



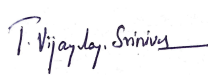
Department of Psychology
Bachelor of Science in Psychology (Honours) 2025-26
Bannerghatta Road Campus
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1.4.2 Academic Feedback Analysis Report 2025-26

Feedback was gathered from six stakeholder groups: students, faculty, academic peers, parents, alumni, and future employers, to assess the program's academic effectiveness, curriculum relevance, and areas for growth. Responses reflect a high level of overall satisfaction and provide actionable insights for the upcoming academic year.

Key Strengths

- **Relevance and Alignment:** The syllabus is consistently praised for its relevance to current trends and alignment with professional standards across all stakeholder groups. The program is widely seen as preparing students effectively for higher education and industry.
- **Employability and Entrepreneurship:** Employability weightage is recognized by alumni, parents, and employers. Employers rated knowledge (100% positive), analytical abilities (100%), and concepts (100%) at the highest levels. Employability as a direct value-add received 80% positive responses, while entrepreneurship was the only domain where a majority (60%) were neutral.
- **Teaching Methods and Engagement:** Academic peers unanimously rated teaching effectiveness at the highest level. Faculty and students both emphasize that research-informed, application-oriented teaching drives deeper engagement.
- **Student Development:** Across stakeholders, the program is credited for fostering research-oriented attitudes, critical thinking, and overall personality development.


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- **Research and Higher Education Orientation:** Alumni and peers strongly affirm that the syllabus orients students toward higher education and research careers, including preparation for competitive exams such as NET.

Areas for Enhancement

- **Practical Applications:** All stakeholder groups (peers, students, employers, and alumni) call for more practice-oriented sessions, field visits, internships, and applied assignments to supplement theoretical content.
- **Course Pace and Workload:** Students flag the pace as a concern, with 13% disagreeing that the pace is appropriate. Consolidating activities and streamlining scheduling were recurrent requests.
- **Career-Oriented Workshops:** Parents, students, and employers all point to a need for more structured career guidance, including internship facilitation, resume preparation, and industry networking.
- **Digital Tools:** Online tools received the only sub-maximal rating among academic peers. A targeted review of digital platforms used in course delivery is warranted.
- **Independent Thinking:** Faculty responses reveal room for improvement in developing independent thinking – 12.5% disagreed with the current effectiveness, and 25% were neutral.

Recommendations for Future Improvements

- **Enhance Practical Learning:** Integrate more case studies, field-based projects, minor research projects, and NGO/industry collaborations into the curriculum.
- **Streamline Curriculum and Pace:** Review course load and scheduling to ensure adequate time per topic and better balance between academic and extracurricular engagement.
- **Increase Career Focus:** Develop structured career workshops, formal mentorship programs, and industry-facing internship pipelines.
- **Optimize Digital Platforms:** Audit current online tools and implement targeted improvements to ensure consistent satisfaction across user groups.
- **Foster Independent Thinking:** Explicitly embed critical thinking tasks and self-directed learning activities within the syllabus, with clear faculty guidelines for implementation.

