

SEMESTER - II

BRITISH LITERATURE (18TH-19TH CENTURY)

1. Course Description

Programme: BA

Max. Hours: 75

Course Code: U26/LIT/DSC/201

Hours per week: 5 hrs

Course Type: DSC

Max. Marks: 100

No. of credits: 5

2. Course Objectives

- To make learners aware of the shifting trends in writing, thinking, and expression in the 18th and 19th centuries in England.
- To introduce the emergence and genre of English Novel from 18 th -19 th century British literature to the learners.
- To introduce women's writing to the learners as a significant shift from an all-male British literary canon prevalent in the earlier centuries.

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3. Course Outcomes

On completion of the course, learners will be able to:

CO1: Outline the literary movements of the 18th and 19th centuries in relation to the prescribed texts. (Understanding)

CO2: Interpret the trends and use of poetic diction. (Understanding)

CO3: Illustrate the state of contemporary times in the 18th and 19th centuries. (Understanding)

CO4: Analyze the use of social commentary and the rise of the realist novel. (Analyzing)

CO5: Summarize the genre of farcical comedy/social satire. (Understanding)

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4. Course Content

MODULE I: HISTORY OF LITERATURE, CONCEPTS AND MOVEMENTS

(15 Hrs)

Periodical Essay, Neo-classicism and Romanticism, Development of Novel, Aestheticism

MODULE II: POETRY

(15 Hrs)

P.B. Shelley, "Ozymandias"

Alexander Pope, "Sound and Sense"

MODULE III: PROSE

(15 Hrs)

Richard Steele, "The Club at the Trumpet"

Charles Lamb, "Modern Gallantry"

MODULE IV: NOVEL

(15 Hrs)

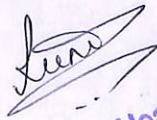
Jane Austen, *Northanger Abbey*

MODULE V: DRAMA

(15 Hrs)

Oscar Wilde, *The Importance of Being Earnest*

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5. References

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2. Pope, Alexander. "Sound and Sense by Alexander Pope." Famous Poems, Famous Poets. All Poetry, allpoetry.com/Sound-and-Sense.
3. Steele, Richard. *The Club at the Trumpet (1709-1710)*.
www.civilizationis.com/smartboard/shop/steele/chap2.htm
4. Shelley, P.B. "Ozymandias" by P.B Shelley | Poetry Foundation, <https://www.poetryfoundation.org/poems/46565/ozymandias>
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6. Bradbury, M., & Palmer, D (eds.). (1979). *The Contemporary English novel*. London: Edward Arnold Publishers Ltd. Hunt, John Dixon (Ed.), Pope: *The Rape of the Lock, a Casebook*. 1968. London: Macmillan.
7. Muir, Edwin. *The Structure of the Novel*. London: Chatto & Windus Ltd. 1979.
8. Richetti, John (ed.). *The Cambridge Companion to the Eighteenth Century Novel*. Cambridge: Cambridge University Press. 1998.

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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local/Regional/National/ Global Development Needs	Relevance
Local	Understanding how to behave and respond to one another
Regional	Learning about the many hierarchies in society
National	Being conscious and observant about the world around you
Global Development	Understanding the way of life of 18th and 19th century England

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Northanger Abbey	Social Commentary
ED	Periodical Essay	Publishing history
EMP	Modern Gallantry	Opinion writing

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Seminar, Oral presentation, Group Discussion, Role play
2.	Experiential Learning	Interactive Classroom Activities, Quiz

8. Course Assessment Plan**a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA2-Oral presentation	Written Exam
CO2	CIA1	
CO3	CIA1	
CO4	CIA2-MCQs/Objective test	
CO5	CIA2-MCQs/Objective test	

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b) Model Question Paper- End Semester Exam:**SEMESTER II BRITISH LITERATURE (18 TH -19 TH CENTURY)**

