Department of Psychology

Feedback on Curriculum- 2022-23

Analysis & Action Taken Report

Feedback process of the Department

Curriculum Design and Development is a crucial academic process that involves gathering input from stakeholders to generate need-based educational materials. The curriculum helps analyse the learners' competencies and determine the required competencies for their future development. It identifies courses and contents that promote stakeholders' desired competencies in line with the needs of the industry. The curriculum also determines the methods, approaches, tools for teaching and learning, and assessment procedures. To ensure that our students have up-to-date knowledge of Psychology, feedback is solicited from them, teachers, and other stakeholders. This feedback is used to update and improve the curriculum's teaching, learning, assessment, and capacity-building aspects, ensuring its relevance and practicality for students. The feedback generation process is as follows:
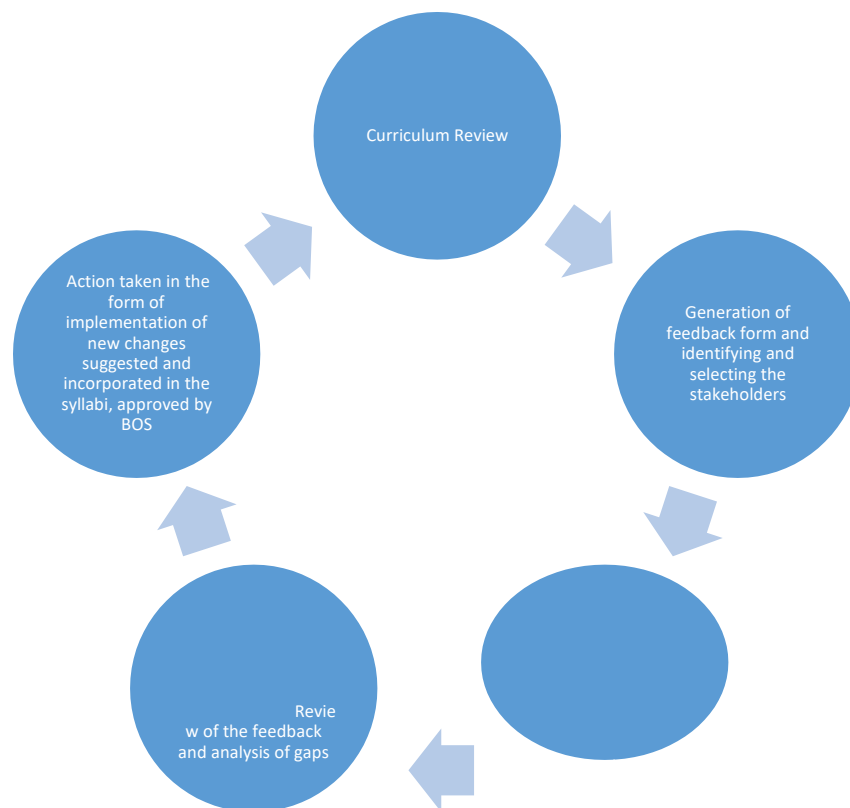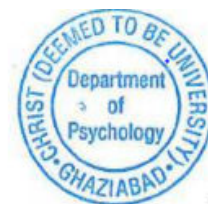

- Curriculum Review
- Generation of feedback form and identifying and selecting the stakeholders
- Review of the feedback and analysis of gaps
- Action taken in the form of implementation of new changes suggested and incorporated in the syllabi, approved by BOS

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 one, implementing it, and finally assessing the revised one. This process continues in a loop to ensure ongoing improvement and development of the curriculum.

For the academic year 2022-23 feedback from various stakeholders (students, teachers, parents) was taken through Google Forms. 295 students from different undergraduate and postgraduate courses provided feedback on courses and indicated their overall satisfaction level with the curriculum and teaching aspects. Similarly, **16 teachers, 99 parents and 79 alumni** provided feedback on the curriculum.

Action Taken for the academic year 2022-23 (based on the feedback of the academic year 2021-22)

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

1. The syllabus was reviewed, and suggestions for modifications were compiled and sent to the Board of Studies for updating the existing syllabus after the due approval of the Academic Council.
2. Workshops on creative movement and self-awareness, Mind ki care, Orientation sessions on preparing for UGC – NET Examination, Entrance examinations for MPhil courses etc., were organised for the students.
3. Organisation and conduction of FDPs and QIPs to enhance the teaching-learning skills of the teachers.
4. Structural changes were incorporated in the course curriculum (based on the feedback received in the year 2021-22) of M. Sc. (Clinical) Psychology and M. Sc. (Counselling) Psychology, like Law and Ethics in Clinical Psychology and Developmental Psychology, offered in Semester II was shifted to Semester I as a strong knowledge base of ethics and laws pertaining to mental health are a pre-requisite for internship. It was recommended that the papers like History and Philosophy of Clinical Psychology and Theories of Personality could be removed from the syllabus as the students have already learned about the concepts during their undergraduate programs. Research Manuscript can be completed in Semester III, and the focus on publication can be there in Semester IV. For M. Sc. (Counselling) Psychology- Specific recommendations to the Board of Studies were-
   a. Offering new electives, like, Acceptance and Commitment Therapy, Cognitive Analytic Therapy, Sex Therapy, and Grief Therapy be offered in Semester IV to make students industry ready.
   b. Offering a Value Added Course on developing online counselling skills of the students is the need of the hour.
   c. Focussing on completing the Research Manuscript in Semester III and sending the same for publication in Semester IV can be beneficial.

The suggestions and recommendations were implemented in the year 2022-23.

5. Students were provided with additional resource materials.
6. Extra classes are scheduled for students requiring help.
7. Peer mentoring and conduction of peer learning classes.
8. Value-added courses on Introduction to Dream Analysis and Online Counselling Skills were offered.
9. Inclusion of role plays and hands-on experiential exercises for portions of the syllabus, which allow for the same.
10. Giving assignments which require students to practice their theoretical learned concepts, like, treatment planning in the Multicultural Counselling Skills paper, students were asked to conduct therapy sessions with clients and prepare a treatment planning module.
11. Including case studies in papers like Law and Ethics to practice and understand the current issues.
12. More industry-academia interactions through guest lectures and workshops.
13. More case-based discussions during the classes.
14. Psycho-diagnostic lab included assessments which are directly relevant to clinical psychology with more practice hours.
15. For developing entrepreneurship among students, workshops were organised.

Major Suggestions for the academic year 2023-24

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

1. Implementation of National Education Policy 2020 for Undergraduate Programmes.
2. For M. Sc. (Clinical) Psychology Programme- The syllabus is generally comprehensive and industry-relevant. The course titled Cognitive Psychology spread across Semesters I and II, can be combined and offered in one semester only. The course titled Multicultural and Therapeutic Skills can be renamed as Multicultural and Diagnostic Interviewing Skills, as the nature of the course content focuses on imparting skills related to diagnostics and clinical interviewing. Community Service can be moved to Semester II instead of Semester I as this will enhance and enrich the student's skills more when exposed to clinical diagnosis and interviewing concepts. Recommendation for the introduction of the course titled Indian Systems of Healing and Therapy in Semester IV in order to orient the students to the indigenous systems and practices.
3. For M. Sc. (Counselling) Psychology Programme- New assessment scales to be introduced in the course title Psychological Assessment for updating of the curriculum and enrichment of the skills of the students. It is recommended to include the biological basis of behaviour in the course content of Foundations of Counselling Psychology.
4. Contemporary areas (e.g., sports psychology, environmental psychology, cross-cultural psychology) could be offered as electives. Encouraging teachers to conduct evidence-based researches.
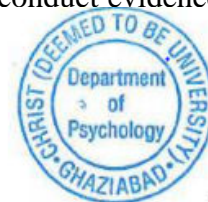
# Detailed Feedback Analysis

Feedback from Students

295 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.
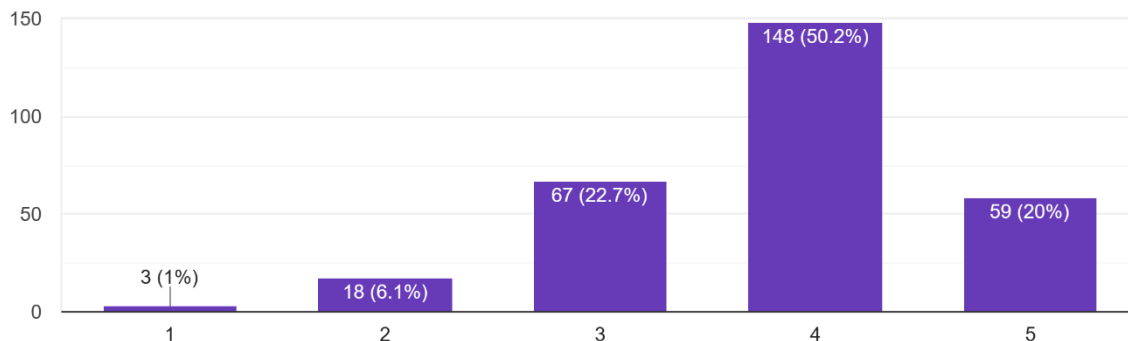
Specific responses to various aspects are presented below:

Does the content of the curriculum satisfy the stated objectives and learning outcomes?
295 responses
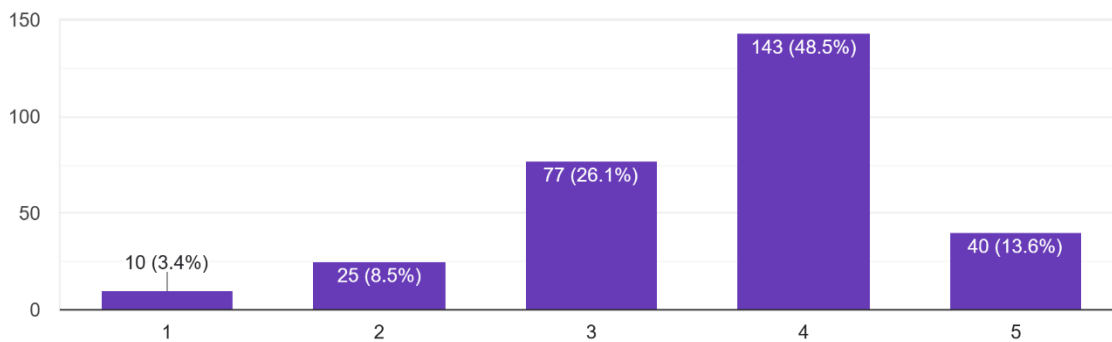
Whether the curriculum enhances your knowledge and skills in the relevant domain?
295 responses