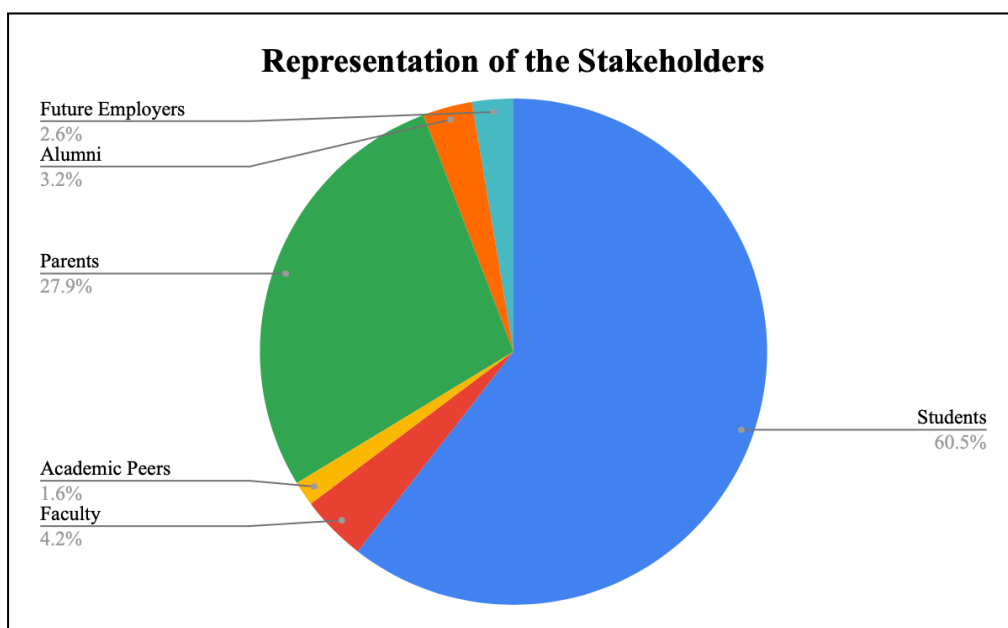
- **Expand Employer Engagement:** Formalize an alumni-employer mentorship network and organize industry panels to strengthen real-world exposure.

Conclusion

The 2025-26 feedback cycle reflects a strong and broadly appreciated program. With 115 student responses, 8 faculty, 3 academic peers, 53 parents, 6 alumni, and 5 future employers, the data confirms high satisfaction with curriculum rigor, faculty dedication, and research orientation. Employer ratings were uniformly strong for knowledge, analytical abilities, and concepts (all 100% positive), with professional standards compatibility at 100% positive. Targeted improvements in practical exposure, entrepreneurship content, career support, course pacing, and digital tools will further strengthen the program's impact and graduate readiness.

1.1 Representation of the Stakeholders

Stakeholders	No. of Responses
Students	115
Faculty	8
Academic Peers	3
Parents	53
Alumni	6
Future Employers	5



1.2 Student Feedback

Feedback was collected from 115 students across all three years (First Year: 45.2%, Second Year: 40%, Third Year: 14.8%). Responses are largely positive, with clear appreciation for the curriculum's academic value and teaching quality. Specific concerns around course pacing, career guidance, and scheduling were noted.

Feedback:

- The syllabus adds significant value to learning — over 81% of students agreed or strongly agreed.
- Problem-solving and analytical skill development through the syllabus was affirmed by 73% of respondents.
- Professional standards alignment and real-world relevance received strong positive ratings (~69%).
- Course objectives were seen as clearly defined and content-aligned by approximately 75% of students.
- Opportunities for peer and instructor interaction were rated positively by ~75% of students.
- Career Counselling and Guidance by the department received a moderate rating. 38.3% rated it 4/5, but only 10.4% gave the highest rating (5/5), with 34.8% rating it 3/5, indicating a clear area for improvement.
- Course pace was the most contested area: only 57.4% agreed the pace was appropriate, with 13% explicitly disagreeing.

Recommendations:

1. **Course Pace and Workload:** Review and adjust course load for a sustainable pace, consolidating overlapping activities across courses.
2. **Syllabus Clarity:** Strengthen communication of grading criteria and policies to reduce ambiguity.
3. **Scheduling and Engagement:** Optimize class scheduling to consolidate course blocks, freeing time for extracurricular participation.
4. **Career Guidance and Practicality:** Increase career guidance frequency and ensure course content more directly addresses applied psychology pathways.
5. **Skill Development Utility:** Redesign existing skill modules to introduce new concepts or advanced applications rather than revisiting covered material.

6. **Support for Non-Science Students:** Provide targeted resources and remedial support for students from humanities and commerce backgrounds.

