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Pimpri Chinchwad University

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PIMPRI CHINCHWAD EDUCATION TRUST
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Minutes of Meeting- 1st Board of Studies-School of Sciences

DATE: 26TH JULY, 2023.

TIME: 2:30-: 4:30 PM

MEETING AGENDA

Agenda No 1: Official welcome and introduction of Members of Board of Studies.

Agenda NO 2: Objectives of the Board of Studies and the role of the members.

Agenda NO 3: Presentation on Pimpri Chinchwad University and School of Sciences

Agenda No 4: To consider the model framework and distribution of credits applicable for the program in the Program structure of BSc Nutrition and Dietetics and BSc Clinical Psychology.

Agenda No 5: Presentation on the New Education Policy 2020 guidelines and Curriculum Benchmarking.

Agenda No 6: Course description for Foundation Year.

Agenda No 7: Assessment policy for assuring quality of academic outcomes.

Agenda No 8: Any other Item with the permission of the Chair

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| CHAired BY: | Prof. Ruchu Kuthiala Head Of Department BSc Nutrition and Dietetics and BSc Clinical Psychology School of Sciences- PCU |
| ATTENDEES | Dr. Rupali Shinde - Internal Member Ms. Sannidhya Missal - Internal member Ms. Samruddhi Unde - Internal Member Ms. Debarati Basak - Special Invitee Ms. Archana Sharma -Special Invitee Dr. Mary Varghese - Special Invitee Ms. Tanvi Auradkar - External Expert Ms. Vasundhara Kaul - External Expert Dr. Shilpa Varma -External Expert Dt. Durga Bargaje - External Expert Dr. Mansi Patil - External member Academia Dt. Trupti Rasal -External member Academia |

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| DISCUSSION POINTS | 1. Official welcome and introduction of Members of Board of Studies. <p>Prof. Ruchu Kuthiala started with welcome note to all the BOS members Internal as well as External. The welcome and introduction of Board of Studies (BOS) members involved acknowledging and introducing the members who had accepted the responsibility of guiding, reviewing, and contributing to the continuous improvement of the institution's academic programs.</p> |
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Their significant expertise and experience in their respective fields were highlighted, emphasizing their potential impact on academic offerings and the institution's commitment to excellence.

5. A formal introductory meeting was proposed to provide the BOS members with a comprehensive overview of the institution, its programs, and their roles and responsibilities .

Agenda 2: Objectives of the Board of Studies and the role of the members

After the warm introduction and greet the HOD , School of Sciences presented the objectives of Board of Studies in detail. Since this was the inaugural meeting of the Board of Studies, a detailed discussion was held on the roles of the members in adding value and expert guidance through their effective mentorship in the Program Curriculum of Nutrition and Psychology. She explained the major objective regarding the meeting and also explained their roles and Responsibilities.

The following **Objectives** of the Board of Studies members as discussed:

- i. To create and develop the curriculum to ensure that it remains relevant and aligned with the institution's mission and educational goals. Established and maintained high academic standards by monitoring the quality of courses and programs, which includes assessments and teaching methodologies.
- ii. To identify areas for program improvement and make recommendations to enhance the overall quality of education offered by the institution.

iii. To ensure that academic programs are in sync with the requirements and expectations of the job market and various industries.

iv. To encourage interdisciplinary collaborations and interdepartmental coordination to offer comprehensive educational experiences.

v. To ensure that academic programs comply with regional or national educational regulations, accreditation requirements, and other relevant guidelines.

Role of BOS Members:

i. BOS members are typically experts in their respective fields. Their primary role is to provide subject-specific knowledge and insights to help shape the curriculum.

ii. BOS members review and assess existing course offerings and program structures, identifying areas that require improvement or modification.

iii. BOS members make recommendations regarding changes to course content, structure, assessment methods, and program outcomes to enhance academic quality.

iv. They are responsible for evaluating the quality and relevance of courses and programs, ensuring that they meet or exceed established academic standards.

v. BOS members may be involved in developing and reviewing assessment criteria to measure student learning outcomes.

vi. They bring insights from their respective industries to ensure that academic programs align with current industry trends and expectations.

vii. BOS members promote interdisciplinary collaboration and the integration of various subjects to provide holistic education.

- viii. They offer valuable feedback and contribute to the continuous improvement of academic programs. BOS members also encourage innovation in teaching and learning methods.
- ix. BOS members may engage in professional development activities to stay updated on the latest developments in their fields, which can inform their contributions to curriculum development.
- x. They maintain open communication with the institution's faculty, administration, and other stakeholders to ensure that their recommendations are effectively implemented.
- xi. Above all, BOS members have a commitment to the welfare and academic success of students, and they play a critical role in shaping the educational experience.

Agenda 3: Presentation on Pimpri Chinchwad University and PCU School of Sciences

Prof. Ruchu Kuthiala Introduced about the vision and mission of the PCET's Pimpri Chinchwad University. She briefly explained about the 32 years of legacy of the Pimpri Education Trust and still on. She highlighted about the various programs under Pimpri Chinchwad University and discussed about the School of Sciences.

