CHRIST (Deemed to be University), Delhi NCR Campus-201003

Department of Psychology Feedback on Curriculum – 2025-26

Analysis and Action Taken Report

Feedback process of the Department

Designing and developing a curriculum stands as a pivotal academic endeavor, involving the collaboration of stakeholders to craft educational materials that address specific needs. This process entails evaluating learners' competencies and identifying the essential skills for their future growth. It entails selecting courses and content that align with stakeholders' desired outcomes and meeting industry demands. The curriculum also outlines the methodologies, strategies, and assessment techniques for effective teaching and learning. To maintain the currency of our Psychology curriculum, feedback is actively sought from students, faculty, and other invested parties. This input informs ongoing revisions and enhancements to teaching methods, learning materials, assessments, and overall curriculum structure, ensuring its relevance and applicability to students' needs. Below is the systematic process of soliciting feedback:

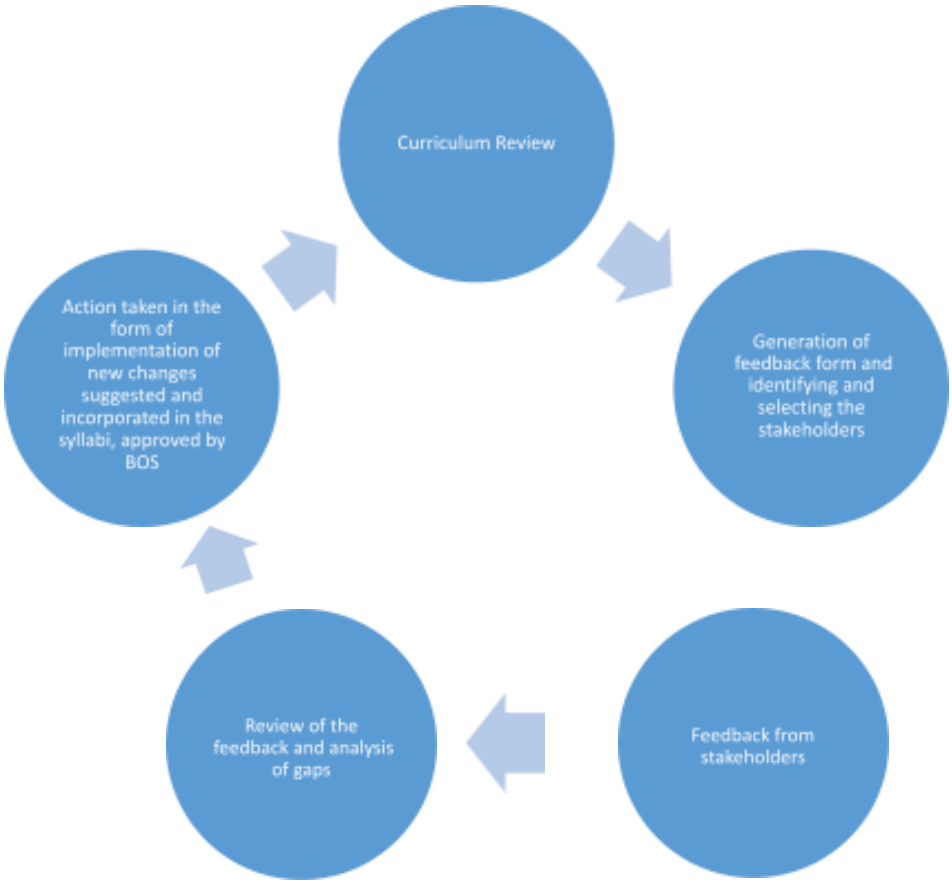

Fig 1: **Process of generating feedback on curriculum by stakeholders**

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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 2025-26, feedback from various stakeholders (students, teachers, alumni and entrepreneur) was taken through Google Forms. 119 students from different undergraduate and postgraduate courses provided feedback on each of their teaching courses and also indicated their overall satisfaction level with the curriculum and teaching aspects. Similarly, **7 teachers, 2 entrepreneurs and 5 alumni** provided the feedback on curriculum.

