


TEXT BOOK
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Tribhuvan University
Faculty of Humanities and social Sciences

Psychology
(M.A.)
(Course of Study)

Kathmandu, Nepal

2009


Faculty of Humanities & Social Sciences
Dean's Office
H. Yamamoto

MA Psychology Revised Curriculum (2009)

Introduction

The M.A. in Psychology program requires the students to study a total of 1000 marks. It shall consist of 11 papers. The first five (5) papers of first year and one paper in second year shall serve as the core courses, and the prerequisite course for specialization in any one area of psychology. The sixth paper in first year is optional paper. In the second year, the students are offered specialization courses in two areas. Each student shall offer one specialization course only.

Eligibility or entry requirement

1. Candidates with B.A degree in Psychology are considered eligible for M.A. (first year) Psychology.
or
2. Candidates with B.Sc., or M.B.B.S., or B.E. are considered eligible for M.A. (first year) Psychology.
or
3. Candidates with B.S.W. (with psychology background) are considered eligible for M.A. (first year) Psychology.
or
4. Candidates with PGD in Counseling Psychology are considered eligible for M.A. (first year) Psychology.

Distribution of subjects by the Academic Year, Subject Codes, Specialization Courses and Full Marks are as follows.

H. Hand
Director of Invention of Social Sciences
G. 102

Course Structure

First Year

Paper	Code No.	Subject Title	Full Marks
Compulsory Papers			
I	Psy.531	Theories of Psychology	100
II	Psy.532	Social and Cultural Psychology	100
III	Psy.533	Research Methods in Social Sciences	100
IV	Psy.534	Practicum	100
Optional Papers (any one)			
V	Psy.535 – 1	Cognitive Psychology	100
	Psy.535 – 2	Gender Psychology and Development	
	Psy.535 – 3	Psychology and Rural Development	
	Psy.535 – 4	Psychology of Media and Tourism	
	Psy.535 – 5	Adolescent Psychology	
	Psy.535 – 6	Cross-Cultural Psychology	

Second Year (Tentative topics)

Paper	Code No.	Subject Title	Full Marks
Second Year Specialization Course (Clinical Psychology)			
			100
VI	Psy.536-1	Neurobiology	100
VII	Psy.537-1	Psychopathology and Diagnosis	100
VIII	Psy.538-1	Therapies	100
IX	Psy.539-1	Thesis	100
X	Psy.540-1	Counseling Psychology	100
OR			
Second Year Specialization Course (Organizational Behavior)			
VI	Psy.536-2	Organizational Psychology	100
VII	Psy.537-2	Personnel and Human Resource Management	100
VIII	Psy.538-2	Consumer Behavior	100
IX	Psy.539-2	Thesis	100
X	Psy.540-2	Counseling Psychology	100

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Theories of Psychology

Paper: I
PSY.531

Full Marks: 100
Teach. Hrs.: 150

Objectives: This course orients students to the theories in psychology. After the completion of this course, the students will become familiar with 1) classical theories in psychology, and 2) current theoretical trend and disciplines in psychology.

Course Contents:

Unit I Classical Theories in Psychology

35

1. Pre-Scientific Psychology
2. Structuralism
3. Functionalism
4. Behaviorism
5. Gestalt Psychology
6. Psychoanalytic Theory
7. Humanistic Psychology

Unit II Current Trends and Disciplines in Psychology (Origin, theoretical concepts/major issues, current status and its applications)

85

1. Cognitive Psychology
2. Descriptive Psychology
3. Discursive Psychology
4. Critical Psychology
5. Social Constructionism
6. Social Representation
7. Social Identity
8. Structuralism and Functionalism
9. Conflict Theory
10. Socio-Cultural Psychology
11. Postmodernism in Psychology
12. Positive Psychology

Unit III Applications of Theories

30

This part of the paper will analyze theoretical underpinnings of the some of the major theories. One of the major objectives is to familiarize the students with selected texts/thesis from theoretical frame.

Note:

75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination

Teaching-learning methods: Lecture, classroom discussions, brain storming, case studies, group work and classroom presentation, project work.

Teaching-learning materials: White board, overhead projector, handouts, audio-visual aids, websites, and library.

M. Khandelwal

References:

1. Berger, P.L. & Luckmann, T. (1966). *The Social Construction of Reality*. Penguin University Books, Middlesex England.
2. Boniwell, I., (2006). *Positive Psychology in a Nutshell*. PWBC, London.
3. Camic, P.M., Rhodes, J.E., & Yardley, L. (2003). *Qualitative Research in Psychology*. American Psychological Association, Washington D.C.
4. Capozza, D. & Brown, R. (200). *Social Identity Processes*. Sage Publications, London.
5. Edwards, D., & Potter, J. (1992). *Discursive Psychology* (ISBN 0-8039-8442-1) London: Sage.
6. Fox, D. & Prilleltensky, I. (1997). *Critical Psychology: An Introduction*. Sage Publications, London.
7. Gergen, K.J. & Davis, K.E. (Eds). (1985). *The Social Construction of the Person*. Springer-Verlag New York Inc.
8. Gergen, K.J. (1994). *Realities and Relationships – Studyings in Social Constructionism*. Harvard.
9. Harre, R. & Gillett, G. (1994). *The Discursive Mind*. Sage Publications. United States of America.
10. Harre, R. & Stearns P. (1995). *Discursive Psychology in Practice*. Sage Publications.
11. Heidebreder, E. (1971). *Seven Psychologies*. New Delhi: Kalyani Publishers.
12. Kuhn, T.S. (1970). *Scientific Revolution*. 2nd edition. Chicago: The University of Chicago Press.
13. Moscovici, S. (2001). *Social Representations*. New York University Press, New York.
14. Murphy, G. & Kovach, J. (Latest edition). *Historical Introduction to Modern Psychology*. Ed. Ogden, C.K. Routledge.
15. Ossorio P. (1981). Outline of Descriptive Psychology for Personality Theory and Other Applications. In K. Davis (Ed.), *Advances in Descriptive Psychology* (Vol. 1, pp. 57-82). Greenwich, CT: JAI Press.
16. Ossorio P. (1985). An overview of Descriptive Psychology. In K. Gergen & K. Davis (Eds.), *Social construction of the person*. New York: Springer-Verlacth.
17. Tajfel, H. (1981). *Human Groups and Social Categories*. Cambridge. Cambridge University Press.



Social and Cultural Psychology

Paper: II
PSY.532

Full Marks: 100
Teach. Hrs.: 150

Objective – This course intends to familiarize the students with the basic concepts of social psychology and their applications in the various socio-cultural settings. It also attempts to develop some analytical skills in comprehending factors that differentiate the behavior in social situations. After the completion of the course the students will be able to:

1. Understand the major theories and methodological issues of social psychology.
2. Understand social psychology at the community-level and its relationship with the indigenous and cross-cultural psychology.
3. Analyze the development of social psychology in the first world and the third world
4. Discuss the major principles and processes of social psychology
5. Differentiate the community psychological variables that shape and determine some of the social behaviors at the community level.
6. Expose the students to the wider range of applications of social psychology
7. Enhance knowledge on social problems that can be studied by psychologists from a behavioral angle and the possibility of finding solutions to the problems faced by the society.

Course contents:

Unit I Nature of Social Psychology

20

1. Concept and scope of Social Psychology
2. Relationship with other social sciences
3. Present trends in Social Psychology
4. Methodological issues:
 - a. Experimental research
 - b. Survey research
 - c. Correlational research
 - d. Systematic observation
5. Some major theories of social psychology: Psychoanalytical theory, S-R theory, Cognitive theory

Unit II Cross-Cultural Approach

23

1. Nature and goals of Cross-cultural psychology
2. General Frame work of Cross-cultural psychology
3. Social behavior: socio-cultural context
4. Methodological concerns
 - a. Qualitative
 - b. Quantitative
6. Relativism, Absolutism, and Universalism
7. Acculturation influences
8. Ethnography

Unit III Indigenous Approach

15

1. Concept and goals

2. Problems of Indigenous psychology in the third world
3. Indigenous perspective on national development

Unit IV Fundamental Processes in Social Psychology

30

1. Social perception – concept and methods
 - a. Categorization, Prototype, and Exemplars
 - b. Schemas and Stories
 - c. Impression formation
 - d. Non-verbal cues
 - e. Attribution
2. Social Cognition - concept
 - a. Affect and Cognition
 - b. Processing of information
 - c. Errors in social cognition
3. Social attitude: formation and change
 - a. Learning approaches (social learning, classical conditioning, and instrumental conditioning) in attitude formation.
 - b. Attitude change and persuasion.
4. Prejudice: causes, effects, and cure
5. Pro-social behavior: Altruism
6. Social influence: nature and methods- conformity, compliance, obedience and intense indoctrination.

Unit V Social Problems in Nepalese Context

27

1. Poverty and social impact
2. Environmental threats - noise, population, pollution
3. Gender inequality
4. Ethnic groups and minorities

Unit VI Applied Social Psychology

35

1. Concept and goals
2. Social psychology and mental health: depression; role of subjective well being (SWB) in life and in work; social psychology and therapy.
3. Social psychology and physical health: stress; weight control and eating disorders
4. Social psychology and law: the lie detector test; effects of attorneys, judges, jurors and defendants.
5. The psychology of peace: theories in the promotion of peace, obstacles in promotion of peace.
6. Consumer behavior and social psychology: Advertising, Persuasion, Television

Note:

75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination

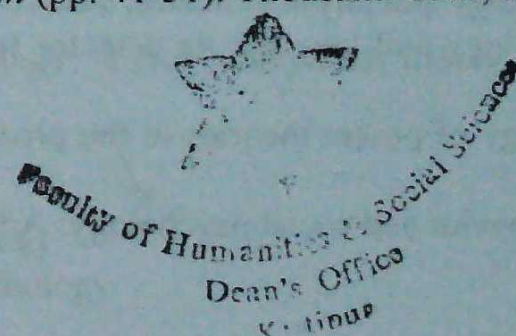
Teaching-learning methods: Lecture, classroom discussions, brain storming, case studies, group work and classroom presentation, project work.

Teaching-learning materials: White board, overhead projector, handouts, audio-visual aids, websites, and library.



References:

1. Adhikari, B. (2000). *Intergenerational Differences in Social Perception and values of Brahmins and Newars in the Context of Acculturation in Nepal*. Unpublished PhD Thesis. India: Banaras Hindu University.
2. Baron, R.A. & D. Byrane (2005). *Social Psychology* (10th ed.). Prentice Hall of India.
3. Berry, J.W., Portinga, Y. H., Segall, M.H., & Dasen, P. (2002). *Cross-culture Psychology: Research and Applications* (2nd ed.). NY: Cambridge University Press.
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10. Kim, U. & John, W. Berry (1993). *Indigenous Psychologies: Research and Experience in Cultural Context*. Sage Publications, Newbury Park/ London. New Delhi.
11. Kool, V.K. & Agrawal, R. (2006). *Applied Social Psychology: A Global Perspective*. Atlantic publishers and distributors (P) Ltd. India.
12. McDavid, J.W. and Harari, H. (1969). *Social Psychology: Individuals, Groups, Societies*. A Harpe: International Edition. (Jointly Published by Harper & Row, New York. Evanston & London and John Weatherhill. Inc. Tokyo).
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15. Sinha, D. (1986). *Psychology in a Third World Country: An Indian Experience*. Sage Publications. New Delhi/ Beverly Hills/ London.
1. Subba, S. (2003). *Perception of Diseases and Illness among Health-Providers and Health-Seekers in Jajarkot District, Nepal*. Unpublished Ph.D Thesis. Copenhagen University, Denmark.
16. Subba, S. (2007). *Socio-cultural Construction of Illness*. Kathmandu: Subba, U.K.
17. Triandis, H.C. (1994). Theoretical and Methodological Approaches to the Study of Collectivism and Individualism. In U. Kim, H.C. Triandis, Ç. Kâgitçibasi, S. Choi & G. Yoon (Eds.), *Individualism and Collectivism* (pp. 41-51). Thousand Oaks, CA: Sage.



