

## **B.A. - PROGRAMME OUTCOME**

PO1. Introduction to the tri-major to enable students to understand the fundamentals of the subjects they are pursuing and to build on this knowledge base.

PO2. Understand genres, theoretical perceptives, empirical findings and trends both past and present.

PO3. Critical thinking - to carry knowledge beyond the text and to develop interpretative and analytical skills

PO4. Creative Potential – Students are motivated to use their creative potential by making participatory contributions through classroom discussion, debates and presentations.

PO5. Effective communication - enhancing students' capacity to read, write, listen, comprehend and communicate the dynamics of any discourse in printed and electronic media.

PO6. Soft skill and life skill development is incorporated through debate, dialogues, role play and problem solving exercises

PO7. Social impact – sensitization to social issues, journeying from the text to a wider context, practical application of theoretical principles

PO8. ICT skills – facilitating and encouraging the use of ICT skills

PO9. The course gently guides the students to pursue the next level of learning or in career choice.

## **Department of Psychology**

### **Course Outcomes**

I/ II Semester B.A.

#### **PSYCHOLOGY PAPERS I and II – BASIC PSYCHOLOGICAL PROCESSES**

**CO1:** To provide a broad overview of the basics and fundamental concepts of the field of Psychology.

**CO2:** To arouse intellectual curiosity and build an appreciation for the relevance of Psychology to everyday life.

**CO3:** To serve as an impetus for students to think critically about psychological phenomena and to enable them to better understand human behaviour.

**CO4:** To illustrate the substantial diversity within the field of Psychology.

**CO5:** To motivate the students to develop a thirst for knowledge.

**CO6:** To become aware of what a science is and to become familiar with the scientific methods and its requirements.

**CO7:** To introduce the student to theoretical views of the subject and the developments in the ways of thinking about the science of Psychology.

**CO8:** To be aware of the vast scope of the field and sensitive to areas in which the student may like to pursue higher studies.

**CO9:** To be introduced to various types of testing methods and to evaluate these techniques.

**CO10:** To be aware of the wide individual differences in psychological traits and to have an insight into the possible causes and factors that influence these differences.

**CO11:** To understand the application of Psychology to everyday life.

**CO12:** To be familiar with the various techniques of self-improvement such as improving memory, controlling emotions.

**CO13:** To be aware of the connection of between biology and behavior and various methods of studying the working of the nervous system, sense organs.

### III/ IV Semester B.A.

#### **PSYCHOLOGY PAPERS III and IV – DEVELOPMENTAL PSYCHOLOGY**

**CO13:** To study human development using the chronological approach.

**CO14:** To highlight the important developments that occurs at each stage of the life span in terms of physical, cognitive and psychosocial development.

**CO15:** To emphasise the continuity of development throughout the life span.

**CO16:** To stress on the inter relationship among the physical, cognitive and psychological realms of development.

**CO17:** To integrate theoretical research related and practical concerns in the field of development.

**CO18:** To study important contextual influences on development

**CO19:** To critically evaluate basic methods of data collection

**CO20:** To know the basic mechanisms of genetic inheritance

**CO21:** To understand the concept of genetic and chromosomal abnormalities

**CO22:** To gain an understanding of how development occurs from conception to birth

**CO23:** To be aware of the influence of teratogens on prenatal development

**CO24:** To create a basic awareness of the techniques of prenatal assessment and neonatal assessment and to know when they are required

**CO25:** To be sensitized to the risk factors related to various stages of development and the focus of development

**CO26:** The awareness of individual differences in facing death and patterns of grieving

**CO27:** To understand how the attitude towards death and bereavement change across the life span

**CO28:** To be aware of the ways people use to find a meaning and purpose to life

V/VI Semester B.A.

**PSYCHOLOGY PAPERS V and VII - ABNORMAL PSYCHOLOGY**

**CO29:** To give an insight into abnormal behaviour of varying severities and to differentiate between normal and abnormal behaviour.

