

Department of Psychology
Feedback on Curriculum- 2021-22
Analysis & Action Taken Report

Feedback process of the Department

Curriculum Design and Development is an important academic process of generating adequate need-based inputs in consultation from stakeholders. It is only through curriculum, learners are analyzed about the competencies which they have and which are required for their next level of development. The courses and their contents are also identified within the curriculum to promote attainment of the desired competencies of the stakeholders which are in sync with market needs. Subsequently, curriculum decides on the undertakings, approaches and tools for teaching and learning, and provides provision on how assessment will be done. To enable our students to have overall updated knowledge in the field of psychology, feedback on curriculum is taken from them, teachers and other stakeholders. This process is done to ensure that the aspects of teaching, learning, assessment and capacity building is updated, relevant and practically useful for students. The process of generation of feedback on curriculum is as follows-

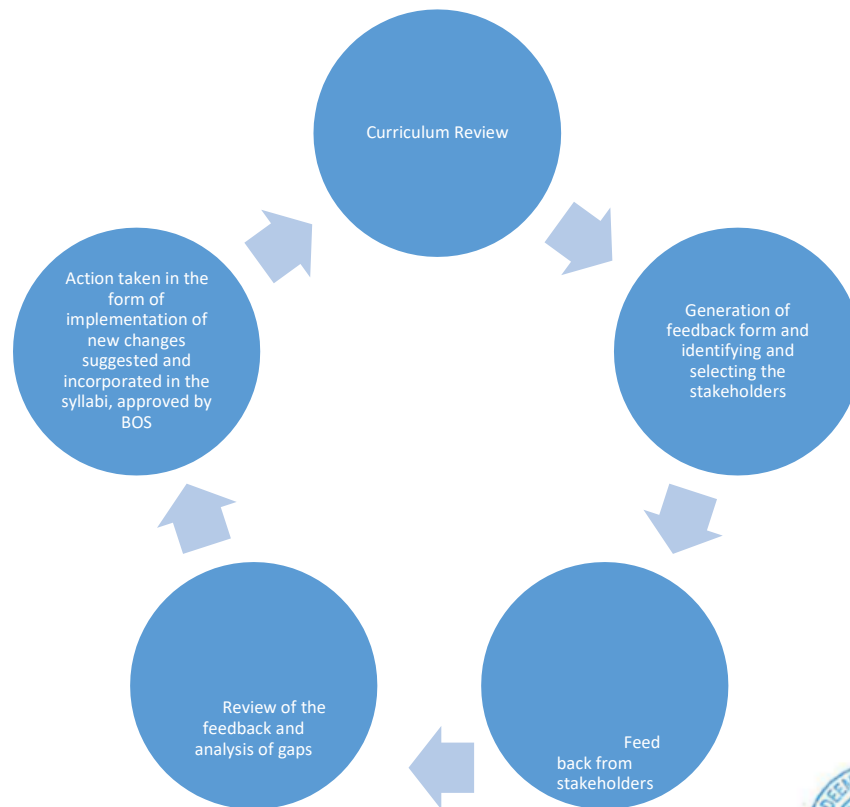


Fig 1: Process of generating feedback on curriculum by stakeholders



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The development of an effective curriculum is a multi-step, ongoing and cyclical process. The process progresses from evaluating the existing program, to designing an improved program, to implementing a new program and back to evaluating the revised program.

For the academic year 2021-2022 feedback from various stakeholders (students, teachers, parents) were taken through Google Forms. 385 students from different UG and PG courses provided feedback on each of their teaching courses and also indicated their overall satisfaction level for the curriculum and teaching aspects. Similarly, **10 teachers, 66 parents and 79 alumni** provided the feedback on curriculum. The feedback was also taken from **04** industry experts.