Research Methods in Social Sciences

Paper: III
PSY.533

Full Marks: 100
Teach. Hrs.: 150

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

Course contents

- Unit I Introduction to Research Methodology** 15
1. Research - definition and importance
 2. Applications of research
 3. Characteristics of research
 4. Key concepts in research methodology: Epistemology, Ontology, Hermeneutics, Phenomenology.
- Unit II Western Research Methodology** 10
1. Positivism and Naturalism (natural science vs. cultural science)
- Unit III The Research Process** 15
- Research problem, Hypothesis and objectives, Literature review, Conceptual or theoretical framework, Research/study design, Data collection method, Data collection, Data processing, Report writing.
- Unit IV Approaches to Research** 5
1. Qualitative approach
 2. Quantitative approach
 3. Other methodological approach
 - a. Cross-cultural research
 - b. Action Research
- Unit V Qualitative Research** 20
1. Introduction
 2. Theoretical position
 - a. Symbolic interaction
 - b. Ethnomethodology
 - c. Grounded theory and phenomenology
 - d. Structuralism
 - e. Post-structuralism
 3. Developing interview guidelines
 4. Data collection procedures
 5. Phases of qualitative analysis
 6. Theory of text and test to theory in qualitative research
- Unit VI Quantitative Research** 20
1. Introduction
 2. The research design in laboratory and field experiment

3. Survey research/Correlational research	
4. Developing questionnaire	
5. Quantifying qualitative data	
6. Validity and reliability	
Unit VII Triangulation and Meta analysis	5
Unit VIII Research Methods	30
1. Experimental method	
2. Survey method	
3. Interview method	
4. Questionnaire method	
5. Observation method	
6. Focus Group Discussion method	
7. Narrative analysis	
8. Archival (document, artifact) method	
9. PRA and RRA	
Unit IX Data Treatment – Statistics and Interpretations	25
1. Testing hypothesis	
2. Inferential statistics	
3. Parametric and Non-parametric statistics	
4. Orientation to <i>SPSS</i>	
Unit X Report writing - Style Guide/Format for Report Writing	5

Note:

75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination

Teaching-learning methods: Lecture, classroom discussions, brainstorming, case studies, group work and classroom presentation, project work.

Teaching-learning materials: White board, overhead projector, handouts, audio-visual aids, websites, and library.

References:

1. Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. Sage Publication.
2. Asthana, H. S. & Bhushan, B. (2007). *Statistics for Social Sciences (With SPSS Applications)*. PHI.
3. Christensen, L.B. (2007). *Experimental Methodology*. 10th edition. USA:Pearson, Allyn and Bacon.
4. Coulon, A. (1995). *Ethnomethodology*. Sage Publication.
5. Flick, U. (1998). *Qualitative Research: Theory, Methods, and Application in Psychology and social Sciences*. Sage Publication.
6. Fowler, F.J. Jr. (1995). *Improving Survey Questions: Design and Evaluation*. Sage Publication.
7. Fowler, F. J. Jr. (1993). *Survey Research Methods*. Sage Publication
8. Graziano, A. & Raulin, M. L. (2007). *Research Method and A Process of Inquiry*. 6th edition. Bostan, USA: Pearson.

9. Hayes, N. (Ed.) (1997). *Qualitative Research in Psychology*. UK: Ellbaum Taylor & Francis Ltd.
10. Heiman, G.W. (2002). *Research Methods in Psychology*. 3rd edition. USA: Houghton Mifflin Company.
11. Kerlinger, F. N. (1973). *Foundation of Behavioral Research*. Delhi: Surjeet Publications.
12. Kumar, R. (1999). *Research Methodology: A Step by Step Guide to Beginners*. Sage Publication.
13. Mohsin, S.M. (1984). *Research Methods in Behavioral Sciences*. Orient Longman Ltd.

Practicum

Paper: IV
PSY.534

Full Marks: 100
Teach. Hrs.: 150

Objectives: The objective of this paper is to equip students with knowledge and skills in writing term papers, carrying on surveys, and conducting laboratory based experiments and mental psychological testing.

Group "A"

I Term Paper

50

Or

Mini Project

Group "B"

1. Psychological Experiments - Any five of the following experiments

25

1. Selective attention – span of attention
2. Set in perception
3. Instruction on perception
4. Short term memory
5. Episodic memory
6. Semantic memory
7. Problem solving
8. Concept formation

Group "C"

2. Mental Testing - Any five of the following experiments

25

1. WAIS
2. WISC
3. MMPI
4. RT
5. TAT
6. Sociometric methods
7. Word association test
8. Aptitude test
9. Achievement test
10. Attitude test

Note:

75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination.

Teaching-learning methods: Lecture, classroom discussions, brainstorming, case studies, group work and classroom presentation, project work.

Teaching-learning materials: White board, overhead projector, handouts, audio-visual aids, websites, and library.

References:

1. Anastasi, A. & S. Urbina (Latest edition). *Psychological Testing*. Upper Saddle River, NJ. Prentice-Hall.
2. Christensen, L.B. (2007). *Experimental Methodology*. 10th edition. USA: Pearson, Allyn and Bacon.
3. Freeman, F.S. (Latest edition). *Theory and Practice of Psychological Testing*. India: Oxford and IBH Publishing Co.
4. Hart, C. (1998). *Doing a Literature Review*. SAGE
5. Janda, L. H. (1998). *Psychological Testing-Theory and Applications*. Allyn and Bacon.
6. Mohsin, S.M. (1982). *Experiments in Psychology*. Delhi: Motolal Banarsidass
7. Postman, L. & Egan, J. P. (Latest edition). *Experimental Psychology: An Introduction*. New Delhi: Kalyani Publishers.
8. Sharma, N. (2003), *Mothers' Awareness of Their Adolescents' Stresses: Relation between Maternal Awareness and Adolescents' Adjustment*. Unpublished Ph.D. Thesis, Nepal: Tribhuvan University.
9. Woodworth, R. S. & Scholsberg, H. (latest edition). *Experimental Psychology*. India: Oxford and IBH Publication

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Optional Papers

Cognitive Psychology

Paper: V
PSY.535-1

Full Marks: 100
Teach. Hrs.: 150

Objective:

This course is designed to introduce the students with theoretical orientation of the processes of knowledge and how this knowledge is used by the individuals in real, everyday and culturally significant situation.

After completion of this course, the students will be able to:

1. Identify concept of information processing.
2. Summarize several models to explain cognitive processes based on the information processing model.
3. Analyze mental events in terms of information processing extensively.

Course contents:

Unit I Introduction

15

1. Origin of Cognitive psychology
2. Current Status of Cognitive Psychology
3. Methods: experimental, computer simulation (human information processing), ecological validity
4. Applications of cognitive psychology

Unit II Perception

20

1. Perception: figure- ground organization
2. Perceptual development: Nature-nurture controversy
3. Cognitive and motivational influences on perception: Instruction, target identification, and perceptual defense
4. Perceptions without awareness
5. Space, Time and Movement perception: theoretical perspectives

Unit III Attention and Pattern Recognition

30

1. Selective attention.
1. Selective attention models: Bottleneck theories (Filter theory, attenuation & multi model), Capacity models, and Automaticity
2. Limited attention Capacity and Automaticity
3. Sustained attention: factors influencing sustained attention
4. Attention Deficit Hyperactivity Disorder (ADHD)
5. Pattern Recognition: Bottom-up approaches (template matching, prototypes and feature analysis) and Top-down approaches

Unit IV Memory

25

1. Memory storage models: Sensory, Short-term and Long-term storage
2. Working memory (Baddeley's Three component working model)

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3. Episodic memory and Semantic memory: Tulvings model, Flashbulb, Autobiographical, Eye witness memory, inducing false memory.
4. Implicit and Explicit memory
5. Major perspectives on learning and their applications in modification of behaviors in different settings.

Unit V Language

20

1. Structure of language: grammar and linguistics, implications of Chomsky's theory, empirical support for the deep surface structure
2. Reading
3. Stages of language development. Conceptual basis of language

Unit VI Reasoning and Problem solving

25

1. Reasoning: Logical, Formal and Natural reasoning (representativeness, availability, framing decision). How biases influence decision-making?
2. Problem solving - strategies of problem solving: operators, heuristic search, means-end analysis, sub goals strategies, analogy approach, working backward. Newell and Simon's general problem solver (GPS)

Unit VII Artificial Intelligence

15

1. Can computer program be intelligent?
2. Improving intelligence: effective, ineffective and questionable strategies

Note:

75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination

Teaching-learning methods: Lecture, classroom discussions, brainstorming, case studies, group work and classroom presentation, project work.

Teaching-learning materials: White board, overhead projector, handouts, audio-visual aids, websites, and library.

References:

1. Ashcraft, M. H. (1998). *Fundamentals of Cognition*. Longman
2. Best, J. B. (1999). *Cognitive Psychology*. West Publishing
3. Dember, W. N. & Warm, J. S. (1979). *Psychology of Perception*. New York: Macmillan.
4. Glass, A. L. & Holyoak, K. J. (... ..). *Cognition*. 2nd edition. McGraw-Hill International Edition.
5. Haberlandt, K. (1994). *Cognitive Psychology*. Allyn & Bacon
6. Leahey, T. H. & Harris, R. J. (1997). *Learning and Cognition*. USA: Prentice-hall Inc.
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10. Solso, R. L. (2004). *Cognitive Psychology*. 6th edition. Boston: Allyn & Bacon Publishers.
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Tribhuvan University
Faculty of Humanities and Social Sciences
Kathmandu, Nepal

M.A. Psychology

Revised Curriculum

II Year

Central Department of Psychology
Tribhuvan University
Kathmandu, Nepal

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Tribhuvan University
Kathmandu

MA SECOND YEAR

SPECIALIZATION COURSES

I. CLINICAL AND COUNSELING PSYCHOLOGY

Paper	Code No.	Subject Title	Full Marks		
			Theory	Practical	Total
VI	Psy.536-1A	Abnormal Psychology	50		50
	Psy.536-1B	Clinical Psychology	50		50
VII	Psy.537-1	Psychological Assessment and Psychodiagnosis	50	50	100
VIII	Psy.538-1	Psychotherapy and Counseling	50	50	100
IX	Psy.539-1	Psychotherapy and Counseling in Multi-Cultural Settings	75	25	100
X	Psy.540-1	Thesis	100		

II. ORGANIZATIONAL PSYCHOLOGY

Paper	Code No.	Subject Title	Full Marks		
			Theory	Practical	Total
VI	Psy.536-2	Organizational Behavior	75	25	100
VII	Psy.537-2	Personnel Psychology	75	25	100
VIII	Psy.538-2	Industrial Psychology	75	25	100
IX	Psy.539-2	Engineering Psychology	75	25	100
		<u>Any One</u>			
	Psy.540-2A	Environmental Psychology	75	25	100
X	Psy.540-2B	Thesis			100

III. EDUCATIONAL PSYCHOLOGY

Paper	Code No.	Subject Title	Full Marks		
			Theory	Practical	Total
VI	Psy.536-3	Psychology of Classroom Instruction	75	25	100
VII	Psy.537-3	Psychological Testing	75	25	100
VIII	Psy.538-3	Counseling Psychology	75	25	100
IX	Psy.539-3	Computer Assisted Instruction	75	25	100
		<u>Any One</u>			
	Psy.540-3A	Theories of Learning	75	25	100
X	Psy.540-3B	Thesis			100

2008

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Specialization Course in Clinical and Counseling Psychology

MA Second Year

General Objectives

Specialization in Clinical and Counseling Psychology course intends to familiarize the students with the core concepts of Psychotherapy and Counseling and their applications in the various helping settings. The courses need an intensive field work and develop communication and therapy skills as well as theoretical knowledge.

