

Tribhuvan University
Faculty of Humanities and Social Sciences
Central Department of Psychology
T.U. Kirtipur

Course of Study for Semester System
Psychology
M.A

Submitted to the Dean's Office
Faculty of Humanities and Social Sciences
T.U. Kirtipur,
Kathmandu, Nepal
2013

Background

The need of psychology is felt in every spheres of life that is why psychology has become one of the most reputed domains of learning worldwide. Despite its short history as a scientific discipline it has become one of the subjects having more than 100 sub-disciplines with many applied areas. Concepts in psychology are applicable to almost all other areas including nursing, medicine, management and engineering. Psychology is a discipline under the Faculty of Humanities and Social Sciences which adopts scientific methods of inquiry to explore human behavior and human psyche undertakings.

Despite such widening scope and applied values, Tribhuvan University is the sole university in Nepal that has introduced major courses in psychology. Central Department of Psychology is the only department of Tribhuvan University that is providing higher education in psychology for number of decades. This department offers Master degree courses focused on three areas: clinical psychology, counselling psychology and industrial psychology. Padma Kanya Multiple Campus, Baghbazar has introduced master level in clinical psychology and will be running the program from this academic year 2070 B.S (2014).

Clinical Psychology prepares students help people with psychological disorders come out of their problem, counseling psychology is coming up as the new specialization area from this academic year. Specialization in counseling will address and solve psycho-social problems of vulnerable individuals and groups. It will produce skilled human resources for providing quality services in these areas; and Industrial Psychology prepares students deal with problems in organizational settings. All these specializations are applied areas in Psychology.

Objectives

The Master in Psychology is a 60 credit-hour degree program in combination of the current needs of the communities. This course intends to develop professional psychologists having broad range of skills, knowledge in administration of psychological tools.

This curriculum will address different areas of psychology related to human life. It will produce professional psychologists essential in various human service organizations and social field. Professional knowledge in psychology will contribute to social up-liftment. The area is significant to tackle the issues of individuals, families, groups and communities.

The practical exercises of tools and theories will enhance the students' opportunities to practice their theoretical knowledge obtained in the classroom into the field by enriching their ability to deal with different psychosocial issues and problems toward better solutions of these hurdles.

Eligibility for Admission in Psychology (Master Program)

Admissions to Master in Psychology is open to the following students:

1. Humanities and Social Sciences:
 - a. Bachelors in Arts (BA) with psychology major,
 - b. Post graduate diploma in counseling psychology (PGDCP)
 - c. Bachelors in Film Studies (BFS)
 - d. Bachelors in Social Work (BSW), at least 3 credits or 100 mark course in general psychology
2. Science: BSc and equivalent
3. Management**:

 - a. Bachelors in Business Administration (BBA),
 - b. Bachelors in Business Administration – Banking and Insurance (BBA-BI),
 - c. Bachelors in Business Administration - Travel and Tourism (BBA-TT),
 - d. Bachelors in Conflict, Peace and Development (BCPD),
 - e. Bachelors in Information Management (BIM),
 - f. Bachelors in Business Information System (BBIS),
 - g. Bachelors in Hotel Management (BHM),
 - h. Bachelors in Health Care Management (BHCM),

The students seeking admission must have a minimum of second division in their Bachelor degree for the admission from any university recognized by Tribhuvan University.

Note: Such students must have at least 3 credits or 100 marks course in **General Psychology, (core psychology course).

Admission Procedures

The candidate will be selected for admission on the basis of merit as given below:

Entrance Examination

Applicants will take awritten examination of 1 hour for admissions in M.A. Psychology program. The entrance examination will consist of 100 marks; 50 marks for objective questions. and 50 for students' previous academic records (+2 and bachelors). Students will be selected on the basis of merit within the limit of total enrollment provision of the University. Students from psychology

major will be given 50% of the allocated seats and other groups mentioned above will be given rest of the seats.