Major Suggestions

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

1. For BAPSEng programme- In the paper of Basic Psychological Processes the topic of Methods of Psychology can be included. Psychophysical methods do play an important role in Psychology. It may be included in the curriculum. In the 4th Semester for the paper of Social Psychology Application of Social Psychology in various sectors needs to be discussed viz. health, law, environment. In the 5th Semester the paper of Abnormal Psychology needs to discuss the biological perspectives of abnormal behaviour. Alcohol and substance disorders need to be added. Management of the disorders in short might be included in the syllabus for various disorders. In 6th Semester for the paper of health and wellness mental health acts need to be added. Community based rehabilitations may be also be taken into consideration. In 6th semester for the paper Positive Psychology eastern and western perspectives of Positive Psychology can be added.
2. 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. Behavior Therapy for Developmental Disabilities, Learning Disabilities, Community Mental Health) could be offered as electives.
3. For M. Sc. (Counseling) Psychology Programme- In general, the syllabus is comprehensive yet it needs to be modified to make the students industry ready. Contemporary areas (e.g. Acceptance and Commitment Therapy, Sex Therapy, Dialectical Behavior Therapy etc.) could be offered as electives in the third and fourth semesters
4. Organization and conduction of FDPs and QIPs to enhance the teaching-learning skills of the teachers.
5. Encouraging teachers to conduct evidence-based research.
6. For developing entrepreneurship among students, workshops are 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 on Professional Communication, Biofeedback 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

Feedback was taken from students (385) pursuing various programmes offered by the Department of Psychology. The feedback was taken on various parameters like- Does the content of the curriculum satisfy the stated objectives and learning outcomes? Does the curriculum cover advanced topics? Whether the curriculum enhances your knowledge and skills in the relevant domain?

Specific responses to various aspects are presented below-

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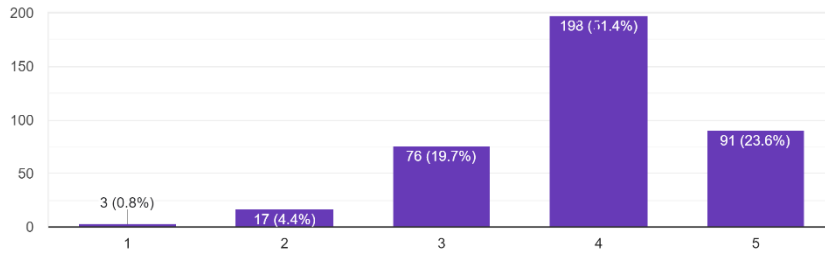


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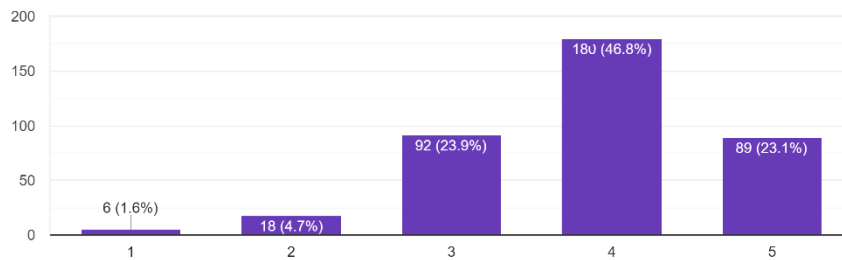
Does the content of the curriculum satisfy the stated objectives and learning outcomes?

385 responses



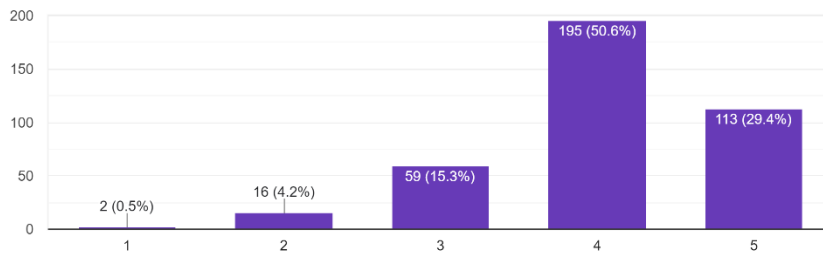
Does the curriculum cover advanced topics?