Broad course objectives:

1. To make students understand the major theories and methodological issues of Clinical and Counseling psychology.
2. To develop an ability and skills in critical analysis of different theories and their application
3. To develop clinical and counseling skills
4. To develop skills in report writing
5. To develop qualities of creativity, judgment, logical deduction to provide academic and applied leadership in clinical and counseling psychology
6. To develop an understanding of using counseling and therapy in cultural context.
7. To enhance knowledge on abnormal behavior, clinical psychology, application, and able to solve psychological problems of the individual and group.
8. To develop an ability to work in community setting
9. To develop skills to provide psycho-education and training in the community

N. Kamel

Note:

- 75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination.

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- 75 percent of attendance out of the total class days is required in order to appear in the final examination. Otherwise, the students will be barred from taking up the final examination.
- For each specialization course at least 5 students should be enrolled.

Teaching-learning methods: Lecture, classroom discussions, brainstorming, case studies, group work and classroom presentation, role play, project work.

Teaching-learning materials: White board, overhead projector, handouts, audio-visual aids, websites, and library.

Pre-requisites

1. Attend at least 75% lecture and seminars
2. Attend role play and individual and group presentation
3. Case conference participation 75%
4. Communication and Therapy Skill Learning Training (Basic and Adv.) 10 days
5. Detail assessment (Interview, testing, and submission of Report) Case 30
6. Supervised Counseling intervention 150 hours
7. Supervised Psychological Therapies 50 hours
8. Community Intervention (Normalization, Psycho-education, Training, etc.) 15 hours

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SECOND YEAR

Second Year Specialization Course (Clinical and Counseling Psychology)

Paper	Code No.	Subject Title	Full Marks		
			Theory	Practical	Total
	Psy.536-1A	Abnormal Psychology	50		50
	Psy.536-1B	Clinical Psychology	50		50
	Psy.537-1	Psychological Assessment and Psychodiagnosis	50	50	100
	Psy.538-1	Psychotherapy and Counseling	50	50	100
	Psy.539-1	Psychotherapy and Counseling in Multi-Cultural Settings	75	25	100
	Psy.540-1	Thesis			100

100

N. Kameel

ABNORMAL PSYCHOLOGY

Paper VI

P.S. 536-1A

Full Mark: 50

Pass Mark: 22.5

Unit 1 Introduction and Historical Views of Abnormal Behavior

1. Defining normality and abnormality: The illusion of Normal behavior,
2. Definitions of Abnormal Psychology and Dilemma of Definitions
3. DSM IV definition of mental disorder
4. Descriptive and Explanatory models of abnormality
5. Classification of Abnormal behavior
6. Historical Views on abnormal behavior: Supernatural Traditions
7. Mental Health Situation in Nepal.
8. Mental Health Services
 - Contemporary issues in Abnormal psychology
 - National and International efforts in Mental Health Services
 - Patient's right and Clinical Practice Guidelines
 - Mental Health Issues and Psychosocial Counseling in Nepal

Unit 2 General Causes of Abnormal Behavior

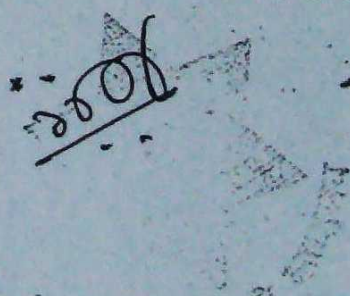
1. Causes and Risk Factors for Abnormal Behavior
 - a. Necessary, Sufficient, and Contributory Causes
 - b. Diathesis- Stress Models
2. Perspectives on Abnormal Behavior
 1. Biological perspective
 2. Humanistic perspective
 3. Psychodynamic perspective
 4. Behavioral perspective
 5. Cognitive Behavioral perspective
 6. Socio-cultural perspective

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Unit 3 Stress and Adjustment Disorders

1. Nature and effects of stress
2. Adjustment Disorders
3. Post-Traumatic Stress Disorder
4. PTSD and prevention and intervention of psychosocial problems: A case of Nepal

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Unit 4 Some Specific Disorders

1. Anxiety Disorders
2. Somatoform and Dissociative Disorders
3. Mood Disorders
4. Personality Disorders
5. Substance-Related and Impulse-Control Disorders
6. Personality Disorders
7. Cognitive Disorders
8. Schizophrenia and Other Psychotic Disorders

Unit 5. Disorders of childhood and Adolescence

1. Maladaptive Behavior in different Life Periods
2. Classification of Childhood and Adolescent Disorders
3. Disorder of Childhood
 - a. Attention-Deficit Hyperactivity Disorder (ADHD)
 - b. Conduct Disorder (CD) and Oppositional Defiant Disorder (ODD)
 - c. Anxiety, Depression, and Symptoms Disorders
4. Pervasive Developmental Disorder
 - a. Autistic disorder
5. Other problems related to child and adolescence
 - a. Child Abuse
 - b. PTSD and Psychosocial Problems

Unit 6. Aging and Psychological Disorders

1. Concept and Methods in Study of Older Adults
2. Old Age and Psychological Disorders
3. General Issues in Treatment and Care

Recommended Readings

- Barlow, D. and Durand, V.M. (2008). *Abnormal psychology: An Integrated Approach* (2nd Reprint). Thomson, Wadsworth, New Delhi
- Carson, R. C., Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life* (11th Edition). Pearson, India
- Carson, R. C., Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life* (11th Edition). Pearson, India
- George W. Kisker (1977). *The Disorganized Personality* (Third Edition). McGraw Hill International Book Company, Tokyo.
- Gerald C. Davison and John M. Neale (1996). *Abnormal Psychology* (Revised 6th Edition). John
- Herbert Goldenberg (1977). *Abnormal Psychology: A Social/Community Approach*. Brooks/Cole Publishing Company, California

N. Kanel

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- James E. Maddux & Barbara A. Winstead (2005). *Psychopathology: Foundations for Contemporary Understanding*. Lawrence Erlbaum Associate Publisher, New York
- Jeffrey J. Magnavita (2004). *Handbook of Personality Disorders*. John Wiley & Sons, New York
- Kenneth R. Yeager, PhD, LISW and Albert R. Roberts, PhD, DACFE (2003). Differentiating Among Stress, Acute Stress Disorder, Crisis Episodes, Trauma, and PTSD: Paradigm and Treatment Goals in *Brief Treatment and Crisis Intervention* /3:1 Spring 2003
- Mario Maj et al.(Eds) (2004). *Phobias*. WPA Series Evidence and Experience in Psychiatry
- Michael J. Mahoney (1980). *Abnormal psychology: Perspective on Human Variance*. Harper and Row, Publishers, San Francisco
- MickPower (Editor). *Mood Disorders A Hand Book Of Science And Practice*. John Wiley & Sons, New York
- Post Traumatic Stress Disorder: NIMH, 2004
- Post Traumatic Stress: A Self-Help Guide
- Ronald J. Comer (2002). *Fundamentals of Abnormal Psychology (Third Edition)*. Worth Publisher, New York.
- WHO and Ministry of Health and Population Nepal (2006). *WHO AIMS Report on Mental Health System. in Nepal*, WHO Kathmandu Office, Nepal.
- David L. Rsenhan (1973). *On Being Sane in the Insane Places*. Science, 179 Pp. 250-8

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CLINICAL PSYCHOLOGY

Paper VI
Psy 336-1B

Full Mark: 50
Pass Mark: 22.5

Unit 1 Introduction and Historical Development of Mental Health Professional Psychology

1. Groundwork for Clinical Psychology
2. Foundations and Early History of Clinical Psychology
 - Early Conceptions of Mental Illness: The Greeks, The Middle Ages, The Renaissance, The Nineteenth Century, The Birth of Psychology,
 - The Founding of Clinical Psychology
 - Development of Clinical Psychology (1890-1910)
 - Clinical Psychology during World War period
 - Clinical Psychology during Post World War period

Unit 2 Nature, Characteristics, Settings and Trainings of Clinical Psychology

1. Nature and Characteristics of Clinical Psychology
2. Role of the Clinical Psychologist
3. Work Settings of Clinical Psychologists
4. Distinguishing Clinical Psychology from Related Professions
5. Training in Clinical and Counseling Psychology
6. Current Situation and challenges to Clinical Psychology

Unit 3 Psychological Approaches in Clinical Psychology

1. Theories and its importance
2. Psychodynamic Approaches
3. Behavioral Approaches
4. Cognitive Behavioral Approaches
5. Humanistic Approaches
6. Interpersonal Approaches
7. Relational Approaches: Therapies and counseling
 - Group approaches to treatment
 - Marriage
 - Family
 - Child
 - Marital and Couple

Unit 4 Community Mental Health

1. Counselor in Community Settings
2. Community Mental Health Care System: A case of Nepal

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Unit 5 Empirical and Theoretical Issues in Psychotherapy

1. Research in Psychotherapy
2. Effectiveness of Psychotherapy
3. Current Research Controversies and Issues

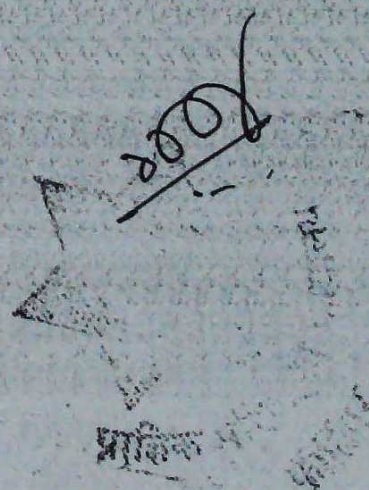
Unit 6 Professional and Ethical Issues, Principles and Code of Conduct in Clinical Psychology

1. Ethical Principles and Code of Conduct
2. Contemporary Issues
3. Professional Issues and future of Clinical Psychology

Recommended Readings

- Alan S. Bellack & Michel Hersen (1980). Introduction to Clinical Psychology. Oxford University Press, New York Pp. 3-55
- Christiane Brems (2001). Basic Skills in Psychotherapy and counseling. Brooks/Cole, Australia
- Duane Brown and David J. Srebalus (2003). Introduction to Counseling Profession (Third Edition) Allyn and Bacon, USA. Ch.15. Pp. 286-310,
- Jeffrey E. Hecker and Geoffrey L. Thorpe (2005). Introduction to Clinical Psychology: Science, Judith Todd & Arthur C. Bohart (1999). Foundations of Clinical and Counseling Psychology (third edition). Longman. New York.
- Raymond J. Corsini and Danny Wedding (1989). Current Psychotherapies (Fourth Edition). F. E. PEACOCK Publishers, Inc. Illinois.
- Thomas G. Plante (2005). Contemporary Clinical Psychology (Second Edition). John Wiley and Sons, Inc.

