

**Parvatibai Chowgule College of Arts & Science  
(Autonomous)  
Margao – Goa**

**MINUTES OF ONLINE MEETING  
OF THE BOARD OF STUDIES IN PSYCHOLOGY  
HELD ON 12<sup>th</sup> November 2020 AT 10.00am**

Vide Chowgule College notice (F.133(C)/600 dated 22<sup>nd</sup> October, 2020) an online meeting of this BoS was convened on 12<sup>th</sup> November, 2020, via Google Meet. Since the number of members present represented the Quorum, the BoS began its proceedings.

Minutes are presented in the format.

Members present:

1. Mrs. Sobita Kirtani - Chairperson
2. Mr. Aresh Naik – Member Secretary
3. Dr. Ubaldina Noronha – Vice-Chancellor’s Nominee
4. Dr. Shanmukh Vasant Kamble – Academic Council Nominee
5. Dr. Aldina Braganza – Academic Council Nominee
6. Dr. Ravindra Agrawal – Industry Representative
7. Ms. Aditi Tendulkar - Alumni
8. Ms. Aiswarya M. Babu – Member
9. Ms. Shobika Jaju – Member
10. Ms. Tanya Keni – Member

Absent with intimation

1. Dr. Golda Vas – Member
2. Ms. Rochelle Pereira – Member

## Proceedings

The Chairperson welcomed the members of the Board of Studies (BoS). The Chairperson introduced and explained the agenda for the meeting and Board transacted the following business:

### Agenda Items:

1. To approve changes in UG Syllabus.
2. To approve changes in PG Syllabus.
3. Any Other Business

### PART A: Resolution:

#### **For the UG Section**

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

| <b>Course Titles</b> | <b>Code</b> | <b>Nature of course</b> |
|----------------------|-------------|-------------------------|
| Sport Psychology     | PSY-III.E-4 | Elective                |

- ii. The BoS passed the resolution to approve changes in the course learning outcomes of the following courses at the undergraduate program.

| <b>Course Titles</b> | <b>Code</b> | <b>Nature of course</b> |
|----------------------|-------------|-------------------------|
| Neuropsychology I    | PSY-VI.E-15 | Elective                |

- iii. The BoS approved the list of online courses that Third Year students can attend, to accumulate internship hours for AY 2020-21.
- iv. The BoS approved the LOCF document with minor edits.
- v. The BoS approved the renaming of Course Outcomes to Course Learning Outcomes for all courses, in accordance with the LOCF document.

### For the PG Section

- i. The BoS passed the resolution to approve changes in the syllabi of the following courses in the postgraduate program.

| <b>Course Titles</b>   | <b>Code</b>    | <b>Nature of course</b> |
|--|----------------|-------------------------|
| Case studies in Child Development  | PG-PSY-I. S-2  | Core                    |
| Case studies in Child Psychopathology  | PG-PSY-II. S-4 | Core                    |
| Case Study-ways to understand psychotherapies  | PG-PSY-III.S-6 | Core                    |
| Case Studies in Understanding Childhood Disabilities and Understanding Special needs | PG-PSY-IV.S-8  | Core                    |

**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.

| <b>Course Titles</b> | <b>Code</b> | <b>Nature of course</b> |
|----------------------|-------------|-------------------------|
| Sport Psychology     | PSY-III.E-4 | Elective                |

- ii. The BoS passed the resolution to approve changes in the course learning outcomes of the following courses at the undergraduate program.

| <b>Course Titles</b> | <b>Code</b> | <b>Nature of course</b> |
|----------------------|-------------|-------------------------|
| Neuropsychology I    | PSY-VI.E-15 | Elective                |

- iii. The BoS approved the list of online courses that Third Year students can attend, to accumulate internship hours for AY 2020-21.
- iv. The BoS approved the LOCF document with minor edits.
- v. The BoS approved the renaming of Course Outcomes to Course Learning Outcomes for all courses, in accordance with the LOCF document.

**For the PG Section**

- i. The BoS passed the resolution to approve changes in the syllabi of the following courses in the postgraduate program.

| <b>Course Titles</b>   | <b>Code</b>    | <b>Nature of course</b> |
|--|----------------|-------------------------|
| Case studies in Child Development  | PG-PSY-I. S-2  | Core                    |
| Case studies in Child Psychopathology  | PG-PSY-II. S-4 | Core                    |
| Case Study-ways to understand psychotherapies  | PG-PSY-III.S-6 | Core                    |
| Case Studies in Understanding Childhood Disabilities and Understanding Special needs | PG-PSY-IV.S-8  | Core                    |

The foregoing minutes of the meeting were read out by the Member Secretary and they were unanimously approved by all the members present.