Major Suggestions

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

1. Suggestions were made regarding the alignment of courses with existing policies and programs to ensure relevance and effective educational outcomes.
2. The activities of the department's laboratories and extension programs were reviewed, with encouragement to continue and expand community service initiatives.
3. Offer more advanced-level courses (400 and 500 levels) while providing foundational courses (100 level) as bridge courses for master's students.
4. Introduce a fourth year for the current undergraduate batch in alignment with NEP and RCI guidelines.
5. Enhance research and internship opportunities in the final year of the undergraduate program.
6. Offer specialized tracks such as Clinical, Counseling, or Organizational Psychology in the fourth year.
7. Integrate a service-learning component into dual major programs. The Board acknowledged the necessity for stronger placement support services.

Action Taken

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

1. The syllabus underwent a review process, and suggestions for modifications were compiled. These suggestions were then forwarded to the Board of Studies for approval, following which the existing syllabus was updated with the endorsement of the Academic Council.
2. Updated departmental materials, including syllabi and academic records, to reflect new course codes aligned with NEP 2024-2025. Modified the registration system to accommodate new course codes, ensuring accuracy for current and incoming students.
3. Reviewed and standardized course descriptions, ensuring uniform application of title changes (e.g., "Qualitative Research Methodology" to "Qualitative Research Methods").

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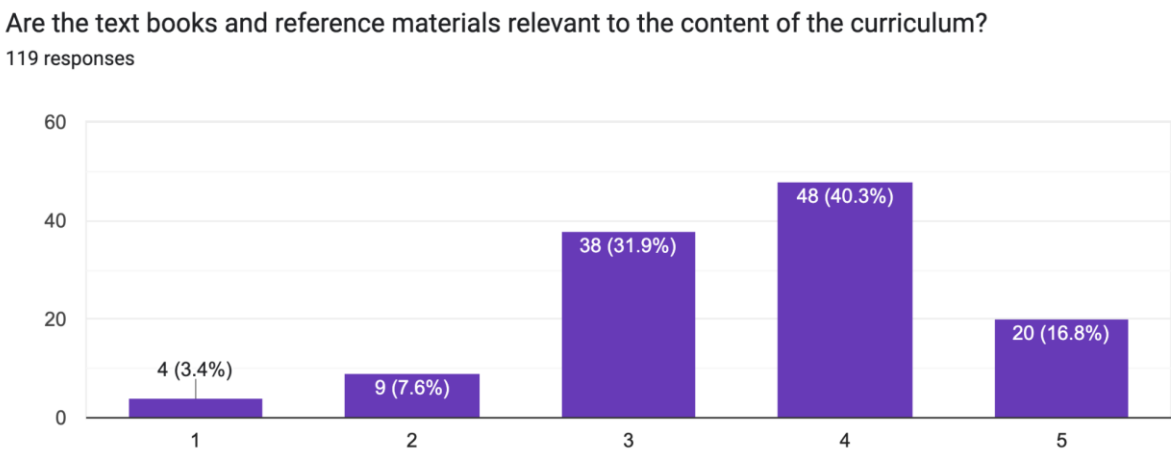
4. Developed assessment tools to evaluate the effectiveness of the new curriculum changes over time, gathering data on student performance and satisfaction.
5. Peer mentoring initiatives were implemented, including the organization of peer learning classes. Value-added courses were introduced, and role plays and hands-on experiential exercises were incorporated into relevant sections of the syllabus.
6. To enhance research-related knowledge, assignments included intensive literature reviews, gap identification, and the preparation of research proposals. Increased industry-academia interactions were facilitated through guest lectures and workshops, fostering more comprehensive learning experiences. Additionally, class discussions were enriched with more case-based analyses, and the psycho-diagnostic lab focused on assessments directly relevant to clinical psychology, providing ample practice hours.
7. Introduced a fourth year for the current undergraduate batch in alignment with NEP and RCI guidelines.
8. Several course codes were revised to align with the NEP (National Education Policy) 2023-2024 structure. For example:

- PSY 231 (Developmental Psychology) was changed to BPSY101-3.
- BPSY434 (Qualitative Research Methodology) was changed to BPSY201-3.

