



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  
2025 (2081 B.S.)



## Background

The need for psychology is felt in every sphere of life, which is why psychology has become one of the most popular academic disciplines worldwide. Psychology at Tribhuvan University is a discipline under the Faculty of Humanities and Social Sciences. Tribhuvan University is the sole university in Nepal that has introduced major courses in psychology to date. The Central Department of Psychology along with Tri-Chandra Campus and Padma Kanya Campus run the master's psychology program.

Despite its succinct history as a scientific discipline, it has become one subject with more than 100 sub-disciplines with many applied areas. Though it began as an academic discipline because of its wider scope it is more popular as an applied science. Many applied branches like: Clinical Psychology, Counseling Psychology, Educational Psychology, and Organizational and Industrial Psychology contribute to solving problems in the related areas. Similarly, pure areas including Abnormal Psychology, Health Psychology, Cognitive Psychology, Peace Psychology, and Biological Psychology are vested in demystifying the problem of human behavior.

To address the need for locally and globally competent human resources, the present MA in Psychology course is focused on two broad applied areas: Mental Health and Industrial and Organizational psychology. The Mental Health area is based on the scientist-practitioner model which is based on the ideology that trained professional psychologists should be knowledgeable in both research and practice. The Master of Arts in Psychology is a 63-credit-hour degree program

## Objectives of the course

This curriculum aims to prepare psychology graduates who can fulfill the needs of the contemporary local and global job market. Specifically, the major focus of the course is on preparing graduates who are both theoretically sound and practically skillful to work in the different areas of psychology.

## Expected Competencies

After completion of the course, the graduates are expected to be competent:

- To design and conduct research in the field of Psychology
- To apply different tools and techniques of psychological assessment
- To apply the knowledge and skills acquired in the related fields of psychology: clinical, counseling, psychosocial counseling, and organizations.



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- To pursue further study in advanced academic or professional courses.
- To adapt and apply the current evidence-based practices around the globe in the local context.
- To identify and address ethical and cultural considerations in the professional context.

## Output

Upon completion of the course, the psychology graduates will be able to:

- Understand historical and contemporary developments in psychology.
- Design and conduct research in psychology.
- Critically appraise psychological research.
- Work in the scientist-practitioner framework.
- Apply ethical and cultural competencies to address local problems
- Work as professional mental health experts, counselors, psycho-social counselors, organizational psychologists, and project managers.

## Eligibility for Admission

The eligibility for admission in Master of Arts in Psychology will be as per the criteria set by the Psychology Subject Committee.

## Admission Procedures

The candidate will be selected for admission based on merit. The entrance examination will follow the rules of the Office of the Dean, Faculty of Humanities and Social Sciences.

## Students Enrolment

A total of 40 students will be enrolled in a section.

## Lab work, Internship, Field Work and Community Engagement

Practical requires lab work, fieldwork, internships, community intervention, etc. Lab work requires specific types of laboratory equipment, psychological tools, computers, and software. Many of the lab works are based on the integration of information technology. As each semester has practical requirements, there should not be more than 40 students in a class. For practical classes, the teacher-student ratio should be 1:15, for an internship/field placement a dedicated supervisor should be assigned for each student and the supervisor-supervisee ratio should be 1:7;



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during community intervention, there must be thorough supervision, monitoring, feedback and mentoring sessions each day and the supervisor-supervisee ratio should be 1:10. The orientation class for each field visit will be six hours and conducted on the field visit site.

### Training

Based on the nature of the course and requirements of the job market, in addition to the regular classes and practical, training on various relevant issues and skills will be regularly organized, trainers for such skill-based training will be Psychology graduates with a proven record of professional proficiency in the related field.

### Duration of the Course and Examinations

The MA in Psychology is a four-semester course. Each course will be evaluated against 100 marks. The marks are divided into a 60:40 grading system- 60% for the final examination and 40% for the internal evaluation except for practical papers. The department or campus will conduct the practical exams. The teacher who supervises the practical work of the respective subject shall be the internal evaluator for the practical exam and a full-time faculty of the university shall be the external examiner. Separate practical examinations for separate components of the practical should be conducted with the involvement of respective practical teacher and external examiner. The subject committee shall prepare a roster of faculties eligible to serve as an external examiner. Internal evaluation will be based on continuous monitoring by the supervisor and faculties using specified tools. For practical papers, students will be evaluated on 100 marks. The evaluation criteria will be as mentioned in the specific subject.