Table 1.2: Student Feedback (n = 115)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The syllabus adds value to students' learning.	0.9%	1.7%	15.7%	62.6%	19.1%
The syllabus enables students to analyze problems and identify appropriate solutions.	1.0%	4.3%	21.7%	64.3%	8.7%
The syllabus aligns with professional standards and is relevant to real-life situations.	1.8%	5.2%	24.3%	52.2%	16.5%
The activities organized by the department achieve the objective of promoting students' overall development.	3.4%	7.0%	27.0%	48.7%	13.9%
The course objectives are clearly defined and aligned with the course content.	0.7%	1.0%	23.5%	60.0%	14.8%
The syllabus clearly communicates course expectations, grading criteria, and policies.	1.8%	6.0%	29.6%	47.8%	14.8%
The course readings and materials are useful in achieving the learning objectives.	0.7%	1.0%	28.7%	57.4%	12.2%
The course offers opportunities to apply the concepts and theories discussed in class.	1.2%	4.0%	28.7%	52.2%	13.9%
The course pace is appropriate for the material covered.	3.5%	13.0%	26.1%	48.7%	8.7%
The course includes sufficient assessment methods to effectively measure understanding.	1.2%	4.0%	22.6%	60.0%	12.2%
The assignments and exams are appropriately challenging and reflective of the course material.	1.8%	4.3%	23.5%	60.0%	10.4%
The course provides sufficient opportunities for interaction and collaboration with peers and instructor.	0.8%	3.5%	20.9%	63.5%	11.3%

Action Taken:

- Incorporated career-oriented sessions covering resume building, interview preparation, and industry expectations.
- Invited guest speakers from industry and academia for real-world insights.
- Embedded applied assignments and case-based learning into course delivery.
- Established mentorship touchpoints and structured career counseling sessions.
- Introduced application-based learning activities including projects, simulations, and real-world problem-solving tasks.

1.3 Faculty Feedback

Eight faculty members responded to the survey (62.5% Assistant Professor, 37.5% Assistant professor designation variant). Strong agreement was recorded on the syllabus satisfying objectives and enhancing subject knowledge. Areas requiring attention include developing independent thinking in students, research-informed teaching implementation, and the regularity of expert committee review meetings.

Feedback:

- Universal agreement (100%) that the syllabus helps enhance knowledge in the subject area.
- Universal agreement (100%) that the syllabus satisfies stated objectives and learning outcomes.
- Strong agreement on research-informed teaching (75%) and higher education orientation (87.5%).
- Independent thinking development showed mixed responses – 37.5% agreed, 25% were neutral, and 12.5% disagreed – highlighting a gap between the syllabus's intent and perceived outcome.
- 25% of faculty disagreed that the departmental expert committee meets regularly to review the syllabus, raising a process transparency concern.
- Qualitative comments indicated a desire for having an updated syllabus, the course being perceived as good overall, and the need for the syllabus to better reflect current standards.

Recommendations:

1. **Refine Independent Thinking Strategies:** Review syllabus-prescribed activities to explicitly include tasks that foster critical judgment and self-directed learning.
2. **Establish Clear Research Mandate:** Issue supplementary documentation defining practical expectations for research-informed teaching to address ambiguity reflected in neutral responses.
3. **Ensure Procedural Transparency:** Formalize the expert committee review schedule, document proceedings, and communicate these to all faculty members.
4. **Enhance Syllabus Design:** Incorporate more application-based topics and field-based learning to reduce the 'theory-heavy' perception.
5. **Foster Independent Learners:** Reduce reliance on passive instructional modes and promote intellectual inquiry across all courses.