Course Code: U26/LIT/DSC/201

Max. Marks: 60

Credits: 5

Max Time: 2 Hrs

SECTION - A**I. Answer the following (250 words)****5 x 10 = 50 M**

1. Discuss the art movement Aestheticism in the 19th century.

OR

2. Discuss the Periodical Essay

3. Explain how Shelley develops the theme of the transience of power in "Ozymandias".

OR

4. Discuss the differences and similarities between poetry and dancing in Pope's "Sound and Sense".

5. Describe the members of "The Club at the Trumpet."

OR

6. How does Lamb bring out the hollowness of modern gallantry in his essay?

7. In what ways does the Gothic novel help to frame, or set-up, the plot of "Northanger Abbey"?

OR

8. Explain the relationship between Henry and Catherine in "Northanger Abbey".

9. Discuss the title of Oscar Wilde's play drawing attention to the pun in the title. Who is being earnest in this play?

OR

10. Do you think Oscar Wilde presents any version of true love in his play? Does the extent to which Gwendolen and Cecily are self-centered, affect our reading of the play?

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SECTION - B

II. Write any FIVE questions

5 x 2 = 10 M

11. What was Richard Steele like in *The Club at the Trumpet*?
12. What does Ms. Prism insist Cecily study, before she sets out for a walk?
13. Analyze how the imagery of decay functions symbolically in the poem "Ozymandias".
14. Briefly explain the significance of the title, "Importance of being earnest"
15. List out any two aspects of gallantry that are conspicuously missing in the modern world, with reference to Charles Lamb's essay.
16. Briefly describe any two characteristics that distinguish a realist text from a neoclassical one.
17. Do you think Catherine Morland is a typical Austen Heroine? How would you use facts to explain your answer?

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c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO 1	2 (1 out of 2)	10	5 out of 7	5x2=10
2	15	CO 2	2 (1 out of 2)	10		
3	15	CO 3	2 (1 out of 2)	10		
4	15	CO 4	2 (1 out of 2)	10		
5	15	CO 5	2 (1 out of 2)	10		

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9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Remembering	10
2	1	Understanding	15
3	2	Understanding	15
4	2	Analyzing	15
5	1	Understanding	15

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SEMESTER II BRITISH LITERATURE (18TH TO 19TH CENTURY)

SEMESTER-END MODEL QUESTION PAPER TEMPLATE

SECTION A - INTERNAL CHOICE			5Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL
1	Module 1	Discuss the art movement Aestheticism in the 19th century.	CO 1	Level II
2	Module 1	Discuss the Periodical Essay	CO 1	Level II
3	Module 2	Explain how Shelley develops the theme of the transience of power in "Ozymandias".	CO 2	Level I
4	Module 2	Discuss the differences and similarities between poetry and dancing in Pope's "Sound and Sense".	CO 2	Level II
5	Module 3	Describe the members of "The Club at the Trumpet."	CO 3	Level I
6	Module 3	How does Lamb bring out the hollowness of modern gallantry in his essay?	CO 3	Level I
7	Module 4	In what ways does the Gothic novel help to frame, or set-up, the plot of "Northanger Abbey"?	CO 4	Level I
8	Module 4	Explain the relationship between Henry and Catherine in "Northanger Abbey".	CO 4	Level II
9	Module 5	Discuss the title of Oscar Wilde's play drawing attention to the pun in the title. Who is being earnest in this play?	CO 5	Level I
	Module 5	Do you think Oscar Wilde presents any version of true love in his play? How does the extent to which Gwendolen and Cecily	CO 5	Level I

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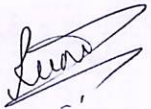
		are self-centered, affect our reading of the play?		
SECTION B - ANSWER ANY 5 OUT OF 7		5 Q X 2 M = 10 M		
11	Module 3	What was Richard Steele like in The Club at the Trumpet?	CO 5	Level I
12	Module 5	What does Ms. Prism insist Cecily study, before she sets out for a walk?	CO 2	Level I
13	Module 2	Analyze how the imagery of decay functions symbolically in the poem "Ozymandias".	CO 4	Level I
14	Module 5	Briefly explain the significance of the title, "Importance of being earnest"	CO 2	Level II
15	Module 3	List out any two aspects of gallantry that are conspicuously missing in the modern world, with reference to Charles Lamb's essay.	CO 5	Level I
16	Module 1	Briefly describe any two characteristics that distinguish a realist text from a neoclassical one.	CO 1	Level I
17	Module 4	Do you think Catherine Morland is a typical Austen Heroine? How would you use facts to explain your answer?	CO 3	Level III

