

Department of Psychology Feedback on Curriculum- 2024-25

Analysis and Action Taken Report

Feedback process of the Department

Designing and developing a curriculum stands as a pivotal academic endeavor, involving the collaboration of stakeholders to craft educational materials that address specific needs. This process entails evaluating learners' competencies and identifying the essential skills for their future growth. It entails selecting courses and content that align with stakeholders' desired outcomes and meeting industry demands. The curriculum also outlines the methodologies, strategies, and assessment techniques for effective teaching and learning. To maintain the currency of our Psychology curriculum, feedback is actively sought from students, faculty, and other invested parties. This input informs ongoing revisions and enhancements to teaching methods, learning materials, assessments, and overall curriculum structure, ensuring its relevance and applicability to students' needs. Below is the systematic process of soliciting feedback:

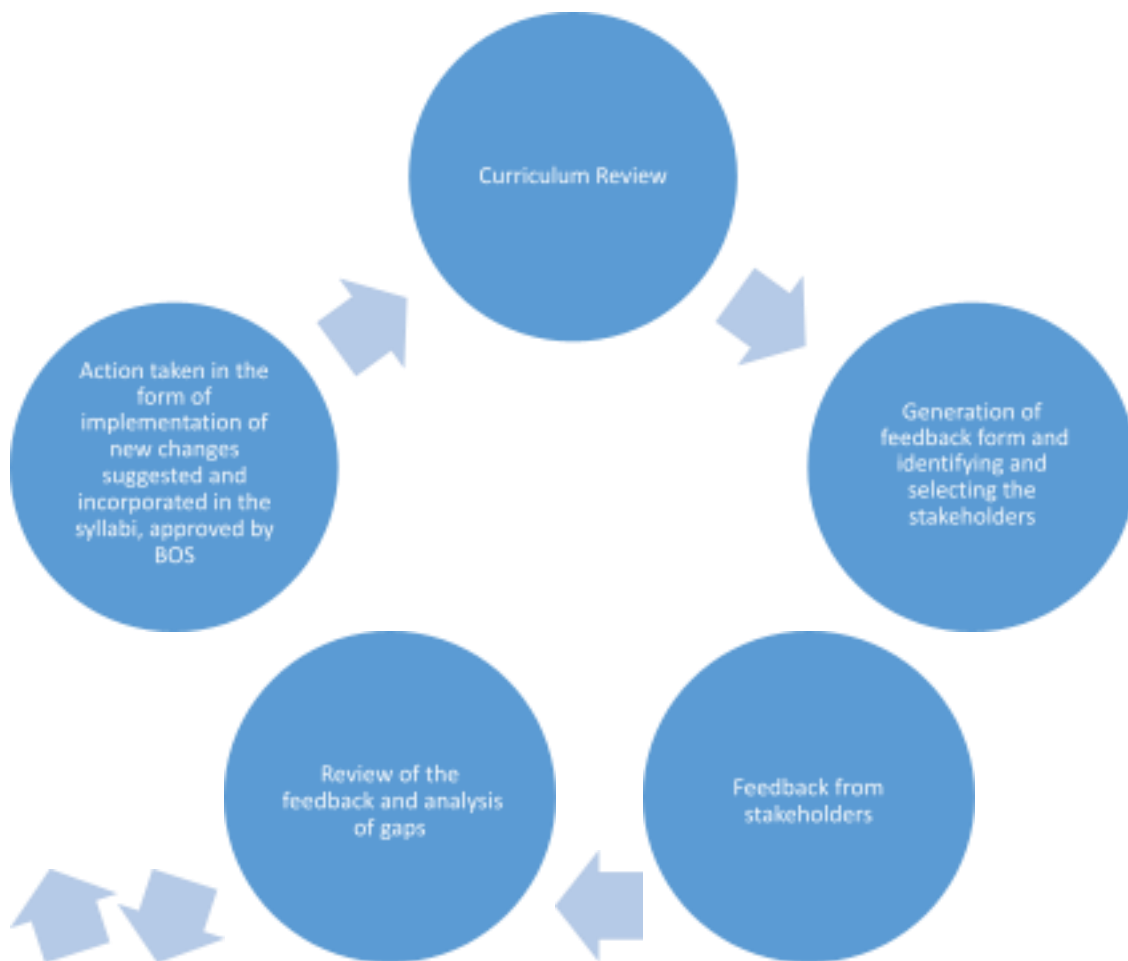


Fig 1: Process of generating feedback on curriculum by stakeholders

Creating an efficient curriculum is a continuous, cyclical process that involves several steps. It begins with evaluating the current program and then moves to designing an enhanced program, implementing it, and finally evaluating the revised program. This process continues in a loop to ensure ongoing improvement and development of the curriculum.

For the academic year 2024-25, feedback from various stakeholders (students, teachers, parents) was taken through Google Forms. 454 students from different undergraduate and postgraduate courses provided feedback on each of their teaching courses and also indicated their overall satisfaction level with the curriculum and teaching aspects. Similarly, **15 teachers, 3 parents and 12 alumni and 4 external experts** provided the feedback on curriculum.

Major Suggestions

After the detailed analysis of the feedback provided by different stakeholders, the following major suggestions are submitted to the Board of Studies-

1. Suggestions were made regarding the alignment of courses with existing policies and programs to ensure relevance and effective educational outcomes.
2. The activities of the department's laboratories and extension programs were reviewed, with encouragement to continue and expand community service initiatives.
3. Offer more advanced-level courses (400 and 500 levels) while providing foundational courses (100 level) as bridge courses for master's students.
4. Introduce a fourth year for the current undergraduate batch in alignment with NEP and RCI guidelines.
5. Enhance research and internship opportunities in the final year of the undergraduate program.
 - Offer specialized tracks such as Clinical, Counseling, or Organizational Psychology in the fourth year.
6. Integrate a service-learning component into dual major programs. The Board acknowledged the necessity for stronger placement support services.

Action Taken

The following actions were taken based on the feedback provided by major stakeholders-

1. The syllabus underwent a review process, and suggestions for modifications were compiled. These suggestions were then forwarded to the Board of Studies for approval, following which the existing syllabus was updated with the endorsement of the Academic Council.
2. Updated departmental materials, including syllabi and academic records, to reflect new course codes aligned with NEP 2023-2024. Modified the registration system to accommodate new course codes, ensuring accuracy for current and incoming students.