At least 80 percent attendance along with fulfillment of other internal assessment criteria will be mandatory to appear in the board examination.

### Outline of the Course

Courses in the first and second semesters are designed to provide a firm foundation of psychological theories, approaches, perspectives, and research methods. There is one separate practicum paper in each semester which incorporates practical based on the theoretical/skill-based papers of the semester.

In the third semester, students will select their area of specialization. The primary options are Mental Health Specialization and Industrial/Organizational Specialization. Those who choose Mental health concentration further have three optional areas to choose from: Clinical Psychology

prepares students for advanced studies in the clinical field, research in the mental health area, teaching, and professional practice. Counseling psychology provides students with the theoretical knowledge and practical skills required to help vulnerable individuals and groups solve their problems. Those who choose clinical psychology in the third semester will have to choose a practical paper designated for clinical psychology and internships allocated for clinical psychology in the fourth semester and the same applies for counseling and psychosocial counseling options.

Psychosocial counseling is aimed at preparing trained psychosocial counselors also equipped with a sound theoretical basis. Psychosocial counseling is an attempt to mainstream one of the most demanding professions of the job market; it provides fundamentals of the profession and supervised community experiences. Students choosing the specific area of mental health within the concentration will have specific practical requirements. Disaster management prepares students to deal with the country's ever-present disaster proneness and climate change-induced vulnerabilities. Whereas, Project management provides fundamental knowledge and skills to plan, design, implement, monitor and evaluate projects focused on mental health and or industrial-organizational settings.

Students specializing in Industrial/Organizational (I/O) Psychology deal with the science of human behavior in the workplace. During their third semester, organizational psychology provides students with a foundational knowledge of individual, group and organizational dynamics in organizations. Industrial relations provide a framework for comprehending employer-employee relationships and labor laws. Personnel Psychology emphasizes the various aspects of human resources, including recruitment, selection, and training. Counseling in the Workplace equips students with skills to address employee well-being and conflict resolution. application of these concepts is reinforced through I/O Psychology practical.

In the fourth semester, human factor psychology broadens students' understanding about how people and machines interact. The study of behavioral finance examines how psychological factors affect organizational financial decision-making. Consumer behavior and organizational dynamics offer insights into people's buying behavior and how people deal with workplace conflict. Organizational Project Management provides frameworks for understanding and managing change and projects within complex organizational systems.



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**Details of the Course:**

**Semester I: Compulsory Course**

Paper	Course Code	Name of the course	Credit
I	PSY 501	Theories and System of Psychology	3
II	PSY 502	Cognitive Psychology	3
III	PSY 503	Developmental Psychology	3
IV	PSY 504	Research Methodology	3
V	PSY 505	Practical I	3
Total			15

**Semester II: Compulsory Course**

Paper	Course Code	Name of the Course	Credit
VI	PSY 551	Applied Social Psychology	3
VII	PSY 552	Health Psychology	3
VIII	PSY 553	Approaches and Methods of Psychology	3
IX	PSY 554	Statistics and Psychometrics	3
X	PSY 555	Practical II	3
Total			15

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**Semester III: Compulsory and Elective Course (Mental Health)**

Paper	Course Code	Name of the Course	Credit
XI	PSY 601-1	Behavioral Neuroscience	3
XII	PSY 602-1	Psychological Disorders	3
XIII	PSY 603-1	Psychological Assessment	3
XIV	PSY 604-1-1	Clinical Psychology	3
	PSY 604-1-2	Counselling Psychology	
	PSY 604-1-3	Psychosocial Counselling	
XV	PSY 605-1-1	Practical – Clinical Psychology	3
	PSY 605-1-2	Practical- Counseling Psychology	
	PSY605-1-3	Practical- Psychosocial Counselling	
Total			15