Duration of the Course and Examinations

Each course will be evaluated against 100 marks. The marks are divided into 60:40 grading system- 60% for the final examination and 40% for the internal evaluation. Internal evaluation will be based on continuous monitoring by the supervisor and faculties using specified tools. The 40 marks are further divided into internal examination as follows:

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments: at least five in each paper	5
Interaction in class participation and presentation	5
Assignment of term paper/applications of tests/tools/ experiments/mini research/project work	10
Performance in the term end examination	15
Total marks	40

A minimum of 80 percent attendance will be required to appear in the term end examination of the department. Students who fail in the internal examination/evaluation will not be qualified to appear in the term end examination.

Field Work/Practicum/Internship

Students will be required to carry out psychological test and use tools in laboratory to prepare practical report. They will also have to go for field/ community work. The field work will give them opportunity to expand their education beyond the classroom. Field work practicum helps students apply the knowledge learned in the classroom in real field settings, shape leadership skills, and create professional connections within specific areas of interest. The goal of field education is to integrate classroom learning with the development of competence in practice. Students are placed in different settings that provide them with experiences in community work, hospitals, schools, NGOs, INGOs, institutions, administration, advocacy, community development, social planning, and policy analysis. The students will learn from these settings as well as from the clients and communities they serve.

Field Work/Practicum/Internship Evaluation

S.N.	Competency or Evaluation Criteria	Grading Scale					
		1	2	3	4	5	NA
1.	Understanding of Agency and Services						
2.	Level of Application of Knowledge and Skills						
3.	Professional Behavior /Ethics /and Values						
4.	Leadership						
5.	Critical thinking/Analysis, Planning and Interventions						
6.	Verbal and Written Communication/ ReportFile						
7.	Use of Supervisory Feedback						
8.	Sensitivity to Culture and Community						
9.	Attendance in Field Placement						
10.	Use of Test/ Tools						

(Note: There are 10 criterion X 5 optimum score in each section =50x2 proxy for converting 100=total obtained marks)

Unacceptable Progress	Insufficient Progress	Emerging Competence	Competent	Advanced Competence	Not Applicable
1	2	3	4	5	NA

There are total ten major criteria and some sub- criterion will be developed for evaluation of students' field work performance. The calculation of marksobtained in each criterion willbe multiplied by 2 and thus the sum total will be evaluated in 100 marks. This will be further converted into grading system.

Courses of study

FIRST SEMESTER					
Paper	Course Code No.	Title of Course	Credit hours	Teaching Hours	Nature of Course
1.	PSY.551	History and Systems of Psychology	3	48	Core
2.	PSY.552	Advanced Social Psychology	3	48	Core
3.	PSY.553	Research Methodology (Quantitative Approach)	3	48	Core
4.	PSY.554	Developmental Psychology	3	48	Core
5.	PSY.555	Cognitive Psychology	3	48	Core

SECOND SEMESTER					
Paper	Course Code No.	Title of Course	Credit hours	Teaching Hours	Nature of Course
6.	PSY.556	Contemporary Theories in Psychology	3	48	Core
7.	PSY.557	Cross-cultural Psychology	3	48	Core
8.	PSY.558	Research Methodology (Qualitative Approach)	3	48	Core
9.	PSY.559	Evolutionary Psychology	3	48	Core
10.	PSY.560	Health Psychology	3	48	Core

THIRD SEMESTER Specialization in Clinical Psychology					
Paper	Course Code No.	Title of Course	Credit hours	Teaching Hours	Nature of Course
11.	PSY. 561-1	Clinical Psychology	3	48	Optional
12.	PSY. 552-1	Biological Basis of Behavior	3	48	Optional
13.	PSY. 553-1	Child Psychopathology	3	48	Optional
14.	PSY. 564-1	Psychological Assessment	3	48	Optional
15.	PSY. 565-1	Psychotherapy and Counseling	3	48	Optional

