

**Department of Psychology Feedback on
Curriculum- 2023-24
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 analyze 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, and tools for teaching and learning, as well as 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 teaching, learning, assessment, and capacity-building aspects of the curriculum, ensuring its relevance and practicality for students. The feedback generation process is as follows:

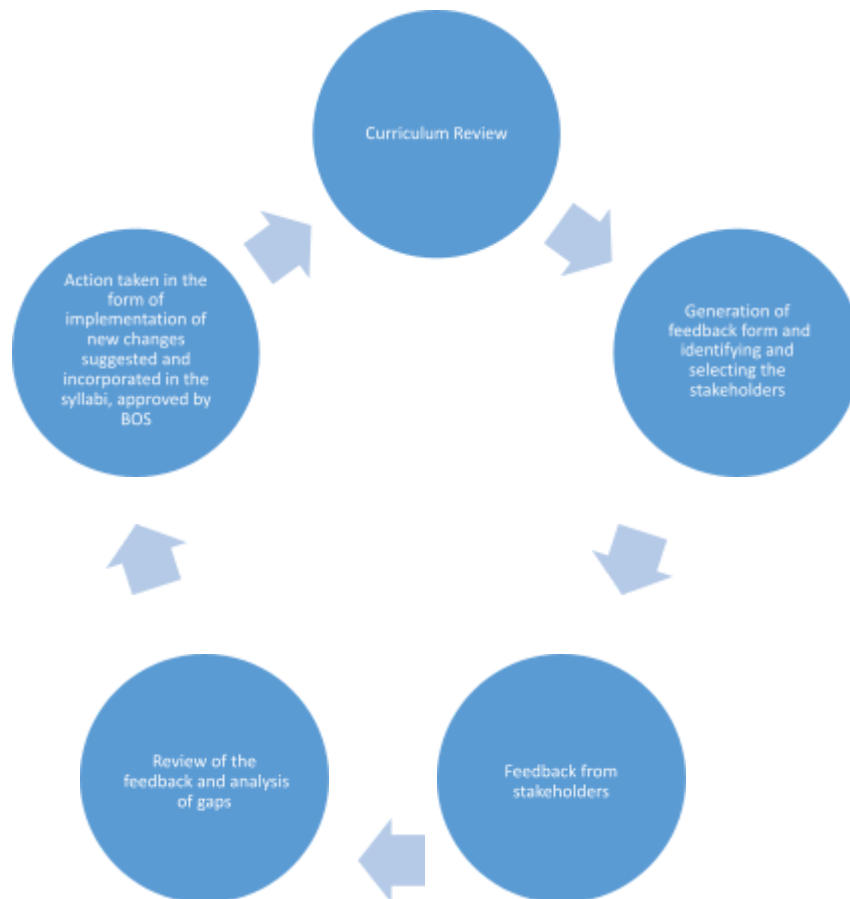


Fig 1: Process of generating feedback on curriculum by stakeholders

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 2023-24 feedback from various stakeholders (students, teachers, parents) were taken through Google Forms. 427 students from different undergraduate and postgraduate courses provided feedback on each of their teaching courses and also indicated their overall satisfaction level for the curriculum and teaching aspects. Similarly, **16 teachers, 04 parents and 12 alumni** provided the feedback on curriculum.

Major Suggestions

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

1. For M. Sc. (Clinical) Psychology Programme- In general, the syllabus is comprehensive and industry-relevant. Recommendation is to include textbooks published in the last 5 years as primary references for the courses offered. Contemporary areas (e.g., sports psychology, environmental psychology, cross-cultural psychology) could be offered as electives.
2. Organization and conduction of FDPs and QIPs to enhance the teaching-learning skills of the teachers.
3. Encouraging teachers to conduct evidence-based researches.
4. For developing entrepreneurship among students, workshops to be organized on the same.