The members were delighted to witness the university approach towards the inclusions and growth of the society by inculcating the programs which are the need of the hour and must for the society. They were quite amazed with the different Schools under PCU. They appreciated the launch of the focussed programs in fields of Nutrition and Psychology as BSc in Nutrition and Dietetics and BSc in Clinical psychology.

Dr. Rupali , placed the Vision, Mission, Program Learning outcomes(PLO's), course Learning Outcome (CLOs), Mapping of CLOs and PLOs. This extensive work on program learning outcomes and Course learning outcome in Nutrition and Psychology was appreciated by the BOS

members. (*Refer to Annexure A and B*)

The Following points were discussed in detail :

Part A (as mentioned in Agenda)

a) Design of Course Curriculum & Programme structuring:

Prof. Ruchu Kuthiala discussed about the course curriculum and Program structuring of Nutrition and Psychology, done according to NEP 2020. The concepts of Open Elective, multidisciplinary approach, Major and Minor were explained to the members. (*Refer to annexure J*)

b) Discussion on curriculum changes, additions, or modifications

All the members agreed to the Curriculum presented according to the NEP 2020 and appreciated the designing done by the department. However certain additions and modifications were suggested by the BOS which has been explained in Agenda 4.

c) Proposals for new courses in program

Since this the first year of the University and School of Sciences. So this point was agreed to be discussed in next BOS meeting.

d) Model Framework

Dr. Rupali discussed about the Model Framework of Nutrition and Psychology. She highlighted how the credit distribution has been done according to the requirements of NEP 2020 and credit distribution as per the same. (*Refer to annexure D and F*)

e). Programme Learning Outcomes (PLOs)

The following Program Learning Outcomes were placed in front of BOS members.

PLO 1: Knowledge Base - Students will demonstrate a comprehensive understanding of the scientific principles and theories that underlie the field of clinical psychology, including the assessment, diagnosis, and treatment of psychological disorders.

PLO2: Clinical Skills - Students will demonstrate proficiency in the practical skills and competencies necessary to assess, diagnose, and treat psychological disorders as well as to develop and implement evidence-based interventions to promote mental health and wellbeing.

PLO3: Ethical and Professional Behavior - Students will demonstrate adherence to the highest ethical and professional standards, including maintaining confidentiality, respecting cultural and individual differences, and advocating for the rights and needs of their clients.

PLO4: Communication and Collaboration - Students will demonstrate effective communication skills and the ability to work collaboratively with other healthcare professionals, researchers, and community stakeholders.

PLO5: Lifelong Learning - Students will demonstrate the ability to engage in ongoing professional development and pursue advanced training in clinical psychology or related fields.

PLO6: Research and Critical Thinking - Students will demonstrate the ability to critically evaluate research literature, design and conduct research studies, and analyze and interpret data to contribute to the advancement of the field.

PLO7: Designing; Applying; Evaluating appropriate Methodologies & Methods for Strategic studies.

PLO8: Identifying, analysing multi-disciplinary factors in strategic issues for Problem solving abilities.

PO9: Employability and Entrepreneurship Skills

All the outcomes were accepted without any changes by the members.

g) Course Learning Outcomes (CLOs)

Dr. Rupali discussed about the various course learning outcomes in the program of BSc Nutrition and Dietetics and BSc Clinical Psychology. The course learning outcomes of the individual course was mailed to the BOS members and they approved the same. (*Refer to Course descriptions attached*)

Course Learning Outcomes (Sample attached)

CLO1: Understand Nutrient Functions: Students would be able to demonstrate a deep understanding of the functions of essential nutrients, including carbohydrates, proteins, fats, vitamins, and minerals in the human body.

CLO2: Evaluate Dietary Patterns: Students would be able to critically evaluate dietary patterns and assess their impact on health and well-being, taking into account factors like age, gender, and activity level.

CLO3: Apply Nutrition Principles: Upon completing the course, students would be able to apply fundamental principles of nutrition to create balanced and healthy meal plans for different individuals and specific dietary needs.

CLO4: Analyze Nutritional Information: Students would be proficient in analyzing food labels, nutrient databases, and dietary guidelines to make informed choices regarding food consumption and dietary planning.

CLO5: Assess Nutritional Needs: Graduates of the course would be able to calculate and assess the nutritional needs of individuals based on various factors, such as age, weight, and activity level.

CLO6: Promote Healthy Eating Habits: Students would be able to develop strategies for promoting healthy eating habits and nutritional awareness within communities and organizations.

