



KONGU ARTS AND SCIENCE COLLEGE

(An Autonomous Institution, Affiliated to Bharathiar University, Coimbatore)

ERODE – 638 107

PROGRAM NAME
B.Sc (Psychology)



KONGU ARTS AND SCIENCE COLLEGE

(An Autonomous Institution, Affiliated to Bharathiar University, Coimbatore)

ERODE – 638 107

2020-2021



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SYLLABUS

S.No	Course Code	Core Course I: General Psychology I	Total Marks: 50		Hours Per Week	Credits
			CIA : 25	ESE :75		
1	20UAVCT101				6	4

Course Objectives:

1. To understand the history and development of psychology.
2. To attain adequate knowledge about mind and its functions.

Course Outcomes (CO): On completion of the course, students should be able to

CO 1	Understand the evolution of psychology from philosophy	K1 – K4
CO 2	Acquire knowledge about the scientific methods in psychology	
CO 3	Analyze the process of sensation and perception	
CO 4	Strengthen the knowledge about the nature of mind and sleep	
CO 5	Understand the theories of learning.	

K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze

Unit –I

Introducing Psychology

What is psychology: A working definition Origin of psychology Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics, Development of psychology in India

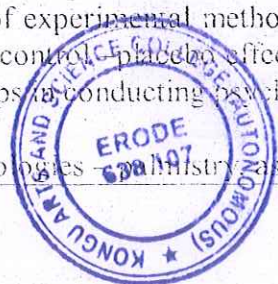
Branches of psychology- Scope of psychology- Schools of Psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach - Psychology and other disciplines

Unit – II

Experimentation and critical thinking in Psychology

Psychology as a science- Steps in scientific investigation. Methods of psychology. : Naturalistic observation, case study, survey, correlational studies, experimental method. Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control, placebo effect, experimental effect, double blind procedure, lab and field experiment. Steps in conducting psychological research.

Pseudo – psychologyes - astrology, graphology, Ouija board etc.



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Unit – III

Sensation and Perception

Sense modalities- Vision, Hearing, Touch, Olfaction, Gustation, Kinesthetics and Vestibular Sense, Psychophysics- Absolute threshold, Differential threshold, Just Noticeable Difference (jnd). Weber's Law. Attention- factors affecting attention – Selective attention, Phenomena associated with attention – span of attention, division of attention, distraction of attention

Perception, Subliminal perception, Perceptual set, Perceptual defense, Perceptual organization, Gestalt principles, Visual Depth Perception: monocular and binocular cues, Perceptual Constancy – Size constance, Illusion, Brightness Constancy, Perceptual Learning – Set, Motives and Needs, Perceptual Cognitive Styles, Extra Sensory Perception

Unit – IV

Mind, Consciousness and altered states

Awareness and consciousness, States of mind: Nature of consciousness, Functions of consciousness, Changes in consciousness: dream and sleep, Circadian Rhythm, Sleep cycle, Stages of sleep.

Altered states: Lucid dreaming, Hypnosis- meditation, Hallucinations, Religious ecstasy, drug induced states. Near Death experience and Sensory Deprivation

Unit – V

Learning

Definition. Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Illustrations (child, developmental, school). Applications. Trial and error learning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect. Applications: Contingencies in schools, Premack principle. Learned Helplessness. Behavior modification. Types of learning- Verbal learning. Social and cognitive learning: Observational learning. Process and principles. Latent learning, cognitive map, Insight learning.

TEXT BOOK

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.
2. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*, 7th ed. New Dehi: Tata McGraw Hill.