Action Taken

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

1. Syllabus reviewed and suggestions for modifications were compiled, send to Board of Studies for updating the existing syllabus after the due approval of 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 organized for the students.
3. Students were provided with additional resource materials.
4. Extra classes scheduled for students requiring help.
5. Peer mentoring and conduction of peer learning classes.
6. Value-added courses were offered.
7. Inclusion of role plays and hands-on experiential exercises for portions of the syllabus which allow for the same.
8. Giving assignments which require students to practice their theoretical learned concepts, like, for treatment planning in Multicultural Counselling Skills paper, students were asked to conduct therapy sessions with clients and prepare a treatment planning module.
9. Including case studies in paper like Law and Ethics to practice and understand the current issues.
10. For enhancing research related knowledge, carrying out intensive literature review and identification of gaps as well as preparing research proposal were given as assignments.
11. More industry-academia interactions through guest lectures and workshops.
12. More case-based discussions during the classes.
13. Psycho-diagnostic lab included assessments which are directly relevant to clinical psychology with more practice hours.

Detailed Feedback Analysis

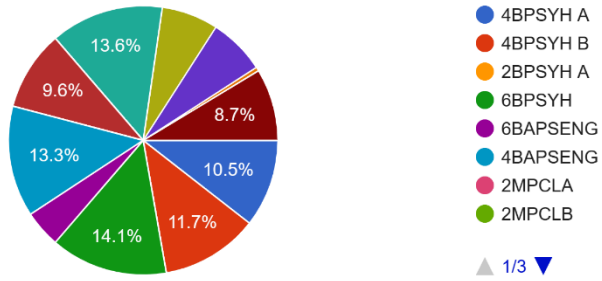
Feedback from Students

427 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-

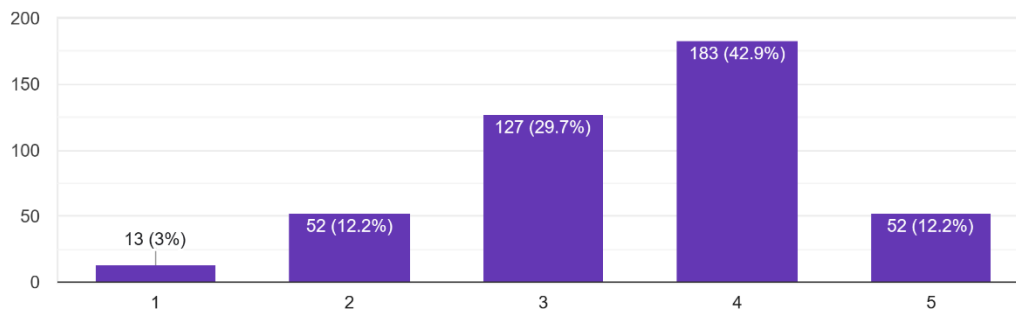
Name of the Programme

427 responses



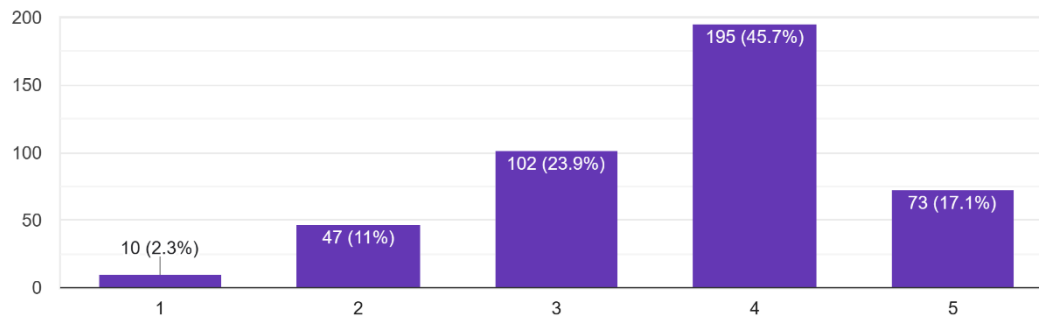
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

427 responses



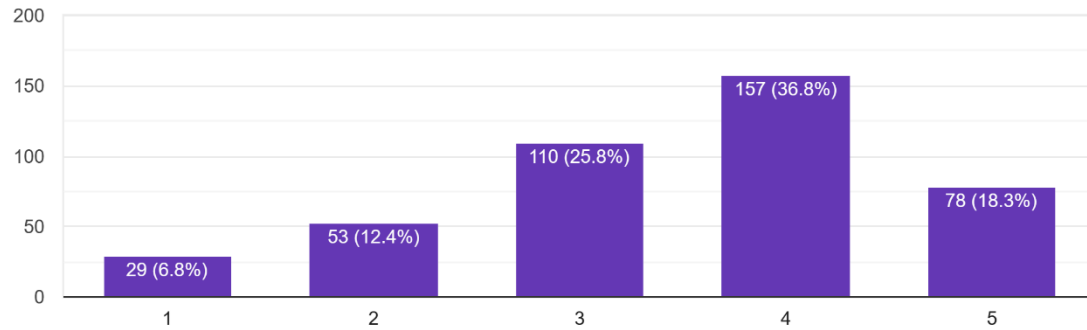
Whether the curriculum enhances your knowledge and skills in the relevant domain?