CLO7: Critically Evaluate Nutrition Information: Graduates would be equipped to critically evaluate nutrition-related information from various sources, distinguishing between evidence-based recommendations and misinformation



h) Mapping of CLO with PLOs

Dr. Rupali represented the mapping of CLOs with PLOs. The members added on the importance of Blooms taxonomy and its relevance while designing the pedagogy. Prof. Ruchu Kuthiala mentioned about the inclusion of the Blooms Taxonomy while the designing of the Course learning outcomes and Program Learning outcomes. She also highlighted the pedagogy designing is

specifically done as per the outcome-based education. One sample is attached for the reference.

(Refer to Course Descriptions attached).

Mapping of Course learning outcomes (CLOs) with Program learning Outcomes(PLOs)-sample attached

| Bloom's Level >  | Remembering | Understanding | Applying | Analyzing | Evaluating | Creating |
|--|-------------|---------------|----------|-----------|------------|----------|
| Course Learning Outcomes | CLO1 | CLO2 | CLO3 | CLO4 | CLO2 | CLO6 |
| Program learning Outcomes  | | | | | | |
| Knowledge and Expertise of – Basics in Nutrition and Psychology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Self-directed and Active learning in Clinical skills | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ethical and Professional Behavior | ✓ | | ✓ | | | ✓ |
| Information & Communication Skills | | | | | | |
| Critical thinking and Problem-Solving Abilities | | | | ✓ | ✓ | ✓ |
| Creativity, Innovation & Reflective Thinking | | | | ✓ | ✓ | ✓ |
| Designing, Applying, Analytical & Evaluating appropriate Methodologies | | | ✓ | | | |
| Problem solving abilities | ✓ | ✓ | | ✓ | | |
| Employability, Enterprise & Entrepreneurship | ✓ | ✓ | | ✓ | | |

i) Competency Mapping

Prof. Ruchu Kuthiala specified the importance of Skills and competency acquisition required during Internships and Placements. She presented how the department has done the market analysis in the type of job roles and responsibilities which could be offered

to the students at the end of the degree program in Nutrition and Psychology.

| Levels/ Roles | Role 1 | Role 2 | Role 3 | Role 4 | Role 5 | Role 6 | Role 7 |
|---|--------------------|-------------------|----------------------|-----------------------------------|------------------|-------------------------------------|-------------------------------|
| Competencies / skills | | | | | | | |
| General competencies / skills | Case Worker | Counsellor | Psychometrist | Mental Health Practitioner | Clinician | Academician/ Health Educator | Human Resource Manager |
| 1.Communication Skills | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2.Critical Thinking | ✓ | | ✓ | ✓ | | ✓ | |
| 3.Reflective Listening skills | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Professional competencies/skills | | | | | | | |
| 1.Case Study & Analysis | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| 2.Assessment & Diagnosis | | ✓ | ✓ | | ✓ | | |
| 3.Research & Evaluation | | | | | ✓ | ✓ | |

(Refer to annexure A and B point no “h”).

j) Faculty development and training initiatives

Prof. Ruchu Kuthiala specified the need and importance of continuous learning and updation in the domain of health sciences. She mentioned that NEP 2020 has initiated lot of changes in the teaching and learning pedagogy in front of students and faculty members where there is a need that faculty should be updating on Outcome based Education. She mentioned the plan and efforts of the university in near future to arrange for the various workshops related to development of the faculties

like- Outcome based Education, Digitization, Research methods and tools etc. She also mentioned that faculties would be sent for various CME's in Nutrition and Psychology as a part of Continuous learning process.

k) Discussion on faculty workload, research activities, and performance

Prof. Ruchu Kuthiala mentioned about the faculty workload according to the UGC norms and mentioned about the need and importance of research. She mentioned about the system of continuous feedback mechanism for the continuous improvement in teaching methods in virtue of benefit of students.

l) External Collaborations:

She mentioned about the various collaborations and MOUs in place for the benefit of the students and department.

1. MOU with Carpediem EDPSYC Consultancy. (*copy attached*).
2. MOU with NUTRICAL (In process)

This agenda was unanimously appreciated and no changes were suggested.

Agenda 4: To consider the model framework and distribution of credits applicable for the program and the course structure of BSc Nutrition and Dietetics and BSc Clinical Psychology.

Prof. Ruchu Kuthiala exhibited and explained the credit structure to the member. She explained the relevance of **Model Framework** and Course structure in fields of Nutrition and Psychology. She added that the Internal faculty members have done a great job by making the whole program as interdisciplinary in approach. She explained each and every concept in the model framework like

-Majors, Minors, open elective, value Enhancement, Interdisciplinary courses and specially the weightage given to the skills enhancement and Entrepreneurship skills development programs.

