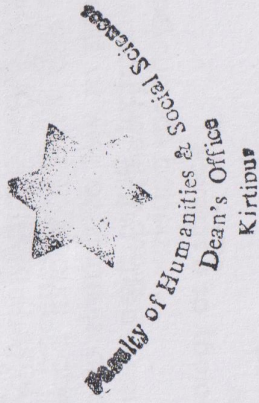


सहायक प्रिन्सिपल

TRIBHUVAN UNIVERSITY
FACULTY OF HUMANITIES AND SOCIAL SCIENCES



PSYCHOLOGY

CURRICULUM FOR THREE YEAR BACHELOR LEVEL
PROGRAMME IN PSYCHOLOGY

2065

PSYCHOLOGY SUBJECT COMMITTEE
TRIBHUVAN UNIVERSITY, KIRTIPUR, KATHMANDU
NEPAL

Psychology

Introduction

There will be nine papers in three years. Some papers are compulsory which all psychology students have to study and some are applied psychology which can be selected by the students according to their interest in three different academic or professional wings. There are also three functional papers which are equally important to psychology students as well as students of other disciplines where knowledge of psychology is important. Within three years students with major psychology have to complete psychology papers.

Objectives

The objectives of this course are to apprise the students the knowledge on psychological science both in academic and applied area, acquaint them with different psychological approaches in basic psychologies. Some applied psychologies i.e., clinical, counseling and organizational psychology also equips the students with some basic skills of helping profession. Along with theories and practices, student will also acquaint with research methods of psychology. It is expected that the course will provide knowledge about scientist and professional approach of psychology.

The total course is divided as follow:

Courses Structure

Paper	Year	Code. No.	Title	Full Marks
I	1 st	PSY. 311	Foundation of Psychology	100
II	2 nd	PSY. 312 A	Community Psychology	100
	2 nd	PSY. 312 B	Psychology of Juvenile Delinquency	100
III	2 nd	PSY. 313	Research Methodology	100
IV	3 ^d	PSY. 314	Industrial & Organizational Psychology	100
V	3 ^d	PSY. 315	Abnormal Psychology	100

Functional Paper

VI	3 ^d	PSY. 316 A	Military Psychology	100
	3 ^d	PSY. 316 B	Adjustment & Counseling	100
	3 ^d	PSY. 316 C	Adolescent Psychology	100

FOUNDATION OF PSYCHOLOGY

Psy. 311

Nature of the course Theory + Practical

Paper I

Full Marks: 100

(Theory 75 + Practical 25)

Pass Marks: Theory: 27, Pract.: 10

Theory Lect: 113, Pract. Lect: 37

Objectives

To acquaint the students with the knowledge of psychology, the different processes used in the psychology and the basis of human behavior and to enable the student to know about the psychology, the different processes used in the psychology on the basis of human behavior.

Group A (Theory)

Unit I. Introduction to Psychology as a science

14

1. Meaning of Psychology
2. Brief historical background:
 - a. Greek period (Psychology as science of soul and mind)
 - b. Pre-modern period (Psychology as science of consciousness)
 - c. Modern period (Psychology as a science of behavior)
 - d. Current definition (Psychology as a science of behavior and mental process)
3. Perspectives in Psychology:
 - a. Psychodynamic, Humanistic, Cognitive, Socio-cultural, and evolutionary
4. Scope of Psychology: Applied and Basic psychology
5. Goals of Psychology
6. Psychology and other Social Sciences (sociology and anthropology)
7. Methods in Psychology: Experimental, Observational, Survey (Interview & Questionnaire), and Case Study method

Unit II. Biological basis of behaviour

14

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

Unit III. Sensation and Perception

22

1. Brief introduction to sensory process
2. Definition and characteristics of perception
3. Factors influencing perception and attention
4. Perceptual organization
 - a. Form perception: Figure and ground and laws of grouping
 - b. Perceptual constancies
 - c. Perception of depth and distance
5. Perceptual illusion
6. Social perception

Unit IV. Motivation and Emotion

14

Motivation and behavior

1. Definition, characteristics and importance of motivation
2. Motivational Cycle: Need, Drive, Incentive and Reward
3. Classification of Motives:
 - a. Physiological

- i. Hunger, thirst, Sleep and Sex
 - ii. Drive theory of motivation
- b. Psychological
 - i. Affiliation, achievement, approval,
 - ii. Maslow hierarchy of motives
- 4. Theories
 - a. Instinct theory of motivation
 - b. Cognitive theory of motivation

Emotion and behavior

1. Definition, characteristics and importance of emotion
2. Physiology of emotion
3. Cognitive and behavioral changes in emotional states
4. Types of emotions: primary (**happiness, sad, anger, fear, surprise and disgust**) and secondary
5. Theories of emotion:
 - c. James Lange Theory,
 - d. Cannon-Bard Theory,
 - e. Schacher-Singer Theory
6. Relationship between emotion and motivation
7. Emotional intelligence

Unit V. Learning

8

1. Definition, nature, characteristics, importance of learning
2. Instinct, maturation, and learning
3. Factors affecting learning
4. Theories of learning
 - a. Classical conditioning,
 - b. Operant Conditioning,
 - c. Cognitive learning
 - i. Social learning
 - ii. Insight learning
5. Application of learning theories
6. Transfer of training
 - a. Positive, negative, zero

Unit VI. Memory

10

1. Definition, nature, characteristics, importance of memory
2. Processes of Memory
 - a. Encoding
 - b. Storage
 - c. Retrieval
3. Stages of Memory
 - a. Sensory
 - b. Short term memory
 - c. Long term memory
4. Types of memory
 - a. Explicit memory
 - b. Implicit memory