427 responses



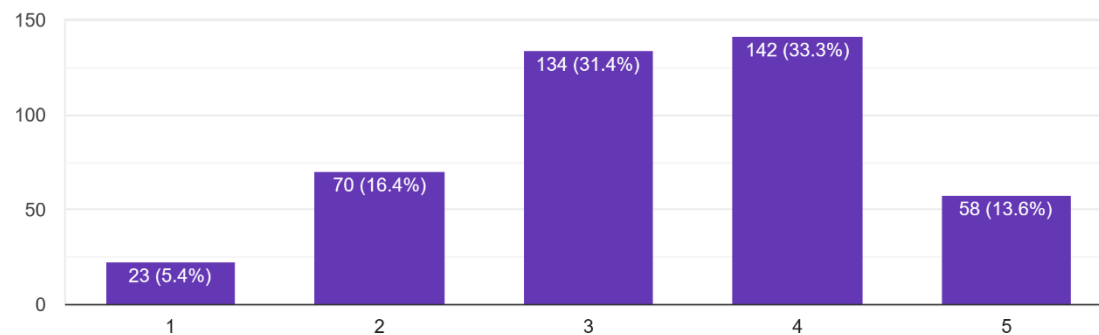
Does the curriculum enable the students to apply their knowledge in real life situations?

427 responses



Does the curriculum meet your overall expectations?

427 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.”

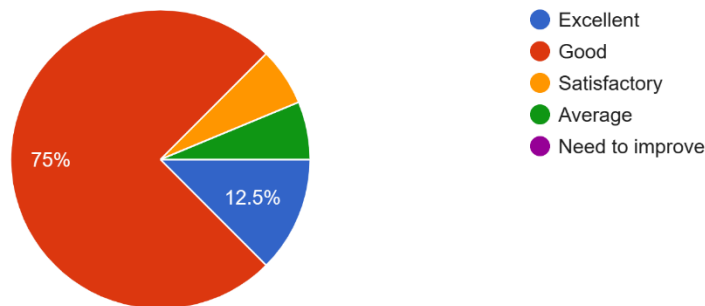
Although students express general satisfaction, there are still areas for improvement. Specifically, they have requested more opportunities for practical experience and a reduction in workload. Additionally, they have suggested implementing pedagogical changes such as incorporating more hands-on and experiential activities into daily classroom teaching.

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.

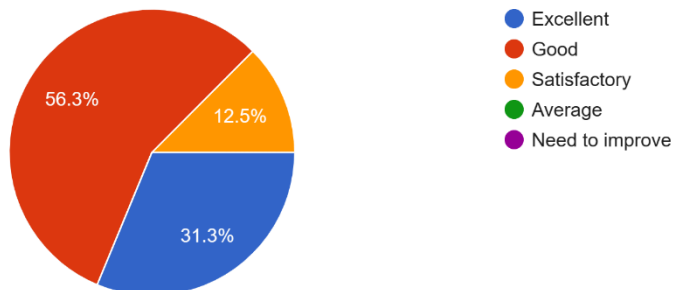
Does the curriculum satisfy the stated objectives and learning outcomes?

16 responses



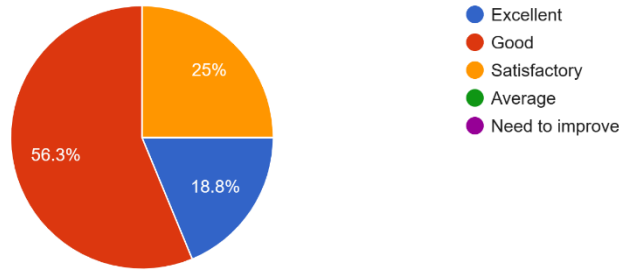
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?

