

# **GOVERNMENT COLLEGE for WOMEN (AUTONOMOUS), MANDYA**

## **DEPARTMENT OF PSYCHOLOGY**

**Academic Year-2020-21**

**(Revised CBCS Scheme 2018-19 Onwards)**

### **Criterion –II - Teaching - Learning and Evaluation**

#### **2.6 Teaching – Learning Process**

##### **2.6. Student Performance and Learning Outcomes**

2.6.1 Programme outcomes, programme Specific outcomes and Course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide web link)

#### **Programme Outcome: CSPy(Criminology, Sociology, Psychology)**

1. The B.A. program introduces students to the liberal arts and to psychology as a scientific discipline with content and methods to improve the human condition.
2. The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.
3. The program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.
4. The graduate program prepares students to apply skills in schools, mental health agencies, government, industry, and other settings.
5. Training at the graduate level is designed to prepare qualified, responsible professionals who may provide assessment, consulting, counseling, and other services to the citizenry of the region.
6. Students become well equipped with various skills so that they become ready to face the challenges of life.
7. The programme encourage students to gain first hand research experience by taking part in projects, such an emphasis on theory and applied skills will provide the necessary foundation for graduates of this program who can then flexibly choose applied careers in industry and other various fields.

8. The principle function of the programme is to prepare students at the undergraduate and graduate levels to pursue careers within the disciplines and affiliated areas.

### **Program Specific Outcome: Psychology**

#### **The principle aims of objectives of Psychology programme are:**

1. To familiarize students to the field of psychology, give them the necessary exposure to develop interest in the field and thus prepare for wide variety of postgraduate career opportunities, including but not limited to jobs in education, industry, human health services, and professional schools.
2. To understand the fundamental processes underlying human behaviour and the process of human development and change from biological and psychosocial perspective.
3. Illustration of abnormal behaviour and the various components that promotes health and well-being through papers such as Abnormal Psychology, Health Psychology and Positive Psychology.
4. To introduce students to the basic aspects in experimentation and testing in psychology so that students are able to conduct simple tests and experiments, write brief reports based on the findings from the tests and experiments
5. Enhancement of stress management skills and coping skill with different problems in life.
6. Enabling to measure attitude, aptitude, interest, adjustment, skills etc. within the people.
7. To familiarize students to counseling process and techniques.
8. To familiarize students with basic statistical techniques and fundamentals of research methodology. In addition students are trained for the application of the same by engaging them in simple quantitative research in small groups, who can then flexibly choose applied careers in industry and clinical settings or academic careers in research institutes.

## Course Outcome: Psychology

Semester	Course	Course Objective	Course Outcomes
I	DSC-1A- Basic Psychological Process I	<p>1. To introduce and initiate the student into the world of Psychology with a brief historical sketch of the science of psychology and a glimpse into the methods used in the study of human behaviour.</p> <p>2.To understand the biological bases of human behaviour, its nature and Scope</p> <p>4. To impart knowledge about the structure and function of the nervous system</p> <p>5. To understand the fundamental processes underlying human behaviour.</p> <p>6. To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.</p>	<ul style="list-style-type: none"> <li>• Students will be able to identify and define the major approaches that psychologists use to understand behaviour and mental processes.</li> <li>• Distinguish different examples of psychological theory and research that exemplifies each of the major approaches that psychologists use to understand mental processes and behaviour</li> <li>• Students will be able to apply knowledge related to the major approaches used in the field of psychology to understanding how to live more satisfying lives.</li> </ul>
II	DSC-2B Basic Psychological Process II	<p>1.To understand further the fundamental processes underlying human behaviour</p> <p>2.To understand the psychological processes in everyday living</p> <p>3.To understand the biological bases of human behaviour, its nature and scope</p>	<ul style="list-style-type: none"> <li>• Students will be able to identify and define the major approaches that psychologists use to understand behaviour and mental processes.</li> <li>• Distinguish different examples of psychological theory and research that exemplifies each of the major approaches that</li> </ul>