385 responses



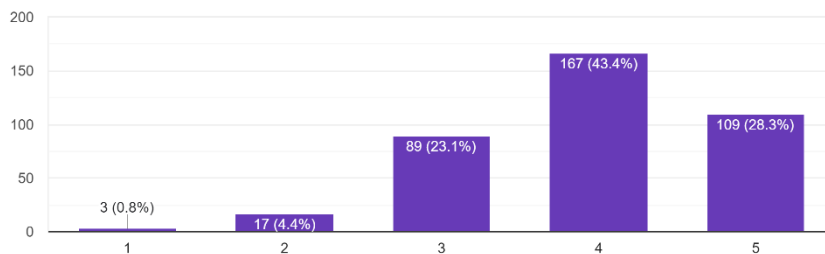
Whether the curriculum enhances your knowledge and skills in the relevant domain?

385 responses



Is the curriculum effective in developing critical/ analytical thinking?

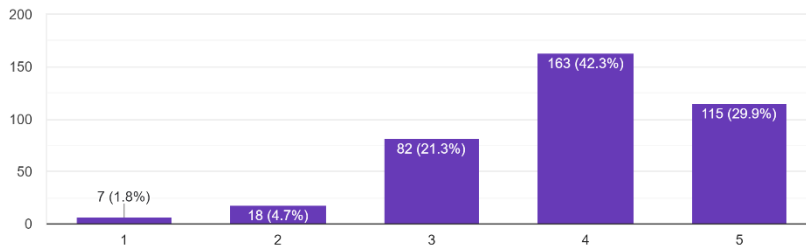
385 responses



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

385 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, “The curriculum has been designed in a well-thought-out and organized way, as it covers almost all aspects of the field and ensures that the lectures have a well-balanced combination of sufficient theoretical background along with their application in real-life settings. I feel that the structured way of representing each topic to be covered under each course is helpful.” Another student said, “The course provided to us has never failed my expectations.”

Despite the overall satisfaction there is still room for improvement. Students have also indicated that they require more practical exposure as well as reduction in workload. They have also placed suggestions for some pedagogical changes, as in inclusion of more hands-on and experiential activities to be included in day-to-day classroom teaching process.



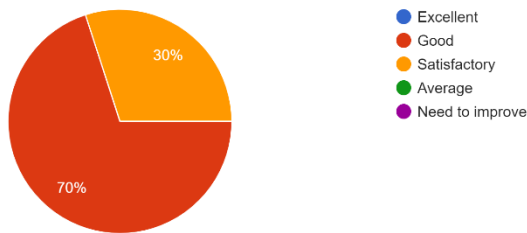
A handwritten signature in blue ink, appearing to read "Suresh", written over the stamp.

Feedback from Teachers

As curriculum development can only happen when the teaching faculties (10 faculties) provide feedback, therefore, feedback from teachers was also taken. Teachers were found to be satisfied with the curriculum. Some of them stated, “Some courses have very broad topics as descriptions and it would be more useful to provide some specifications to help describe the syllabus and course content better.” Some others have however reported that, “Teachers should be mapped to their expertise in order to provide students the best possible learning. Also, syllabus should be constantly updated in keeping with the industry needs.” The teachers, found the curriculum to be comprehensive and adequately aligned with the learning outcomes and graduate attributes. The charts below manifest the responses on various parameters-

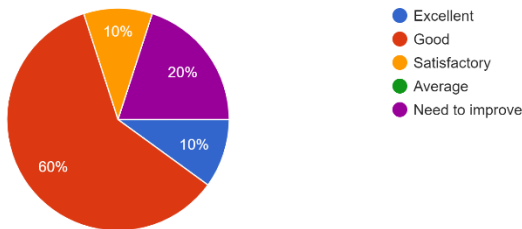
Does the curriculum satisfy the stated objectives and learning outcomes?