REFERENCE BOOK

1. Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.
2. Lee, J A (2010) *The Scientific Endeavour*. New Delhi. Pearson
3. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New delhi. Prentice Hall of India
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WEB RESOURCES	
1.	https://www.coursera.org/learn/introduction-psych
2.	https://www.edx.org/course/introduction-to-psychology


QUESTION PAPER PATTERN		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit

Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	M	S	S	M	S	M	M	M	S	M	M
CO 2	M	S	S	M	S	S	S	M	S	S	S	S
CO 3	M	M	S	M	M	S	S	M	M	S	M	S
CO 4	S	M	S	S	M	S	M	S	M	S	M	M
CO 5	M	M	M	S	M	S	S	M	M	M	M	S

S-Strong, M-Medium, L-Low


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Sem	Course Code	Core Course II: Developmental Psychology I	Total Marks: 50		Hours Per Week	Credits
			CIA : 25	ESE :75	6	
I	20UAVCT102					

Course Objectives:

1. To acquire knowledge about the origin of the field of developmental psychology and its basic concepts.
2. To obtain an adequate knowledge about the various aspects of development that happens in a human lifetime

Course Outcomes (CO): On completion of the course, students should be able to

CO 1	Outline the concepts of developmental psychology and its basic theories.	K1 – K4
CO 2	Strengthen their knowledge about prenatal development.	
CO 3	Better understanding of the physical development that happens in human lifetime.	
CO 4	Gain knowledge about the various cognitive developments of human beings.	
CO 5	Understand the evolution of emotional development in human beings.	

K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze

Unit –I Introduction to Life Span Development

Introduction. **Meaning of Developmental Changes.** Importance of life span development, Historical perspective. Characteristics of life span perspective. Nature of development. **Conception of Age.** Cross sectional and longitudinal approaches in developmental study. Theories by Freud - Erickson- Piaget- Vygotsky. Information processing Behavioral -Social cognitive- eclectic orientation.

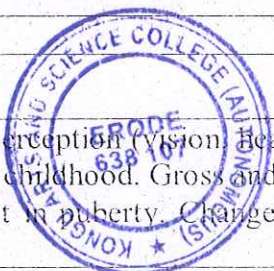
Unit – II Prenatal Development

Fertilization - Germinal period- embryonic period- Fetal period. **Stages of Child Birth. Types of Child Birth.** Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. **Prenatal Hazards and** Consequences of low birth weight.

Unit – III

Physical Development

Newborn- reflexes- perception (vision, hearing, other senses, interoception) Height and weight in infancy and childhood. Gross and fine motor skills. **Autonomy** Physical development in puberty. Changes in early, middle and late adulthood. Theories of aging.



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Unit – IV	Cognitive and Language Development
<p>Stages of cognitive development- sensory motor stage- object permanence- pre operational stage- intuitive thought- concrete operations- semantics- pragmatics.</p> <p>Language development - How language develops- babbling- two word utterance- advances in early, middle and late childhood- metalinguistic awareness.</p>	

Unit – V	Emotional Development
<p>Introduction- Development of emotion through infancy, childhood, adolescence and adulthood. Describing and classifying temperament- Chess and Thomas, Kagan, Rothbart and Bates.</p> <p>Theories of attachment- care giving and attachment Moral development- Piaget’s and Kohlberg’s theory- stages- Social conventional reasoning- basic processes- Resistance to temptation- self control- Empathy- Moral characters.</p>	

TEXT BOOK

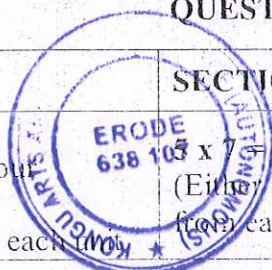
1.	Hurlock, E.B (1981) <i>Developmental Psychology-A Life span Approach</i> .(5th ed.) New Delhi: Tata McGraw Hill Publishing Company
2.	Santrock, J.E (2007) <i>Child Development</i> (2nd end) New Delhi: Tata McGraw Hill Publishing Company

REFERENCE BOOK

1.	Weiten, W. (2002). <i>Psychology: Themes and variations</i> , 5th ed. New York: Brooks/Cole PublishingCo.
2.	Lee. J A (2010) <i>The Scientific Endeavour</i> . New Delhi.Pearson.
3.	Mishra, B. K. (2008). <i>Psychology: The study of human behaviour</i> . New delhi: Prentice Hall of India.
4.	Papalia, D.E et.al (2004) <i>Human Development</i> (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
5.	Santrock, J.E (2007) <i>Child Development</i> (2nd end) New Delhi: Tata McGraw Hill Publishing Company