Does the curriculum cover advanced topics?
295 responses
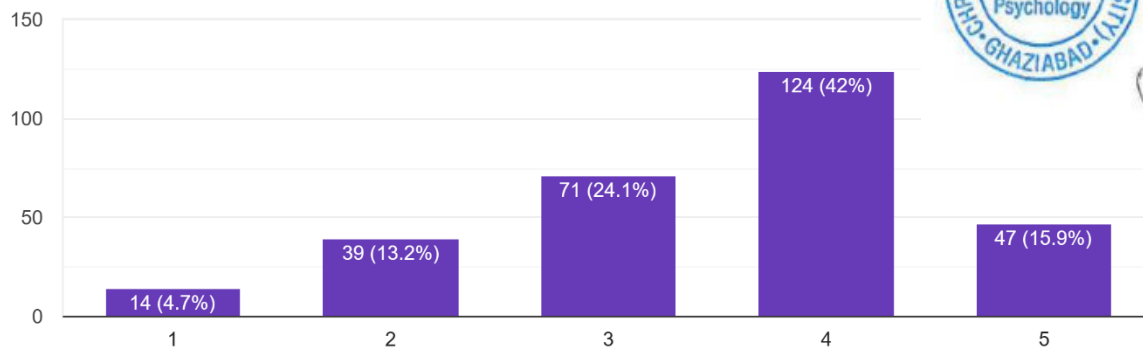
Are the text books and reference materials relevant to the content of the curriculum?

295 responses
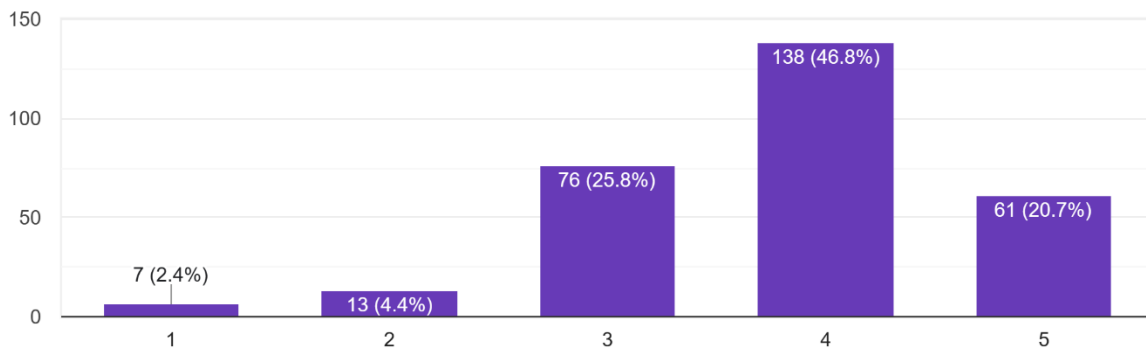
Is the curriculum effective in developing critical/ analytical thinking?

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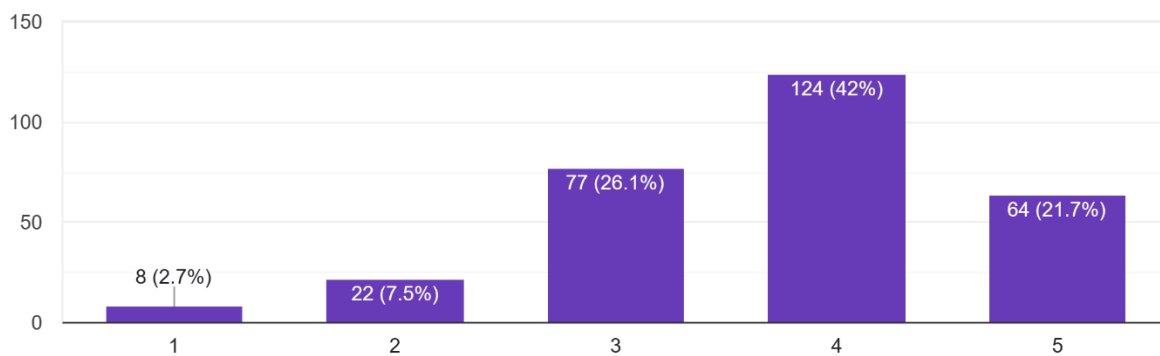
Does the curriculum enable the students to apply their knowledge in real life situations?

295 responses
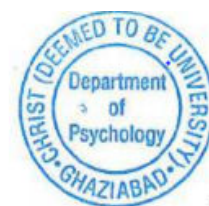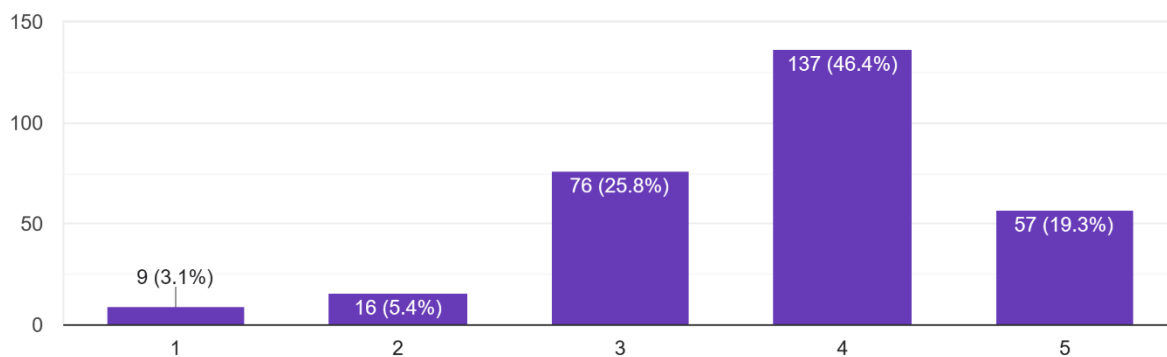
Programme Wise Feedback from students

M.Sc (Clinical) Psychology

Below are the specific responses obtained from 113 students enrolled in MSc Clinical Psychology offered by the Department of Psychology. The feedback received covered different aspects, including the alignment of the curriculum with the stated objectives and learning outcomes, coverage of advanced topics, and the effectiveness of enhancing knowledge and skills in the relevant field.