**Semester III: Compulsory and Elective Course (I/O Psychology)**

Paper	Course Code	Name of the Course	Credit
XI	PSY 601-2	Organizational Psychology	3
XII	PSY 602-2	Industrial Relations	3
XIII	PSY 603-2	Personnel Psychology	3
XIV	PSY 603-2	Counselling in Workplace	3
XV	PSY 603-2	I/O Psychology Practical	
Total			

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**Semester IV: Compulsory and Elective Course (Mental Health)**

Paper	Course Code	Name of the Course	Credit
XVI	PSY 651-1	Psychotherapy and Counseling	3
XVII	PSY 652-1	Disaster Management.	3
XVIII	PSY 653-1	Project Management	3
XIX	PSY 654-1-1	Internship: Clinical Setting	3
	PSY 654-1-2	Internship: Counselling Setting	
	PSY 654-1-3	Internship: Professional Practice and Community Engagement	
XX	PSY655	Thesis	6
Total			18

**Semester IV: Compulsory and Elective Course (I/O Psychology)**

Paper	Course Code	Name of the Course	Credit
XVI	PSY 651-2	Human Factor Psychology	3
XVII	PSY 652-2	Behavioural Finance	3
XVII	PSY 653-2	Consumer Behaviour and Organizational Dynamics	3
XIX	PSY 654-2	Organizational Project Management	3
XX	PSY 655	Thesis	6
Total			18

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## THEORIES AND SYSTEMS OF PSYCHOLOGY

**Semester: I**

**Paper: I**

**Course Code: PSY 501**

**Credit Hrs: 3**

**Teaching Hrs.: 48**

**Internal Evaluation: 40**

**External Evaluation: 60**

### Course Description

This course provides a detailed description of psychology's historical and theoretical backgrounds from spirituality and philosophy to current trends. It covers major historical antecedents and their impact on psychology. By critically analyzing these theories, students will be able to understand the evolution of psychological theory and their application to practical issues.

### Course Objectives

- To provide an overview of psychological thinking from ancient times
- To develop critical thinking skills to evaluate psychological theories within historical and cultural contexts to the present.

### Course Contents

#### Unit I History of Psychology

(7)

1. Spiritual foundations of psychology
2. Philosophical Foundations of Psychology
3. Experimental Psychology
4. Volunteerism, Structuralism, and Functionalism
5. Early European Developments: Act Psychology, Gestalt Psychology

#### Unit II Psychoanalysis

(10)

1. Freudian Psychoanalysis
2. Analytical Psychology
3. Individual Psychology
4. Ego psychology
5. Object relations



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**Unit III Behaviorism****(10)**

1. Connectionism, conditioned reflexes, associated reflexes
2. The development of behaviorism
3. Methods of behaviorism
4. Subject matter of behaviorism
5. Operationism, neo-behaviorism and socio-behaviorism

**Unit IV Humanistic Psychology****(7)**

1. Phenomenology and Existentialism
2. Abraham Maslow
3. Carl Rogers

**Unit V Cognitive Psychology****(4)**

1. The cognitive movement in Psychology
2. The computer metaphor

**Unit VI Contemporary Trends in Psychology****(10)**

1. Positive Psychology
2. Evolutionary Psychology
3. Post-Modern Psychology

**Internal Evaluation**

Headings	Marks
Attendance	5
Home assignments	5
Interaction in Class Participation and Presentation	5
Term Paper/Mini research/ project work.	15
Performance in the term end examination	10
Total marks	

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## RECOMMENDED READINGS

1. Schultz, D. P., & Schultz, S. E. (2016). *A History of Modern Psychology* (Eleventh Edit). Cenage Learning.
2. Benjamin, L. Jr. (2006). *A History of Psychology in Letters*. Malden, MA: Wiley-Blackwell.
3. Hergenhahn, B. R. (2009). *An Introduction to the History of Psychology* (Sixth Edition). CA: Wadsworth
4. Goodwin, C. J. (2015). *A History of Modern Psychology* (Fifth Edit). NJ: Wiley.
5. Gross, R. (2017). *Psychology in historical context: Theories and debates*. Taylor & Francis.
6. James F. Brennan. (2014). *History and Systems of Psychology* (Sixth Edit). Pearson.
7. Pickren, W. E., & Rutherford, A. (2010). *A history of modern psychology in context*. NJ: John Wiley & Sons, Inc.