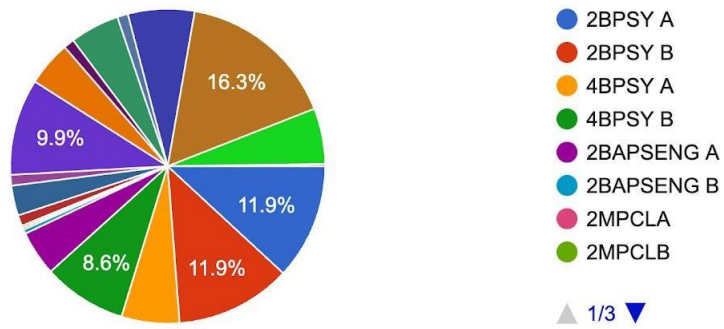
3. Reviewed and standardized course descriptions, ensuring uniform application of title changes (e.g., "Qualitative Research Methodology" to "Qualitative Research Methods").
 4. Developed assessment tools to evaluate the effectiveness of the new curriculum changes over time, gathering data on student performance and satisfaction.
 5. Peer mentoring initiatives were implemented, including the organization of peer learning classes. Value-added courses were introduced, and role plays and hands-on experiential exercises were incorporated into relevant sections of the syllabus.
 6. To enhance research-related knowledge, assignments included intensive literature reviews, gap identification, and the preparation of research proposals. Increased industry-academia interactions were facilitated through guest lectures and workshops, fostering more comprehensive learning experiences. Additionally, class discussions were enriched with more case-based analyses, and the psycho-diagnostic lab focused on assessments directly relevant to clinical psychology, providing ample practice hours.
 7. Introduced a fourth year for the current undergraduate batch in alignment with NEP and RCI guidelines.
7. Several course codes were revised to align with the NEP (National Education Policy) 2023-2024 structure. For example:
- PSY 231 (Developmental Psychology) was changed to BPSY101-3.
 - BPSY434 (Qualitative Research Methodology) was changed to BPSY201-3.

Detailed Feedback Analysis Feedback from Students

454 students who were enrolled in different programs offered by the Department of Psychology were asked for their input. The feedback obtained was based on several aspects such as whether the curriculum aligns with the stated objectives and learning outcomes, if it covers advanced topics, and if it effectively enhances knowledge and skills in the relevant field.

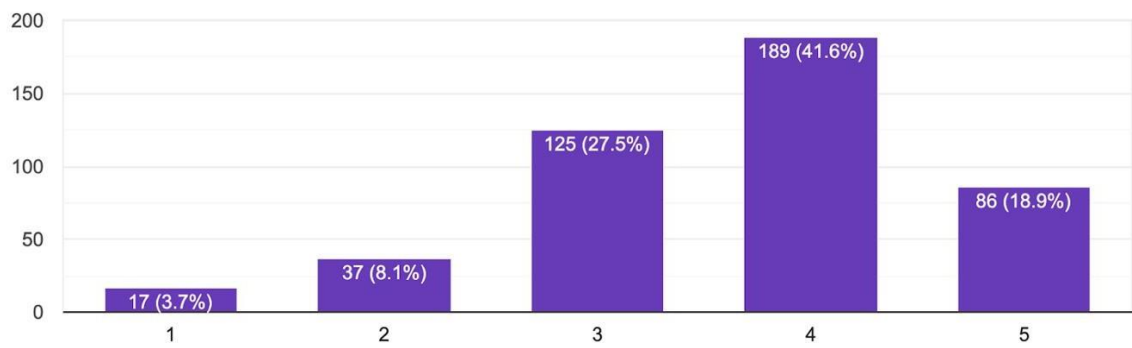
Name of the Programme

454 responses



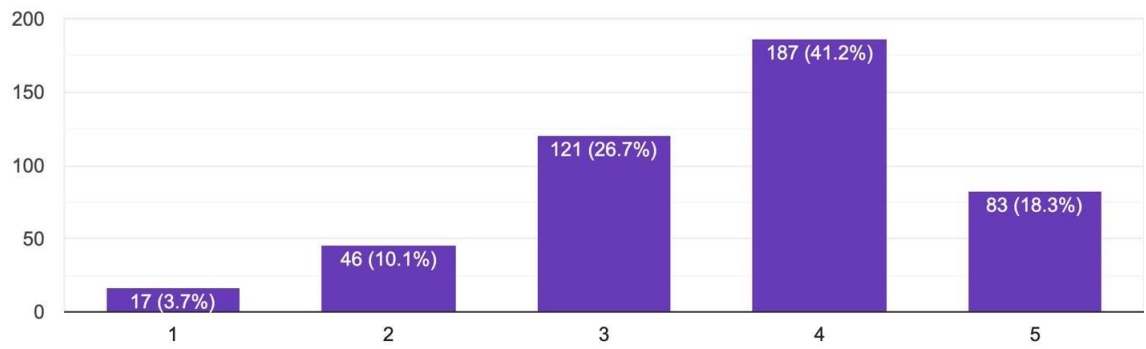
Does the content of the courses satisfy the stated objectives and learning outcomes?

454 responses



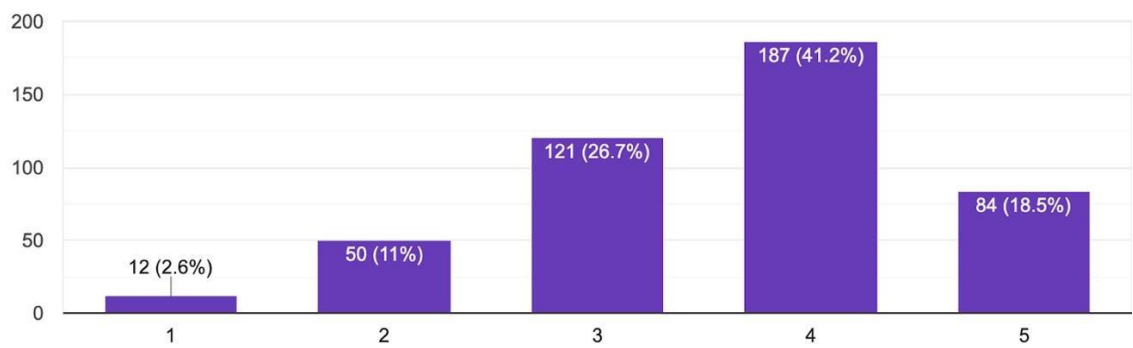
Does the course cover advanced topics?

454 responses



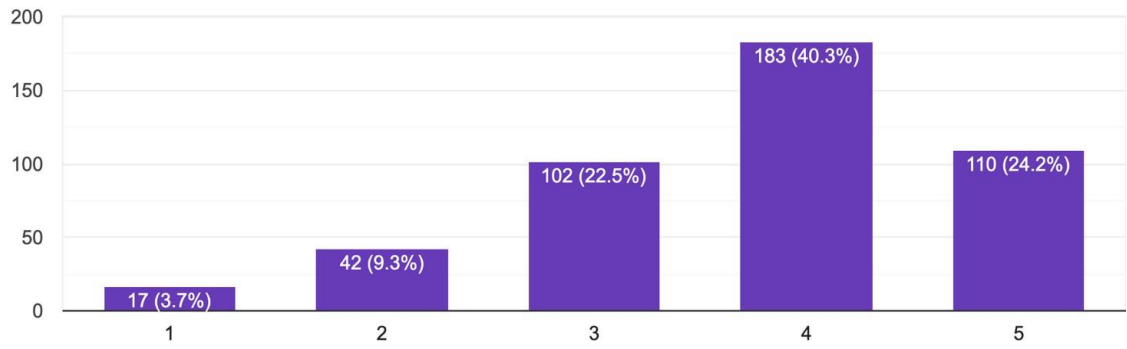
Is the curriculum effective in developing critical/ analytical thinking?