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PSYCHOLOGICAL ASSESSMENT AND PSYCHODIAGNOSIS

Paper VII
Psy 337-1

Full Mark: 100
Pass Mark: 45
Theory: 50
Practical: 50

Unit 1 Introduction to Psychological Assessment and Psychodiagnosis

1. Psychological Assessment Introduction
2. Goal, Purposes, and Types of Assessment
3. Role of the Clinician
4. Patterns of Test Usage in Clinical Assessment
5. Evaluating Psychological Tests
6. Validity in Clinical Practice
7. Clinical Judgment
8. Phases in Clinical Assessment

Unit 2 Context of Clinical Assessment

1. Types of Referral Settings
2. Ethical Practice of Assessment
3. Test Bias and Use with Minority Groups
4. Selecting Psychological Tests
5. Computer-Assisted Assessment

Unit 3 Learning Basic Skills for Therapy and Counseling

1. General Introduction to Counseling, counselor, and helping relationship
2. Specific Communication Skills
3. Skills in Psychotherapeutic and Counseling practices
 - Genuineness, Process of Empathy, Unconditional Positive Regards,
 - Working with Thought and Cognition
 - Working with Affect and Emotion

Unit 4 Assessment Interview

1. The Assessment Interview
2. History and Development of Assessment
3. Intake Interview: Objectives of Intake Interviewing, Factors Affecting Intake Interview Procedures, Brief Intake Interviewing, The Intake Report
4. Interview Model: An Structural Model
5. Assets and Limitations of interview
6. The Assessment Interview and Case History
7. Mental Status Examination
8. Interpreting Interview Data

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9. Interview with challenging clients and Demanding Situations, Young Clients, Couple and Families, in Diverse and Multicultural world
10. Examination of Case Studies

Unit 5 Behavioral Assessment

1. History and Development of Behavioral Assessment
2. Issues Related to Reliability and Validity
3. Assets and Limitations
4. Strategies of Behavioral Assessment
5. Recommended Reading

Unit 6 Case History and Psychological Testing

1. Case History taking
2. Introduction to Psychological testing: Nature, History, Importance and types of Psychological Tests
3. Intelligence Tests
 - Standardized tests (WAIS, WISC)
 - Non-standardized tests (Paper Pencil Tests as required)

Personality Test

1. MMPI
2. 16 PF
3. Other Paper Pencil Test (Selected as required)

Interpersonal Tests

1. Thematic Apperception
2. Test, Rorschach Test,
3. Verbal Completion Test,
4. Draw a Person Test
5. Evaluation of Projective Tests

Diagnostic Tests for Adult and Children

1. Adjustment Test
2. Beck's Depression Inventory
3. Test of Anxiety
4. Play,
5. Drawing Tests,
6. PTSD checklist

Unit 7 Psychological Assessment and Treatment Planning

1. Development and Approaches to Treatment Planning
2. A Systematic Approach to Treatment Selection
3. Functional Impairment
4. Social Support
5. Problem Complexity/Chronicity
6. Coping Style
7. Resistance

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8. Subjective Distress
9. Problem-Solving Phase

Unit 8 Counseling Strategies and Techniques in Assessment

1. Assessment and Diagnosis in Counseling
2. Structuring, Leading and Questioning Techniques
3. Diagnosis and Treatment Planning

Unit 9 Psychological Report

1. General Guidelines of Psychological Report
2. Format for a Psychological Report
3. Examination of Sample Reports


Recommended Readings

- Christiane Brems (2001). Basic skills in Psychotherapy and Counseling. Brooks/Cole, Australia.
- Elizabeth Reynolds Welfel and Lewis E. Paterson (2005). The Counseling Process (Sixth Edition): A Multitheoretical Integrative Approach. Thomson, Books/Cole, India.
- Sar. Groth-Marnat, G. (2003). Handbook of Psychological Assessment (4th Edition). John Wiley & Sons, Inc., Canada
- Gerald D. Oster and Patricia Gould Crone(2004). Using Drawings in Assessment and Therapy (Second Edition). Brunner-Routledge, New York.
- Gerard Egan (1994). The Skilled Helper. Brooks/Cole Publishing Company, USA
- Groth-Marnat, G. (2003). Handbook of Psychological Assessment (4th Edition). John Wiley & Sons, Inc., Canada
- Henry Kellerman & Anthony Burry (2007)Handbook of Psychodiagnostic Testing: Analysis of Personality in the Psychological Report (4th Edition). Springer, USA. Pp. 17-30
- James C. Hansen, Robert H. Rossberg and Stanley H. Cramer (1994). Counseing (fourth Edition): Theory and Practice. Allhyn and Bacon, Tokyo
- Janda, L. (2001). The Psychologist's Book of Personality Tests. John Wiley & Sons, Inc. New York
- Jay C. Thomas, Michel Hersen (Eds.)Handbook of Clinical Psychology Competencies. Springer
- Jeffrey E. Hecker and Geoffrey L. Thorpe (2005). Introduction to Clinical Psychology: Science, Practice, and Ethics, Pearson Education, Inc. Delhi, India Pp. 17-48
- John R. Graham & Jack A. Neglieri (2003). Assessment of Psychology. John Wiley & Sons, Inc. New York
- Judith Todd & Arthur C. Bohart (1999). Foundations of Clincial and Counseling Psychology (third edition).Longman. New York.
- Judith Todd & Arthur C. Bohart (1999). Foundations of Clincial and Counseling Psychology (third edition).Longman. New York.
- Kellerman, H. & Anthony Burry (2007). Handbook of Psychodiagnostic Testing: analysis of Personality in the Psychological Report (4th Edition). Springer Science+Business Media, LLC. New York, USA.
- Philip Barker(1990). Clinical Interviews with Children and Adolescents. W.W. Norton & Company. New York.

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Richard Nelson-Jones (2008). Basic Counseling Skills (Second Edition). Sage South Asia Edition.
Sharon L. Johnson (2004). Therapist's Guide to Treatment Planning: The 1-2-3's of Treatment
Planning (2nd Edition). Academic Press, San Diego, California, USA.
Sommers-Flanagan, J. S. & Rita Sommers-Flanagan (2009). Clinical Interviewing (4th Edition). John
Wiley & Sons, Inc., Hoboken, New Jersey
Stephen Palmer and Gladeana McMahon (eds.) (1997). Client Assessment. Sage Publications
Thomas G. Plante (2005). CONTEMPORARY CLINICAL PSYCHOLOGY (Second Edition). John Wiley
Sons, Inc., Canada


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PSYCHOTHERAPY AND COUNSELING

Paper VIII
Psy 338-1

Full Mark: 100
Pass Mark: 45

Unit One **Psychotherapy and Counseling**

1. Brief orientation on psychotherapy: Defining Counseling and Psychotherapy
2. Goals of Psychotherapy
3. Effectiveness of psychotherapy
4. Stages of Psychotherapy: Initial Consultation, Assessment, Development of Treatment Goals, Implementation of Treatment, Evaluation of Treatment, Termination, Follow-Up. Case Studies
5. General Assessment: Planning and Assessment, Data Collection, Processing Assessment Data, Communicating Assessment Findings

Clinical Interviewing

1. Types of interview, Importance of Rapport, Diagnostic Interview, Interview with Children

Unit Two **Psychotherapy**

1. Types of Therapy
 - Brief Therapy
 - Individual
 - Group Therapy
 - Eclectic Therapy

Unit Three **Behavior Therapy**

1. Historical Context and Theoretical aspects
2. Nature of Behavior Therapy; Nature of behavior; Characteristics of behavior Modification
3. Areas of Application of Behavior Therapy
4. Relaxation and Systematic Desensitization
5. Assertive Training
6. Contingent Management
7. Response Elimination and Extinction procedures
8. Social Skills Training: Assertion Training, Behavior Modification; Self-management and Punishment
9. Other form of Behavior Therapy and Case Studies

Unit Four **Cognitive Behavior Therapy (CBT) Cognitive Modification Procedures**

1. Cognitive-Behavior Modification
2. Rational-Emotive Behavior Therapy

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3. Cognitive Therapy
4. Cognitive Reconstructing
5. Coping and Problem Solving

Cognitive Behavior Therapy Specific Application

1. Panic Disorder
2. Phobias
3. CBT with Obsessive-Compulsive Disorder (OCD)
4. CT with Children and Adolescence
5. CBT with Older People
6. Generalized Anxiety Disorder
7. Theories of anxiety (Conditioning and Cognitive Behavioral) and Cognitive-Behavioral Interventions
8. Brief CBT with:
 - Panic Disorder and Agoraphobia,
 - Intervention for Anger,
 - Generalized Anxiety Disorder,
 - Social Phobia,
 - Substance Abuse,
 - Child and Adolescence Problems
9. Holistic approach in Cognitive Behavioral Intervention

Unit Five

Client Centered Therapy

1. Historical Context and Theoretical Principles
2. The Practice of Person-Centered Therapy
3. Specific Therapy Techniques and Application: Case Examples and Basic Concepts
4. Model of the Person
5. Psychopathology and Psychotherapy: Role of Therapist: Nonpossessive Warmth, Empathic Understanding, Reflection of feeling, Genuineness,
6. Application of the Therapy
7. Recent development and Evaluation of Client-Centered Therapy

Unit Six

Relational Approaches

1. Group Approaches to Treatment: Forms of Group Therapy; General Factors of Group Structures and process; Other Kinds of Group
2. Intervention with Children: Psychoanalytic, Client-Centered, Play Therapy, Behavior Therapy, Cognitive -Behavior Therapy, Family Therapy and Group Therapy
3. Marital and Couple Counseling and Therapy: Behavioral and Cognitive Marital Therapies, Experiential-Humanistic Approaches
4. Family Counseling
5. Evaluation Relational Approaches

Unit Seven

Counseling Profession

1. Historical Origin and Philosophical Root of Counseling

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2. Counselor in 21st Century
3. Assessment, Diagnosis, and Treatment Planning
4. Phases in Counseling
5. Counseling in School, Counseling in Community, and Counseling in Medical Settings
6. Counseling with specific problems: PTSD, Social Phobia, Anger, Low Performance
7. Career Counseling
8. Preventive Counseling in School, Community, and Organization

Unit Eight Non-Western and Indigenous Methods of Healing

1. The legitimacy of Culture-Bound Syndromes
2. Principles of Indigenous Healing
 - Holistic outlook, interconnectedness, and Harmony
 - Belief in Metaphysical Levels of Existence
 - Spirituality in Life and Cosmos
 - Implications for Clinical Practice

Recommended Readings

- Anthony J. Marsella Culture and Mental Health. Pp 400-404
- David C. Rimm and John C. Masters (1979). Behavior Therapy (Second Edition). Academic Press, Inc, New York
- David Clark (2004). Cognitive-Behavioral Therapy for OCD. The Guilford Press, New York London
- Derald Wing Sue & David Sue (2003). Counseling the Culturally Diverse: Theory and Practice (4th Edition). John Wiley & Sons, Inc. USA
- Don C. Locke, Jane E. Myers, and Edwin L. Herr. (2001). The Handbook of Counseling. The Sage Publications
- Elizabeth Reynolds Welfel & Lewis E. Patterson (). The Counseling Process (Sixth Edition). Thompson, Books/Cole, India.
- Frank W. Bond & Windy Dryden (2002). Handbook of Brief Cognitive Behaviour Therapy. John Wiley & Sons Ltd. England.
- Garry Martin and Joseph Pear (1988). Behavior Modification (Third Edition). Prentice Hall, Englewood cliffs, New Jersey
- Gerry Martin and Joseph Pear (1988). Behavior Modification. Prentice Hall, Englewood Cliffs, New Jersey
- Jams P. Gustafson (2005). Very Brief Psychotherapy. Routledge, Taylor & Francis Group, New York.
- Jeffrey E. Hecker and Geoffrey L. Thorpe (2005). Introduction to Clinical Psychology: Science, Practice, and Ethics, Pearson Education, Inc. Delhi, India
- John Sommers-Flanagan & Rita Sommers-Flanagan (2004) Counseling And Psychotherapy Theories In Context And Practice : Skills, Strategies, And Techniques. John Wiley & Sons.
- Judith Todd & Arthur C. Bohart (1999). Foundations of Clinical and Counseling Psychology (third edition). Longman. New York.
- Ken Laidlaw, Larry W. Thompson, Leah Dick-Siskin, Dolores Gallagher-Thompson (2003). Cognitive Behaviour Therapy With Older People. John Wiley & Sons Ltd. England.

