



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:

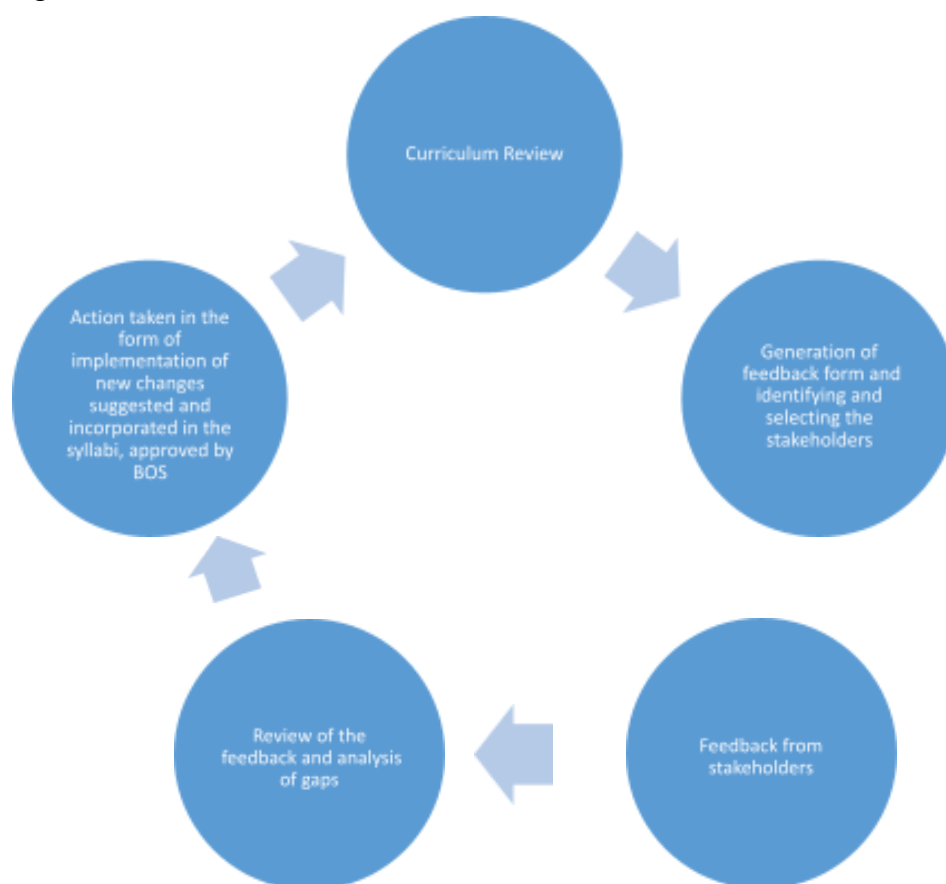


Fig 1: Process of generating feedback on curriculum by stakeholders

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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. 233 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, 4 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.





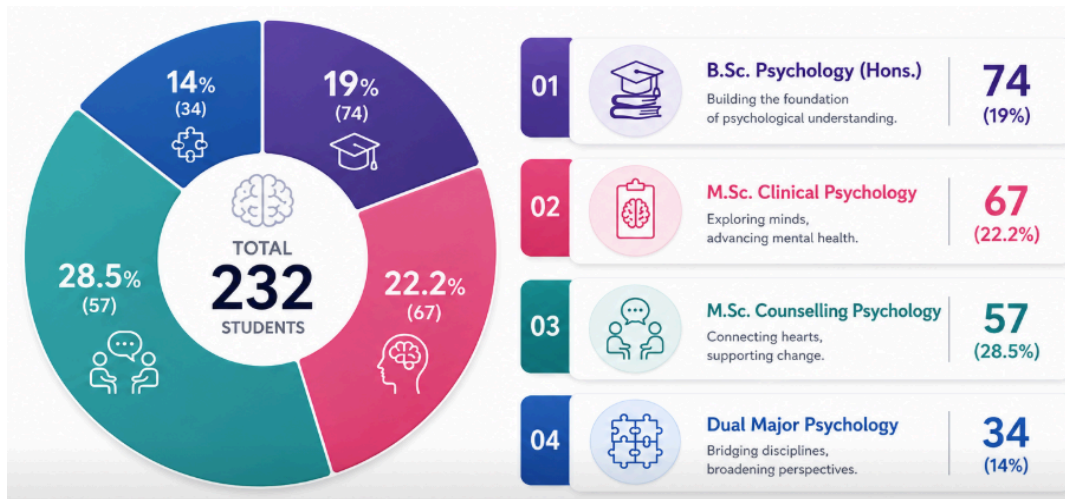
3. Reviewed and standardized course descriptions, ensuring uniform application of title changes (e.g., "Qualitative Research Methodology" to "Qualitative Research Methods").
4. Developed assessment tools to evaluate the effectiveness of the new curriculum changes over time, gathering data on student 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