THIRD SEMESTER Specialization in Organizational Psychology					
Paper	Course Code No.	Title of Course	Credit hours	Teaching Hours	Nature of Course
11.	PSY. 561-2	Organizational Behavior	3	48	Optional
12.	PSY. 562-2	Organizational Communication	3	48	Optional
13.	PSY. 563-2	Human Resource Management	3	48	Optional
14.	PSY. 564-2	Applied Psychological Assessment	3	48	Optional
15.	PSY. 565-2	Consumer Behavior	3	48	Optional

THIRD SEMESTER Specialization in Counseling Psychology					
Paper	Course Code No.	Title of Course	Credit hours	Teaching Hours	Nature of Course
11.	PSY. 561-3	Fundamentals of Counseling	3	48	Optional
12.	PSY. 562-3	Community Psychosocial Counseling	3	48	Optional
13.	PSY. 563-3	School Counseling	3	48	Optional
14.	PSY. 564-3	Mental Health Issues and Problems	3	48	Optional
15.	PSY. 565-3	Psychology of Rehabilitation	3	48	Optional

FOURTH SEMESTER Specialization in Clinical Psychology					
Paper	Course Code No.	Title of Course	Credit hours	Teaching Hours	Nature of Course
16.	PSY. 566-1	Psycho-diagnostic Testing	3	48	Optional
17.	PSY. 567-1	Adult Psychopathology	3	48	Optional
18.	PSY. 568-1	Clinical Skills and Professional Practice (Internship)	3	48	Optional
19.	PSY. 569-1	Psychotherapy and Counseling in Multicultural Setting	3	48	Optional
20.	PSY. 570-1	Thesis	3		

FOURTH SEMESTER Specialization in Organizational Psychology					
Paper	Course Code No.	Title of Course	Credit hours	Teaching Hours	Nature of Course
16.	PSY. 566-2	Counseling in Work Setting	3	48	Optional
17.	PSY. 567-2	Organizational Change and Development	3	48	Optional
18.	PSY. 568-2	Occupational Health	3	48	Optional
19.	PSY. 569-2	Conflict and Negotiation	3	48	Optional
20.	PSY. 570-2	Thesis	3		

FOURTH SEMESTER Specialization in Counseling					
Paper	Course Code No.	Title of Course	Credit hours	Teaching Hours	Nature of Course
16.	PSY. 566-3	Counseling Theories (Approaches)	3	48	Optional
17.	PSY. 567-3	Assessment and Diagnosis	3	48	Optional
18.	PSY. 568-3	Counseling with Specific Groups	3	48	Optional
19.	PSY. 569-3	Counseling Skills	3	48	Optional
20.	PSY. 570-3	Thesis	3		

COURSE TITLE: HISTORY AND SYSTEMS OF PSYCHOLOGY

Paper: I
Course Code : PSY. 551
Credit Hr: 3

Teaching Hr. 48
Theory: 60
Practical: 40

Course Description: Studying the history of psychology is important to understand how the study came into practice, where the belief comes from, why psychology is important, what scientist and other noted persons in history used to draw his or her conclusion from, and why the conclusion is relevant, and how the psychology evolves with society as time moves forward and society changes.

This course examines major psychological theories and their historical development. Important psychological schools of thought receive consideration. The course pays attention to the social, economic, and cultural contexts in which knowledge developed, the wide variety of influences on psychology, and the individuals who advanced the field.

Objectives: To provide an overview of psychological thinking from Ancient Greece to the present.
To emphasize critical stance toward the assumptions and implications of major psychological theories.

