

**TRIBHUVAN UNIVERSITY**  
**Faculty of Humanities and Social Sciences**  
**Central Department of Psychology**  
**Kirtipur, Kathmandu, Nepal**



**CURRICULUM**  
**MPhil - Ph. D. in Psychology**

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2023



## Course Structure

### First Semester Courses

Subject Code	Name of Course	Credit
PSY 701	Philosophical Foundation of Psychological Research	3
PSY 702	Research Methods and Designs	3
PSY 703	Approaches and Fields of Psychology	3
PSY 704	History and Contemporary Trends of Research in Nepalese Psychology	3
	Total	12

### Second Semester Courses

Subject Code	Name of Course	Credit
PSY 711	Applied Psychology	3
PSY 712	Cross-Cultural Research Methods in Psychology	3
PSY 713	Seminar Paper	3
PSY 714	Academic Writing	1.5
PSY 715	Data analysis with Computer Software	1.5
	Total	12

### Third Semester Courses

Subject Code	Name of Course	Credit
PSY 720	MPhil Dissertation	6

### For Ph.D. Students

Subject Code	Name of Course	Credit
PSY 721	Ph. D. Synthesis Paper I (for Ph. D. students)	3
PSY 722	Ph. D. Synthesis Paper II (for Ph. D. students)	3
	Total	12

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## Philosophical Foundations of Psychological Research

Course Code: Psy. 701  
Credit Hour: 3

Teaching Hour: 48  
External Evaluation: 60  
Internal Evaluation: 40

**Course Description:** This course introduces students to the essence of scientific discovery and explanation related to the social sciences, including psychology. The origins and epistemology of science, the link between philosophy and science, the nature of the scientific basis, and the understanding of scientific progress (the paradigm) are covered.

**Course Objectives:** To familiarize students with the philosophical trends that impact research and study goals in psychological research and to make them aware of the **Ontology, Epistemology, Axiology, and Methodological Strategies** of the major research philosophies and their variations in psychology. Students also be able to reflect and utilize paradigms for their research.

### Course Details

#### Course Contents

	<b>Teaching hours</b>
UNIT I Introduction to philosophical foundations	3
UNIT II Positivism	6
UNIT III Social Constructionism	3
UNIT IV Critical Realism	3
UNIT V Constructivism	3
UNIT VI Interpretivism	6
UNIT VII Pragmatism	3
UNIT VIII Symbolic Interactionism	3
UNIT IX Phenomenology	6
UNIT X Hermeneutics	3
UNIT XI Critical Theory	3
UNIT XII Feminist Theories	3
UNIT XIII Orientalism	3

  
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(Note: The instructor will prepare a reading list based on, but not limited to, the suggested readings.

A Journal club will be formed to discuss the reading list.)

**Teaching Methods:** Seminar work, presentation, guest lecturer.

**Internal Evaluation:** As part of the internal evaluation, students are expected to prepare a philosophical analysis paper by critically analyzing philosophical concepts within psychological research contexts.

Headings	Marks
Attendance	5
Class performance	10
Philosophical analysis paper	15
Performance in the term-end examination	10
Total marks	40

### Recommended Readings

- Audi, R. (2006). Epistemology: Contemporary Readings. *Epistemology: Contemporary Readings*.  
<https://doi.org/10.4324/9780203994078>
- Biesta, G. J. J.; B. N. C. (n.d.). *Pragmatism and Educational Research*. Rowman & Littlefield Publishers, Inc.
- Brakel, L. A. W. (2013). The ontology of psychology: Questioning foundations in the philosophy of mind. In *The Ontology of Psychology: Questioning Foundations in the Philosophy of Mind*.  
<https://doi.org/10.4324/9780203092484>
- Brogaard, B. (2015). Philosophy of mind. *What Is This Thing Called Philosophy?*, 48(2), 159.  
<https://doi.org/10.5840/tpm1998283>
- Bryngelson, B. (1953). Man and his symbol. *The Speech Teacher*, 2(2), 81–86.  
<https://doi.org/10.1080/03634525309376603>
- Daniel A, W.; F. A. (1998). An Introduction to the Philosophy of Psychology. In *Zen Nihon Shinkyu Gakkai zasshi (Journal of the Japan Society of Acupuncture and Moxibustion)* (Vol. 48, Issue 4).  
<https://doi.org/10.3777/fjsam.48.415>
- Frankol, V. (1959). *Man 's Search for Meaning*.
- Freud, S. (1962). *Civilization and its discontents*. Norton and Company Inc.  
<https://doi.org/10.1080/07351690.2012.703896>
- Fritjof, K. (1975). *The Tao of Physics*. Shambhala Publications, Inc.
- Haggerty, R. M. E., & Smith, H. B. (2014). *Journal of Philosophy, Inc.* 13(17), 470–472.
- Morkuniene, I. (2004). *Social Philosophy: Paradigm of Contemporary Thinking*.
- Jung, C. G. (2013). The Undiscovered Self. In *The Undiscovered Self*.  
<https://doi.org/10.4324/9781315850993>
- Kuhn, T. S. (1996). *The structure of scientific revolution* (Third). The University of Chicago Press.