Forgetting

1. Definition and nature of forgetting
2. Causes of forgetting: Trace decay, Interference, reconstruction, motivated forgetting, Amnesia

Techniques of improving memory

Unit VII. Thinking and Problem Solving

8

1. Definition, nature, characteristics, importance of thinking
2. Role of concept, images and symbols in thinking,
3. Concept formation: Process and types of concept

4. Types of thinking
 - a. Creative thinking
 - i. Stages of creative thinking
 - b. Critical thinking
 - c. Problem solving thinking
 - i. Stages of problem solving thinking
 - ii. Role of habit and mental set in problem solving thinking
 - d. Autistic thinking

Unit VIII. Intelligence

10

1. Definition, nature, and importance of intelligence
2. Determinants of intelligence
 - a. Heredity
 - b. Environment
3. Factors affecting intelligence
 - a. Education, urban/rural, economic condition,
4. Types of intelligence: General intelligence and specific intelligence
5. Measurement of intelligence:
 - a. Concept of I.Q.
 - b. Wechsler's test
 - c. Stanford Binet's test
 6. Types of intelligence tests:
 - a. Verbal and performance tests
 - b. Group and individual tests
7. Individual differences in Intelligence:
 - a. Mental retardation
 - b. Mentally gifted

Unit IX. Personality

10

8. Definition, nature, and importance of personality
1. Determinants of personality
 1. Heredity
 2. Environment
 3. Situation
2. Approaches to personality:
 1. Traits approach of Allport, Cattell, Eysenk,
 - Big Five Model
 - 2.Types (Kreschmer, Sheldon, C. G. Jung, Vedic)
3. Personality Assessment
 1. Interview method
 2. Observational Method
 3. Projective tests
 - Thematic Apperception Test
 - Rorschach Inkblot test
 - WAT, Sentence Completion Test
 - Objective tests (MMPI, 16PF, CPI, MBTI)

Group B – Practical

1. Maze Learning
1. Paired association learning
2. Retroactive inhibition
3. Physical change in emotion
4. Knowledge of result in performance

Textbook

Feldman, R. S., (2003) *Understanding Psychology*, 5th Edition. Tata McGraw Hill Publication

Recommended Books

1. Lahey, B. B., *Psychology-An Introduction*, Tata McGraw Hill Publication
2. Morgan C. T., King, R.A., Weisz, J.R., Schopler, J. *Introduction to Psychology*, Latest edition.
3. Baron, R. A. (2003). *Psychology*. 6th Edition. Prentice-Hall of India.

COMMUNITY PSYCHOLOGY

Psy 312

Nature of course: Theory and Practical

Paper II

Full Marks: 100

Theory: 75 + Practical: 25

Pass Marks: Theory 27, Pract. 10

Theory lect. 113 + Pract. lect.: 37

Objective

To orient students to the concept and historical foundations community psychology and present the relevance of community psychology for addressing major social problems and to provide students with practical field experiences relating to community psychology.

Group - A (Theory)

Unit 1 Introduction

10

- a) Meaning and definition of community psychology
- b) Philosophy and goals of community psychology
- c) Principles of community psychology
- d) Field of community psychology
- e) Brief historical background of community psychology and factors of emergence of community psychology

Unit 2 Concept of Community

10

- a) Origin of human communities
- b) Process of community formation
- c) Types of communities – Urban and Rural – characteristics of urban and rural communities, differences between urban and rural communities
- d) Factors of community identification – religion, class, occupation, traditions, customs and practices of communities

Unit 3 Different aspects of Community

23

- a) Social and cultural aspects of community
 - i) Social institutions: cooperatives, youth clubs, and voluntary organizations.
 - ii) Community organizations: nature, size, structure, membership, role of members, efficacy and participation
 - iii) Leadership: Nature, style, and its impact on community behavior
 - iv) Social change: concept of social change, need for social change, psycho-social factors influencing social changes
- b) Environmental aspect of community
 - i) Concept. Types of environment – physical, social and psychological, Perception of physical environment. Evaluation of physical environment.
 - ii) Impacts of physical environment on individual Behaviors..
 - iii) Impacts of social environment on individual behavior
 - iv) Impacts of psychological environment on individual behaviors

Unit 4 Behavioral dimension of community

10

- a) Motivational pattern in community behavior - need of affiliation, need of power, and need for achievement, interaction pattern and interpersonal relations

- b) Dynamics of group behavior. Various aspects of dynamics of behavior - beliefs, attitudes, values, and superstition

Unit 5 Problem groups in community

30

- a) Social deviants - Concept of social deviant, Varieties of social deviants - criminals, delinquents, prostitutes, drug addicts, alcoholics. Programs for managing social deviants in Nepal
- b) Handicapped groups - Concept of handicapness, handicapped groups - aged, orphans, widows, physical handicapness, mentally handicapness
- c) Social problems - Concept. Various forms of social problems - social conflicts, prejudices and discrimination: racial, religious, caste, language; dowry, divorce, bonded labor, beggary, poverty groups, political factions, migrants, displaced groups, and homelessness problems. Social problems in the Nepalese context

Unit 6 Managing community welfare

10

- a) Concept and emergence of community welfare practices
- b) Areas of community welfare
- c) Preventive health care - physical and mental.
- d) Community education as a form of community welfare, types of community education - formal, non-formal, adult, and vocational
- e) Community welfare programs and practices in Nepal

Unit 7 Crisis management

20

- a) Concept of crisis. Forms of crisis - i) Natural disaster - meaning, forms of natural disaster: flood, fires, droughts, and famine. ii) Social/communal problems/ disasters - meaning, forms of social disaster: strikes and agitations. iii) Health related disasters - meaning and forms of health related disasters
- b) Concept of crisis management. Crisis management - i) natural disasters: awareness, training, and evaluation. ii) social disasters: awareness, training, and evaluation. iii) Management programs for health - emergency services, "telephone hot line."