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**SEMESTER - II
WESTERN POLITICAL THOUGHT**

1. Course Description

Programme: **B.A**

Course Code: **U26/POL/DSC/201**

Course Type: **DSC**

No. of credits: **5**

Max. Hours: **75**

Hours per week: **5**

Max. Marks: **100**

2. Course Objectives

- **To understand political philosophy in the western context and to critically analyze the ideas of various Western political thinkers from the ancient to the early modern periods.**
- **To reflect on different thinkers' philosophical visions of an ideal political society.**

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Identify the fundamental ideas in the ancient Greek philosophy. **(Understand)**

CO2: Recognize the dominant political views of Medieval Europe. **(Understand)**

CO3: Compare and contrast modern theories of origin of state. **(Analyze)**

CO4: Acquire a critical understanding of Utilitarianism and Dialectics. **(Evaluate)**

CO5: Understand and reflect upon the ideas of Feminist political thinkers. **(Evaluate)**

4. Course Content

MODULE I: Ancient Greek Political Thought (15 Hours)

1. Sophists
2. Plato: Republic – Justice, Communism, Education and Ideal State.
3. Aristotle: Politics – State- Ideal and Polity; Government, Citizenship, Slavery and Revolution.

MODULE II: Medieval and Early Modern Thought (15 Hours)

1. St. Augustine – ‘City of God’.
2. St. Thomas Aquinas – Theory of Law; Sainted Aristotle.
3. Church and State Controversy – Marsilius of Padua.
4. Niccolo Machiavelli – ‘Prince’

MODULE III: Social Contractualists (15 Hours)

1. Thomas Hobbes – Absolute Sovereignty, State and Society.
2. John Locke – Limited Government, Theory of Property.
3. Jean Jacques Rousseau – General Will; Popular Sovereignty; Participatory Democracy.

MODULE IV: Utilitarianism and Dialectics (15 Hours)

1. Jeremy Bentham – Utilitarianism; Hedonism.
2. John Stuart Mill – Liberty and Representative Government.
3. Hegel – History and Dialectic; State.
4. Marx – Historical Materialism: Class War and Proletarian Dictatorship

MODULE V: Feminist Thought (15 Hours)

1. Mary Wollstonecraft: 'A Vindication of the Rights of Woman'
2. Simone de Beauvoir – ‘The Second Sex’
3. Bell Hooks - Intersectionality

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5. References

1. Barker, Ernest (2013). *Greek Political Thought*. Routledge.
2. Ebenstein, William (1967). *Great Political Thinkers*. University of California.
3. Foster & Jones (1949). *Masters of Political Thought*. Houghton Mifflin.
4. Hacker, Andrew (1969). *Political Theory: Philosophy, Ideology, Science*. MacMillan.
5. Sabine, G.H. (1973). *A History of Political Theory*. Dryden Press.
6. Singh, Sukhbir (1980). *History of Political Thought Vol. I*. Rastogi Publications
7. Singh, Sukhbir (1980). *History of Political Thought Vol. II*. Rastogi Publications
8. Roberts, Peri & Peter Sutch (2012). *An Introduction to Political Thought*. Edinburgh University Press

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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	The course introduces the students to theories of ideal state and government that guide the mission and objectives set by a national government.
Global	The course reflects on the ethics of global politics and the principles that should be guiding the relations between the countries.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module III	Group Discussion
Skill Development	Module IV	Class Assignments
Skill Development	Module V	Class Assignments

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA-1	End Semester examination
CO2	CIA-1	
CO3	CIA-2 Skill Test	
CO4	CIA-2 Assignment	
CO5		

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b) Model Question Paper- End Semester Exam

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**(An Autonomous College of Osmania University)
Faculty of ARTS – Department of Political Science**

