

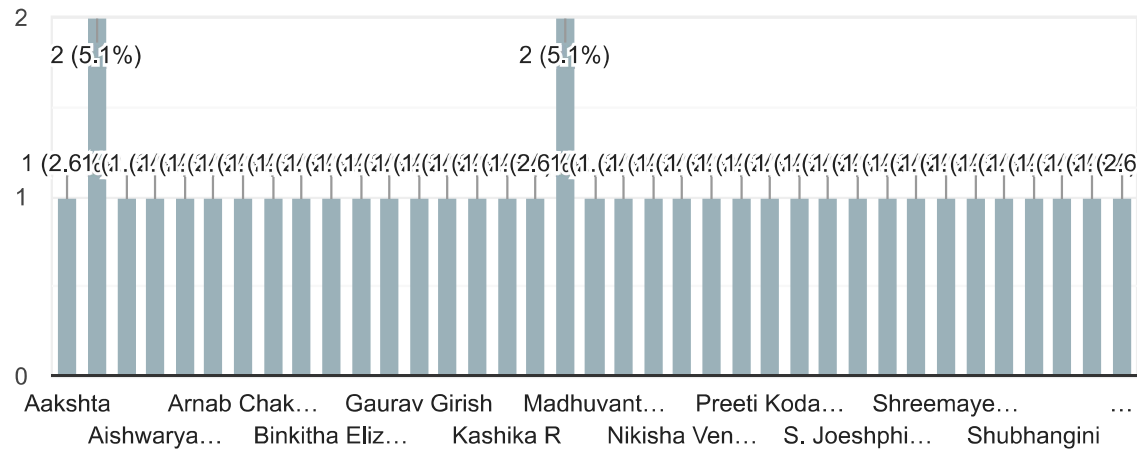
Alumni Feedback

41 responses

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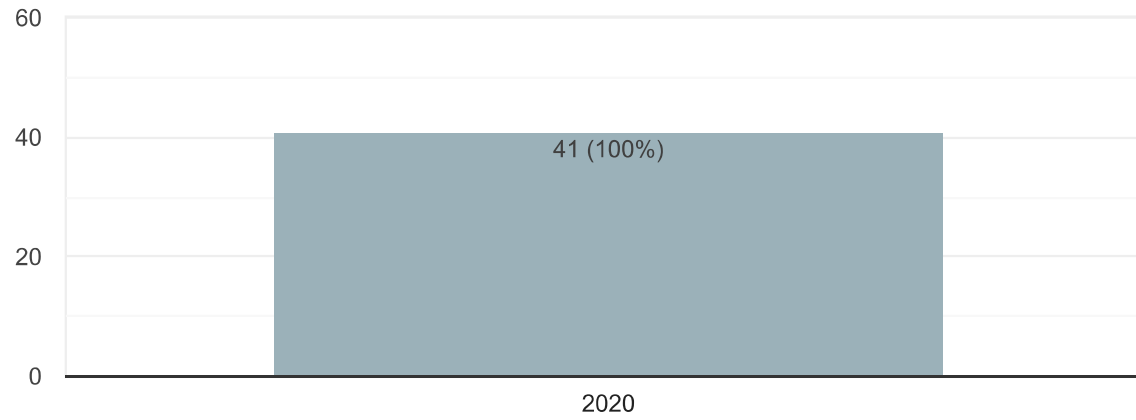
Name of alumni

39 responses



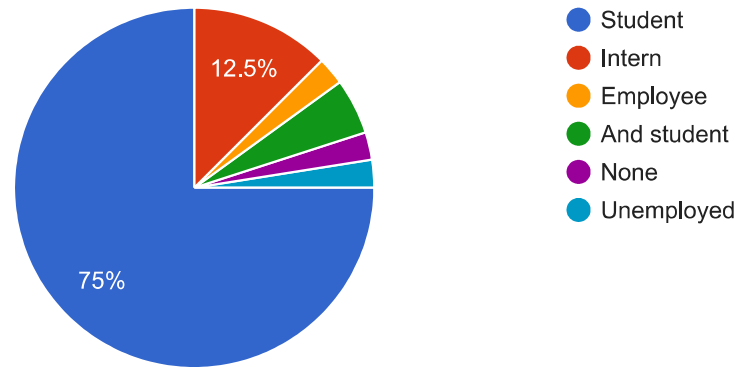
Year of Passing out (Eg. 2019-20)