16 responses



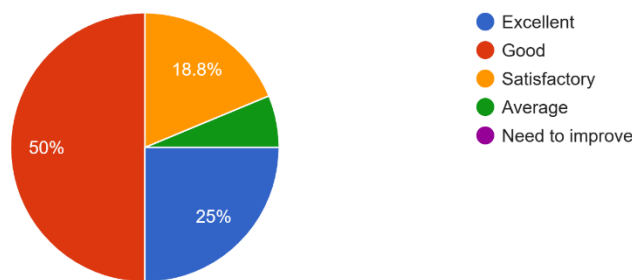
Is the curriculum effective in developing independent thinking?

16 responses



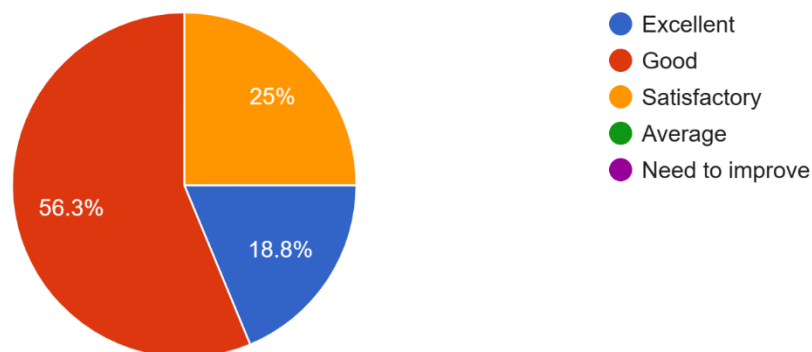
Does the departmental level expert committee meet to review the curriculum?

16 responses



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

16 responses



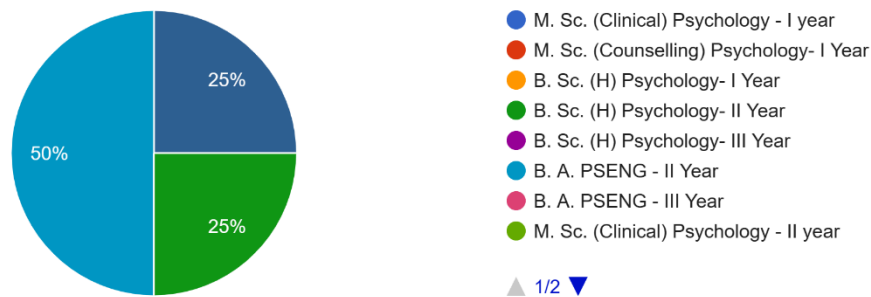
Based on the responses, teachers have rated the curriculum from satisfactory to excellent across different dimensions, such as whether it meets the stated objectives and learning outcomes, whether it promotes independent thinking, and whether it enhances subject-area knowledge. Additionally, the curriculum 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 04 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.

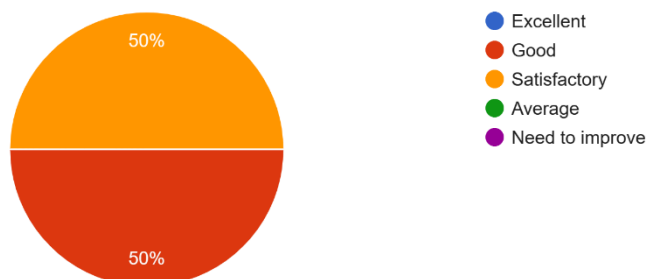
Name of the Programme

4 responses



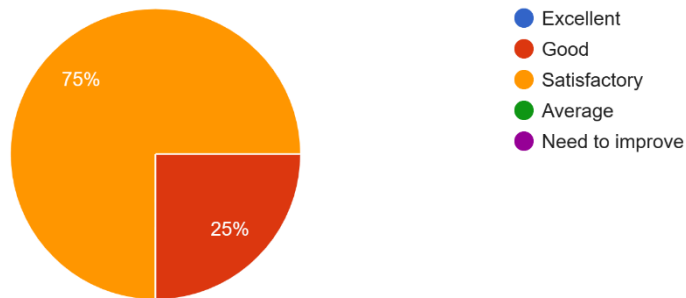
Does the curriculum orient the students towards higher education?