**CO30:** To provide a balanced, contemporary introduction to the symptoms and causes of psychological disorders

**CO31:** To make the symptom picture more realistic and clear by introducing case studies of various disorders

**CO32:** To emphasize the importance of diagnostic criteria and differential diagnosis

**CO33:** To clarify misconceptions about abnormal behaviour

**CO34:** To be aware of criteria of abnormality

**CO35:** To understand the importance and need for classifying abnormal behaviour and to learn about the two main classification systems

**CO36:** To gain an insight into the various perspectives put forth to explain abnormal behaviour and to critically evaluate the contributions of these perspectives.

**CO37:** To create and awareness of different strategies for coping with stress

**CO38:** To understand the causes of various types of disorders

**CO39:** To be aware of developmental disorders

V/ VI Semester B.A.

**PSYCHOLOGY PAPERS VI and VIII – INDUSTRIAL AND ORGANISATIONAL  
PSYCHOLOGY**

**CO40:** To understand the role psychology plays in industries and organisations

**CO41:** To be aware of the main areas where psychology contributes in industries and organisations that is in the areas of selection, training, appraisal, organisational behaviour and work environment

**CO42:** To provide a basic understanding of organisational structure and factors affecting work related behaviour

**CO43:** To highlight the classic studies and be aware of the historical development of the field

**CO44:** To be aware of the training required for work in the field and the scope of the field

**CO45:** To understand the meaning and need for job analysis, the importance of employee attitudes, job satisfaction and goal setting

**CO46:** To know about the basic methods used in job analysis, selection performance appraisal and training and to critically evaluate them

**CO47:** To understand how motivation affects job performance and to be aware of some basic theories that explain work motivation

**CO48:** To be aware of the effect of incentives and reward systems on performance and understand the different types of incentive systems

**CO49:** To understand the importance of effective communication in organisations, the different levels and the barriers to effective communication

**CO50:** To understand what leadership is and the different styles of leadership

**CO51:** To understand the importance of the team and teamwork

**CO52:** To be aware of the life cycle of a team and the methods of team building

**CO53:** To understand the concept of stress with respect to the work situation

**CO54:** To be aware of the different products of stress at the work place and how it can affect job performance

**CO55:** To understand the individual differences in the stress response and ways to manage stress & understand the concept of employee counselling, its functions and the types.

### **Practical and Project Work:**

**CO56:** To understand and apply basic research methods including data analysis and interpretation.

**CO57:** To develop the ability to think critically and solve problems, weigh evidence and tolerate ambiguity.

**CO58:** To be aware of implement ethical principles.

**CO59:** To develop information and technology literacy.

**CO60:** To foster personal development – to show insight concerning one's own and others behaviour and mental processes and apply effective strategies of self-management and self-improvement.

## **Department of Psychology**

### **Programme Specific Outcomes**

The Under Graduate course in Psychology has several objectives. They are as follows:

**PSO1:** To demonstrate familiarity with major concepts of Psychology and generation of psychological knowledge through inter-disciplinary focus.

**PSO2:** To be aware of theoretical perspectives, empirical findings and trends both present and past.

**PSO3:** To understand and apply basic research methods including data analysis and interpretation.

**PSO4:** To develop the ability to think critically and solve problems, weigh evidence and tolerate ambiguity.

**PSO5:** To understand and apply psychological principles to personal and social issues with the goal of rendering psychological services to society.

**PSO6:** To be aware of and implement ethical principle.

**PSO7:** To develop information and technology literacy.

**PSO8:** To develop oral and written communication skills to communicate effectively.

**PSO9:** To foster personal development – to show insight concerning one’s own and others behaviour and mental processes and apply effective strategies of self-management and self-improvement.

**PSO10:** To facilitate career planning and development – to complete the course with realistic ideas about how to use psychological knowledge, skills and values in various occupations.

## **DEPARTMENT OF ENGLISH-LEARNING OUTCOMES**

### Introduction:

The current syllabus for the Optional English course of the undergraduate program was revised after deliberations made on each piece selected for study. The structure addressed the essential and vital requirements of the course offered as an Optional subject and which forms one of the major subjects in the B.A. program along with Psychology and Journalism. The optional English syllabus across the three years spans literatures starting from British literature from 1340 to 1840 foregrounded on the need of students of literature to have a basic understanding of the historical context of literary developments. This also ensures an acquaintance not just with British Literature but also to literatures written in English, New literatures and texts in translation. The syllabus also addressed the need to equip students with a basic grounding in linguistics and discourse analysis required for them to negotiate the challenges of English as a global language of communication.