41 responses



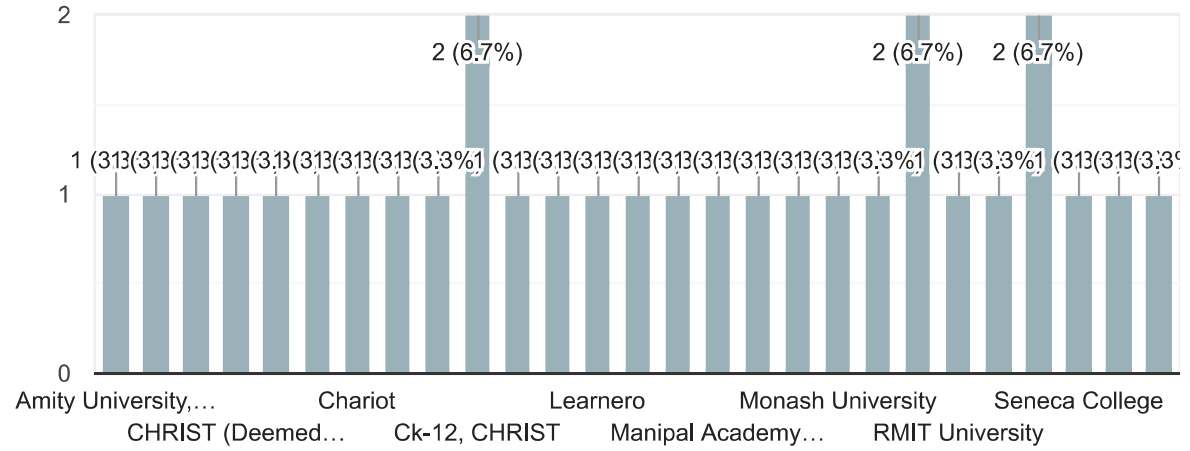
Occupation

40 responses



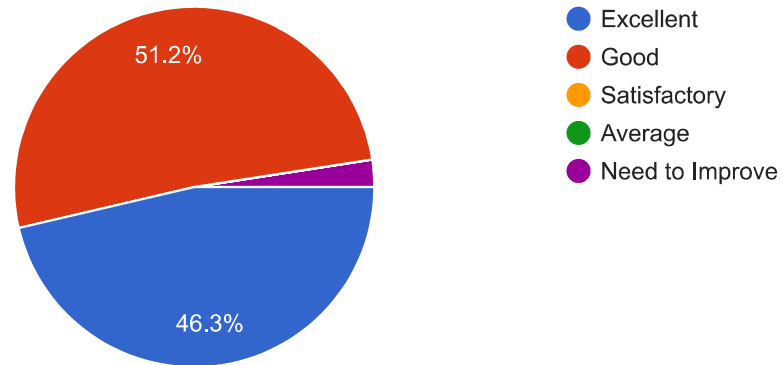
Name of the Institution/Organization

30 responses



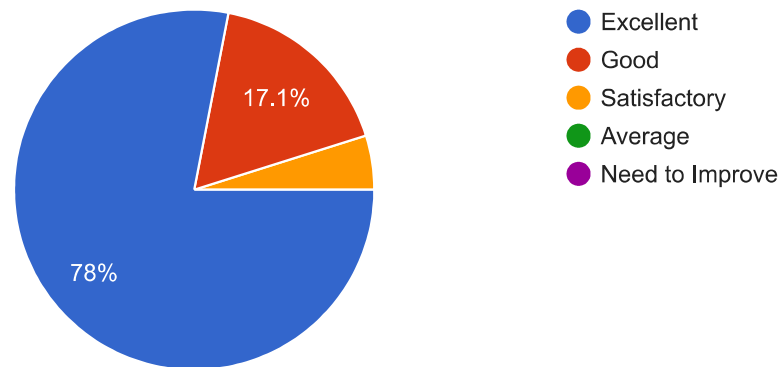
Is the syllabus updated on a regular basis depending on the current trends and advanced topics?

41 responses



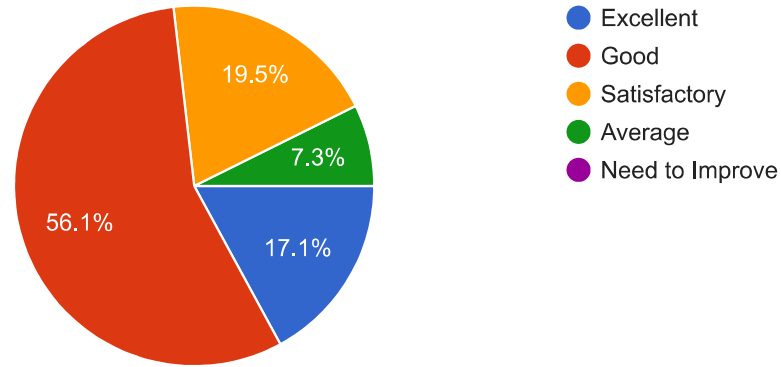
Does the syllabus orient the students towards higher education?