10 responses



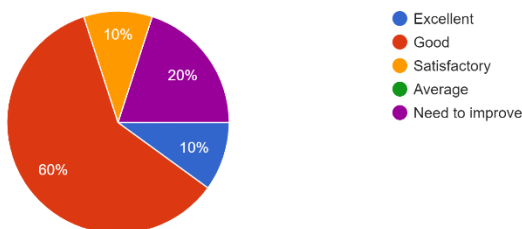
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?

10 responses



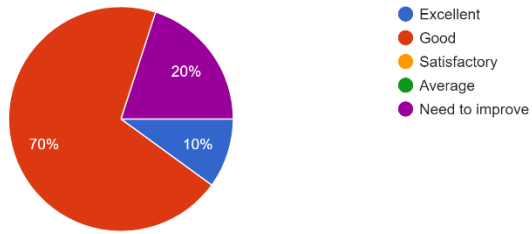
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?

10 responses



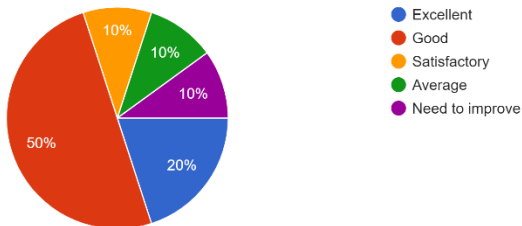
Is the curriculum effective in developing independent thinking?

10 responses



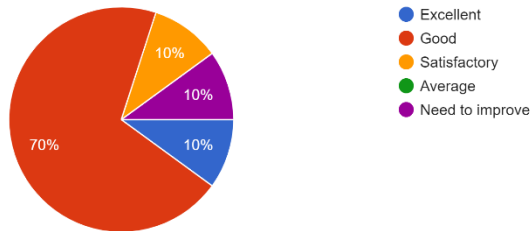
Does the departmental level expert committee meet to review the curriculum?

10 responses



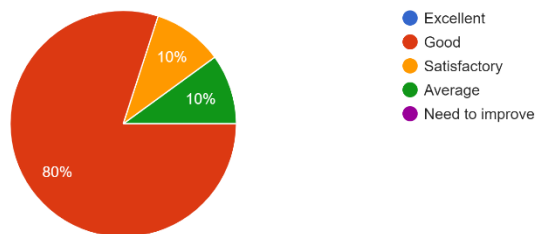
Does the curriculum enhance your knowledge in the subject area?

10 responses



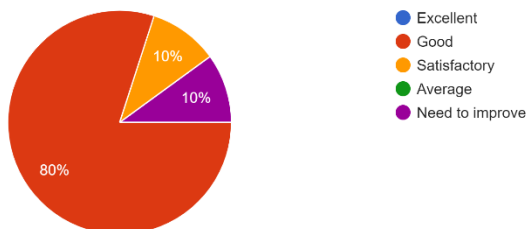
Does the curriculum enable the students to apply their knowledge in real life?

10 responses



Does the curriculum demand the teachers for research inclusive teaching?

10 responses



A handwritten signature in black ink, appearing to read 'Surabhi'.

The responses indicate that the overall feedback of the teachers ranges from satisfactory to excellent

on different dimensions like- Does the curriculum satisfy the stated objectives and learning outcomes? Is the curriculum effective in developing independent thinking? Does the curriculum enhance your knowledge in the subject area? Does the curriculum demand the teachers for research inclusive teaching?

The range of responses indicate that the current curriculum does justice to the teachers as well in terms of providing them space to enhance their knowledge. Teachers are continually engaging in research related activities, so that they bring to classroom knowledge about the latest advancements in their subject-area.