(Refer to Annexure C and D)

1. Dr. Shilpa Varma, suggested to change the interdisciplinary subject Environment Engineering to Environment and sustainable studies so that students can get better perspective about sustainability studies.
2. Ms. Vasundhara Kaul, suggested to include Indian values and Culture under Vocational Education Course rather than Value added Course.
3. Ms. Mary Varghese, suggested to include one open elective in semester 4 in Clinical Psychology. To this there was lot of discussion in the members regarding the choice of Elective to be included. However, after the deliberations it was approved to include Organisational Psychology from semester 7th in semester 4th with 2 credits.
4. Dt. Durga Bargaje suggested that the subject Book Review and Blog Writing should be kept under Vocational Education Course (VEC) rather than Value added.
5. Dr. Trupti, suggested to reduce the credits of “Food Preservation” and merge it with Food Microbiology in order to reduce the load of the students and for the better understanding in the right prospect of Nutrition and Psychology.
6. Prof. Ruchu Kuthiala Mentioned they want to add and encourage the students to opt for the programs offered by MOOC- Like Food safety, Abnormal Psychology, mental health and many more in order to enhance their credits and add to Academic Bank of Credits.

The changes suggested by the members was incorporated and this agenda was approved by the BOS for Psychology and Nutrition.

Agenda No 5: Presentation on the New Education Policy 2020 guidelines and Curriculum Benchmarking

Prof. Samruddhi Unde, explained the importance and need of the NEP 2020 policy formulated by the government in academia and also highlighted how these fundamentals are included in the course structure of BSc Nutrition and Dietetics and BSc Clinical Psychology.

She explained how the department has incorporated various programs and divided them into Major's and Minor's. The Open elective culture breaded in the program in order to generate inclusiveness in various departments like food Psychology, mindful eating etc. would help the students for their overall growth and development.

Dr. Mary was quite happy with the programs like Entrepreneurship and Development in both the program apart from main stream courses.

The department highlighted the inclusion of programs like- Indian Family System-Concept Practices and Current Relevance, Sales, Negotiations and Conflict Mgt ,Basics of Diet Consultation ,Introduction to Corporate Social Responsibilities and Environment and Sustainable studies which would be useful for the overall academic Nurture of the students.

Prof. Ruchu Kuthiala, explained the inclusion of Summer Internship and dissertation at BSc level in Clinical psychology and Nutrition and Dietetics. This would be helpful in imparting practical approach with the help of real case based scenarios in the both the fields. She also

requested the members from industry to kindly help in the internships and Projects to the students.

To this, all the BOS members appreciated the efforts taken by the department in making the program structure in such a unique way. They also added that this program structure in Nutrition and Dietetics is quite skill based and would really help in the better internship and placement opportunity for the students.

They appreciated the fact that the program is Industry ready and subjects like – Innovation and startups, Sales, conflict and negotiations, Web Designing, Computer applications and Financial Literacy would be really helpful for the holistic growth of the students and would help them in setting their own startups. (*Refer to Annexure A and B Point No 2 and 3*)

The internal members mentioned the inclusion of at least 40 % of Multidisciplinary and Interdisciplinary courses like Gender equity and Equality, human Values and Ethics, Environmental sciences and Indian Family Values and System (*Refer to Annexure A and B Point No 2 and 3*)

The members were shown with the various Benchmarking with other universities who run the similar programs in Nutrition and Psychology done by the department in order to understand the similarity and Uniqueness offered at PCU in the domain of the degree program Nutrition and Psychology.

The model frame work was made with the credit distribution after the careful benchmark with the various Universities in India who offer these programs from past a decade and more.

(Refer to Annexure G and H)

Prof. Ruchu Kuthiala presented the total credit structure offered by the universities like Lovely Professional University, Lady Irwin college, Delhi, SNDT university, Mumbai, Amity University Delhi, Christ University, Fergusson College Manipal College of Health Professions, Pondicherry University, PES University, Mahatma Gandhi university of medical science and Technology, Jaipur.

This agenda was unanimously appreciated and no changes were suggested.

Agenda No 6: Course description for Foundation Year.

Prof. Ruchu kuthiala highlighted how the programs in Nutrition and Psychology have been designed with the interface of Academics and Industry. She explained the need of the hour is to include the resources who are practicing in the fields of the Dietetics and Clinical psychology would be a value addition for the students.

Learning by Doing is the basic mantra and essentiality of today's era. To this Dr. Shilpa Verma extended help by supporting in internships and Dissertations.

After placing the structure of BSc Clinical psychology in front of the members very minor changes were suggested and the program structure was admired by the BOS members.

1.Ms. Debarati, asked to change the name of the subject Gender Equity and Equality to “Gender Equality and Equity” in semester 5th. She also asked ,to shift “On the Job training” from 7th Semester to Semester 8th.

2.Dt. Durga, requested to include Mini Research project in Semester 7th as a preparation before 4 months internship in 8th semester.

3. Dr. Archana, asked to shift “Rejuvenation therapies and NLP” from semester 8th to semester 7th.This change was suggested in order to reduce the load of the students in 8th semester and implementation of major focus on Internship and completion of the thesis work.

4. All the members suggested to include the subject “Intellectual Property Rights- IPR” in semester 8th as per UGC suggestion to be included for fulfillment of honor’s degree.