Unit I Introduction to History of Psychology (3)

1. Historical roots modern of psychology
 - Philosophical Foundations of the Psychology: Positivism, Materialism, and Empiricism, contribution of Descartes
2. Contributions from biological sciences
 - The Beginnings of Experimental Psychology : Hermann von Helmholtz, Ernst Weber, Gustav Theodor Fechner

Unit II The Scientific Psychology: Structuralism, and Functionalism (10)

1. Structuralism
 - Antecedent Influence
 - Contributors: Wilhelm Wundt, Edward Bradford Titchener
 - Contribution to Psychology
 - Strengths and weaknesses
2. Developments in German Psychology : Hermann Ebbinghaus , Franz Brentano and others.
3. Functionalism
 - Antecedent Influences : The Evolution Revolution, Individual Differences, Animal Psychology.
 - Major Contributors: William James, John Dewey, Hugo Münsterberg, G. Stanley Hall, Robert Sessions Woodworth, Edward Lee Thorndike, James McKeen Cattell, and others.
 - Contribution in Psychology

- Strength, weakness, current status

Unit III Behaviorism (10)

1. Antecedent Influences : Edward Lee Thorndike and Ivan Petrovitch Pavlov
2. Major contributors : John B. Watson, B.F. Skinner, Albert Bandura , Julian Rotter, Edward Chace Tolman, Clark Leonard Hull, Edwin Ray Guthrie, William Mcdougall
3. Major themes of behaviorism
4. Contribution in Psychology
5. Strengths, weaknesses and current status

Unit IV Gestalt Psychology (7)

1. Antecedent Influences :Immanuel Kant, Ernst Mach, Christian von Ehrenfels, William James
2. Major contributors : Max Wertheimer, Kurt Koffka ,Wolfgang Köhler and Kurt Lewin
3. Major themes
4. Contribution in psychology
5. Strengths, weaknesses and current status

Unit V Psychoanalysis (10)

1. Antecedent Influences
2. Major contributors: Sigmund Freud, Carl Jung ,Alfred Adler, Karen Horney,Anna Freud and others.
3. Major themes
4. Contributions in Psychology
5. Strengths, weaknesses and current status

Unit VI Cognitive Psychology (5)

1. Antecedent Influences : Wilhelm Wundt, Gestalt Psychology, Human Factor Psychology, Jean Piaget, Noam Chomsky
2. Major contributors:Ulric Neisser, Allen Newell and Herbert Simon.
3. Major themes
4. Contribution in psychology
5. Strengths, weaknesses and current status

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments: five papers	5
Interaction in Class Participation and Presentation	5
Assignment of Term Paper/applications of tests/tools/ experiments/mini research/ project work.	10

Performance in the term end examination	15
Total marks	40

Prescribed Book

Hergenhahn, B. R. (2009). *An Introduction to the History of Psychology* (Sixth Edition).
CA :Wadsworth

Reference

1. Schultz, D. P. & Schultz, S. E. (2008). *A History of Modern Psychology* (Ninth Edition). CA: Wadsworth
2. Schultz, D.P., & Schultz, S.E. (2008). *A history of modern psychology, 9th edition*. Belmont, CA: Thomson.
3. Goodwin, C. J. (2011). *A History of Modern Psychology*. 4th. ed. Hoboken, NJ: Wiley.
4. Benjamin, L. Jr. (2006). *A History of Psychology in Letters*. Malden, MA: Wiley-Blackwell 2nd edition.
5. Heidbreder, E. (1971). *Seven Psychologies*. New Delhi: Kalyani Publishers.

COURSE TITLE: ADVANCE SOCIAL PSYCHOLOGY

Paper: II
Course Code : PSY. 552
Credit Hr: 3

Teaching Hr. 48
Theory: 60
Practical:40

Course Description: Social Psychology is important to understand how individuals behavior are influenced by different factors like social perception, social cognition and attitude, what are the different social psychological problems and how social psychology can be applied to tackle various problems.

Objectives: This course is designed to introduce the students with various concepts and issues in social psychology, acquaint them with knowledge of how social psychology have been used in different areas and help them use knowledge of social psychology in various fields.