A total of **233 students** from undergraduate and postgraduate psychology programs participated in the Curriculum Feedback Survey, reflecting strong student engagement across academic levels. The highest participation was observed among **B.Sc. Psychology (Hons.) students (74; 19%)**, followed by **M.Sc. Clinical Psychology students (68; 22.2%)**, **M.Sc. Counselling Psychology students (57; 28.5%)**, and **Dual Major Psychology students (34; 14%)**. The diverse representation across programmes provides a comprehensive understanding of students' perspectives on the curriculum and contributes to a robust evaluation of academic quality and relevance. 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.

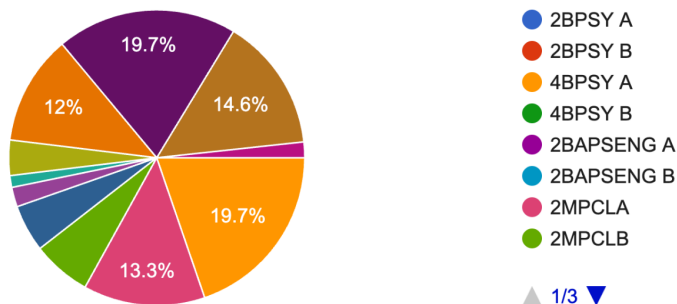
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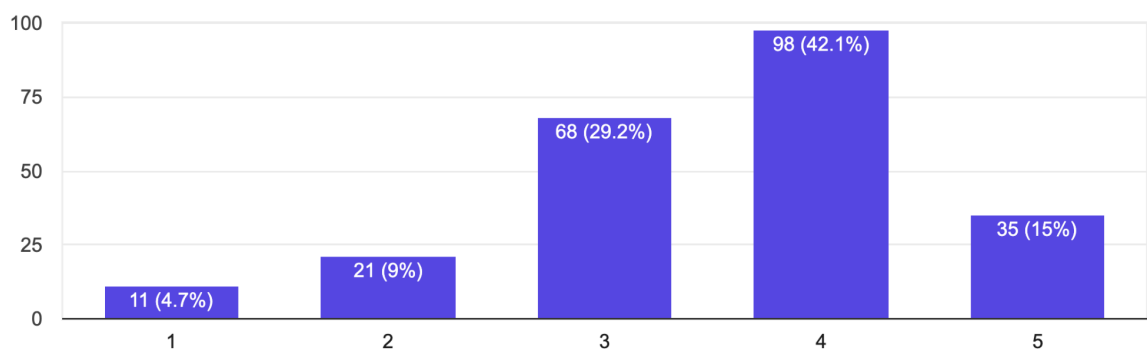
Name of the Programme

