

लोक सेवा आयोग
नेपाल शिक्षा सेवा, परीक्षण तथा मूल्याङ्कन समूह, कर्मचारी परीक्षण तथा मूल्याङ्कन उपसमूह, राजपत्राङ्कित तृतीय श्रेणीको खुला र आन्तरिक प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

पाठ्यक्रमको रूपरेखा :- यस पाठ्यक्रमको आधारमा निम्नानुसार दुई चरणमा परीक्षा लिइने छ :

प्रथम चरण :- लिखित परीक्षा पूर्णाङ्क :- २००
द्वितीय चरण :- अन्तर्वार्ता पूर्णाङ्क :- ३०

प्रथम चरण – लिखित परीक्षा योजना (Examination Scheme)

पत्र	विषय	पूर्णाङ्क	उत्तीर्णाङ्क	परीक्षा प्रणाली	प्रश्न संख्या X अङ्कभार	समय
प्रथम	Fundamentals of Psychology	१००	४०	वस्तुगत बहुउत्तर (Multiple Choice)	१००X१ = १००	१ घण्टा १५ मिनेट
द्वितीय	समूह सम्बन्धी विषय	१००	४०	विषयगत (Subjective)	१०X१० = १००	३ घण्टा

द्वितीय चरण

विषय	पूर्णाङ्क	परीक्षा प्रणाली
व्यक्तिगत अन्तर्वार्ता	३०	मौखिक

- लिखित परीक्षाको माध्यम भाषा नेपाली वा अंग्रेजी अथवा नेपाली र अंग्रेजी दुवै हुन सक्नेछ।
- पाठ्यक्रमको प्रथम र द्वितीय पत्रको विषयवस्तु फरक फरक हुनेछन।
- प्रथम र द्वितीय पत्रको लिखित परीक्षा छुट्टाछुट्टै हुनेछ।
- प्रथम तथा द्वितीयपत्रका पाठ्यक्रमका एकाईहरुबाट सोधिने प्रश्नहरुको संख्या निम्नानुसार हुनेछ :

प्रथम पत्रका एकाई	1	2	3	4	5
प्रश्न संख्या	15	45	20	10	10
द्वितीय पत्रका खण्ड	A		B		C D
द्वितीय पत्रका एकाई	1	2	3	6	4 5
प्रश्न संख्या	1	1	2	1	3 2

- प्रथम पत्रमा वस्तुगत बहुउत्तर (Multiple Choice) प्रश्नहरुको उत्तर सही दिएमा प्रत्येक सही उत्तर बापत १ (एक) अङ्क प्रदान गरिनेछ भने गलत उत्तर दिएमा प्रत्येक गलत उत्तर बापत २० प्रतिशत अर्थात् ०.२ अङ्क कट्टा गरिनेछ। तर उत्तर नदिएमा त्यस बापत अङ्क दिइने छैन र अङ्क कट्टा पनि गरिने छैन।
- द्वितीय पत्रको विषयगत प्रश्नका लागि तोकिएका १० अङ्कका प्रश्नहरुको हकमा १० अङ्कको एउटा लामो प्रश्न वा एउटै प्रश्नका दुई वा दुई भन्दा बढी भाग (Two or more parts of a single question) वा एउटा प्रश्न अन्तर्गत दुई वा बढी टिप्पणीहरु (Short notes) सोध्न सकिने छ।
- द्वितीय पत्रको पाठ्यक्रमलाई ४ वटा खण्ड/एकाईमा विभाजन गरिएको छ, ४ वटा खण्ड/एकाईको लागि ४ वटै उत्तरपुस्तिका दिइनेछ र परिक्षार्थीले प्रत्येक खण्ड/एकाईका प्रश्नहरुको उत्तर सोही खण्ड/एकाईको उत्तर पुस्तिकामा लेख्नु पर्नेछ।
- यस पाठ्यक्रममा जेसुकै लेखिएको भएता पनि पाठ्यक्रममा परेका ऐन, नियमहरु परीक्षाको मिति भन्दा ३ (तीन) महिना अगाडि (संशोधन भएका वा संशोधन भई हटाइएका वा थप गरी संशोधन भई) कायम रहेकालाई यस पाठ्यक्रममा रहेको सम्झनु पर्दछ।
- प्रथम चरणको लिखित परीक्षाबाट छनौट भएका उम्मेदवारहरुलाई मात्र द्वितीय चरणको अन्तर्वार्तामा सम्मिलित गराइनेछ।
- यस भन्दा अगाडि लागू भएको माथि उल्लिखित समूहको पाठ्यक्रम खारेज गरिएको छ।
- पाठ्यक्रम लागू मिति :- २०६२/२/२४ देखि