454 responses



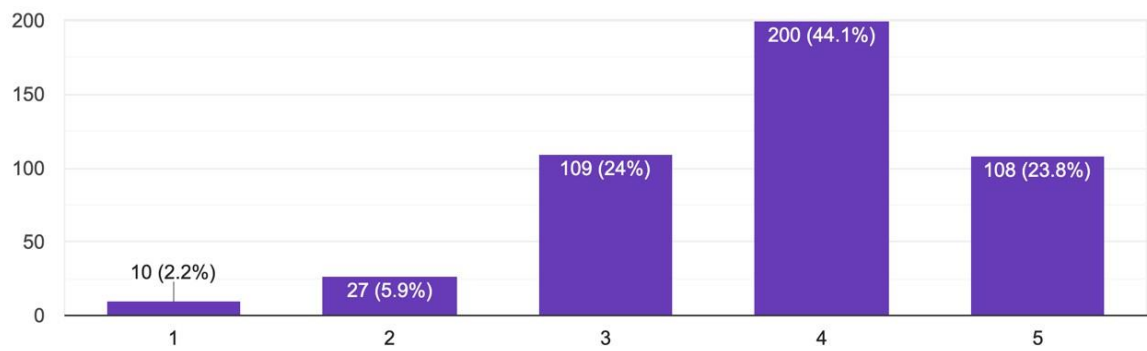
Are the text books and reference materials relevant to the content of the curriculum?

454 responses



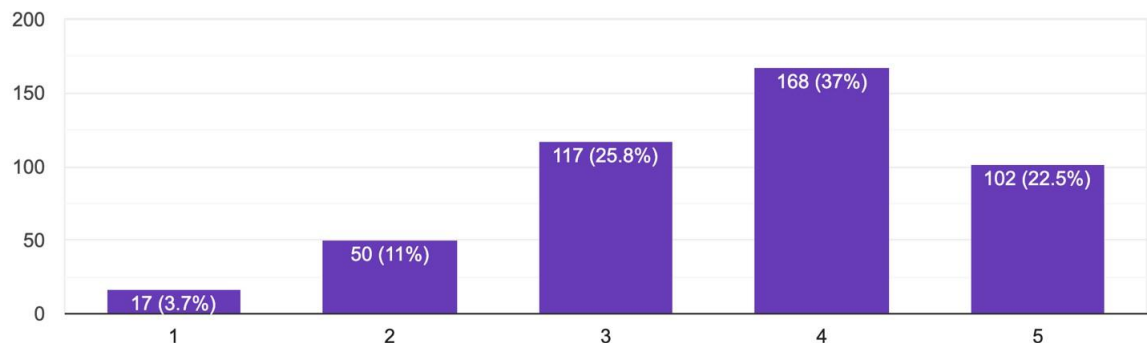
Does the curriculum orient towards higher education?

454 responses



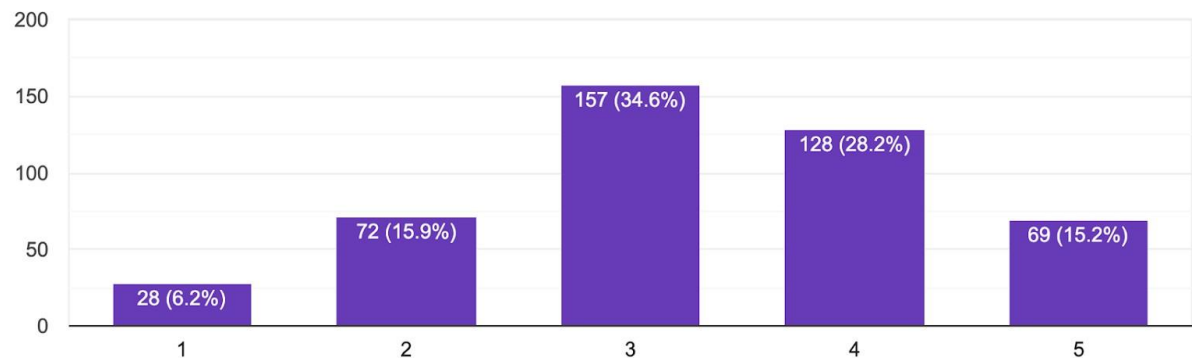
Does the curriculum enable the students to apply their knowledge in real life situations?

454 responses



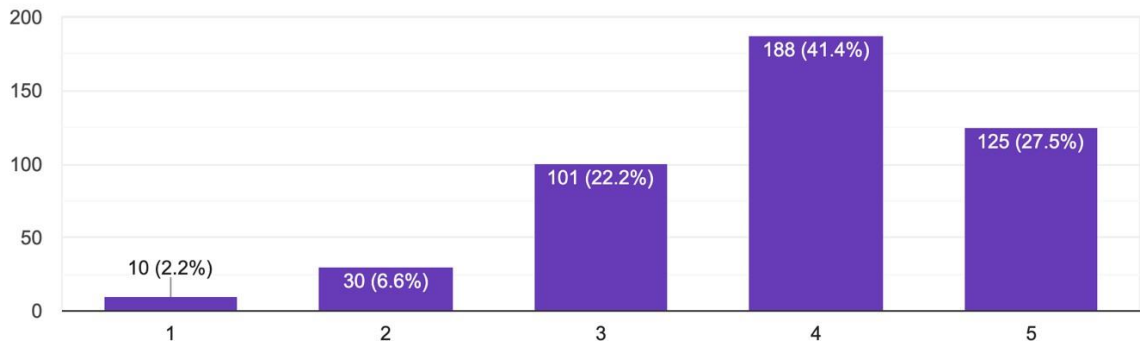
Is employability given weightage in the design and development of curriculum?

454 responses



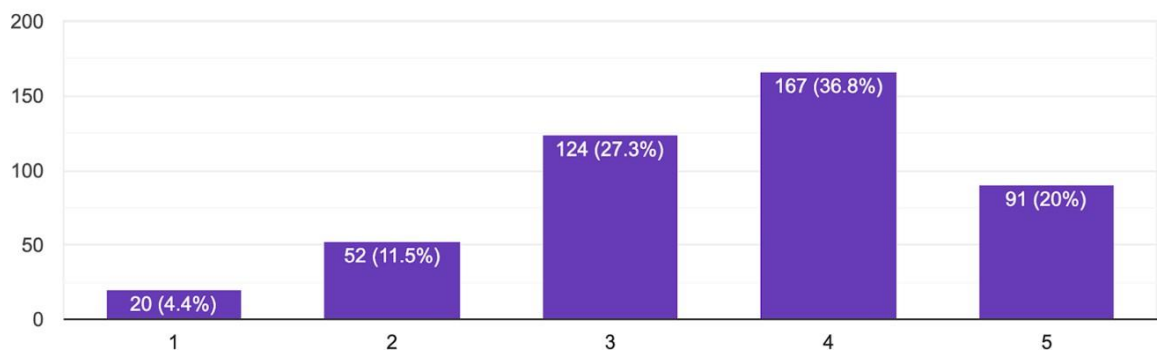
Does the curriculum promote self-study and attitude of research?