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Raymond J. Corsini and Danny Wedding (1989). Current Psychotherapies (Fourth Edition). F. E. PEACOCK Publishers, Inc. Illinois.

Robert K. Konyne (2004). Preventive Counseling. Brunner-Routledge, New York.

Robertd.Friedberg & Jessicam.Mcclure (2002). Clinical Practice of Cognitive Therapy with Children and Adolescents. THE GUILFORD PRESS New York London.

Thomas G. Plante (2005). Contemporary Clinical Psychology (Second Edition). John Wiley and Sons, Inc.

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PSYCHOTHERAPY AND COUNSELING IN MULTI-CULTURAL SETTINGS

Paper IX
Psy 539.1

Full Mark: 100
Pass Mark: 45

Unit One: Introduction to Culture and Psychology

1. An Introduction to the Study of Culture and Psychology
2. Culture and Treatment of Abnormal Behavior

Unit Two Culture, Mental Health and Psychotherapy

1. Nature of Multicultural Counseling therapy and counseling and cultural competence
2. Culture and Psychotherapy
3. Conceptual Dimensions of Multicultural Therapy and Counseling Theme one: cultural universality versus cultural relativism; Theme two: the emotional consequences of "race"; Theme three: the inclusive or exclusive nature of multiculturalism; The sociopolitical nature of counseling/therapy; The nature of multicultural counseling competence
4. A tripartite framework for understanding the multiple dimensions of identity
5. Individual and Universal Biases In Psychology and Mental Health
6. The Impact of Group Identities on Counseling and Psychotherapy
7. Multi-dimensional model of cultural competence in counseling and implications for clinical practices

Unit Two Concepts and Theories: Multicultural Psychology and Counseling

1. Multicultural Counseling Competence: History, Themes, and Issues
2. Models of Multicultural Competence: A Critical Evaluation
3. Moving From Diversity to Multiculturalism: Exploring Power and Its Implications for Multicultural Competence

Unit Three Research and Practice

1. Multicultural Research on Counselor and Client Variables: A Relational Perspective
2. Qualitative Research and Multicultural Counseling Competency
3. Objectively Measured Multicultural Counseling Competencies
4. Ethics and Multicultural Counseling
5. Multicultural Competencies in Managed Health Care
6. Multicultural Competence in Counseling Centers
7. Multicultural Competence in Supervision: Issues, Processes, and Outcomes

Unit Four Issues in Multicultural Clinical and Counseling Psychology

1. An Ecological Perspective On Cultural Identity Development And Racial And Ethnic Counseling

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2. Adolescence issues
3. Women issues
4. Gender, Feminism, and Multicultural Counseling
5. School and Multicultural Counseling
6. Refugee counseling
7. Folk Healing Practices

Unit Five

Multicultural Context and Case Analysis

1. The Man Who Became a Child in the Face of Death
2. The Woman With One Foot in the Past
3. The Woman Who Alienated Her Family After Losing Her Son
4. One Patient, Three Therapists

Unit Six

Barrier to Effective Multicultural Therapy and Counseling

1. Characteristics of Therapy and Counseling
2. Sources of Conflict and Misinterpretation in Therapy
3. Generalizations and Stereotypes: Some Cautions
4. Implications for Clinical Practice

Culturally Appropriate Intervention Strategies

1. Communication Styles
2. Sociopolitical Facets of Nonverbal Communication
3. Counseling and Therapy as Communication Style
4. Implications for Clinical Practice

Unit Seven

Clinical and Counseling Psychological Intervention in the Community

1. The Community Genogram: Understanding Clients in Their Communities
2. How to Construct and Interpret Community Genograms: Exploring Self-in-Relation and Family-in-Relation
3. Tapping the Liberating Qualities of Culture and Community in Counseling and Therapy
4. Exploring Life Span Development with the Community Genogram
5. Contextualizing the Self in Counseling and Therapy
6. Using Community Genograms with Families: A Coconstructivist Perspective

Unit Eight

Clinical and Counseling intervention in Cultural Context: Cases from Nepal

1. History of Clinical and Counseling Intervention in Nepal
2. Counseling in Cultural Context
3. Current Practices in Clinical and Community Practices in Nepal
4. Implication for Clinical/Community practices

Unit Nine

Community Intervention (Field Work)

1. Prevention and Intervention practices at Community Level

REFERENCE S

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2008

Donald B. Pope-Davis, Hardin L. K. Coleman, William Ming Liu, Rebecca L. Toporek (Editors). (2003) Handbook of Multicultural Competencies in Counseling & Psychology. Sage Publications. Sage Publications, Inc. Thousand Oaks, California.

Anthony J. Marsella Culture and Mental Health. Pp 400-404

Derald Wing Sue & David Sue (2003). Counseling the Culturally Diverse: Theory and Practice (4th Edition). John Wiley & Sons, Inc. USA

Donald B. Pope-Davis, Hardin L. K. Coleman, William Ming Liu, Rebecca L. Toporek (Editors). (2003) Handbook of Multicultural Competencies in Counseling & Psychology. Sage Publications. Sage Publications, Inc. Thousand Oaks, California.

Joseph G. Ponterotto, J. Manuel Casas, Lisa A. Suzuki, Charlene M. Alexander (2001). Handbook Of Multicultural Counseling (Second Edition). Sage Publications

Paul M. Camic, Jean E. Rhodes, and Lucy Yardley (2003). Qualitative Research in Psychology. American Psychological Association, Washington D.C.

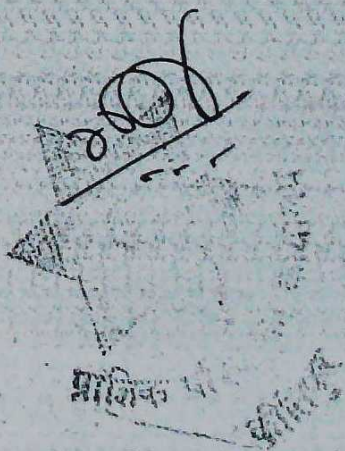
Sandra A. Rigazio-Digilio, Allen E. Ivey, Kara P. Kunkler-Peck, Lois T. Grady (,005). Community Genograms: Using Individual, Family, and Cultural Narratives with Clients. Teachers College Columbia University, New York and London.

Wen-Shing Tseng, M.D.(2001). Culture and Psychotherapy: An overview in *Culture and Psychotherapy: A guide to clinical practice*. Pp. 3-14 American Psychiatric Press, Inc. Washington D.C.

Reports and Articles

- 1 Nepal Government Reports
- 2 Reports articles from TUTH (Mental Health Projects, Tribhuvan University)
- 3 Reports from INGO
- 4 Reports from NGOs
- 5 Journal articles

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CLINICAL AND COUNSELING PSYCHOLOGY
(Specialization)

Paper X
Psy 540.1

Full Mark: 100
Pass Mark: 45

Thesis

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II YEAR
ORGANIZATIONAL PSYCHOLOGY
(Specialization)

Paper	Code No.	Subject Title	Full Marks		
			Theory	Practical	Total
VI	Psy.536-2	Organizational Behavior	75	25	100
VII	Psy.537-2	Personnel Psychology	75	25	100
VIII	Psy.538-2	Industrial Psychology	75	25	100
IX	Psy.539-2	Engineering Psychology	75	25	100
		Any One			
	Psy.540-2A	Environmental Psychology	75	25	100
X	Psy.540-2B	Thesis			100

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ORGANIZATIONAL BEHAVIOUR (Specialization)

En 536-2

Paper: VI
Full Marks: 100
Theory: 75, Pract:25
Theory Teach Hr. 113
Pract Classes Hrs:35

Objective:

This course aims to provide knowledge and skills on Organizational Behaviour to the students who will study Organizational Behavior because modern workplace faces various changes and challenges in day-to-day work life. So managers are increasingly being asked to deliver quality products and services and manage human resources as well. In this context, this course is designed to enable the students to work in an organization effectively and efficiently.

By the end of this course the students will be able to know:

1. Foundations of Organizational Behaviour (OB)
2. Approaches and models of OB
3. Building blocks of behaviour (individual as well as group)
4. Theoretical aspects of organizational system
5. Characteristics of effective organizations
6. Issues, problems and challenges of OB in the global as well as national context.

Course Contents:

Units

Teach. Hrs.

A) Theory

I. What is Organizational Behaviour (OB)	15
1. Introduction to OB (Nature, fields, research methods)	
2. Historical foundations of OB	
3. Approaches and OB Models	
II. The Individual (Building Blocks of OB)	24
1. Foundations of individual behaviours	
2. Basic attributes of individuals behaviour	
3. Learning and modification of organizational behaviour	
4. Perception and decision makings/process	
5. Values, attitudes and job satisfaction	
6. Motivation, job design and redesign	
7. Performance and goal setting	
III. Group Behaviour	25
1. Basic attribute of groups	
2. Stages of group dynamics	
3. Group and inter-group dynamics	
4. Leadership in organizations	



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	5. Power politics and change in organisations,	
	6. Communication Processes	
	7. Interpersonal behaviour, conflict and negotiation	
IV	The Organisation System	25
	1. Nature and functions of organisations	
	2. Basic attributes of organisations	
	3. Organisation Structure	
	4. Design of effective organisations	
	5. Technologies, works design and stress	
	6. Strategy and organisational development	
	7. Organisation Culture	
	8. Organisational Role Stress (ORS) and Employees Health	
	9. Organisational Climate (OC)	
V	Organisational Development (OD)	24
	1. Historical background	
	2. Characteristics of organisation development	
	3. The process of OD	
	4. Assumptions of OD interventions	
	5. Career planing and Development	
	6. Managing organisational change	
	7. Issues, problems and future challenges of OB	

B) PRACTICAL

In partial fulfillment of the practical course the students will have to write or present a case study or Term paper within a given period of time. The Case study or Term paper should be related with Organisational Behaviour Development issues. Altogether student need to write and submit three term papers or case studies which will be assessed by the external examiner

Assessment criteria for the case study will be as follows:

Project work	10
Viva	10
Record book	<u>5</u>
Total	25

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Recommended Readings

1. Luthans F., *Organisational Behaviour*, McGraw Hill Singapore, 1992.
2. Hersey, P. and K. Blanchard, *Management of Organisational Behaviour*, Utilising (1998)
3. Robbins, S.P., *Organisational behaviour*, Prentice-Hall (1988)

References Readings

1. Waxley, K. N and Uuki, *Organisation Behaviour and Personne Psychology*, IRWIN, Homewood, Illinois (1984).

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11. Cameron, J. G. Hunt, and R.N. Osborn, *Managing Organizational Behaviour* John Wiley & Sons, Inc. Singapore (1991)
12. R.L. and P.M. Lehrer, (Eds), *Principles & Practice of stress Management*, Guilford Press, New York: 1984.
13. Caprot, Gray and J. Marshal, *Understanding executive stress*, Macmillan Press, 1978

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PERSONNEL PSYCHOLOGY
(Specialization)

Pr 537-2

Paper: VII
Full Marks: 100
Theory: 75, Practical: 25
Theory Teaching Hr. 113
Practical Classes Hours: 35

Objectives

On completion of this course, the student will be able to:

1. Explain why and how everyone is not fit for any job
2. Discuss the need of selection in job placement
3. Develop skills in psychological testing and measurement
4. Assist in personnel selection and management

Course Contents:

	Teaching Hours
A) Theory	
I. The Nature and Emergence of Personnel Psychology	16
1. Concept and scope of personnel psychology	
2. The goals and job of personnel managers	
3. Role of personnel psychologist in management	
4. Historical development of personnel management and emergence of personnel psychology	
II. Organization and Human Resource Planning	16
1. Manpower planning	
2. Job classification	
3. Job analysis and design	
4. Job description/job design	
5. Job analysis techniques and their theoretical base	
6. Personnel specifications: Rodget's Seven-point plan and theoretical issues	
III. Personnel Selection	16
1. Logic of selection and screening: Psychology of individual difference and cultural contexts	
2. Major areas of individual differences and manpower requirement	
3. Recruitment and selection: internal and external recruitment (manpower planning)	
4. Ethical issues in personnel selection and personnel decision	
5. Recruitment and selection practices in Nepal with special reference to civil and non-civil organizations of Nepal	
IV. Methods and Tools of Personnel Selection	25
1. Interview: concept and models: validity and reliability of interview methods: Criteria for improving interview	
2. Application blanks and bio-data: advantages and limitations	
3. Reference and rating: advantage and limitations	
4. Tests: Standardized and non-standardized tests	

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Process of standardisation: Concept of validity and reliability of test, and method of measuring reliability and validity; Criteria of a good test

Developing / adapting tests in cultural context

Test of abilities: Concept and measurement of General intelligence test; Aptitude testing and other related tests

Personal Tests: Concept of personality and measurement

Personality inventories (eg., MMPI, 16PF), Projective test (eg., TAT, Rorschach and other tests); Situation tests; Interest inventories (eg., strong's interest inventory and Kuder preference scale); Test of attitude; Belief and values

Other methods: Self-assessment; Peer evaluation, Graphology,

Astrology; Honesty test; Accomplishment records; Future autobiographies, etc

a. Making a decision and estimating the value of selection

b. Status of Psychological measurement in personnel selection in Nepal

Personal Development Policy and Programs (Managing Human Resources) 16

1. Rational and need of personnel development

a. Orientation and training: (TNA, Training design; Implementation and evaluation)

b. New employment orientation: Planning, Packaging, and evaluating an orientation program

c. Employee Training: Training needs and designing a training program.

d. Delivery of training package: Techniques of training

e. Evaluation of training program and feedback

f. Theory and practice of employee training in Nepal

g. Equal employment opportunity

VI Promoting Employees Performance and Performance Evaluation 16

1. Wage administration and policy

2. Accountability and incentive system: Rationale and need

3. Personnel supervision and Leadership: Concept and need for improvement in performance

4. Retirement policy and benefits

5. Performance appraisal: Rationale and need of performances evaluation: Techniques of performance evaluation: objective and subjective (MBO, supervisor's report, and rating scale)

6. Performance evaluation practices in Nepal

VII New trends in personnel Management 8

1. Human relation and behaviour research movement and their impact

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B) Practical

Some suggested areas for project works are given below:

1. **Testing**
 - a. Adaptation and development of psychological tests
 - b. Age, sex and cultural differences in ability personality and job satisfaction
 - c. Individual differences in job efficiency
 - d. Personality factors in job satisfaction
2. **Lab works**
 - a. Impact of physical and social setting on performance
 - b. Effects of schedule of reinforcement on performance
 - c. Psychological factors in causation of fatigue
 - d. Nature of job and work efficiency

Recommended Readings

1. Minor, John B. and Mary Green Minor, *Personnel and Industrial Relations*, 4th edn., Macmillan Publishing Company, New York and Collier Macmillan Publishers London, 1985.
2. Anastasi, Anne, *Psychological Testing*, 4th edn., Macmillan Publishing Co, Inc. New York, London, 1976.
3. Cook, Mark, *Personnel selection and Productivity*, 2nd edn., John Wiley & Sons, New York, Brisbane, Toronto, Singapore, 1993.
4. Cascio, Wayne F., *Managing Human Resources*, 4th edn., Mc Graw-Hill, Inc. international edition, 1995.
5. Pearn, M. and R Kandola, *Job Analysis: A Manager's Guide*, Institute of Personnel Management, JPM House, Camp Road, Wimbledon, London, 1993.
6. Schwarz, Paul A. and Robert E. Krug, *Ability Testing in Developing Countries: A Handbook of Principles and Techniques*, Praeger Publishers, 1972.
7. Smith, Mike and Ivan T. Robertson, *The Theory and Practice of Systematics Personnel Selection*, The Mac Millan press Ltd., 1993.
8. Tracey, William R., *Managing Training and Development System*, Taraporevala Publishing Industries Pvt. Ltd. with American Management Association, Inc., 1980.

Reference Reading

1. Tyler, Leona E., *Psychology of Human Differences* (Indian-reprint), Vakils, Feffer and Simons Private Ltd. Hugue Building Bombay, 1969.

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INDUSTRIAL PSYCHOLOGY
(Specialization)

Psy 538-2

Paper: VIII
Full Marks: 100
Theory: 75, Practical: 25
Theory Teaching Hr. 113
Practical Classes Hours: 35

Objectives

On completion of this course, the student will be able to:

1. Identify training, motivational and other interpersonal human problems
2. Analyze human industrial problems and needs to enhance productivity
3. To find solutions to the above problems of industrial employees to derive satisfaction from their work.

Course Contents:

Units	Teaching Hours
A) Theory	
I. Testing in Industry	16
Psychological Tests: Types, Characteristics	
1. Intelligence test	
2. Personality test	
3. Special abilities test. Examples of industrial testing	
II. Training	15
Principles of Learning and Training	
1. Work training programmes	
2. Management training programmes. Evaluation of training programmes	
III. Work Motivation	22
Concept	
1. Maslow's need Hierarchy theory	
2. Incentive system-extrinsic reward vs. intrinsic motivation	
3. What the workers want from their job	
4. Contingency theories	
IV. Motivating Environment	21
1. Hawthorne studies	
2. Theory x and theory y	
3. Human group	
4. Increasing interpersonal competence	
5. Job enrichment	
V. Job Satisfaction	30
1. Concepts and operational indices of job satisfaction and productivity	
2. Determinants: gender and job satisfaction	
3. Theories and methods: a. Two-factors, B. Equity, c. Instrumentality, d. Social influence, e. Comparison	

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4. Job satisfaction and job behaviour: a. Turnover, Absentecism, Productivity and Safety
5. Measurement of job satisfaction
6. Enhancement of productivity and job satisfaction Job design; Small group process; Management of industrial conflict; Leadership style and behaviour.

VI Quality of Working life (QWL)

5

B) Practical

Term or project papers on any three of the topics covered in the portion, theory to be presented at the end of the session. The assessment scheme is given below:

Project work	=	10
Viva	=	10
Record Book	=	5

Total: 25

Recommended Readings

1. Dunnette, M. (ed.), *Handbook of industrial and Organization Psychology*, Rand McNally, Chicago, 1976.
2. Mc, Cormick, E.J and Daniel Iigen, *Industrial Psychology*, Perntice Hall of India. New Delhi. (7th ed), 1987.
3. Baso, B.H. and Vaughan, J.A., *Training in Industry: The Management of learning*, Wardsworth, 1966...
4. Bass, Bernald M. and Gerald V. Barrett, *People, Work and Organizations: An Introduction to Industrial and Organizational Psychology*, Allyn & Bacon Inc., USA, 1981.
5. Blum, M.L. & Naylor, J.C., *Industrial psychology: Its Theoretical and social foundations*, C.B.S. Publishers Delhi. 1984.
6. Ganguli, H.C., *Industrial Productivity and Motivation*, Aieds Publishers (p) Ltd. Bombay, 1983.
7. Ghiselli and Brown, *Personnel of Industrial Psychology*, Latest Edition.
8. Hersey, P. and K.H. Blanchard, *Management of Organizational Behaviour: Utilizing Human Resources*. Prentice Hall of India, New Delhi, 1988.
9. Herzberg, F. & et. al., *The Motivation to Work*, wiley, 1976.
10. Srivastava, A.K., *Job motivation*. Deep & Deep Publications, 1984.
11. Vroom, V.H., *Work and Motivation*, Wiley Eastern Ltd., New Delhi, 1978.
12. Shrestha, Rita, *A Study on Work Satisfaction and Related Issue of Employee Eeducated Nepalese Women*. Unpublished Ph. D. Thesis. Delhi University, 1989.

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ENGINEERING PSYCHOLOGY
(Specialization)

Pr 539-2

Paper: IX

Full Marks: 100

Theory: 75, Practical: 25

Theory Teaching Hr. 113

Practical Classes Hours: 35

Introduction to the course

This is an applied psychology course. Based on the principles of neuro-physiological psychology, this course is designed to relate human factors in architectural designing and designing tools, equipment and machines. It intends to acquaint the students with the psychophysiology involved in man-machine relationship.

