

ETERNAL UNIVERSITY

(ESTABLISHED UNDER HIMACHAL PRADESH GOVERNMENT ACT NO.3 OF 2009)

BARU SAHIB HIMACHAL PRADESH



WORLD PEACE THROUGH VALUE BASED EDUCATION

AKAL COLLEGE OF ARTS & SOCIAL SCIENCES

**B.A. (HONS. WITH RESEARCH) LIBERAL ARTS
WITH PSYCHOLOGY AS MAJOR/MINOR
CURRICULUM (SEMESTR III & IV)**

**APPROVED VIDE ANNEXURE 4.4.5 OF 87TH
ACADEMIC COUNCIL MEETING HELD ON
25TH JULY, 2025**

**TO BE IMPLEMENTED FROM THE ACADEMIC
SESSION 2025-26**

T.B. Banerjee
Dean
Academic Affairs
Eternal University
Baru Sahib (H.P.) 173101

Dr. N. Singh
Registrar (Officiating)
Eternal University
Baru Sahib (H.P.) 173101

B.A. (Hons. with Research) Liberal Arts

1. NATURE AND EXTENT OF THE PROGRAM

Liberal arts education is a comprehensive approach to learning that emphasizes a broad and interdisciplinary curriculum, fostering critical thinking, creativity, and a well-rounded understanding of the world. Rather than focusing solely on specialized or vocational training, liberal arts education encourages students to explore a diverse range of subjects, including humanities, social sciences, natural sciences, and the arts. At its core, liberal arts education seeks to cultivate intellectual curiosity, analytical skills, and effective communication abilities. By studying subjects such as literature, philosophy, history, mathematics, and languages, students develop a deep appreciation for the complexities of human experience and the interconnectedness of knowledge across disciplines.

Key Components of a Liberal Arts Education Include:

- ❖ **Interdisciplinary Approach:** Liberal arts programs encourage students to explore connections between different fields of study, recognizing that complex problems often require interdisciplinary solutions. This interdisciplinary approach promotes holistic thinking and problem-solving skills.
- ❖ **Critical Thinking and Analysis:** Liberal arts education places a strong emphasis on critical thinking, encouraging students to question assumptions, evaluate evidence, and develop reasoned arguments. Through rigorous analysis of texts, data, and concepts, students learn to approach problems with intellectual rigor and open-mindedness.
- ❖ **Communication Skills:** Effective communication is a cornerstone of liberal arts education. Students learn to express their ideas clearly and persuasively through writing, speaking, and visual communication. These communication skills are valuable in both academic and professional contexts.
- ❖ **Cultural Literacy:** Liberal arts education provides students with a broad understanding of diverse cultures, histories, and perspectives. By studying literature, art, religion, and philosophy from different time periods and regions, students develop empathy, tolerance, and cross-cultural competence.
- ❖ **Lifelong Learning:** Beyond acquiring specific knowledge or skills, liberal arts education fosters a love of learning that extends beyond the classroom. Students are encouraged to pursue intellectual interests, engage with new ideas, and adapt to an

ever-changing world throughout their lives.

Overall, liberal arts education prepares students for success in a wide range of careers and endeavors by equipping them with transferable skills, a global perspective, and a deep appreciation for the richness of human experience. It empowers individuals to think critically, communicate effectively, and make meaningful contributions to society.

Liberal Arts encompass a wide range of subjects that typically include:

- Literature
- Linguistics
- Language
- Psychology
- Political Science
- Economics
- History
- Music
- Interdisciplinary Studies

At Eternal University, Bachelor of Arts (Hons. with Research) Liberal Arts Program is an undergraduate degree program that offers students the opportunity to pursue an in-depth study of liberal arts subjects while also engaging in original research within their chosen field of interest. This specialized program combines the breadth of a liberal arts education with the depth and rigor of academic research, preparing students for advanced study or professional careers in a variety of fields.

Eternal University, BA (Hons with Research) Liberal Arts program includes:

- **Interdisciplinary Curriculum:** Students typically study a wide range of subjects within the liberal arts, including humanities, social sciences, natural sciences, and the arts. This interdisciplinary approach encourages students to explore connections between different disciplines and develop a broad understanding of human culture, society, and knowledge.
- **Research Component:** The research component of the program allows students to conduct original research under the guidance of faculty mentors. This may involve designing research projects, collecting and analyzing data, and presenting findings

in written form or through oral presentations.

- **Thesis or Capstone Project:** Many BA Honors with Research programs culminate in a thesis or capstone project, in which students demonstrate their ability to conduct independent research and contribute new insights to their field of study. This project is often a substantial piece of scholarly work that is presented to faculty members and peers.
- **Faculty Mentorship:** Students in these programs often benefit from close mentorship relationships with faculty members who are experts in their field. Faculty mentors provide guidance and support throughout the research process, helping students refine their research questions, develop methodologies, and interpret findings.
- **Critical Thinking and Analytical Skills:** Through coursework and research experiences, students develop advanced critical thinking and analytical skills. They learn to evaluate evidence, formulate hypotheses, and make reasoned arguments, skills that are highly valued in academia and many professional fields.

Preparation for Advanced Study or Careers: BA (Hons with Research) Liberal Arts provides a strong foundation for students who plan to pursue further study at the graduate level, such as a master's or doctoral degree. It also equips students with transferable skills that are valuable in a variety of careers, including research, education, public policy, and cultural institutions.

Overall, BA (Hons. with Research) Liberal Arts offers students a unique opportunity to engage deeply with their academic interests, develop advanced research skills, and make original contributions to knowledge in their chosen field. It prepares graduates to succeed in a rapidly changing world by fostering intellectual curiosity, creativity, and a commitment to lifelong learning.

The program is embedded with choice of Multidisciplinary Generic Electives i.e., outside their core discipline, along with choice-based value-added courses (VAC) and ability enhancement compulsory courses (AECC) available on the university basket.

The program offers avenues to the students to enter and exit from certificate, diploma, three years degree, four years degree with research and finally provide them with the opportunity to integrate with one year master's program as per recommendations of National Education Policy 2020. This program is envisaged to be conducted in accordance with Bloom's Taxonomy pedagogy. The layout of all the courses in the program is structurally

designed with three levels of thinking and each course learning outcome has been mapped with program outcomes.

The course has been designed as per the National Education Policy guidelines and has some specific features including:

1. Option to exit with Certificate in Liberal Arts (total credit = 44, provided submission of proof of any vocational training received during summer break after end term exam), Diploma in Liberal Arts (Total credit = 88), three-year Degree (total credit = 132), and Degree (Hons.) with research (total Credit = 176) after one-, two-, three- and four-year program respectively completed successfully.
2. The curriculum of each year, with two semesters each, has been designed in such a way that after completion of each level, the student is able to have a complete set of information with specific academic component.
3. The emphasis on practical training through internship meaningfully designed courses has been given for skill development.

2. PROGRAM EDUCATION OBJECTIVES (PEOs)

After completing BA (Hons with Research) Liberal Arts students will be able to:

S. No.	Education Objectives
PEO1	Graduates of the program will be able to critically evaluate complex issues, arguments, and information from multiple perspectives, demonstrating the ability to think analytically and make informed judgments.
PEO2	Graduates will possess strong written, oral, and visual communication skills, enabling them to articulate their ideas clearly and persuasively to diverse audiences in academic, professional, and civic contexts.
PEO3	Graduates will have a broad understanding of the interconnectedness of knowledge across disciplines within the liberal arts, recognizing the value of integrating insights from different fields to address complex problems and explore diverse perspectives.
PEO4	Graduates will demonstrate an appreciation for cultural diversity and global interconnectedness, understanding the historical, social, and cultural contexts that shape human experiences and societies around the world.
PEO 5	Graduates will exhibit ethical awareness and a commitment to social justice, demonstrating the ability to engage responsibly and ethically in their communities and contribute positively to societal well-being.