- Kvale, S. (Ed.). (1992). *Psychology and postmodernism*. SAGE Publications Inc. (2455 Teller Road, Thousand Oaks CA 91320, United States).
- Leavy, P. (Ed.). (2014). *The Oxford handbook of qualitative research*. Oxford University Press, USA.
- Mackay, Nigel ; Petocz, A. (Ed.). (2011). *Realism and Psychology: Collected Essays*. Koninklijke Brill NV.
- Maxwell, N. (2018). Karl Popper, Science and Enlightenment. In *Karl Popper, Science and Enlightenment*. <https://doi.org/10.2307/j.ctt1vxm8p6>
- May, M. W. T. (1996). *Introduction to the philosophy of social research*.
- Nashi, R. (2005). *Oxford Studies in Epistemology: Volume 1*.
- Nijamatulla, S. K. (2019). Orientalism as Methodology and Methodology of Orientalism. *Jigyasa*, 12(2), 0974-7648.
- Pilgrim, D. (2019). Critical Realism for Psychologists. In *Critical Realism for Psychologists*. <https://doi.org/10.4324/9780429274497>
- Popper, K. (2002). *The Logic of Scientific Discovery (Google eBook)*. <http://books.google.com/books?hl=en&lr=&id=T76Zd20IYlgC&pgis=1>
- Popper, K. (1979). *The Two Fundamental Problems of the Theory of Knowledge*.
- Saunders, M., Lewis, P., & Thornhill, A. (2015). *Understanding research philosophies and approaches*. January 2009, 122-161. [https://www.researchgate.net/publication/309102603\\_Understanding\\_research\\_philosophies\\_and\\_approaches](https://www.researchgate.net/publication/309102603_Understanding_research_philosophies_and_approaches)
- Skinner, B. F. (1948). *Walden Two*. Hackett Publishing Company, Inc.
- Stretch, L. B. (1949). Walden Two by B. F. Skinner. The Macmillan Company. 266 pp. \$3.00. *The Educational Forum*, 13(3), 378-378. <https://doi.org/10.1080/00131724909342040>
- Tolman, C. W. (1992). *Positivism in Psychology: Historical and Contemporary Problems; Tabellen (Vol. 1992)*. <http://books.google.com/books?hl=en&lr=&id=2V6-L8j81h0C&pgis=1>
- Watson, J. B. (1913). Psychology as the behaviourist views it. *Psychological Review*, 20(2), 158-177. <https://doi.org/10.1037/h0074428>

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## RESEARCH METHODS AND DESIGNS

Course Code: PSY. 702  
Credit hour 3

Teaching hours: 48  
External Evaluation: 60  
Internal Evaluation: 40

**Course Description:** Research methods and designs primarily encompasses both quantitative and qualitative aspects of research, highlighting the significance of an empirical approach to maintain objectivity and obtain qualitative insights into human behavior. These methods encompass a wide range of designs, from quantitative to qualitative, enabling researchers to gather data effectively following ethical standards for knowledge creation.

**Course Objectives:** The major objectives of this course are to

- Introduce basic elements of research methods and designs needed for designing academic research.
- Make students capable of constructing tools and carrying out various types of academic research.

### Course Details

#### Course Contents

	Teaching hours
Unit I. Psychological constructs: Advances in model-based approaches	12
Unit II. Development of Research Design: Quantitative, Qualitative, and Mixed Method Design	12
Unit III. Sample and Sampling Techniques	9
Unit IV. Research Methods	9
Unit V. Ethics in Psychological Research	6

**Teaching methods:** Seminar work, Presentation, Guest lecturer, Group discussion, Specific research method discussions (with respect to relevant research articles)

#### Internal Evaluation

Instructors can determine their preferred criteria for carrying out evaluations in accordance with the provided evaluation framework, except for class attendance and performance in the term-end examination.

Headings	Marks
Attendance	5
Theoretical and methodological analysis and/or Tool Construction	15
Class performance	10
Performance in the term-end examination	10
Total	40

### Recommended Readings

- Berg, B. L. & Lune, H. (2011). *Qualitative Research Methods for the Social Sciences* (8th Edition), Pearson
- Creswell, J.W. & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publication
- de Ayala, R. J. (2009). *The theory and practice of item response theory*. Guilford Press.



DeVellis, R. F. (2012). *Scale development: theory and applications (3rd ed. ed.)*. Thousand Oaks, Calif. SAGE.

Kutsanedzie, F., Achio, S. & Ameko, E. (2016). *Practical Approaches to Measurements, Sampling Techniques and Data Analysis*. Science Publishing Group

Machi, L. A. & McEvoy, B. T. (2022). *The Literature Review: Six Steps to Success*. Fourth Edition, Corwin

Sinha, B.K. & Hedayat A.S. (1991). *Design and Inference in Finite Population Sampling*. (Wiley Series in Survey Methodology)


Trochim, Donnelly, & Kanika, A. (2015). *Research Methods: The Essential Knowledge Base 2nd Edition*, Cengage Learning

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## APPROACHES AND FIELDS OF PSYCHOLOGY

Course Code: Psy.703  
Credit Hour: 3

Teaching Hour: 48  
External Evaluation: 60  
Internal Evaluation: 40

**Course Description:** This course encompasses the fundamental theoretical approaches within the field of psychology. It encompasses a wide array of theoretical perspectives employed in psychological research. Each unit integrates an exemplary research article that spans various domains of psychology. It encompasses diverse areas of study related to human behavior by incorporating articles from various psychology disciplines.

**Objective:** The objectives of this course are:

- to cultivate the skill of establishing connections between existing theories and literature in the context of novel research
- to enhance the capacity to critically evaluate research articles in the context of the relevant theories

### Course Details:

#### Course Contents

#### Teaching hours

Unit I. Biological Approach	3
Unit II. Behavioral Approach	6
Unit III. Psychodynamic Approach	6
Unit IV. Cognitive Approach	6
Unit V. Humanistic Approach	3
Unit VI. Cultural Approach	3
Unit VII. Developmental Approach	3
Unit VIII. Social Approach	3
Unit IX. Trait Approach	3
Unit X. Positive Approach	3
Unit XI. Interpersonal Approach	3
Unit XII. Other Approaches	6



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- Kusunoki, S., Fukuda, T., Maeda, S., Yao, C. Hasegawa, T., Akamatsu, T., & Kusunoki, H. Y. et al. (2023). Relationships between feeding behaviors and emotions: an electroencephalogram (EEG) frequency analysis study, *The Journal of Physiological Sciences* 73:2, <https://doi.org/10.1186/s12576-022-00858-w>
- Leveresen, I., Danielsen, A. G., Birkeland, M. S., & Samdal, O. (2012). Basic Psychological Need Satisfaction in Leisure Activities and Adolescents' Life Satisfaction. *Journal of Youth and Adolescence*, 41(12), 1588–1599. doi:10.1007/s10964-012-9776-5
- Magnus, K. B., Cowen, E. L., Wyman, P. A., Fagen, D. B., & Work, W. C. (1999). Parent-child relationship qualities and child adjustment in highly stressed urban black and white families. *Journal of Community Psychology*, 27(1), 55–71.
- Miller, P. H. (2016). *Theories of Developmental Psychology*, New York, Worth publishers
- Schulz, B. (2023). *Behavioral Finance and How its Behavioral Biases Affect German Investors*. <http://dx.doi.org/10.37355/acta-2023/1-03>
- Yeh, C. J., Carter, R. T., & Pieterse, A. L. (2004). Cultural Values and Racial Identity Attitudes Among Asian American Students: An Exploratory Investigation. *Counseling and Values*, 48(2), 82–94. doi:10.1002/j.2161-007x.2004.tb00235.x
- Zhang, Z., & Jia, M. (2010). Using social exchange theory to predict the effects of high-performance human resource practices on corporate entrepreneurship: Evidence from China. *Human Resource Management*, 49(4), 743–765. doi:10.1002/hrm.20378