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श्रेणीको खुला र आन्तरिक प्रतियोगितात्मक परीक्षाको पाठ्यक्रम
प्रथम पत्र :- FUNDAMENTALS OF PSYCHOLOGY

- 1. Modern Psychology (15%)**
 - 1.1. Rise of Modern Psychology in nineteenth century (5%)**
 - 1.1.1 Birth of Modern psychology as a scientific discipline.
 - 1.1.2 Contribution of Wilhelm Wundt, William James and Sigmund Freud at the end of nineteenth century.
 - 1.2. Psychology in Twentieth Century (5%)**
 - 1.2.1 Development of positive science of psychology and rise of Behaviorism.
 - 1.2.2 Other perspectives in psychology - Psychoanalysis, Gestalt psychology, Humanistic psychology, and Cognitive psychology.
 - 1.3. New Trends in Psychology from 80s to beginning of 21st century (5%)**
 - 1.3.1 Cultural, Indigenous and Cross-Cultural approaches in psychologies.
 - 1.3.2 Socio-cultural approaches and Post modernism thought in psychology.
 - 1.3.3 Development of scopes of psychology e.g., environmental & ecological psychologies, community psychology, psychobiology, positive psychology etc.
- 2. Concepts, Principles and Practices of Fundamental Psychological Processes (45%)**
 - 2.1 Understanding the world: Cognition (10%)**
 - 2.1.1 Origin and emergence of cognitive approaches in psychology.
 - 2.1.2 **Attention and Sensation:** primary source of cognition.
 - 2.1.3 **Perception:** Perceptual process involved in different sensory modalities and the role of nervous systems.
 - 2.1.4 **Perception of physical objects:** Structural factors involved in perception (e.g., perception of object, shape, distance, illusion and hallucination etc.).
 - 2.1.5 **Perception of social objects:** Functional factors involved in perception (e.g., factors determining the perception of self and others: person perception, implicit personality theory, impression formation, and schema). Consequences of social perception, role of attribution.
 - 2.1.6 **Social perception and work organization:** performance appraisal and potential sources of errors i.e., error in attribution, halo effect, leniency error and stereotypes.
 - 2.2 Learning (15%)**
 - 2.2.1 Nature, characteristics, and process of learning
 - 2.2.2 **Theories of learning**
 - 2.2.2.1 Behaviorist approaches: Contributions of Pavlov, Skinner, Thorndike, Bandura & social learning theory.
 - 2.2.2.2 Cognitive approaches: Contributions of Tolman, Kohler, Piaget and the impact of computer technology on learning and instruction etc.
 - 2.2.3. Learning theories in explaining the development of attitudes and prejudices
 - 2.2.4. Use of learning theories in work organization: Training and knowledge and skill development in organization, advantages and significance of training, varieties of training (on the job training, off the job training – i.e., apprenticeship training, internship training, etc.)
 - 2.3 Memory: (10%)**
 - 2.3.1 Nature and basic process of memory (coding, storage and retrieval)

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- 2.3.2 **Cognitive theory of memory** (information processing theory/three stages model theory): nature, process and types of Sensory memory (e.g., echoic and iconic memories), short-term memory (e.g., concept of Miller's slots) and long-term memory (e.g., declarative memory – semantic and episodic memories, and procedural memory) .
- 2.3.3. **Retrieval process:** Remembering and forgetting. Theories that explain Qualitative and quantitative remembering and forgetting.
- 2.3.4. **Amnesia:** Biological and psychological causes of amnesia and their types.
- 2.4 **Thinking:** (10%)
 - 2.4.1 **Basic nature and different forms of thinking:** Thinking and imagination - similarities and difference (e.g., creative thinking and day dreaming).
 - 2.4.2 **Tools in thinking:** symbols, images, and concepts.
 - 2.4.3 **Major types and stages of thinking:** Creative thinking, Problem solving thinking (decision making), Critical thinking,
 - 2.4.4 **Other types of thinking:** Directed thinking, autistic thinking, convergent and divergent thinking etc.
 - 2.4.5 **Decision making in management and organization:** Meaning, types, steps, rationality, and common difficulties in decision making.
3. **Motivation and Emotion** (20%)
 - 3.1. **Motivation:** (10%)
 - 3.1.1 Concept and importance of motivation in academic and professional settings.
 - 3.1.2 Views on intrinsic and extrinsic motivation, biological and social needs and their significance in both individual and social life.
 - 3.1.3 Psycho-biological, psychoanalytical, humanistic and socio-cultural approaches to motivational study.
 - 3.1.4 **Work motivation:** Basic concepts of needs, incentive, reinforcement, feedback, punishment, achievement motivation, Job satisfaction. Some representative theories of work motivation – Expectancy theory, goal setting theory, and equity theory.
 - 3.2 **Emotion** (10%)
 - 3.2.1 Emotion and its importance on individual's subjective well being as well in social settings.
 - 3.2.2 Understanding body language and forming impression.
 - 3.2.3 Emotional intelligence and its importance in dealing with other people.
4. **Personality** (10%)
 - 4.1. **Meaning and importance of personality** in terms of individual differences.
 - 4.2 **Determinants of personality:** Biological and environmental (natural and socio-cultural) determinants of personality
 - 4.3 **Theories of Personality:** Descriptive (type and trait theories) and Developmental theories (Sigmund Freud).
 - 4.4 **Personality and job:** Selection, screening and training for right person in right job.
5. **Group Psychology and Organization** (10%)
 - 5.1. Nature, importance, and goals of group.
 - 5.2. **Formation of group:** Stages of group development – five stage model of group development.