- 1. Mrs. Sobita Kirtani - Chairperson
- 2. Mr. Aresh Naik – Member Secretary
- 3. Dr. Ubaldina Noronha – Vice-Chancellor’s Nominee
- 4. Dr. Shanmukh Vasant Kamble – Academic Council Nominee
- 5. Dr. Aldina Braganza – Academic Council Nominee
- 6. Dr. Ravindra Agrawal – Industry Representative

7. Ms. Aditi Tendulkar - Alumni
8. Ms. Aiswarya M. Babu – Member
9. Ms. Shobika Jaju – Member
10. Ms. Tanya Keni – Member

Date: 12<sup>th</sup> November, 2020

Signature of the Chairperson

(Sobita Kirtani)

PART C: The remarks of the Dean of the Faculty:-

- a. The minutes are in order
- b. The minutes may be placed before the Academic Council with remark, if any.
- c. Important points of the minutes which need clear policy decision of the Academic council to be recorded.

Date:

Signature of the Dean: \_\_\_\_\_

## Courses revised at the BoS Held on 12<sup>th</sup> November, 2020

**Course Title:** Sport Psychology

**Course Code:** PSY-III.E-4

**Marks:** 100

**Credits:** 4

### **Course Objectives:**

- a) To introduce sport psychology as a career option for students.
- b) To impart basic knowledge about the field of sport psychology.
- c) To impart basic skills of applying psychological knowledge to sports.

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

- CO1: Describe the role of a sport psychologist
- CO2: Analyse the impact of aggression in a sporting situation
- CO3: Describe how motivation can be applied to sports performance
- CO4: Analyse group dynamics in a sports team
- CO5: Evaluate the leadership styles used by different sportspersons
- CO6: Construct a plan for performance enhancement for a sportsperson

**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.

### **Syllabus**

#### **UNIT I. Introduction to Sport psychology**

Number of Hours: 10

1. What is sport psychology?
2. A brief history of sport psychology
3. Who is a sport psychologist?
4. Research in sports
  - a. Experiments, case studies and observations
  - b. Qualitative and Quantitative research

#### **UNIT II. Aggression and Motivation in Sports**

Number of Hours: 20

1. Defining aggression
  - a. Hostile aggression, instrumental aggression and assertiveness
  - b. Sanctioned and unsanctioned aggression
  - c. The link between aggression and performance

2. Theories of aggression
  - a. Instinct theory, Social learning theory, Frustration-aggression hypothesis
3. Situational factors affecting aggression in sport
4. Does sports increase or reduce aggression?
5. The reduction of aggression
  - a. Punishment, Catharsis, Role modeling, Contracting, Anger-management
6. Intrinsic and extrinsic motivation
7. Humanistic perspectives on motivation: Maslow's hierarchy of needs
8. Achievement-motivation: McClelland-Atkinson's theory of need achievement
9. Cognitive approaches to motivation
  - a. Weiner's model of attribution
  - b. Learned helplessness and reattribution training
  - c. Self-efficacy

### **UNIT III: Group processes**

Number of Hours: 15

1. Groups and teams
  - a. Group formation
  - b. Cohesiveness and performance
  - c. Social facilitation and social loafing
  - d. Groupthink
2. Leadership
  - a. Leadership style
  - b. Theories of leadership: trait theories, Fiedler's contingency theory

### **UNIT IV: Performance enhancement and other issues**

Number of Hours: 15

1. Issues of motivation
2. Issues of arousal and anxiety
3. Issues of concentration
4. Issues of confidence
5. Injury
6. Burnout and over-training

### **References:**

1. Jarvis, M. (1999). *Sport psychology*. Routledge modular psychology series, USA and Canada.
2. Shaw, D., Gorely, T., and Corban, R. (2007). *Sport and Exercise Psychology*. The Instant Notes series, BIOS Scientific Publishers, UK and USA.