DISCIPLINE SPECIFIC CORE

SEMESTER -II

WESTERN POLITICAL THOUGHT

Course Code: U26/POL/DSC/201

Max Marks:60

Credits:5

Time: 2Hrs

SECTION - A

Answer the Following: 5 x 10 = 50 M

1. Critically discuss Plato's Ideal State.

OR

2. Discuss with criticism Aristotle's theory of nature and origin of state.

3. Explain why St. Aquinas is also called as Sainted Aristotle.

OR

4. Elaborate on Machiavelli's views on power and rulership in 'The Prince'.

5. Hobbes' Leviathan is an absolute sovereign. Justify the statement.

OR

6. Write an essay on Rousseau's social contract theory.

7. Analyze Bentham's theory of Utilitarianism.

OR

8. Critically discuss Marx's theory of Class War.

9. Discuss Mary Wollstonecraft's ideas on the rights of women.

OR

10. Explain the concept of intersectionality in feminist with reference to Bell Hooks.

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SECTION -B

Answer any Five Questions: 5 x 2 = 10 M

11. Justice
12. Natural Law
13. 'Sexual Contract'
14. General Will
15. Locke on Property
16. Citizenship
17. Dictatorship of the Proletariat

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1.	15	1	2	10	1	2
2.	15	2	2	10	1	2
3.	15	3	2	10	1	2
4.	15	4	2	10	1	2
5.	15	5	2	10	1	2


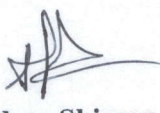
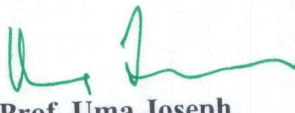
9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Understand	15
3	4	Evaluate	15
4	3	Analyze	15
5	4	Analyze	15

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SEMESTER - II

BASIC PSYCHOLOGICAL PROCESSES

1. Course Description

Programme: B.A

Course Code: U26/PSY/DSC/201

Course Type: DSC

No. of credits: 5

Max. Hours: 75 hours

Hours per week: 5 hours

Max. Marks: 100 M

2. Course Objectives

- To explain and compare various motivational theories and models, demonstrate the principles and processes of the learning theories.
- To help gain knowledge of the physiological foundations of memory and explain the processes of memory formation, retention, and retrieval.
- To Explain and evaluate different theories of intelligence and help in understanding thinking as a cognitive process.

3. Course Outcomes

On completion of the course the student will be able to:

- CO1: Describe and identify key concepts, principles, and components of each motivational theory and model. **(UNDERSTAND)**
- CO2: Describe the major theories of learning (classical, instrumental, cognitive, and social), explain the mechanisms underlying behavioural change, and analyze the role of repeated mental activity in shaping behavioural tendencies, including the Yogic concept of *Samskara*. **(UNDERSTAND AND ANALYSE)**
- CO3: Acquire knowledge of the physiological foundations of memory, comprehend the two major approaches to memory, know distinct characteristics of various types of memory, interpret the causes of forgetting and apply mnemonic techniques as effective memory aids. **(UNDERSTAND AND APPLY)**

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- CO4: Explain the factors and strategies involved in concept formation, the relationship between language and thought, explore the relationship between creativity and intelligence, understand the principles of reasoning, problem solving, and decision making. **(UNDERSTAND)**
- CO5: Describe major theories of intelligence (Spearman, Thurstone, Guilford, Sternberg, and Gardner), explain the determinants of intelligence (genetic, environmental, and social), and analyze individual differences including giftedness, intellectual disability, and emotional intelligence. **(UNDERSTAND AND ANALYSE)**

4. Course Content

15 hrs

MODULE 1: MOTIVATION

Approaches to Motivation: Instinct theory, Drive reduction theory, Arousal approach, Incentive approach, Cognitive approach - intrinsic and extrinsic motivation, Opponent - process theory

Maslow's hierarchy of needs

Biological drives: hunger and thirst

Murray's Psychogenic needs theory

McClelland's Social Motives: need for achievement, affiliation and power

15 hrs

MODULE 2: LEARNING

Definition of learning;

Theories of learning: Classical Conditioning by Pavlov; Trial & Error by Thorndike; Instrumental Conditioning by Skinner; Cognitive Theories of Learning by Kohler and Tolman; Social learning theory by Bandura.