## **PROGRAM OUTCOMES (Pos)-B.A.**

PO1- Gain awareness about the best literary traditions of the world



PO2- Expands their insights and experience vicariously a convergence of human thought processes situated within and beyond a text

PO3- The syllabus prescribed by the affiliating university provides the undergraduates an opportunity to comprehend India's age old literary and cultural traditions through prescribed pieces from the religious scriptures and teaches them to live in harmony and respect every religion

PO4-The idea of 'Nation' and patriotism is imbibed through exposure to complex issues of identity, Nationalism and historical traditions in the Indian context

PO5- Gain critical thinking skills and enhance their reading abilities through representative texts from all over the world

PO6-Students learn to internalize ideologies of exponents of literature in the world tradition and are able to make a comparative study on key theories of Feminism

PO7- Cross-cutting issues are deftly incorporated into the tri-major program in B.A. This helps students to psychoanalyze the characters and interpret them according to their own ideologies and helps them to think independently

PO8- student imbibe values and gain subjective experience of the text's aesthetic values and hones their creative thinking and imaginative techniques in writing

PO9-They become effective communicators and having the basis of journalism develop editing skills and improve articulation skills through dialogues and debates in the classroom.

PO10- Enhancement of writing skills using the knowledge of the study of language and linguistics as a separate section in the syllabus

PO11-Analytical skills are also developed as students learn the symbolic use of language and interpret the texts

PO12- Students improve their voice modulation through role plays and are able to communicate using a neutral accent

### **LEARNING OUTCOMES**

Any program introduced in an institution has to achieve the five levels of learning outcomes. These five levels of approach are:

1. Knowledge acquisition
  2. Comprehension/Understanding
  3. Application of the knowledge
  4. Analysis
  5. Evaluation.
- A synthesis of all these helps any program or learning process to achieve the goals of education. The capacity to integrate knowledge and to apply, analyze and evaluate serves to achieve the main objectives of learning. In other words to be able to synthesize theoretical knowledge with practical application, which is the end goal of any learning process.

**Mechanisms of communicating Learning Outcomes :**

The institution has clearly defined learning outcomes of the Programs and Courses offered by the college. The following mechanisms are utilized to communicate the learning outcomes to the teaching faculty and the students

- Hard copy of the syllabus and learning outcomes as prescribed by the affiliating university are available in the respective departments for ready reference for both teachers and students
- Learning Outcomes of the Programs and Courses are uploaded on the website of the college
- The learning outcomes are also communicated to students during Bridge Course sessions conducted by each department at the commencement of the academic session

**DEPARTMENT OF ENGLISH- COURSE OUTCOMES (Cos)**

| SNo | COURSES | OUTCOME |
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|----|---|---|
| 1. | British Literature (1340-1830) and Facets of Language | <p>CO1-Literature and Medieval English beginning from the 13<sup>th</sup> century and early literature</p> <p>CO2-The Elizabethan Age-An introduction to the Sonneteers of the Tudor age- Shakespearean sonnet form-Milton as a Puritan poet</p> <p>CO3-Metaphysical poetry-characteristics of this form of poetry and the form as practiced by each respectively</p> <p>CO4-Familiarizing students to the beginning of the history of English Literature and the 16<sup>th</sup> century as the golden era of English Literature</p> <p>CO5-Shakespearean Theatre and his dramas- Drama as a predominant genre-structure of drama-Parts of the drama-Shakespeare's different kinds of plays with special reference to his tragedies</p> <p>CO6-Aristotelian principle of Tragedy vs Shakespearean Tragedy</p> <p>CO7-Structure of Elizabethan drama</p> <p>CO8-Gain insight into the Neo-Classical Age and the poetry of Alexander Pope-the era is notable for Prose and the origin of the Essay- the Periodical Essay and its evolution</p> |
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|    |  | <p>CO9-Understanding the concept Language-definition, characteristics</p> <p>CO10-Understand the various levels of language study-Phonology-Study of speech sounds in English-Pronunciation techniques through transcription-Stress and Intonation-Understand and identify the structure of words by studying Morphology</p>  |
| 2. | British Literature-The Romantic Age and Facets of Language | <p>CO1-Understanding the movement-students learn the features that identify their interpretation of Nature</p> <p>CO2- Analyze each poet's perception of Nature-the influences and the Ode as the chief form of expression</p> <p>CO3-Women Writers-Jane Austen and her novels-glimpse into the 18<sup>th</sup> century society of England-The Novel as a new genre and its development from the short story</p> <p>CO4-The personal essay and the foregrounding of feminist perspectives</p> <p>CO5-Understand the Structure of Sentences-types of clauses-six basic verb patterns-identify finite, non-finite and verbless clauses-what function clauses perform in a sentence-understand what is Main clause and</p> |