Detailed Feedback Analysis Feedback from Students

119 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.



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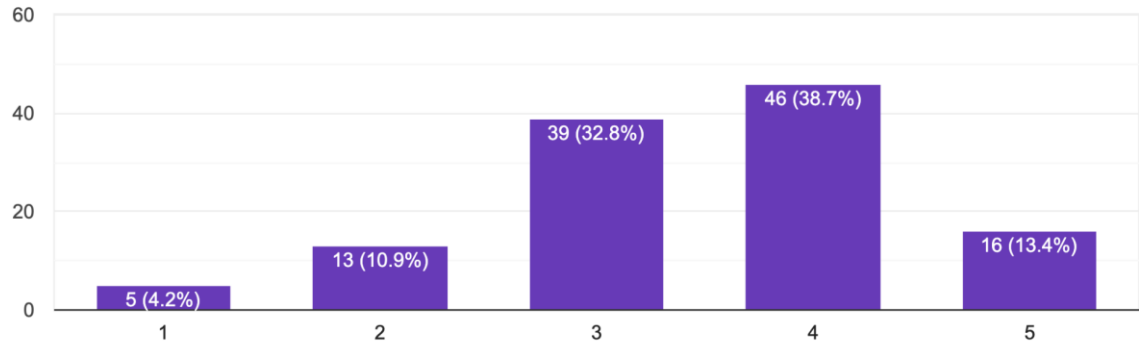
Does the curriculum orient towards higher education?
119 responses

Does the content of the courses satisfy the stated objectives and learning outcomes?
119 responses



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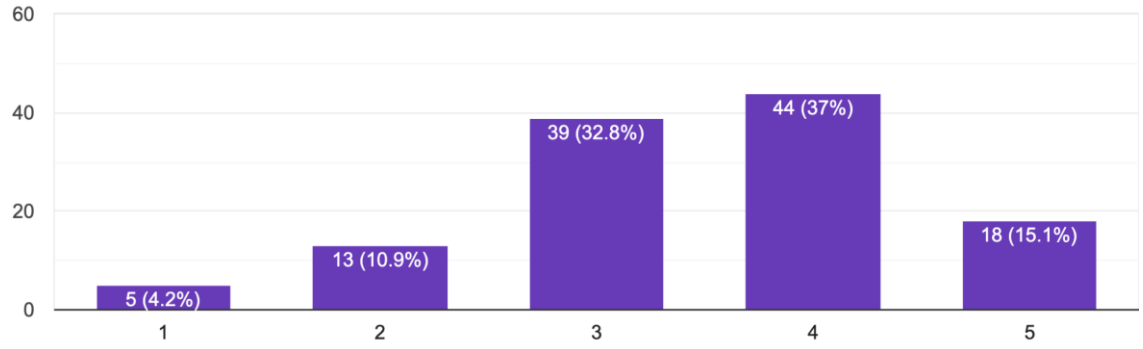
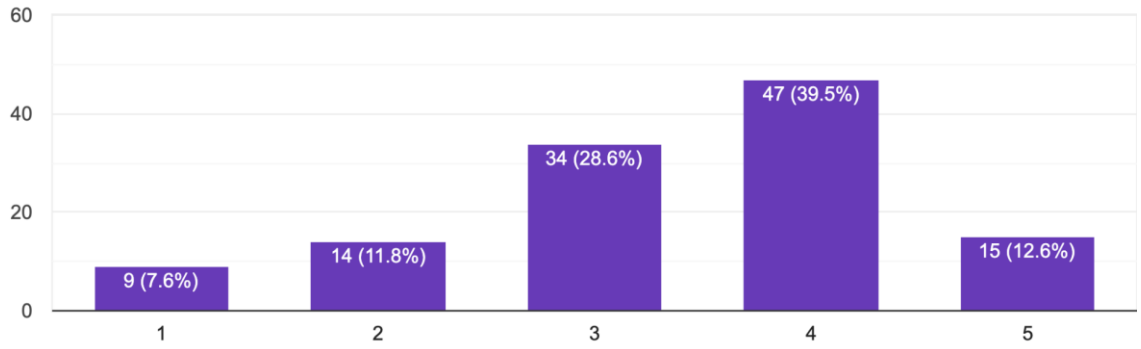