QUESTION PAPER PATTERN


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Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	S	M	M	S	M	M	M	S	M	M	S
CO 2	S	M	M	S	S	M	M	S	S	M	M	M
CO 3	M	M	M	M	S	S	S	M	S	S	S	M
CO 4	M	S	S	M	M	M	S	M	M	M	S	S
CO 5	M	M	M	S	M	S	M	S	M	S	M	M

S-Strong, M-Medium, L-Low


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Sem	Course Code	Allied Course I: Biological Basis Of Behaviour	Total Marks: 50		Hours Per Week	Credits
I	20UAVAT103		CIA : 25	ESE :75	6	4

Course Objectives:

1. To understand the structure and functions of the various parts of the brain and nervous system.
2. To attain adequate knowledge about the biological basis for various human behaviour.

Course Outcomes (CO): On completion of the course, students should be able to

CO 1	Explain the structure and functions of the brain and Central nervous system.	K1 – K4
CO 2	Understand the functioning of various sensory processes.	
CO 3	Analyze and interpret the various endocrine glands, hormones and their functions.	
CO 4	Elaborate the ideas regarding the bio psychology of emotion, stress and health.	
CO 5	Understand the sexual response cycle and the biological basis of sexual behaviour.	

K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze

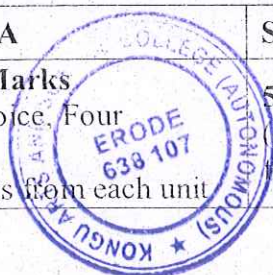
Unit –I	Nervous system
Neurons: Structure, Neural communication: Glial cells, Axon terminal, synapse, graded potential, action potential, Synaptic transmission	
Major Divisions of The Nervous System: Central Nervous System: Structure and Functions of Brain- Hind Brain, Mid Brain and Fore Brain. Spinal Cord. Peripheral Nervous System. Structure and Function of sympathetic Nervous system, Parasympathetic Nervous system and Autonomic Nervous System.	
Unit – II	Sensory processing
Visual System- Anatomy of the eye, Nervous connections of the eye- optic nerve, lateral geniculate nucleus, Superior colliculus, Vision and the Brain: Processing, Visual Information Visual cortex. Basic Functions of the Visual System: Acuity, Dark Adaptation, and colour vision.	
Auditory system- Anatomy of the Auditory system, Nervous connections of the ear pathway-Organ of Corti, Ventral cochlear nucleus, inferior colliculus, medial geniculate body, Auditory cortex. Pitch perception, Sound localization.	



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Unit – III	The Endocrine system
Characteristics of Endocrine Glands. The endocrine glands and their functions: Thyroid, parathyroid, pituitary, adrenal, pancreas, testes and ovary. Hormones, hormonal influence on learning and memory. Hormones and emotion, hormones and behavior. Hormonal action on cellular mechanism – Activity on height and weight. Feedback control mechanism in regulating secretion of hormones	
Unit – IV	Bio psychology of Emotion, stress and health
Limbic system and emotion: Kluver-Bucy syndrome, Emotions and autonomic nervous system, Polygraph, Individual differences in the experiences of emotion. Fear, Defense and aggression: Aggression and testosterone. Neuropsychology of arousal, attention, consciousness and sleep	
The stress response: The two system view of stress by Selye, Stress and gastric ulcers, Psychoneuroimmunology: immune system, Antigens and antibodies, phagocytosis, cell mediated immunity, antibody mediated immunity, macrophage, effect of stress on immune system and its functions, Stress and hippocampus.	
Unit – V	Physiological basis of sexual behavior
Defining sexual behavior, The sexual response cycle, Dynamics, hormones and its impact: role of Estrogen and testosterone, Role of internal and external stimuli on sexual motivation, the brain and sexual behavior, Sexually transmitted diseases: AIDS, Syphilis, gonorrhea.	
TEXT BOOK	
1.	Pineal, J. P. J. (2006). <i>Biopsychology</i> (6th Ed.), India, Dorling Kindersley.
2.	Myers, D.G.(2010). <i>Psychology</i> 9 th edition. New York, Worth publishers.
REFERENCE BOOK	
1.	Kalat, J. W. (2004). <i>Biological basis of human behavior</i> (8th Ed.). New York: Brooks/Cole
2.	Schneider, A.M. & Tarshis, B. (1986). <i>An Introduction to Physiological Psychology</i> . (3rd Ed.). New York: Random House, Inc.
3.	Baron, R.A. (2004). <i>Psychology</i> , 5th ed. New Delhi: Pearson Education.
4.	Gerrig, R. J & Zimbardo, P. G. (2002). <i>Psychology and life</i> (16th Ed). USA: Allyn & Bacon publishers