5.The members valued the inclusion of the subject “Innovations and Startups in semester 5th and guided to organize the special sessions from the start up companies in the specific domain related to Nutrition and Dietetics. Subjects like Diet and Immunity were encouraged by the BOS members and it was included in the semester 4th.

6.Subjects like Personal and fitness training was asked to be offered as Open Elective rather than minor by Dr. Mansi Patil. She also suggested to change the name of subject- National and International Cuisine offered in semester 7th to Global Cuisine.

The subject “Product development and formulations” in semester 7th was incorporated in order to learn the various norms required for product development by the student in food lab and to understand the licensing and clinical trials protocol.

7. The members insisted to strengthen the degree by offering real case-based scenario studies to the students. To this, Dr. Rupali highlighted the course “Case study portfolio” which is offered in semester 8th in order to satisfy the skill-based education and its importance to students in Internships and trainings in Nutrition and Psychology.

Ms. Samruddhi Shared the MOU been done by the school of Sciences with CARPEDIEM EDPSYCH Consultancy, for the benefit and maximum exposure of the students. (*Refer to Annexure J*).

The members especially Dr. Mary who is from, Dubai University Abu Dhabhi, UAE appreciated the efforts taken by the department in doing the Research work for the programs and also framing the unique syllabus and Structure keeping in mind the Interdisciplinary approach.

PhD Programs

Prof. Ruchu kuthiala, mentioned the aspirations to start the PhD programs in field of Clinical psychology and Nutrition and Dietetics. The members of the Board motivated the department for the same and agree to Co-Guide as well. The members also expressed the department to flourish the center of Research required for the Experimental studies.

The changes suggested by the members were incorporated and this agenda was approved by the BOS for Psychology and Nutrition.

PART (B)

- 1. Relevance of Program to the local / national / global developmental needs.**

Prof. Ruchu Kuthiala discussed about the need of the Wellness programs-Nutrition and Psychology as per:

Local needs:

Prof., Ruchu Kuthiala discussed about the prevalence of Malnutrition in Maharashtra and the need and emergence of Nutrition related degrees which could help the community in creating awareness and importance of Balance diet with the help of Nutritionist.

The Health ministry also said Maharashtra leads the list of states with the highest incidence of malnutrition. Over 6 lakh children fall under the malnourished category and of this number, 4.5 lakh fall under the Severe Acute Malnutrition (SAM) category. She also mentioned as per the reports, The Maharashtra government has been under pressure from the Bombay High Court to improve nutrition and ensure there are no deaths due to malnutrition. Maharashtra government told the court that the situation has improved, but on the ground, reality paints a starkly different picture According to National family Health survey Report (2021), According to the report, Maharashtra had the highest number of malnourished children at 6,16,772, followed by Bihar (4,75,824) and then Gujarat (3,20,465). Other states with a high number of malnourished children are Andhra Pradesh (2,67,228), Karnataka (2,49,463), and Uttar Pradesh (1,86,640). According to the Women and Child Development Ministry, as of October 14, there were 17,76,902 severely acute malnourished children and 15,46,420 moderately acute malnourished children in the country.

She highlighted the occurrence and rate of metabolic syndrome and diseases related to mental stress where there is need of community health workers and Psychologists who can counsel and plan the diet as a preventive and management therapies required at

Prima facia level. Maharashtra with its diverse population, is not immune to the mental health issues that plague the nation. Urban centers like Mumbai, Pune, and Nagpur are particularly affected due to the stressors of modern life, such as work pressure, competitive academic environments, and the fast-paced lifestyle. Moreover, the state and rural areas also face their own set of mental health challenges, including limited access to mental healthcare and the stigma surrounding mental illnesses. In the paper entitled "An Epidemiological Study of Mental Disorders in Pune, Maharashtra," Deswal BS and Pawar discovered a prevalence of 5.03% for diagnosable psychiatric disorders in the adult population of Pune. This finding underscores the pressing requirement to enhance prevention strategies at both the primary and secondary levels. Addressing such mental health crisis and meeting the specific needs of the local community necessitates an increase in the number of mental health professionals too.

B.Sc. Clinical Psychology program addresses these issues at the local level by providing students with a strong foundation in psychology and clinical skills. Graduates of this program are equipped to work in local clinics, hospitals, and schools, helping to bridge the gap in mental healthcare services. They can provide counseling and therapy services to individuals in need and raise awareness about mental health, thus contributing to the overall well-being of the local population. Graduates of the program can work in both urban and rural areas, offering tailored mental health services to different communities within the state. They can also contribute to the development of regional policies and strategies for mental health improvement, ensuring that the solutions are contextually relevant.