Name of the Programme
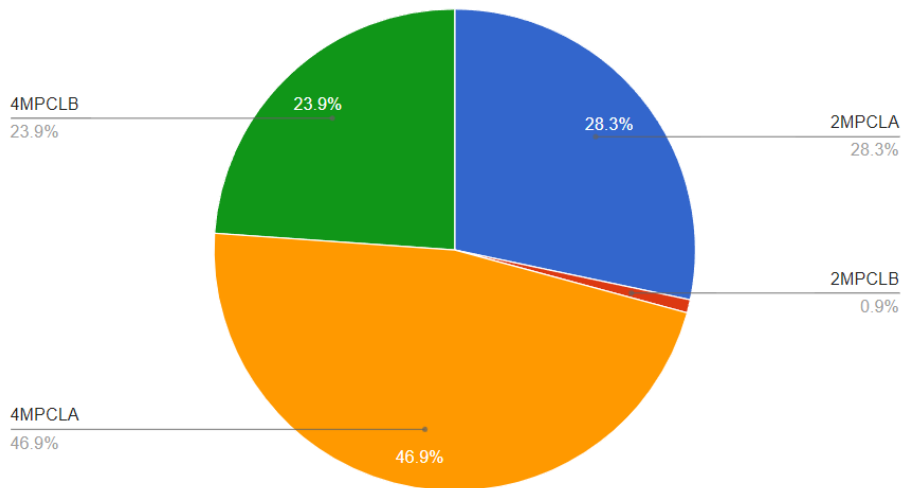
Does the content of the curriculum satisfy the stated objectives and learning outcomes?
Average: 4.00
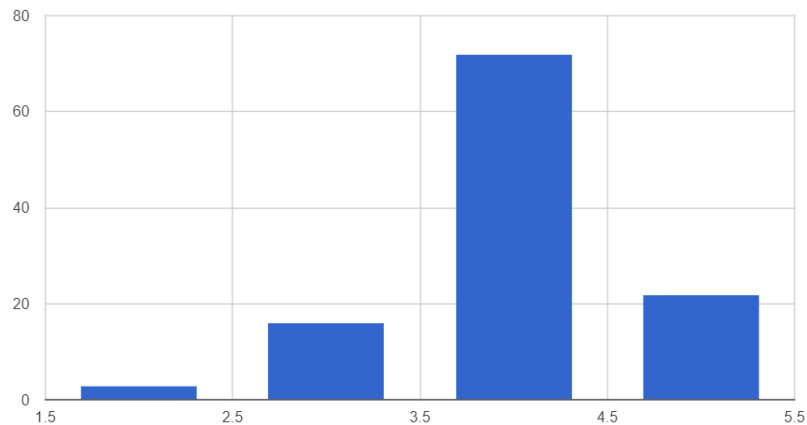
Does the curriculum cover advanced topics?
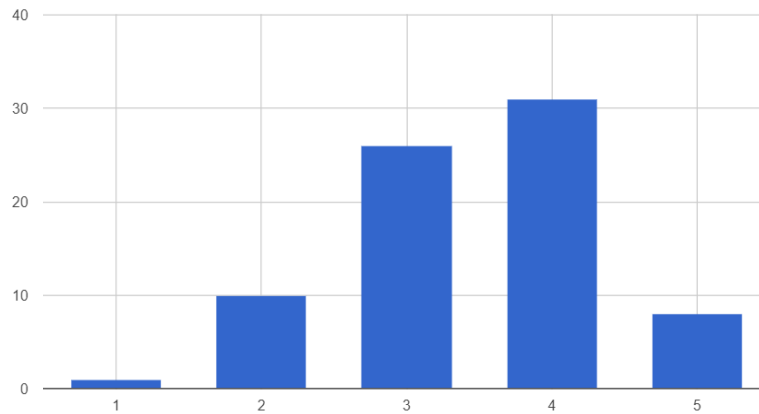Average: 3.95
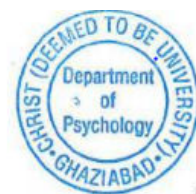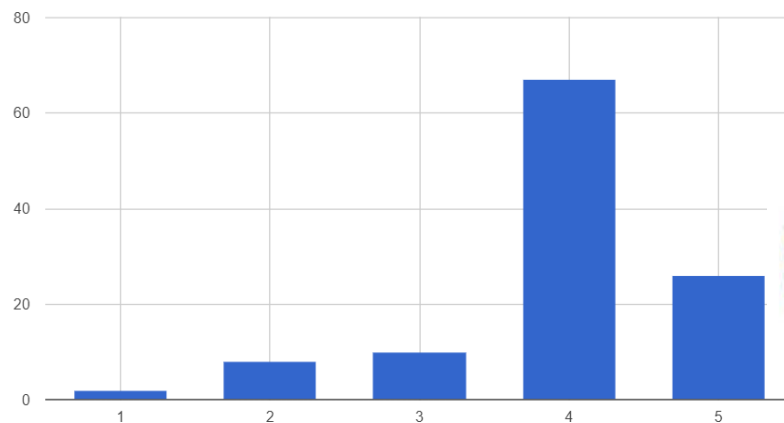
Whether the curriculum enhances your knowledge and skills in the relevant domain?
Average: 4.16
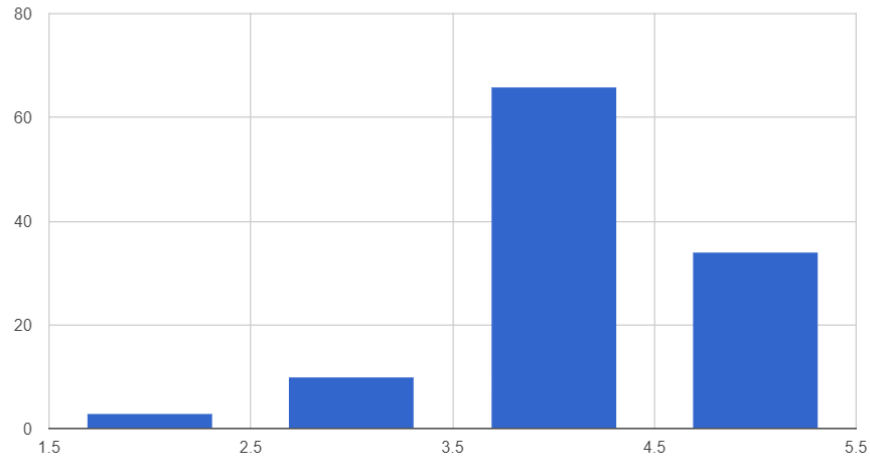
Is the curriculum effective in developing critical/ analytical thinking?
Average: 4.10
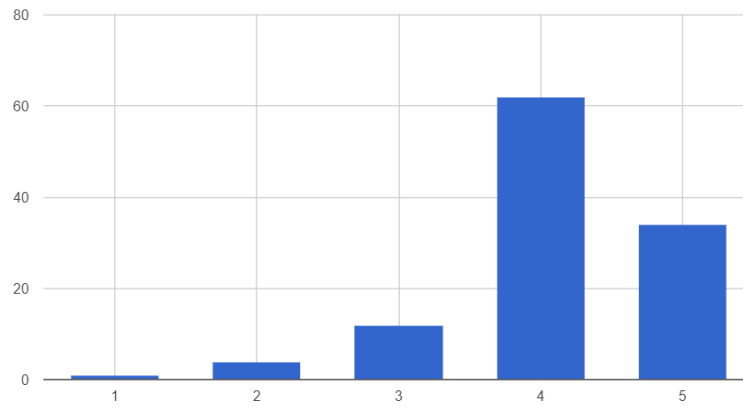
Are the text books and reference materials relevant to the content of the curriculum?
Average: 3.96
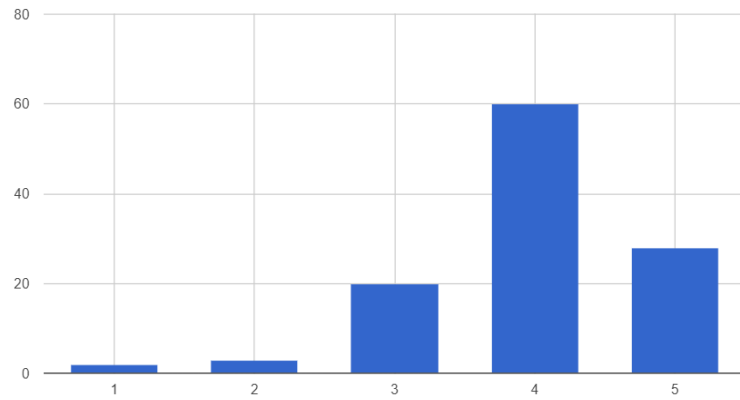
Does the curriculum orient towards higher education?
Average: 4.24
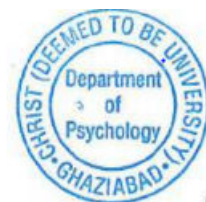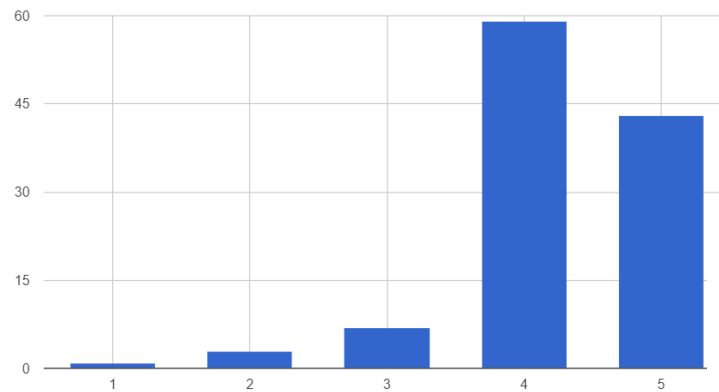
Does the curriculum enable the students to apply their knowledge in real life situations?
Average: 4.11
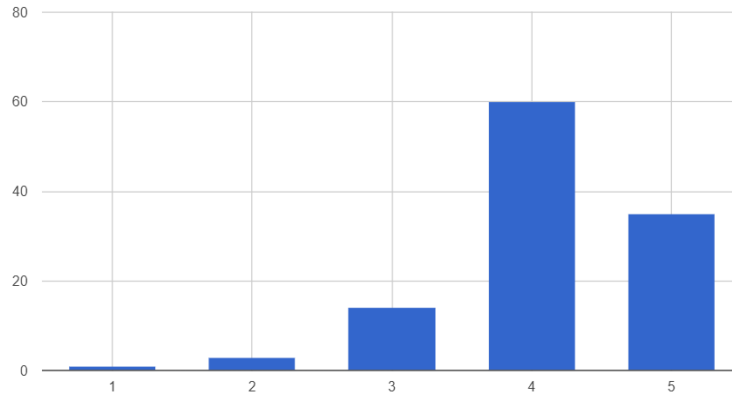
Is employability given weightage in the design and development of curriculum?
Average: 3.48
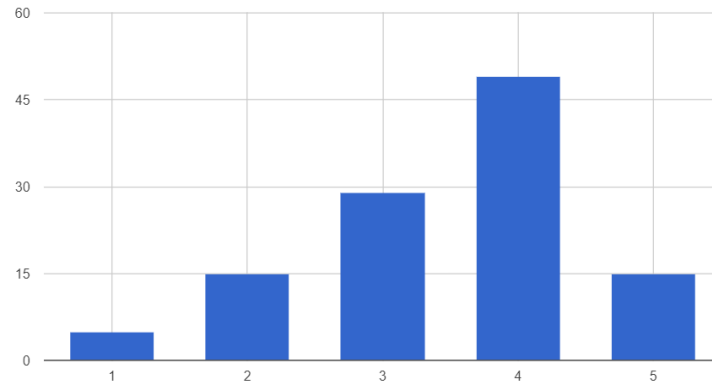
Does the curriculum promote self-study and attitude of research?
Average: 3.94
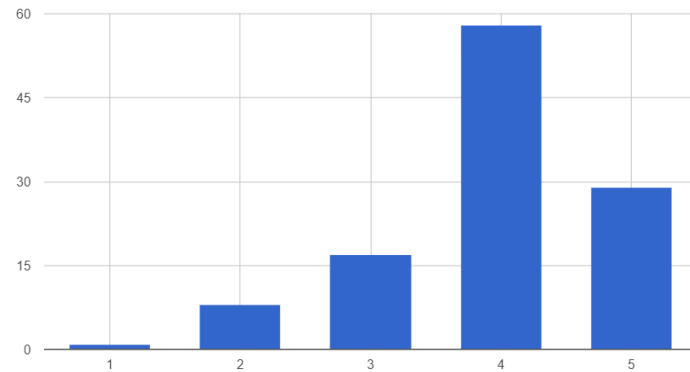
Does the curriculum meet your overall expectations?
Average: 3.89
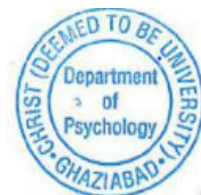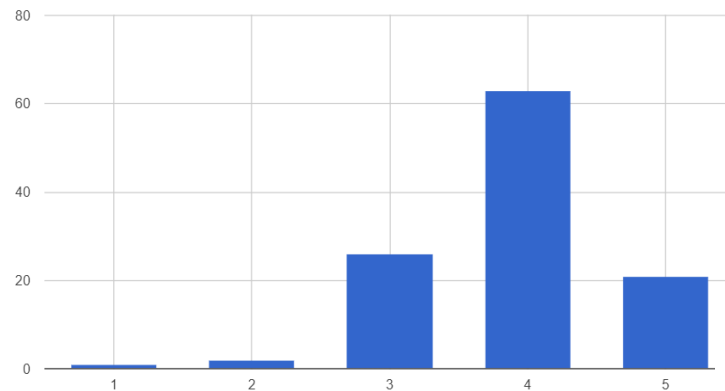
M.Sc. (Counselling) Psychology