233 responses



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

233 responses



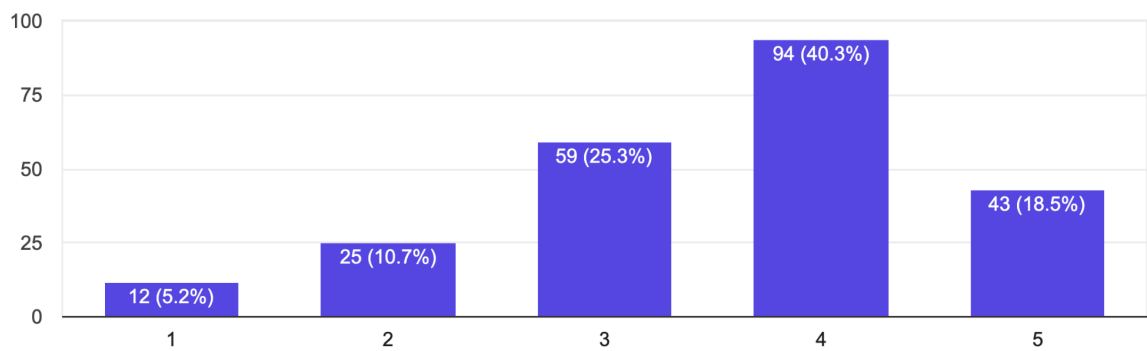
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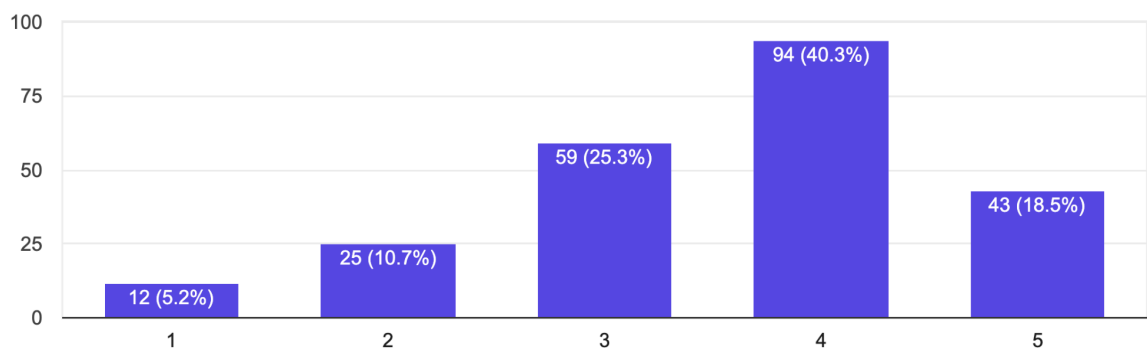
Does the course cover advanced topics?

233 responses



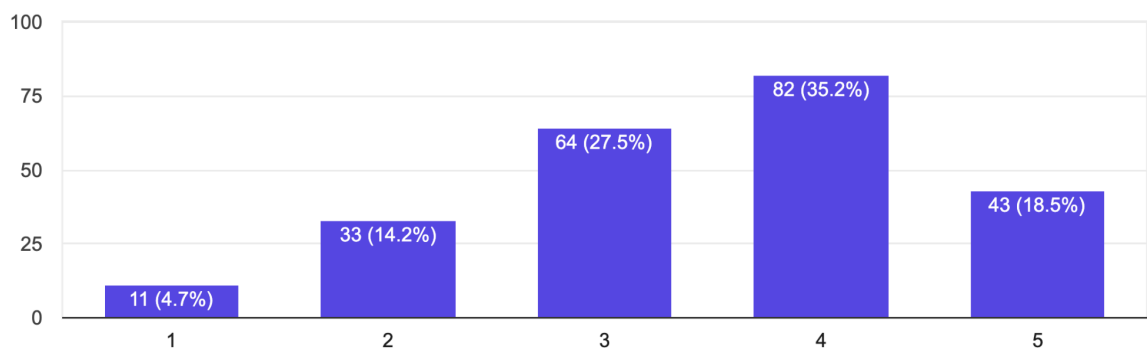
Does the course cover advanced topics?

233 responses



Is the curriculum effective in developing critical/ analytical thinking?