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|    |  | <p>subordinate clause-Study what is Discourse and its chief concepts-Coherence, cohesion and Redundancy</p> <p>CO6-Understand and identify the two kinds of cohesion-Lexical and Grammatical</p> <p>CO7-Understand how to analyse the various aspects of a discourse such as synonyms/antonyms, Parallelisms, substitution, reference, collocations, ellipsis, conjunctions</p> <p>CO8-a study of figurative language in poetry and identify them in non-prescribed poems</p>   |
| 3. | British Literature-Victorian and Modern & Facets of Language | <p>CO1-Literary canons of the Victorian era-the 19<sup>th</sup> century</p> <p>CO2-the distinguishing features that characterize Romantic and the Victorian poetry-the votaries of the era and their individual poetry-the dramatic monologue and its usage by Tennyson and Browning</p> <p>CO3-Modern poets and their form of poetry-the terms of Music, Art, Painting, Architecture, Sculpting appearing in Literature and their significance in Modern writings</p> <p>CO4-Stream of Consciousness writings-Virginia Woolf and an analysis of her style of writing</p> |

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|    |  | CO5-Discourse Analysis-Characteristics that distinguish Speech and Writing-Tenor and Domain in Discourse and analyzing passages   |
| 4. | American Literature and Facets of Language   | <p>CO1-Introduction to American Literature</p> <p>CO2-Students get to read mainstream 19<sup>th</sup> century writers and major 20<sup>th</sup> century writers-American Drama through representative work of Tennessee Williams</p> <p>CO3-Students introduced to Afro-American women writers and American slave narratives-Jewish American Literature-Voces from the margins</p> <p>CO4-Introduced to Style in language-Stylistic analysis of Discourse as practical exercise</p> |
| 5. | <p>i. Literatures of India: An Introduction</p> <p>ii. European and Non-European Writing</p> | <p>CO1-Representative voices of Indian and world Literature</p> <p>CO2-Literature in translation-the difficulties faced in translation by the translators</p> <p>CO3-glimpses into the diversity of Indian writings starting with the Bhakthi Movement and its social and religious connotations</p> <p>CO4-Greek literature and an introduction to the epic by Homer-The Iliad-themes of war down the ages-the holocaust and its documentation for posterity by European</p>       |

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|    |  | <p>poets-an understanding of the ramifications of WW II over Europe</p> <p>CO5-Partition Literature-the pain of partition through the individual experiences</p> <p>CO6-theme of untouchability and Mahatma Gandhi’s denunciation in Anand’s novel Untouchable-a social documentary of pre-independent India</p> <p>CO7-European philosophies such as Existentialism-Literary trends and theories such as Humanism, Realism and its reflection in the short fiction of Tolstoy</p> <p>CO8-Students learn to apply the various theories in the study of each literary text-theories such as Marxism, Modernism and Post-Modernism and Feminism</p> <p>CO9-Practical application of these literary theories in the Approaches to Literature-Traditional, Formalist and Feminist in Marvell’s poem “ To His Coy Mistress”</p> |
| 6. | <p>Literatures of India (Part II)</p> <p>European &amp; Non-European Writing (Part II)</p> | <p>CO1-Developments in contemporary Indian Literature</p> <p>CO2-Introduces students to the multiplicity of voices demanding a presence within the domain of Indian Literature today</p> <p>CO3-Short fiction –post independence themes</p>  |