Here are some of the local needs that wellness programs address:

Physical Health: Local communities in Maharashtra often struggle with health issues such as obesity, diabetes, heart disease, and other chronic conditions. There is a dual burden of Malnutrition-under and Over nutrition in Maharashtra due to growth in IT sector, aping up of western culture and According to the research paper-What is the prevalence of metabolic syndrome in Maharashtra? it was concluded that men had a higher MetS prevalence (17.6%) than women (16.8%)¹⁶; a study in rural Andhra Pradesh found 28.6% of men and 20.4% of women had MetS¹⁷ and a cross-sectional survey in Kerala found rural women had higher prevalence than men (28% vs 20%) of MetS. Wellness programs can offer fitness classes, nutrition education, and health screenings to help individuals improve their physical well-being.

Chronic Disease Management: Local residents may have chronic health conditions that require ongoing management. Wellness programs can provide education and support for managing conditions like diabetes, hypertension, and arthritis.

National Need

Ms. Sannidhya Missal , discussed about the need and importance of Nutrition and Psychology health professionals required in India and thus the emergence of the degree in BSc Nutrition and Dietetics and BSc Clinical psychology.

Societal Need: During the last 25 years, a large database has been accumulated on the diet and nutritional status of the rural population of different states of India. The National Nutrition Monitoring Bureau (NNMB) and the National Institute of Nutrition (NIN), Hyderabad have carried out extensive diet and nutrition surveys in 12 states of the country.

These surveys indicate that the diets of the rural population are inadequate and deficient in most of the nutrients. There is widespread energy deficiency in the rural households.

About 60 per cent of the preschool children are underweight ($< \text{median} -2\text{SD}$ weight for age of NCHS) and 62 per cent are stunted (long duration malnutrition). About 15 per cent of the children of 1-5 yr of age suffer from short duration malnutrition (wasting).

She also presented the study how India is facing a growing mental health burden, with an estimated 197 million people affected by mental disorders (**Source: National Mental Health Survey, 2015-16**). India is experiencing a significant mental health crisis, with millions of people suffering from various psychological disorders. In a 2016 study carried out by the National Institute of Mental Health and Neurosciences in India, it was revealed that the prevalence of depression, both current and lifetime, stands at 2.7% and 5.2%, respectively, across 12 different states. This means that approximately 1 in 40 individuals have experienced past episodes of depression, while 1 in 20 people are currently grappling with depression nationwide. This survey underscores that the lifetime prevalence of mental disorders is 13.7% in the country as a whole, suggesting that at least 150 million Indians require immediate intervention. Moreover, as per the the Mental Health Atlas report by the World Health Organization (WHO), in India, there are only three psychiatrists and even fewer psychologists for every million people. This figure is 18 times lower than the Commonwealth norm of 5.6 psychiatrists per 100,000 people. Given this, the Mental Healthcare Act of 2017 stipulates that mental health services must be established and accessible in every district across the country.

The B.Sc. Clinical Psychology program plays a crucial role in addressing this national challenge. It produces mental health professionals who are not only well-versed in the theory and practice of clinical psychology but are also culturally sensitive and attuned to the unique

needs of the Indian population. The graduates of this program have the potential to work across the country in various settings, including government and private healthcare institutions, rehabilitation centers, and non-governmental organizations. They can offer much-needed mental health support to individuals from different states and cultural backgrounds, contributing to the improvement of mental healthcare on a national scale. Providing education in clinical psychology can help address this issue.

She also shared that Health status of the population at large in India leaves much to be desired despite having a well-developed administrative system and technical skills” (WHO, 2007). Despite significant contributions towards the improvement of population health in last six decades, the health outcomes remain inadequate (John et al., 2011). The acceptance of this vast gap between its capabilities and the actual reality of the health situation in India has focused the attention of governmental and non-governmental agencies on rebuilding public health. Recently published Lancet Series on India is an attempt to describe the country’s evolving health fortunes in both encouraging and disturbing domain (Hortan & Das, 2011; Patel et al., 2011).

(Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4776916/>)

(Refer to Annexure I)

Community Health Prof. Ruchu Kuthiala added that, “Maternal nutritional anaemia increases the frequency of low weight births in developing countries.

Protein energy malnutrition afflicts approximately 100 million children under the age of 5 and can permanently affect the physical and mental development of these children.

Vitamin A deficiency is one of the major causes of preventable blindness. The economic loss resulting from preventable blindness is tremendous; this loss could be prevented by spending only 10 cents a day to supplement the diet of each malnourished child.

Lactation failure is especially devastating for babies born to poor women and all practices, such as temporary bottle feeding, which contribute toward lactation failure should be halted. Inappropriate use of artificial milk products increases nutritional deficiency and gastrointestinal problems among babies in the developing countries. Right education and Proper training regarding the balancing of the Nutrients and health Counselling is the need of the hour, where Nutritionists and Psychologists are required to address these issues at National and International level.

All the Board members agreed upon the need and emergence of skill specific subjects like Nutrition and Psychology for the community health.