The following are the specific responses gathered from 113 students who are currently enrolled in the MSc Clinical Psychology program provided by the Department of Psychology.
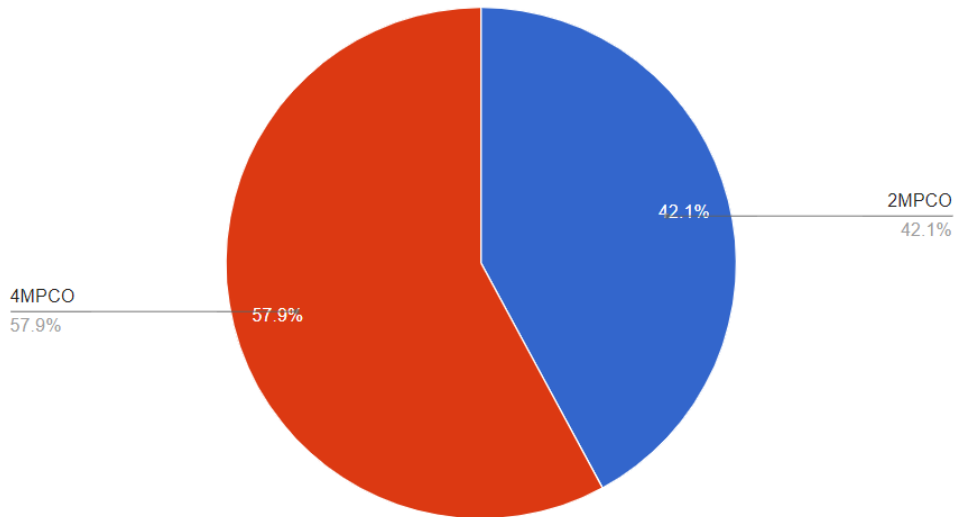
Name of the Programme

- 2MPCO 42.1%
- 4MPCO 57.9%

Does the content of the curriculum satisfy the stated objectives and learning outcomes?
Average: 3.43
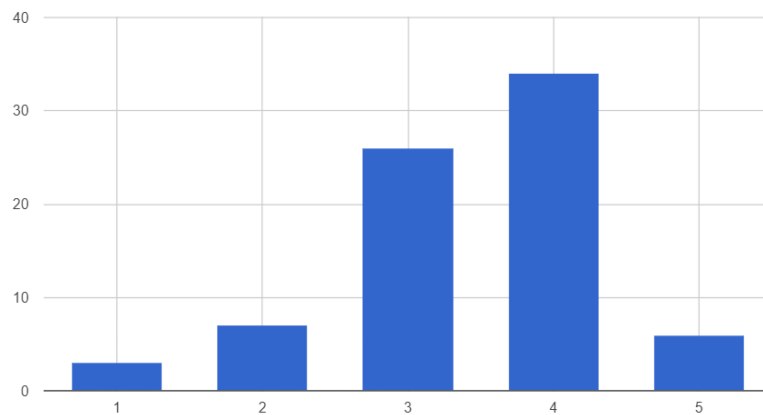
Does the curriculum cover advanced topics?
Average: 3.22
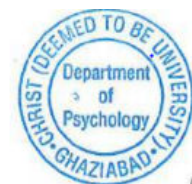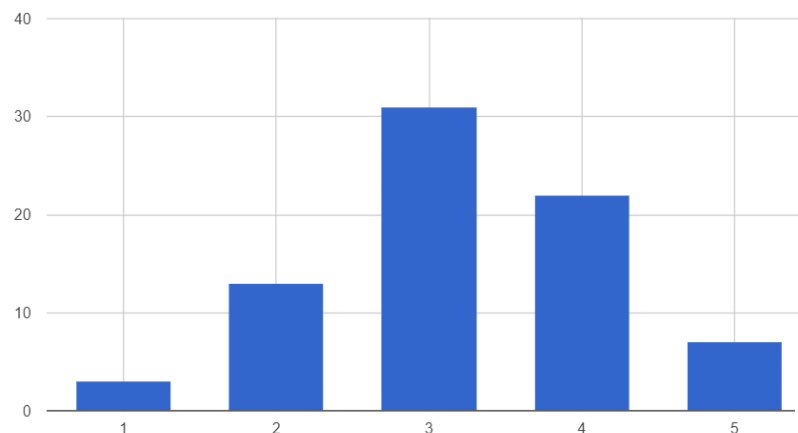
Whether the curriculum enhances your knowledge and skills in the relevant domain?

Average: 3.71
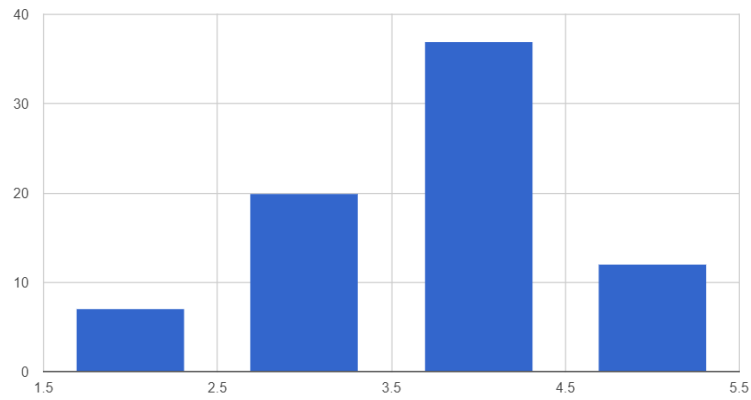
Is the curriculum effective in developing critical/ analytical thinking?
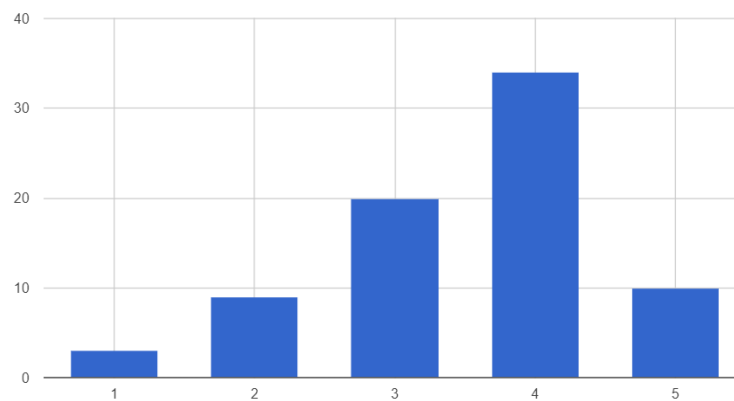
Average: 3.46

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

Average: 3.88
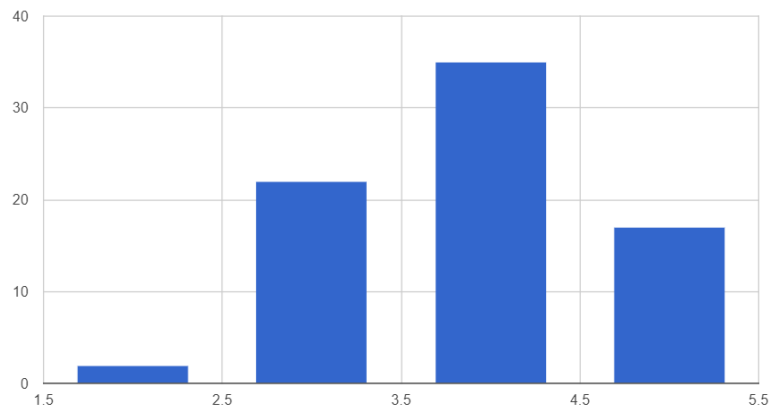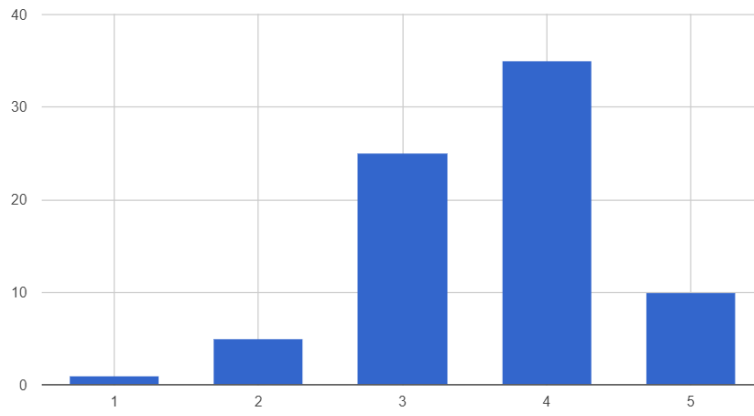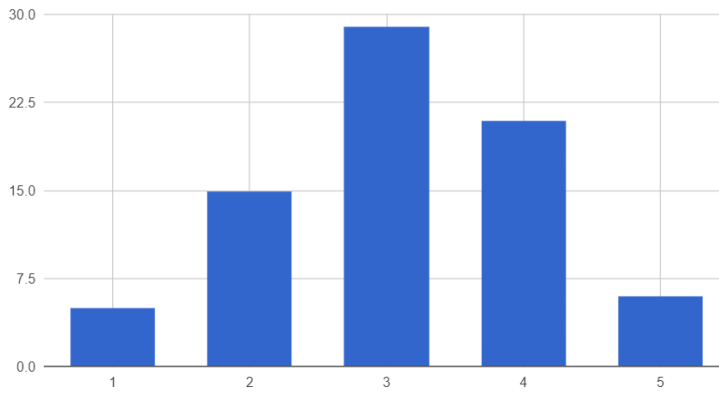

Does the curriculum orient towards higher education?