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## History and Contemporary Trends of Research in Nepalese Psychology

Course Code: Psy. 704  
Credit Hour: 3

Teaching Hour: 48  
External Evaluation: 60  
Internal Evaluation: 40

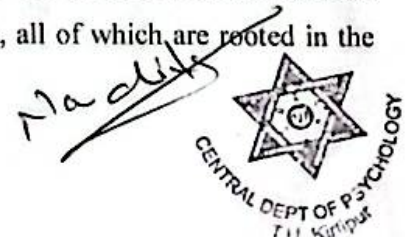
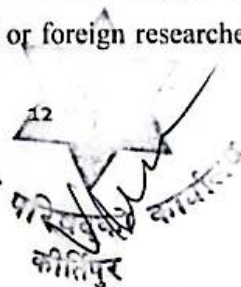
**Course Description:** This course is designed to provide an opportunity for the students to become familiar with the studies conducted in the Nepalese Psyche, the topics, methods, and designs covered so far by Nepalese or Foreign researchers.

**Course Objectives:** The objective of this course is to familiarize students with the trend of research in Nepalese psychology, identify gaps, and make them able to critically appraise the studies in relation to the theoretical, methodological, and practical concerns.

### Course Details:

Course Contents	Teaching hours
Unit I History of Research in Nepalese Psychology	3
Unit II Mental health and other issues of Children and adolescents	3
Unit III Adult Mental Health	3
Unit IV Crime and Delinquency	3
Unit V Organizational Behavior	3
Unit VI Social Psychology	3
Unit VII Conflict and Mental Health	3
Unit VIII Disaster and Mental Health	3
Unit IX Experimental Psychology	3
Unit X Personality Psychology	3
Unit XI Cross-Cultural Psychology	3
Unit XII Educational Psychology	3
Unit XIII Health Psychology	3
Unit XIV Cognition/Cognitive Development	3
Unit XV Psychotherapy	3
Unit XVI Psychometry and other	3

(Note: The instructor will compile a reading list consisting of Ph.D. theses by Nepalese scholars and researches centered on the Nepalese context. Furthermore, the list will include research articles published in peer-reviewed journals by Nepali or foreign researchers, all of which are rooted in the



Nepalese context. In addition, distinguished Ph.D. scholars and researchers will be invited to serve as guest lecturers. During these sessions, they can share valuable insights and experiences related to their respective research endeavors.

**Teaching Methods:** Seminar work, presentation, guest lecturer.

**Internal Evaluation:** As part of the internal evaluation, students are expected to prepare an article based on a systematic review.

Headings	Marks
Attendance	5
Class participation, presentation and assignments	10
Writing review of selected article or thesis	15
Performance in the term-end examination	10
Total marks	40

#### Recommended Readings

- Adhikari, S. N. (2009). Development of Spatial Cognition in Mountainous and Plane Nepalese Children. *Tribhuvan University Journal*, 26(1), 99–108.
- Alaraudanjoki, E., Regmi, M. P., Ahonen, T., & Nurmi, J. (2010). International Journal of Psychology Cognitive skills among Nepalese child labourers Cognitive skills among Nepalese child labourers. *International Journal of Psychology*, 36(July 2011), 37–41. <https://doi.org/10.1080/0020759004200016>
- Aryal, T. (2016). *Developing study habits inventory for secondary level students in Nepal: A psycho-educational survey*. 5(4).
- Burger, J. M., Psychology, S., & Society, M. P. (1988). from the SAGE Social Science Collections . All Rights Reserved . *Social Science*. <https://doi.org/0803973233>
- Dahlin, B., Education, F., Sciences, E., Council, S., Sciences, S., Kong, H., Council, S., Sciences, S., Dahlin, B., & Schools, S. W. (2004). *Bo Dahlin*. 1989, 80–81.
- Dahlin, B., & Regmi, M. P. (1997). Conceptions of learning among Nepalese students. *Higher Education*, 33(4), 471–493. <https://doi.org/10.1023/A:1002992411868>
- Dahlin, B., & Regmi, M. P. (2000). Ontologies of knowledge, east and west - a comparison of the views of swedish and nepalese students. *International Journal of Qualitative Studies in Education*, 13(1), 43–61. <https://doi.org/10.1080/095183900235726>
- Dasen, P. R., Changkakoti, N., Abbiati, M., Niraula, S., Mishra, R. C., & Foy, H. (2006). *Geocentric Gestures as a Research Tool*. 1–7.
- Dasen, P. R., Mishra, R. C., & Niraula, S. (2004). Linguistic relativity and spatial concept development in Nepal. *Psychology and Developing Societies*, 16(2), 99–124. <https://doi.org/10.1177/097133360401600202>
- Dev, M. K., Paudel, N., Joshi, N. D., Shah, D. N., & Subba, S. (2014). Impact of visual impairment on vision-specific quality of life among older adults living in nursing home. *Current Eye Research*, 39(3), 232–238. <https://doi.org/10.3109/02713683.2013.838973>
- Harks, B., Rakoczy, K., Hattie, J., Besser, M., & Klieme, E. (2014). Educational Psychology An International Journal of Experimental Educational Psychology. *Educational Psychology*, 34(3), 269–290.