454 responses



Does the curriculum meet your overall expectations?

454 responses



As is evident from the charts, responses are ranging from good to excellent in terms of satisfaction levels. This indicates that the students are acquiring skills and gaining theoretical as well as practical skills from the curriculum offered to them. As one of the students reported, “Overall the course curriculum was rigorous and extensive and enabled us to enhance our skills and knowledge in the field of clinical psychology. The structure of the syllabus also helped us prepare for our MPhil and PhD entrances.” Another student said, “I am overall satisfied with the curriculum as it offers extensive knowledge in various domains and fields of psychology.” Although students express general satisfaction, there are still areas for improvement. Specifically, they have requested more opportunities for practical experience and a reduction in workload. Additionally, they have suggested implementing pedagogical changes such as incorporating more hands-on and experiential activities into daily classroom teaching.

Suggestions:

The feedback provided highlights several key areas for improvement and enhancement in the curriculum. The curriculum prioritizes rote learning and memorization over conceptual understanding and real-world application. Definitions hold little value in practical scenarios; instead, applying concepts in a simplified manner is more effective. Employability is best developed through practical experience and soft skills rather than theoretical courses like *Self Enhancement* or *Career-Oriented Skills*. Science subjects require faculty with domain expertise to ensure clear explanations and meaningful discussions.

The marking scheme is unsatisfactory as it does not allow for reevaluation, even when students provide correct answers. Additionally, the highest CIA score remains capped at 17/20, implying limited scope for improvement. The attendance policy unfairly prioritizes extracurricular activities over sick leave, asking students to attend classes even when unwell. The compulsory uniform policy is inconsistently enforced, creating an unfair standard.

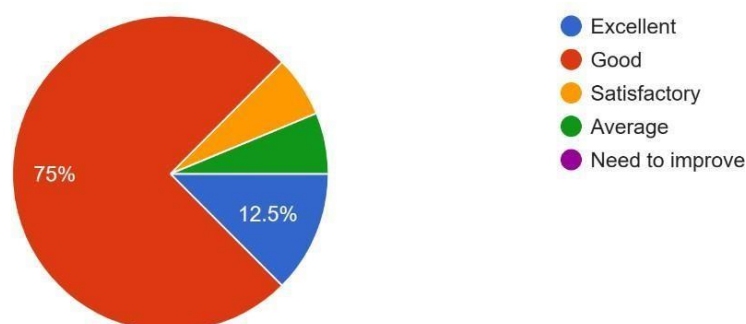
The course is heavily classroom-based, restricting exposure to field visits and practical learning. Guest lectures and industry visits should be incorporated to provide real-world insights. The rigid academic structure limits opportunities for skill development, internships, and personal well-being. Introducing flexibility, such as a 1–2 day gap between sessions or reduced working hours, would create a more balanced learning experience, fostering both academic and professional growth.

Feedback from Teachers

To develop the curriculum, feedback was solicited from 10 teaching faculties. Overall, the teachers expressed satisfaction with the curriculum, but some provided specific suggestions for improvement. For instance, some suggested that providing more detailed specifications for courses with broad topics would enhance the description of the syllabus and course content. Others recommended mapping teachers to their areas of expertise to optimize student learning, as well as updating the syllabus regularly to align with industry needs. The teachers found the curriculum to be comprehensive and well-aligned with the learning outcomes and graduate attributes. The responses to various parameters are presented in the charts below.

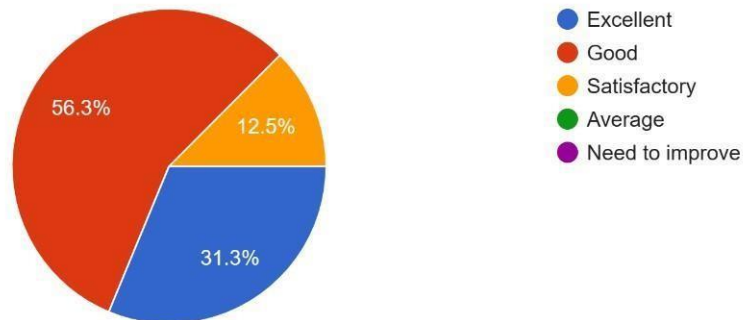
Does the curriculum satisfy the stated objectives and learning outcomes?

16 responses



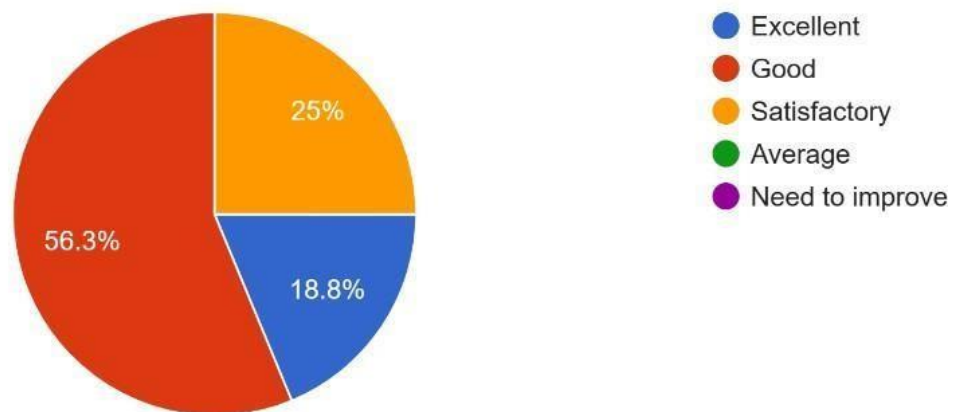
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?

16 responses



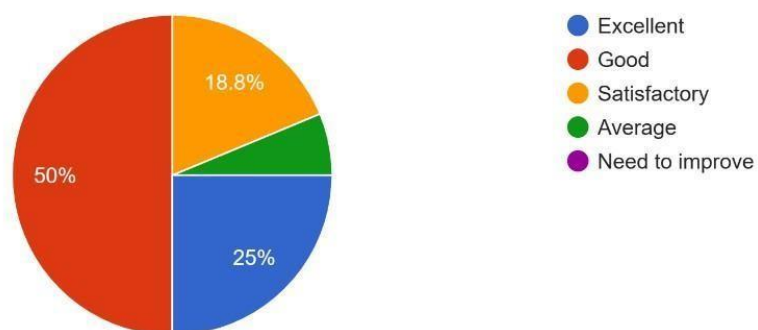
Is the curriculum effective in developing independent thinking?