Unit I Introduction to Social Psychology (6)

1. Concept of Social Psychology
2. Brief history of Social Psychology
3. Methods in social Psychology
4. Theories of social psychology
5. Social psychology and other related fields
6. Recent trends in Social Psychology

Unit II Social Cognition (7)

1. Concept of Social Cognition
2. Schema and its role in cognition
3. Affect and Emotion
4. Automatic and controlled processing of information
5. Errors in social cognition

Unit III Social Perception (8)

1. Concept of Social Perception
2. Role of non-verbal language in social perception
3. Methods of social perception
4. Impression formation and impression management
5. Attribution theories and their application
6. Biases in attribution
7. Application of Social Perception
8. Review of researches in Nepal in social perception

Unit IV Social Behavior and Social Influence (10)

1. Attitude: Concept, Components of attitude, Formation of attitude
2. Persuasion: Factors related to persuasion, Resistance to persuasion, real life application of resistance to persuasion
3. Prejudice and discrimination: Nature of Prejudice, difference among prejudice, discrimination and stereotypes, Causes and treatment of prejudice,
4. Compliance: Nature and principles of compliance, implication of compliance

5. Obedience: Concept of obedience, Milgram's Experiment on Obedience and critical evaluation, Causes of obedience, resistance to obedience, Brainwashing
6. Conformity: Concept, Experiment on Conformity, Factors affecting conformity, factors influencing in-conformity

Unit V Conflict and Peacemaking (4)

1. Sources of Conflict
2. Obstacles in peace making
3. Peace making and theories of peace making

Unit VI Social Psychological Roots in Various Problems (5)

1. Domestic violence
2. Social Comparison and illness
3. Ecological context
4. Inclusion exclusion
5. Individualism vs collectivism
6. Poverty
7. Social stigma of mental illness

Unit VII Application of Social Psychology (7)

1. Social Psychology in Clinic
2. Socio-cultural issues in diagnosis and assessment
3. Social Psychology of Help Seeking behavior
4. Social Psychology and health
5. Social Psychology and Environmental issues
6. Social Psychology and Consumer Behavior
7. Social Psychology and Workplace

Name of the Practical

1. Leadership preference
2. Effect of Competition and Cooperation
3. Social Distance
4. Social Perception
5. Acculturation
6. Social Intelligence
7. Social maturity
8. Social Competence
9. Social Loafing
10. Altruism

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

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments: five papers	5
Interaction in Class Participation and Presentation	5
Assignment of Term Paper/applications of tests/tools/ experiments/mini research/ project work.	10
Performance in the term end examination	15
Total marks	40

Prescribed Book

Baron, R.A. and Byrne, D. (2004). *Social Psychology* (10thed.). Prentice Hall of India.

References

- Adhikari, B. (2000). Intergenerational Differences in Social Perception and Values of Bhaminsad News in the Context of Acculturation in Nepal. Unpublished PhD Thesis. India: Bhanaras Hindu University
- Braumeister, R.F. and Bushman B.J. (2011). *Social Psychology and Human Nature* (2nd edition). Wadsworth Cengage Learning
- Hogg, M.A. and Vaughan, G.M. (2011). *Social Psychology. Sixth Edition*. Pearson Education Limited.
- Horowitz, I.A. & Bordens, K. S. (1995). *Social Psychology*. Mayfield publishing company.
- Kool, V. K. & Agrawal, R. (2006). *Applied Social Psychology: a global perspective*. Atlantic publishers and distributors (P) LTD.
- Krauglanski, A.W. and Higgins, E.T. Ed. (2007). *Social Psychology- Handbook of Basic Principles* (2nd Edition). The Guilford Press
- Maddux, J.E. and Tangney, J.P. Ed. (2010). *Social Psychological Foundations of Clinical Psychology*. The New Guilford Press.
- Myers, D. G. (2002). *Social Psychology* (7thed.). McGraw Hill
- Niraula, S. (2011). *General Psychology with OB emphasis*. Buddha academic publishers and distributors, Kathmanu, Nepal
- Subba, S (2003). Perception of Disease and Illness among Health-Providers and Health-Seekers in Jajarkot District, Nepal. Unpublished PhD Thesis. Copenhagen University, Denmark
- Subba, S (2007). *Socio-Cultural Construction of Illness*. Kathmandu: Subba, U.K.
- Suls, J. and Wallston, K.A. (2003) Ed. . *Social Psychological Foundation of Health and Illness*. Blackwell Publishing Limited.
- Taylor, S.E.; Peplau, L.A. and Sears, D.O. (2006). *Social Psychology*. Pearson Education Limited