3. GRADUATE ATTRIBUTES

S. No.	Attributes	Description
---------------	-------------------	--------------------

1	Professional/ Disciplinary Knowledge	Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines like Language, Literature, Economics, Political Science and Psychology as part of Liberal arts undergraduate program.
2	Practical skills	Empowers graduates with transferable research and analytical skills. These skills include data analysis, research design, and critical thinking, preparing them to tackle complex problems across diverse careers in Economics, Political Science and Social Sciences.
3	Communication Skill	Ability to develop adaptable communication skills. They can tailor their message (written, oral, or visual) to effectively engage diverse audiences, whether presenting research findings to academics, crafting policy briefs for government officials, or explaining complex social science concepts to the public.
4	Cooperation/Team work	Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team like in the field of conflict resolution, consulting and decision making.
5	Professional ethics	Ability to develop a strong ethical compass. They gain awareness of ethical dilemmas in the liberal arts fields and a commitment to responsible conduct throughout their careers.
6	Research / Innovation- related Skills	Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
7	Critical thinking and problem solving	Capability to apply analytic thought to liberal arts fields; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
8	Reflective thinking	Critical sensibility to lived experiences, with self- awareness and reflexivity of both self and society.
9	Information/digital literacy	Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data for understating issues in social domain.
10	Multi-cultural competence	Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
11	Leadership readiness/qualities	Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to

		guide people to the right destination, in a smooth and efficient way.
12	Lifelong learning	Ability to acquire knowledge and skills, including ‘learning how to learn’, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of workplace through knowledge/skill development/reskilling.

4. QUALIFICATION DESCRIPTORS

- **Systematic knowledge and understanding of an academic field:** Students will gain a broad Understanding in the myriad fields of Liberal Arts and Social Sciences, encompassing Language, Literature, Political Science, Economics, and Psychology and all other pertinent fields of Liberal Arts. They will develop a critical understanding of core theories, principles, and current issues within each chosen specialization.
- **Procedural knowledge for different professions:** The program equips students with transferable skill set that is applicable to various professions in research, government, public service, and non-profit sectors. Specialization courses will introduce students to the practices and methodologies used by professionals in their chosen field (e.g., political analysis, economic research, or psychological counseling, content creation etc).
- **Skills in areas related to specialization:** Students will develop specialized research, analysis, and critical thinking skills relevant to their chosen field. Political Science might involve analyzing political data, understanding international relations, or critiquing political ideologies. Economics might involve econometric analysis, modeling, or policy evaluation. Psychology might involve data analysis, experimentation, or psychological assessment techniques.
- **Comprehensive knowledge of scholarly materials:** Students will be exposed to current research, scholarly literature, and data analysis methods specific to Political Science, Economics, and Psychology. The program equips students with the ability to identify and critically evaluate sources in their chosen field.
- **Information gathering and data analysis:** Students will develop skills to identify information needs, collect relevant data (both quantitative and qualitative), and analyze it using appropriate methodologies. This could involve analyzing political polls, economic indicators, or psychological test results, depending on the specialization.
- **Critical thinking and problem solving:** The program emphasizes Critical Thinking and Inquiry. It will embark students with the expertise to apply critical thinking skills to

evaluate arguments, evidence, and ideas, discerning logical reasoning and identifying assumptions, biases, and fallacies. It will also engage in scholarly inquiry and research, formulating research questions, conducting literature reviews, and synthesizing information from multiple sources to generate original insights and interpretations.

- **Interdisciplinary Integration:** Students will be able to integrate insights from diverse disciplines within the liberal arts, synthesizing knowledge from literature, history, philosophy, social sciences, natural sciences, and the arts to address complex problems and explore interdisciplinary connections. They will collaborate with peers and experts from different fields to generate interdisciplinary solutions to real-world challenges and engage in meaningful dialogue across disciplinary boundaries.
- **Communication Expression & Research results:** Students will foster in them an approach to Communicate effectively through various mediums, including written essays, oral presentations, and visual representations, demonstrating clarity, coherence, and persuasiveness in expression. They will employ creative and innovative approaches to expression, adapting communication styles to different audiences and purposes, and utilizing diverse forms of media and technology. They will also be well equipped to communicate their findings effectively, both in writing and orally using the terminology and concepts specific to their chosen specialization. This could involve writing research papers, presenting findings at conferences, or creating policy briefs.

5. PROGRAM OUTCOMES

S. No.	Attribute	Competency
PO1	Professional knowledge	Graduates will demonstrate a deep understanding of key concepts, theories, and practices relevant to their chosen field(s) of interest within the liberal arts, such as literature, history, economics, philosophy, social sciences, natural sciences, or the arts.
PO2	Ethical value & professionalism	Graduates will exhibit ethical awareness and professional integrity in their interactions with colleagues, clients, and stakeholders, adhering to ethical standards and best practices relevant to their chosen field(s) of study and professional endeavors.
PO3	Communication	Graduates will demonstrate creativity and innovation in their communication skills and will develop an enhanced approach to problem-solving and expression, generating novel ideas, solutions, and interpretations that challenge conventional thinking and expand intellectual horizons.
PO4	Evidence based practice/learning	Graduates will demonstrate proficiency in research methods and scholarly inquiry, conducting independent research projects, evaluating academic sources, and contributing original insights to their chosen field of study.

PO5	Entrepreneurship, leadership and mentorship	Graduates will engage as responsible citizens and leaders in their communities, demonstrating a commitment to an encouraging pathway to honing their entrepreneurship skills, they will contribute to social justice, equity, and the common good through civic engagement, advocacy, and service.
-----	---	--

6. PROGRAM SPECIFIC OUTCOMES

S. No.	Competency
PSO1	Graduates will demonstrate the ability to integrate insights from multiple disciplines within the liberal arts, synthesizing knowledge from fields such as literature, economics, history, philosophy, social sciences, natural sciences, and the arts to address complex problems and explore connections between different areas of study.
PSO2	Graduates will exhibit cultural competence and global awareness, understanding the cultural diversity of human societies and appreciating the interconnectedness of local, national, and global perspectives through the study of literature, economics, history, languages, and cross-cultural interactions.
PSO3	Graduates will demonstrate creativity and innovation in their approach to problem-solving, expression, and inquiry, generating original ideas, interpretations, and solutions that challenge conventional thinking and contribute to intellectual and cultural discourse.
PSO4	Graduates will be prepared to pursue further study at the graduate level or to enter a variety of career paths, including but not limited to academia, education, publishing, media and communications, cultural institutions, public service, non-profit organizations, and the creative industries, equipped with the knowledge, skills, and values needed to succeed in diverse professional and academic contexts.

1. COURSE STRUCTURE

Psychology as Major Subject:

- **DSC (CATEGORY) A** – Psychology Major
- **DSC (CATEGORY) B** – Psychology Minor
- **GE** – Generic Elective
- **SEC**- Skill Enhancement Course
- **AEC**- Ability Enhancement Course
- **VAC**- Value Added Course

SEMESTER – I

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
0270111010	DSC A1	Foundational Psychology-I	3	1	0	4
0270111020	DSC-A2	Foundation of Social Psychology	3	1	0	4
	DSC-B1		3	0	1	4
	GE- 1	Language 1.1	3	1	0	4
	SEC-1	(One from pool)	1	0	1	2
	AECC- 1	(One from pool)	1	0	1	2
	VAC- 1	(One from pool)	1	0	1	2
	Total		15	3	4	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – II

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
0270121030	DSC-A3	Foundational Psychology-II	3	1	0	4
0270121040	DSC-A4	Human Growth & Development	3	1	0	4
	DSC-B2		3	1	0	4
	GE- 2	Language 2.1	3	0	1	4
	SEC-2	(One from pool)	1	0	1	2
	AECC- 2	(One from pool)	1	0	1	2
	VAC- 2	(One from pool)	1	0	1	2
	Total		15	3	4	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – III

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
0270131050	DSC-A5	Abnormal Psychology	3	1	0	4
0270131061	DSC-A6	Experimental Psychology	3	0	1	4
	DSC-B3		3	1	0	4
	<i>GE – 3</i>	Language 1.2	3	1	0	4
	IACP/ SEC-3	(One from pool)	1	0	1	2
	AECC-3	(One from pool)	1	0	1	2
	VAC- 3	(One from pool)	1	0	1	2
	Total		14	3	5	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – IV

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
0270141070	DSC-A7	Psychology of Individual Differences	3	1	0	4
0270141080	DSC-A8	Positive Psychology	3	1	0	4
	DSC-B4		3	1	0	4
	<i>GE – 4</i>	Language 2.2	3	1	0	4
	IACP/ SEC-4	(One from pool)	1	0	1	2
	AECC-4	(One from pool)	1	0	1	2
	VAC- 4	(One from pool)	1	0	1	2
	Total		15	4	3	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – V