16 responses



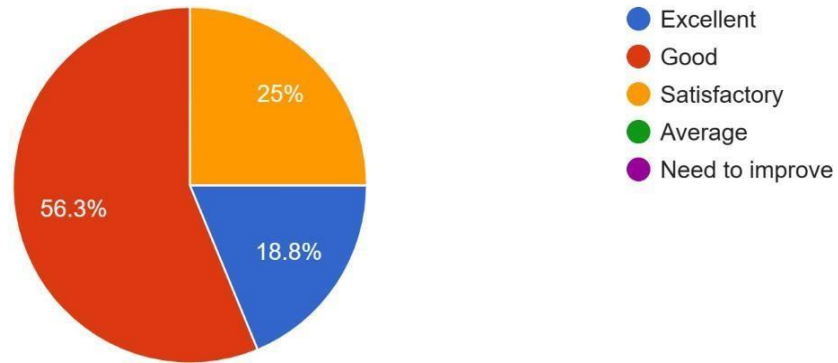
Does the departmental level expert committee meet to review the curriculum?

16 responses



Does the curriculum enable the students to apply their knowledge in real life?

16 responses



The responses from teachers regarding the curriculum have provided valuable insights into its effectiveness across various dimensions. Teachers have rated the curriculum from satisfactory to excellent based on its ability to meet stated objectives and learning outcomes. They have acknowledged its role in promoting independent thinking among students and enhancing their subject-area knowledge. Furthermore, teachers appreciate how the curriculum encourages research-inclusive teaching, enabling them to continuously enhance their knowledge and remain updated with the latest advancements in their field.

The range of responses indicates that the current curriculum adequately supports both student learning and teacher professional development. It reflects a balance between meeting educational goals and providing opportunities for teachers to refine their teaching methodologies and content knowledge. Overall, the feedback underscores the curriculum's effectiveness in facilitating a dynamic and enriching learning environment for both students and teachers alike.

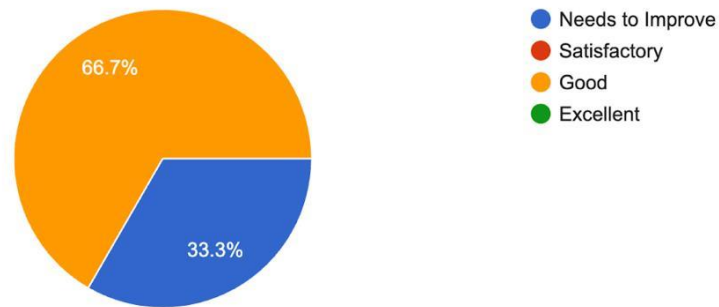
Feedback from Parents

Feedback on the curriculum of various programs was collected from 3 parents via a Google Form, as parents are significant stakeholders. The feedback indicated that the curriculum enhances one's personality, makes them a better person, and brings about a positive change in society. Additionally, some parents expressed satisfaction with the current curriculum and their child's overall development and growth, while others had concerns about the time-bound system of submissions and the planning of activities across the semester. Some parents reported that the deadlines were too harsh and caused stress for their children. Despite this, most parents found the course to be well-planned and beneficial for their children, with experienced and knowledgeable teachers. However, some parents suggested that the organization could improve its communication and management of last-minute

information to avoid disrupting schedules. Some of them mentioned, “I’m quite impressed with the curriculum that the university has offered to its students. The structure, content & approach all demonstrate a thoughtful & intentional design that is focused on promoting student learning & success.” Some others suggested, “The overall curriculum is good and provides knowledge to the students. It promotes self-study and research which will help them in future as well.” The responses of the 04 parents on various criteria were gathered as well.

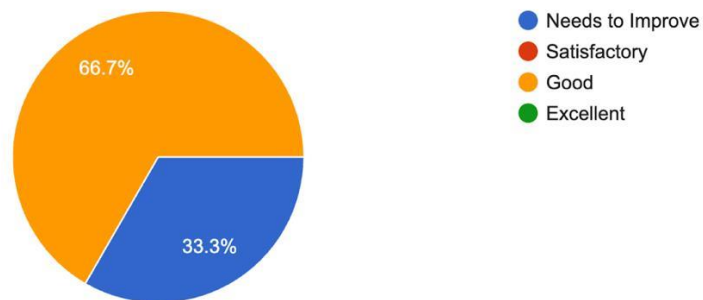
Is the curriculum designed to have a component on value based education?

3 responses



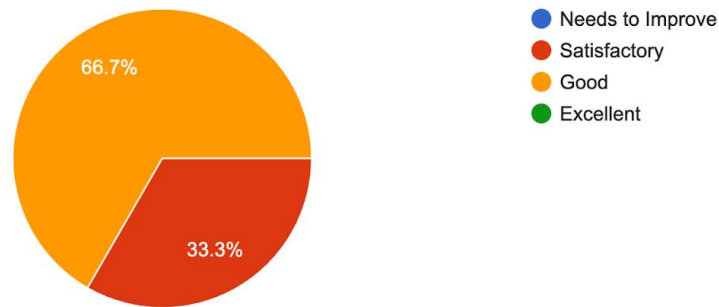
Does the curriculum have components to serve the needs of the society?

3 responses



Does the curriculum help the students to enhance their personality?

3 responses



The parents' feedback reflects their overall satisfaction with the curriculum, recognizing its role in personality development, addressing societal needs, encouraging self-study, fostering research interest, and preparing students for higher education. However, some parents voiced concerns about student stress, prompting the institution to implement measures to help students develop effective stress management skills.

Both parents and students identified areas for improvement within the institution. However, some parents expressed concerns about the **hectic nature of the course** and the stress it caused students, prompting the institution to implement measures to help students develop effective stress management skills.

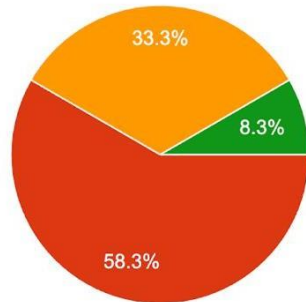
Feedback from Alumni

The feedback taken from alumni is of considerable importance as they can provide insights into the requirements of the industry and what their curriculum offers them. Alumni feedback can be used to improve the course curriculum and develop strategic plans by industry needs. Feedback was garnered through Google forms in which alumni rated (on 5 point scale) different aspects like, 'Is the curriculum updated regularly depending on the current trends and advanced topics?', 'Does the curriculum orient the students towards higher education?', 'Does the curriculum provide employability weightage?' etc.

The responses obtained on the various dimensions are as follows-

Name of the Programme Completed

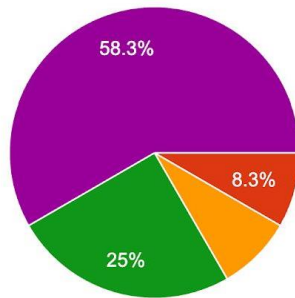
12 responses



- M. Sc. Clinical Psychology
- M. Sc. Counselling Psychology
- BSc Psychology (Honors)
- Bachelor of Arts (Psychology, Sociology, English)

Does the curriculum orient the students towards higher education?