		4. Apply the principles of psychology in day-to-day life for a better understanding of themselves and others.	psychologists use to understand mental processes and behaviour
III	DSC-3C  Life span Development I	<ol style="list-style-type: none"> <li>1. Understand basic concepts, issues and debates in the field of developmental psychology.</li> <li>2. Appreciate principal theories of lifespan development.</li> <li>3. Comprehend human development as progressing through different stages from childhood to adulthood..</li> <li>4. Discuss development from the perspective of different domains such as physical, motor, cognitive, and psychosocial.</li> <li>5. Understand the role of family, peers and community in influencing development at different stages.</li> </ol>	<ul style="list-style-type: none"> <li>• Students understand the biosocial, cognitive and psychological influences throughout the lifespan as an on-going set of processes.</li> <li>• Identify factors of responsible personal behaviour with regard to issues such as sexual activity, substance abuse, marriage and parenting.</li> <li>• Describe the stages of the developing person at different periods of the life span from birth to death.</li> <li>• Identify and apply developmental concepts to everyday life.</li> </ul>
IV	DSC-4D  Life span Development II	<ol style="list-style-type: none"> <li>1. To understand basic concepts and issues in individual development stage by stage</li> <li>2. To understand and integrate various domains of human development</li> <li>3. To comprehend human development as progressing through different stages.</li> <li>4. Identify mental, physical, social, and spiritual aspects of normal grief responses. Describe activities that can help in the grieving process.</li> </ol>	<ul style="list-style-type: none"> <li>• Students understand causes or reasons for disturbances in the developmental process and developmental disabilities.</li> <li>• Ability to evaluate various developmental perspectives.</li> <li>• Ability to identify developmental milestones/tasks at various stages of life.</li> <li>• They will be able to integrate various domains of human development</li> <li>• Understand that individuals and societies make sense of death in different ways</li> </ul>

V	DSE-1  Social Psychology	<p>1. To develop an understanding of the relationship between individual and the social world.</p> <p>2. To understand concepts of social influence and behaviour, the way Individuals think, feel and behave in social situations.</p> <p>3. To understand the dynamics of interpersonal attraction, group processes in the social context.</p>	<ul style="list-style-type: none"> <li>• After the completion of the paper the students will be able to comprehend the nature of scientific methods employed to study behaviour in the social context.</li> <li>• Apply knowledge of social psychology concepts to understand the social influences.</li> <li>• Be aware of the role of interpersonal attraction and group dynamics in the social context</li> </ul>
V	DSE-1a  Organizational Behaviour	<p>1. To introduce the fundamental knowledge about need and scope of I/O Psychology</p> <p>2. To develop an awareness of organizational behaviour concepts.</p> <p>3. To understand the evolution and applications of organizational Behaviour.</p> <p>4. To understand the leadership types and its perspectives.</p> <p>5. To understand the process of employee selection and understand the various methods of selection process with special emphasis on psychological testing.</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of organizational behaviour concepts</li> <li>• Apply concepts of organizational behaviour</li> <li>• Draft implications based on various leadership types and theories</li> <li>• Learn about employee motivation, job satisfaction and leadership styles.</li> <li>• Comprehend the concept of Job analysis and be aware about the various methods of Job analysis.</li> <li>• Learn about the process of employee selection and understand the various methods of selection process with special emphasis on psychological testing.</li> </ul>
V	DSE-1b  Counseling	<p>1. To equip students understand the meaning and process of counselling</p> <p>2. To gain exposure to</p>	<ul style="list-style-type: none"> <li>• At the end of the course, student will be able to</li> <li>• Delineate the process of</li> </ul>

		<p>different approaches in counselling</p> <p>3.To learn basic counselling skills</p>	<p>counselling</p> <ul style="list-style-type: none"> <li>• Display understanding of conventional and contemporary approaches in counselling</li> <li>• Demonstrate effectiveness in basic counselling skills</li> </ul>
VI	DSE-2 Abnormal Psychology	<p>1. To have knowledge of different aspects of abnormal behaviour.</p> <p>2. To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behaviour, common classification systems, and range of disorders and personality disorders.</p> <p>3. Understand various behavioural dysfunctions and use the same in day-to-day life.</p> <p>4.To understand the therapeutic interventions for the various psychological disorders</p>	<ul style="list-style-type: none"> <li>• Students will be able distinguish abnormal behaviour from normal behaviour</li> <li>• Identify psychological disorders pertaining to DSM</li> <li>• Classify the different types of psychological disorders and its symptoms</li> <li>• Students will be able to identify and apply the therapeutic interventions pertaining to psychological disorders.</li> </ul>
VI	DSE-2a Human Resource Management	<p>1. To develop knowledge of human resource management and development concepts</p> <p>2. To acquire knowledge on human resource practices such as selection, training, and performance evaluation</p> <p>3. To acquire knowledge on organizational change and development models</p>	<ul style="list-style-type: none"> <li>• Students will be able to demonstrate knowledge of human resource management and development concepts</li> <li>• Apply principles of psychological practices in human resource management</li> <li>• Understand the importance of organizational change and development process</li> </ul>
VI	DSE-2b Health Psychology	<p>1.To understand the psychological and other factors contributing to health issues.</p>	<ul style="list-style-type: none"> <li>• Develop the understanding of the role of psychological factors Contributing to health issues.</li> </ul>