41 responses



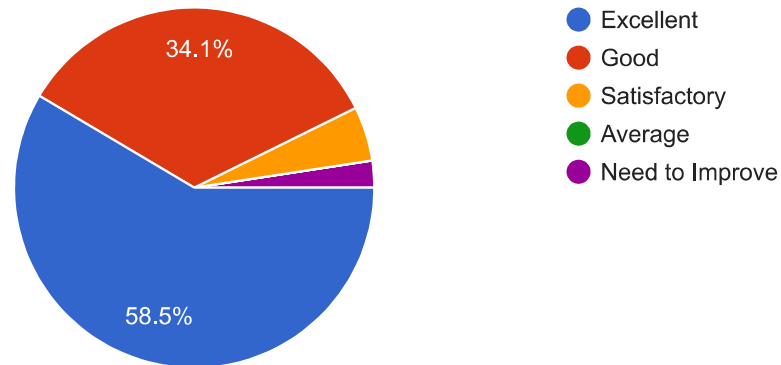
Does the syllabus provide employability weightage?

41 responses



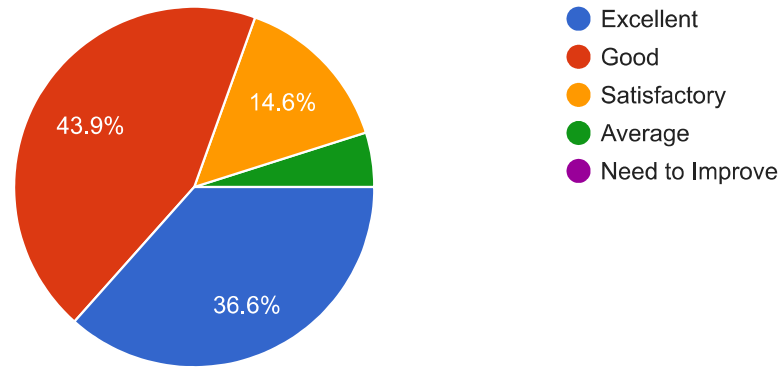
Does the syllabus meet the expectations of the industry?

41 responses



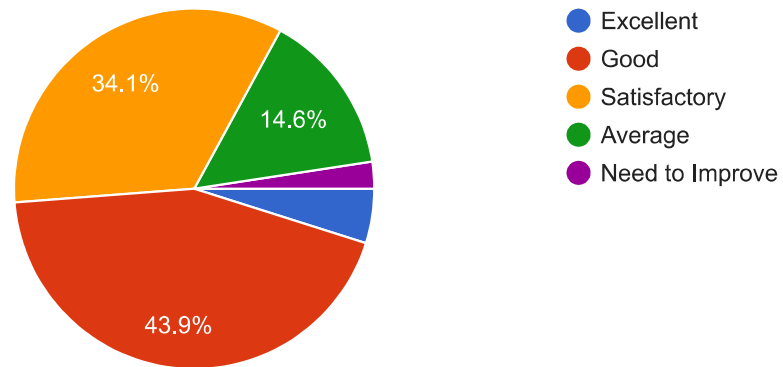
Does the syllabus enable the students to connect the knowledge to real life application?

41 responses



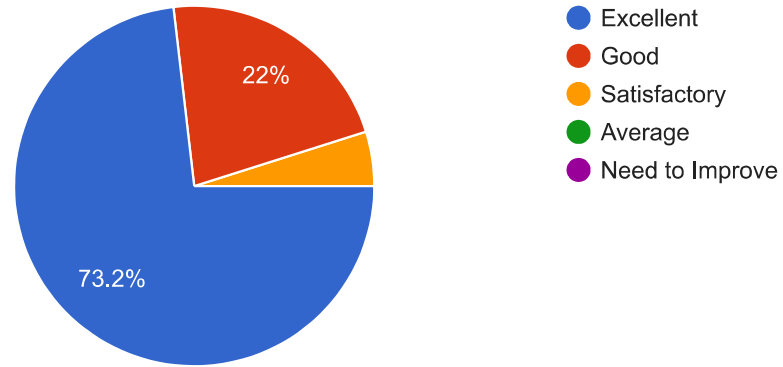
Does the syllabus encourage entrepreneurship?