Yogic Perspective on Learning: Concept of Samskara (formation of subtle mental impressions through repeated mental activity) and its role in shaping behavioural tendencies (Aligned to components of Indian Knowledge Systems).

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MODULE 3: MEMORY**15 hrs**

Definition, Steps in memory - encoding, storage, retrieval

Physiological basis of memory: memory trace, autonomic nervous system, brain, adrenal gland, cell assemblies.

Two Major Approaches to Memory: Atkinson & Shiffrin and Alan D. Baddeley

Stages of memory: sensory memory, short-term memory and long-term memory

Types of Long-term memory: episodic, semantic and procedural

Retention: Causes of Forgetting – Overview of decay theory, interference, encoding and retrieval problems, emotional factors, amnesia

Techniques - Mnemonics (Method of loci, acronyms, acrostics, chunking & organising, rhymes and rhythms, imagery and keyword techniques).

MODULE 4: THINKING**15 hrs**

Mental Imagery

Concepts – Factors and Strategies in concept formation.

Language and thought.

Creativity and its relationship with Intelligence.

Reasoning - inductive and deductive reasoning

Problem Solving- Steps, Strategies & Obstacles of problem solving

Decision making - Satisficing, elimination by aspects and heuristics (availability, representativeness, anchoring and framing)

MODULE 5: INTELLIGENCE**15 hrs**

Theories in brief – Thurstone, Spearman, Guilford, Sternberg, Gardner.

Mentally gifted, Savant Syndrome, Intellectual Disability – levels & causes

Determinants of intelligence: overview of genetic, environmental & social factors

Emotional intelligence: Daniel Goleman's theory

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5. References

1. Cornelissen, M., Misra, G., & Varma, S. (Eds.). (2011). *Foundations of Indian psychology* (Vols. 1–2). Pearson.
2. Feldman, R. S., & Garrison, M. (1993). *Understanding psychology* (Vol. 10). McGraw-Hill.
3. Morgan, C. T., & King, R. A. (1966). *Introduction to psychology*. McGraw-Hill.
4. Parameswaran, E. G., & Beena, C. (2002). *An invitation to psychology*. Neelkamal Publications.
5. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Cambridge University Press India.
6. Weiten, W. (1995). *Psychology: Themes and variations*. Brooks/Cole Publishing.
7. Wood, S. E., Wood, E. G., & Boyd, D. (1996). *Hilgard's introduction to psychology* (12th ed.). Harcourt Brace College Publishers.

6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	The course strengthens core cognitive and behavioural competencies such as motivation, effective learning, memory enhancement, and critical thinking, which are essential for developing a skilled and productive workforce. By integrating contemporary psychological theories with the Yogic concept of <i>Samskara</i> , it supports holistic and culturally grounded skill development aligned with national educational priorities.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Reasoning, Analysing, Problem Solving	Module 1, 3, 5 - Maslow's hierarchy of needs; mnemonics; reasoning and problem solving	Ad analysis to identify Maslow's needs and other motivation theories. Presenting the students with contents / lists to remember, in order to put mnemonic techniques to practice and present with problems that require reasoning and problem-solving skills, including creativity.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Assignment: Students are asked to select Ads which depict the hierarchy of needs, as proposed in Maslow's theory of motivation.
2.	Experiential Learning	Case Study: Analyse the learning methodology used in the case provided or video shown.
3.	Participative Learning	Art Project: Students can be divided into groups and given a topic to prepare charts depicting the same.

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1	Written Exam
CO2	CIA-1	
CO3	CIA-2 (Assignment)	
CO4	CIA-2 (Skill Test / Assignment)	
CO5	CIA-2 (Skill Test)	

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b) Model Question Paper- End Semester Exam

BASIC PSYCHOLOGICAL PROCESSES

Paper Code: U26/PSY/DSC/201

Time : 2 Hrs

Credits : 5

Max marks: 60

SECTION – A

5 x 10 = 50 M

I. Answer following

1. Discuss Maslow's hierarchy of needs theory, outlining the different levels of needs and their impact on motivation and behavior.