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PO/PSO CO	PO							PSO				
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CO 1	M	S	M	M	M	S	S	M	M	S	M	S
CO 2	M	M	S	S	M	M	M	M	M	M	S	M
CO 3	S	S	M	M	M	S	S	M	S	S	M	S
CO 4	S	M	M	S	S	M	M	S	S	M	M	M
CO 5	M	M	S	S	M	M	M	M	M	M	S	M

S-Strong, M-Medium, L-Low


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Sem	Course Code	Core Course III:	Total Marks: 50		Hours Per Week	Credits
II	20UAVCT201	General Psychology II	CIA : 25	ESE : 75	6	4

Course Objectives:

1. To understand significant concepts in the field of psychology.
2. To attain adequate knowledge in the areas of cognitive development.

Course Outcomes (CO): On completion of the course, students should be able to

CO	Description	Level
CO 1	Understand the process of memory and forgetting	K1 – K4
CO 2	Acquire knowledge about the components of thought and the development of language	
CO 3	Analyze the motivational concepts and the elements of emotional experience	
CO 4	Strengthen the knowledge about the evolution of intelligence testing.	
CO 5	Understand the structure and concepts of human personality.	

K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze

Unit –I

Memory

Encoding, storage and retrieval processes. **Span of Attention** Sensory, short term and long term memories. Organizing information-Chunking, Hierarchies. Information processing model of memory. Working memory. Levels of processing. Implicit and explicit memory Semantic, episodic and procedural memory. State dependent memory. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory. Measuring memory: recall, recognition, relearning, and integration.

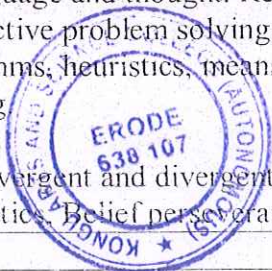
Forgetting: Curve of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia, motivated forgetting, Strategies for improving memory: rehearsal, elaboration, organization, giving meaning, mnemonics, Good sleep.

Unit – II

Thinking and language

Components of thought: Images and Concepts. Structure of language: Phonemes, Morphemes, Grammar. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving: Mental set, Confirmation bias, Fixation. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving

Creativity. Convergent and divergent thinking. Stages in creativity. Decision making: Using and misusing heuristics. Belief perseverance phenomenon, Overconfidence



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Unit – III

Motivation and Emotion

Definition of motivation. Motivational concepts: Need, Instinct, drive, incentives, Drive reduction theory. Primary and secondary motives: Motivation of hunger and eating, sexual motivation. Need to belong, Levels of arousal. Yerke's-Dodson law. Learned motives: affiliation, achievement and power motive, Hierarchy of motives.

Definition of Emotion Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis Cognition and emotion.

Unit – IV

Intelligence

Definition of Intelligence. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone and Cattell. Triarchic approach. Multiple intelligences, PASS model. Relationship of intelligence with Creativity
 Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.