41 responses



Do you think that the syllabus motivates the students for research and development?

41 responses



Challenges faced... (You shall highlight on specific courses, teaching methods, assessments, practices, etc.)

20 responses

Statistics can be taught more in detail and maybe in 2 levels of difficulty, I.e statistics I in first year and statistics II in 2nd year

Fitting in subjects like developmental psychology and psychopathology within one semester was a little stressful. Maybe it can be divided into 2 parts

A longer span of time can be taken to complete the course so that the syllabus can be spread over a longer span of time

The syllabus was much too vast to cover in depth.

Very hectic schedule but manageable due to

Artificial intelligence, I cannot say I have learnt anything important.

Overload of assignments and work, assignments are not engaging and interesting. Practicum requirements are often unreasonable.



Suggestions & Recommendations...

13 responses

Our syllabus is quite up to date, relevant and gets updated with time

Maybe reduce the stress.

Adding a bit more structure would greatly help improve the flow of how things work in the college.

Include more practical aspects for papers like neuropsychology, forensic psychology, genetics etc.

Strategies need to be taken to promote self - learning and exploration, further application of the knowledge in real life setting; beyond Internship (include credit based programme for part-time Internship, similar to certificate courses) the current system of 1.5 month Internships does not give sufficient time to gauge the real challenges and experience of a given job role , creation of a database for potential places of internship (otherwise students can fall prey to commercial training programme marketed as Internship) and list of relevant places to apply for placement. In terms of research work focusing on relevant areas based on needs of society, existing trends in public health and policy (including focusing on govt. based

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Google Forms





Faculty Feedback

8 responses

[Publish analytics](#)