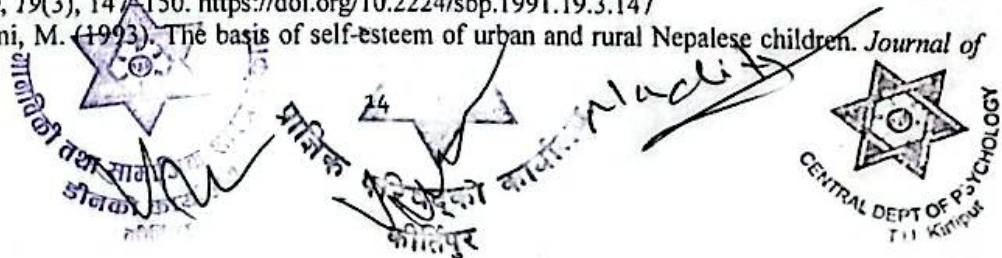
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<https://doi.org/10.1080/01443410.2013.785384>

- Kohrt, B. A., & Harper, I. (2008). Navigating diagnoses: Understanding mind-body relations, mental health, and stigma in Nepal. *Culture, Medicine and Psychiatry*, 32(4), 462–491. <https://doi.org/10.1007/s11013-008-9110-6>
- Mellor, D., & Stokes, M. (2007). The Factor Structure of the Strengths and Difficulties Questionnaire. *European Journal of Psychological Assessment*, 23(2), 105–112. <https://doi.org/10.1027/1015-5759.23.2.105>
- Mishra, R. C., Dasen, P. R., & Niraula, S. (2003). Ecology, language, and performance on spatial cognitive tasks. *International Journal of Psychology*, 38(6), 366–383. <https://doi.org/10.1080/00207590344000187>
- Rayamajhi, K. B., & Regmi, M. P. (2015). *Effect of Individualistic and Collectivistic Values on Total Role Stress among the Government Officers of Nepal*. 15(8).
- Regmi, M. (1995). Assessing Approaches to Learning in Non-western Cultures: A Nepalese conceptual validity study. *Assessment & Evaluation in Higher Education*, 20(2), 203–212. <https://doi.org/10.1080/02602939508565721>
- Regmi, M. P., & Asthana, H. S. (1981). Cross\_culture study of Nepalese and Indian Optimism. In *CNAS Journal: Vol. VIII* (Issue 2, pp. 83–96).
- Sinha, D., & Shrestha, A. B. (1992). Ecocultural Factors in Cognitive Style Among Children From Hills and Plains of Nepal. *International Journal of Psychology*, 27(1), 49–59. <https://doi.org/10.1080/00207599208246865>
- Sivadas, E., Bruvold, N. T., & Nelson, M. R. (2008). A reduced version of the horizontal and vertical individualism and collectivism scale: A four-country assessment. *Journal of Business Research*, 61(3), 201–210. <https://doi.org/10.1016/j.jbusres.2007.06.016>
- Subba, N. R., & Subba, S. (2015). *Postpartum depression relating to smoking and drinking habits of husbands among Rajbanshi mothers in Nepal Postpartum Depression Relating to Smoking and Drinking Habits of Husbands Among Rajbanshi Mothers in Nepal. SEPTEMBER*. <https://doi.org/10.13140/RG.2.1.3637.6804>
- Subba, S. (2007). *Socio-Cultural Construction of Illness: Oral Recitals of Genesis, Causes and Cure of Roga (naturally caused illnesses)*.
- Watkins, D. A., Hui, E. K. P., Luo, W., Regmi, M., Worthington, E. L., Hook, J. N., & Davis, D. E. (2011). Forgiveness and interpersonal relationships: A nepalese investigation. *Journal of Social Psychology*, 151(2), 150–161. <https://doi.org/10.1080/00224540903368541>
- Watkins, D. A., & Watkins, D. A. (n.d.). *The Journal of Social Forgiveness and Interpersonal Relationships : A Nepalese Investigation. July 2011*, 37–41. <https://doi.org/10.1080/00224545.1990.9924617>
- Watkins, D., Adair, J., Akande, A., Cheng, C., Fleming, J., Gerong, A., Ismail, M., McInerney, D., Lefner, K., Mpofo, E., Regmi, M., Singh-Sengupta, S., Watson, S., Wondimu, H., & Yu, J. (1998). Cultural dimensions, gender, and the nature of self-concept: A fourteen-country study. *Psychological Science*, 33(1), 17–31. <https://doi.org/10.1080/002075998400583>
- Watkins, D., Biggs, J., & Regmi, M. (1991). Does confidence in the language of instruction influence a student's approach to learning? *Instructional Science*, 20(4), 331–339. <https://doi.org/10.1007/BF00043257>
- Watkins, D., Cheng, C., Mpofo, E., Olowu, S., Singh-Sengupta, S., & Regmi, M. (2003). Gender differences in self-construal: How generalizable are western findings? *Journal of Social Psychology*, 143(4), 501–519. <https://doi.org/10.1080/00224540309598459>
- Watkins, D., Reghi, M., Astilla, E., Watkins, D., Reghi, M., Astilla, E., Watkins, D., Reghi, M., & Astilla, E. (1991). The-Asian-learner-as-a-rote-learner Stereotype: Myth or reality? *Educational Psychology*, 11(1), 21–34. <https://doi.org/10.1080/0144341910110102>
- Watkins, D., & Regmi, M. (1990). An investigation of the approach to learning of Nepalese tertiary students. *Higher Education*, 20(4), 459–469. <https://doi.org/10.1007/BF00136223>
- Watkins, D., & Regmi, M. (1991). Significant others of rural and urban Nepalese children. *Social Behavior and Personality*, 19(3), 147–150. <https://doi.org/10.2224/sbp.1991.19.3.147>
- Watkins, D., & Regmi, M. (1993). The basis of self-esteem of urban and rural Nepalese children. *Journal of*