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
0270151090	DSC-A9	Basic statistics in Psychology	3	1	0	4
0270151100	DSC-A10	Spiritual Psychology	3	1	0	4
	DSC-B5		3	1	0	4
0270152010 0270152020	DSE-1	<i>Educational Psychology/ Emotional Resilience</i>	3	1	0	4
	GE- 5	(One from pool)	3	0	1	4
	IACP		1	0	1	2
	SEC-5	(One from pool)				
	Total		16	4	2	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – VI

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
0270161111	DSC-A11	Industrial and Organizational Psychology	3	0	1	4
0270161120	DSC-A12	Statistical Methods for Psychological Research	3	1	0	4
	DSC-B6		3	1	0	4
0270162030 0270162040	DSE-2	<i>Self and inner growth / Media psychology</i>	3	1	0	4
	GE- 6	(One from pool)	3	0	1	4
	IACP/ SEC-6	(One from pool)	1	0	1	2
	Total		16	3	3	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – VII

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
0270171130	DSC-A13	Guidance & Counselling	3	1	0	4
0270172050	DSE 3	<i>Stress management/ Psychological Test & their Types</i>	3	1	0	4
0270172060	DSE 4/	<i>Psychology behind addiction/ Psychology at work/Psychology of Geriatric</i>	3	1	0	4
0270172070						
0270172080						
0270172090						
	GE 7	(One from pool)	3	1		4
0270172100	DSE 5/	<i>Sensation & Perception</i>				
	GE 8	(One from pool)	0		6	6
0270178011		Dissertation on Major/Minor / Academic Project/Entrepreneurship				
	Total		12	4	6	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – VIII

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
0270181140	DSC-14	Mental Health & Wellbeing	3	1	0	4
0270182110	DSE 6	Counselling Psychology	3	1	0	4
0270182120	DSE 7/	Personal growth & Development/	3	1	0	4
0270182130		Learning Processes/				
0270182140		Understanding the mind and Language				
	GE 9	(One from pool)				
0270182150	DSE 08	Artificial Intelligence	3	1	0	4
	GE 10	(One from pool)				
0270188021		Dissertation on Major/Minor / Academic Project/Entrepreneurship	0	Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits	6	6
	Total		12	4	6	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

Multidisciplinary Generic Electives (MGE)

Multidisciplinary Generic Electives is credited and choice-based. The students make a choice from pool of MGE offered by the Faculty under the University. (Reference: University Umbrella Multidisciplinary Generic Electives)

Value Added Courses (VAC)

Value Added Courses is credited and choice-based. The students make a choice from pool of VAC offered by the Faculty under the University. (Reference: University Umbrella Value Added Courses)

Ability Enhancement Compulsory Course (AEC)

Ability Enhancement Compulsory Courses is credited and choice-based. The students make a choice from pool of AEC offered by the Faculty under the University. (Reference: University Umbrella Ability Enhancement Compulsory Course)

Skill Enhancement Courses (SEC)

Ability Enhancement Compulsory Courses is credited and choice-based. The students make a choice from pool of AEC offered by the Faculty under the University.

2. SEMESTER-WISE COURSE DETAILS

SEMESTER - I

Course Code	Course Type	Course Title
0270111010	DSC- A1	Foundational Psychology-I
0270111020	DSC -A2	Foundation of Social Psychology

DSC -A1-Foundational Psychology-I

Akai College of Arts & Social Sciences	
Name of the Department	Department of Psychology
Name of the Program	B.A. (Hons With Research) Liberal Arts
Course Code	0270111010
Course Title	Foundational Psychology-I
Academic Year	
Semester	I
Number of Credits	4 (3+1+0)
Course Prerequisite	The Introduction to Psychology-I course is designed for students pursuing a Bachelor of Arts in Liberal Arts who have no prior background in psychology. While no specific prerequisites are required, students are encouraged to possess a basic understanding of scientific principles and methods, along with strong critical thinking skills. An inherent curiosity about human behavior and the workings of the mind will enhance the learning experience. This course serves as an introductory exploration into the field of psychology, offering foundational knowledge and skills for further study in the discipline.
Course Synopsis	This course introduces students to the fascinating field of psychology, exploring its scientific methods, various schools of thought, and modern perspectives. Students will delve into topics such as sensation, perception, consciousness, learning, and memory, gaining a foundational understanding of human behavior and mental processes.
Course Outcomes: At the end of the course students will be able to:	

CO1	Students will grasp the foundational concepts of psychology, including its definition, scientific methods, and major perspectives, enabling them to analyze and interpret human behavior from a psychological standpoint.
CO2	Students will apply theories of learning, such as classical conditioning, operant conditioning, cognitive learning, and social learning, to understand how individuals acquire new behaviors and knowledge in different contexts.
CO3	Students will analyze memory processes, including encoding, storage, and retrieval, to comprehend how information is acquired, retained, and recalled, facilitating critical thinking about memory-related phenomena in everyday life.
CO4	Students will evaluate the processes of sensation and perception, including selective attention, perceptual organization, and depth perception, enhancing their ability to perceive and interpret the world around them accurately and critically.

Mapping of Course Outcomes (CO's) to Program Outcomes (PO's) S=strong, W=weak, M=medium

COS	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	1	2	2	2	2	2
CO2	3	2	3	3	2	2	3	3	3
CO3	2	1	2	2	1	2	2	2	2
CO4	2	2	2	2	3	3	2	2	2
Avg	2.25	1.75	2.25	2.0	2.0	2.25	2.25	2.25	2.25

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3	1	0	4
Unit	Content & Competencies		
1	Understanding Psychology (15 hours) Definition of Psychology, Psychology as a Science, Methods of Psychology, Different Schools of Psychology, Modern Perspectives of Psychology, Scope and Branches of Psychology.		
2	Sensing the World (10 hours) Senses and Perception Basics, Attention and Perception, Internal and External Influences, Perception of Depth and Movement		
3	Exploring Consciousness (10 hours) Fundamentals of Consciousness, Sleep and Dreams, Altered States of Consciousness, Meditation and Hypnosis		
4	Learning and Behavior (10 hours)		

	Basics of Learning, Theories of Learning, Conditioning (Classical and Operant), Cognitive and Social Learning
5	Tutorial Activities (15 hours)

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Class Test
Seminars	Viva-voce
	University Examination

References:

- Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi Kosslyn, S.M., & Rosenberg, R.S. (2006) Psychology in Context, 3rd Edition, Pearson Education Ltd.
- Hilgard, E.R., Atkinson, R.L., R.C., (2003) Introduction To Psychology. 14th Edition Wordsworth Pub. Co
- Kalat, J. (2007) Introduction to Psychology, 8th Edition, Wordsworth Pub. Co.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2007). Introduction to Psychology, 7th Edition. Singapore: McGraw- Hill.
- Rosenzweig, R. Mark, Breedlove, S. Mark, Leiman, L. Arnold (2002) Biological Psychology, 3rd Edition, Sinauer Associates, Inc., Sunderland.

DSC- A2-Foundation of Social Psychology

Akai College of Arts & Social Sciences									
Name of the Department				Department of Psychology					
Name of the Program				B.A. (Hons With Research) Liberal Arts					
Course Code				0270111020					
Course Title				Foundation of Social Psychology					
Academic Year									
Semester				I					
Number of Credits				4 (3+1+0)					
Course Prerequisite				Learners are expected to have a curiosity or interest to study the sub-fields of Psychology and are expected to attend regularly, complete all assignments, and to participate actively in class-room discussions.					
Course Synopsis				Fundamentally, humans are social creatures. We remain in the company of others, and their presence influences our thoughts, feelings, and behaviors. Social psychology studies how people behave in social situations. This course will introduce theoretical perspectives, research methods, and empirical findings of social psychology. The goal of this course is to explain how our thoughts, feelings, and behavior are influenced by the actual, imagined, or implied presence of other people.					
Course Outcomes:									
At the end of the course students will be able to:									
CO1		Develop an understanding of the individual in relation to the social world							
CO2		Understand the basic concepts, principles and theories of social psychology							
CO3		Understand how Individuals think, feel and behave in social situations							
CO4		Understand and interpret various social processes.							
Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium									
COS	PO1	PO2	PO3	PO4	PO5	PSO1	PS O2	PSO3	PSO4
CO1	2	3	3	2	3	2	3	1	2
CO2	2	2	2	3	2	2	3	2	2
CO3	1	3	3	2	2	2	3	2	2