Table 1.3: Faculty Feedback (n = 8)

Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
The syllabus is effective in developing independent thinking.	0%	12.5%	25.0%	25.0%	37.5%
The syllabus helps in enhancing knowledge in the subject area.	0%	0%	0%	62.5%	37.5%
The syllabus demands that teachers engage in research-informed teaching.	0%	0%	25.0%	37.5%	37.5%
The syllabus enables students to apply their knowledge in real life.	0%	0%	12.5%	75.0%	12.5%
The syllabus satisfies the stated objectives and learning outcomes.	0%	0%	0%	87.5%	12.5%
The syllabus orients students towards higher education.	0%	0%	12.5%	62.5%	25.0%
The departmental expert committee meets to review the syllabus.	0%	25.0%	0%	62.5%	12.5%
There are continuous opportunities to propose, modify, suggest, and incorporate new content and updates.	0%	0%	12.5%	62.5%	25.0%

Action Taken:

- Conducted a systematic review of existing syllabus activities to identify and strengthen critical thinking components.
- Introduced explicit learning outcomes aligned with critical thinking skills across courses.
- Encouraged incorporation of real-world problem contexts and interdisciplinary perspectives in delivery.
- Faculty development workshops organized on innovative pedagogy – case-based learning, flipped classrooms, experiential learning.
- Structured mid-course and end-course student feedback loop maintained to monitor course effectiveness continuously.

1.4 Academic Peers Feedback

Three academic peers from Woxsen University, The Apollo University, and St. Joseph's College for Women (Visakhapatnam) completed evaluations on a 1–5 scale across key course parameters. Ratings were unanimously at the highest level (5/5) across objectives, content relevance, syllabus alignment, and teaching methods. Online tools received a slightly lower rating from one respondent. Qualitative comments included: 'Learning experience is satisfactory', 'Well prepared', and a request for more practice-oriented sessions.

Feedback:

- Course objectives and learning outcomes were rated at maximum clarity by all three peers (100% at 5/5).
- Content relevance to academic or professional goals: all three rated at the highest level (100%).
- Alignment of course content with syllabus description: unanimous top rating across all respondents.
- Teaching methods (lectures, discussions, group activities) were rated maximally engaging by all three.
- Online tools and learning management platforms received two ratings of 5/5 and one of 4/5 – the sole area below universal highest rating.

Recommendations:

1. **Maintain High Standards:** The existing framework for objectives, content relevance, and pedagogy is exemplary – current standards must be actively maintained.
2. **Enhance Practical Application:** Add practice-oriented sessions and applied exercises to complement the already strong theoretical delivery.
3. **Investigate Tool Optimization:** Conduct a focused review of online platforms to identify friction points and move toward universal satisfaction.
4. **Industry Partnerships:** Expand collaborations with mental health institutions, NGOs, and corporate sectors to supplement coursework with real-world exposure.

Table 1.4: Academic Peers Feedback (n = 3)

Academic Peers Feedback Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
On a scale of 1-5, how clear were the course objectives and learning outcomes?	0%	0%	0%	0%	100%
How would you rate the relevance of the course content to your academic or professional goals?	0%	0%	0%	0%	100%
How effectively did the course content align with the course description and syllabus?	0%	0%	0%	0%	100%
How engaging were the teaching methods used in this course?	0%	0%	0%	0%	100%
How effective were the online tools and platforms in supporting the learning experience?	0%	0%	0%	33.3%	66.7%

Action Taken:

- Semester-wise curriculum review meetings conducted to ensure learning objectives remain aligned with academic and industry standards.
- Faculty development is encouraged through workshops on innovative pedagogy, including case-based and experiential learning.
- Mid-course and end-course feedback loops maintained for continuous quality monitoring.
- Minor projects and fieldwork incorporated to connect coursework to real-world issues; NGO and industry collaborations initiated.

- Skill-based workshops organized for applied methods including data analysis, qualitative research tools (e.g., NVivo), and assessment techniques.

1.5 Parents Feedback

Fifty-three parents responded to the survey. Overall sentiment is positive, particularly around the curriculum's emphasis on self-study, research orientation, and higher education alignment. A notable subset of parents assigned mid-range or lower ratings across several dimensions, signalling expectations for modernization, stronger employability integration, and greater value-based content.