- Social Psychology*, 133(2), 255–257. <https://doi.org/10.1080/00224545.1993.9712143>
- Watkins, D., & Regmi, M. (1994). Attributing academic success and failure in Nepal. *Journal of Social Psychology*, 134(2), 241–242. <https://doi.org/10.1080/00224545.1994.9711387>
- Watkins, D., & Regmi, M. (1999). Self-concepts of mountain children of Nepal. *Journal of Genetic Psychology*, 160(4), 429–435. <https://doi.org/10.1080/00221329909595556>
- Watkins, D., & Regmi, M. (2004). Personality and forgiveness: A nepalese perspective. *Journal of Social Psychology*, 144(5), 539–540. <https://doi.org/10.3200/SOCP.144.5.539-540>
- Watkins, D., Regmi, M., & Alfon, M. (1990). Antecedents of Self-Esteem of Nepalese and Filipino College Students. *Journal of Genetic Psychology*, 151(3), 341–347. <https://doi.org/10.1080/00221325.1990.9914622>
- Watkins, D., & Sachs, J. (1997). DIMENSION SCALE : A NEPALESE INVESTIGATION '. 1982, 963–967.
- Young, M. J., Morris, M. W., Burrus, J., Krishnan, L., & Regmi, M. P. (2011). Deity and destiny: Patterns of fatalistic thinking in Christian and Hindu cultures. *Journal of Cross-Cultural Psychology*, 42(6), 1030–1053. <https://doi.org/10.1177/0022022110381123>
- Young, M. J., Morris, M. W., Krishnan, L., & Regmi, M. P. (2005). *Forms of fatalism: Christian and Hindu approaches to attributing misfortune and coping with risks.* 1–52. <http://164.67.163.139/documents/areas/fac/hrob/fatalism.pdf%5Cpapers3://publication/uuid/64C71936-4DF6-4D83-B505-7881240DA834>

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## Applied Psychology

Course Code: PSY. 711  
Credit hour 3

Teaching hours: 48  
External Evaluation: 60  
Internal Evaluation: 40

**Course Description:** Applied psychology is a field of study that applies psychological principles and theories to real-world situations and practical challenges. It uses psychological knowledge to address specific issues, improve individual and group functioning, and enhance well-being. Applied psychologists work in various domains such as clinical settings, organizations, education, sports, and community settings, using their expertise to develop interventions, strategies, and solutions that positively impact people's lives and contribute to the betterment of society.

**Course Objective:** This course is designed to introduce students to some important applied branches of psychology. After completing this course, students are expected to understand some recent applied psychology branches relevant to the Nepalese setting. Completing this course can motivate students to conduct research in applied psychology.

### Course Details:

#### Course Contents

	Teaching hours
Unit I: Clinical and Counseling Psychology	9
Unit II: Industrial/Organizational Psychology	9
Unit III: Health Psychology	9
Unit IV: Educational Psychology	9
Unit V: Others (Sports Psychology, environmental psychology, Tele mental health, Evolutionary psychology)	12

**Teaching Methods:** Seminar work, presentation, writing a dummy report.

#### Internal Evaluation:

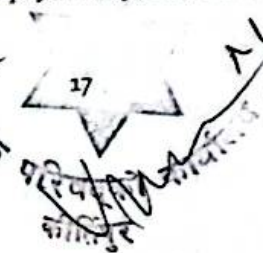
As a component of the internal assessment, students must create a practice proposal report according to the format supplied by the Office of the Dean, Faculty of Humanities and Social Sciences. The scheme for internal evaluation is as follow.

Headings	Marks
Attendance	5
Class performance	10
Workshop, chapter reflection, critical review of article	15
Performance in the term-end examination	10
Total marks	40



### Recommended Readings

- Amanvermez, Y., Rahmadiana, M., Karyotaki, E., de Wit, L., Ebert, D. D., Kessler, R. C., & Cuijpers, P. (2020). Stress management interventions for college students: A systematic review and meta-analysis. *Clinical Psychology: Science and Practice*.
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शान्ति तथा सामाजिक न्यायको लागि

शान्ति तथा सामाजिक न्यायको लागि

## Cross-Cultural Research Methods in Psychology

Course Code: Psy. 712  
Credit Hour: 3

Teaching Hour: 48  
External Evaluation: 60  
Internal Evaluation: 40

**Course Description:** This relatively new branch of psychology underscores context's role in human experiences, analyzing cross-cultural psychological processes. Cross-cultural research, now mainstream, reshapes human behavior models. This course imparts tools for ethical cross-cultural research, spanning designs, data collection, and statistics, exploring challenges and prospects in cross-cultural studies, and master research in diverse cultural settings.

**Course Objectives:** This course provides a comprehensive understanding of the pivotal role of cultural context in psychological research. Students will learn to recognize and analyze diverse research designs and data collection methods employed in cross-cultural studies. The course equips students with the skills to assess the strengths and limitations of various statistical techniques used in cross-cultural research while instilling a strong awareness of ethical considerations. Students will refine their analytical prowess by critically evaluating published cross-cultural research papers. Moreover, students will be guided in developing and designing their independent cross-cultural research projects, fostering practical application of the knowledge gained throughout the course.

**Course Details:**

**Course Contents**

**Teaching hours**

Unit I: Introduction to Cross-Cultural Research and Methodological Issues	6
Unit II: Translating and Adapting Tests	6
Unit III: Investigating Structural Equivalence	6
Unit IV: Sampling, Effect Sizes, and Data Analytic Approaches	6
Unit V: Multilevel Modeling	4
Unit VI: Cross-Cultural Meta-Analysis	4
Unit VII :Cultural Differences	4
Unit V: Making Scientific Sense of Cultural Differences : the scientific assessment of cultural differences; Unpackaging Cultural Differences	12

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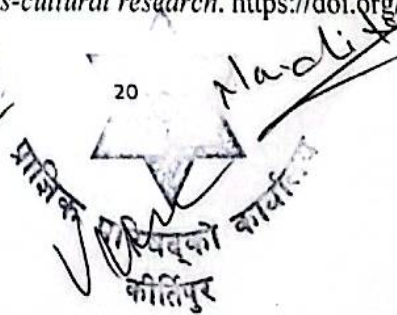
Teaching Methods: Seminar work, presentation, guest lecture.