- 5.3. Group norms, cohesiveness and morale
- 5.4. **Group functions:** group processes, group task, group decision making, and groupthink
- 5.5. **Group conflicts:** in-groups and out-groups, prejudice and conflicts.
- 5.6. Leadership and group

वस्तुगत बहुउत्तर नमूना प्रश्नहरू (Sample questions)

1. One shortcoming of the instinct theory of motivation is that it
 - (A) emphasizes on reflex action only
 - (B) is applicable to animal behavior only
 - (C) does not explain human behaviors, simply names them
 - (D) lacks psychological explanation

Correct Ans. (C)
2. Trait theory attempts to:
 - (A) show that type theory is inadequate to explain human personality
 - (B) describe and classify people in terms of their predispositions to behave in certain ways
 - (C) convince that traits are the sole determinants of personality
 - (D) explain how behavior is shaped by the interaction between traits, behavior and environment

Correct Ans. (D)
3. Which of the following research strategies would be best for determining whether cigarette smoking leads to cancer or not?
 - (A) observation
 - (B) survey
 - (C) interview
 - (D) experiment

Correct Ans. (D)
4. Sarah is shown a drawing of a man and woman holding hands on the beach. She is asked to create a story which explains the picture. Sarah is probably taking
 - (A) A.T. Test
 - (B) T. Test
 - (C) T.A. Test
 - (D) R. Test

Correct Ans. (C)
5. The way the mind processes, stores, and retrieves information is the primary concern of
 - (A) mental activities
 - (B) cognitive activities
 - (C) metaphysical activities
 - (D) mind activities

Correct Ans. (B)
6. Skinner's work with pigeons demonstrated that learning is
 - (A) operant based
 - (B) reward based
 - (C) insight based
 - (D) trial and error based

Correct Ans. (A)

7. Observing, understanding, thinking, remembering and all ways of getting information is known as:
 (A) intelligence
 (B) intellect
 (C) intelligent
 (D) cognition **Correct Ans. (B)**
8. The part of the neuron that is electrical in action while carrying the information is called:
 (A) dendrite
 (B) soma
 (C) axon
 (D) synapse **Correct Ans. (C)**
9. Elementalism as a basis of explaining some parts of the subject matter of psychology was introduced by:
 (A) Sigmund Freud
 (B) John B. Watson
 (C) Wilhelm Wundt
 (D) William James **Correct Ans. (C)**
10. Which of the following provides the strongest evidence of the role of environmental factors in intelligence?
 (A) Adopted children's intelligence scores are more like their adoptive parents' scores than their biological parents'
 (B) Children's intelligences scores are more strongly related to their mothers' scores than to their fathers'
 (C) Children moved from a deprived environment into an intellectually enriched one show gains in intellectual development
 (D) The intelligence scores of identical twins raised separately are no more alike than those of siblings **Correct Ans. (C)**
11. Homeostasis refers to:
 (A) the tendency to maintain a steady internal state
 (B) the tendency to seek external incentives for behavior
 (C) the setting of the body's "weight thermostat"
 (D) a theory of the development of sexual orientation **Correct Ans. (A)**
12. A psychoanalyst would characterize a person who is impulsive and self-indulgent as possessing a strong _____ and a weak _____.
 (A) id and ego; superego
 (B) id; superego
 (C) id; ego and superego
 (D) superego; ego **Correct Ans. (C)**
13. Visual sensory memory is referred as:
 (A) iconic memory
 (B) photomemory
 (C) echoic memory
 (D) explicit memory **Correct Ans. (A)**