		<p>2. Understand and describe the models and theories that are used to explain health risk and health-enhancing behaviours</p> <p>3. Understand the importance of pain, and the impact of stress on health and well being</p> <p>4. Identify and analyse the chronic illness and its management</p> <p>5. Gain awareness on health compromising and health enhancing behaviours.</p>	<ul style="list-style-type: none"> <li>• Realize different problematic health behaviours</li> <li>• Implement coping strategies and assimilate positive emotions to overcome health problems</li> <li>• Understand the different psychosomatic disorders and learn to manage the problem</li> </ul>
V	GE-1 Life Skills Psychology	<p>1. To enhance one's ability to be fully self-aware by helping oneself to overcome all fears and insecurities</p> <p>2. To increase one's knowledge and awareness of communication at place of study/work. Identify common communication problems that may be holding learners back</p> <p>3. To provide opportunity for realising one's potential through practical experience.</p> <p>4. To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.</p> <p>5. To set appropriate goals, manage stress and time effectively.</p> <p>6. To manage competency-mix at all levels for achieving excellence with ethics.</p>	<ul style="list-style-type: none"> <li>• Gain Self Competency and Confidence</li> <li>• Techniques of effective listening and Comprehension skills</li> <li>• Prepare their resume in an appropriate template without grammatical and other errors and using proper syntax</li> <li>• Participate in a simulated interview</li> <li>• Perform appropriately and effectively in group discussions</li> <li>• Project a good personal image and social etiquette so as to have a positive impact on building of one's chosen career</li> <li>• Be an integral Human Being</li> </ul>
V	GE-2 Educational Psychology	<p>1. To realize the importance of behavioural and social skills in imparting education.</p> <p>2. To develop and enhance</p>	<ul style="list-style-type: none"> <li>• Students will be able to recognize the role of behavioural and social skills in teaching</li> </ul>

		<p>the skills that will facilitate effective teaching among various groups of learners</p> <p>3. To promote the skills pertaining to the teaching children with special needs</p>	<ul style="list-style-type: none"> <li>• Be aware of the skills required for effective teaching</li> <li>• Apply the skills required for teaching children with special needs</li> </ul>
VI	<p>GE-3</p> <p>Positive Psychology</p>	<p>1. Understand basic concepts of positive psychology and its relationship to other branches of psychology</p> <p>2. Gain fundamental understanding of well-being and happiness in the context of positive psychology</p> <p>3. Develop an awareness of applications and implications of positive psychology concepts and theories in different setting.</p> <p>4. To understand basic concepts related to positive psychology.</p> <p>5. To relate positive psychology concepts to individual and collective growth and development</p>	<ul style="list-style-type: none"> <li>• Students will be having the ability to analyze the role of positive psychology in everyday life</li> <li>• Will be able to critically evaluate the role of different factors influencing positive emotions, happiness, subjective well-being, spirituality and altruism</li> <li>• Have the ability to design interventions to enhance positive relationships, subjective wellbeing, gratitude as well as other concepts in positive psychology among educational institutions work and communities.</li> </ul>
VI	<p>GE-4</p> <p>Sports Psychology</p>	<p>1. To understand the scope and perspectives of sports psychology in everyday life.</p> <p>2. To understand the cognitive and social psychological dimensions in sports.</p> <p>3. To understand the effect of arousal, anxiety and stress on performance.</p>	<ul style="list-style-type: none"> <li>• Students will be able to incorporate cognitive and social dimensions in understanding behaviour of sports persons</li> <li>• Design effective interventions in areas of arousal, anxiety and stress for sports persons design the interventions for sports persons.</li> </ul>