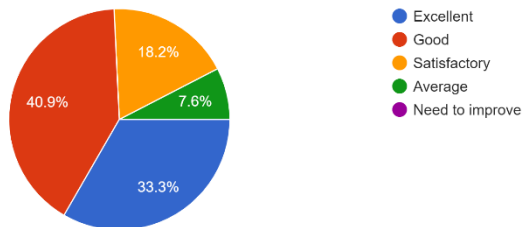
Surinder

Feedback from Parents

Parents being the major stakeholders provided feedback on the curriculum of different programmes. Curriculum feedback was taken from 66 parents using a Google Form. The parents reported that they find, “This Curriculum enhance one's personality; make them a better person and also brings a wide change in the society.” Another said, “I am satisfied with the current curriculum and overall development and growth of the child.”. Parents were found a bit concerned about the time bound system of submissions and overall planning of activities across the semester. Some of them said, “The student was thoroughly stressed due to some of the deadlines that was otherwise too harsh on the student.” Another said, “The course is well planned and imparts a lot of experience to the children. The teachers are well versed and experienced. Though the communication from the organisation could be more efficient and well managed, least minute information effects quality and disrupts the schedule of the said person.” The responses obtained by parents (66) on various criterion are as follows-

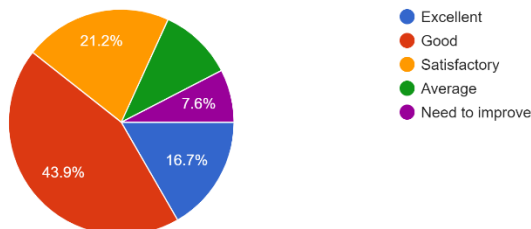
Does the curriculum orient the students towards higher education?

66 responses



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

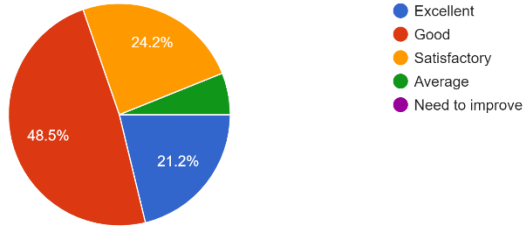
66 responses





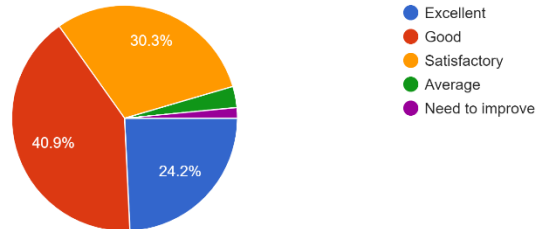
Is the curriculum designed to have a component on value based education?

66 responses



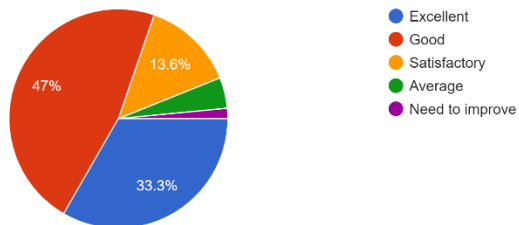
Does the curriculum have components to serve the needs of the society?

66 responses



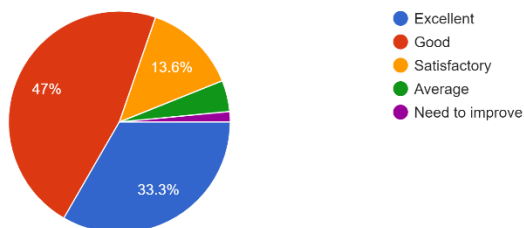
Does the curriculum promote self-study and attitude of research?

66 responses



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

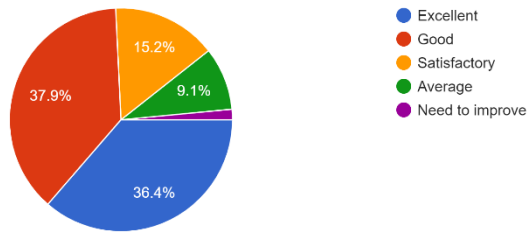
66 responses



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Does the curriculum help the students to enhance their personality?