Objectives:

General objectives

The course aims at familiarizing the students with the relationship between psychology and design technology

Specific objectives:

On completion of this course, the student will be able to:

1. Identify psychological factors in architectural and equipment designing
2. Explain why and how certain designing facilitate and hinder work efficiency
3. Assist in designing workshop, machine and equipment
4. Develop attitude and interest in safety and other measures in industrial designing
5. Develop skills to reduce fatigue and facilitate work efficiency in industrial settings

Course Contents:

Units

Teaching Hours

A) Theory

I Nature of Engineering Psychology

1. Definition, scope, history and prospect of engineering psychology

8

II System Approach

1. Man machine system

- a. Nature of man-machine system
- b. Characteristics of man-machine system
- c. Types of systems
- d. Human factors in man-machine system

2. System development and system analysis in research methods

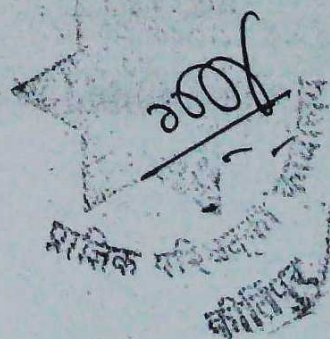
- a. Criteria in research and system development

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	b. System criteria and human criteria	
	c. Performance reliability	
	d. Human performance	
III	Human as an information processor	8
	Information input and processing	
	a. Visual display	
	b. Auditory and Tactual display	
	c. Speech communication	
IV	Output and control processes	25
	1. Human activities	
	a. Bases of human motor activities	
	b. The concomitants of human activity	
	c. Biomechanics of motion	
	d. Energy expenditure in physical activities	
	e. Strength and endurance	
	f. Speed and accuracy of movements	
	2. Human control of system	
	a. Input and output channels	
	b. Compatibility	
	c. Continuous control systems	
	d. Display factors that influence system control	
	e. Control factors that influences system control	
	3. Controls, tools and related devices	
	a. Functions of controls	
	b. Identification of controls	
	c. Control-display ratio	
	d. Design aspects of specific controls	
	e. Tools and other devices	
	4. Environmental consideration in control design.	
V	Work space and arrangement	16
	1. Anthropometry and work space	
	2. Work space dimension	
	3. Arrangement of physical space	
VI	Environment consideration in design and performance	13
	1. Illumination, atmospheric conditions, noise, vibration, acceleration heat, restraints, operator positron, weightlessness.	
	2. Physical feature: the architectural design	
VII	Safety and accident prevention	27
	1. Accident	
	a. Personal losses, equipment of material losses	
	b. Industrial accidents and their causes	
	2. Preventing accidents	
	a. Developing safety consciousness	
	b. Using protective equipment	
	c. Discovering and eliminating health hazards	
	d. Chemical agents, biological agents, physical agents	

N. Kanel 54



(temperature, noise, air pressure, shocks)

3. General engineering methods for prevention

B) Practical

Students will write three term papers, and will do project work on speech communication, work space dimension, atmospheric conditions, and accident causation. The scheme of assessment is:

Project work	= 10
Viva	= 10
Record Book	= 5

Total: 25

Recommended Reading

1. McCormick E.J., *Human Factors in Engineering and Design*, Tata Mc Graw-Hill Publishing company Limited, New Delhi, 1979.

References Readings

1. Woodson, W.E. and Donald W. Conover, *Human Engineering Guide for Equipment Designers*, (Second Edition) University of California, California, 1964.
2. Strong, M.E. (ed.), *Accident Prevention Manual*. American Technical Society, 1963

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ENVIRONMENTAL PSYCHOLOGY
(Specialization)

Psy 540-2A

Paper: X
Full Marks: 100
Theory: 75, Practical: 25
Theory Teaching Hr. 113
Practical Classes Hours: 35

Objectives:

1. To create an understanding of the various characteristics of the environment including the behavioral processes
2. To appraise the measures for managing the environment

Course Contents:

Units	1. Theory	Teaching Hours
I. Historical Introduction		8
1. Nature		
2. Historical development		
3. scope		
II. Research Method in Environmental Psychology		12
1. Experimental research		
2. Survey research		
3. Choosing the appropriate method - Direct observation, cognitive mapping, behavioural mapping, simulating techniques		
4. Environmental information and assessment		
III. Environmental Cognition		10
1. Environmental knowing (Environmental schematization)		
2. Environmental perception		
3. Environmental attitude and environmental policy		
IV. Social Interaction and the Environment		10
1. Social influence and environmental behavior		
2. Some social environmental issues - crowding, privacy, personal space, and territoriality		
V. Schools and Models of Environmental Psychology		15
1. Gestalt school		
2. J. Gibson's ecological theory		
3. Princeton school of Ames, Kilpatrick, Cantril and Ittelson		
4. Brunswik's lens model		
5. Lewin's psychological ecology		
6. Barker's ecological psychology		
7. Bronfenbrenner's ecological approach		
VI. Environmental Aspects of the Community		12
1. Impact of physical environment on individual behaviour		
2. Effects of stress on urban living		
3. Nature of residential settlement		

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Page

	4. Housing and crowding	
	5. Flight to suburbs	
	6. Evaluation of physical environment	10
VII	The Natural Environment	
	1. Utility versus conservation and other perspectives	
	2. Perception of natural hazard and its effect	
	3. The wilderness and its social importance	14
VIII	The Built Environment	
	1. Determinism and design.	
	2. Planners and users.	
	3. The person and built environment.	
	4. Problems in using the built environment.	
	5. Design and social effect	
	6. Institutional settings	
	7. New town, model cities and big cities.	
IX	Environmental Disaster and Management	12
	1. Pollution	
	2. Noise	
	3. Flood	
	4. Deforestation	
	5. Earthquake and soil erosion	
X	Environmental change	10
	1. Environmental conscience and ethics	
	2. Environmental education	
	3. Environmental awareness and campaign	

B) Practical

<u>Name of Experiments/ projects</u>	<u>Name of Equipments</u>
Environmental hazard (N= 30)	a) Camera and Tape-recorder with accessories b) Questionnaire.
2) Attitudes toward crowding. (N= 30)	a) Camera, tape recorder b) Questionnaire.
3) Assessment of community problem (N=30)	a) Tape recorder and b) Interview Schedule.
4) Effect of pollution on study (reading, writing etc) (N = 30)	- Survey techniques and tools
5) Effect of pollution on Health (N =30)	- Survey techniques and tools

Recommended Readings

1. Mirilia Bounes and Gianfranco Secchiaroli, *Environmental Psychology*, Sage Publications, London, 1995
2. Ittelson, W.H. (ed.), *Environment and cognition*, Academic Press, New York, 1973

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3. Ittelson , W. H., H. Proshansky, A. Rivlin, and G. Winkel, *An Introduction to Environmental Psychology*, Holt, Rinehart and Winston, New York, 1974.
 4. Glass, D.C and J. F. Singer, *Urban Stress*, Academic press , New York, 1972.
 5. Gold, J. R., *An Introduction to Behavioural Geography*, Oxford University Press, Oxford, 1980.
 6. Evans, G. W. (ed.), *Environmental Stress*, Cambridge University Press, New York: 1982.
 7. Gibson , J. J. The perception of the Visual world, Houghton- Mifflin, Boston, 1950
 8. Cantril, H., *The why of Man's Experience*, Macmillan, New York, 1950
 9. Barker, R. G., *Ecological Psychology: Concepts and Method for Studying the Environment of Human Behavior*, Stanford University Press, Stanford, 1968.
 10. Stokol, D and I. Altman (eds.), *Handbook of Environmental Psychology*, Wiley, New York, 1987.

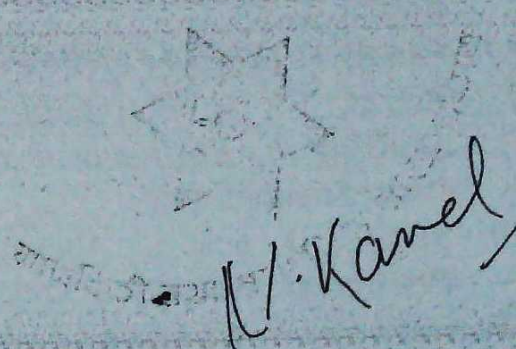
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शुद्ध प्रतिलिपि

ORGANIZATIONAL PSYCHOLOGY: THESIS
(Specialization)

Psy 540-2B

Paper: X
Full Marks: 100

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II YEAR
SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

Specialization Course (Educational Psychology)

Paper	Code No.	Subject Title	Full Marks		
			Theory	Practical	Total
VI	Psy.536-3	Psychology of Classroom Instruction	75	25	100
VII	Psy.537-3	Psychological Testing	75	25	100
VIII	Psy.538-3	Counseling Psychology	75	25	100
IX	Psy.539-3	Computer Assisted Instruction	75	25	100
		Any One			
	Psy.540-3A	Theories of Learning	75	25	100
X	Psy.540-3B	Thesis			100

Compulsory Provisions

1. The last month of the academic session shall be devoted to sample observation of schools and campuses in five developmental regions of Nepal. Hence, all the theory and practical courses must be finished before this time so that the students will be ready to go for field study.

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PSYCHOLOGY OF CLASSROOM INSTRUCTION (Specialization)

Psy 536-3

Paper: VI
Full Marks: 100
Theory: 75, Practical: 25
Theory Teaching Hr. 113
Practical Classes Hours: 35

Objectives:

The course will enable the students in:

1. Explain inter-relationship between learning and teaching
2. Appreciate various models of instruction

Course Contents:

Units	Teaching Hours
A) Theory	
I. Theoretical positions in learning and cognition; Nativistic vs. Empiricistic view - Gagne, Bloom, field approaches.	14
II. Guiding Learning Processes: Verbal skills, attitudes and values	10
III. Classroom interactions and teacher leadership: Flanders analysis, Fielder's Model, and Bale's model	14
IV. Role theory and teacher-pupil relationships	10
V. Classroom as a group: Group dynamics, understanding Classroom dynamics, classroom climate	10
VI. Instructional procedure: Basic learning conditions. Learning concepts And principles. Creativity and discovery learning, Instructional technology	15
VII. Instructional Models	25
1. Inductive Model of Hilda Taba	
2. Concept Attainment Model of Brunner	
3. Cognitive Growth Model of Piaget and Kohlberg	
4. Advance Organizer Model of Ausubel	
5. Non-directive Teaching Model of Rogers	
6. Role Playing Model of Shaffel and Shaffel	
7. Contingency Management Model of Skinner	
8. Hierarchical Teaching Model of Gagne	
VIII. Mental Health in the Classroom	15
1. Discipline and the learning situation	
2. Psychological health and classroom functioning	

2. Practical

The students will survey at least 5 schools of different ecological zones and submit a complete survey report individually including students enrollment, dropout, success rate, classroom interaction, observation and method or technique of teaching.

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Evaluation Scheme of Field Study

There will be external examiner to assess the final survey report. the basis of scoring will be:

- | | | |
|----|--------------------------|-----------------|
| a) | Interview or Viva Voce | 10 Marks |
| b) | Report Writing of survey | <u>15 Marks</u> |
| | | Total: 25 Marks |

Recommended Readings

1. Hilgard, E. (ed.), *Theories of Learning and Instruction*, Chicago: University of Chicago Press, 1964.
2. Gage, N.L. (ed.), *Handbook of Research on Teaching*, Chicago: Rand McNally, 1963.
3. Garne, R. (ed.), *Psychological Principles in System Development*, New York: Holt, Rinehart and Winston, 1962.
4. Dreikurs, R., *Psychology in the Classroom*, New York: Harper and Brothers, 1957.

Reference Readings

1. Bruner, J., *The Act of Discovery*, Harvard Educational Review, 31, 22 - 32, 1961.
2. Mc Donald, F.J., *Educational Psychology*, Wadsworth Publishing Co., Inc., Belmont, Clifornia, 1965.
3. Bandura, A., *Aggression: A Social Learning Analysis*, Engle-wood Cliff, Prentice Hall, 1972.
4. Bandura, A., *Principles of Behaviour Modification*, New York: Holt, Rinehart and Winston Inc., 1969.
5. Kagan, J. and Lang, C., *Psychology and education*, New York: Harcourt, Brace Jovanovich, 1978.
6. Lindgren, H.C., *Educational Psychology in the Classroom*, New York: Wiley & Son, 1976.
7. De Cecco, J.P. and Crawford, W., *The Psychology of Learning and Instruction*, Prentice-Hall of India, New Delhi, 1977.