Average: 3.51
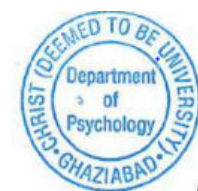
Does the curriculum enable the students to apply their knowledge in real life situations?
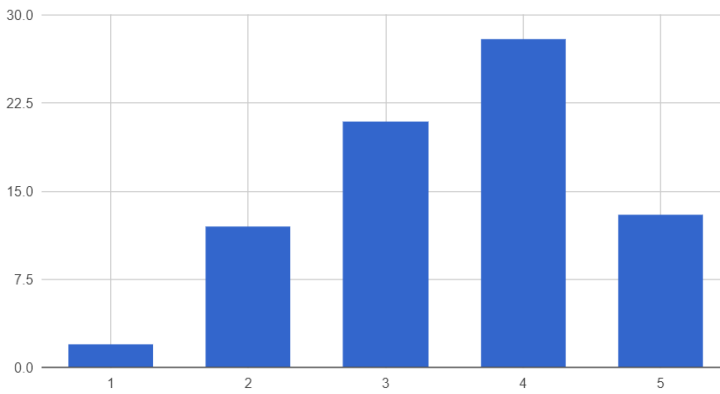Average: 3.63

Is employability given weightage in the design and development of curriculum?
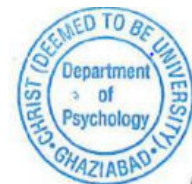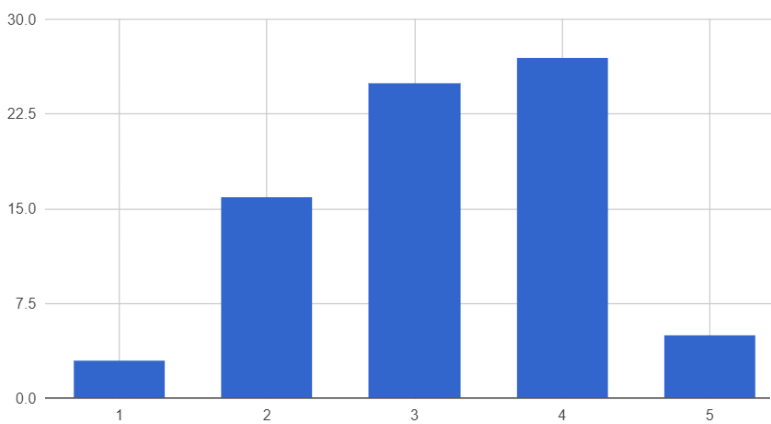Average: 3.11

Does the curriculum promote self-study and attitude of research?
Average: 3.50

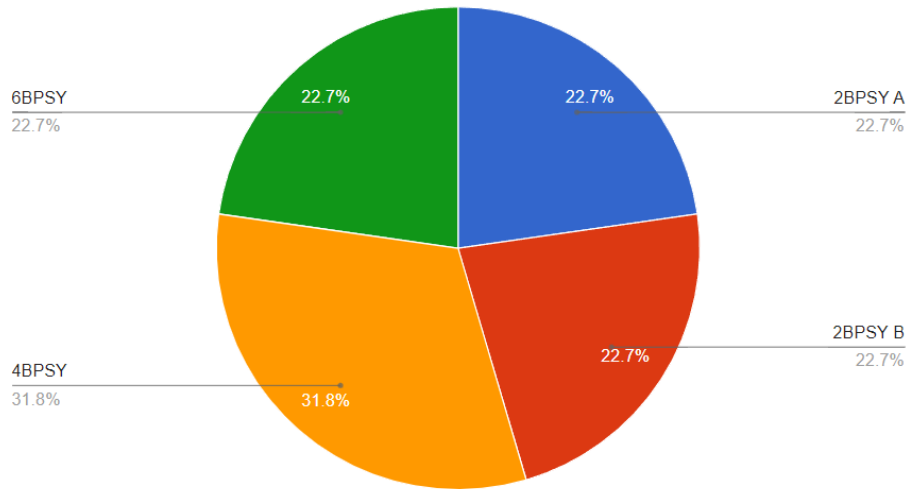**Does the curriculum meet your overall expectations?**
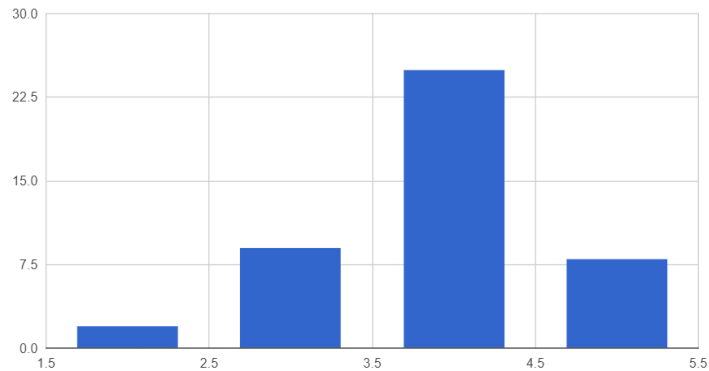Average: 3.20

B. Sc Psychology (Hons.)

The following are the specific responses gathered from 44 students who are currently enrolled in the BSc Psychology (Honors) programme provided by the Department of Psychology.
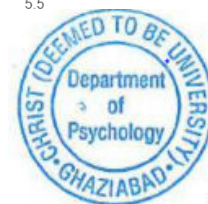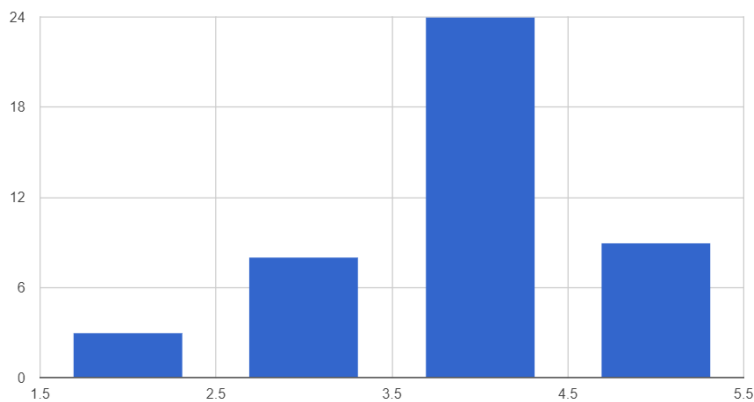
Name of the Programme

6BPSY 22.7%	2BPSY A 22.7%
4BPSY 31.8%	2BPSY B 22.7%

Does the content of the curriculum satisfy the stated objectives and learning outcomes?
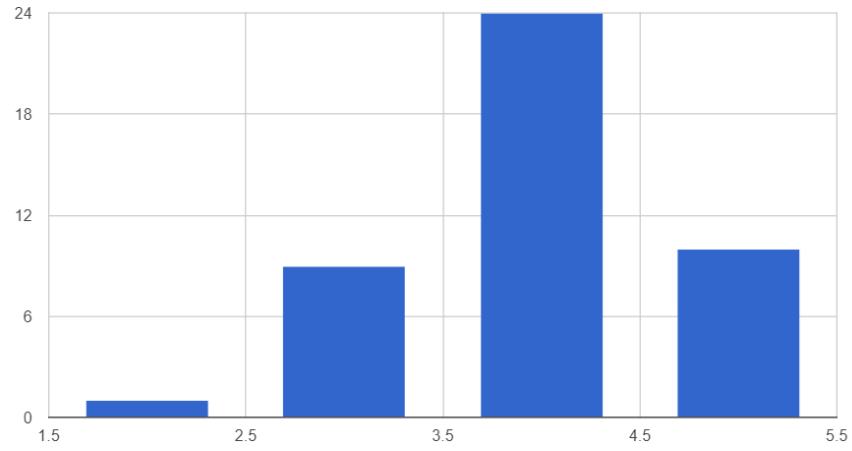Average: 3.89

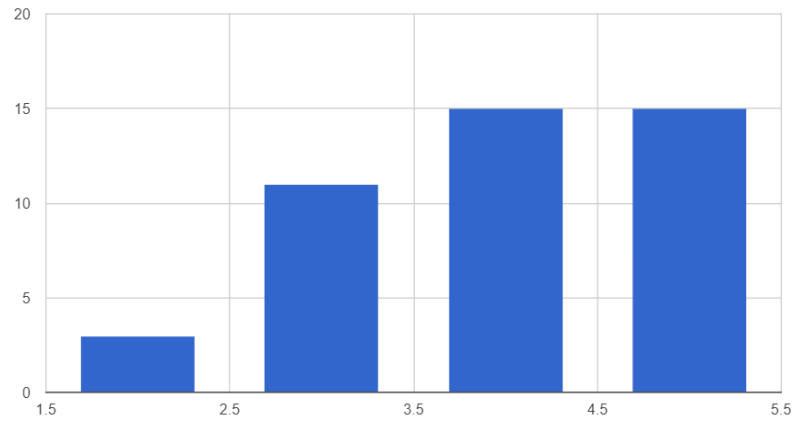**Does the curriculum cover advanced topics?**
Average: 3.89

Whether the curriculum enhances your knowledge and skills in the relevant domain?
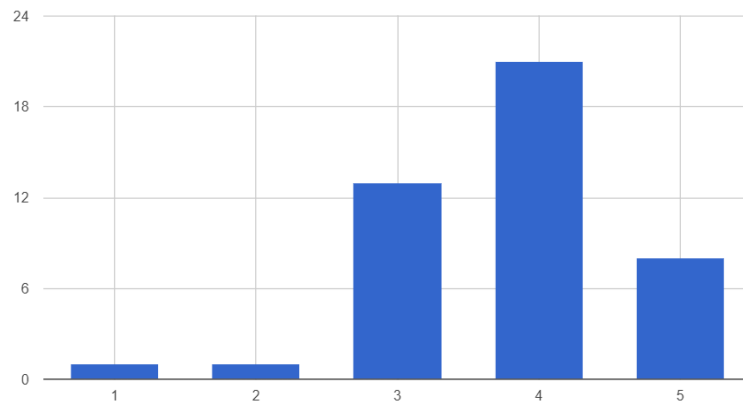Average: 3.98

Is the curriculum effective in developing critical/ analytical thinking?
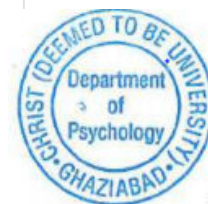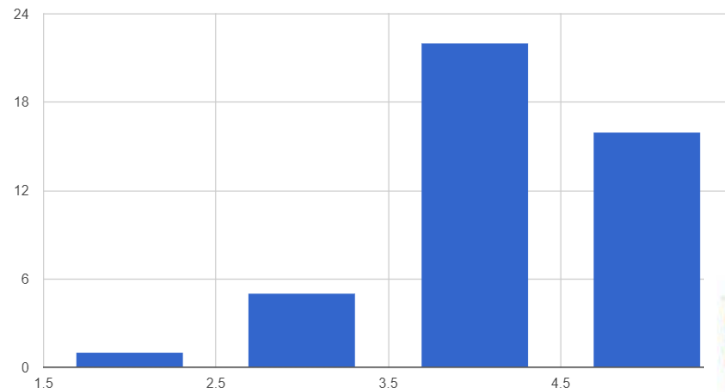Average: 3.95

Are the text books and reference materials relevant to the content of the curriculum?
Average: 3.77