Name of the Faculty

8 responses

Smitha Baboo

MANIKANDAPRABU M

Yogesh

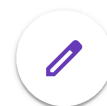
Rameshbabu Tamarana

Navya Pandey

Alphonsa Jose K

Akriti Srivastava

Vijayalaya Srinivas



Employee ID

8 responses

2652

2991

2603

2970

2989

2861

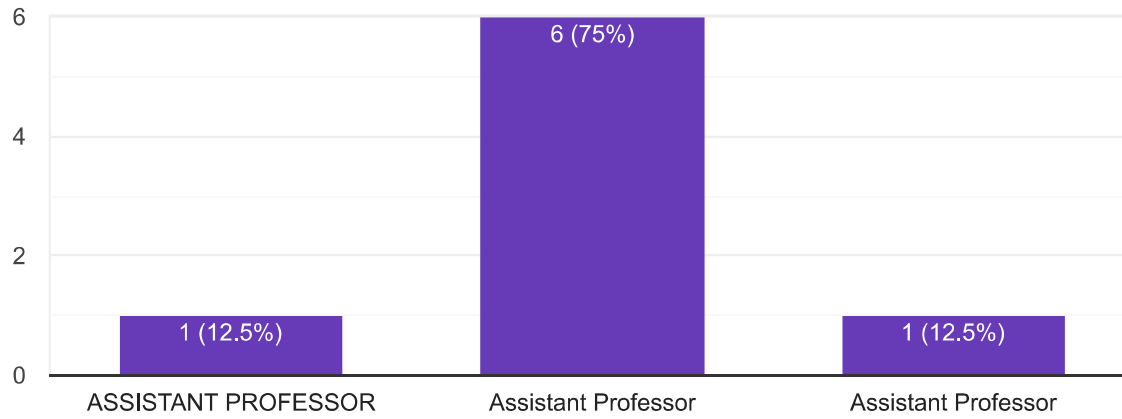
2463

1676



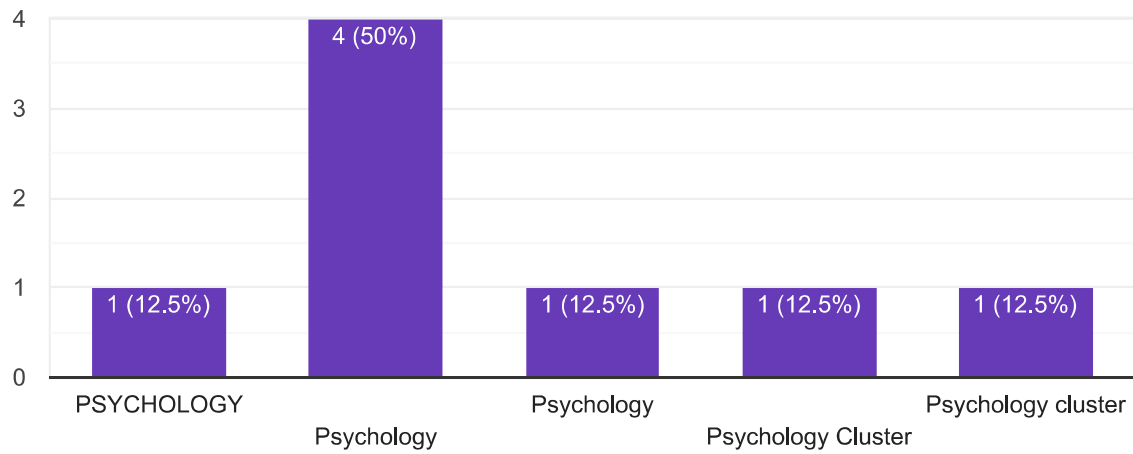
Designation

8 responses



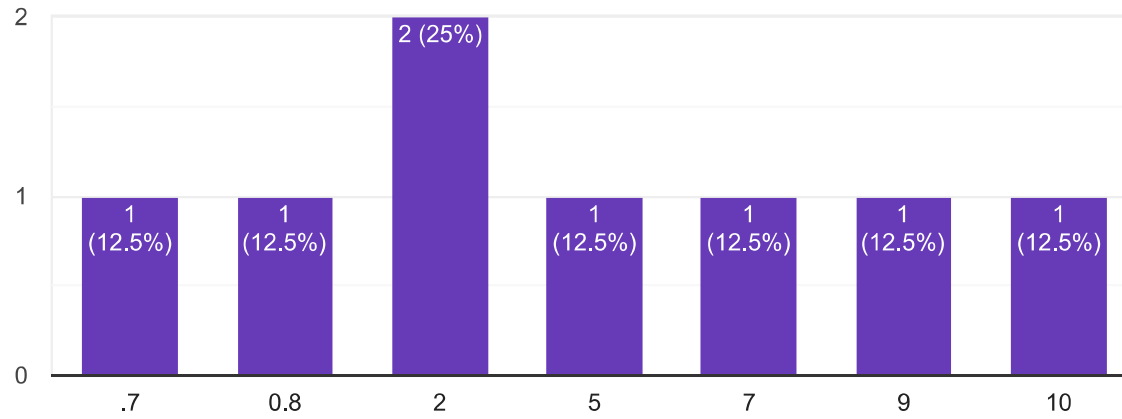
Department

8 responses



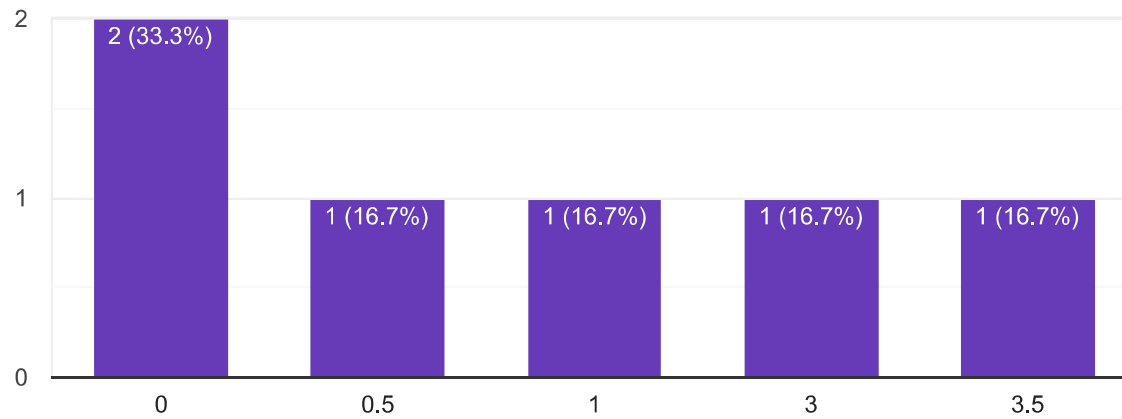
Experience in Teaching (Number of Years)

8 responses



Experience in Industry/R&D (Number of Years)