CO4	1	2	2	3	2	3	3	2	2
Avg	1.5	2.5	2.5	2.5	2.5	2.5	3.0	1.75	2.0
Course Content:									
L (Hours/Week)	T (Hours/Week)				P (Hours/Week)		Total Hour/Week		
3	1				0		4		
Unit	Content & Competencies								
1	Introduction (10 hours) Definition and nature of social psychology, Brief history of social Psychology, Methods of social psychology: Quantitative and qualitative methods, Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media								
2	Social Cognition and Attitudes (10 hours) Social cognition and information processing: Schemas, stereotypes and cognitive strategies, Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management, Attitudes: Nature and measurement, attitude change, Attribution: nature and applications.								
3	Affective Processes in Social Context (10 hours) Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion), Pro-social behavior, Aggression and social violence , Inter personal attraction								
4	Group and Leadership (15 hours) Group: Nature and group formation 4.2 Group and performance: social facilitation, social loafing and social conformity, Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturing task leader, Difference between Leadership and Dominance, Collective Behavior: Crowd								
5	Tutorial Activities (15 hours)								

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-

Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Class Test
Seminars	Viva-voce
	University Examination

References:

- Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.
- Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2019). Social psychology, Fifth Edition, Norton.
- Husain, A. (2012). Social psychology. New Delhi, India: Pearson.
- Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.
- Singh, K.A (2015). Social Psychology. Prentice Hall India Learning Pvt. Ltd.

SEMESTER - II

Course Code	Course Type	Course Title
0270121030	DSC-A3	Foundational Psychology-II
0270121040	DSC-A4	Human Growth & Development

DSC-A3-Foundational Psychology-II

Akal College of Arts & Social Sciences	
Name of the Department	Department of Psychology
Name of the Program	B.A. (Hons With Research) Liberal Arts
Unique Code	0270121030
Course Title	Foundational Psychology-II
Academic Year	
Semester	II
Number of Credits	4 (3+1+0)
Course Prerequisite	Students should have completed introductory psychology courses to gain a foundational understanding of basic psychological concepts and theories. Familiarity with developmental psychology is recommended to comprehend the cognitive, emotional, and social changes across the lifespan. Moreover, knowledge of cognitive psychology will aid in understanding thinking processes and intelligence theories, while a background in social psychology will facilitate the comprehension of social influences on motivation, emotion, personality, and self-perception.
Course Synopsis	The course delves into the intricacies of human cognition, motivation, emotions, personality, and the self, offering students a comprehensive understanding of the mind and behavior. Topics include the thinking process, problem-solving techniques, motivation theories, emotional regulation, personality development, and self-awareness. Through exploration of these areas, students gain insight into the complexities of human nature and the factors that shape individual differences, equipping them with valuable knowledge for personal growth and understanding of others.

Course Outcomes:									
At the end of the course students will be able to:									
CO1	Students will gain a comprehensive understanding of human cognition, including thinking processes, problem-solving techniques, and creativity.								
CO2	Students will analyze various theories of motivation and their practical applications in understanding human behavior.								
CO3	Students will explore the intricate components of emotions and their regulation, fostering emotional intelligence and self-awareness.								
CO4	Students will critically evaluate different theories of personality and their implications for understanding individual differences and behavior.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium									
COS	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	2	3	3	2	3	2
CO2	2	3	2	2	2	2	1	1	3
CO3	2	2	3	1	3	2	1	2	2
CO4	2	3	2	2	2	2	2	1	2
Avg.	2.25	2.75	2.25	1.75	2.5	2.25	1.5	1.75	2.25
Course Content:									
L (Hours/Week)	T (Hours/Week)				P (Hours/ Week)	Total Hour/Week			
3	1				0	4			
Unit	Content & Competencies								
1	Exploring Human Cognition (12 hours) Understanding the Process of Thinking, Concepts and Categorization: How We Organize Our World, Solving Problems and Making Decisions, Nurturing Creative Thinking, Multiple Intelligence - Determinants of Intelligence - Assessment of intelligence.								
2	Uncovering Motivation (12 hours) Defining Motivation and Its Impact on Behavior, Theories of Motivation: Biological, Social, and Personal Factors, Coping with Frustration and Conflicts in Pursuit of Goals.								
3	Understanding Emotions (11 hours) Defining Emotions and Their Components, Cognitive Appraisal and Emotional Responses, Cultural and Gender Influences on Emotional Experience, Managing and Regulating Emotions for Well-being.								
4	Unveiling Personality (10 hours)								

	Concepts and Approaches to Personality, Factors Influencing Personality Development, Methods of Personality Assessment.
5	Tutorial Activities (15 hours)

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Class Test
Seminars	Viva-voce
	University Examination

References:

- Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi;
- Kosslyn, S.M., & Rosenberg, R.S. (2006) Psychology in Context, 3rd Edition, Pearson Education Ltd.
- Hilgard, E.R., Atkinson, R.L., R.C., (2003) Introduction to Psychology. 14th Edition Wordsworth Pub. Co
- Baron, R.A. (2002) Psychology, 5th Edition, Prentice Hall, India.

DSC-A4-Human Growth and Development

Akai College of Arts & Social Sciences									
Name of the Department		Department of Psychology							
Name of the Program		B.A. (Hons. with Research) Liberal Arts							
Course Code		0270121040							
Course Title		Human Growth and Development							
Academic Year									
Semester		II							
Number of Credits		4 (3+1+0)							
Course Prerequisite		Learners are expected to have a curiosity or interest for human Psychology.							
Course Synopsis		Human Growth & Development course is design to provide students with an understanding of human behavior and development from early childhood to old age. The course aims to offer students with an introduction to the core ideas of developmental psychology and to illustrate the three aspects of development—growth, differentiation, and orderly progression where it is frequently expected of them to relate to people at different stages of their personal development.							
Course Outcomes:									
At the end of the course students will be able to:									
CO1	Understand the concept of human development from conception to old age								
CO2	Impart an understanding of the various domains of human development & develop self-confidence and empathy in dealing with people								
CO3	explore their own personal prejudices, fears and anxieties about working with people in need of care								
CO4	develop interpersonal/interactive skills appropriate to responding to the needs of others								
Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium									
COS	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	3	2	2	1	1	2
CO2	2	3	2	1	2	2	2	2	2
CO3	1	2	1	1	1	2	3	2	2
CO4	2	2	3	2	3	2	2	1	3
Avg.	2.0	2.25	2.0	1.75	2.0	2.0	2.0	1.5	2.25

Course Content:			
L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3	1	0	4
Unit	Content & Competencies		
1	Introduction (15 hours) Concept of Human Development: Meaning, Nature and Definitions of Growth and development, Principles of Growth & development, Biological influences of Human Growth and Behaviors, Factors Affecting Growth and Development.		
2	Periods of Life Span Development (10 hours) Physical, Social and Educational Aspects of Development. Development Stages: Prenatal Development, Infancy and Toddlerhood, Early Childhood, Middle Childhood, Adolescence, Early Adulthood, Middle Adulthood & Late Adulthood.		
3	Domains of Human Development (10 hours) Cognitive development: perspectives of Piaget and Vygotsky, Language development, Physical development, Emotional development, Moral development & Personality development		
4	Socio-Cultural Contexts for Human Development (10 hours) Family and parenting, Peers, Media, Schooling and Socio-cultural context. Health issues- obesity, eating disorders, substance use and abuse, Challenges and Major Concerns of Adolescence and Old Age.		
5	Tutorial Activities (15 hours)		

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-

Total Number of Contact Hours	60
-------------------------------	----

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Class Test
Seminars	Viva-voce
	University Examination

References:

- Berk, L.C. (2012). Child Development. New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Feldman, R. S. (2013). Development across the Life Span. 7th Edition, New Delhi: Pearson.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
- Papilia, D. E. (2006). Human Development. New Delhi: Tata McGraw Hill.
- Santrock, J.W. (2012). Life Span Development (13th ed) New Delhi: McGraw Hill.