66 responses



Responses about the curriculum from the parents, definitely indicates their overall satisfaction in terms of providing opportunities to the students to enhance their personality, cater to the needs of the society, to promote self-study and develop a positive attitude towards research, orienting students towards higher education etc. However, few of them showed concern about the lack of skills for students to cope with the demands of current pandemic situation. To overcome the concerns, certain actions were taken to instill in the students skills to deal with stressors.



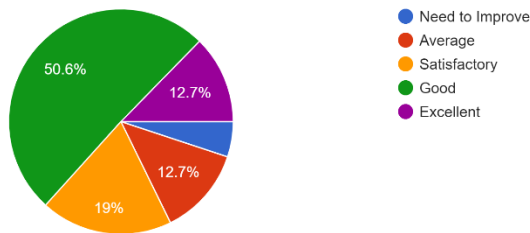
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Feedback from Alumni

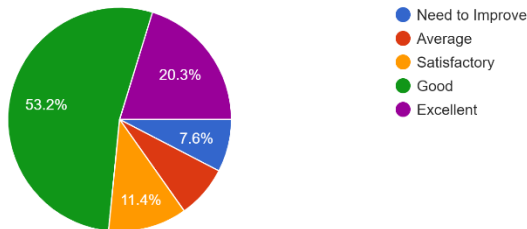
The feedback taken from alumni is of considerable importance as they can provide insights into the requirements of the industry and what their curriculum offered them. Alumni feedback can be used to improvise the course curriculum and develop strategic plans in accordance with the industry needs. Feedback 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-

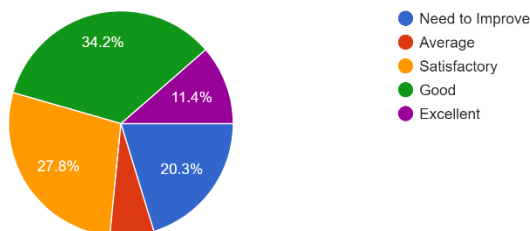
Is the curriculum updated on a regular basis depending on the current trends and advanced topics?
79 responses



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

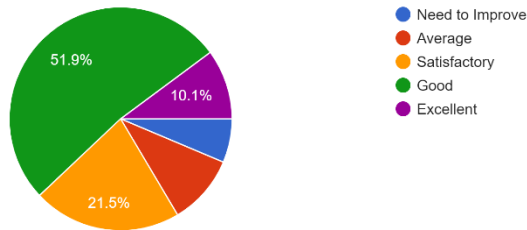


Does the curriculum provide employability weightage?
79 responses



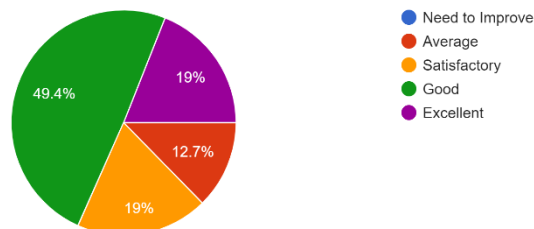
Does the curriculum meet the expectations of the industry?

79 responses



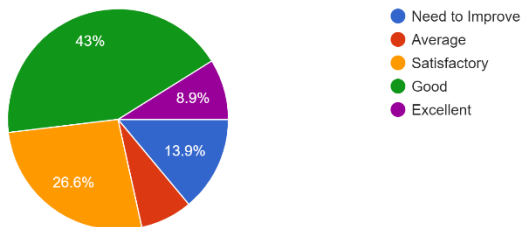
Does the curriculum enable the student to connect the knowledge to real life application?

79 responses



Does the curriculum encourage entrepreneurship?