Does the curriculum enable the students to apply their knowledge in real life situations?
119 responses



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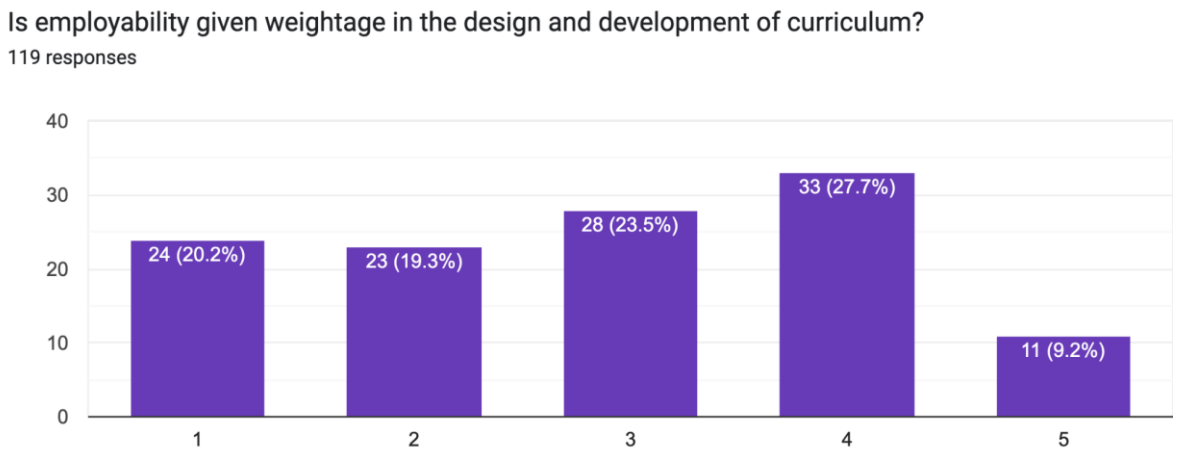

Summary

The feedback highlights a strong need for enhanced practical exposure through certificate-based workshops, hands-on training sessions, and guidance on professional behavior for internships, along with institutional support in securing internship opportunities, especially given the limited accessibility and high costs of many organizations. While the curriculum is generally well-designed, concerns were raised about its rigid implementation, overemphasis on rote learning and marks, lack of subject-specific faculty, and repetition of content, with some students also noting a gap in the delivery of advanced topics and requesting fewer LCA-based courses. Assessment practices were viewed as unclear and overwhelming, with hectic CIA schedules and limited time between evaluations, leading to calls for clearer guidelines and more lenient grading. In terms of resources, students suggested allowing laptops in theory classes for more efficient note-taking and access to research materials, along with the provision of comprehensive reference texts. Additionally, there is a need for greater career support through seminars, clearer academic guidance, a stronger focus on employability and real-world application, inclusion of academic writing in the curriculum, and improved placement opportunities.

Suggestions:

The feedback provided highlights several key areas for improvement and enhancement in the curriculum. The curriculum prioritizes rote learning and memorization over conceptual understanding and real-world application. Definitions hold little value in practical scenarios; instead, applying concepts in a simplified manner is more effective. Employability is best developed through practical experience and soft skills rather than theoretical courses like *Self Enhancement* or *Career-Oriented Skills*. Science subjects require faculty with domain expertise to ensure clear explanations and meaningful discussions.