6 responses



Contact Phone Number/s

8 responses

8144014221

9940858504

9884114238

7200525148

8527541305

9400709332

9571403364

9940497766



e-mail id

8 responses

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rameshbabu.tamarana@christuniversity.in

navya.pandey@christuniversity.in

alphonsa2000@gmail.com

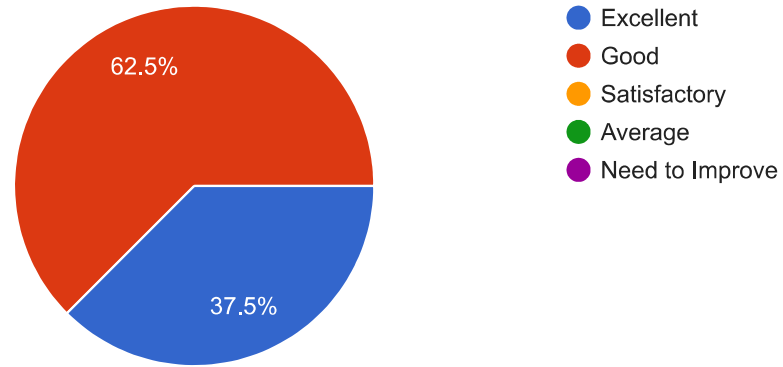
akriti.srivastava@christuniversity.in

vijayalaya.srinivas@christuniversity.in



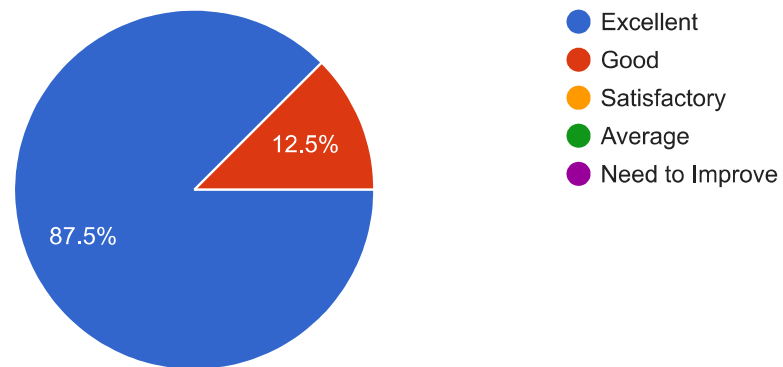
Does the syllabus satisfy the stated objectives and learning outcomes?

8 responses



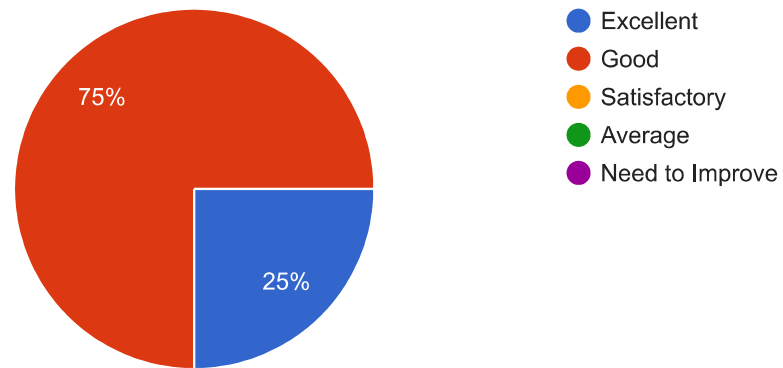
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?

8 responses



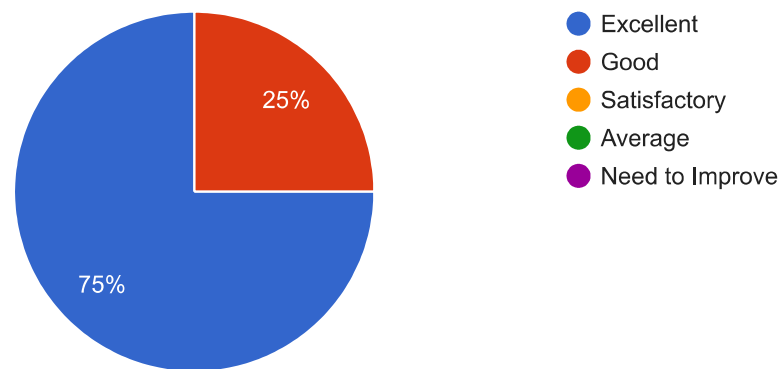
Is the syllabus effective in developing independent thinking?