Feedback:

- Curriculum's ability to enhance personality development: 45.3% of parents gave the highest rating (1), while 17% each gave ratings of 2 and 4, indicating a moderately divided view.
- Societal relevance of curriculum components: highest rating from 39.6%, but 22.6% of parents suggesting scope for improvement.
- Self-study and research-oriented attitude promotion: the strongest consensus among parents, with 50.9% at the top rating and 18.9% at second.
- Higher education orientation: strong at 50.9% top rating, though 18.9% gave a 4/5 rating indicating space to improve.
- Employability integration: top rating from 35.8% and second rating from 28.3%, but 18.9% neutral – suggesting employability content could be made more visible to parents.

Recommendations:

1. **Curriculum Modernization:** Integrate advanced topics and current trends to raise the course's contemporary relevance in line with evolving parent expectations.
2. **Future Readiness Program:** Embed mandatory practical skills and applied research projects with stronger advising support around employability and higher education pathways.
3. **Value-Centric Enrichment:** Develop explicit modules addressing value-based education and societal relevance to broaden the curriculum's personal and ethical development impact.

4. **Balance Research Assignments:** Reduce overemphasis on research-heavy tasks at the undergraduate level; introduce more practical projects, case studies, and industry-relevant tasks.
5. **Career-Oriented Workshops:** Organize regular workshops on career readiness – resume building, interview skills, and professional networking.

Table 1.5: Parents Feedback (n = 53)

Parents Feedback Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The curriculum enhances students' personalities.	45.3%	17.0%	9.4%	17.0%	11.3%
The curriculum includes components that serve the needs of society.	39.6%	22.6%	15.1%	11.3%	11.3%
The curriculum meets the requirements of value-based education.	35.8%	30.2%	7.5%	13.2%	13.2%
Employability is given weight in the design and development of the current curriculum.	35.8%	28.3%	18.9%	11.3%	5.7%
The syllabus promotes self-study and a research-oriented attitude.	50.9%	18.9%	7.5%	13.2%	9.4%
The curriculum covers advanced topics and current trends.	41.5%	24.5%	15.1%	11.3%	7.5%
The curriculum orients students towards higher education.	50.9%	17.0%	7.5%	18.9%	5.7%

Action Taken:

- Syllabus benchmarked against top national and international universities to align with current academic standards.
- Current developments – AI applications, digital tools, and interdisciplinary methods – identified and progressively integrated into course content.
- At least 20–30% of course content revised to reflect modern developments each cycle.
- Diversified assessment methods introduced, including presentations, group discussions, and project-based tasks alongside research assignments.

1.6 Alumni Feedback

Six alumni responded, comprising graduates from 2020 (2 respondents, 33.3%) and 2021 (4 respondents, 66.7%). Responses are largely positive across all dimensions, with near-universal agreement on higher education orientation, industry expectations alignment, and research motivation. Employability and entrepreneurship items showed more varied responses.

Feedback:

- Syllabus regularly updated to reflect current trends: an even 50% Agree and 50% Strongly Agree split – strong consensus with no negative responses.
- Higher education orientation: 83.3% Agree and 16.7% Strongly Agree – the strongest consensus item in the alumni survey.
- Employability weightage: 66.7% Strongly Agree, with 16.7% Neutral and 16.7% Disagree – indicating a minority feels practical career preparation could be stronger.
- Industry expectations: 66.7% Agree and 33.3% Strongly Agree – positive across the board with zero negative responses.
- Entrepreneurship encouragement: the most varied alumni response – 33.3% Strongly Agree, 33.3% Neutral, 16.7% Agree, and 16.7% Strongly Disagree – indicating the syllabus's entrepreneurship coverage is perceived inconsistently.
- Qualitative comments affirmed deep program value: one extended comment noted the curriculum's effectiveness for NET preparation and PhD research, and strongly recommended the program for those interested in academic and research careers.