4 responses



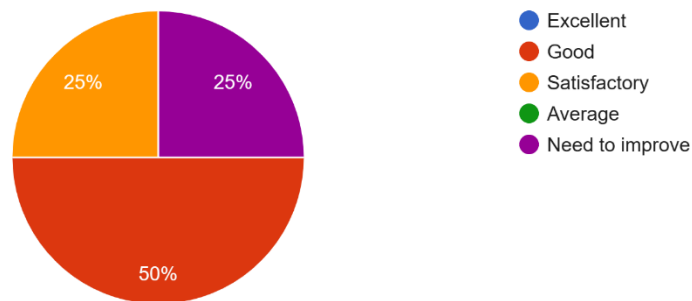
Does the curriculum have components to serve the needs of the society?

4 responses



Does the curriculum help the students to enhance their personality?

4 responses



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.

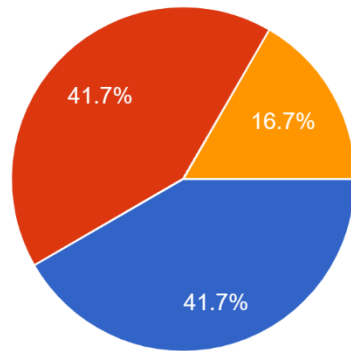
Feedback from Alumni

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 improve 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-

Name of the Programme Completed

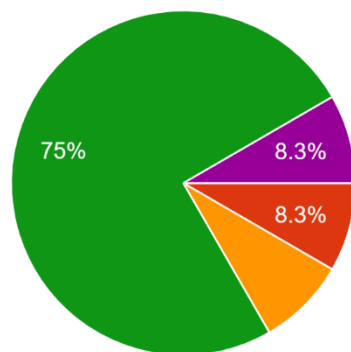
12 responses



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

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

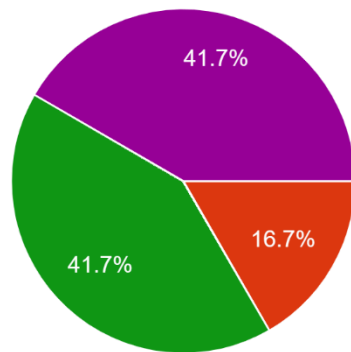
12 responses



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

Does the curriculum orient the students towards higher education?

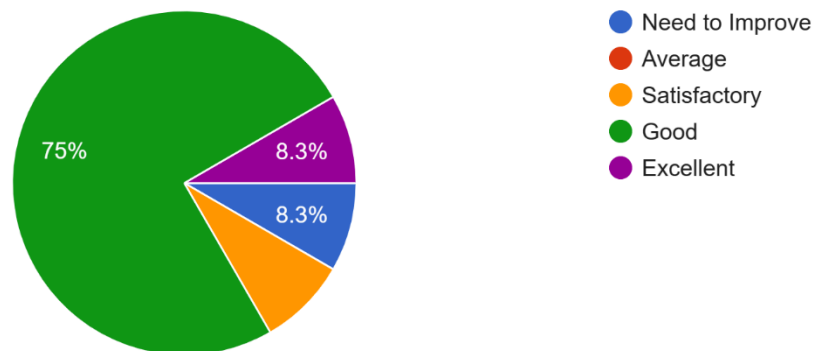
12 responses



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

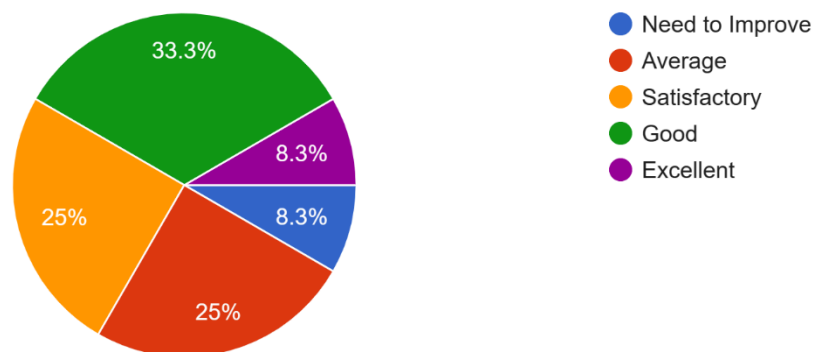
Does the curriculum provide employability weightage?

12 responses



Does the curriculum encourage entrepreneurship?

12 responses



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.