Regional Need

With rapid industrialization, Asian countries are facing both undernutrition and overnutrition or the so-called double burden of malnutrition. Large discrepancies in the prevalence of maternal and child undernutrition are observed among countries in this region

The prevalence of low birth weight, stunting, and wasting were 3 to 6 times higher in south Asia than south-east Asia/Pacific regions, whereas overweight/obesity was comparable (4% - 5%). The prevalence of low birth weight ranges from 3% in China to 28% in India. Low birth weight is associated with later adult chronic disease, and there is good biological evidence for fetal programming for later risk of chronic disease as well as intergenerational passage of risk. Pregnancy during adolescence poses an important additional risk to poor foetal growth, especially where stunting and anemia among young girls are high/severe. Gestational diabetes mellitus (GDM) is a major concern for high-risk pregnancies. Recently, GDM was reported to be increasing in China, Hong Kong, Thailand, India, and Pakistan but not in Japan and Korea. The overall prevalence was 3% to 5% in many countries but much higher in India. Studies in the United States, which include race/ethnicity, reported that Asians seemed to be more prone

to developing GDM. Higher prevalence of GDM was found among Asians (9.9%) and Filipinas (8.5%); occurrence of GDM was at relatively lower body mass index (BMI) thresholds (22.0-24.9 kg/m²).

International Need

Ms. Sannidhya Missal, specifies that not only at Local level there is a remarkable need for Wellness Programs at Global Level. The global mental health crisis is an escalating concern that demands immediate attention and action. As per the World Mental Health Report, 2019, 13% of the global population is living with mental disorders, that is, 970 million people. Besides impacting every nation globally and incurring substantial costs, mental health conditions also suffer from severe neglect. The most recent assessment conducted in WHO Member States, the Mental Health Atlas 2020, reveals that mental health systems worldwide still exhibit significant deficiencies in governance, resources, services, information, and technologies for mental health. These deficiencies are of paramount importance as they can substantially impede a country's ability to respond effectively to mental health challenges. To address this crisis effectively, we must increase mental health awareness, expand the pool of mental health professionals, and offer advanced education.

A well-designed graduate course in clinical psychology is therefore essential for meeting global mental health needs. It would provide comprehensive training in evidence-based practices, cultural competence, ethics, and practical experience, ensuring that graduates are well-prepared to address diverse mental health concerns.

To quantify the fact she place the following points in front of the BOS members to back up the claim:

Global Health Challenges: International wellness programs can tackle global health issues such as infectious diseases (e.g., pandemics), non-communicable diseases (e.g., cancer, diabetes), and mental health concerns that transcend national borders.

Health Equity: Wellness programs can help reduce global health disparities by promoting equitable access to healthcare resources, education, and preventive measures, thereby addressing the inequalities that exist between countries and regions.

Preventive Care and Health Promotion: International programs can emphasize the importance of preventive care and health promotion on a global scale. This can lead to early detection and prevention of diseases, reducing the global burden of healthcare expenses.

Global Nutrition and Food Security: Promoting healthy eating and ensuring access to nutritious food is a worldwide concern. International wellness programs can tackle food security issues and promote sustainable agriculture to address global hunger and malnutrition.

Environmental Sustainability: Wellness programs can incorporate sustainable practices that promote eco-friendly living and address environmental concerns such as climate change and pollution, which have global implications.

Emergency Preparedness and Disease Control: Wellness programs can play a pivotal role in international efforts to control the spread of diseases, respond to pandemics, and promote preparedness for global health emergencies.

Maternal and Child Health: International wellness programs can address maternal and child health, promoting safe childbirth, child development, and family well-being worldwide.

In summary, international wellness programs are essential for addressing global health and well-being challenges and promoting a healthier, more equitable, and sustainable world. They have the potential to improve the lives of people across countries and regions and contribute to a more interconnected and prosperous global community

2. Integration of cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Program Structure and Curriculum.

Prof. Ruchu Kuthiala mentioned the importance of the multidisciplinary and value added courses in the curriculum and referred to the 7 courses like-

1. Gender Equity and Equality,
2. Environmental Sciences,
3. Conflict management
4. Introduction to Corporate Social Responsibility
5. Psychology and Social Issues
6. Indian Family System
7. Ancient Indian Values were included in order to justify cross cutting issues relevant to Gender, Environment and Sustainability. (*Refer to annexure A and B point no 2*).

3. Percentage of courses having focus on employability/ entrepreneurship/ skill development.

To this part of the agenda, she mentioned that the courses like Business environment, sales and conflict management and Entrepreneurship skills, Intellectual Property rights (to name a few) such subjects would be taught to the students in order to achieve and maximize Employability opportunities. (*Refer to annexure A and B point no 3*).

Prof. Ruchu Kuthiala, proudly mentioned that department has focused on **40%** inclusion of Gender, Environment and Sustainability, Human Values , Professional Ethics and Employability and Entrepreneurship Skills development courses for the benefit of students in curriculum.

4. Percentage of new courses introduced of the total number of courses in the programs.

Since it's the first year, so all courses are new. So, no query was raised on this by BOS members.