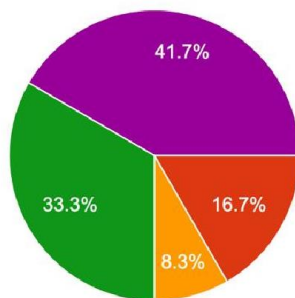
12 responses



- Need to Improve
- Average
- Satisfactory
- Good
- Excellent

Is the curriculum updated on a regular basis depending on the current trends and advanced topics?

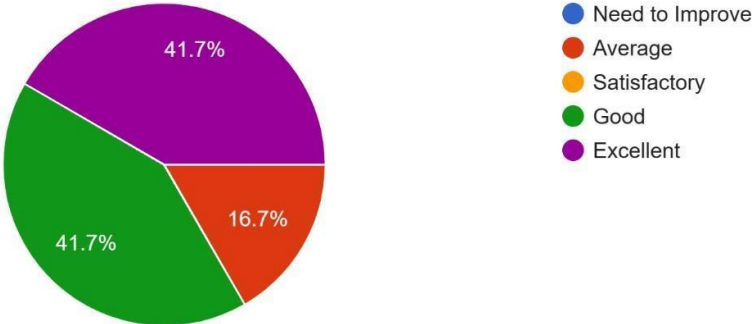
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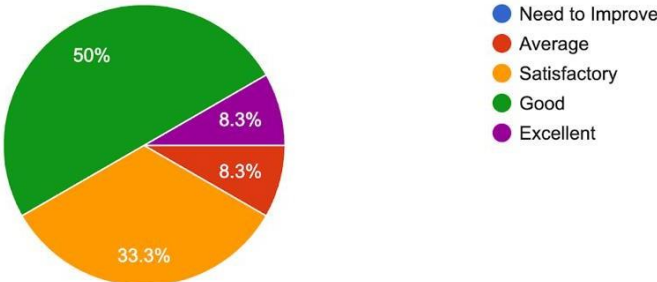
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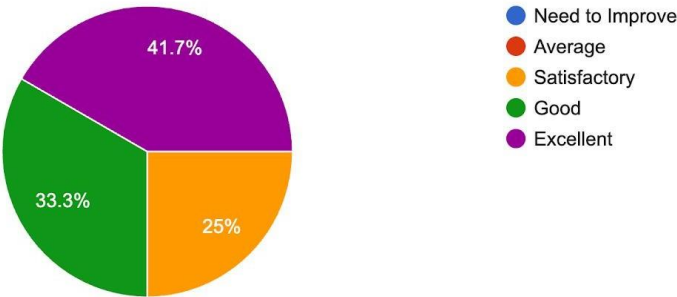
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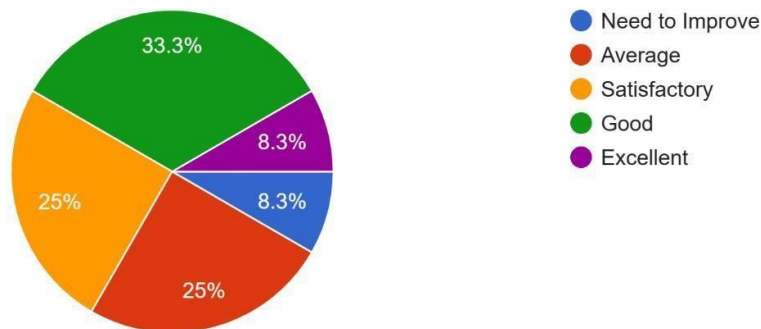
Does the curriculum enable the student to connect the knowledge to real life application?

12 responses



Does the curriculum encourage entrepreneurship?

12 responses



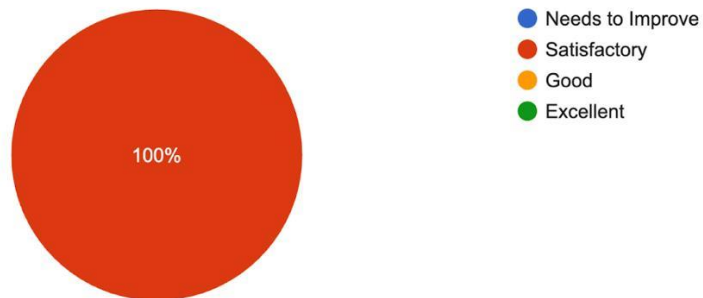
The feedback suggests a desire for more emphasis on counselling skills within the curriculum, including online counselling opportunities. Furthermore, they suggested that the curriculum could benefit from incorporating emerging fields like AI, problem-solving, and their applications in psychology, including UI/UX and client management tools. Expanding **Psychodiagnostics**, **Entrepreneurship**, and **Palliative Care Counseling** would enhance practical learning. Counseling Psychology students would gain from increased outreach exposure and experiential courses like **Art Therapy**. A greater focus on therapy in Hindi or rural contexts is crucial for real-world application. Addressing **mental health in corporate settings**, **rehabilitation psychology**, and **creativity in therapy** would enrich learning. A more streamlined curriculum could ensure better quality education without compromising depth, making students more adaptable to evolving psychological landscapes.

One of the alumni reported, "Ohh..yes, the Internship Opportunities has been a driving force in helping one understand the in-depth reality of the profession and gain a practical exposure. It does help one understand the real challenges being faced and motivates one to work towards it as there are real human lives being involved. Moreover such experiences do help in various researches such as Qualitative ones where subjective responses and experiences are required. Another student said, "The rigorous curriculum and training is what has provided me the opportunity to be trained in the sense that I am today. The push is what was needed to thrive in this field." Another student has asked for more practical exposure to the theoretical aspect taught in the class stating, "More attention can be paid to the practical aspects of the course. From learning practical knowledge of therapies and tests. This would leave the individuals being employed right after masters more confident and competent in their work as they start."

The responses suggest that the current curriculum effectively supports students in expanding their knowledge and honing practical skills, preparing them to become competent professionals.