### Internal Evaluation

Headings	Marks
Attendance	5
Class performance	10
Cross-cultural adaptation/validation of a research tool	15
Performance in the term-end examination	10
Total marks	40

### Recommended Readings

- Berry, J.W., Portinga, Y. H., Segall, M.H., & Dasen, P. (2002). *Cross-cultural Psychology: Research and Applications* (2 nd Ed.). NY: Cambridge University Press.
- Draguns, J. G. (1991). Cross-cultural psychology in 1990: An Outgoing Editor's Perspective. *Journal of Cross-Cultural Psychology* (Vol. 22, Issue 1). <https://doi.org/10.1177/0022022191221002>
- Keith, K. D. (2009). Introduction to Cross-Cultural Psychology. *Cross-cultural psychology: Contemporary themes and perspectives*.
- Keith, K. d. (2019). *Cross - Cultural Psychology: Contemporary Themes and Perspectives* (S. Edition (ed.)). John Wiley & Sons, inc.
- Kim, U., Triandis, H. C., Kagitcibasi, C., Choi, S., & Yoon, G. (1994). Individualism and collectivism: Theory, method, and applications. *Cross-Cultural Research and Methodology Series, October 1994*, 338. <http://doi.apa.org/psycinfo/1996-97151-000>
- Kim, U. (1995). *Individualism and Collectivism: A Psychological, Cultural and Ecological Analysis*. <http://www.diva-portal.org/smash/get/diva2:842739/FULLTEXT01.pdf%5Cnhttps://books.google.com/books?id=sAQDyonJQHyc&pgis=1>
- Matsumoto, D. and Juang, L. (2013). *Culture and Psychology* (5th Ed.). Wadsworth, Cengage Learning.
- Matsumoto, D., & Fons J. R. van de Vijver (Eds.). (2011). *Cross-Cultural Research Methods in Psychology*. Cambridge University Press.
- Shiraev, E. B., & David A. Levy. (2010). Cross-cultural psychology: critical thinking and contemporary applications. In *The Corsini Encyclopedia of Psychology* (Fourth Ed.). Allyn & Bacon Boston. <https://doi.org/10.1002/9780470479216.corpsy0243>
- Shiraev, E. B., & Levy, D. A. (2020). Cross-Cultural Psychology: Critical Thinking and Contemporary Applications, Seventh Edition. In *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications, Seventh Edition* (Issue January 2022). <https://doi.org/10.4324/9780429244261>
- Van de Vijver, F. J., Chasiotis, A., & Breugelmans, S. M. (Eds. ). (Ed.). (2011). *Fundamental questions in cross-cultural psychology*. Cambridge University Press.
- Van de Vijver, F. J. R., & Leung, K. (2021). Methods and data analysis for cross-cultural research. *Methods and data analysis for cross-cultural research*. <https://doi.org/10.1017/9781107415188>



## Seminar Paper (Practical)

Course Code: Psy. 713  
Credit Hour: 3

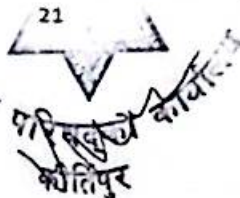
Teaching Hour: 48  
Full Marks: 100

**Course Description:** This advanced-level course is designed for students seeking to refine their research and academic writing skills by crafting comprehensive seminar papers. Through a blend of guided instruction, interactive discussions, and practical exercises, students will acquire the necessary tools to conceptualize, research, structure, and present seminar papers of exceptional quality.

**Course Objectives:** This course aims to equip MPhil students with advanced research and writing skills vital for creating scholarly seminar papers. Students will gain proficiency in research, source analysis, and synthesizing data. Emphasis will be on strategic writing techniques for well-structured papers with clear problems, precise language, and proper citations. The course enhances critical thinking to dissect intricate subjects, develop strong arguments, and engage with scholarly literature. It also refines presentation skills, boosting confidence in delivering articulate seminar paper findings. Active participation in peer reviews fosters a collaborative environment, improving feedback skills and facilitating ongoing development throughout the paper creation process.

### Course Details:

Course Contents	Teaching hours
<b>Unit I Introduction</b>	<b>6</b>
<ol style="list-style-type: none"><li>1. Background information on the topic</li><li>2. Statement of the problem or research question</li><li>3. Purpose of the study</li><li>4. Significance of the research</li></ol>	
<b>Unit II Literature Review</b>	<b>12</b>
<ol style="list-style-type: none"><li>1. Overview of existing research on the topic</li><li>2. Identification of gaps in the literature</li><li>3. Theoretical framework or models relevant to the study</li><li>4. Summary of key findings and controversies in the field</li></ol>	

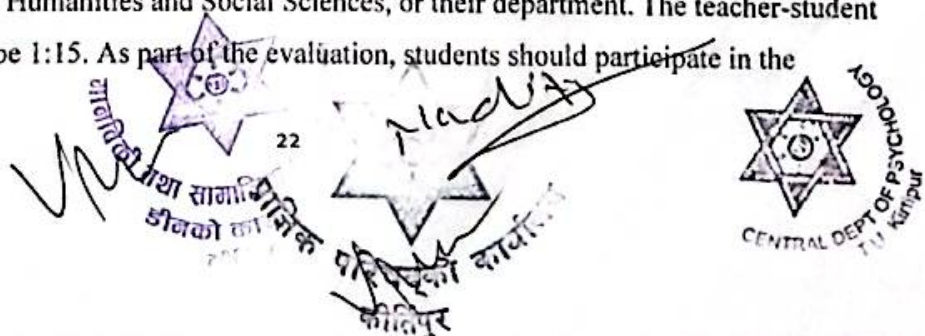


<b>Unit III Methodology</b>	<b>8</b>
1. Research design	
2. Participants and sampling procedure	
3. Data collection methods	
4. Variables and measures	
5. Data analysis techniques	
<b>Unit IV Results</b>	<b>6</b>
1. Presentation of the findings	
2. Statistical analyses and interpretations	
3. Discussion of significant results	
4. Comparison with previous research	
<b>Unit V Discussion</b>	<b>6</b>
1. Interpretation of results in relation to research question	
2. Comparison with previous research and theoretical frameworks	
3. Implications of the findings for the field of psychology	
4. Limitations of the study and suggestions for future research	
<b>Unit VI Conclusion</b>	<b>4</b>
1. Summary of the main findings	
2. Contribution to the existing knowledge	
3. Practical implications and applications of the research	
4. Final thoughts and recommendations	
<b>VII Appendix</b>	<b>2</b>
<b>VIII Citation and References</b>	<b>4</b>
1. List of cited sources in APA format	

**Note:** Evaluation of this course will be entirely based on the seminar paper and synopsis students prepare. There will be no external examination for this paper.