The marking scheme is unsatisfactory as it does not allow for revaluation, even when students provide correct answers. Additionally, the highest CIA score remains capped at 17/20, implying limited scope for improvement. The attendance policy unfairly prioritizes

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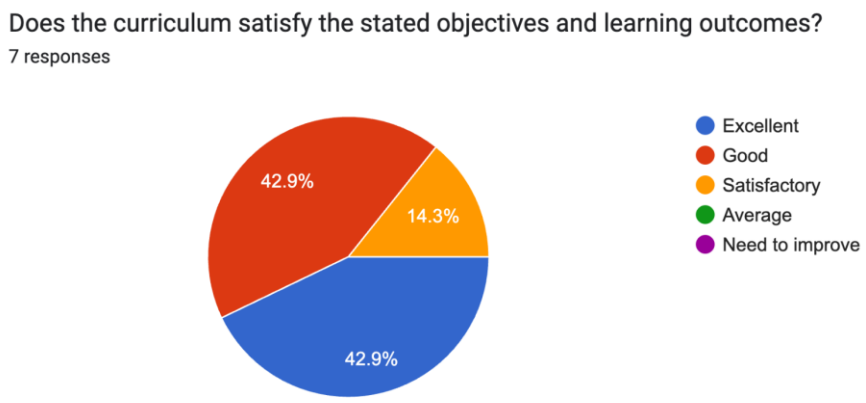
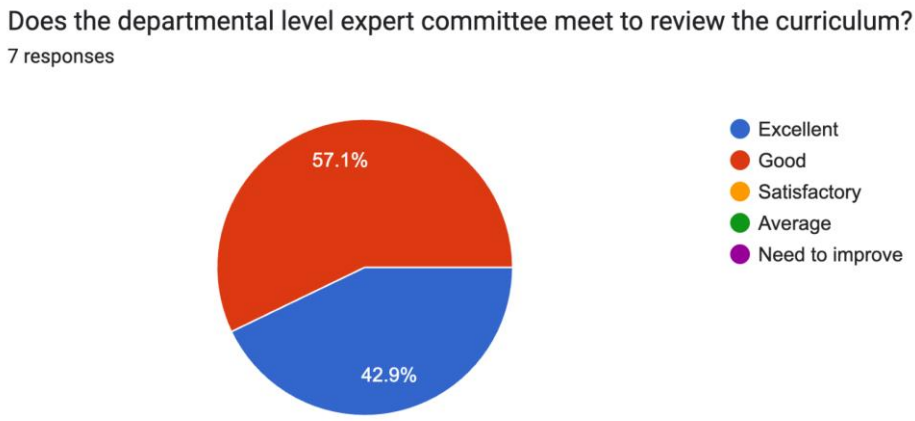
extracurricular activities over sick leave, asking students to attend classes even when unwell. The compulsory uniform policy is inconsistently enforced, creating an unfair standard.

The course is heavily classroom-based, restricting exposure to field visits and practical learning. Guest lectures and industry visits should be incorporated to provide real-world insights. The rigid academic structure limits opportunities for skill development, internships, and personal well-being. Introducing flexibility, such as a 1–2 day gap between sessions or reduced working hours, would create a more balanced learning experience, fostering both academic and professional growth.

Feedback from Teachers

To develop the curriculum, feedback was solicited from 7 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 the 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.





The feedback highlights concerns regarding the breadth and intensity of several course

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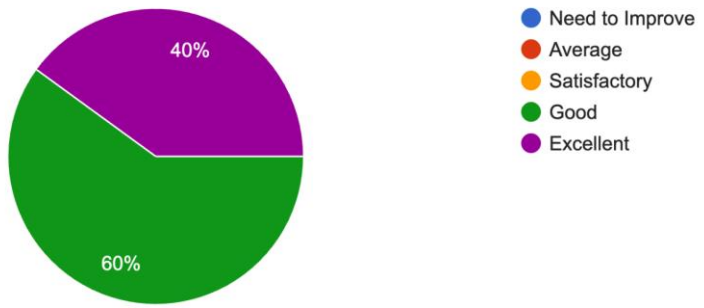
syllabi, such as Advanced Cognitive Psychology, Social Psychology, and Brain and Behaviour, which are considered too broad, dense, and insufficiently focused for the time available. A major issue identified is the mismatch between Learner-Centric Assessment (LCA) and theory-heavy subjects like Theories of Personality, Health Psychology, Social Psychology, and Developmental Psychology, where structured conceptual teaching is essential and not fully compatible with activity-based or exam-driven LCA formats. Students have suggested shifting towards more submission-based evaluation methods and reconsidering the examination component, particularly for content-heavy papers. Additionally, certain courses require content revisions, including the inclusion of Personality Disorders in Psychopathology and Brief Psychotherapies in Psychotherapy. The Artificial Intelligence (MDC) syllabus is viewed as overly technical and oriented toward computer science, indicating a need for better alignment with psychology students. There is also a need to simplify and clearly differentiate syllabi for dual major students, ensuring foundational concepts are appropriately covered. Overall, the feedback emphasizes the need for more concise, focused syllabi, alignment between teaching and assessment methods, and targeted updates to course content.