Unit – V

Personality

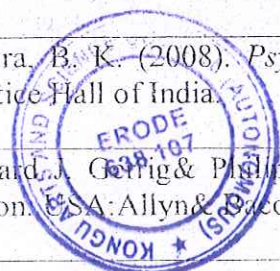
Self. Concept of personality. Determinants of personality. Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes. Limitations. Psychodynamic approaches. Freud's theory: Levels of consciousness,
 Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development, Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell, Eysenck, Humanistic perspective, The social-cognitive perspective.

TEXT BOOK

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.
2. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*, 7th ed. New Dehi: Tata McGraw Hill.

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1. Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.
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QUESTION PAPER PATTERN

SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit


Mapping of COs with POs and PSOs:

PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	M	S	M	M	M	M	S	M	M	S	M
CO 2	M	S	M	S	M	S	S	M	S	S	M	S
CO 3	M	M	S	M	M	M	S	S	M	S	S	M
CO 4	S	S	M	M	S	M	M	M	M	M	M	M
CO 5	M	M	M	S	M	S	M	M	S	M	M	S

S-Strong, M-Medium, L-Low


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Sem	Course Code	Core Course IV: Developmental Psychology II	Total Marks: 50		Hours Per Week	Credits
II	20UAVCT202		CIA : 25	ESE : 75	6	4

Course Objectives:

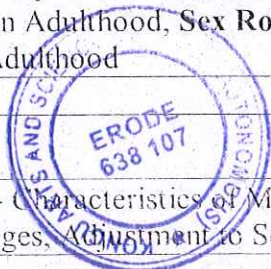
1. To acquire knowledge about the stages of development.
2. To obtain an adequate knowledge about the various developmental issues in a human lifetime

Course Outcomes (CO): On completion of the course, students should be able to

CO 1	Outline the characteristics of early and late childhood.	K1 – K4
CO 2	Strengthen their knowledge about developmental tasks of adolescence.	
CO 3	Better understanding of the characteristics and issues of Early & Late Adulthood.	
CO 4	Gain knowledge about the characteristics of Middle Age and adjustment issues due to mid life crisis.	
CO 5	Understand the characteristics and problems unique to Old Age .	

K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze

Unit –I	Childhood
Introduction- Characteristics of Babyhood , Early & Late Childhood- Speech Improvement in Childhood, Emotional Expression in Childhood, Social Behavior in Childhood, Moral development in Childhood, Hazards of Childhood	
Unit – II	Adolescence
Introduction- Characteristics of Adolescence, Development Tasks of Adolescence, Physical change in Adolescence, Social and Morality Change in Adolescence, Sex- Role typing in Adolescence, Family Relationships in Adolescence, Interest and Personality Changes , Physical & Psychological Hazards of Adolescence	
Unit – III	Adulthood
Introduction- Characteristics of Early - Developmental Tasks of Early Adulthood, Personal & Social Hazards of Early Adulthood, Vocational & Family Adjustment in Early Adulthood, Marital Adjustment in Adulthood, Sex Role adjustment, Parenthood adjustment, Singlehood Adjustment , Hazards of Adulthood	
Unit – IV	Middle Age
Introduction- Characteristics of Middle Age- Developmental Tasks of Middle Age, Adjustment to Mental Changes, Adjustment to Social Changes, Vocational Adjustment in Middle Age, Family	



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Adjustment, Loss of Spouse, Empty Nest Stage, Adjustment to Approaching Retirement and Old Age, Hazards of Middle Age

Unit – V	Old Age
Introduction- Characteristics of Old Age- Problems Unique to Old Age, Physical Adjustment, Adjustment to Motor Ability, Mental Adjustment, Vocational Adjustment, ,Adjustment to Retirement, Coping with Family Life, Hazards of Old Age. Living Arrangements for Elderly Hazards, Theories of Ageing.	