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## COGNITIVE PSYCHOLOGY

**Semester: I**

**Paper: II**

**Course Code: PSY 502**

**Credit Hrs: 3**

**Teaching Hrs. 48**

**External evaluation: 60**

**Internal evaluation: 40**

### Course Description

This course on Cognitive Psychology offers an in-depth exploration of the human mind, focusing on the processes that underlie our thinking, perception, memory, language, problem-solving, and decision-making. It examines key theoretical frameworks, empirical research methods, and applications of cognitive psychology to everyday life and emerging technologies. Students will engage with topics ranging from the foundations of attention and perception to the intersections of human and artificial intelligence. The course emphasizes understanding cognitive processes in both normal and impaired conditions, fostering critical thinking and analytical skills.

### Course Objectives

- 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 situation.

### Course Contents

#### Unit I Introduction to Cognitive Psychology

1. Origin of Cognitive psychology
2. Key issues and fields within Cognitive Psychology
3. Research Methods in Cognitive Psychology
4. Applications of cognitive psychology

(8)



#### Unit II Attention and Perception

1. The Nature of Attention and Consciousness.
2. Selective and divided attention

(8)



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3. Sensation to Perception
4. Theoretical Approaches to Perception
5. Cognitive and motivational influences on perception: Instruction, target identification, and perceptual defense
6. Deficit in perception

**Unit III Memory (8)**

1. Encoding and transfer of information
2. Retrieval
3. Models of Memory: Multi-Store, Working Memory, and Long-Term Memory
4. The constructive nature of memory
5. Memory Development

**Unit IV Language (8)**

1. Properties of language
2. Language Processing
3. Language acquisition

**Unit V Problem Solving and decision making (8)**

1. Types of problem solving, The problem – solving cycle.
2. Obstacles and aids to problem solving
3. Creativity, Types of creative contributions
4. Judgment and decision making
5. Inductive and deductive reasoning

**Unit VI Cognitive Psychology in Context (8)**

1. The Role of Cognitive Psychology in Artificial Intelligence
2. Improving intelligence: effective, ineffective and questionable strategies
3. Cognition and emotion
4. Cognitive development and aging



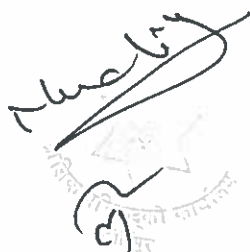
### Internal Evaluation

A minimum of 80% attendance out of the total class days is mandatory to be eligible for the final examination. Students who fail to meet this requirement will not be permitted to appear for the final examination.

Headings	Marks
Attendance	5
Home assignments (at least 5)	5
Case / Report	10
Interaction in class participation and presentation	10
Performance in the term end examination	10
Total	40

### RECOMMENDED READINGS

1. Matlin, M. W. (2013). *Cognition (9th Edition)*. Wiley.
2. Ashcraft, M. H. (1998). *Fundamentals of Cognition*. Longman
3. Best, J. B. (1999). *Cognitive Psychology*. West Publishing
4. Dember, W. N. & Warm, J. S. (1979). *Psychology of Perception*. New York: Macmillan.
5. Glass, A. L. & Holyoak, K. J. (1986). *COGNITION (2nd ed.)*. New York: Random House.
6. Haberlandt, K. (1994). *Cognitive Psychology*. Allyn & Bacon
7. Leahey, T. H. & Harris, R. J. (1997). *Learning and Cognition*. USA: Prentice-hall Inc.
8. Niraula, S. (1998). Development of Spatial Cognition in Rural and Urban Nepalese Children. Unpublished PhD thesis. India: Banaras Hindu University.
9. Schiffman, H. R. (1976). *Sensation and Perception: An Integrated Approach*. John Wiley & Sons.
10. Shrestha, A.B. (1986). Some Educational Factors in Cognitive Style of Nepalese Children. Unpublished Ph.D thesis. India: Patna University.
11. Solso, R. L. (2004). *Cognitive Psychology. 6th edition*. Boston: Allyn & Bacon Publishers.
12. Sternberg, R. J. (1999). *Cognitive Psychology*. Hard Court Brace.