SEMESTER – III

Course Code	Course Type	Course Title
0270131050	DSC-A5	Abnormal Psychology
0270131061	DSC-A6	Experimental Psychology

DSC-A5-Abnormal Psychology

Akai College of Arts & Social Sciences									
Name of the Department				Department of Psychology					
Name of the Program				B.A. (Hons) Liberal Arts					
Course Code				0270131050					
Course Title				Abnormal Psychology					
Academic Year									
Semester				III					
Number of Credits				4 (3+1+0)					
Course Prerequisite									
Course Synopsis				This course covers the study of mental illness, including definitions, historical perspectives, theoretical models, and the assessment and diagnosis of mental disorders. It focuses on key categories of mental disorders in adults, children, and adolescents, along with their classification and treatment options.					
Course Outcomes:									
At the end of the course students will be able to:									
CO1		Understand the definition and criteria of abnormal behavior, exploring historical and modern views to track the evolution of abnormal psychology.							
CO2		Develop awareness of individual diversity and different approaches to diagnosing and treating psychological disorders.							
CO3		Enhance personal and social interactions by learning about the history and key theories of abnormal behavior.							
CO4		Understand the criteria of abnormality to analyze behavior and apply theoretical concepts through active participation in practical sessions.							
Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium									
COS	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	2	3	3	2	3	2
CO2	2	3	2	2	2	2	1	1	3
CO3	2	2	3	1	3	2	1	2	2
CO4	2	3	2	2	2	2	2	1	2

Avg.	2.25	2.75	2.25	1.75	2.5	2.25	1.5	1.75	2.25
Course Content:									
L (Hours/Week)	T (Hours/Week)			P (Hours/ Week)	Total Hour/Week				
3	1			0	4				
Unit	Content & Competencies								
1	Introduction of Abnormal Psychology (15 hours) Understanding Abnormality: Definition, criteria of abnormality, background and modern approaches, Classification of psychological Disorders (latest edition of DSM & ICD) and Historical background, Biological factors, Psychological, Socio-cultural factors and Pathogenic societal influence								
2	Psychological Disorders-I (10 hours) Anxiety Disorders: Generalized Anxiety Disorder, Panic Disorder, Phobias, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder Mood Disorders: Bipolar I, Bipolar II, Suicide and Prevention & Nature, Causes and treatment.								
3	Psychological Disorders -II (10 hours) Somatoform Disorders: Pain Disorders, Somatisation Disorders, Conversion Disorders, Hypochondriasis, and Body Dysmorphic Disorders, Personality Disorders, Eating Disorder, Nature, Causes, Diagnostic Criteria, and Treatment								
4	Psychological Disorders-III (10 hours) Substance Use Disorders: Sexual Disorder: Nature, Causes, Diagnostic Criteria, Types and treatment, Schizophrenia: Nature, Causes, Diagnostic Criteria, Types and treatment. Personality Disorder/ Neurodevelopmental								
5	Tutorial Activities (15 hours)								

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-

Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Class Test
Seminars	Viva-voce
	University Examination

References:

- Barlow D. H. & Durand V. M, & Stewart, S. H. (2009). Abnormal Psychology. New Delhi: Cengage Learning.
- Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
- Brewer, K. (2001). Clinical Psychology. Oxford: Heinemann Educational Publishers
- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
- Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning.
- Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.). NY: John Wiley.

DSC-A6-Experimental Psychology

Akai College of Arts & Social Sciences									
Name of the Department			Psychology						
Name of the Program			B.A. (Hons) Liberal Arts						
Course Code			0270131061						
Course Title			Experimental Psychology						
Academic Year									
Semester			III						
Number of Credits			4 (3+0+1)						
Course Prerequisite			Experimental Psychology typically requires a basic understanding of core psychological concepts, research methodology, and introductory statistics. Prior exposure to scientific thinking, critical analysis, and psychological constructs such as perception, attention, learning, and memory is helpful for grasping experimental design and interpretation.						
Course Synopsis			This course introduces students to the scientific methods used in psychology to study human behavior and mental processes. Emphasizing experimental design and empirical investigation, it covers key areas such as perception, attention, learning, and memory. Through lectures and hands-on laboratory work, students will develop skills in designing experiments, analyzing data, and interpreting findings, fostering a research-oriented understanding of psychological phenomena.						
Course Outcomes:									
At the end of the course students will be able to:									
CO1	Demonstrate understanding of the principles and purposes of experimental methods in psychology.								
CO2	Identify and apply appropriate experimental designs to study psychological phenomena such as perception, attention, memory, and learning.								
CO3	Analyze and interpret psychological data using basic statistical tools and scientific reasoning.								
CO4	Conduct psychological experiments ethically and accurately, maintaining proper documentation and adhering to research standards.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:									
	P O 1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	1	2	2	0	0	2

CO2	3	1	3	3	1	1	0	1	3
CO3	3	0	3	2	3	1	0	2	2
CO4	2	0	2	2	1	0	1	1	1
Average	2.75	0.5	2.25	2.0	1.75	1.0	0.25	1.0	2.0

1= Weak Correlation

2= Moderate Correlation

3= Strong Correlation

Course Content:

L (Hours/Week)	T(Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	0	2		5
Unit	Content & Competencies			
1	Introduction to Experimental Psychology (10 hours) Definition, goals, and scope of experimental psychology; Historical development and key contributors; Experimental vs. non-experimental methods; Relevance of experimental psychology in contemporary research			
2	Experimental Design, Ethics, and Report Writing (10 hours) Basics of experimental design: variables, hypothesis, and design types; Ensuring reliability, validity, and control in experiments; Research ethics: consent, confidentiality, and responsible conduct; APA guidelines and structure of psychological research reports			
3	Psychological Testing (10 hours) <ul style="list-style-type: none"> • Memory Tests – Serial position effect, immediate and delayed recall tasks • Learning Curve Experiment – Observing the process and pattern of learning • Personality Assessment – Administration and interpretation of a basic standardized inventory (e.g., Eysenck Personality Assessment) 			
4	Emotional Intelligence, Stress, Anxiety, Problem Solving and Decision making (15 hours) <p>Emotional Intelligence – Measuring emotional awareness and regulation</p> <p>Stress or Anxiety – Using self-report measures to assess psychological states</p> <ul style="list-style-type: none"> • Problem Solving and Decision-making- Understanding the process of problem solving and decision making 			
5	Practical Work: Cognitive and Perceptual Experiments (30 Hours) <ul style="list-style-type: none"> • Reaction Time Test – Measuring simple and choice reaction times • Span of Attention – Assessing attention capacity using visual or auditory stimuli • Perceptual Illusions – Demonstrating visual perception (e.g., Muller-Lyer, Ponzo illusions) • Maze Learning Task – Observing trial-and-error learning and habit formation patterns • Mental Rotation Task – Exploring visual-spatial reasoning 			

*Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach. * 6 practical must be performed from Unit-3 and 4 (3 from each units).*

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	75

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Class Test
Seminars	Viva-voce
	University Examination
References:	(List of reference books)
	<ul style="list-style-type: none"> • Best, J. W., & Kahn, J. V. (2014). <i>Research in education</i> (10th ed.). Pearson Education. • Coolican, H. (2019). <i>Research methods and statistics in psychology</i> (7th ed.). Routledge. • Goldstein, E. B. (2018). <i>Cognitive psychology: Connecting mind, research, and everyday experience</i> (5th ed.). Cengage Learning. • Gregory, R. J. (2021). <i>Psychological testing: History, principles, and applications</i> (8th ed.). Pearson. • Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). <i>Neuropsychological assessment</i> (5th ed.). Oxford University Press. • Mangal, S. K. (2019). <i>Statistics in psychology and education</i> (2nd ed.). PHI Learning. • Mohsin, S. M. (1984). <i>Experiments in psychology</i>. Motilal Banarsidass. • Singh, A. K., & Arun, P. (2008). <i>Manual of psychological experiments and testing</i>. Motilal Banarsidass

SEMESTER – IV

Course Code	Course Type	Course Title
0270141070	DSC-A7	Psychology of Individual Differences
0270141080	DSC-A8	Positive Psychology