Group B (Project Work)

37

Project work - To facilitate the development of critical thinking skills, and their application to issues in community psychology the students will be required to write a project paper. This paper should be at least 10 pages but no longer than 15 pages following the APA format. **At the end of the academic year, they should submit the completed report to the Department before the onset of theory examination.**

Text book

Duffy, K. G., & Wong, F. Y. (1996). *Community Psychology*. Allyn and Bacon.

References

- 1) Korchin, S. J. (1999). *Modern Clinical Psychology*. New Delhi: CBS Publishers & Distributors.
- 2) Kuppaswamy, B., *Elements of Social Psychology*. Latest edition.
- 2) Bidhyabhushan, and Sachadeva, (...) *An Introduction to Sociology*. Latest edition
- 3) Rao, S. (2001). *Primary Principles of Sociology*. New Delhi: S. Chand & Co..
- 4) Veich, R. & Arkelin, D. (1995). *Environmental Psychology: An Interdisciplinary Approach*. New Jersey: Prentice-Hall.

In addition,

- 5) It may be useful to use Internet search engines to locate information on various topics pertaining to community psychology.
- 6) It may also be useful to consult the journals on community psychology.

PSYCHOLOGY OF JUVENILE DELINQUENCY

Psy 312 B

Nature of course: Theory and Practical

Paper II

Full Marks: 100

Theory: 75 + Practical: 25

Pass Marks: Theory 27, Pract. 10

Theory lect. 113 + Pract. Lect.: 37

Objectives

At the end of this course, students should be able to: a. Have knowledge on developmental tasks, challenges and hazards of childhood and adolescence period; b. Have knowledge on socialization and its factors; c. Understand childhood deviant behavior; d. Develop skill to interpret the national and international law on juvenile justice; e. Acquire basic knowledge on correctional measures in Juvenile settings

Section A – Theory

UNIT I Child and Adolescence Development 20

- a. Concept, Scope, and importance of child psychology
- b. Stages of child development – prenatal, infancy, babyhood, childhood – early childhood and late childhood, puberty, and adolescence (with emphasis on late childhood and adolescence). Characteristics of late childhood and adolescence periods.
- c. Developmental tasks – concept, factors and hazards. Developmental tasks of late childhood and adolescence.
- d. Developmental hazards during late childhood and adolescence.
- e. Developmental theories – Eric Erickson' Psycho-social theory, Jean Piaget's Cognitive theory, Lawrence Kohlberg's theory of moral development.
- f. 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 Childhood Deviant Behavior 28
- a. Definition of deviant behavior in childhood.
 - b. Causes of deviant behavior – biological, psychological, and socio-cultural.
 - c. Types of deviant behavior-
 - i. Externalization – Concept and causes of ADHD, ODD, and CD
 - ii. Internalization – Concept and causes of social anxiety, depression, and separation anxiety.

- d. Situation of children in Nepal - psycho-social problems, substance dependency (drugs, alcohol, and glue), internal displacement, street children, child abuse, etc.)
- e. Theoretical explanation of childhood deviant behavior
 - i. Psycho-social model
 - ii. Biological model
 - iii. Behavioral model

UNIT III

Juvenile Justice System in Nepal and in global context

33

1. Child right and juvenile justice

- a. General knowledge on basic child rights
- b. Best interest of child
- c. Right to live
- d. Right to development
- e. Right to participation
- f. Right to protection.

2. Juvenile justice system

- a. Police system
- b. Juvenile detention centre/interrogation centre
- c. Child friendship and gender friendship
- d. Community police service
- e. Public prosecutor system
- f. Child statement and public prosecution
- g. Judicial system
- h. Child friendly room and court process

UNIT III Correctional measures in Juvenile settings

32

- I. The development of Juvenile Correction Home
- II. Child Correction Home and Child Service Center
- III. 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

Section B – Practical

37hrs

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.

References

1. Hurlock, Elizabeth B. (1981) **Developmental Psychology: A Lifespan Approach**, Fifth edition. Tata McGraw-Hill Publishing Co.
2. Berk, Laura, E. (2002). Child Development, Sixth edition, Prentice-Hall of India, New Delhi
3. Papaliya, Diane E., Olds, Sally W., Feldman, Ruth D. (2004). **Human Development**, Ninth edition, Tata McGraw-Hill Edition.
4. Santrock, John W. (2007). **A Topical Approach to Life-Span Approach**, Third edition, Tata McGraw-Hill Edition.
5. Newman, Barbara, M., Newman Philip R. (1991). **Development through life-A psychosocial Approach**, Fifth edition, Brooks/Cole Publishing Company, California.
6. Coleman, James D. **Abnormal Psychology and Modern Life**, Latest edition, D. B. Taraporevala Sons & CO.
7. Comer, Ronald J. (2004). **Abnormal Psychology**, Catherine Woods, USA.
8. Martin Gus (2005). **Juvenile Justice: Process and System**. Sage Publication, USA.
9. International Law on Child rights and Juvenile Justice
 - UN Convention on Rights of the Child, 1989, Article-37, 39, 40.
10. National Law on Juvenile Justice:
 - Childres' Act 1991-Section 11, 20, 55
 - Childrens' Regulation 2051 B.S.
 - Juvenile Justice Regulation 2063 B.S.
 - National Policy (Children's Section in 10th 5 year plan and
 - National Plan of Action 2004 to 2014
 - Child Correction Home Regulation
11. International Directives on Juvenile Justice
 - United National Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) 1985.
 - United Nationals Guidelines for the Prevention of Juvenile Delinquency (The Riyardh Guide lines) 1990.
 - United Nationals Rules for the Protection of Juveniles Deprived for Their Liberty; 14 Dec 1990.
 - United Nations Standard Minimum Rules for Non- Custodial Measures (The Tokyo Rules) 14Sept. 1990.