Does the curriculum orient towards higher education?
Average: 4.20

Does the curriculum enable the students to apply their knowledge in real life situations?
Average: 3.73
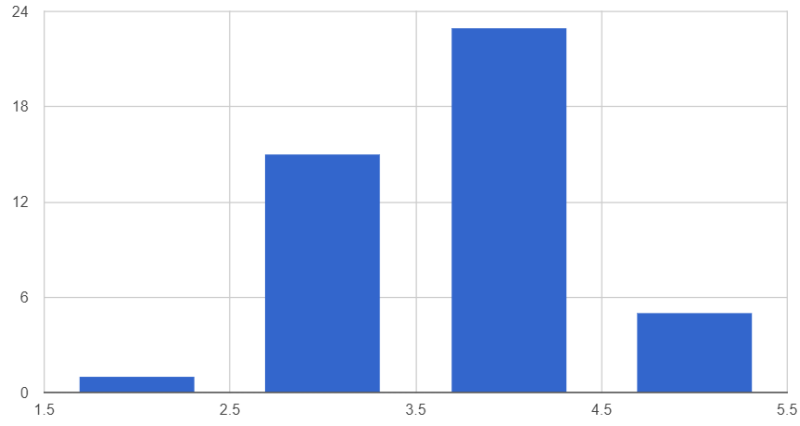
Is employability given weightage in the design and development of curriculum?
Average: 3.52
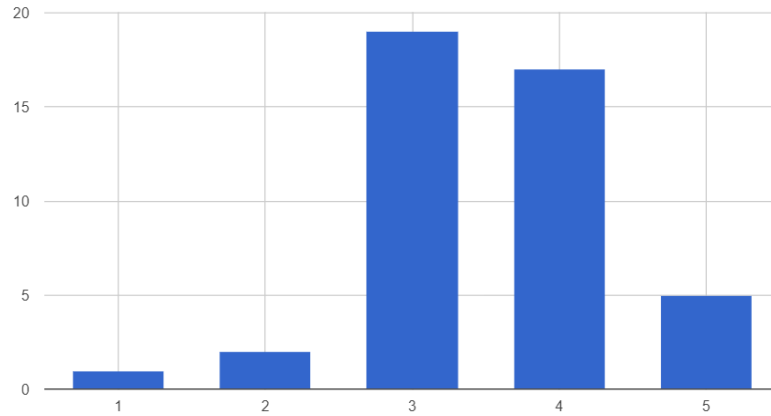
Does the curriculum promote self-study and attitude of research?
Average: 3.89

Does the curriculum meet your overall expectations?
Average: 3.73
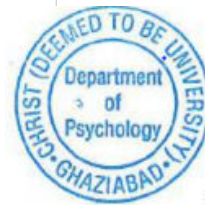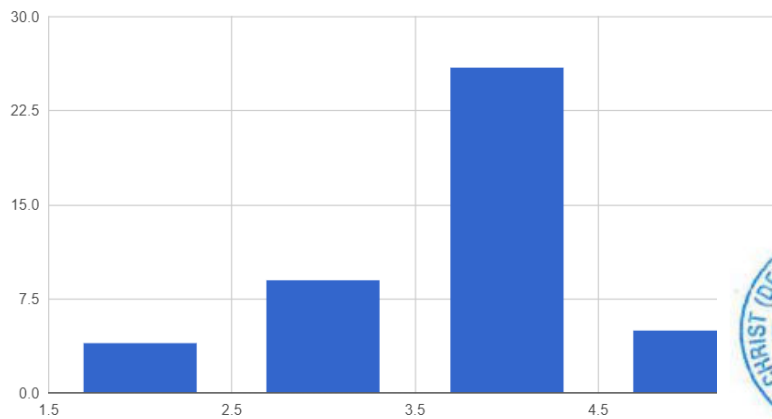
Bachelor of Arts (Psychology, Sociology, English)

Below are the specific responses obtained from 62 students enrolled in various programs provided by the Department of Psychology. The feedback received covered different parameters of the curriculum.

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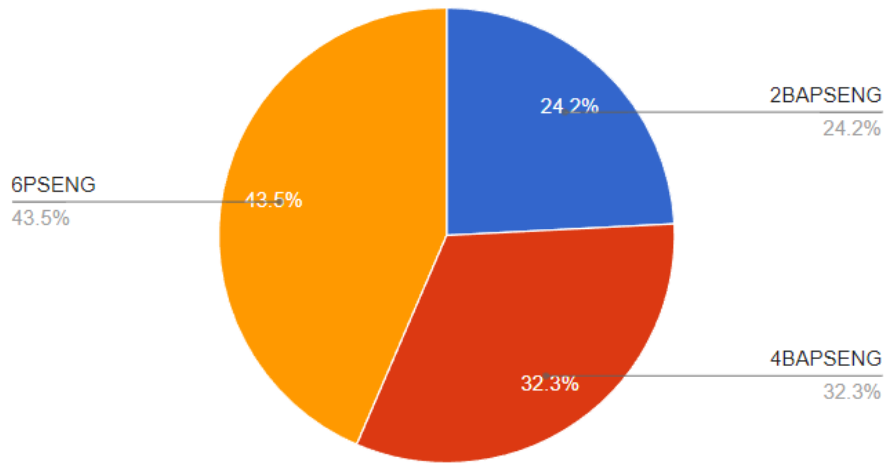
Does the content of the curriculum satisfy the stated objectives and learning outcomes?
Average: 2.89
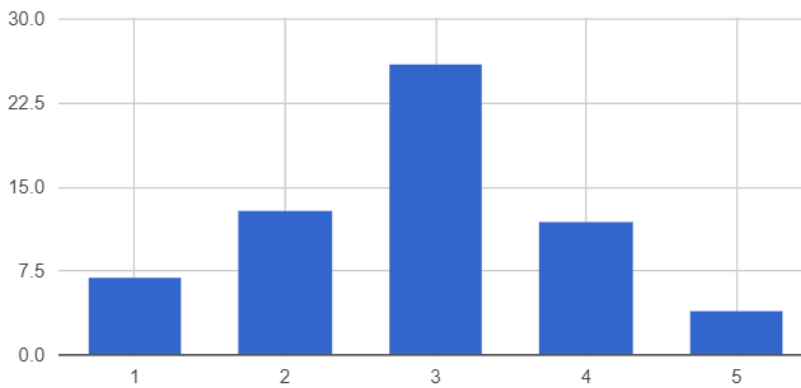
Does the curriculum cover advanced topics?
Average: 2.81
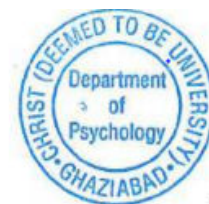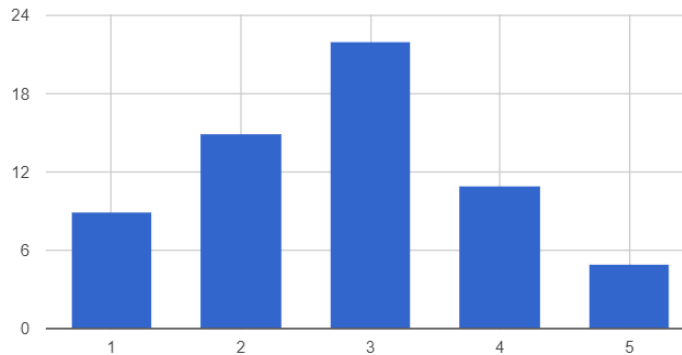
Whether the curriculum enhances your knowledge and skills in the relevant domain?
Average: 3.23
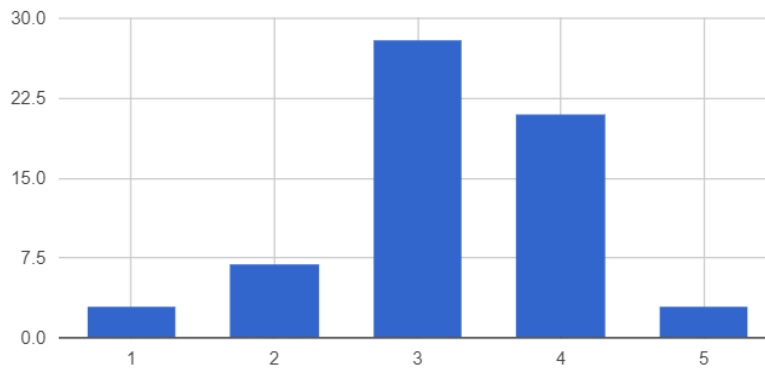
Is the curriculum effective in developing critical/ analytical thinking?
Average: 3.21
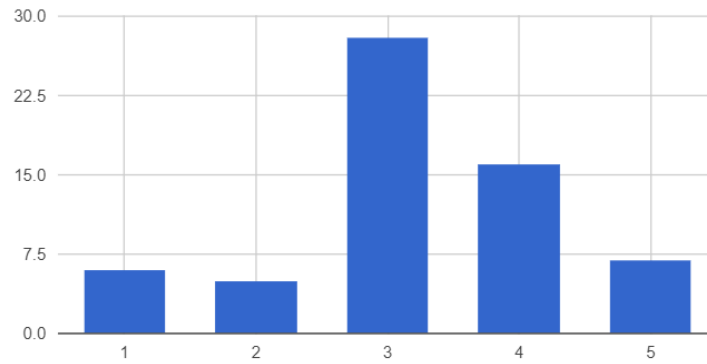
Are the text books and reference materials relevant to the content of the curriculum?
Average: 3.37
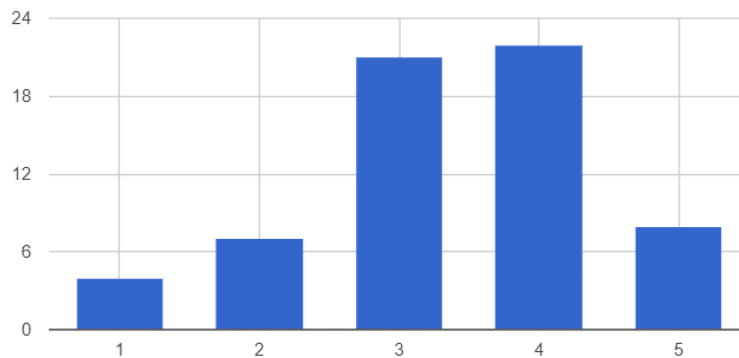
**Does the curriculum orient towards higher education?**
Average: 3.15
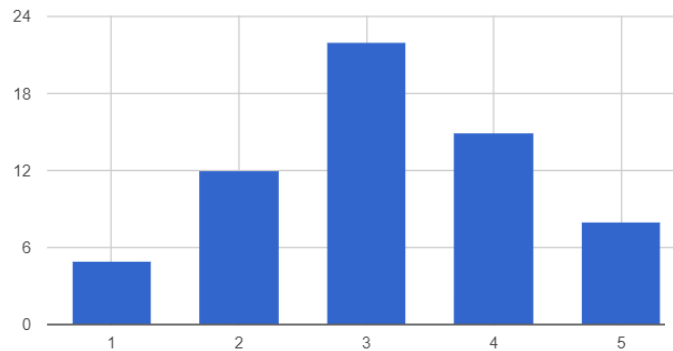
Does the curriculum enable the students to apply their knowledge in real life situations?
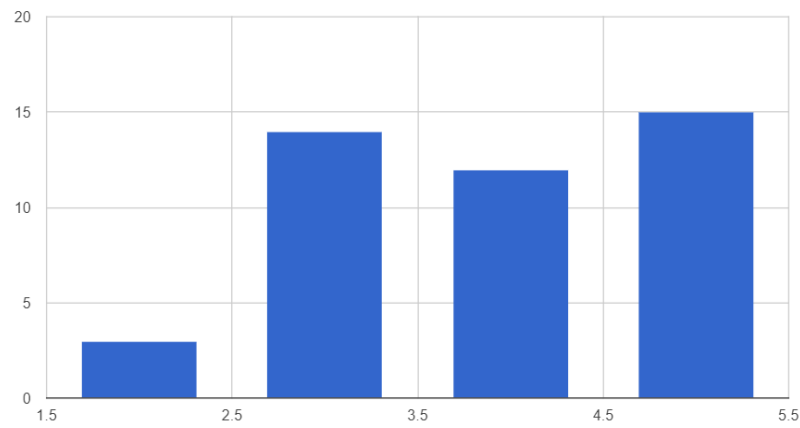Average: 3.19
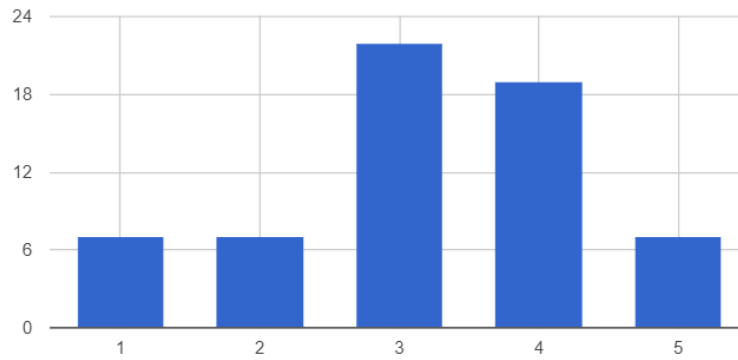
Is employability given weightage in the design and development of curriculum?
Average: 2.94
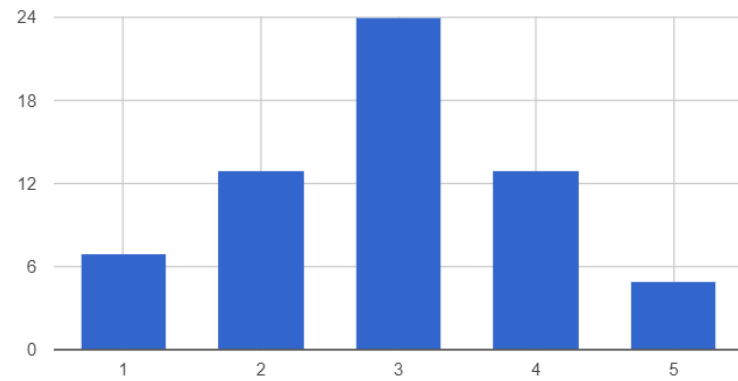
Does the curriculum promote self-study and attitude of research?
Average: 3.32