## DEVELOPMENTAL PSYCHOLOGY

**Semester: I**

**Paper: III**

**Course Code: PSY 503**

**Credit Hrs: 3**

**Teaching Hrs. 48**

**Internal Evaluation: 40**

**External Evaluation: 60**

### 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.

### Course 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.

### Course Contents

#### Unit I. The Study of Human Development

(6)

1. Human Development: An Evolving Field  
Studying the Life Span
2. Basic Concepts in Human Development  
Domains of Development  
Periods of the Life Span
3. Influences on Development
4. The Life-Span Developmental Approach

#### Unit II. Theory and Research

1. Basic Theoretical Issues
2. Theoretical Perspectives
3. Research Issues



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**Unit III. Early Stages of Development****(4)**

1. Prenatal development
2. The neonate
3. Development during infancy
4. Development during babyhood

**Unit IV. Childhood****(3)**

1. Development during early childhood
2. Development during late childhood

**Unit IV. Puberty and Adolescence****(8)**

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
5. Social development
6. Personality development
7. Stressors and problems of adolescence

**Unit V. Adulthood and Aging****(15)**

1. Concepts, characteristic features and developmental tasks of adulthood and aging, aging in South Asia.
2. Young Adulthood
3. Middle Adulthood
4. Late adulthood

**Note:**

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



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**Internal Evaluation**

Headings	Marks
Attendance	5
Home assignments: at least five	5
Interaction in Class Participation and Presentation	10
Case study	10
Performance in the term end examination	10
Total marks	40

**RECOMENDED READINGS**

1. Papalia, D. E., Olds, S.W., Feldman, R.D. (2021) Experiencing *Human Development*, 15<sup>th</sup> edition, Tata McGraw- Hill.
2. Berk, L.E. (2003). *Child Development*. New Delhi: Prentice Hall.
3. Santrock, J.W. (2020). *Adolescence*. 18<sup>th</sup> edition. McGraw- Hill.
4. Regmi, M.P., Shrestha, R., Aryal, R., & Khanal, M. (2004). *Psychology in the classroom*. Kathmandu: New Hira Books Enterprises.
5. Rao, V. A. (1989). *Psychology of old age in India*. Madras: MacMillan India Press.
6. Sharma, N. (2003) *Mothers ' Awareness about their Adolescents ' stresses: Relation Between Maternal Awareness and Adolescent Adjustment*. Unpublished PhD thesis . Nepal Tribhuvan university.
7. Hurlock, J.B. (1997) *Developmental psychology- The life span perspective*. New York: McGraw Hill.

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## RESEARCH METHODOLOGY

**Semester: I**

**Paper: IV**

**Course Code: PSY 504**

**Credit Hrs.: 3**

**Teaching Hrs.: 48**

**Internal Evaluation: 40**

**External Evaluation: 60**

### Course Description

This course provides a comprehensive overview of advanced research methods, focusing on both the theoretical foundations and practical applications of quantitative and qualitative approaches. Students will explore key concepts in research orientation, including the ontological and epistemological differences between quantitative and qualitative methods. The course covers essential aspects of research planning. Emphasis is placed on various research designs, including experimental, quasi-experimental, correlational, and factorial designs, as well as data generation methods. The course also includes a detailed examination of qualitative methodologies. Finally, students will learn how to structure and format research reports, ensuring their findings are communicated effectively and ethically, with a focus on preparing for publication.

### Course Objectives

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

### Course Contents

#### Unit I Research Orientation Basics

1. Theory and research
2. Ontological position of quantitative and qualitative research
3. Epistemological position of quantitative and qualitative research
4. Popper and Kuhn's contribution
5. Concept, construct, and variable
6. Identifying research gaps
7. Conceptual and theoretical framework in research

(10)

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8. Ethical considerations

## Unit II Research Planning

(8)

1. Research problem, Formulation of research question, Objectives, Hypotheses, Operationalization
2. Sampling techniques
3. Research plan, steps, and preparation

## Unit III Quantitative Approach: Method and Design

(16)