COURSE TITLE: QUANTITATIVE RESEARCH METHODS

Paper: III
Course Code : PSY. 553
Credit Hrs: 3

Teaching Hr. 48
Theory: 60
Practical:40

Course Description: Research is central to all the activities of psychologists as it is to modern life in general. A key assumption of psychology is that a psychologist—researcher or practitioner—needs to be familiar with the way in which good research is carried out. This enables them to determine the adequacy and value of the findings claimed from a particular study. All psychologists need the resources to be able to read research reports in detail, for example, studies reported in journals of psychological research. This requires an understanding of the purposes, advantages and disadvantages of the different research methods used to investigate issues. Quantitative research methods predominantly describe the quantitative issues related to research. It emphasizes on empirical approach with the goal of maintaining objectivity in a research. It focuses on application of diverse designs to collect, as well as choosing an appropriate statistical tool to analyze the collected data. Apart from data collection, the course also consolidates documentation of the research according to APA format.

Objective: The main aim of the course is to familiarize the students with basic quantitative research methods and equip students with theoretical and practical knowledge for doing quantitative research independently.

Unit I Foundation of Research

(3)

- Theory and research
- Epistemological Consideration: empiricism
- Ontological considerations: objectivism
- Concept, purpose, steps, sources of literature
- Conceptual/Theoretical framework

Unit II Planning of Research

(15)

- Selection of a Problem for Research, Objectives, Hypotheses, Operationalization
- Scales and Measurements: types of scale: Thurstone scale, Likert Scale, Bogardus Scale, Semantic Differential scale, Q sort, Issues of reliability and validity
- Sampling Design
- Research plan and experimental designs

Unit III Quantitative Research

(20)

- The Nature of Quantitative Research
- Quantitative Data Generation Techniques: Experimental method, Quasi experimental method, correlation method, Survey
- Quantitative data analysis: Regression analysis, inferential analysis: parametric and non-parametric tests
- Quantifying Qualitative data

Unit IV.Application of Computer in research: SPSS (data entry and basic calculation) (7)

Unit V Presenting Research Results, Report writing (3)

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments: five papers	5
Interaction in Class Participation and Presentation	5
Assignment of Term Paper/applications of tests/tools/ experiments/mini research/ project work.	10
Performance in the term end examination	15
Total marks	40

Prescribed Book:

Bryan, A. (2010), *Social Research Method*.Delhi: Oxford Publication

References:

1. Asthana, H.S. & Bhushan, B. (2007). *Statistics for Social Sciences*. PHI
2. Christensen, L.B. (2007). *Experimental Methodology*, 10th edition USA: Pearson, Allyn and Bacon
3. Heiman, G.W. (2002). *Research Methods in Psychology*, 3rd Edition. USA: Houghton Mifflin Company.
4. Kerlinger, F.N. (1973). *Foundation of behavioural research*, Delhi: Surjeet Publications
5. Kumar, R. (1999). *Research Methodology: A Step by Step Guide to beginners*. Sage Publications
6. Mohsin, S. M. (1984). *Research Methods in Behavioural Sciences*. Orient Longman Ltd.