**Does the curriculum meet your overall expectations?**
Average: 2.73

As is evident from the charts, responses range 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 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.

Feedback from Teachers

In order 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 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?
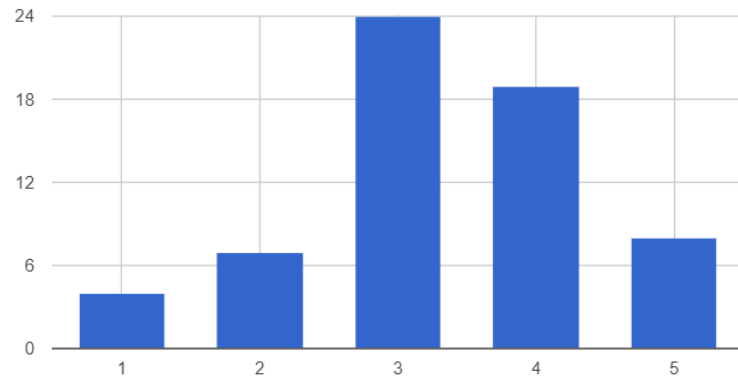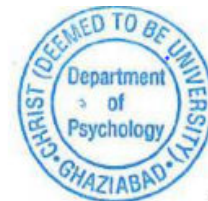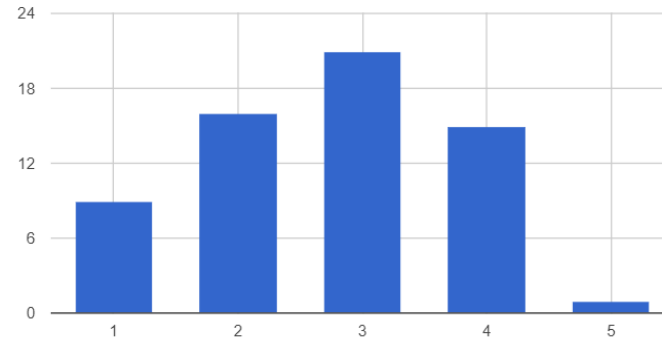16 responses

- Excellent
- Good
- Satisfactory
- Average
- Need to improve

75%
12.5%
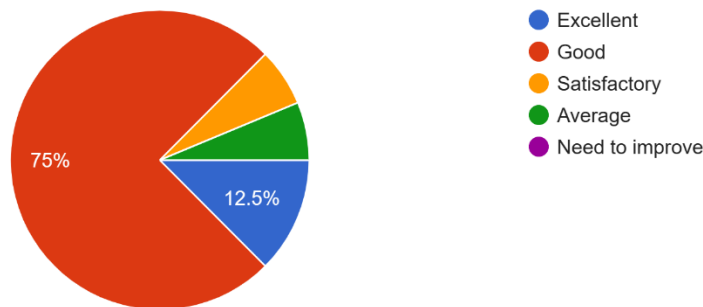
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?
16 responses

- Excellent
- Good
- Satisfactory
- Average
- Need to improve

56.3%
12.5%
31.3%
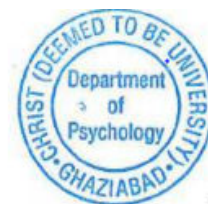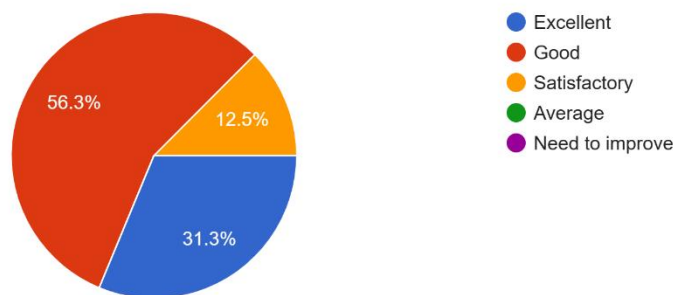
Is the curriculum effective in developing independent thinking?

16 responses

- ● Excellent
- ● Good
- ● Satisfactory
- ● Average
- ● Need to improve

25%
56.3%
18.8%
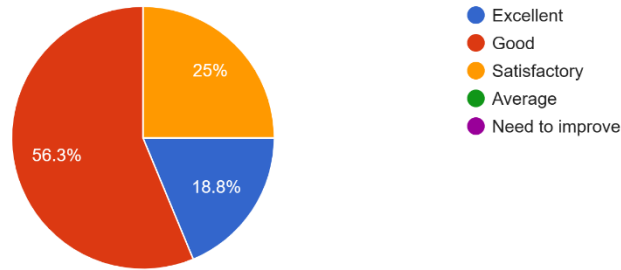
Does the curriculum enable the students to apply their knowledge in real life?

16 responses

- ● Excellent
- ● Good
- ● Satisfactory
- ● Average
- ● Need to improve

25%
56.3%
18.8%
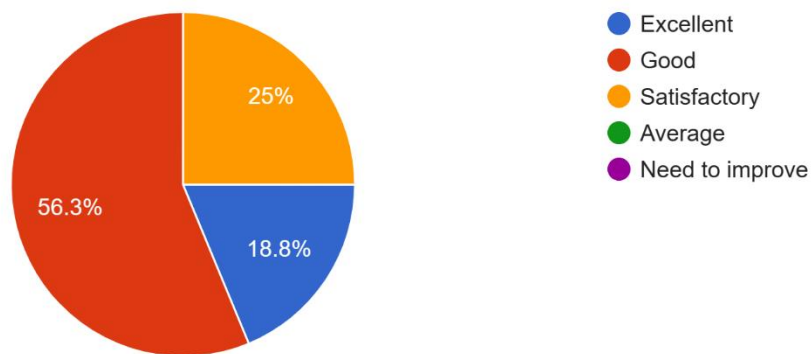
Does the departmental level expert committee meet to review the curriculum?