OR

2. Compare and contrast the various approaches to motivation and provide appropriate examples.

3. Analyze the role of cognitive processes in learning, drawing Kohler and Tolman's theories.

OR

4. Critically analyse Bandura's Social learning theory.

5. Discuss the stages of memory and explain how information is processed and stored in each stage.

OR

6. Compare and contrast the two major approaches to memory proposed by Atkinson & Shiffrin and Alan D. Baddeley.

7. What is intelligence? Write about Guilford's theory of intelligence.

OR

8. Discuss theories of emotional intelligence.

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9. Analyze the various steps, strategies, and obstacles involved in problem-solving.

OR

10. Explain the factors and strategies involved in concept formation.

Section – B

II. Answer any five of the following.

5 x 2 = 10 M

11. Explain Extrinsic motivation

12. Define Samskara

13. Define classical conditioning.

14. List the causes of forgetting.

15. Classify the levels of intellectual disability.

16. Define creativity.

17. 'g' and 's' factors of intelligence.

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Question Paper format – Blooms Taxonomy Level

SECTION A - INTERNAL CHOICE				5Q X 10 M = 50 M
Question Number	Module Covered	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Discuss Maslow's hierarchy of needs theory, outlining the different levels of needs and their impact on motivation and behavior.	CO 1	Understand
2	Module 1	Compare and contrast the various approaches to motivation and provide appropriate examples.	CO 1	Understand
3	Module 2	Analyze the role of cognitive processes in learning, drawing Kohler and Tolman's theories.	CO 2	Understand and Analyse
4	Module 2	Critically analyse Bandura's Social learning theory.	CO 2	Understand and Analyse
5	Module 3	Discuss the stages of memory and explain how information is processed and stored in each stage.	CO 3	Understand and Apply
6	Module 3	Compare and contrast the two major approaches to memory proposed by Atkinson & Shiffrin and Alan D. Baddeley.	CO 3	Understand and Apply
7	Module 4	What is intelligence? Write about Guilford's theory of intelligence.	CO 4	Understand
8	Module 4	Discuss theories of emotional intelligence.	CO 4	Understand
9	Module 5	Analyze the various steps, strategies, and obstacles involved in problem-solving.	CO 5	Understand and Analyse
10	Module 5	Explain the factors and strategies involved in concept formation.	CO 5	Understand and Analyse

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SECTION B - ANSWER ANY 5 OUT OF 7 (To compulsorily have ONE question from each module)				5Q X 2 M = 10 M	
11	Module 1	Explain Extrinsic motivation.	CO 1	Understand	
12	Module 2	Define Samskara.	CO 2	Understand and Analyse	
13	Module 2	Define classical conditioning.	CO 2	Understand and Analyse	
14	Module 3	List the causes of forgetting.	CO 3	Understand and Apply	
15	Module 4	Classify the levels of intellectual disability.	CO 4	Understand	
16	Module 5	Define creativity.	CO 5	Understand and Analyse	
17	Module 4	'g' and 's' factors of intelligence.	CO 4	Understand	

c) Question Paper Blueprint

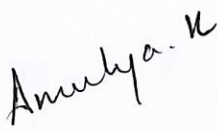
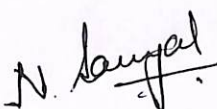

Modules	Hours Allotted in the Syllabus	CO Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO 1	2	5x10= 50	7 (By taking at least one question from each Module)	5x2= 10
2	15	CO 2	2			
3	15	CO 3	2			
4	15	CO 4	2			
5	15	CO 5	2			

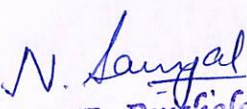
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9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	1	Understand, Analyse	15
3	2	Understand, Apply	15
4	4	Understand	15
5	1	Understand, Analyse	15

Prepared by	Checked & Verified by	Approved by
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