TEXT BOOK

1.	Hurlock, E.B (1981) Developmental Psychology-A Life span Approach.(5th ed.) New Delhi: Tata McGraw Hill Publishing Company
2.	Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company

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Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	M	S	S	M	S	M	S	M	S	M	M
CO 2	M	M	S	M	M	S	S	M	S	S	S	M
CO 3	M	M	S	M	M	S	S	M	S	S	S	M
CO 4	S	M	S	S	M	S	M	S	M	S	M	S
CO 5	M	M	M	S	M	S	S	S	S	S	S	M

S-Strong, M-Medium, L-Low


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Sem	Course Code	Allied Paper II- Educational Psychology	Total Marks: 50		Hours Per Week	Credits
II	20UAVAT203		CIA : 25	ESE : 75	6	4

Course Objectives:

1. To acquire knowledge about disorders of children.
2. To obtain an adequate knowledge about the various aspects in educational psychology.

Course Outcomes (CO): On completion of the course, students should be able to

CO 1	Outline the historical background of educational psychology.	K1 – K4
CO 2	Strengthen their knowledge about the theories of cognition and learning.	
CO 3	Better understanding of the development of language and tests used in intelligence.	
CO 4	Gain knowledge about the approaches in learning and teaching techniques.	
CO 5	Understand the disabilities in children.	

K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze

Unit –I **Exploring Educational Psychology**

Exploring Educational Psychology: Historical Background- Teaching: Art and Science Effective Teaching: Professional knowledge and Skills-Goal Setting and Instructional planning Skills-Classroom Management Skills-Motivational Skills-Technological Skills. Research in Educational Psychology: The Scientific Research Approach – Research Methods- Programme Evaluation Research- Research Challenges.

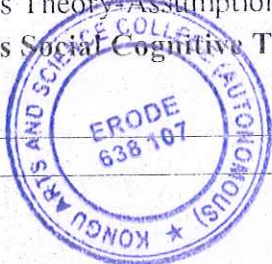
Unit – II **Cognitive Development**

Cognitive Development: Piaget's theory: Cognitive Processes-Piagetian Stages-Evaluating Piaget's Theory: Contributions and Criticisms.

Vygotsky's Theory-Assumptions- Zone of Proximal Development-Scaffolding

Bandura's Social Cognitive Theory

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Unit – III

Language Developments and Intelligence

Language Development: Language-Morphology-Syntax- Semantics-How Language Develops-Biological and Environmental Influence. **Memory: Encoding-Storage-Retrieval and Forgetting.**

Intelligence: Intelligence Tests- Theories of Multiple Intelligence-Information Processing Approach

Unit – IV

Learning and Motivation

Learning: Behavioral Approach to Learning-Classical Conditioning- Operant Conditioning. **Shaping, Chaining and Extinction.** - Observational Learning.

Teaching Techniques: Description-Demonstration- Lecture Method- Discussion Method Dramatization-Explanation- Aptitude Treatment Interaction –Mastery Learning –Teaching through Multimedia

Unit – V

Special Education

Children with Disabilities- Learning Disabilities- ADHD- Mental Retardation- - Speech and Language Disorders- Autism Spectrum Disorders- **Specific developmental disorder- Dyslexia, Gifted Children- Characteristics and Teaching techniques.**

TEXT BOOK

1. Santrock, J. W. (2006) Educational Psychology, 2nd Edition, New Delhi, Tata McGraw Hill.

QUESTION PAPER PATTERN


SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit

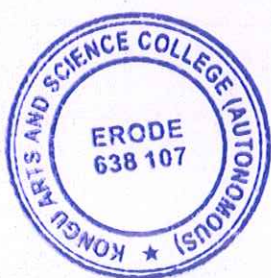



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Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	S	M	S	M	M	M	M	S	M	M	M
CO 2	M	M	S	S	M	S	M	S	S	M	S	M
CO 3	S	M	M	M	S	S	S	M	M	S	S	S
CO 4	M	M	M	M	M	S	M	M	M	M	S	M
CO 5	S	S	M	S	M	M	S	M	S	M	M	S

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