8 responses



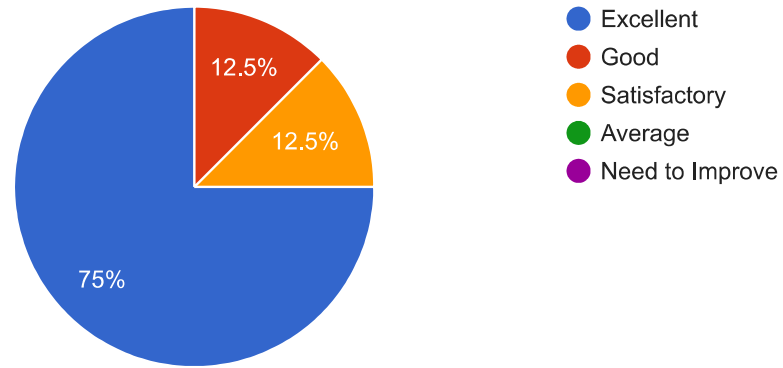
Does the departmental level expert committee meet to review the syllabus?

8 responses



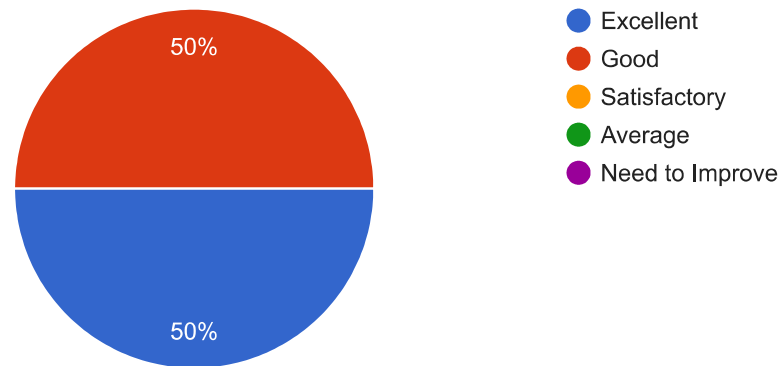
Does the syllabus enhance your knowledge in the subject area?

8 responses



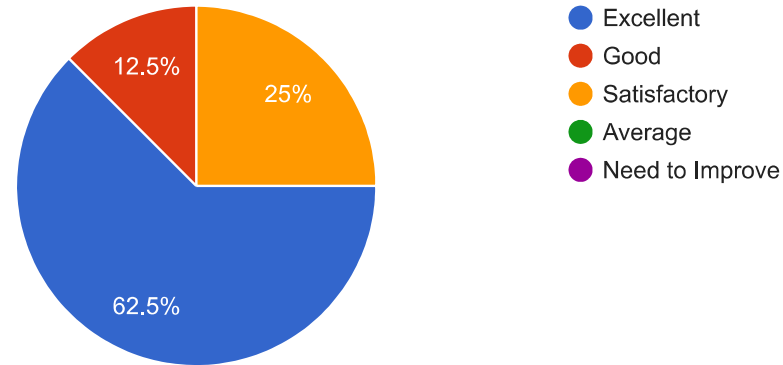
Does the syllabus enable the students to apply their knowledge in real life?

8 responses



Does the syllabus demand the teachers for research inclusive teaching?

8 responses



General Comments and Suggestions:

2 responses

Certain recalibration needs to be done.

The scope of incorporating more elective courses have to be explored further. Making the curriculum more practical oriented and reduce the perceived burden of the program. Overlaps in certain courses across the semesters need proper evaluation and necessary action.

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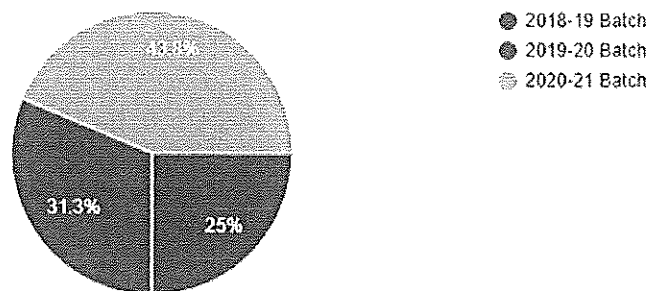
Feedback Analysis Report 2020-21

Feedback from the students was collected during March-April 2021. The details of the feedback are given below. During the academic year 2020-21, the classes were conducted online. Several students expressed their concerns with online instruction. A small proportion of students said that the online classes are ineffective and difficult to concentrate. The students made the following comments to improve the course structure, instruction, and assessment.

- More time to do assignments, asynchronous assignments could be less tedious; breaks between submissions will really be appreciated.
- Increase the second semester to 5 papers/ courses and reduce the final semester to 4. Theories of personality could be shifted to the second semester. And Clinical to 3rd semester, thereby leaving space for one 6th semester course in the 4th semester.
- Five courses in the last semester, dissertation, admission applications, and now asynchronous activities, are indeed hectic.