COURSE TITLE: DEVELOPMENTAL PSYCHOLOGY

Paper: IV
 Course Code : PSY. 554
 Credit Hr: 3

Teaching Hr. 48
 Theory: 60
 Practical:40

Course Description: This course builds on what the learner has already been introduced in previous introductory courses and forms a basis to the understanding of human behavior from the bio-psycho-social prospective. It forms a background to the understanding of abnormal/ deviant behavior and to understand the basis of different corrective measures.

Objectives: This course is designed to update the students with the basic concepts of developmental psychology and their applications in the different age of life span.

Unit I Concept and Theoretical Perspectives (12)

1. Concept of development:
2. Principles of growth, maturation and development
3. Determinants of development: Biological and socio-cultural.
4. Developmental stages.
5. Theories of Development
 - a. Psychoanalytic : Freud and Erikson
 - b. Learning : Pavlov, Skinner and Watson, Social learning- Bandura
 - c. Cognitive: Piaget and Kohlberg
 - d. Evolutionary /Sociobiological : Bowlby and Ainsworth's attachment theory
 - e. Contextual : Urie Bronfenbrenner's Bioecological Theory and Lev Vygotsky's sociocultural Theory

Unit II Early Stages of Development (9)

1. Prenatal development: stages and factors affecting it.
2. The neonate: Physical characteristics, reflexes, sensory and motor capacities.
3. Development during infancy: physical and motor development, sensory and perceptual development, language, emotional and social development.
4. Development during babyhood: Physical development, cognitive development, psychosocial development.

Unit III Childhood (7)

5. Development during early childhood: Physical development, cognitive development, psychosocial development, emotional development and emergence of self.
6. Development during late childhood: Physical development, cognitive development, psychosocial development

Unit IV Puberty and Adolescence (10)

1. Concepts of puberty and adolescence

2. Physical changes during early, middle and late adolescence.
3. Perception and reaction to physical changes.
4. Cognitive and moral development: Piaget's and Kohlberg's models.
5. Social development: Achieving independence from parents. Parent- peer conflicts and development of relationships.
6. Personality development: Identity formation and emotional characteristics.
7. Stressors and problems of adolescence: Suicidal behavior, teenage pregnancy and parenthood, Juvenile delinquency, substance abuse and problems of sexual adjustment.

Unit V Adulthood and Aging (10)

1. Concepts, characteristic features and developmental tasks of adulthood and aging, aging in South Asia.
2. Theoretical approaches: Erikson, activity vs. disengagement theory, continuity theory.
3. Significant concerns in adulthood: choosing a career, marriage, family, successful parenting, coping with midlife crisis, work and pre-retirement planning.
4. Changes and coping with changes in adulthood and aging: Physical aspects, cognitive functions, personality and concept of self, social aspects.
5. Significance concerns for aging persons : Retirement, living arrangement, grand-parenting, coping with bereavement and death, and loneliness .
6. Factors leading to positive mental health in adulthood, longevity and successful aging.

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.

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments: at least five	5
Interaction in Class Participation and Presentation	5
Assignment of Term Paper/applications of tests/tools/ experiments/mini research/ project work.	10
Performance in the term end examination	15
Total marks	40

List of Practical

1. Family Scale
2. Prolonged Deprivation Scale
3. Sentence Completion Test
4. Academic Achievement Motivation Test
5. Frustration Tolerance
6. Sexual Attitude Scale
7. Family Pathology Scale
8. Family Climate Scale
9. Peer Pressure Scale
10. Youth Problem Inventory

Prescribed Book

Papalia, D. E., Olds, S.W., Feldman, R.D. (2004) *Human Development*, 9th edition, Tata McGraw- Hill

References

1. Berk, L.E. (2003). *Child Development*. New Delhi: Prentice Hall.
2. Santrock, J.W. (1998). *Adolescence*. 7th edition. McGraw- Hill.
3. Regmi, M.P., Shrestha, R., Aryal, R., & Khanal, M. (2004). *Psychology in the classroom*. Kathmandu: New Hira Books Enterprises.
4. Rao, V. A. (1989). *Psychology of old age in India*. Madras: MacMillan India Press.
5. Sharma, N. (2003) *Mothers ' Awareness about their Adolescents ' stresses: Relation Between Maternal Awareness and Adolescent Adjustment*. Unpublished PhD thesis . Nepal Tribhuvan university.
6. Hurlock, J.B. (1997) *Developmental psychology- The life span perspective*. New York: McGraw Hill.
7. Shrestha, A.B.(...). *KakshyaKothamaManobigyan*.....

