



# Parvatibai Chowgule College of Arts and Science

(First & Only Autonomous College in Goa)

Accredited by NAAC with Grade 'A+'

Best Affiliated College - Goa University Silver Jubilee Award

## Minutes of Meeting of The Board Of Studies In Psychology Held online on 03<sup>rd</sup> November, 2022 at 10:00 a.m.

PART B: Important Points/ recommendations of BoS that require consideration / approval of Academic Council:

### For the UG Section

- i. The BoS passed the resolution to approve changes in the syllabus to the following courses at the undergraduate program with recommendations

Course Titles	Code	Nature of course	Changes done
Child Psychology	PSY-III.E-2	Elective (theory)	Revision of reference books to a newer edition
Positive Psychology	PSY-IV.E-8	Elective (theory)	

- i. The BoS passed the resolution to approve the following faculty as potential external evaluator for the UG TY Project Viva. This is in addition to the four faculty evaluators nominated in an earlier meeting.
  - Dr. Eulalia Fernandes Associate Professor, St. Xavier's College, Mapusa
- ii. The BoS passed the resolution to approve LOCF document for the AY 2022-23 with minor revisions.

**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

DEPARTMENT OF PSYCHOLOGY

B.A. COURSE STRUCTURE (2021-22)

SEM	CORE COMPULSORY		CORE ELECTIVE				SKILL ENHANCEMENT COURSES
I	PSY- C-9 Basic Course in Psychology I (Practical Component)	PSY-C-10 Social Psychology					
II	PSY-C-11 Basic Course in Psychology II (Practical Component)	PSY-II.C-3 Personality Theories					
III	PSY-V.C-7 Experimental Psychology (Practical Component)		PSY-III.E-2 Child Psychology	PSY-III.E-4 Sports Psychology	PSY-III.E-3 Interpersonal Relationships	PSY – III.E-17 Biological Basis of Behaviour	PSY – SEC – 1 Self-Regulation
IV	PSY-VI.C-8 Psychological Testing (Practical		PSY-IV.E-7 Psychology of	PSY-IV.E-6 Criminal Psychology	PSY-IV.E-5 Psychology of Adjustment	PSY-V.E-9 Cognitive Psychology	PSY – SEC – 2 Basic Counselling Skills

	Component)		Adolescence				
V	PSY-III.C-5 Psychopathology I (Practical Component)	PSY-V.CP Project Paper	PSY-V.E-12 Psychology of Adulthood	PSY-IV.E-8 Positive Psychology	PSY-V.E-11 Environmental Psychology	PSY-VI.E-15 Neuropsychology I	
VI	PSY-IV.C-6 Psychopathology II (Practical Component)	PSY-VI.CP Project Paper	PSY-VI.E-13 Gerontology	PSY-VI.E-14 Organizational Behaviour	PSY-VI.E-16 Cross Cultural Psychology	PSY-VI.E-18 Neuropsychology II	

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)  
MARGAO - GOA  
SYLLABUS FOR PROGRAMME BACHELOR OF ARTS IN PSYCHOLOGY  
S.Y.B.A. (SEMESTER-III)**

**Course Title: Child Psychology**

**Course Code: PSY-III.E-2 (Non-experimental)**

**Marks: 100**

**Credits: 4**

**Course Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e., four lectures per week over a period of fifteen weeks of a semester.

**Prerequisite Courses: Nil**

**Course Objectives:**

1. To study the basic factors that influence the growth and development of children.
2. To study various aspects of development.

**Course Learning Outcomes:** At the end of this course, students will be able to:

CLO1. Describe prenatal development

CLO2. List out the precautions during pregnancy

CLO3. Highlight the important aspects of cognitive development in children

CLO4. Identify effective strategies to boost self-esteem in children

CLO5. Describe effective parenting styles

CLO6. Analyze the effect of different family dynamics on development of children.

**Syllabus**

**UNIT I. Prenatal development and birth**

**Number of Hours: 15**

A. Conception

B. Period of the zygote

C. Period of the embryo

D. Period of the fetus

E. Prenatal environmental influences

a. Teratogens

b. Other maternal factors

F. Childbirth

G. Approaches to Childbirth

H. Birth complications

**UNIT II. Cognitive development (birth to late childhood)**

**Number of Hours: 15**

A. Piaget's stages of Cognitive development

B. Vygotsky's theory of Cognitive development

C. Development of Language

**UNIT III. Self and Social Understanding (birth to late childhood) Number of Hours: 15**

A. Emergence of self and development of self-concept

B. Self esteem

C. Erikson's theory of Psychosocial development (4 stages) (Papalia)

**UNIT IV. The family**

**Number of Hours: 15**

A. Origins and functions of the family

B. The family as a social system

C. Socialization within the family

D. Family lifestyles and transition

E. Vulnerable families

**Books for Study:**

1. Santrock, J. (2011). *Child Development* (13th ed.). Tata McGraw Hill.

2. Papalia, D. Olds, S. Feldman, R. (2004). *Human development* (9<sup>th</sup> ed.). Tata McGraw Hill,

3. Berk, L. (2013). *Child Development* (9<sup>th</sup> ed.). PHI Learning Pvt. Ltd.

**Supplementary Books:**

1. Berger, K and Thompson, R. (1998). *The Developing person: Through the Life Span* (4<sup>th</sup> ed.). Worth publishers

2. Hurlock, E. (1978). *Child Development* (6<sup>th</sup> ed.). Tata McGraw Hill.

3. Schickendanz, J., Schickendanz D., Hansen, K. and Forsyth, P. (1993). *Understanding Children* (2<sup>nd</sup> ed.). Mayfield Publishing Company.