Recommendations:

1. **Enhanced Career Guidance:** Formalize internship facilitation, career counseling sessions, and post-graduation networking pathways.
2. **Review Digital Tools:** Investigate online platforms to ensure consistent usability for future cohorts.
3. **Adjust Course Pacing:** Review syllabus volume to ensure the pace allows for thorough understanding rather than rapid coverage.
4. **Strengthen Entrepreneurship Content:** Given varied responses, develop clearer entrepreneurship-oriented outcomes within the existing syllabus structure.
5. **Retain Academic Rigour:** Continue refining the syllabus while preserving the depth and rigor that alumni associate with the program's long-term career value.

Table 1.6: Alumni Feedback (n = 6)

Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
The syllabus is updated regularly to reflect current trends and advanced topics.	0%	0%	0%	50.0%	50.0%
The orientation of the syllabus toward higher education is excellent.	0%	0%	0%	83.3%	16.7%
The employability weightage provided by the syllabus is excellent.	0%	16.7%	16.7%	0%	66.7%
The syllabus meets the expectations of the industry very well.	0%	0%	0%	66.7%	33.3%
The syllabus enables the students to connect the knowledge to real-life application.	0%	16.7%	0%	50.0%	33.3%
The syllabus encourages entrepreneurship.	16.7%	0%	33.3%	16.7%	33.3%
The syllabus motivates the students for research and development.	0%	0%	0%	66.7%	33.3%

Action Taken:

- Dedicated career guidance sessions organized, covering internships, higher education pathways, and job readiness.
- Industry professionals, alumni, and career counselors are invited for interactive sessions and webinars.
- Resume-building and interview preparation workshops conducted across all years.
- Department-level mentoring initiated, with faculty guiding students on career pathways aligned with individual interests and goals.

1.7 Future Employers Feedback

Five employer respondents evaluated the curriculum across professional standards compatibility, requirements coverage, and student value-addition across six competency domains. Overall ratings are strongly positive: all responses fall in the Agree or Strongly Agree range across most dimensions. Entrepreneurship was the only area where neutral responses were recorded (60%), signalling a recognised gap in that domain.

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Feedback:

- Professional standards compatibility and real-life relevance: 60% Strongly Agree and 40% Agree, the strongest consensus item in the employer survey with zero negative or neutral responses.
- National requirements coverage: 60% Agree and 40% Strongly Agree – uniformly positive, no neutral or negative responses.
- Global requirements coverage: 40% Strongly Agree, with 20% each at Agree, Neutral, and Disagree, the most varied response, reflecting room to strengthen global relevance.
- Knowledge and Concepts: among the highest-rated competency domains – Knowledge at 60% SA / 40% Agree; Concepts at 80% SA / 20% Agree – both with zero negative or neutral responses.
- Analytical abilities: 60% Strongly Agree and 40% Agree – strong employer confidence in the curriculum's development of analytical thinking.
- Creativity: 60% Strongly Agree, 20% Agree, 20% Neutral – well-regarded overall with minor reservation.
- Employability: 40% each Strongly Agree and Agree, 20% Neutral – positive but with room to strengthen practical employability components.
- Skills: 40% Strongly Agree and 60% Agree – solid but the lowest SA rating among the value-addition domains, suggesting practical skill outputs could be made more visible.
- Entrepreneurship: 60% Neutral, 20% Agree, 20% Strongly Agree – the weakest-rated domain, consistent with alumni feedback and confirming a curriculum gap in entrepreneurial content.

Recommendations:

1. **Strengthen Industry and Clinical Exposure:** Add structured internships, field visits, and applied psychology training to directly address the skills and employability gap noted by employers.
2. **Address Entrepreneurship Gap:** Develop explicit entrepreneurship outcomes and project-based modules within the syllabus, given consistent neutral ratings from both employers and alumni.
3. **Enhance Global Alignment:** Review curriculum content for international standards compatibility; incorporate global case studies, cross-cultural perspectives, and international professional frameworks.