233 responses



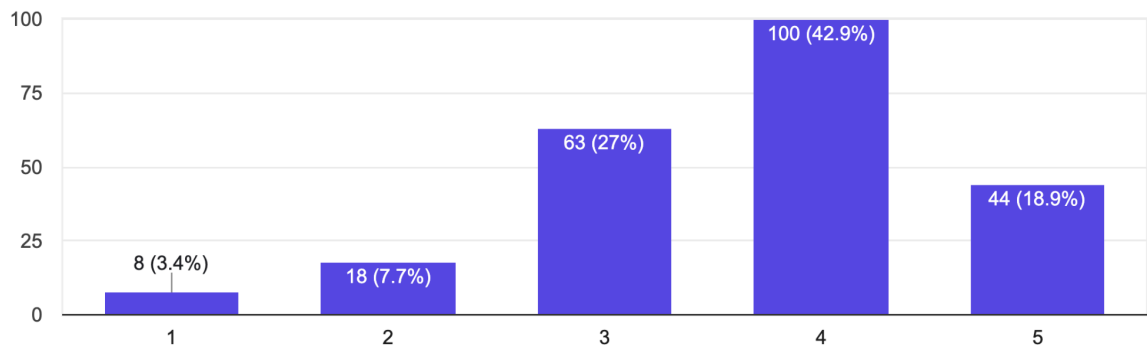
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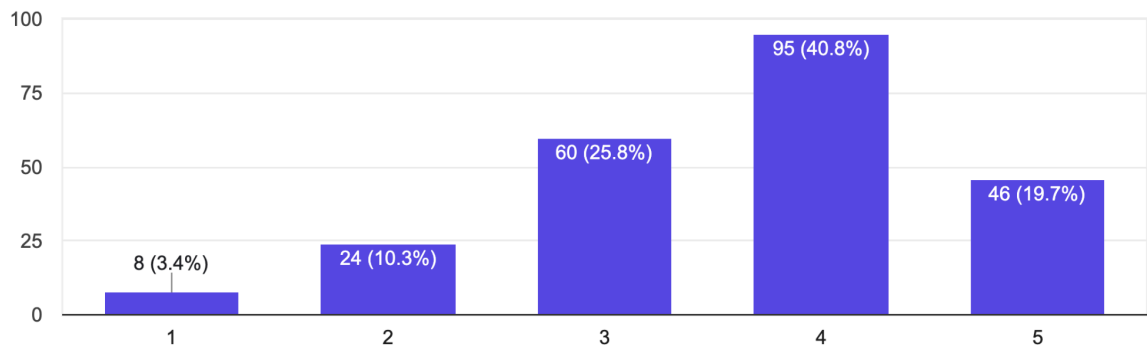
Are the text books and reference materials relevant to the content of the curriculum?

233 responses



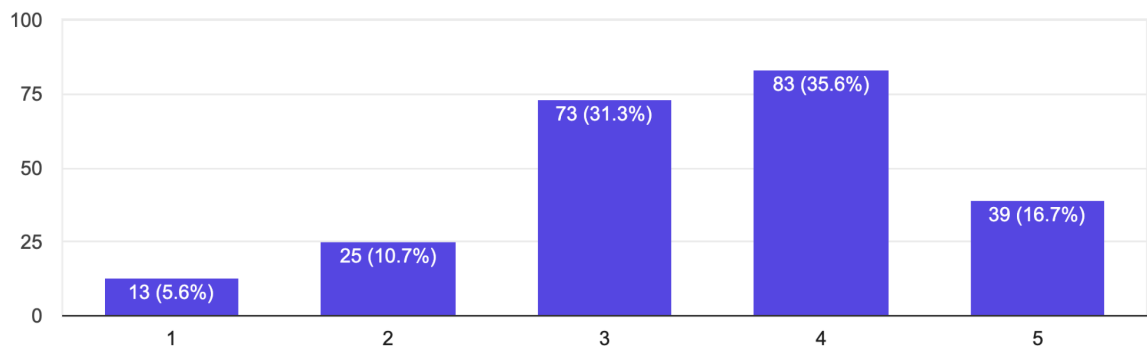
Does the curriculum orient towards higher education?