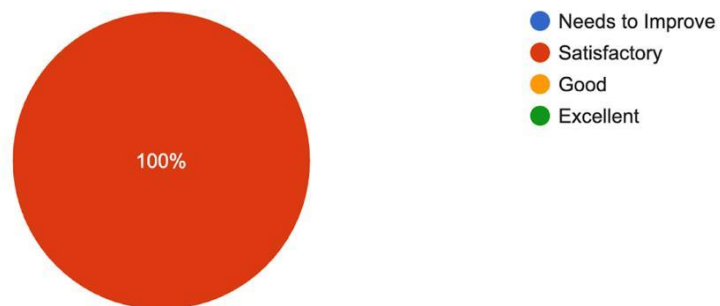
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3 responses



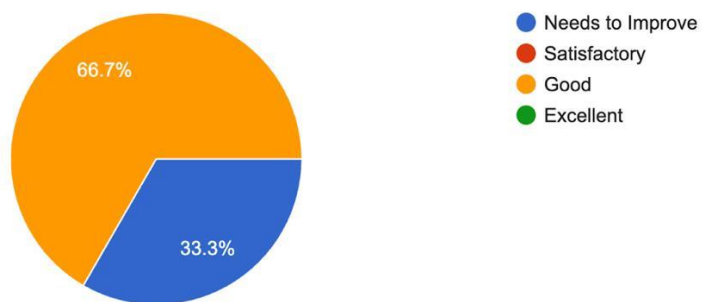
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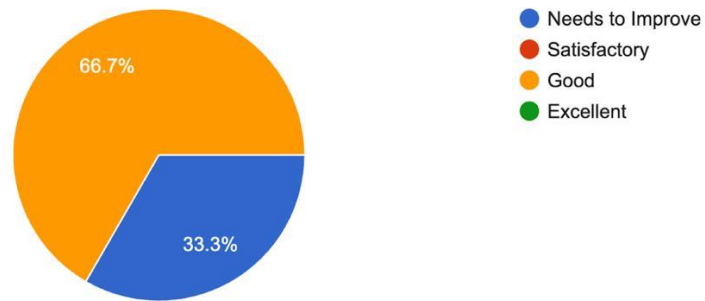
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3 responses



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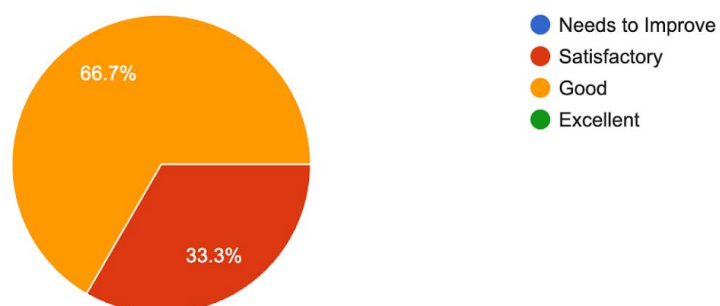
Does the curriculum promote self-study and attitude of research?

3 responses



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Both parents and students identified areas for improvement within the institution. However, some parents expressed concerns about the **hectic nature of the course** and the stress it caused students, prompting the institution to implement measures to help students develop effective stress management skills.

Students express concerns about the lack of advanced notice for exam schedules, hindering their ability to make travel arrangements, particularly for those coming from different states. They also raise issues regarding long college hours impacting efficiency and attention span, suggesting that attendance for extracurricular activities should not be mandatory. Furthermore, they appreciate the quality of education and the qualifications of the teaching staff but suggest improvements in enforcing attendance and uniform policies. Overall, the feedback underscores the importance of addressing logistical challenges, enhancing practical learning opportunities, and refining institutional policies to better serve the needs of both students and parents.

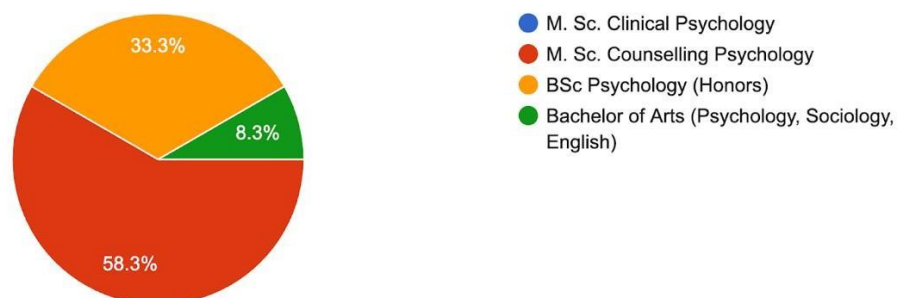
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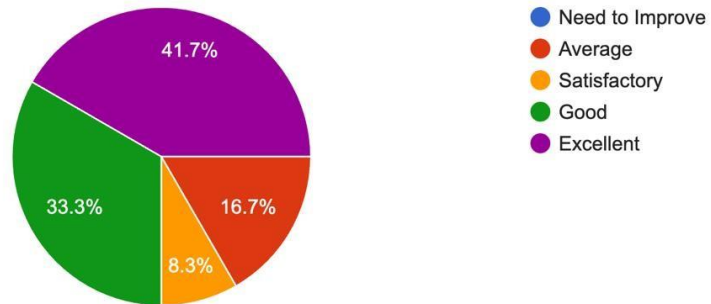
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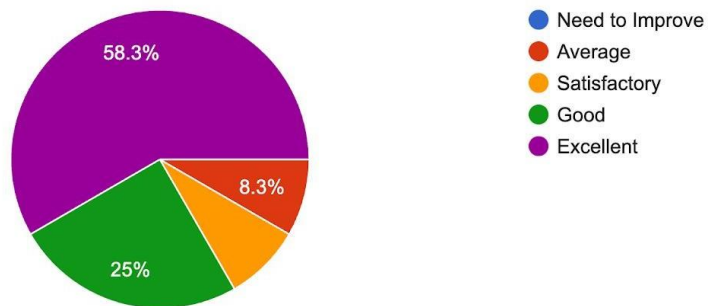
Is the curriculum updated on a regular basis depending on the current trends and advanced topics?

12 responses



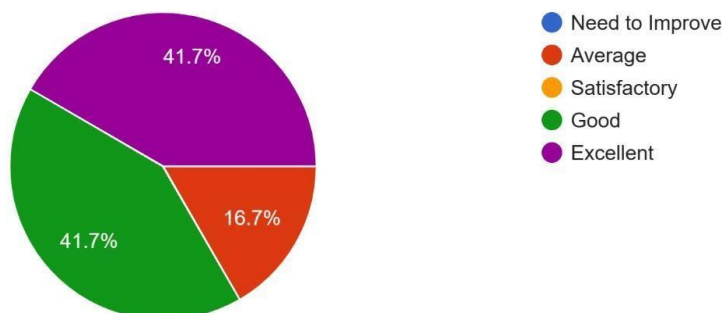
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12 responses