4. **Alumni Mentorship Program:** Create a formal network connecting PhD scholars and industry professionals with current students for career guidance and mentoring.
5. **Structured Career Guidance:** Conduct regular career orientation sessions covering academia, clinical practice, corporate psychology, and international pathways.

Table 1.7: Future Employers Feedback (n = 5)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The syllabus is compatible with professional standards and is relevant to real-life situations.	0%	0%	0%	40%	60%
The syllabus takes care of Global requirements.	0%	20%	20%	20%	40%
The syllabus takes care of National requirements.	0%	0%	0%	60%	40%
The syllabus is capable of adding value in terms of: Entrepreneurship.	0%	0%	60%	20%	20%
The syllabus is capable of adding value in terms of: Employability.	0%	0%	20%	40%	40%
The syllabus is capable of adding value in terms of: Creativity.	0%	0%	20%	20%	60%
The syllabus is capable of adding value in terms of: Analytical Abilities.	0%	0%	0%	40%	60%
The syllabus is capable of adding value in terms of: Knowledge.	0%	0%	0%	40%	60%
The syllabus is capable of adding value in terms of: Concepts.	0%	0%	0%	20%	80%
The syllabus is capable of adding value in terms of: Skills.	0%	0%	0%	60%	40%

Action Taken:

- Mandatory internship and fieldwork components introduced within the curriculum to provide applied learning alongside theory.
- Structured field visits organized to mental health institutions, corporate HR departments, and community outreach programs.
- Applied psychology training modules integrated – covering counseling skills, psychological assessment, and case documentation.
- Guest lectures and workshops conducted by practicing psychologists, therapists, and industry professionals across the academic year.
- Increased student participation in hands-on training has enhanced practical competence and improved student confidence in clinical and organizational settings.

Action Taken Report Based on Stakeholders' Feedback 2025-26

The following measures were discussed and implemented for the 2026-27 academic year based on consolidated stakeholder feedback:

1. Syllabus Revision

Core psychology topics were streamlined to remove redundancies, and content was updated to reflect current field developments. At least 20–30% of course content was revised per cycle, incorporating AI applications, digital tools, and interdisciplinary methods. The syllabus was benchmarked against top national and international universities.

2. Time Management and Course Pacing

A structured semester-wise timeline for syllabus coverage was implemented. Faculty were advised to adhere to pacing guidelines to prevent topic-rushing before examinations. Class scheduling was reviewed to consolidate course blocks and create space for extracurricular activities.

3. Practical and Field-Based Learning

Mandatory internship and fieldwork components were incorporated. Structured field visits to mental health institutions, corporate HR departments, and community organizations were organized. Applied psychology training modules – counseling skills, psychological assessment, case documentation – were integrated into delivery.

4. Career Guidance

Career counseling sessions and industry workshops were conducted in collaboration with working professionals. Topics included psychology career pathways, resume preparation, interview skills, and higher education planning. Industry professionals, alumni, and career counselors were brought in for interactive sessions.

5. Department Activities and Mentoring

Guest lectures, student-led workshops, psychology exhibitions, and community engagement projects were introduced. Department-level mentoring was initiated to connect students with faculty guidance on career decisions and academic planning.

6. Support for Non-Science Students

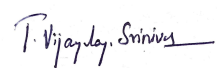
Bridge courses and supplementary learning materials were developed for humanities and commerce backgrounds. Faculty-led remedial sessions were offered to ensure all students could access science-related content effectively.

7. Faculty Development and Quality Assurance

Workshops on innovative pedagogy – including case-based learning, flipped classrooms, and experiential learning – were organized for faculty. Internal academic audits are conducted annually. Critical thinking learning outcomes were formally embedded into course structures across the curriculum.

8. Digital and Research Tools

Skill-based workshops were organized around data analysis, qualitative research tools (e.g., NVivo), and applied methods. A review of online learning platforms was initiated to address friction points identified through academic peer and student feedback.



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