DSC-A7-Psychology of Individual Differences

Akai College of Arts & Social Sciences	
Name of the Department	Department of Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	0270141070
Course Title	Psychology of Individual Differences
Academic Year	
Semester	IV
Number of Credits	4 (3+1+0)
Course Prerequisite	Students should have a basic understanding of psychological concepts, particularly human behavior and development. No advanced background is required — the course is open to all Liberal Arts students interested in personality, intelligence, and diversity of human traits.
Course Synopsis	This course explores the psychological principles underlying human uniqueness. Students will learn about the origins and expressions of individual differences in intelligence, personality, motivation, creativity, emotionality, and cognitive styles. The course emphasizes both biological and socio-cultural factors that contribute to human diversity and its implications in education, work, relationships, and society.
Course Outcomes: At the end of the course, students will be able to:	
CO1	Understand the concept of individual differences and explain their significance in psychology and everyday life.
CO2	Students will be able to examine the role of individual differences in learning styles, motivation, emotional responses, and decision-making.
CO3	Analyze how heredity, environment, culture, and experiences influence individual traits and behavior.
CO4	Evaluate the ethical, educational, and societal implications of psychological testing and labeling.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) & Program Specific Outcomes:									
COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	1	1	2	3	1	2
CO2	3	3	2	2	1	1	1	2	2
CO3	2	3	2	1	2	2	3	2	2
CO4	2	2	3	1	1	1	2	3	2
Average	2.25	2.5	2.25	1.25	1.25	1.5	2.25	2.0	2.0
1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation									
Course Content:									
L (Hours/Week)		T (Hours/Week)		P (Hours/Week)		CL (Hours/Week)		Total Hour/Week	
3		1		0				4	
Unit	Content & Competencies								
1	Introduction to Individual Differences (10 hours) – Meaning, history, and significance, Types of individual differences: physical, cognitive, emotional, social, Importance in educational and organizational settings								
2	Intelligence and Cognitive Styles (11 hours) - Definitions and models: Spearman, Gardner, Sternberg, IQ testing: types, uses, and controversies, Cognitive styles: field dependence, learning styles, multiple intelligences								
3	Personality and Motivation (12 hours) – Major personality theories: Freud, Jung, Big Five, Cattle, Assessment tools: MBTI, inventories, projective tests. Motivational differences: intrinsic vs extrinsic, achievement, self-determination								
4	Tutorial Activities for Applied Understanding (12 hours) – Role-play, Group Discussion, Poster-Making, Case Analysis, Debate, Reflection Writing, Peer Counseling Simulation, Street Play or Skit, Feedback Session								
5	Tutorial Activities (15 hours)								

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-

Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Class Test
Seminars	Viva-voce
	University Examination

References:	(List of reference books)
	<ul style="list-style-type: none"> Central Board of Secondary Education (CBSE) & National Council of Educational Research and Training (NCERT). (2020). <i>Manual on adolescent education and life skills</i>. https://ncert.nic.in Kapur, M. (2019). <i>Mental Health in Indian Youth: Emerging Perspectives</i>. NIMHANS Publications. Kumar, K. (2018). <i>Youth in India: Aspirations, attitudes, and anxieties</i>. Orient Blackswan. Rao, T. S. S., & Avasthi, A. (Eds.). (2016). <i>Clinical practice guidelines for child and adolescent psychiatry</i>. Indian Psychiatric Society. Verma, S., & Saraswathi, T. S. (2002). Rich resource for understanding research trends and psychological concerns of Indian adolescents. <i>Adolescence in India: An Annotated Bibliography</i>. UNESCO. World Health Organization. (2021). <i>Adolescent mental health toolkit for South Asia</i>. https://www.who.int/publications/i/item/9789240035172

DSC-A8-Positive Psychology

Akal College of Arts & Social Sciences									
Name of the Department			Psychology						
Name of the Program			B.A. (Hons) Liberal Arts						
Course Code			0270141080						
Course Title			Positive Psychology						
Academic Year									
Semester			IV						
Number of Credits			4 (3+1+0)						
Course Prerequisite			Positive Psychology course typically requires a basic understanding of psychology, research methods, and emotional intelligence, with helpful exposure to concepts like mindfulness, resilience, and well-being.						
Course Synopsis			This Positive Psychology course examines the science of well-being, focusing on strengths, happiness, and personal growth. It covers topics like gratitude, resilience, mindfulness, and emotional intelligence, exploring how these practices contribute to a fulfilling life. Students will learn evidence-based strategies to enhance individual and collective well-being and apply these principles to improve mental health, relationships, and life satisfaction.						
Course Outcomes: At the end of the course students will be able to:									
CO1	Gain a deep understanding of the core principles of Positive Psychology, including well-being, happiness, and human strengths.								
CO2	Learn to apply evidence-based strategies like mindfulness, gratitude, and resilience to enhance personal and professional life.								
CO3	Develop skills to manage emotions effectively and improve relationships through greater emotional awareness and regulation.								
CO4	Cultivate a stronger sense of self-awareness and purpose, focusing on strengths and personal growth & Learn techniques to reduce stress, promote positive thinking, and boost overall mental health and life satisfaction								
Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:									
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	1	2	2	0	0	2
CO2	3	1	3	3	1	1	0	1	3
CO3	3	0	3	2	3	1	0	2	2

CO4	2	0	2	2	1	0	1	1	1
Average	2.75	0.5	2.25	2.0	1.75	1.0	0.25	1.0	2.0
1= Weak Correlation									

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-

Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Class Test
Seminars	Viva-voce
	University Examination

References:	(List of reference books)
	<ul style="list-style-type: none"> • Ackerman, C. (2019). Great benefits of mindfulness in positive psychology. Retrieved from https://positivepsychology.com/mindfulness-positive-psychology-3-great-insights • Baumgardner, S. R. & Crothers, M. K. (2014). Positive psychology. Upper Saddle River, NJ: Pearson Education. • Carr, A. (2011). Positive psychology, The science of happiness and human strengths. New York: Routledge. • Dalai Lama, & Cutler, H. C. (2021). <i>The art of happiness</i> (20th anniversary ed.). Riverhead Books. • Seligman, M. E. P. (2021). <i>Flourish: A visionary new understanding of happiness and well-being</i> (2nd ed.). Atria Books. • Singh, A. (2013). Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt Ltd. • Snyder, C. R. & Lopez, S. J. (2011). Handbook of positive psychology. (eds.). New York: Oxford University Press.

II. COURSE STRUCTURE

Psychology as Minor Subject

SEMESTER – I

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
	DSC A1		3	1	0	4
	DSC-A2		3	1	0	4
0270111010	DSC-B1	Foundational Psychology-I	3	1	0	4
	GE- 1	Language 1.1	3	1	0	4
	SEC-1		1	0	1	2
	AEC- 1		1	0	1	2
	VAC- 1		1	0	1	2
	Total		15	4	3	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – II

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
	DSC-A3		3	1	0	4
	DSC-A4		3	1	0	4
0270121030	DSC-B2	Foundational Psychology-II	3	1	0	4
	GE- 2	Language 2.1	3	1	0	4
	SEC-2		1	0	1	2
	AEC- 2		1	0	1	2
	VAC- 2		1	0	1	2
	Total		15	4	3	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – III

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
	DSC-A5		3	1	0	4
	DSC-A6		3	1	0	4
0270131050	DSC-B3	Abnormal Psychology	3	1	0	4
	GE – 3	Language 1.2	3	1	0	4
	IACP/		1	0	1	2
	SEC-3					
	AECC-3		1	0	1	2
	VAC- 3		1	0	1	2
	Total		15	4	3	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – IV

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
	DSC-A7		3	1	0	4
	DSC-A8		3	1	0	4
0270141070	DSC-B4	Psychology of Individual Differences	3	1	0	4
	GE – 4	Language 2.2	3	1	0	4
	IACP/		1	0	1	2
	SEC-4					
	AECC-4		1	0	1	2
	VAC- 4		1	0	1	2
	Total		15	4	3	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – V

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
	DSC-A9		3	1	0	4
	DSC-A10		3	1	0	4
0270151090	DSC-B5	Basic statistics in Psychology	3	1	0	4
	<i>DSE-1</i>		3	1	0	4
	GE- 5		3	1	0	4
	<i>IACP/</i>		1	0	1	2
	<i>SEC-5</i>					
	Total		16	5	1	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – VI

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
	DSC-A11		3	1	0	4
	DSC-A12		3	1	0	4
0270161111	DSC-B6	Industrial and Organizational Psychology	3	0	1	4
	<i>DSE-2</i>		3	1	0	4
	GE- 6		3	1	0	4
	<i>IACP/</i>		1	0	1	2
	<i>SEC-6</i>					
	Total		16	4	2	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – VII