Other materials

CellRd, (2005) Juvenile Justice System in Nepal, Kathmandu: CellRd.

RESEARCH METHODOLOGY

Psy. 313

Nature of the course Theory + Practical

Paper - III

Full Marks: 100

(Theory 75 + Practical 25)

Pass Marks: Theory: 27, Pract.: 10

Theory Lect: 113, Pract. Lect: 37

Course Objectives

The objective of this course is to provide students with fundamental skills required to carry out basic empirical research.

Group A (Theory)

Unit 1. Introduction to the Scientific Method

10

The Scientific Research - Concept, Objectives of Psychological research, Types of Research in Science - Basic and Applied, Steps in Scientific Research.

Unit 2. Basic Concepts in Scientific Research

15

Concepts, Problems, Objectives, Hypothesis, Variable and its types, Operational definition, Literature review, Ethics in psychological research, Ethnocentrism, Experimenter's bias.

Unit 3. Sampling

10

Meaning, Types - Probability sampling and Non-Probability sampling (concept and types). Uses and limitations of probability and non-probability sampling methods.

Unit 4. Data Collection Techniques

40

- a) Data - Concept, Types - Primary and Secondary data, Quantitative and Qualitative data, Differences between quantitative and qualitative data
- b) Data Collection Methods - Concept, Types - i) Experimental Method, ii) Observational Method - naturalistic, structured and unstructured, iii) Survey - questionnaire and interview, iv) Case study, v) Focus Group Discussion
- c) Triangulation in research - Concept, Types of triangulation - Data Triangulation, Investigator Triangulation, Theory Triangulation, Interdisciplinary Triangulation, and Methodological Triangulation

Unit 5. Statistical Procedures

23

- a) Frequency Distribution
- b) Measures of Central Tendency
- c) Measures of Variability
- d) Graphs - Polygon, Histogram, Bar diagram, and Pie chart
- e) Test of Significance - Chi-square test, t-test, Correlation.

American Psychological Association (APA) format of research report

7. Critically Evaluating a Study

8

Critically review any one of the following:

i) **Measuring Masculinity and Femininity (Human Diversity)**

Bem, S. L. (1974). The measurement of psychological androgyny in (Eds.) Banyard, P. & Grayson, A. (1996, 2000) *Introducing Psychological Research*. Palgrave-Macmillan, page 154-158

ii) **Talking to Animals (Comparative Psychology)**

Gardner, R. A. & Gardner, B. T. (1969). Teaching sign language to a chimpanzee in *ibid*, page 92-95

iii) **The Robber's Cave (Social Interaction)**

Sherif, M. (1956). Experiments in group conflict in *ibid*, page 52-58

iv) **Walking off a Cliff (Perception)**

Gibson, E. J. & Walk, R. D. (1960). The 'visual cliff' in *ibid* page 313-316

v) **Emotional deprivation (Developmental Psychology)**

Koluchova, J. (1972). Severe deprivation in twins: A case study, in *ibid*, page 225-227.

Group B (Project Work)

37

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.

Textbooks

- 1) Mohsin, S. M., 1984. *Research Methods in Behavioral Sciences*. Orient Longman
- 2) Heiman, G. R. (2002). *Research Methods in Psychology*. 3rd ed. Houghton Mifflin Co.

References

- 1) Bowling, A. (1997). *Research Methods in Health Sciences: Investing Health and Health Services*. Open University Press.
- 2) Banyard, P. & Grayson A. (2000). *Introducing Psychological Research*. Palgrave Macmillan.
- 3) Kerlinger, F. N. (1973). *Foundation of Behavioral Research*. Holt, Rinehart & Winston, New York.
- 4) Krishnaswami, O. R. & Ranganatham (2005). *Methodology of Research in Social Science*. Himalaya Publishing House
- 5) Rosnow, R. L. & Rosenthal, R. (1999). *Beginning Behavioral Research*. 3rd edition, Prentice Hall.
- 6) Singh, M. L. (2000). *Understanding Research Methodology*.

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Psy. 314

Nature of the course Theory + Practical

Paper IV

Full Marks: 100

(Theory 75 + Practical 25)

Pass Marks: Theory: 27, Practl: 10

Theory Lect: 113, Pract. Lect: 37

Objectives

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

Group - A (Theory)

Unit I

Introduction

Concept, field, and brief introduction of industrial and organizational psychology.

Unit II

Personal Selection

- Personal selection procedure: Paper-Pencil tests, Biographical tests, Interviews.
- Psychological testings: Personality tests, Aptitude tests, Intelligence tests, Emotional intelligence (E.Q.),
- Personal selection in the Nepalese context: Public Service Commission
- Personal selection procedure (Consult A-Level)

Unit III

Performance Appraisal

- Job analysis, Job analysis techniques: Critical incidence, Checklists, graphic rating, Employee comparison method
- Job evaluation: Concept, Differences between job analysis and job evaluation.