**Course Title:** Neuropsychology I

**Course Code:** PSY-VI.E-15

**Marks:** 100

**Credits:** 04

**Course objective:**

1. To acquaint students with the detailed knowledge of neural conduction and transmission.
2. To provide an understanding of the neural process involved in sleep and dreams
3. To provide an understanding of role of biopsychology in psychiatric disorders.

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

CO1: Explain the process of neural conduction and synaptic transmission

CO2: Describe the development of the nervous system.

CO3: Explain the effects of sleep deprivation and sleep disorders

CO4: Explain the role of biopsychology in psychiatric disorders.

**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.

**Syllabus**

**UNIT I: Neural Conduction and Synaptic Transmission**

Number of

Hours: 15

- A. The neurons resting membrane potential
- B. Generation and conduction of postsynaptic potentials
- C. Integration of postsynaptic potentials and generation of action potential
- D. Conduction of action potential
- E. Synaptic transmission: chemical transmission of signals from one neuron to another



## **UNIT II: Development of the Nervous System**

Number of Hours: 15

- A. Phases of neurodevelopment
- B. Postnatal cerebral development in human infants
- C. Effects of experience on the early development, maintenance and reorganisation of neural circuits.
- D. Disorders of neurodevelopment: autism

## **UNIT III: Sleep, Circadian Rhythms and Sleep Disorders**

Number of Hours: 15

- A. The physiological and behavioral events of sleep
- B. Effects of deprivation
- C. Four areas of the brain involved in sleep
- D. Sleep disorders
- E. The effects of long –term sleep reduction

## **UNIT IV: Biopsychology of Psychiatric disorders**

Number of Hours: 15

- A. Schizophrenia
- B. Affective disorders: depression and mania
- C. Anxiety disorders
- D. Tourette Syndrome
- E. Clinical trials: Development of new psychotherapeutic drugs

## **References**

1. John P. J. Pinel (2007), Biopsychology, sixth edition, Dorling Kindersly (India) PVT. Ltd.
2. Fienberg, T. and Farah, M. (1996) Behavioural Neurology and Neuropsychology, New Delhi, Tata McGraw Hill Publication.

List of Courses approved for Internship hours for TY students for the Academic Year 2020-21

| <b>Sr. No.</b> | <b>Title of the course</b>   | <b>Offered By</b>                  | <b>Links</b>  | <b>Hours</b> |
|----------------|--|------------------------------------|---|--------------|
| 1              | Getting Care Right for All Children: Implementing the UN Guidelines for the Alternative Care of Children | University of Strathclyde Glasgow  | <a href="https://www.futurelearn.com/courses/alternative-care">https://www.futurelearn.com/courses/alternative-care</a>                                   | 24           |
| 2              | Empathy and Emotional Intelligence at Work   | BerkeleyX University of California | <a href="https://www.edx.org/course/empathy-and-emotional-intelligence-at-work">https://www.edx.org/course/empathy-and-emotional-intelligence-at-work</a> | 8            |
| 3              | Understanding Autism   | University of Kent                 | <a href="https://www.futurelearn.com/courses/autism">https://www.futurelearn.com/courses/autism</a>   | 12           |
| 4              | Exploring Play: The Importance of Play in Everyday Life  | University of Sheffield            | <a href="https://www.futurelearn.com/courses/play">https://www.futurelearn.com/courses/play</a>   | 21           |
| 5              | AI for Legal Professionals (I): Law and Policy   | National Chiao Tung University     | <a href="https://www.futurelearn.com/courses/ai-for-legal-professionals-i-">https://www.futurelearn.com/courses/ai-for-legal-professionals-i-</a>         | 12           |
| 6              | The Arts and Science of Relationships: Understanding Human Needs   | University of Toronto              | <a href="https://www.coursera.org/learn/human-needs">https://www.coursera.org/learn/human-needs</a>   | 32           |
| 7              | Rome: A Virtual Tour of the Ancient City   | University of Reading              | <a href="https://www.futurelearn.com/courses/rome">https://www.futurelearn.com/courses/rome</a>   | 15           |
| 8              | The Arts and Science of Relationships: Understanding Human Needs   | University of Toronto              | <a href="https://www.coursera.org/learn/human-needs">https://www.coursera.org/learn/human-needs</a>   | 32           |
| 9              | The Addicted Brain   | Emory University                   | <a href="https://www.coursera.org/learn/addiction-and-the-brain">https://www.coursera.org/learn/addiction-and-the-brain</a>                               | 21           |
| 10             | AI For Everyone  | deeplearnig.ai                     | <a href="https://www.coursera.org/learn/ai-for-everyone">https://www.coursera.org/learn/ai-for-everyone</a>   | 6            |
| 11             | The Arts and Science of Relationships: Understanding Human Needs   | University of Toronto              | <a href="https://www.coursera.org/learn/human-needs">https://www.coursera.org/learn/human-needs</a>   | 32           |
| 12             | The Science of Well-Being  | Yale                               | <a href="https://www.coursera.org/learn/the-science-of-well-being">https://www.coursera.org/learn/the-science-of-well-being</a>                           | 18           |
| 13             | WW1 Heroism: Through Art and Film  | University of Leeds                | <a href="https://www.futurelearn.com/courses/ww1-heroism-art-film">https://www.futurelearn.com/courses/ww1-heroism-art-film</a>                           | 4            |

