (1969) Retrieval time from semantic memory.
Journal of verbal Learning and Verbal Behaviour 8, 240 – 7.

3. Learning to be helpless

Seligman, ME.P & Maier, S.F. (1967). Failure to escape traumatic shock. Journal of Experimental Psychology 74, 1-9



4. I want a girl, just like the girl, that married dear old dad

Freud, S. (1909), Analysis of a phobia of a five-year-old boy, in the Pelican Freud Library (1977), Vol. 8, Case Histories 1, pp. 169-306

5. The dance of the neonates

Condon, W.S. & Sander, L.W. (1974). Neonates movement is synchronized with adult speech: International participation and language acquisition. *Science*, 183, 99 – 101

Group B – Practical

Practical

Practical classes should be conducted by the concerned faculty with the assistance of psychology laboratory assistant.

The students are required to conduct a mini research on a topic of his/her interest, determine the method of data collection, collect and analyze data, prepare and submit report to the department

Internal Evaluation

Title	Marks (30)
Practical Lab Work and Field Work	20
Mid Term Examination Mark	10
Total marks	30

Recommended Books

1. Asthana, H.S. & Bhushan, B. (2007). *Statistics for Social Sciences*. PHI
2. Banyard, P. & Grayson, A. (2000). *Introducing Psychological Research*, Paigraive Macmiloan
3. Bostan, USA: Pearson.
4. Bryman, A. (2010), *Social Research Method*, Oxford Publication
5. Christensen, L.B. (2007). *Experimental Methodology*. 10th edition. USA: Pearson, Allyn and Bacon.
6. Fowler, F.J. Jr. (1995). *Improving Survey Questions: Design and Evaluation*. Sage Publication.
7. Graziano, A. & Raulin, M. L. (2007). *Research Method and A Process of Inquiry*. 6th edition.
8. Heiman, G.W. (2002). *Research Methods in Psychology*, 3rd Edition. USA: Houghton Mifflin Company.
9. Kerlinger, F.N. (1973). *Foundation of behavioural research*, Delhi: Surjeet Publications
10. Kumar, R. (1999). *Research Methodology: A Step by Step Guide to Beginners*. Sage Publication.
11. Rosnow, R. L & Rosenthal, R. (2012). *Beginning Behavioural Research: A Conceptual Primer* (7th Edition) Pearson



COURSE TITLE: GENERAL PSYCHOLOGY

Course Code: Psy 410

Nature of course: Theory and Practical

Elective Paper: I

Full Marks: 100

Theory: 70 + Practical: 30

Total lecture hours 150

Course objective -

The course is designed to acquaint the participants with the concepts, findings and approaches used by psychologists to provide explanations of underlying human behavior as a basis for understanding people in different life stages and different setting.

Course Details

Group A -Theory

Unit I. Introduction

14

1. Meaning of Psychology
2. Brief historical background
3. Goals of Psychology
4. Fields of Psychology
5. Psychology in the 21st century
6. Methods of Psychology:
 - a. Experimental, Observational, Survey, Interview, Correlation and Case Study Method
 - b. Ethical Issues in Psychological Research

Unit II. Sensation and Perception

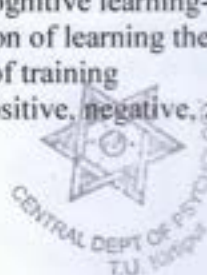
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1. Sensation: Concept and brief introduction to sensory process
2. Perception: Concept, Process, Factors influencing Perception, Principles of Perceptual Organization.
3. Attention: Types and factors influencing attention
4. Perceptual Constancies and Illusion
5. Depth and Distance Perception
6. Extrasensory Perception

Unit III. Learning

8

6. Definition, Characteristics, maturation and learning
7. Factors affecting learning
8. Models of learning
 - a. Behavioral -Trial and error, Classical Conditioning, Operant Conditioning
 - b. Cognitive learning- Observational, Insight learning
9. Application of learning theories
10. Transfer of training
 - a. Positive, negative, zero



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Unit IV. Memory and Forgetting

10

1. Memory Definition and Processes of Memory (Encoding, Storage, Retrieval)

Contemporary models of memory.

2. Forgetting - nature and causes

3. Techniques of improving memory

Unit V. Thinking and Problem Solving

6

4. Definition and elements of thinking(Concept, Images and Symbols)

5. Concept formation: Process and types of concept

6. Types of thinking

a. Creative thinking- Stages of creative thinking

b. Critical thinking

c. Problem solving thinking- Stages of problem solving thinking, Role of habit and mental set in problem solving thinking

d. Autistic thinking

Unit VI. Motivation and Emotion

11

B. Motivation

5. Definition and characteristics

6. Motivational Cycle: Need, Drive, Incentive and Reward

7. Classification of Motives: Physiological (Hunger, Thirst, Sleep and Sex) and Psychological(Affiliation, Achievement, Power)

B. Emotion

7. Definition, and components of emotion

8. Types of emotions: primary (happiness, sad, anger, fear, surprise and disgust) and secondary

9. The external expression of emotion: outward signs of inner feelings

10. Theories of emotion:

a. Biological Theories (James Lange Theory, Cannon-Bard Theory)

b. Cognitive Theory (Schachter-Singer Theory)

Unit VII. Life Span Development

16

1. Nature and Determinants in development-Biological, social (family, neighborhood, school, work place), Cultural (castes, ethnicity, religion, ritual, custom) and Environmental:

2. Adolescence (Physical ,cognitive and socioemotional)

Unit VIII. Intelligence

8

8. Definition and Determinants of intelligence-Heredit and Environment

9. Theories of intelligence- Two factor, Group factor, Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Theory, Cattle's Theory of intelligence

10. Individual differences in Intelligence: Intellectual disability and Mentally gifted

11. Emotional Intelligence



Unit IX. Personality**8**

1. Definition and Determinants of Personality –Heredity and Environment
2. Personality Assessment
 - d. Objective tests -MMPI, 16PF, CPI, MBTI, The Big Five Inventory
 - e. Projective tests -TAT, RT, WAT, Sentence Completion Test

Unit X. Stress, Coping and Wellbeing**7**

1. Stress –Concept ,the general adaptation syndrome, causes and consequences
2. Coping with stress-coping styles and effective coping strategies

Unit XI. Social Thought and Behaviors**7**

1. Social perception: Social attitudes and Understanding others behavior (Attribution and biases).
2. Social Influences: Conformity; Compliance and obedience.
3. Prejudice and discrimination

Group B – Field Work/Practical**1. Format of Report Writing****2. Field work**

- iii. Student will carry out field work/practicals under the supervision of the concerned faculty with the assistance of psychology laboratory assistant.
- iv. Topics of study - Students will carry out field work/practicals on the topics of the course of the study

Internal Evaluation

Title	Marks (30)
Practical Lab Work	20
Mid Term Examination Mark	10
Total marks	30

Textbook

Feldman, R. S.(2015).*Understanding Psychology*. 11th Edition. McGraw Hill Publication

Recommended Books

Atkinson and Hilgard.(2009).*Introduction to Psychology*. 15th Edition. Cengage Learning
Baron, R. A. (Latest Edition). *Psychology*. Prentice-Hall of India.
Ciccarelli, Saundra K. (2013). *Psychology: an exploration*. 2nd Edition .Pearson Education, Inc.
Santrock, J.W.(2016). *Life Span Development* .McGraw Hill