Unit IV

Personnel Training

Methods and techniques (on-the job, and off-the-job training)

Unit V

Work Motivation

- Concept
- Theories: Need theories, Expectancy theories, Equity theory, Goal setting theories, and Reinforcement theories.
- Motivation and performance

Unit VI

Leadership

- Concept
- Theories: Trait theories, Behavior theories, Contingency theories (Fielder theory, Path-goal theory, and Hersey and Blankald), New theories (Carishmatic, Transactional versus transformational leaders).

Unit VII

Communication

- a. Concept
- b. Process of communication, Formal and Informal communication (Grapevine).
- c. Communication system
- d. Cross-cultural communication

Unit VIII

Work Attitude and Quality of Working Life

- a. Concept of work attitude, Dimensions: Job involvement, Work involvement, and organizational commitment.

Relationship between job satisfaction, and job behavior: i)
Absenteeism, ii) Turnover, and iii) Productivity

- b. Work Stress: Concept, causes, and consequences
- c. Quality of working life (QWL), Relationship between job satisfaction and life satisfaction
- d. Work Condition: Physical conditions of work place.

Group B (Project Work)

37

Project work – To facilitate the development of critical thinking skills, and their application to issues in community psychology the students will be required to write a project paper. This paper should be at least 10 pages but no longer than 15 pages following the APA format. **At the end of the academic year, they should submit the completed report to the Department before the onset of theory examination.**

Textbooks

Tiffin, J. and McCormic, E.J. (Latest edition) *Industrial and Organizational Psychology*

References

1. Blum and Naylor (Latest edition) *Industrial Psychology*.
2. Frank E. Soal, and Patrick A. Knight (Latest edition).
Industrial/Organizational Psychology-Science and Practice, Second Edition.
3. Muchinsky, Paul M. (1990). *Psychology Applied at Work*. Fourth Edition.
4. Schultz and Schultz (Latest edition) *Psychology and Work*, Pearson Education.

ABNORMAL PSYCHOLOGY

Psy 315

Nature of course: Theory and Practical

Paper V

Full Marks: 100

Theory: 75 + Practical: 25

Pass Marks: Theory 27, Pract. 10

Theory lect. 113 + Pract. lect.: 37

Objectives

The course, when completed will enable the students to identify the disorder entity and the behavioral symptoms, infer the factors which have contributed to the development of the disorders and guide students the treatment procedure in seeking appropriate help.

Group - A (Theory)

Unit I Introduction

1. Concept, history, recent developments in abnormal psychology
2. Classification: the multi axial approach, ICD-10, DSM-IV

8

Unit II Approaches to study psychopathology

12

1. Biological approaches: neuro-physiological, neuro-chemical, and genetic
2. Psychosocial approaches: psychodynamic, behavioural, cognitive, sociocultural.

Unit III Neuroses: nature, causes, symptoms, and treatment

18

1. Anxiety disorder
2. Generalized anxiety disorder
3. Panic disorder
4. Obsessive compulsive disorder
5. Phobia
6. Post traumatic stress disorder

Unit IV Somatoform and Dissociative Disorders: causes, symptoms and treatment

18

1. Conversion disorders
2. Somatization disorders
3. Hypochondriasis
4. Dissociative amnesia and fugue
5. Depersonalization disorder
6. Dissociative identity disorder

Unit V Mood disorders: nature, causes, symptoms, and treatment

10

1. Depressive disorder
2. Bipolar disorders

Unit VI

Psychoses: nature, causes, symptoms, and treatment

15

1. Schizophrenia and subtypes
2. Other psychotic disorder

15

- 15

7

- 7

10

- 10

Group B: Practical

Name of the experiments

1. Adjustment inventory
2. Case history
3. Assessing Phobia
 - Any test of phobia
 - 16 PF, projective tests
 - WAIS
4. Personality testing
5. Intelligence testing
 - AISC

Text books

1. Carson, Robert C., Butcher, James, N., Mineka, S., & Hooley, Jill M., (2007). *Abnormal Psychology* (13th ed.). Pearson Education, India.
2. Sarason, Irwin G., & Sarason, Barbara R., (2002). *Abnormal Psychology*. Pearson Education, India.

References

1. Coleman, James D. (Latest edition) *Abnormal Psychology and Modern Life*. D. B. Taraporevala Sons & CO.
2. Comer, Ronald J. (2004). *Abnormal Psychology*. Catherine Woods, USA.
3. Page J. D. (Latest edition). *Abnormal Psychology*. Tata McGraw Hill
4. American Psychiatrist Association (1994). *Diagnostic & Statistical Manual of Mental Disorders*. Washington: APA Author.
5. World Health Organization (1992). *The ICD-10 Classification of Mental and Behavioural Disorders*. Geneva: WHO Author.

MILITARY PSYCHOLOGY

(Functional Paper)

Psy. 316 A

Nature of the Course: Theory and Practice

Paper VI

Full Marks: 100

Theory: 75+ Practical: 25

Pass Marks: Theory 27, Pract. 10

Theory lect. 113+Pract:37

Objectives

After the completion of the present course the students will be able to understand:

1. psychology in understanding the behavior of armed personnel on individual level as well as on group level
The importance of
2. psychological science in armed services
The application of
3. personnel face in military services and their reduction through use of psychological principles
The problems that armed
4. organization as well as to improve the skill and performance of the armed personnel
Ways to improve the military

GROUP A (Theory)

Unit 1 Introduction to Military Psychology

Definition of military psychology; A brief history of military psychology; Role of military psychology in war and peace; Current status of military psychology; Scope of military psychology; Use of military training and other areas, e.g., controlled killing.

Unit 2 Methods of Study

Nature of scientific method: Types of methods; Survey method, Psychometric method and clinical method.

Unit 3 Basic Psychological Processes and their Use in Armed Services

Sensation, Perception, and Illusion.