COURSE TITLE: COGNITIVE PSYCHOLOGY

Paper: V
Course Code : PSY. 555
Credit Hr: 3

Teaching Hr. 48
Theory: 60
Practical:40

Course Description: Cognitive psychology is the branch of psychology that studies mental processes including how people think, perceive, remember and learn. As part of the larger field of cognitive science, this branch of psychology is related to other disciplines including neuroscience, philosophy, and linguistics. . Today, the term “cognitive perspective” or “cognitive approach” is applied in a broader sense to these and other areas of psychology.

This course examines major tenets of cognitive psychology ; cognitive processes like perceiving, recognizing, remembering, imagining, conceptualizing, along with its historical development and major areas within psychology covered by it.

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.

Unit I Introduction

(7)

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

(10)

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

(10)

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

Unit IV Memory**(10)**

1. Memory storage models: Sensory, Short-term and Long-term storage
2. Working memory (Baddeley's Three component working model), F. Craik.
3. Episodic memory and Semantic memory: Tulvings model, Flashbulb, Autobiographical, Eye witness memory, inducing false memory.
4. Implicit and Explicit memory

Unit V Reasoning and Problem solving**(11)**

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)

List of Practical

1. Size illusion
2. Perceptual grouping
3. Reversible perception
4. Person perception
5. Short-term memory
6. Long-term memory
7. Span of immediate memory
8. Recall of completed and incompletd task
9. Tachistoscope
10. Division of attention
11. Concept achievement
12. Rigidity scale
13. Dimension of rigidity
14. Cognitive style
15. Style of learning and thinking

Formatted: Font: (Default) Times New Roman, 12 pt, Complex Script Font: Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt, Complex Script Font: Times New Roman, 12 pt

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

Internal Evaluation

Headings	Marks
Attendance	5
Home assignments: at least five	5
Interaction in Class Participation and Presentation	5
Assignment of Term Paper/applications of tests/tools/ experiments/mini research/ project work.	10
Performance in the term end examination	15
Total marks	40

PrescribedBook:

Best, J. B. (1999). *Cognitive Psychology*. West Publishing

References:

1. Ashcraft, M. H. (1998). *Fundamentals of Cognition*. Longman
2. Dember, W. N. & Warm, J. S. (1979). *Psychology of Perception*. New York: Macmillan.
3. Glass, A. L. & Holyoak, K. J. (1986). *COGNITION* (2nd ed.). New York: Random House.
4. Haberlandt, K. (1994). *Cognitive Psychology*. Allyn & Bacon
5. Leahey, T. H. & Harris, R. J. (1997). *Learning and Cognition*. USA: Prentice-hall Inc.
6. Niraula, S. (1998). Development of Spatial Cognition in Rural and Urban Nepalese Children. Unpublished PhD thesis. India: Banaras Hindu University.
7. Schiffman, H. R. (1976). *Sensation and Perception: An Integrated Approach*. John Wiley & Sons.
8. Shrestha, A.B. (1986). *Some Educational Factors in Cognitive Style of Nepalese Children*. Unpublished Ph.D thesis. India: Patna University.
9. Solso, R. L. (2004). *Cognitive Psychology*. 6th edition. Boston: Allyn & Bacon Publishers.
10. Sternberg, R. J. (1999). *Cognitive Psychology*. Hard Court Brace.