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
	DSC-A13		3	1	0	4
	<i>DSE 3</i>		3	1	0	4
	<i>DSE 4/ GE 7</i>		3	1	0	4
	<i>DSE 5/ GE 8</i>		3	1	0	4
			0	0	6	6
	Total		12	4	6	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – VIII

Course Code	Course Type	Course Title	Credit Distribution (Hours/Week)			
			L	T	P	C
	DSC-14		3	1	0	4
	<i>DSE 6</i>		3	1	0	4
	<i>DSE 7/ GE 9</i>		3	1	0	4
	<i>DSE 08/ GE 10</i>		3	1	0	4
			0	0	6	6
	Total		12	4	6	22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

Multidisciplinary Generic Electives (MGE)

Multidisciplinary Generic Electives is credited and choice-based. The students make a choice from pool of MGE offered by the Faculty under the University. (Reference: University Umbrella Multidisciplinary Generic Electives)

Value Added Courses (VAC)

Value Added Courses is credited and choice-based. The students make a choice from pool of VAC offered by the Faculty under the University. (Reference: University Umbrella Value Added Courses)

Ability Enhancement Compulsory Course (AEC)

Ability Enhancement Compulsory Courses is credited and choice-based. The students make a choice from pool of AEC offered by the Faculty under the University. (Reference: University Umbrella Ability Enhancement Compulsory Course)

Skill Enhancement Courses (SEC)

Ability Enhancement Compulsory Courses is credited and choice-based. The students make a choice from pool of AEC offered by the Faculty under the University.

3. SEMESTER-WISE COURSE DETAILS

SEMESTER - I

Course Code	Course Type	Course Title
0270111010	DSC- B1	Foundational Psychology-I

DSC- B1-Foundational Psychology-I

Akai College of Arts & Social Sciences	
Name of the Department	Department of Psychology
Name of the Program	B.A. (Hons with Research) Liberal Arts
Course Code	0270111010
Course Title	Foundational Psychology-I
Academic Year	
Semester	I
Number of Credits	4 (3+1+0)
Course Prerequisite	The Introduction to Psychology-I course is designed for students pursuing a Bachelor of Arts in Liberal Arts who have no prior background in psychology. While no specific prerequisites are required, students are encouraged to possess a basic understanding of scientific principles and methods, along with strong critical thinking skills. An inherent curiosity about human behavior and the workings of the mind will enhance the learning experience. This course serves as an introductory exploration into the field of psychology, offering foundational knowledge and skills for further study in the discipline.
Course Synopsis	This course introduces students to the fascinating field of psychology, exploring its scientific methods, various schools of thought, and modern perspectives. Students will delve into topics such as sensation, perception, consciousness, learning, and memory, gaining a foundational understanding of human behavior and mental processes.
Course Outcomes: At the end of the course students will be able to:	
CO1	Students will grasp the foundational concepts of psychology, including its definition, scientific methods, and major perspectives, enabling them to analyze and interpret human behavior from a psychological standpoint.
CO2	Students will apply theories of learning, such as classical conditioning, operant conditioning, cognitive learning, and social learning, to understand how individuals acquire new behaviors and knowledge in different contexts.
CO3	Students will analyze memory processes, including encoding, storage, and retrieval, to comprehend how information is acquired, retained, and recalled,

	facilitating critical thinking about memory-related phenomena in everyday life.								
CO4	Students will evaluate the processes of sensation and perception, including selective attention, perceptual organization, and depth perception, enhancing their ability to perceive and interpret the world around them accurately and critically.								
Mapping of Course Outcomes (CO's) to Program Outcomes (PO's) S=strong, W=weak, M=medium									
COS	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	1	2	2	2	2	2
CO2	3	2	3	3	2	2	3	3	3
CO3	2	1	2	2	1	2	2	2	2
CO4	2	2	2	2	3	3	2	2	2
Avg	2.25	1.75	2.25	2.0	2.0	2.25	2.25	2.25	2.25
Course Content:									
L (Hours/Week)	T (Hours/Week)				P (Hours/Week)		Total Hour/Week		
3	1				0		4		
Unit	Content & Competencies								
1	Understanding Psychology (15 hours) Definition of Psychology, Psychology as a Science, Methods of Psychology, Different Schools of Psychology, Modern Perspectives of Psychology, Scope and Branches of Psychology.								
2	Sensing the World (10 hours) Senses and Perception Basics, Attention and Perception, Internal and External Influences, Perception of Depth and Movement								
3	Exploring Consciousness (10 hours) Fundamentals of Consciousness, Sleep and Dreams, Altered States of Consciousness, Meditation and Hypnosis								
4	Learning and Behavior (10 hours) Basics of Learning, Theories of Learning, Conditioning (Classical and Operant), Cognitive and Social Learning								
5	Tutorial Activities (15 hours)								

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
---------------------------------------	----------------------

Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Class Test
Seminars	Viva-voce
	University Examination

References: (List of reference books)

- Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi Kosslyn, S.M., & Rosenberg, R.S. (2006) Psychology in Context, 3rd Edition, Pearson Education Ltd.
- Hilgard, E.R., Atkinson, R.L., R.C., (2003) Introduction To Psychology, 14th Edition Wordsworth Pub. Co
- Kalat, J. (2007) Introduction to Psychology, 8th Edition, Wordsworth Pub. Co.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2007). Introduction to Psychology, 7th Edition. Singapore: McGraw- Hill.
- Rosenzweig, R. Mark, Breedlove, S. Mark, Leiman, L. Arnold (2002) Biological Psychology, 3rd Edition, Sinauer Associates, Inc., Sunderland.

SEMESTER - II

Course Code	Course Type	Course Title
0270121030	DSC-B2	Foundational Psychology-II

DSC-B2-Foundational Psychology-II

Akai College of Arts & Social Sciences	
Name of the Department	Department of Psychology
Name of the Program	B.A. (Hons) Liberal Arts
Course Code	0270121030
Course Title	Foundational Psychology-II
Academic Year	
Semester	II
Number of Credits	4 (3+1+0)
Course Prerequisite	Students should have completed introductory psychology courses to gain a foundational understanding of basic psychological concepts and theories. Familiarity with developmental psychology is recommended to comprehend the cognitive, emotional, and social changes across the lifespan. Moreover, knowledge of cognitive psychology will aid in understanding thinking processes and intelligence theories, while a background in social psychology will facilitate the comprehension of social influences on motivation, emotion, personality, and self-perception.
Course Synopsis	The course delves into the intricacies of human cognition, motivation, emotions, personality, and the self, offering students a comprehensive understanding of the mind and behavior. Topics include the thinking process, problem-solving techniques, motivation theories, emotional regulation, personality development, and self-awareness. Through exploration of these areas, students gain insight into the complexities of human nature and the factors that shape individual differences, equipping them with valuable knowledge for personal growth and understanding of others.
Course Outcomes:	
At the end of the course students will be able to:	
CO1	Students will gain a comprehensive understanding of human cognition, including thinking processes, problem-solving techniques, and creativity.

CO2	Students will analyze various theories of motivation and their practical applications in understanding human behavior.								
CO3	Students will explore the intricate components of emotions and their regulation, fostering emotional intelligence and self-awareness.								
CO4	Students will critically evaluate different theories of personality and their implications for understanding individual differences and behavior.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium									
COS	PO1	PO2	PO3	PO4	PO5	PS O1	PSO2	PSO3	PSO4
CO1	3	3	2	2	3	3	2	3	2
CO2	2	3	2	2	2	2	1	1	3
CO3	2	2	3	1	3	2	1	2	2
CO4	2	3	2	2	2	2	2	1	2
Avg.	2.25	2.75	2.25	1.75	2.5	2.25	1.5	1.75	2.25
Course Content:									
L (Hours/Week)	T (Hours/Week)				P (Hours/Week)	Total Hour/Week			
3	1				0	4			
Unit	Content & Competencies								
1	Exploring Human Cognition (15 hours) Understanding the Process of Thinking, Concepts and Categorization: How We Organize Our World, Solving Problems and Making Decisions, Nurturing Creative Thinking, Multiple Intelligence - Determinants of Intelligence - Assessment of intelligence.								
2	Uncovering Motivation (10 hours) Defining Motivation and Its Impact on Behaviour, Theories of Motivation: Biological, Social, and Personal Factors, Coping with Frustration and Conflicts in Pursuit of Goals.								
3	Understanding Emotions (10 hours) Defining Emotions and Their Components, Cognitive Appraisal and Emotional Responses, Cultural and Gender Influences on Emotional Experience, Managing and Regulating Emotions for Well-being.								
4	Unveiling Personality (10 hours) Concepts and Approaches to Personality, Factors Influencing Personality Development, Methods of Personality Assessment.								
5	Tutorial Activities (15 hours)								

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Class Test
Seminars	Viva-voce
	University Examination

References: (List of reference books)

- Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi;
- Kosslyn, S.M., & Rosenberg, R.S. (2006) Psychology in Context, 3rd Edition, Pearson Education Ltd.
- Hilgard, E.R., Atkinson, R.L., R.C., (2003) Introduction to Psychology. 14th Edition Wordsworth Pub. Co
- Baron, R.A. (2002) Psychology, 5th Edition, Prentice Hall, India.