16 responses

- ● Excellent
- ● Good
- ● Satisfactory
- ● Average
- ● Need to improve

18.8%
50%
25%
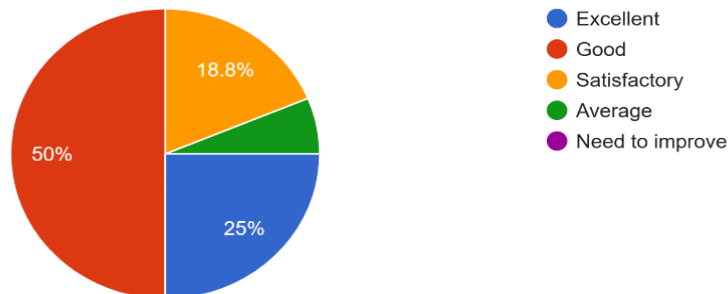
Based on the responses, teachers have rated the curriculum from satisfactory to excellent across different dimensions, such as whether it meets the stated objectives and learning outcomes, whether it promotes independent thinking, and whether it enhances subject-area knowledge. Additionally, the curriculum encourages research-inclusive teaching, allowing teachers to continually improve their knowledge and stay up-to-date with the latest advancements in their subject-area. Overall, the range of responses suggests that the current curriculum adequately supports both student learning and teacher professional development.
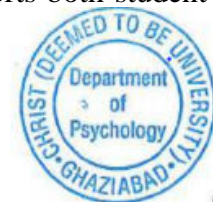
Feedback from Parents

Feedback on the curriculum of various programs was collected from 99 parents via a Google Form, as parents are the primary 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 99 parents on various criteria were gathered as well.

Does the curriculum orient the students towards higher education?
99 responses

- Excellent
- Good
- Satisfactory
- Average
- Need to improve
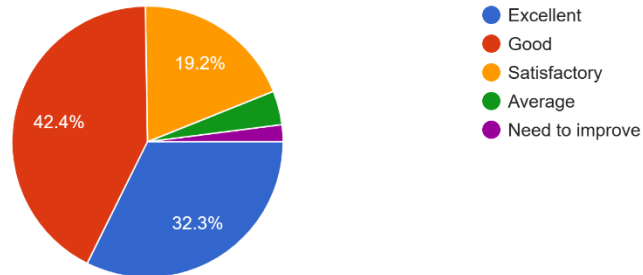
Is employability given weightage in the design and development of the curriculum?
99 responses

- Excellent
- Good
- Satisfactory
- Average
- Need to improve
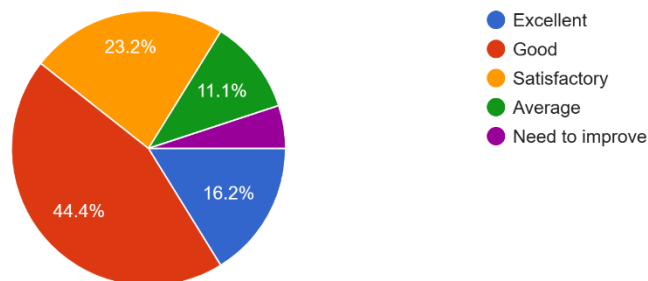
Is the curriculum designed to have a component on value based education?

99 responses

- Excellent
- Good
- Satisfactory
- Average
- Need to improve

50.5%
19.2%
27.3%
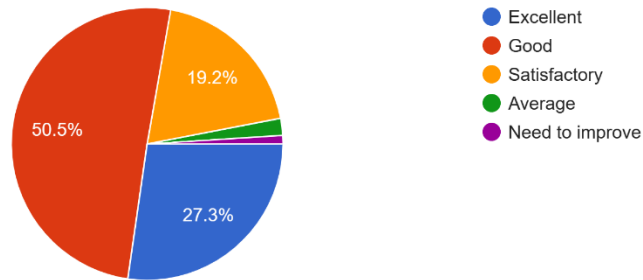
Does the curriculum have components to serve the needs of the society?

99 responses

- Excellent
- Good
- Satisfactory
- Average
- Need to improve

41.4%
17.2%
37.4%
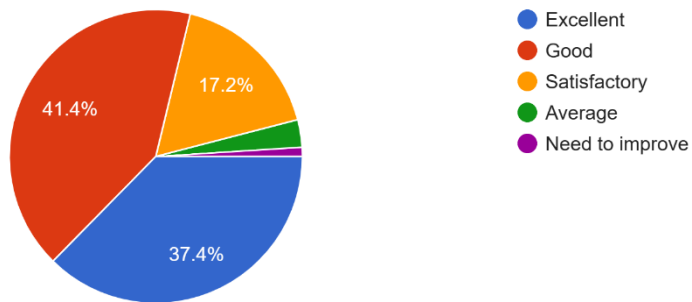
Does the curriculum promote self-study and attitude of research?

99 responses

- Excellent
- Good
- Satisfactory
- Average
- Need to improve

45.5%
14.1%
33.3%
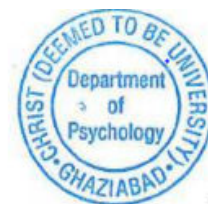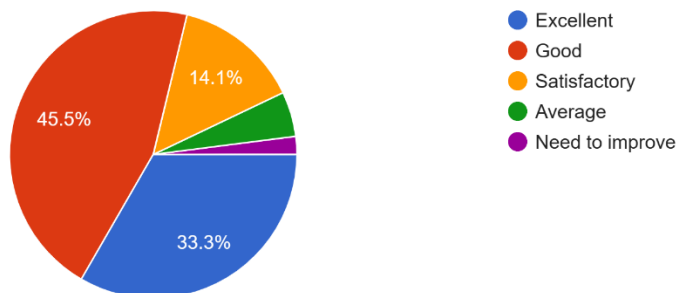
Does the curriculum help the students to enhance their personality?
99 responses

- Excellent
- Good
- Satisfactory
- Average
- Need to improve

18.2%
44.4%
30.3%
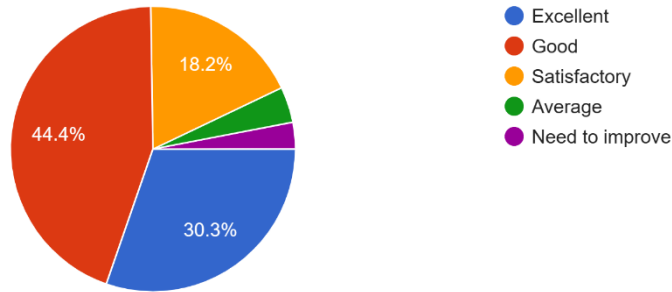
The parents' responses regarding the curriculum clearly indicate their satisfaction with the program's ability to provide opportunities for students to enhance their personalities, address societal needs, promote self-study, foster a positive attitude towards research, and prepare students for higher education. Nonetheless, a few parents expressed concern about the stress experienced by the students. To address these concerns, certain measures were taken to help students develop skills to manage stressors effectively.

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 offered them. Alumni feedback can be used to improvise the course curriculum and develop strategic plans in accordance with the industry needs. Feedback was garnered through google forms in which alumni rated (5 point scale) different aspects like, 'Is the curriculum updated on a regular basis depending on the current trends and advanced topics?', 'Does the curriculum orient the students towards higher education?', 'Does the curriculum provide employability weightage?' etc.
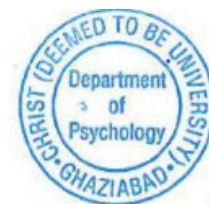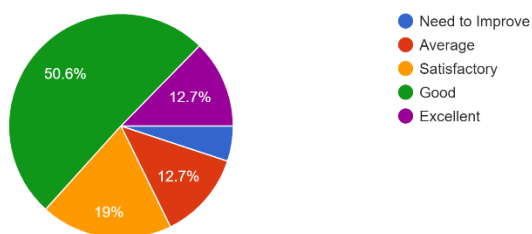
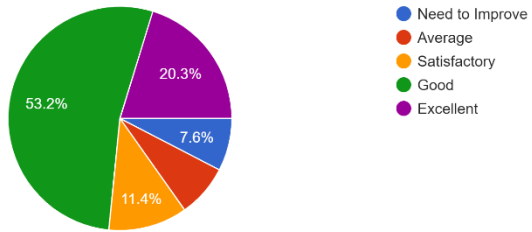The responses obtained on the various dimensions are as follows-

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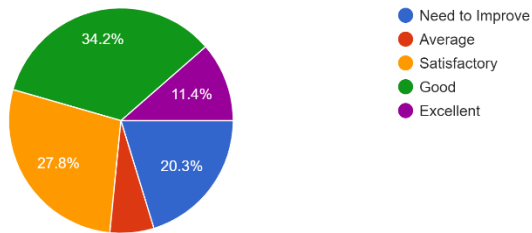79 responses

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

50.6%
12.7%
12.7%
19%

Does the curriculum orient the students towards higher education?
79 responses

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

53.2%, 20.3%, 7.6%, 11.4%

Does the curriculum provide employability weightage?
79 responses

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

34.2%, 11.4%, 20.3%, 27.8%

Does the curriculum meet the expectations of the industry?
79 responses

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

51.9%, 10.1%, 21.5%
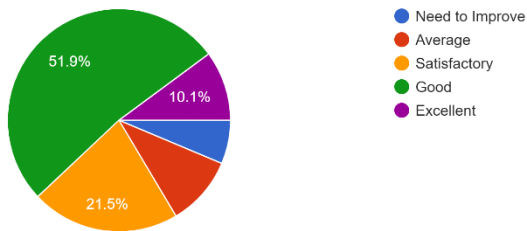
Does the curriculum enable the student to connect the knowledge to real life application?
79 responses

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

49.4%, 19%, 12.7%, 19%
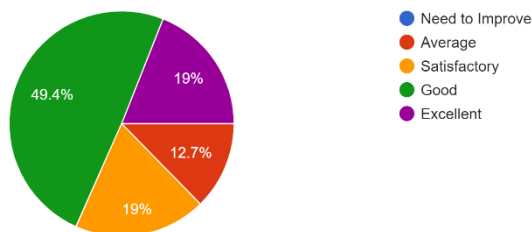
Does the curriculum encourage entrepreneurship?
79 responses

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

43%, 8.9%, 13.9%, 26.6%
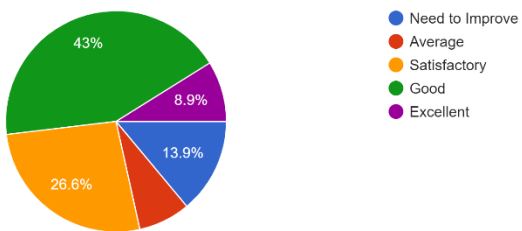
One of the alumni reported, that the "It has been a wonderful and enriching experience overall. I have developed life skills along with subject knowledge. University prepares us for professional exposure, the curriculum and faculty teaching patterns are good; extra-curriculum activities help in boosting and showcasing hidden talent." 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 range of responses indicate that the current curriculum does justice in terms of providing them space to enhance their knowledge and practice skills to become better professionals