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 offers them. Alumni feedback can be used to improve the course curriculum and develop strategic plans by industry needs. Feedback was garnered through Google forms in which alumni rated (on 5 point scale) different aspects like, 'Is the curriculum updated regularly 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-

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



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

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All five respondents agreed that the curriculum fosters motivation for research and development, with most expressing strong affirmation through responses such as “Yes” and “Yes, absolutely.” However, one respondent provided a more moderate view, indicating that the curriculum contributes to this motivation “to some extent,” suggesting room for further strengthening in this area.

The feedback emphasizes the need to update the curriculum by incorporating emerging and relevant topics such as the use of AI in psychology and Neurodiversity Affirmative Practices. It also highlights the importance of introducing specific, in-depth therapy modalities, including Dialectical Behavior Therapy (DBT), Eye Movement Desensitization and Reprocessing (EMDR), and trauma-informed approaches. Additionally, there is a recommendation to expand into specialized fields like Geriatric Psychology. To strengthen research and interdisciplinary competencies, respondents suggest offering workshops on statistical software such as SPSS and Jamovi, along with integrating interdisciplinary subjects and skill-based learning.

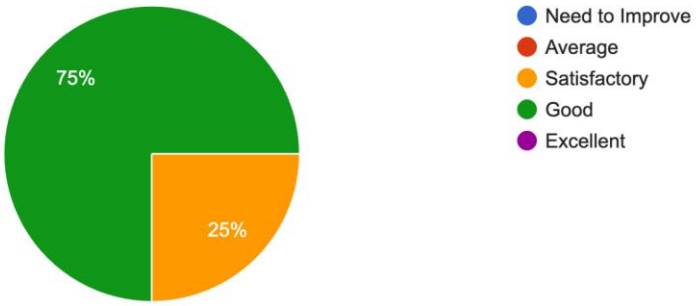
Furthermore, they suggested faculty should be required to provide notes for all courses. **Alumni Interaction.** A departmental center should be established to facilitate easier interaction between alumni and current students.

Feedback from Entrepreneur

The feedback taken from entrepreneur is of considerable importance as they can provide insights into the requirements of the industry and what their curriculum offers them. The feedback can be used to improve the course curriculum and develop strategic plans by industry needs.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.

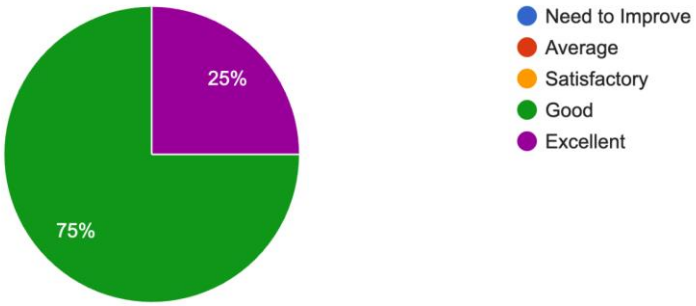
Is employability given weightage in the design and development of curriculum?

4 responses



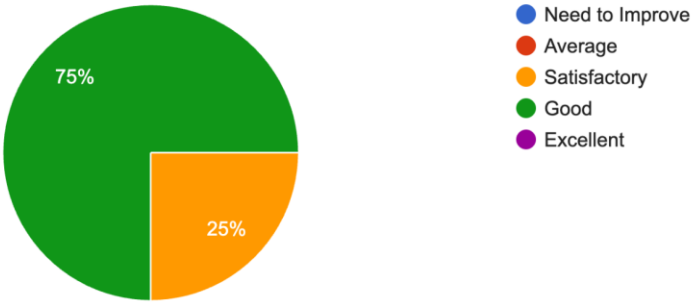
Is the curriculum aligned with the objectives of the programme?