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PSYCHOLOGICAL TESTING
(Specialization)

Psy 537-3

Paper: VII
Full Marks: 100
Theory: 75, Practical: 25
Theory Teaching Hr. 113
Practical Classes Hours: 35

Objectives:

The course enables the students in:

1. Identify the milestones of history of psychological testing and measurement
2. Discuss the principles of testing and measurement
3. State the procedure of constructing and standardizing a test
4. Examine some major tests of intelligence, achievement and personality

Course Contents:

Units

Teaching Hours

A) Theory

I.	Historical and theoretical foundation of psychological testing and measurement	14
II.	Levels and functions: problems of psychological measurement	15
III.	Nomothetic vs Idiometric and Clinical vs. Statistical prediction	18
IV.	Test Construction Procedure	10
	1. Item writing, item analysis, reliability, validity, norm, scoring and interpretation	
	2. Confidentiality issues in educational, family and job situations, informed consent	
	3. Faking social desirability, halo effect and leniency errors	
	4. Factors influencing performance in test: attention and concentration, motivation, anxiety, impulsivity and tendency to give up easily.	
V.	Some Major Tests of:	30
	1. Intelligence	
	2. Development/maturity	
	3. General and Specific abilities	
	4. Personality and Adjustment	
	5. Clinical Diagnosis	
	6. Occupational Selection	
	7. Interest and Aptitude	
	8. Educational Achievement	
	9. Cognitive Functions	
	10. Alternative approaches to assessment	
VI.	Emerging Issues and Problems of Psychological Testing	15
	Cross-cultural and ecological views	

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B) Practical (Testing)

Course Description

This course is designed to develop efficiency in administration and use of standardized tests of psychology and education. It intends to make use of students knowledge of mental measurement in test administration and test construction.

Course Contents:

Unit

I Each student will be required to administer standardized tests on any five of the following areas of measurement, and interpret their findings:

1. Personality Tests
2. Tests on interest, Attitudes and Values
3. Intelligence Tests
4. Tests of Specific Abilities
5. Occupational Tests
6. Aptitude Tests
7. Clinical Tests
8. Sociometric Tests

II The students will be required to practise test construction individually or in group.

Evaluation Scheme

Final Exam	15 Marks
Report Writing	5 Marks
Viva Voce	5 Marks

Total: 25

Recommended Readings

1. Anastasi, A., and S. Urbina, *Psychological Testing*, 7th ed., Upper Saddle River, NJ: Prentice-Hall, 1997.
2. Butcher, J.N., *Computerized Psychological Assessment*, New York: Basic Books, 1987.

Reference Readings

1. Janda, Louis H., *PsychoTesting: Theory and Applications*, Allyn and Bacon, 1998.
2. Freeman, F.S., *Theory and Practice of Psychological Testing*, New Delhi: Oxford and IBH, 1971.
3. Cronbach, Lee, *Essentials of Psychological Testing*, Harper International Edition, 1984.
4. Brody, N., *Intelligence*, New York: Academic Press, 1992.
5. Du Bois, P.H., *History of Psychological Testing*, Boston: Allyn & Bacon, 1970.
6. Guion, R.M., *Personnel Testing*, New York: McGraw Hill, 1965.

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COUNSELING PSYCHOLOGY
(Specialization)

Psy 538-3

Paper: VIII
Full Marks: 100
Theory: 75, Practical: 25
Theory Teaching Hr. 113
Practical Classes Hours: 35

Objectives:

On completion of this course, the students will be able to:

1. Describe the nature and scope of counseling
2. Explain psychological bases of counseling
3. Appreciate different techniques of counseling

Course Contents:

Units	Teaching Hours
A) Theory	
I. Introduction to Counseling	10
1. Nature, scope and aims	
2. Socio-psychological bases of counseling	
3. Roles of the counselors	
II. Areas of Counseling	10
1. Vocational	
2. Marital	
3. Family	
4. Correctional	
5. Rehabilitational	
6. business	
III. On Becoming a Counselor	10
1. Personal characteristics of effective counselors	
2. Personal values in counseling	
3. On becoming a counselor	
IV. Techniques for Appraising the Client	15
1. Autobiography, anecdotes, available records, observation, systematic case study, interview, rating scale, sociometric devices and psychological tests	
V. Theoretical Approaches to Counseling	25
1. Trait approach	
2. Psychoanalytic approaches: Freud, Jung, Adler, Horney, Sullivan	
3. Rogers, Gestalt and Existential theories	
4. Theories of Beck, Ellis, Bandura	
5. Blocher's process model	
VI. Counseling Process and Methods	15
1. Characteristics of a helping relationship	
2. Counseling procedures/skills	
3. Models of helping	

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4. Career counseling
 5. Diagnosis and assessment
 - a. Types of tests
 - b. Communicating results
- VII Counseling in Different Settings** 16
1. Counseling in schools, family, clinics, courts, prisons and industry
 2. Counseling the physically handicapped persons
 3. Counseling the mentally retarded persons
 4. Parental counseling
- VIII Professional Issues** 12
1. Ethical consideration in counseling
 2. Legal consideration in counseling
 3. Current and Future trends in counseling

B) Practicals

The students will be required to practise counseling individually or in groups. Counseling practicals should be conducted on 10 cases in School, Business and Mental Hospitals

Evaluation Scheme

Final Exam	-	15	Marks
Report Writing	-	5	"
Viva Voce	-	5	"
		25	
Total:		25	

Counseling Conditions

1. Counseling room equipped with Table, Chairs and Couches
2. Counseling room must contain tape recorders and cassettes

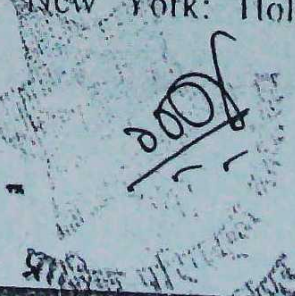
Recommended Readings

1. George, R.L. and T.L. Cristiani, *Counseling Theory and Practice*, Allyn & Bacon, 4th edn., 1995.
2. Shertzer, B., and S. Stone, *Foundamentals of Counseling*, Boston: Houghton Mifflin, 1974.

Reference Readings

1. Blocher, D.H., *Development Counseling*, New York: Ronald Press, 1966.
2. Lewis, E.C., *The Psychology of Counseling*, New York: Holt, Rinehart & Winston, 1970.
3. Narayanarao, S., *Theories of Counseling*, Tata McGraw - Hill Book Co., 1981..
4. Steffine, B., *Theories of Counseling*, New York: McGraw - Hill Book Company, 1965.
5. Krumboltz, F.D. and C.F. Thorensen, *Counseling Methods*, New York: Holt Rinehart & Winston, 1977.
6. Ohlsen, M.M., *Group Counseling*, New York: Holt, Rinehart and Winston, 1977.

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COMPUTER ASSISTED INSTRUCTION
(Specialization)

Psy 539-3

Paper: IX
Full Marks: 100
Theory: 75, Practical: 25
Theory Teaching Hr. 113
Practical Classes Hours: 35

Compulsory Provisions

Since this course is a computer-based course, every student must have computer facility. So the enrolment of students will be based on the numbers of computers availability in the Department.

Objectives:

After they complete this course, the students will be able to:

1. Use computers for programmed instruction and achieve better learning outcomes
2. Prepare programmed instruction materials

Course Contents:

Units	Teaching Hours
A) Theory	
I. Introduction to Computer	10
1. Simple programming and computer language	
II. Areas of Application	15
1. a. Perception b. Learning c. Clinical d. Education e. Science f. Mathematics g. English usage h. Modern algebra, and i. Astronomy	
III. Computer Simulation of Behaviour and Artificial Intelligence	23
IV. Use of Statistical Packages	35
1. Windows and Dos Version	
2. SPSS Window version	
3. IBM	
4. PC	
V. Knowledge of Computerized Testing Tutorials	20

B.) Practical

The practical examination will be conducted by an external examiner

Evaluation Scheme:

Students will be examined in the skills of computer handling and making instructional materials and frames. The marks distribution is as given below:

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2002

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Final Exam.	-	20	Marks
Viva Voce	-	<u>5</u>	"

Total: 25

Redommended Readings

1. Apter, M.J. and G. Westby, *The Computer in Psychology*, Wiley, 1970.
2. Hunt, E.B., *Artificial Intelligence*, 1975.
3. Weiss, B. (ed.), *Digital Computers in Behavioural Laboratory*, Appletoncentury - Crofts, 1973.

Reference Readings

1. Feegenbaum, F.J. (eds), *Computers and Thought*, New York: McGraw Hill, 1963.
2. Anderson. J.R., *The Architecture of Cognition*, Harvard University Press. Cambridge, 1983.
3. Cherry. C., *On Human Communication*, Mass, MIT Press 1988.
4. Green, Edward J., *The Learning Process and Programmed Instruction*, Holt, Rinehart and Winston, 1962.

N. Kavel

THEORIES OF LEARNING
(Specialization)

Psy 540-3A

Paper: X
Full Marks: 100
Theory: 75, Practical: 25
Theory Teaching Hr. 113
Practical Classes Hours: 35

Objectives:

This course is intended to develop in-depth knowledge in students of the theories of learning and their applications in teaching. It deals with all important theories of learning.

Course Contents:

Units	Teaching Hours
A) Theory	
I. The Nature of Learning Theories	6
II. Thorndike's Connectionism	6
III. Pavlov's Classical Conditioning	6
IV. Guthrie's Contiguous Conditioning	6
V. Skinner's Operant Conditioning	10
VI. Hull's Systematic Behavior Theory	15
VII. Gestalt Theory of Learning	10
VIII. Piaget's Cognitive Learning	10
IX. Mathematical Learning Theory	10
X. Tolman's Sign Learning	8
XI. Neurophysiology of Learning	10
XII. Recent Researches in Learning: Researches of John Biggs, Ference Morton, P. Ramsden, D.A. Watkins, M.P. Regmi, Bo Dahlin and John Hattie	16

B) Practical

The students will write two term papers and submit them to their teacher for evaluation. The viva voce will be conducted by the external examiner. The evaluation scheme will be as follows:

Interview/viva voce	10
Term papers	15
Total	25

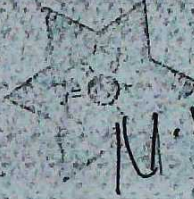
Recommended Readings

1. Hilgard, E. R. and G. H. Bower, *Theories of Learning*, Prentice-Hall of India, New Delhi, 1975
2. De Cecco, J. P. and W. Crawford, *The Psychology of Learning and Instruction*, Prentice-Hall of India, New Delhi, 1977

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1. Gagne, R.M., *The Conditions of Learning*, New York: Holt, Rinehart and Winston, 1970.
2. Atkinson, R.C., G.H. Bower, and E.J. Crothers, *Introduction to Mathematical Learning Theory*, New York: Wiley, 1965.
3. Marton, F., D. Hounsell and N. Entwistle (eds), *The Experience of Learning*, Edinburt: Scottish Academic Press, 1984.
4. Ramsden, P. (ed.) *Improving Learning: New Perspectives*, London: Kogan Page, 1988.
5. Dahlin, B. and M.P. Regmi, *Learning in Nepal*, Karlstad University press, Sweden, 1997.
6. Watkins, D. and M.P. Regmi, *How Universal are Student Conceptions of Learning? A Nepalese Investigation*, *Psychologia*, 35, 101 - 110.
7. Biggs, J.B., *Student Approaches to Learning*, Hawthorn, Victoria: Australian Council for Educational Research.


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EDUCATIONAL PSYCHOLOGY: THESIS
(Specialization)

Psy 540-3B

Paper: X
Full Marks: 100



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TEXT BOOK