Use of Psychological Principles: Camouflage. Meaning of camouflage; Camouflage in the animal work; History of camouflage in war; Use of camouflage in war; Principles and rules of camouflage.

Unit 4 Motivation and Military Organization

Nature, definition and characteristics of motivation; Types of motivation and their importance.

Motivation in armed services: Sexual drive and problems of soldiers; Motivation and soldier's identity; Motivation in combat and non-combat situation

Unit 5 Mental Health Problems and Armed forces

Stress, Frustration and Coping Behavior; Traumatic reactions to combat; Psychology of war prisoners; Chronic situational stress and soldier's reaction; Ways to reduce chronic situational stress.

Unit 6 Learning and Brainwashing

Nature of learning; Definition, characteristics of learning; Factors influencing learning; Process of learning: a. Pavlovian Conditioning theory or learning b. Operant conditioning theory of learning.

Use of Psychological Principles: Brainwashing

Nature and definition of brainwashing; Process and techniques of brainwashing: a. Technique used by Chinese b. Method of indoctrination (Korean experience), c. The three Ds/ Mind change.

Unit 7 Morale in Armed Forces

Nature and importance of morale in armed forces; Determinants of morale; Developing and raising morale in armed forces; Conditions leading to low morale; Leader's role in maintaining morale in the group.

Unit 8 Psychological Warfare (War Propaganda) and Rumour

Nature, definition, characteristics and types of propaganda; Psychological basis and means (direct and indirect) of propaganda.

Application of Propaganda in War: Role of propaganda in First and Second World Wars; Making propaganda successful in war; Aims and target of propaganda; Timing of propaganda; interpretation of propaganda.

Rumour Definition and characteristics of rumour; Psychological basis of rumour; Social aspects of rumour; Conditions of methods of spreading rumour. Rumour in war.

GROUP B (Project Work/Term Paper)

37

Students are required to carry out practical work or write term paper in relation to topics mentioned in Group A. Each student has to contact the concerned tutor and continue working on the project. With written approval of the concerned teacher/supervisor, students should submit the practical/term paper work at the department before the final examination. Practical/Term paper without supervisor's approval or after the deadline will not be accepted by the department.

Term Paper (Any one)

1. Learning
2. Propaganda
3. Motivation
4. Perception and illusion

Practical Work (Any three)

1. Stress
(Stress Measurement Test)
2. Depression
(Depression Inventory)
3. Rumor Analysis
(Test of Bartlett or any other material)
4. Case Study
(Clinical cases)

Text Books

1. Subba, S. (2006). Military Psychology. Kathmandu, Nepal
2. Narain, R. (1979). Military Psychology. National Psychological Corporation. Agra.

Reference

1. Boring, E.G. (1948). Psychology for the Armed Services. India.
2. Richardson, F. M. (1978). Fighting Spirit: A Study of Psychological Factors in War. Natraj Publisher, India.
3. Singh, A.K. and Salim, S.M. (1995). National Security. Prakash Book Dipo. India.
4. Brown, J.A.C. (1967). Techniques of Persuasion. Penguin Books.
5. Feldman, R. S., (2003) *Understanding Psychology*. 5th Edition. Tata McGraw Hill Publication

ADJUSTMENT AND COUNSELING

(Functional Paper)

Psy. 316

Nature of the course: Theory + Practice

Paper VI

Full Marks: 100 (Theory 75 + Pract. 25)

Pass Marks: Theory: 27, Practical: 10

Theory Lect: 113, Pract. Lect: 37

Objectives

The course will enable the students to analyze adjustment problems, to identify factors threatening adjustment to different stages of life, have the knowledge on different aspect of counseling and skills related to it.

GROUP A (Theory)

Unit I.	Knowledge of basic psychology 1 Concept of psychology, goals and areas. 2 Dynamics of behavior: emotion and motivation as a cause in problematic behaviour.	Hrs 7
Unit II	Maladjustment 1 Mal-adjustive behavior: Nature and causes 2 Adjustment problems at different stages of life span: childhood, adolescent, adulthood, and old age.	20
Unit III.	Stress 1 Stress: concept, and nature, 2 Categories of stressors: frustrations, conflicts, pressures 3 Causes, consequences, and management 4 Adjustment disorder: reaction to common life stressor	25
Unit IV.	Counseling environment 1 Concept, goals 2 Qualities of an effective counselor 3 Entering into the counseling process: contact, office atmosphere, non verbal behaviour, attire, eye contact, body positioning, facial expression, personal space, touch and voice. 4 Areas of counseling: educational, children, family, marital, gerontological, weaker sections 5 Ethical and legal issues,	28
Unit V	Counseling process 1 Stages of counseling process: pre interview, rapport, trust building, problem identification, goal setting, closing, post relationship. 2 Collecting information: case history, observation, sociometry, questioning, interview 3 Knowledge of different kinds of tests: Personality, intelligence, vocational interest, marital adjustment, frustration, parental child relationship. 4 Individual and group counseling	20
Unit VI.	Approaches to counseling techniques Directive, Eclectic, Person-centered, psychoanalytic, behaviouralistic, aversion, modeling, REBT.	13

GROUP B - Practical

Vocational Interest Record

Any vocational interest inventory

Parent child relationship assessment	Parent child relationship assessment
Frustration testing	Rosenzweig P-F test
Marital Adjustment inventory	Marital Adjustment inventory
Stress tolerance testing	Any stress tolerance testing
Intelligence test	WAIS performance
Adjustment Inventory	Adjustment Inventory (AISS)