|    |   |                            |   |                |
|----|---|----------------------------|---|----------------|
| 14 | eHealth: Combining Psychology, Technology, and Health                             | University of Twente       | <a href="https://www.classcentral.com/course/ehealth-5876">https://www.classcentral.com/course/ehealth-5876</a>   | 18 (6wksx3hrs) |
| 15 | Leadership for Healthcare Improvement and Innovation                              | University of Warwick      | <a href="https://www.classcentral.com/course/healthcare-8343">https://www.classcentral.com/course/healthcare-8343</a>   | 36 (6wksx6hrs) |
| 16 | Superfoods: Myths and Truths  | Università di Torino       | <a href="https://www.classcentral.com/course/superfoods-myths-and-truths-12274">https://www.classcentral.com/course/superfoods-myths-and-truths-12274</a>     | 12 (4wksx3hrs) |
| 17 | Medicine and the Arts: Humanising Healthcare                                      | University of Cape Town    | <a href="https://www.classcentral.com/course/medicine-and-the-arts-3015">https://www.classcentral.com/course/medicine-and-the-arts-3015</a>                   | 18 (6wksx3hrs) |
| 18 | What is a Mind?   | University of Cape Town    | <a href="https://www.classcentral.com/course/what-is-a-mind-3314">https://www.classcentral.com/course/what-is-a-mind-3314</a>                                 | 18 (6wksx3hrs) |
| 19 | What is a Mind?   | University of Cape Town    | <a href="https://www.futurelearn.com/courses/what-is-a-mind">https://www.futurelearn.com/courses/what-is-a-mind</a>   | 18 (6x3)       |
| 20 | Logical and Critical Thinking   | The University of Auckland | <a href="https://www.futurelearn.com/courses/logical-and-critical-thinking">https://www.futurelearn.com/courses/logical-and-critical-thinking</a>             | 32 (8x4)       |
| 21 | Understanding Autism  | University of Kent         | <a href="https://www.futurelearn.com/courses/autism">https://www.futurelearn.com/courses/autism</a>   | 12 (4x3)       |
| 22 | Exploring Play: The Importance of Play in Everyday Life                           | University of Sheffield    | <a href="https://www.futurelearn.com/courses/play">https://www.futurelearn.com/courses/play</a>   | 21 (7x3)       |
| 23 | Anxiety in Children and Young People during COVID-19                              | University of East Anglia  | <a href="https://www.futurelearn.com/courses/youth-mental-health-during-covid-19">https://www.futurelearn.com/courses/youth-mental-health-during-covid-19</a> | 4 (2x2)        |
| 24 | Dog Emotion and Cognition   | University of Duke         | <a href="https://www.coursera.org/learn/dog-emotion-and-cognition/home/welcome">https://www.coursera.org/learn/dog-emotion-and-cognition/home/welcome</a>     | 22             |
| 25 | Mindshift: Break Through Obstacles to Learning and Discover Your Hidden Potential | Mc Master University       | <a href="https://www.coursera.org/learn/mindshift/home/welcome">https://www.coursera.org/learn/mindshift/home/welcome</a>                                     | 10             |
| 26 | The Truth About Cats and Dogs   | University of Edinburgh    | <a href="https://www.coursera.org/learn/cats-and-dogs/home/welcome">https://www.coursera.org/learn/cats-and-dogs/home/welcome</a>                             | 16             |
| 27 | Animal Behaviour and Welfare  | University of Edinburgh    | <a href="https://www.coursera.org/learn/animal-welfare/home/welcome">https://www.coursera.org/learn/animal-welfare/home/welcome</a>                           | 10             |
| 28 | Chicken Behaviour and Welfare   | University of Edinburgh    | <a href="https://www.coursera.org/learn/chickens">https://www.coursera.org/learn/chickens</a>   | 10             |
| 29 | Psychological First Aid   | Johns Hopkins University   | <a href="https://www.coursera.org/learn/psychological-first-aid">https://www.coursera.org/learn/psychological-first-aid</a>                                   | 6              |