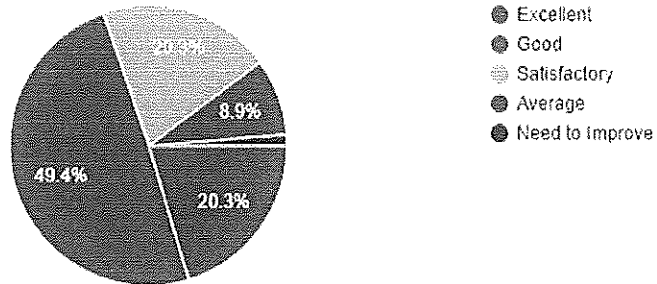
Year of Batch

90 responses



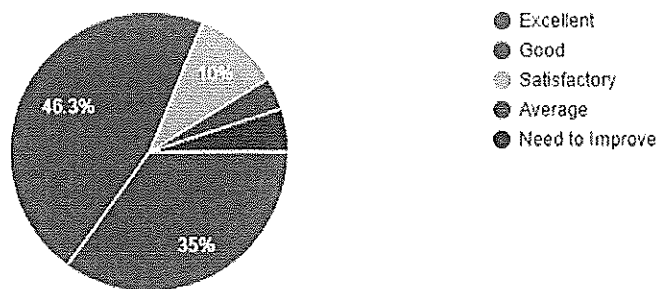
Is the syllabus updated on a regular basis depending on the current trends and advanced topics?

73 responses



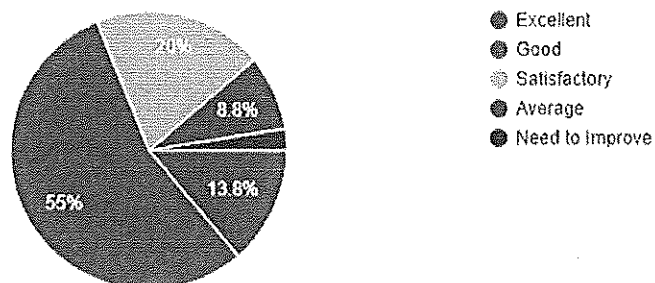
Does the syllabus orient the students towards higher education?

80 responses



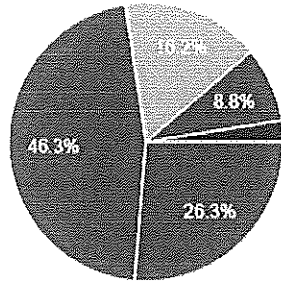
Does the syllabus provide employability weightage?

80 responses



Does the syllabus meet the expectations of the industry?

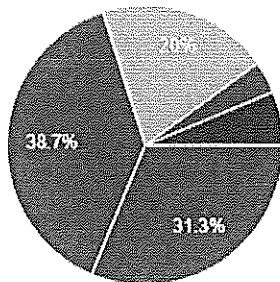
80 responses



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

Does the syllabus enable the students to connect the knowledge to real life application?

80 responses

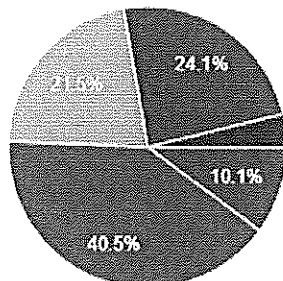


- Excellent
- Good
|- Satisfactory

- Average
- Need to improve

Does the syllabus encourage entrepreneurship?

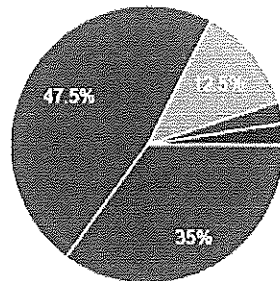
79 responses



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

Do you think that the syllabus motivates the students for research and development?

80 responses



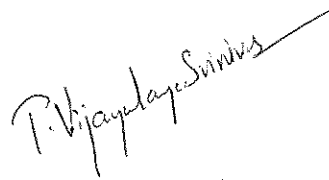
- Excellent
- Good
- Satisfactory
- Average
- Need to Improve

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Action Taken Report Based on the Feedback 2020-21

Based on the feedback received from the stakeholders, the following action has been taken.

- Most of the student's apprehensions would cease once the formal offline classes commence in full mode.
- The asynchronous activities are made less tedious and given more time to finish.
- Breaks between the classes were introduced.
- Change of the sequence of the courses shall be discussed in the upcoming BoS considering the latest NEP proposals.



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