References

1. Sarason, Irwin G., & Sarason, Barbara R., (2002). *Abnormal Psychology*. Pearson Education, India.
2. Baron, A. Robert (1999). *Psychology* (3rd ed.). Prentice-Hall of India, New Delhi
3. Berk, Laura E. (2002). *Child Development* (6th ed.). Prentice Hall of India.
4. Carson, Robert C., Butcher, James, N., Mineka, S., & Hooley, Jill M., (2007). *Abnormal Psychology* (13th ed.). Pearson Education, India.
5. Coleman, James C. (...). *Abnormal Psychology and Modern Life*, Latest edition. D. B. Taraporevala Sons & CO.
6. Comer, Ronald J. (2004). *Abnormal Psychology*. Catherine Woods, USA.
7. Hurlock, Elizabeth, B. (1981) *Developmental Psychology: A Lifespan Approach* (5th ed.). Tata McGraw-Hill Publishing Co.
8. Niraula, S. (2007). *General psychology- with OB emphasis*. Kathmandu, Nepal.
9. Papaliya, Diane E., Olds, Sally W., Feldman, Ruth D. (2004). *Human Development* (9th ed.). Tata McGraw-Hill.
10. Rao, Narayan S. (1991). *Counseling and guidance* (2nd ed.). Tata McGraw-Hill Publishing Co.

✓ ADOLESCENCE PSYCHOLOGY

Psy. 316 C

Nature of course: Theory and Practical

Paper VI

Full Marks: 100

Theory: 75 + Practical: 25

Pass Marks: Theory 27, Pract. 10

Theory lect. 113 + Pract. Lect.: 37

Course Objectives

As a result of this course, students will acquire the information, insight, and knowledge about –

- 1) Nature of adolescent development,
- 2) Different components of adolescent development,
- 3) Context of adolescent development
- 4) Adolescent's problems

Group A (Theory)

Unit I

Introduction

10

- a) Concepts – Adolescence as a stage of developmental transition. Characteristics and development tasks of adolescence period
- b) Historical perspectives – views of Aristotle, Rousseau, Hall, and Mead.
- c) Asian/Nepalese concept of adolescent development.

Unit II

Adolescent development

23

- a) The nature of development
 - i) Processes of development – biological, cognitive and socio-emotional process
 - ii) Periods of development - infancy, early childhood, middle and late childhood, puberty, adolescence, and adulthood (High lights only)
 - iii) Development issues – nature and nurture, Continuity and discontinuity of development, early and later development
- b) Adolescence development
 - i) Heredity and environment – nature of genes, temperament, heredity-environment interaction and development
 - ii) General features of physical growth – developmental growth curve, brain growth and cognitive development
- c) Context of adolescent development – family, peers, culture and school.
- d) Today's adolescence – current status of adolescents, complexities of adolescence development, developmental needs.

Unit III. Theories of adolescent development

10

- a) Freud's Theory
- b) Erikson's Theory
- c) Piaget's Theory
- d) Bandura's Theory
- e) Ecological Theory of Bronfendrenner
- f) Life course Theory of Glenn Elder

Unit IV The self and identity in adolescents

10

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

Unit V Sexuality 5

- a) Sexuality – biological and cultural factors
- b) Adolescence sexuality
- c) Sex education in schools, sex education in Nepalese education system

Unit VI Moral development 10

- a) Concept and basic processes of moral development
- b) Cognitive social learning theory of moral development
- c) Kohlberg's view of moral development
- d) Damon's view of moral development

Unit VII Gender development 20

- a) Concept of gender
- b) Factors influencing gender – biological, social and cognitive
- c) Gender stereotypes, gender similarities and differences, Gender-role classifications, gender role adoption,
- d) Emergence of gender identity, gender identity in adolescence,
- e) Gender in the context of Nepal

Unit VIII Adolescent's problem 25

- a) Concepts
- b) Types of problems – social problems, health problems, adjustment problems
- c) Some major problems of adolescents – substance abuse, alcoholism, delinquencies – children in conflict with law (CCWL), Stress – Causes, consequences, and coping, depression, suicide, and sexually transmitted diseases
- d) Adolescents' problems in the context of Nepal
- e) Programs for reducing problems
- f) Promoting health of adolescents – individual, familial and social levels

Group B (Project Work)

37

Project work - To facilitate the development of critical thinking skills, and their application to issues in adolescence psychology, the students will be required to write a paper. This paper should be at least 10 pages but no longer than 15 pages. In Part 1 of the paper, the students will describe the nature and extent of a particular problem of adolescents. Based on the research literature available, they will identify the causes of the problem, the extent of the problem, and the consequences (i.e., social, behavioral, economic, psychological etc) of the problem. Part 2 of the paper will focus on the attempt to solve the problem at the various levels in their society. At the end of the academic year, they will submit the completed report to the Department.

Text book

Santrock, J. W. (1998). *Adolescence*. 7th Edition. McGraw-Hill.

References

1. Bista, D. B. (1999). *Fatalism and Development – Nepal's Struggle for Modernization*. Kathmandu: Ratna Pustak Bhandar.
2. Berk, L. A. (2002). *Child development*. Sixth edition. New Delhi: Prentice-Hall of India.
3. Damon, D. (1988). *The Moral Child*. New York: Free Press.
4. Lerner, R. M. (1997). *Handbook of Child Psychology*. Fifth Edition. New York: Wiley.
5. NPC, HMG, UNICEF (1996). *Children and Women of Nepal: A Situational Analysis 1996*. Nepal: UNICEF Nepal.
6. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2004). *Human Development*. 9th Edition. New Delhi: TATAMc-Graw-Hill.
7. Regmi, M.P., Shrestha, R., Aryal, R., & Khanal, M. (2004). *Psychology in Classroom*. Kathmandu: New Hira Books Enterprises.