SEMESTER – III

Course Code	Course Type	Course Title
0270131050	DSC-B3	Abnormal Psychology

DSC-B3-Abnormal Psychology

Akal College of Arts & Social Sciences	
Name of the Department	Department of Psychology
Name of the Program	B.A. (Hons) Liberal Arts
Course Code	0270131050
Course Title	Abnormal Psychology
Academic Year	
Semester	III
Number of Credits	4 (3+1+0)
Course Prerequisite	
Course Synopsis	This course covers the study of mental illness, including definitions, historical perspectives, theoretical models, and the assessment and diagnosis of mental disorders. It focuses on key categories of mental disorders in adults, children, and adolescents, along with their classification and treatment options.

Course Outcomes:

At the end of the course students will be able to:

CO1	Understand the definition and criteria of abnormal behavior, exploring historical and modern views to track the evolution of abnormal psychology.
CO2	Develop awareness of individual diversity and different approaches to diagnosing and treating psychological disorders.
CO3	Enhance personal and social interactions by learning about the history and key theories of abnormal behavior.
CO4	Understand the criteria of abnormality to analyze behavior and apply theoretical concepts through active participation in practical sessions.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

COS	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	2	3	3	2	3	2
CO2	2	3	2	2	2	2	1	1	3
CO3	2	2	3	1	3	2	1	2	2
CO4	2	3	2	2	2	2	2	1	2

Avg.	2.25	2.75	2.25	1.75	2.5	2.25	1.5	1.75	2.25
Course Content:									
L (Hours/Week)	T (Hours/Week)				P (Hours/ Week)	Total Hour/Week			
3	1				0	4			
Unit	Content & Competencies								
1	Introduction of Abnormal Psychology (15 hours) Understanding Abnormality: Definition, criteria of abnormality, background and modern approaches, Classification of psychological Disorders (latest edition of DSM & ICD) and Historical background, Biological factors, Psychological, Socio-cultural factors and Pathogenic societal influence								
2	Psychological Disorders-I (10 hours) Anxiety Disorders: Generalized Anxiety Disorder, Panic Disorder, Phobias, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder Mood Disorders: Bipolar I, Bipolar II, Suicide and Prevention & Nature, Causes and treatment.								
3	Psychological Disorders -II (10 hours) Somatoform Disorders: Pain Disorders, Somatisation Disorders, Conversion Disorders, Hypochondriasis, and Body Dysmorphic Disorders, Personality Disorders, Eating Disorder, Nature, Causes, Diagnostic Criteria, and Treatment								
4	Psychological Disorders-III (10 hours) Substance Use Disorders: Sexual Disorder: Nature, Causes, Diagnostic Criteria, Types and treatment, Schizophrenia: Nature, Causes, Diagnostic Criteria, Types and treatment. Personality Disorder/ Neurodevelopmental								
5	Tutorial Activities (15 hours)								

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-

Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Class Test
Seminars	Viva-voce
	University Examination

References: (List of reference books)

- Barlow D. H. & Durand V. M., & Stewart, S. H. (2009). Abnormal Psychology. New Delhi: Cengage Learning.
- Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
- Brewer, K. (2001). Clinical Psychology. Oxford: Heinemann Educational Publishers
- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
- Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning.
- Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.). NY: John Wiley.

SEMESTER – IV

Course Code	Course Type	Course Title
0270141070	DSC-B4	Psychology of Individual Differences

DSC-B4-Psychology of Individual Differences

Akai College of Arts & Social Sciences									
Name of the Department		Department of Psychology							
Name of the Program		B.Sc. (Hons. With Research) Psychology							
Course Code		0270141070							
Course Title		Psychology of Individual Differences							
Academic Year									
Semester		IV							
Number of Credits		4 (3+1+0)							
Course Prerequisite		Students should have a basic understanding of psychological concepts, particularly human behavior and development. No advanced background is required — the course is open to all Liberal Arts students interested in personality, intelligence, and diversity of human traits.							
Course Synopsis		This course explores the psychological principles underlying human uniqueness. Students will learn about the origins and expressions of individual differences in intelligence, personality, motivation, creativity, emotionality, and cognitive styles. The course emphasizes both biological and socio-cultural factors that contribute to human diversity and its implications in education, work, relationships, and society.							
Course Outcomes:									
At the end of the course, students will be able to:									
CO1	Describe the concept of individual differences and explain their significance in psychology and everyday life.								
CO2	Students will be able to examine the role of individual differences in learning styles, motivation, emotional responses, and decision-making.								
CO3	They will be able to Analyze how heredity, environment, culture, and experiences influence individual traits and behavior.								
CO4	Evaluate the ethical, educational, and societal implications of psychological testing and labeling.								
Mapping of Course Outcomes (COs) to Program Outcomes (POs) & Program Specific Outcomes:									
COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4

CO1	2	2	2	1	1	2	3	1	2
CO2	3	3	2	2	1	1	1	2	2
CO3	2	3	2	1	2	2	3	2	2
CO4	2	2	3	1	1	1	2	3	2
Average	2.25	2.5	2.25	1.25	1.25	1.5	2.25	2.0	2.0

1= Weak Correlation

2= Moderate Correlation

3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	1	0		4

Unit	Content & Competencies
1	Introduction to Individual Differences (12 hours) – Meaning, history, and significance, Types of individual differences: physical, cognitive, emotional, social, Importance in educational and organizational settings
2	Intelligence and Cognitive Styles (11 hours) - Definitions and models: Spearman, Gardner, Sternberg, IQ testing: types, uses, and controversies, Cognitive styles: field dependence, learning styles, multiple intelligences
3	Personality and Motivation (12 hours) – Major personality theories: Freud, Jung, Big Five, Cattle, Assessment tools: MBTI, inventories, projective tests. Motivational differences: intrinsic vs extrinsic, achievement, self-determination
4	Tutorial Activities for Applied Understanding (10 hours) – Role-play, Group Discussion, Poster-Making, Case Analysis, Debate, Reflection Writing, Peer Counseling Simulation, Street Play or Skit, Feedback Session
5	Tutorial Activities (15 hours)

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative		Summative
Multiple Choice Questions (MCQ)		Multiple Choice Questions (MCQ)
Assignment		Short Answer Questions (SAQ)
Viva-voce/Presentation		Long Answer Question (LAQ)
Quiz		Class Test
Seminars		Viva-voce
		University Examination
Quiz		Long Answer Question (LAQ)
References:		(List of reference books)
	<ul style="list-style-type: none"> • Central Board of Secondary Education (CBSE) & National Council of Educational Research and Training (NCERT). (2020). <i>Manual on adolescent education and life skills</i>. https://ncert.nic.in • Kumar, K. (2018). <i>Youth in India: Aspirations, attitudes, and anxieties</i>. Orient Blackswan. • Kapur, M. (2019). <i>Mental Health in Indian Youth: Emerging Perspectives</i>. NIMHANS Publications. • Rao, T. S. S., & Avasthi, A. (Eds.). (2016). <i>Clinical practice guidelines for child and adolescent psychiatry</i>. Indian Psychiatric Society. • Verma, S., & Saraswathi, T. S. (2002). Rich resource for understanding research trends and psychological concerns of Indian adolescents. <i>Adolescence in India: An Annotated Bibliography</i>. UNESCO. • World Health Organization. (2021). <i>Adolescent mental health toolkit for South Asia</i>. https://www.who.int/publications/i/item/9789240035172 	