**Teaching Methods:** Seminar work, presentation, guest lecturer.

**Evaluation:** Students will prepare a seminar paper and a synopsis in the format provided by the Office of Dean, Faculty of Humanities and Social Sciences, or their department. The teacher-student ratio for this paper would be 1:15. As part of the evaluation, students should participate in the




practical examination, in which external examiners will evaluate their seminar paper and synopsis.  
The evaluation scheme will be as follows.

Headings	Marks
Attendance	5
Written Assignments: Regular submission of sections of the seminar paper, allowing for incremental feedback and improvement.	10
Peer Review Participation: Actively engage in peer review sessions, providing constructive feedback to peers.	15
Presentation: Deliver a concise presentation of seminar paper findings, showcasing effective communication skills.	10
Final Seminar Paper: Submission of a well-crafted and thoroughly researched seminar paper demonstrating mastery of course concepts.	20
Synopsis	20
External Examination	20
TOTAL	100

### Recommended Readings

- Becker, H. S. (2008). *Writing for social scientists: How to start and finish your thesis, book, or article*. University of Chicago Press.
- Blanpain, K. (2008). *Academic writing in the humanities and social sciences: A resource for researchers*. Acco Leuven.
- LeFevre, K. B., & Larkin, T. J. (1983). Freud, Weber, Durkheim: A Philosophical Foundation for Writing in the Humanities and Social Sciences. *Journal of Advanced Composition*, 65-83.
- Singh, A. A., & Lukkarila, L. (2017). *Successful academic writing: A complete guide for social and behavioral scientists*. Guilford Publications.

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## Academic Writing

Course Code: PSY714  
Credit hours: 1.5 hrs

Teaching Hours: 24  
External Evaluation: 30  
Internal Evaluation : 20

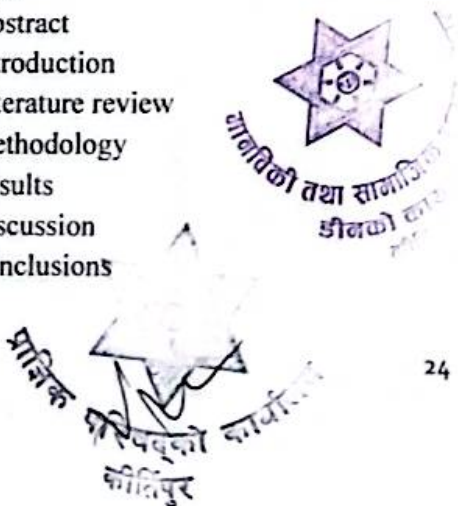
**Course Description:** This course is designed to impart the knowledge and skills of formal scientific writing researchers utilize for scholarly publication. After completing this course, students are expected to excel in writing academic proposals and dissertations.

**Course Objectives:** The major objectives of this course are to

- Introduce basic academic writing skills needed for research proposal and dissertation.
- Make students capable of writing academic research proposals and dissertations using international standards of academic writing.

**Course Details:**

Course Content	Teaching hours
<b>Unit I Introduction</b>	4
1. Introduction to academic writing	
2. Difference between academic writing and other forms of writing	
<b>Unit II Different types of academic writing</b>	4
1. Thesis/Dissertation	
2. Research Article	
3. Research Report	
4. Book Chapter	
5. Seminar Papers	
<b>Unit III Writing a Synthesis Paper</b>	4
<b>Unit IV Outline of Dissertation</b>	12
1. Title	
2. Abstract	
3. Introduction	
4. Literature review	
5. Methodology	
6. Results	
7. Discussion	
8. Conclusions	



**Teaching Methods:** Seminar work, presentation, writing a dummy report.

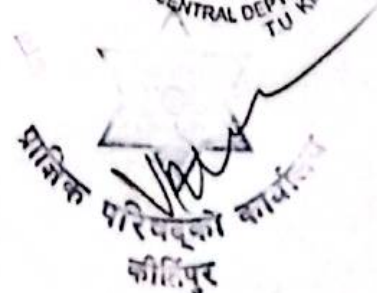
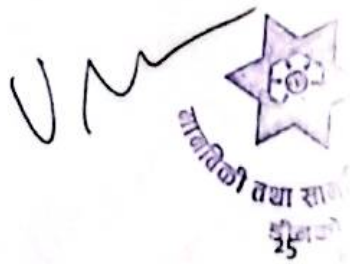
**Internal Evaluation:** As part of the internal evaluation, students are expected to prepare one dummy proposal report in the format provided by the Office of Dean, Faculty of Humanities and Social Sciences.

Headings	Marks
Attendance	2.5
Class Performance	5
Writing research proposal	7.5
Performance in the term-end examination	5
Total marks	20

### Recommended Readings

- American Psychological Association. (2020). *Publication manual of the American psychological association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Evans, D., Gruba, P., & Zobel, J. (2011). *How to write a better thesis*. Melbourne Univ. Publishing.
- Glasman-Deal, H. (2020). *Science Research Writing: for native and non-native speakers of English*. World Scientific.
- Kornuta, H. M., & Germaine, R. W. (2019). *A concise guide to writing a thesis or dissertation: Educational research and beyond*. Routledge.
- Paltridge, B. & Starfield, S. (2020). *Thesis and Dissertation Writing in a Second Language: A Handbook for Students and Their Supervisors*. Routledge.
- Wee, B. V., & Banister, D. (2016). How to write a literature review paper?. *Transport reviews*, 36(2), 278-288.

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## DATA ANALYSIS WITH COMPUTER SOFTWARE (Practical)

Course Code: Psy.715  
Credit Hour: 1.5

Class Hours: 24  
Full Marks: 50

**Course Description:** This course includes analyzing qualitative and quantitative data in research using a computer with the latest relevant software. It includes applying quantitative and qualitative data analysis software to analyze and interpret data.

