

**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 :- ४०

**प्रथम चरण – लिखित परीक्षा योजना (Examination Scheme)**

पत्र	विषय	पूर्णाङ्क	उत्तीर्णाङ्क	परीक्षा प्रणाली	प्रश्न संख्या	समय
प्रथम	Fundamentals of Psychology	१००	४०	वस्तुगत बहुवैकल्पिक (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	समय
सामूहिक परीक्षण (Group Test)	१०	सामूहिक छलफल (Group Discussion)	३० मिनेट
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	<b>A</b>		<b>B</b>		<b>C</b>	<b>D</b>
द्वितीय पत्रका एकाई	1	2	3	6	4	5
प्रश्न संख्या	1	1	2	1	3	2

- वस्तुगत बहुवैकल्पिक (Multiple Choice) प्रश्नहरुको गलत उत्तर दिएमा प्रत्येक गलत उत्तर बापत २० प्रतिशत अङ्क कट्टा गरिनेछ। तर उत्तर नदिएमा त्यस बापत अङ्क दिइने छैन र अङ्क कट्टा पनि गरिने छैन।
- बहुवैकल्पिक प्रश्नहरु हुने परीक्षामा कुनै प्रकारको क्याल्कुलेटर (Calculator) प्रयोग गर्न पाइने छैन।
- 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 पत्रमा प्रत्येक खण्डका लागि छुट्टाछुट्टै उत्तरपुस्तिकाहरु हुनेछन्। परीक्षार्थीले प्रत्येक खण्डका प्रश्नहरुको उत्तर सोही खण्डको उत्तरपुस्तिकामा लेख्नुपर्नेछ।
- यस पाठ्यक्रम योजना अन्तर्गतका पत्र/विषयका विषयवस्तुमा जेसुकै लेखिएको भए तापनि पाठ्यक्रममा परेका कानून, ऐन, नियम तथा नीतिहरु परीक्षाको मिति भन्दा ३ महिना अगाडि (संशोधन भएका वा संशोधन भई हटाईएका वा थप गरी संशोधन भई) कायम रहेकालाई यस पाठ्यक्रममा परेको सम्झनु पर्दछ।
- यस भन्दा अगाडि लागू भएको माथि उल्लिखित समूहको पाठ्यक्रम खारेज गरिएको छ।
- पाठ्यक्रम लागू मिति :- २०६२/२/२४ देखि (२०७२/०७/२४ को निर्णय अनुसार सामूहिक परीक्षण समावेश)

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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 21<sup>st</sup> 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.

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- 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)**

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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
- १८० explicit memory

**Correct Ans. (A)**