1. Scales of Measurements: Nominal, ordinal, interval, ratio
2. Data generation: Structured observation, Rating scale, Survey questionnaire, Use of standardized tests
3. Cross-sectional vs. longitudinal design
4. Experimental design: Independent groups and repeated measures
5. Quasi-experimental design
6. Correlational design and use of regression for prediction
7. Factorial design
8. Decision tree for Parametric and non-parametric tests
9. Reliability and validity

## Unit IV. Qualitative Approach: Method and Design

(11)

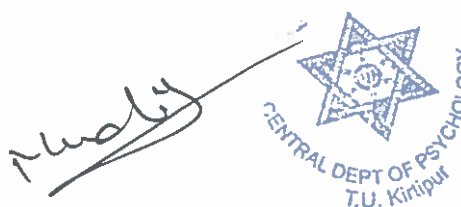
1. Data generation: Interview, Focus group discussion, Naturalistic observation, Participatory rural appraisal-PRA
2. Grounded theory
3. Phenomenology
4. Ethnomethodology
5. Narrative analysis
6. Thematic Analysis

## Unit V. Reporting Research

1. Structure of the research report
2. Research report format
3. Report publication



(3)



### Internal Evaluation

Headings	Marks
Attendance	5
Home assignments: five papers	5
Interaction in-class participation and presentation	10
Preparing and presenting the concept notes	10
Performance in the term-end examination	10
Total marks	40

### RECOMMENDED READINGS

1. Creswell, J. W. & Creswell, J. D. (2023). *Qualitative, Quantitative, and Mixed Methods Approaches*, Sixth Edition, Sage publication
2. APA. *The Publication Manual of the American Psychological Association*, APA
3. Booth, W. C., Colomb, G. G. & William, J. M. (2008). *The Craft of Research*, 3<sup>rd</sup> edition, The University of Chicago Press, USA
4. Bryman, A. & Bell, E. (2019). *Social Research Methods*. 5<sup>th</sup> Canadian edition, Oxford Publication
5. Goodwin, K. A. & Goodwin, C. J. (2017). *Research in Psychology: Method and design*, 8<sup>th</sup> edition, Wiley
6. Willig, C. (2022). *Introducing Qualitative Research in Psychology*, 4<sup>th</sup> edition, Open University press

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## PRACTICAL I

**Semester: I**

**Paper: V**

**Course code: PSY 505**

**Credit: 3**

**Teaching Hrs.: 48**  
**Practical Evaluation: 100**

### Course Description

This course equips students with practical skills in conducting lab-based experiments and administering psychological tests and preparing reports enabling them to tackle challenges in today's rapidly evolving digital world. Students will also learn to identify research gaps and develop frameworks for their research pursuits. The course emphasizes practical skills aligned with the theoretical concepts covered in the semester.

### Course Objectives

- Develop the ability to conduct lab-based psychological experiments.
- Familiarize with psychological assessment and testing and develop an ability to conduct tests and prepare a testing report.
- Make students able to conduct computer-based assessments on the human cognitive phenomenon.
- Develop ability on modern methods of computer-based literature review.
- Promote independent research skills.

### Course Contents

#### Unit I. Lab-based Experiments

(12)

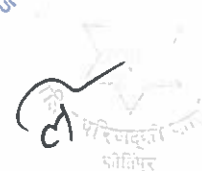
1. Tachistoscope: sensory perception
2. Concept formation/Halo effect experiment
3. Non-sense syllabus/Behaviour Observation Study

#### Unit II. Psychological Testing

(12)

1. Attitude Test
2. Problems Assessment Test
3. Family Assessment/Family Scale

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**Unit III. Computer-based Lab Work****(12)**

1. Stroop task
2. Implicit association task/Reaction time task
3. Memory task/EEG test

**Unit IV. Lab-based Research Work****(12)**

1. Software-based Literature Review
2. Systematized Review

**Evaluation**

The practical marks for each of the four groups will be 25, and the practical examination will be held on separate days. Students have to pass each group of practicals to pass this course. The external evaluator will assess students for 10 marks, and the internal evaluator will assess against 15 marks.

**Note:**

1. Each section of the practical work contains a team of 15 students.
2. One teacher facilitates lab activities for one section at a time.
3. A lab assistant will assist each practical class.