79 responses



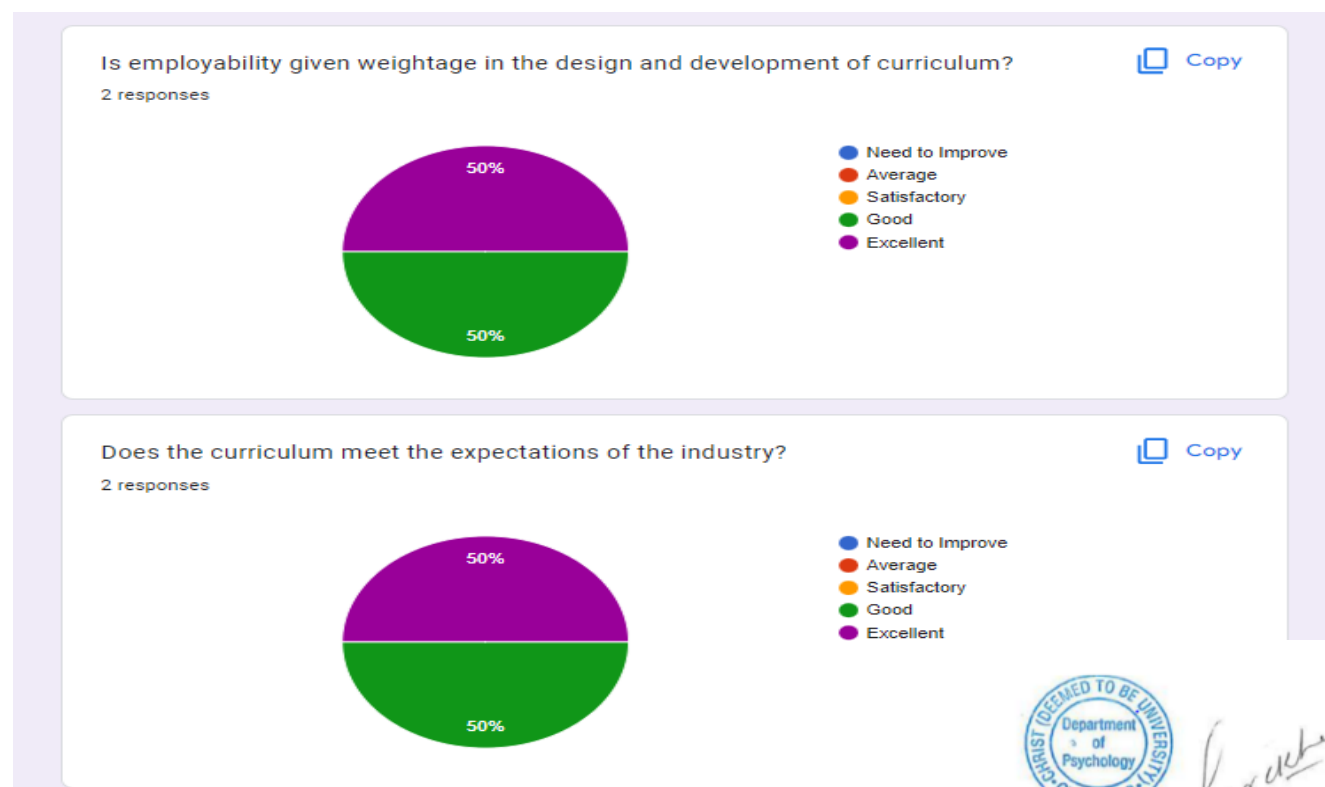
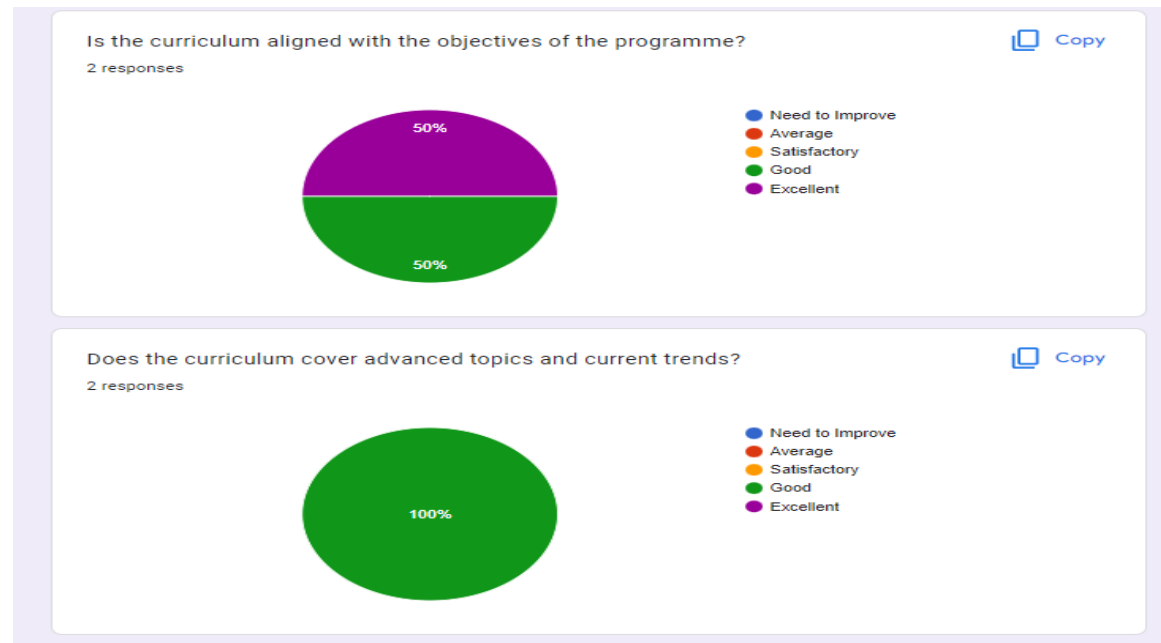
One of the alumni reported, that the the “It has been a wonderful and enriching experience overall. I have developed life skills along with subject knowledge. University prepares us for professional exposure, the curriculum and faculty teaching patterns are good; extra-curriculum activities help in boosting 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 professional:

Feedback from Experts

Feedback from Dr. Nupur Singhal, Founder and Chief Clinical Psychologist, The Grey Circle, Dr. Ninad Patwardhan, Assistant Professor, FLAME University, Pune, Ms. Soni Jaiswal, Department of Psychology, Gargi College, University of Delhi, Dr. Megha Singh, Assistant Professor, Department of psychology, Lucknow University was taken. Their responses to the different questions like, is the course curriculum aligned with the industry requirements, does it cover the advance topics, is employability given weightage, were recorded. They found that the course curriculum offered for different programs is relevant and equips the students with necessary skills for becoming a thorough professional.

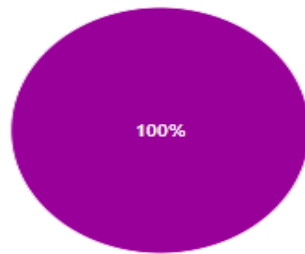


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Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?

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2 responses



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

Any recommendations for advanced topics to be included in the syllabus?

2 responses

1. Advanced statistical analyses: Regression, mediation/moderation; Structural Equation Modeling

New contemporary topics to be added or offered as electives.

1 response

singhmegha297@gmail.com

Experience in Industry/academics (Number of years)

1 response

10 years

Link for the syllabus- (the following link will take you to our University Webpage, scroll down a bit to see the icon for syllabus, click on it, syllabus will open on the same page, scroll down)-
<https://ncr.christuniversity.in/courses/main-campus/school-of-humanities-and-social-sciences/psychology-ncr/ba-pseng>

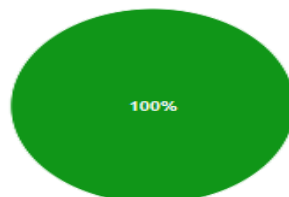
1 response

The link was easily opened

Is the curriculum aligned with the objectives of the programme?

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1 response



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



Signature

Overall, it may be concluded that the curriculum provided to the students is comprehensive yet certain more elements are required to be included to make it equivalent to industry needs. The major suggestions based on the feedback will be sent to Board of Studies, Department of Psychology, CHRIST University.