233 responses



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

233 responses



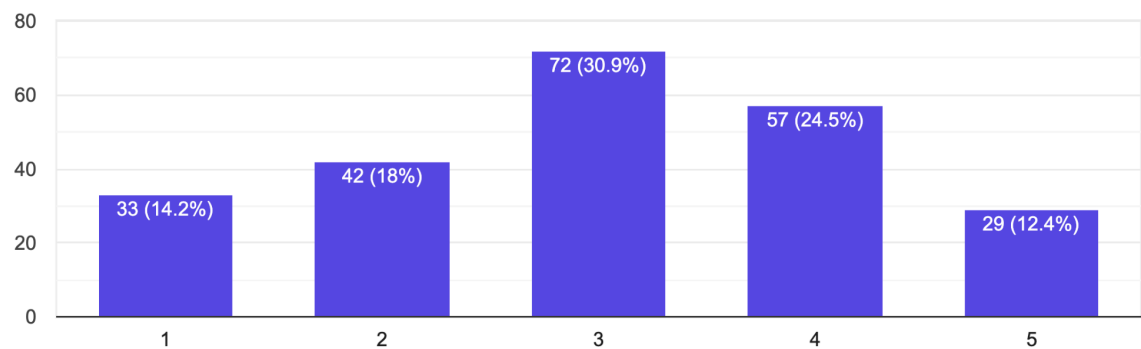
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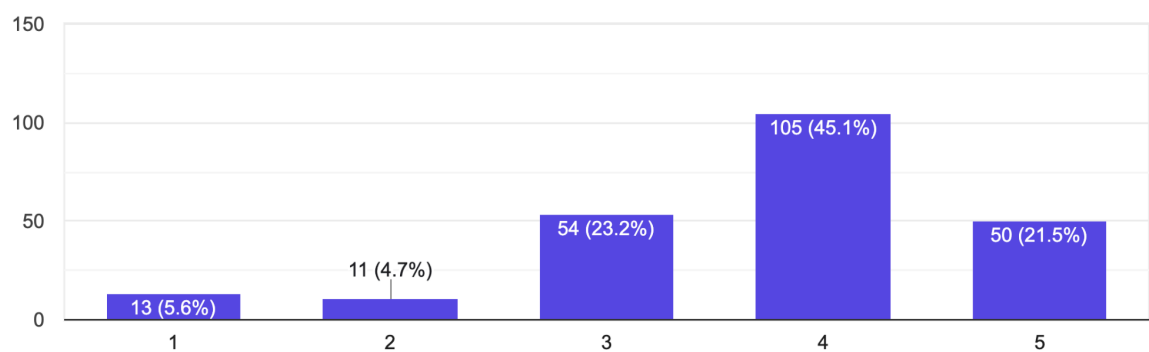
Is employability given weightage in the design and development of curriculum?

233 responses



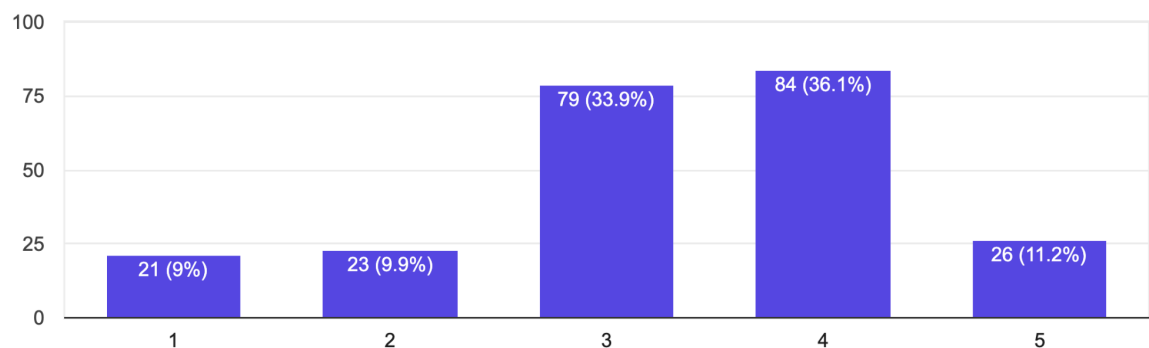
Does the curriculum promote self-study and attitude of research?

233 responses



Does the curriculum meet your overall expectations?

233 responses



Signature



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.

The curriculum is perceived as academically rigorous and well-structured; however, students report that it is often overwhelming, repetitive, and insufficiently aligned with practical and industry-oriented needs. Students recommend more application-based learning, practical exposure, specialized psychological training, and career-oriented guidance. Institutional issues such as rigid rules, strict attendance policies, fluctuating timetables, and limited flexibility further affect student wellbeing. Overall, students seek a more student-centered, skill-oriented, and practically relevant educational environment that better prepares them for professional and academic careers.

Suggestions:

The feedback provided highlights several key areas for improvement and enhancement in the curriculum. The curriculum prioritises rote learning and memorisation 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-orientated 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 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.

Furthermore, MPCO students suggested several improvements to enhance the curriculum's practical relevance, teaching quality, and overall learning experience. A major recommendation was to replace or redesign TCLS classes, which were widely perceived as irrelevant, overly corporate-oriented, and not aligned with psychology training. Students strongly advocated for more experiential and application-based learning through role-plays, case discussions, lab exposure, workshops, and hands-on training.