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|  |  | <p>CO4-Troubled climate of North East India-the unique geographical positioning of the seven states and their equally different social, economic and political situation</p> <p>CO5-Studying Postcolonial Literature, theories and criticism</p> <p>CO6-literatures reflect the postcolonial ramifications from around the world</p> <p>CO7-Students learn to apply the postcolonial theory in practice through a postcolonial reading of the movie “ Lagaan”</p> <p>CO8-Revisionist rewriting as a narrative technique</p> <p>CO9-Introduced to the shift from Commonwealth literary studies to Postcolonial questions; Eurocentricism in literature;</p> <p>CO10-Postcolonial terms and concepts such as Orientalism, Colonized and Colonizer and Spivak’s theory of the Subaltern</p> |
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**DEPARTMENT OF JOURNALISM**

**PROGRAMME SPECIFIC OUTCOME**

PSO 1. To understand the process and functions of communication with its application to everyday life.



- To provide a broad coverage of the basics of communication and media.
- To make them aware about the social skills.
- To arouse the interest of students towards the field of mass communication.
- To understand the kinds and other levels of communication.
- To understand the characteristics of Print media and Electronic media.

PSO 2. To make students understand the basics of journalism.

- To understand the process of printing/origin and types.
- To know the contribution of pioneers to Indian Journalism.
- To understand the growth of Kannada Journalism.
- To know professional organizations and news agencies.

PSO 3. To provide a broad coverage of the basics of Audio-Visual media.

- To understand the history of Radio & TV.
- To know about Indian cinema and Kannada cinema.
- To know about types of programs.
- To understand about production techniques.

PSO 4. To make students understand about Media Laws and Media Acts related to journalism or press.

- To make them know about concept of Freedom of Press
- To make them aware of Freedom of Speech and Expression.
- To understand situation of press during emergency.

PSO 5. To provide a broad coverage of basics of Reporting.

- To understand the concept of News.
- To make them aware of Interview techniques.
- To understand the methods of writing news story.
- To make them know about qualifications of Reporters.

- To make them aware of Do's & Don'ts of reporting in different fields.

PSO 6. To make students understand about basic techniques of Editing.

- To understand the need and purpose of Editing.
- To make them aware of duties and responsibilities of Editors.
- To make them know about Newspaper design and Layout.

PSO 7. To provide a broad coverage of Media Management.

- To make them know about Newspaper ownership
- To make them aware of problems and prospects of newspaper industry.
- To know the principles of Newspaper Business.
- To make them understand about Status of Radio and TV in India.
- To know the organizational structure of Radio & TV.
- Compulsory study tour.

PSO 8. To understand the concept of Advertising and Public Relation.

- To understand the role of Advertising in Society.
- To know about Ethics of Advertisements.
- To know about Brand Positioning.
- To know the concept of PR.
- To know about PR Tools.
- To understand about the role of advertising in marketing communication process.

## **DEPARTMENT OF JOURNALISM**

### **COURSE OUTCOME**

#### **FOUNDATIONAL KNOWLEDGE**

Students understand the basic communication aspects like meaning, purpose, process, individual, group communication with glossaries of communication and journalism.

1. To explore the concepts, principles and interrelation in field of communication at both micro and macro level.
2. Students will understand the differences between verbal and non verbal communication.
3. Students will be able to know the origin and development of Mass Media in India including New Media or communication revolution.

### **PROFESSIONAL KNOWLEDGE**

Students understand the professional factors of journalism.

1. Different kinds of Journalism. Legal aspects – Laws & Acts related to Journalism profession.
2. Origin & development of Journalism in India and development of Kannada Journalism in Karnataka.
3. To make them aware of the steps used for printing Newspaper and Magazines.
4. To know the technical aspects required for broadcasting program in Radio, TV & Films.
5. They are familiarized with different types of reporting & editing elements.

### **PRATICIALLY IMPLIMENTING THEORITICAL ASPECTS**

Students are thought.

1. How to report a story/event and make it suitable for printing.
2. Techniques to be followed while conducting interview.
3. Managerial aspects of Print & Electronic Media.
4. How to write an different Advertisement copies.