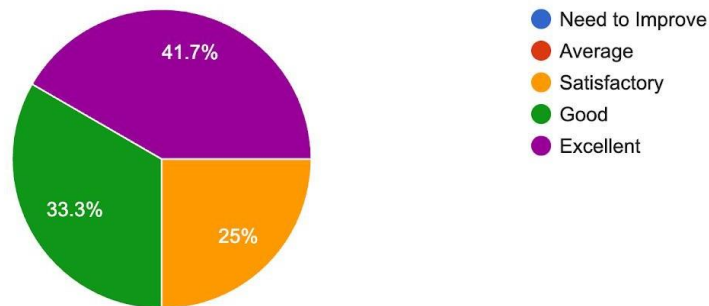
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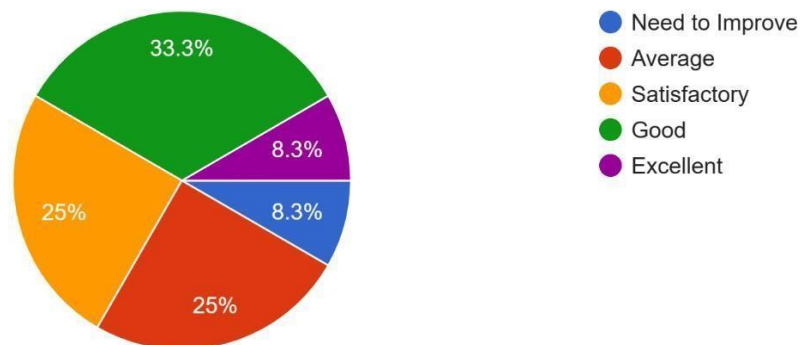
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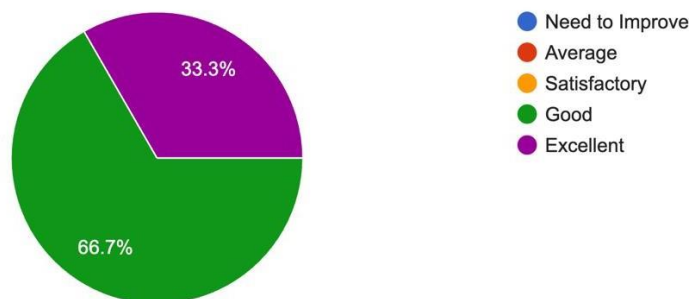
Feedback from External Expert

The feedback taken from the external expert is of considerable importance as they can provide insights into the requirements of the industry and what the curriculum is offering to the students of a different University External expert feedback can be used to improve the course curriculum and develop strategic plans by industry needs. Feedback was garnered through Google forms in which alumni rated (on 5 point scale) different aspects like, ‘Is the curriculum updated regularly depending on the current trends and advanced topics?’, ‘Does the curriculum orient the students towards higher education?’, ‘Does the curriculum provide employability weightage?’ etc.

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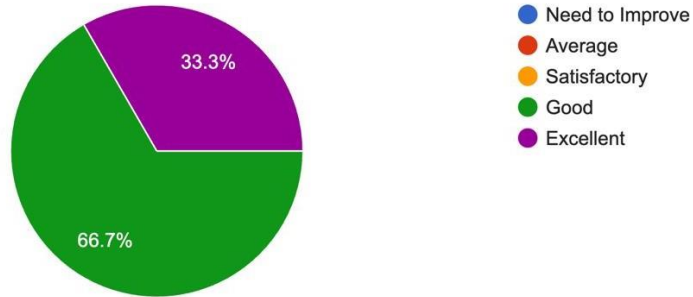
Is the curriculum aligned with the objectives of the programme?

3 responses



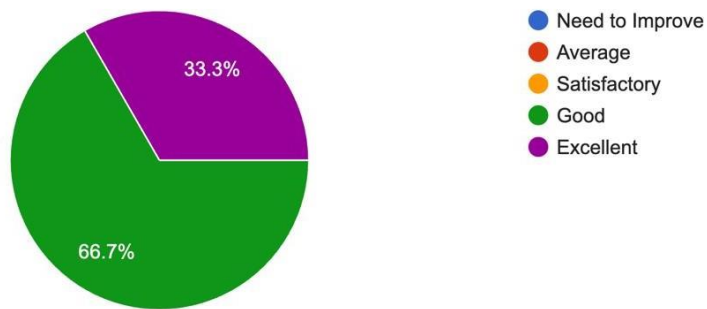
Does the curriculum cover advanced topics and current trends?

3 responses



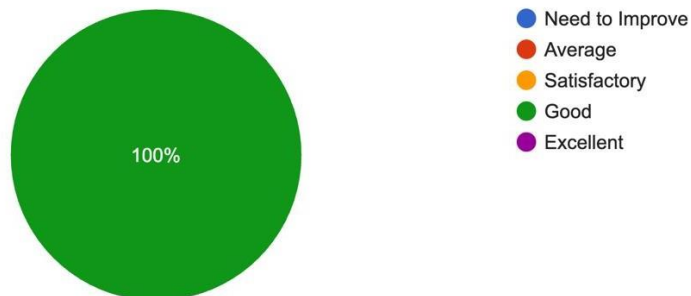
How would you rate the relevance of the electives offered in the curriculum?

3 responses



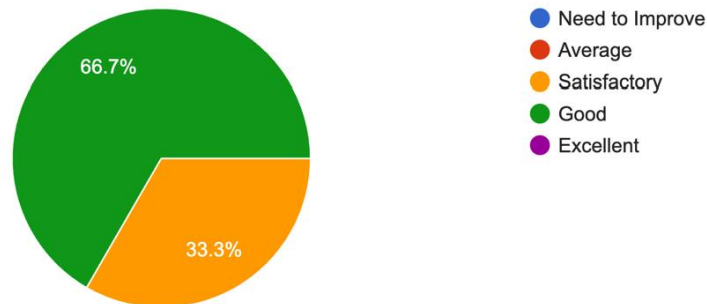
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3 responses



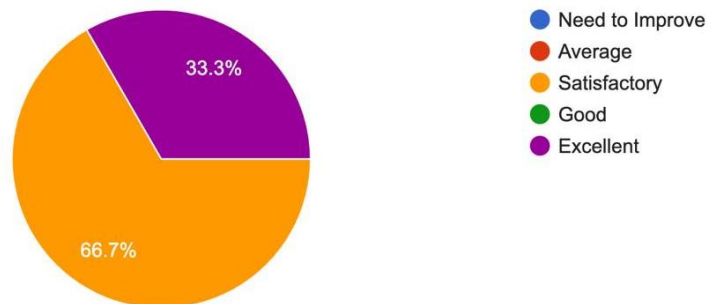
Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?

3 responses



Does the curriculum meet the expectations of the industry?

3 responses



Experts have asserted that the BSc syllabus is comprehensive, effectively combining foundational knowledge with practical applications and interdisciplinary learning. However, they suggested to enhance clinical training, incorporating field visits to major psychiatric setups in small batches would provide valuable real-world exposure. Practical supervision by course instructors during these visits can facilitate hands-on learning, clarify doubts, and bridge the gap between theory and practice. Encouraging a student-driven approach to learning during internships is beneficial, but structured guidance from faculty can optimize the experience. Establishing collaborations with psychiatric institutions can further enrich training opportunities.

Expanding the curriculum to include emerging areas such as Neuropsychological Rehabilitation, Artificial Intelligence in Mental Health, Third-Wave Therapies (ACT, DBT), Trauma-Informed Care, and Digital Mental Health would enhance its relevance. Additionally, integrating cultural perspectives and Virtual Reality Therapy can provide a holistic understanding of mental health care. These advancements would ensure that students are well-equipped to address contemporary challenges in the field, making their clinical practice more effective and informed.