|    |  |                                   |   |          |
|----|--|-----------------------------------|---|----------|
| 30 | The Arts and Science of Relationships: Understanding Human Needs | University of Toronto             | <a href="https://www.coursera.org/learn/human-needs">https://www.coursera.org/learn/human-needs</a>   | 32       |
| 31 | Coping with Changes: Social-Emotional Learning Through Play      | The Lego foundation               | <a href="https://www.futurelearn.com/courses/coping-with-changes">https://www.futurelearn.com/courses/coping-with-changes</a>                                       | 18       |
| 32 | Caring for Vulnerable Children                                   | University of Strathclyde Glasgow | <a href="https://www.futurelearn.com/courses/vulnerable-children">https://www.futurelearn.com/courses/vulnerable-children</a>                                       | 24       |
| 33 | Understanding ADHD: Current Research and Practice                | King's College London             | <a href="https://www.futurelearn.com/courses/understanding-adhd">https://www.futurelearn.com/courses/understanding-adhd</a>   | 08 (4x2) |
| 34 | Logical and Critical Thinking                                    | The University of Auckland        | <a href="https://www.futurelearn.com/courses/logical-and-critical-thinking">https://www.futurelearn.com/courses/logical-and-critical-thinking</a>                   | 32 (8x4) |
| 35 | Understanding Epilepsy and its Neuropsychology                   | University of Padova              | <a href="https://www.futurelearn.com/courses/epilepsy-and-its-neuropsychology">https://www.futurelearn.com/courses/epilepsy-and-its-neuropsychology</a>             | 9 (3x3)  |
| 36 | Understanding Autism   | University of Kent                | <a href="https://www.futurelearn.com/courses/autism">https://www.futurelearn.com/courses/autism</a>   | 12 (4x3) |
| 37 | Forensic Psychology: Witness Investigation                       | The Open University               | <a href="https://www.futurelearn.com/courses/forensic-psychology">https://www.futurelearn.com/courses/forensic-psychology</a>                                       | 24 (8x3) |
| 38 | Fundamentals of digital marketing                                | Google / The Open University      | <a href="https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing">https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing</a> | 40       |

## ANNEXURE A

**Board of Studies- Department of Psychology**

**12<sup>th</sup> November, 2020**

**(Summary of changes incorporated in the syllabus)**

### **Changes for the UG program**

| <b>Sem</b> | <b>Course Title</b> | <b>Changes Proposed</b>  | <b>Specify the reason for the change</b>  |
|------------|---------------------|--|---|
| III        | Sport Psychology    | Unit II. Attitude to Sports omitted<br>Units III and IV: Merged in one unit<br>Unit V: Coaching Psychology omitted<br>Two new units introduced:<br><b>Group processes and Performance enhancement and other issues</b> | Total number of units had to be reduced to match the number of credits being offered. Reference book was changed as the previous one wasn't targeted for psychology students. |
| V          | Neuropsychology I   | Course Learning Outcome 3 to be omitted  | This outcome is already addressed by another elective in the same vertical, hence it is removed from this course.   |

### **Changes for the PG program**

| <b>Sem</b> | <b>Course Title</b>  | <b>Changes Proposed</b>   | <b>Specify the reason for the change</b>  |
|------------|--|---|---|
| I          | Case studies in Child Development  | To replace field visits to schools for case observations, with sourcing cases online and from local professionals | Due to Covid restrictions, schools haven't begun classes on campus. As such, students cannot visit the campuses for field visits. |
| II         | Case studies in Child Psychopathology  |   |   |
| III        | Case Study-ways to understand psychotherapies  |   |   |
| IV         | Case Studies in Understanding Childhood Disabilities and Understanding Special needs |   |   |