

1. PHILOSOPHICAL BASE OF PERSONNEL SELECTION

- 1.1 Historical background of the emergence of personnel selection and the rationale behind
- 1.2 An analytical account of the emergence of personnel selection policy and practices in Nepal

2. PSYCHOLOGICAL BASE OF PERSONNEL SELECTION

- 1.3 Development of Individual Psychology and the emergence of the maxim of "everybody is not fit for each job"
- 1.4 Psychology of Individual Differences: types and traits of individual differences, and development and determinants of individual differences
- 1.5 Development of work related psychologies: the emergence of industrial psychology, personnel psychology, organizational behavior, and human resource development. Inter-linkage and the impact of the development of these different fields of psychology in personnel selection and management.
- 1.6 Attempts to match person to the job and job to the person: Rationale and process of job description and man specification. Implication of all these in personnel selection.

3. SOCIOLOGICAL BASE OF PERSONNEL SELECTION

- 3.1 Socio-cultural and ecological determinants of organizational behavior and their implications in personnel selection
- 3.2 Personnel selection in the Nepalese socio-cultural context. A critical appraisal of the milestones of the development of personnel selection policies and practices in Nepal.

4. HUMAN RESOURCE, TEST MEASUREMENT AND PERSONNEL SELECTION

4.1. Personnel Selection and Performance Appraisal

- i. **Plan and Policies in Personnel Selection:** Job analysis – job oriented and worker-oriented; Job description and Job specification; Specific purposes of job analysis (classification, criterion development and performance appraisal, selection and placement, job design and redesign including training).
- ii. **Selection Approaches:** Interviews, Written tests, Performance simulation tests; rationale of approaches.
- iii. **Performance Appraisal:** Methods – Written, Ratings (graphic and behaviorally anchored rating scales) and 360-Degree evaluations. Sources of errors – cognitive shortcuts and judgment error. Contemporary issues in performance appraisal – socio-cultural context and performance appraisal.
- iv. Role of Public Service Commission in personnel selection

4.2. Test Measurement & Prediction

- i. **Theoretical background on Testing and Measurement:** History of testing and practical implications of different tests and measurement; Use and importance of tests in personnel selection; Types of tests – Subjective and objective; Standardized tests and non-standardized tests; Test construction processes; Reliability and

- validity – meaning, types and methods of estimation. Critical evaluation of concept and test/measurement in socio-cultural context.
- ii. **Statistics and psychological measurement:** Use of statistics in identifying, and predicting test scores in relation to current performance, cognitive abilities and psychological traits. Concept and use of psychometric methods.
 - iii. **Psychological tests, measurement and prediction of Human performance:** Theoretical understanding of intelligence, types of tests and their application; Issues on development or adaptation of intelligence test in local context.
 - iv. **Emotional intelligence and prediction of social relationship:** Concept, importance, measurement of emotional intelligence and its predictive value in work setting
 - v. **Personality tests, measurement and identification of enduring behavioral characteristics:** Theoretical understanding of personality and its components – types, traits and developmental approaches; Types of personality tests – Traditional and current tests: MMPI, Myers-Briggs Type Indicator, The five-factor model (the big five). Issues on development or adaptation of tests in local context.
 - vi. **Interest inventory:** Strong vocational interest, inventory for men and women.
 - vii. **Attitude and attitudes scales:** Theories, methods and issues on attitude and measurement.
- 4.3. **Research Methodology**
- i. Research practices and research goal in organization and personnel selection.
 - ii. Research types, research processes, and use of research findings in selection and evaluating performance, and improving evaluations and measurements; Research types - Qualitative and Quantitative research. Methods and tools to collect qualitative and quantitative data.
 - iii. **Conducting research and dissemination of findings:** Identifying issues, problems, critical review of existing critical factors, selecting research types in terms of problems and quality of data, stating objectives and hypothesis, deciding and drawing population samples, using appropriate tools, Analyzing, interpreting, applying and disseminating result.
- 4.4. **Recent Trends in Psychological Testing and Measurement**
- i. Sociological context of psychological measurement and eco-cultural factors in human development and psychological testing.
 - ii. Metacognition and beyond IQ testing.
 - iii. Development of post-modernism in psychology and its impact on psychological testing and measurement.
5. **CURRICULUM DEVELOPMENT**
- i. **Nature of curriculum,** elements of curriculum, theories of curriculum development, factors influencing curriculum development.
 - ii. **Curriculum development process:** Determining aims and objectives of curriculum, selection of learning experiences, selection of contents, organization and integration of experiences and content and evaluation of curriculum outcome.
 - iii. **Current trends** in curriculum organization and development.