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS),  
MARGAO - GOA  
SYLLABUS FOR PROGRAMME BACHELOR OF ARTS  
IN PSYCHOLOGY  
T.Y.B.A. (SEMESTER - V)

**Course Title:** Positive Psychology

**Course Code:** PSY-IV.E-8 (Non-experimental)

**Marks:** 100

**Credits:** 4

**Duration:** Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

**Prerequisite Courses :** None

**Course objectives:**

1. To understand the nature and need of happiness.
2. To appreciate the importance of various factors related to well-being.

**Course Outcomes:** At the end of this course, students will be able to

- CO1: Describe the methods used to study well-being
- CO2: Compare Hedonic and Eudaimonic Views of Happiness
- CO3: Identify sources of resilience for children, adolescents and adults available in the society
- CO4: Identify determinants of happiness in the Indian culture
- CO5: Evaluate the role of money in the context of positive psychology

## Syllabus

**UNIT I: Positive Psychology** Number of Hours 15

- A. Traditional Psychology
- B. Positive Psychology
- C. Positive Psychology: Assumptions, Goals, and Definitions
- D. What are Positive Emotions?
- E. Positive Emotions and Health Resources
  - a. Physical Resources
  - b. Psychological Resources
  - c. Social Resources

**UNIT II: Happiness** Number of Hours 15

- A. Why a Psychology of Well-Being?
  - a. Objective versus Subjective Measures
  - b. Negative versus Positive Functioning
- B. What is Happiness? Two Traditions
  - a. Hedonic Happiness

- b. Eudaimonic Happiness
- C. Focus on Research: Positive Affect and a Meaningful Life
- D. Subjective Well-Being: The Hedonic Basis of Happiness
  - a. Measuring Subjective Well-Being
  - b. Life Satisfaction
  - c. Positive Affect, Negative Affect, and Happiness
- E. Focus on Research: Is Your Future Revealed in Your Smile
- F. Self-Realization: The Eudaimonic Basis of Happiness
- G. Psychological Well-Being and Positive Functioning
  - a. Need Fulfillment and Self-Determination Theory
  - b. Focus on Research: What Makes a “Good” Day?
- H. Comparing Hedonic and Eudaimonic Views of Happiness
  - a. Definition and Causes of Happiness and Well-Being
  - b. Complementarity and Interrelations

### **UNIT III: Resilience**

Number of Hours 15

- A. What is Resilience?
  - a. Developmental Perspectives
  - b. Clinical Perspectives
- B. Resilience Research
  - a. Sources of Resilience
  - b. The Dangers of Blaming the Victim
  - c. Sources of Resilience in Children
  - d. Focus on Research: Resilience Among Disadvantaged Youth
  - e. Sources of Resilience in Adulthood and Later Life
  - f. Successful Aging
- C. Growth Through Trauma
  - a. Negative Effects of Trauma
  - b. Positive Effects of Trauma
  - c. Explanations for Growth Through Trauma
  - d. Focus on Research: In Their Own Words—Making Sense of Loss

### **UNIT IV: Money, Happiness and Culture**

Number of Hours 15

- A. The Paradox of Affluence
- B. Well-Being across Nations
  - a. Between-Nations comparisons
  - b. Within-Nation Comparisons
- C. Understanding Money and Happiness
  - a. Focus on Research: Do Happy People Make More Money?
  - b. Focus on Research: adaptation to Extreme Events—Lottery Winners and Accident Victims
- D. The Meaning of Happiness: Relative or Universal?
- E. Culture and Well-Being
  - a. The Self in Individualistic and Collectivist Cultures
  - b. Culture and the Meaning of Happiness
  - c. The American-Individualistic Style of Happiness
  - d. The Asian-Collectivist Style of Happiness

**References:**

## Mandatory:

1. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt Ltd.
2. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2021). *Positive Psychology- The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage Publications India Pvt. Ltd

## Suggested Readings:

1. Kumar, S., & Yadav, S. B. (2011). *Positive Psychology*. New Delhi: Global Vision Publishing House.



## ANNEXURE A

Board of Studies Meeting - Department of Psychology

Held on 03<sup>rd</sup> November, 2022

(Summary of changes incorporated in the syllabus)

### Changes for the UG program

Sem	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
III	Child Psychology	N. A.	Change of Reference Book	The reference book has been updated to a newer edition.
V	Positive Psychology			

- One external faculty from local institute were proposed to be added to the list of probable examiners for the TY Project Viva.
- The LOCF has been approved for the AY 2022-23.