**Objective:** The objectives of the course are:

- to foster essential skills in both quantitative and qualitative data analysis through the utilization of computer software
- to build the capacity to choose suitable statistical methods that align with the characteristics of the data and the unique demands of the research
- to enhance the ability to comprehend the results of statistical analyses and to proficiently apply these findings across diverse forms of psychological research

### Course Details:

#### Course Contents

#### Teaching hours

#### *Quantitative Data Analysis*

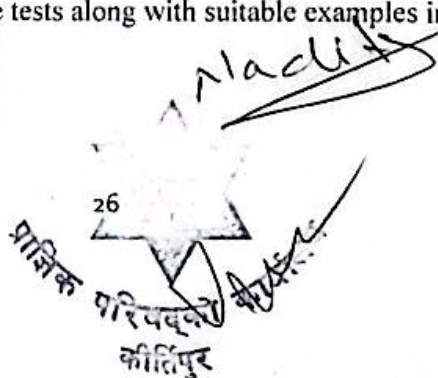
12

Unit I: Introduction, data entry, choosing scales, classifying nominal scales, managing missing data, computing variable, recode variable, testing normality of the data, preparing charts, data analysis for descriptive statistics, Z score calculation

Unit II: Karl Pearson correlation, Partial correlation, Multiple correlation, Bi-serial correlation, Simple regression, Multiple regression, and Hierarchical regression along with suitable examples in psychology

Unit III: t-test, ANOVA, ANCOVA, MANCOVA, and Factor analysis along with suitable examples in psychology.

Unit IV: Non-parametric tests, Chi-square tests along with suitable examples in psychology, Preparing report



Unit V: Introduction to software, Importing and managing data, memos, annotation

Unit VI: Coding/data entry, data entry of demographic variables, Classification, Describing data, Queries

Unit VII: Matrix coding queries, Developing models

Unit VIII: Preparing report

Teaching Methods: Demonstration, presentation, instruction

Note: It is a practical subject. Students have to prepare data analysis reports on a computer using real data. As part of the evaluation, students should participate in the practical examination, in which external examiners will evaluate their seminar paper and synopsis. The evaluation scheme will be as follows.

Headings	Marks
Attendance	5
Class participation and demonstration	10
Field Work	10
Practical Report	15
External Examination	10
TOTAL	50

Recommended Readings

Alan Bryman & Edward Bell. (2019). *Social Research Methods*. 5<sup>th</sup> Canadian edition, Oxford Publication.

Arthur Aron, Elaine Aron, & Elliot Coups. (2014). *Statistics for Psychology*, Sixth Edition. England. Pearson Education Limited.

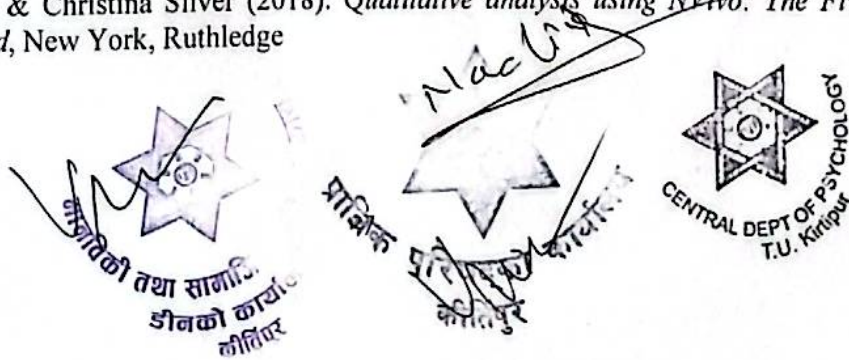
Bazeley, P. & Jackson, K. (2013). *Qualitative data analysis with NVivo*, 2<sup>nd</sup> edition, London, Sage Publication.

Christine P. Dancy & John Reidy. (2020). *Statistics without Maths for Psychology*, Eighth Edition. United Kingdom. Pearson Education Limited.

Dennis Howitt & Duncan Cramer. (2017). *Understanding Statistics in Psychology with SPSS*, Seventh Edition. England. Pearson Education Limited.

Mark A Goss-Sampson. (2022). *Statistical analysis in JASP: A guide for students*, Fifth edition, The Netherlands, <https://jasp-stats.org/>

Nicholas H. Woolf & Christina Silver (2018). *Qualitative analysis using NVivo: The Five- Level QDA Method*, New York, Ruthledge



## Qualitative Data Analysis

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Unit V: Introduction to software, Importing and managing data, memos, annotation

Unit VI: Coding/data entry, data entry of demographic variables, Classification, Describing data, Queries

Unit VII: Matrix coding queries, Developing models

Unit VIII: Preparing report

**Teaching Methods:** Demonstration, presentation, instruction

**Note:** It is a practical subject. Students have to prepare data analysis reports on a computer using real data. As part of the evaluation, students should participate in the practical examination, in which external examiners will evaluate their seminar paper and synopsis. The evaluation scheme will be as follows.

Headings	Marks
Attendance	5
Class participation and demonstration	10
Field Work	10
Practical Report	15
External Examination	10
TOTAL	50

### Recommended Readings

- Alan Bryman & Edward Bell. (2019). *Social Research Methods*. 5<sup>th</sup> Canadian edition, Oxford Publication.
- Arthur Aron, Elaine Aron, & Elliot Coups. (2014). *Statistics for Psychology*, Sixth Edition. England. Pearson Education Limited.
- Bazeley, P. & Jackson, K. (2013). *Qualitative data analysis with NVivo*, 2<sup>nd</sup> edition, London, Sage Publication.
- Christine P. Dancey & John Reidy. (2020). *Statistics without Maths for Psychology*, Eighth Edition. United Kingdom. Pearson Education Limited.
- Dennis Howitt & Duncan Cramer. (2017). *Understanding Statistics in Psychology with SPSS*, Seventh Edition. England. Pearson Education Limited.
- Mark A Goss-Sampson. (2022). *Statistical analysis in JASP: A guide for students*, Fifth edition, The Netherlands, <https://jasp-stats.org/>
- Nicholas H. Woolf & Christina Silver (2018). *Qualitative analysis using NVivo: The Five- Level QDA Method*, New York, Ruthledge