4 responses



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

4 responses



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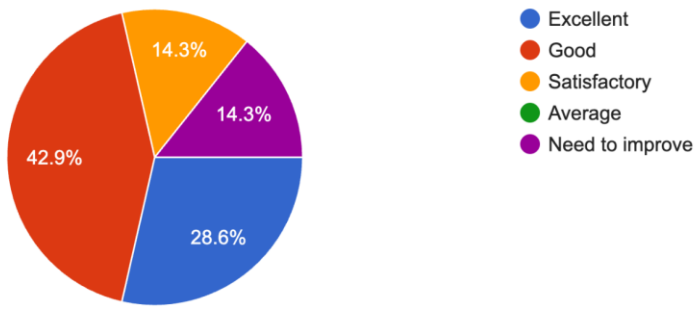
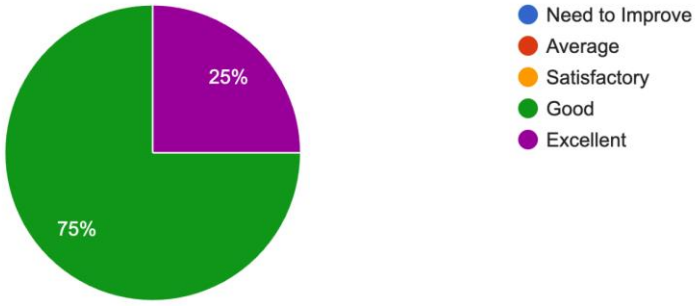
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?

7 responses



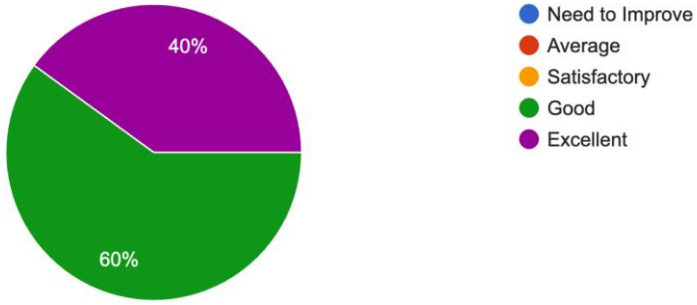
Does the curriculum cover advanced topics and current trends?

4 responses



Does the curriculum orient the students towards higher education?

5 responses



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The syllabus is thorough and well-organized, effectively addressing key theoretical, clinical, and research competencies in clinical psychology. However, incorporating advanced areas such as trauma-informed care, integrative psychotherapy approaches, and emerging evidence-based therapies could further improve clinical readiness. There is also a need to strengthen focus on digital mental health, advanced psychodiagnostic techniques, and applied mental health law to keep pace with evolving professional demands. Enhancing experiential learning through more case-based teaching, structured supervision, and interdisciplinary exposure during practicum is recommended. Overall, while the curriculum is strong, it would benefit from targeted refinements to deepen clinical training and improve real-world relevance. It is recommended that DAPT be included in Psychodiagnostics Lab II under the category of projective and semi-projective tests to further enrich the scope of assessment tools covered in the course.

Suggestions also include: Enhancing experiential learning through more case-based discussions, live demonstrations, and structured supervision during practicum can significantly improve skill development. Incorporating formal training in interdisciplinary collaboration and standardized documentation practices would further strengthen clinical preparedness. Additionally, explicitly integrating therapist self-care, burnout prevention, and reflective practices into the curriculum can promote sustainable professional growth. For certain elective courses such as Sexual Dysfunction and Sex Therapy, Educational Psychology, and Queer Affirmative Therapy, inviting industry experts for experience sharing sessions could provide valuable insights into practical applications, commonly used techniques, and the real-world implementation of theoretical concepts in clinical settings.

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