एकाइ I, II, III, पाखे छगू व एकार iv पाखे निगू यानाः जम्मा स्वंगू न्त्यसः यानाः निगूया जक लिसः विइकेगू ।
छगू न्त्यसःया अक २० नम्वर जुइ ।

२. चीहागू न्त्यस

एकाइ I, II, III, पाखे छगू छगू याना स्वंगू व एकाई iv पाखे स्वंगू याना जम्मा खुगया न्त्यसन्त्यनां प्यंगूया जक लिसः
विइकेगू छगू न्त्यसःया अक १० नम्वर जुइ ।

रवहालि ज्वल

खनाल, मुक्तिनाथ
खनाल, मोहनप्रसाद

१०९१।२०२८
११०३।२०४०

नेपाल महात्म्य । काठमाण्डौ : नेपाल राजकीय प्रज्ञा प्रतिष्ठान ।
चाँगु नारायणका ऐतिहासिक सामग्री । कीर्तिपुर : नेपाल
एशियाली केन्द्र ।

जुजु, बलदेव

११०१

नेवाः संस्कृति व नेवाः दर्शन । विराटनगर : भीरी पुचः ।

जुजु, बलदेव व सुरेन्द्रमान श्रेष्ठ

११०८

नेपाःया तान्त्रिक छः व तान्त्रिक पूजा । येँ : पासर्पि ।

जोशी, रास

११२८।२०६५

ललितपुर राजदरवार । ललितपुर : ध्याका रिसर्च सेन्टर ।

टण्डन, गोविन्द

१११६।२०५३

पशुपति क्षेत्र सांस्कृतिक अध्ययन २ भाग । काठमाण्डौ : भरेन्द्र
राणा तथा मञ्जु राणा ।

पन्त, बिमला

११२२।२००२

नेपालमण्डलका संक्षिप्त परिचय, रोलम्बा, २२ ; १ - २ : ३४-३७ ।

पुरातत्त्व विभाग

१११२।२०४९

संरक्षित स्मारक क्षेत्र एक परिचय । काठमाण्डौ : पुरातत्त्व विभाग ।

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११३।२०५०

हनुमान ढोका दरवार, पाटन दरवार, भक्तपुर दरवार । काठमाण्डौ
: पुरातत्त्व विभाग ।

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१११३।२०५०

स्वयम्भू, बौद्धनाथ, चाँगु नारायण । काठमाण्डौ : पुरातत्त्व विभाग ।

बजाचार्य, आशाकाजी

११०७

नेपाल वर्षक्रिया नखःचखः पुस्तकम् । यल : स्वयं ।

बजाचार्य, गौतमवज्र

१०९९।२०३६

हनुमान ढोका राजदरवार । कीर्तिपुर : नेपाल अफोएशियाली केन्द्र ।

बजाचार्य, चन्द्रमान

१११६।२०५३

कीर्तिपुर नगरपालिका भित्रका पर्यटन : एक भ्रमक । कीर्तिपुर :
जनचेतना प्रकाशन ।

बजाचार्य, चुन्दा

११२०

नेवाः तजिलजिइ नखःचखः । येँ : नेपालभाषा एकेदमि ।

बजाचार्य, पुण्यरत्न

१०८४

भीरुगु नखःचखः । काठमाण्डौ : पूर्ण बुक स्टल ।

बजाचार्य, फणीन्द्रलत्न

१११८

महपूजा विधि । महपूजाको पद्धती । येँ : जः सफूकुथि ।

बजाचार्य, रत्नकाजी

११०७

नेवाः संस्कार संस्कृतिया ताःचा । येँ : वजाचार्य प्रकाशन ।

बजाचार्य, वज्रमुनी

११२०

नेवाः संस्कार परिचय । यल : नेपालमण्डल घःचाःधुकू ।

महर्जन, नाति

१११७

स्वनिगया संस्कृति, जाति व इतिहासया दुवाला । येँ : च्वमि ।

मानन्धर, जीतवहादुर

११०९।२०४६

विरिञ्ची नारायण । काठमाण्डौ : तारादेवी मानन्धर ।

मानन्धर, सत्यनारायण

१११६।२०५३

नमोबुद्धको इतिहास । पनौती : च्वमि ।

मुनकर्म, लीलाभक्त

१११६।२०५३

विस्केट जात्राको संस्कृति । भक्तपुर : भक्तपुर नगरपालिका ।

राजवंशी, लक्ष्मण,

११२७

नेवाः सांस्कृतिक म्हासीका । यल : नागार्जुन प्रकाशन ।

राजवंशी, शंकरमान,

१११२

भीरुगु संस्कृति म्हासीके । येँ : च्वमि ।

शाक्य, हेमराज

१०९८

श्री विद्याधरी-विजेश्वरी स्थान संक्षिप्त परिचय । येँ : विजेश्वरी सुधार
समिति ।

श्रेष्ठ, ओमकारेश्वर

११२२

भक्तपुर चण्डेश्वरी जात्रा । येँ : रामभक्त भोमि ।

हृदय, चित्तधर

१०९२

नेपाल संस्कृति । नेपालभाषा सफूगु ३० गु । कान्तिपुर : नेपालभाषा
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Bhatia A.K

1115/1995

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Malla, Kamal P

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Archeaology of the word, *Heritage preservation* :
Tourism for Tomorrow, Kathmandu; PATA Nepal
chapter and Nepal Heritage society, pp.63-69.

Tamot, K.N

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Germany, in June 19-22.