5. Number of Value Added Courses (other than BC/CS/TC, BS, EVS & FBL) imparting transferable and life skills.

To add to this point Ms. Samruddhi Unde added that the department is encouraging the students to go for further value added courses of approx..30 hours from NPTEL, Swayam and e-Pathshala in order to maximise and increase the skill in the domain like

Transferable skills

1. Exercise Physiology and Athlete Rehabilitation- 6 Modules ,30 Hours (**Swayam**)
2. Child Development-12 weeks (**Swayam**)
3. Growth Monitoring -4 Modules (Swayam)

Life Skills (included in Program structure)

1. Basics of Asanas
2. Basics of Finance
3. Indian Ancient Wisdom and Indian Values

6. (a) Structured feedback received from stakeholders for design of syllabus Semester wise/year wise .(b) Feedback collected, analysed and action taken, feedback is available on ERP

Since the University is in its first year so it's not applicable

7. a) No. of Industry 4.0 courses integrated in Programme Structure.

Prof. Ruchu Kuthiala Justified that today Digitization is very important in each and every field. So she highlighted, that they have included courses like –

1. Web Designing
2. Nutraceuticals and Functional foods,
3. Food Processing and Food Preservation
4. Institutional Management
5. Forensic Psychology in the program to coordinate and upskill as per industry norms and standards.

8. **Guidelines for Self- Paced learning courses (non- teaching courses/self -study courses) and calendar.**

The faculty members of School of Sciences and Dr. Mansi Patil agreed the need and emergence of Self-Paced learning Courses offered in order to add extra value and credits to their knowledge. To this, Prof. Ruchu Kuthiala mentioned the inclusion of

1. On Job Training
 2. Internships
 3. Projects Based on Problem Statement and Nutrition Intervention Studies in Community Health and Culminating activities
 4. Thesis
 5. Case study Portfolio included as a part of Continuous learning and Skills implementation. (Refer to Annexure D and F for details of the credits allotted to above)
- The Guidelines would be decided centrally at University Level.

9. **Benchmarking of programme with programme and institutions (*Annexure G and H*)**

10. Detailed Annual Academic Calendar
(*Annexures attached*)

Agenda 7: Assessment policy for assuring quality of academic outcomes.

A structured framework of the evaluation policy was presented and discussed with the members student learning as the purpose of this assessment policy is to outline the principles, procedures, and responsibilities related to assessing student learning, program effectiveness, and overall academic quality. (*Refer to annexure K*)

Prof. Ruchu highlighted the need of Formative assessment in both the domains for the critical analysis and research-oriented thinking skills in the students. She mentioned about the inclusion of Bloom's taxonomy and Mapping of course outcome while designing the question papers in the foundation years of the university.

Assessments like- Research paper review Writing, Quiz, Case study Portfolio and many more would be the types of Continuous internal Assessment.

1. Dr. Mansi Patil, mentioned that a continuous process designed to identify areas for improvement and to make evidence-based decisions could be a better idea for assessment.
2. Ms. Vasundhara kaul, added that the assessment process and results should be transparent, accessible, and understandable to all stakeholders

This agenda was passed unanimously by all the BOS members.

Agenda No 8: Any other Item with the permission of the Chair

The BOS members suggested about the, active participation of the students in various Seminars, workshops and Conference from under Graduate level itself in order to increase the Skill Development and experiential learnings which would help in the Professional development and employability Enhancement.

They mentioned about the role of the School in organizing a Guest session from the Industry and encouraged the School and the Head for further MOUs. They offered support and guidance regarding the same wherever required. Dr. Mansi, IAPEN Director appreciated the efforts taken by the department and promised to organize an International Conference jointly with IAPEN and PCU somewhere in the month of Feb-March.

Dr. Vasundhara Kaul , encouraged the department to apply for Rehabilitation Counsel of India (RCI) for strengthening the degree further in Psychology .

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| <p>CONCLUSION</p> | <p>The program structure and curriculum were applauded by the BOS members. They valued the hard work and efforts taken by the department to place such a comprehensive program which would be benefitting to the students in longer run. They also agreed to facilitate the internships and placements in Nutrition and Psychology to the students. Few of the BOS members like Dr. Mansi Patil agreed to deliver the Guest sessions to the students and take up one subject as visiting faculty in Semester 1. The members from Carpediem showed their willingness to be the knowledge resources in Psychology as an when required. In the end vote of thanks was delivered by Dr. Rupali and Prof. Ruchu Kuthiala concluded the meeting on a note of great support from all the BOS members.</p> |
| <p>ONLINE LINK</p> | <p>https://drive.google.com/file/d/1rwCakmPgpleBCy6AtsIDV_sniOv-Bcfp/view?usp=drive_link</p> |

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| | https://drive.google.com/file/d/1LW8tLaqV93N68mUbunKsMvV93qxClwWNN/view?usp=drive_link | |
| Minutes of Meeting Preparation | Prof. Ruchu Kuthiala School of Sciences Program Head- Nutrition and Dietetics Clinical Psychology | |