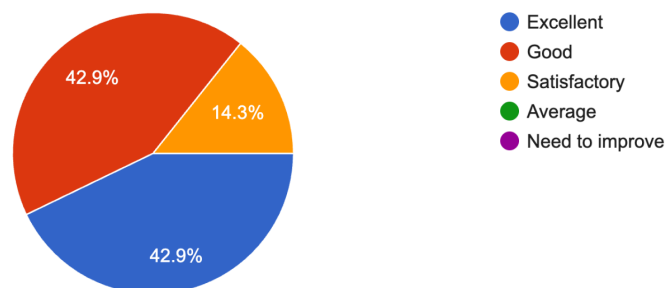
Many students from the counselling programme emphasised the need for qualified and experienced faculty members, recommending that one subject be handled by a single competent teacher to avoid inconsistencies in teaching and grading. Additional suggestions included improving alignment between curriculum and CIAs, incorporating academic writing and entrepreneurship courses, and providing practical internship preparation, career guidance, and affordable certification programmes. Students also requested more flexible academic structures, reduced unnecessary classes, better consideration of teacher feedback, and policies that support workshop participation and self-study while creating a more supportive and motivating educational environment.

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.

Does the curriculum satisfy the stated objectives and learning outcomes?

7 responses

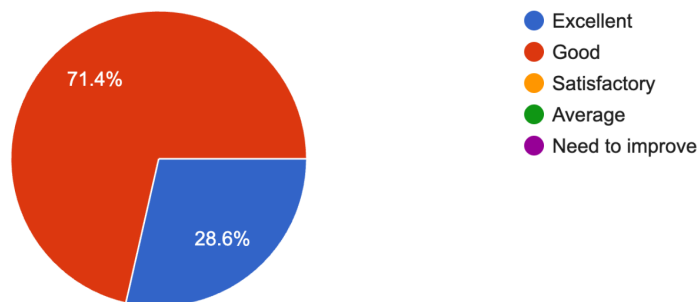


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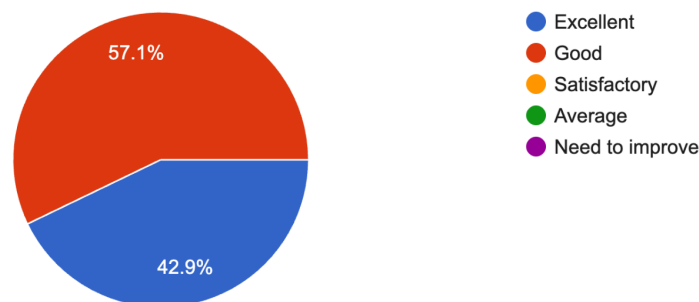
Is the curriculum effective in developing independent thinking?

7 responses



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

7 responses



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



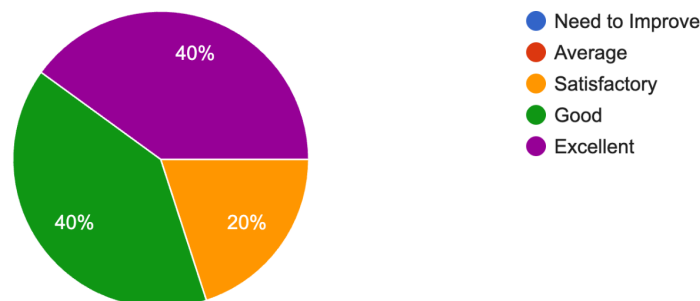
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Is the curriculum updated on a regular basis depending on the current trends and advanced topics?

5 responses



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

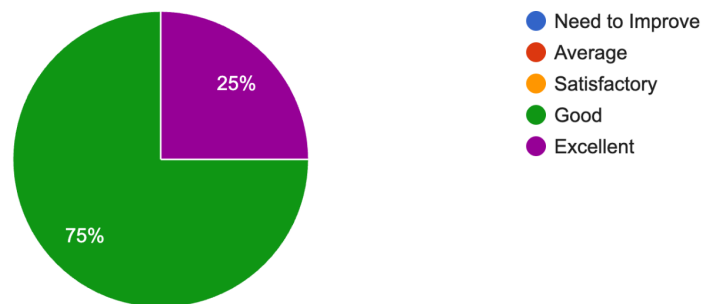




The feedback taken from entrepreneur is of considerable importance as they can provide insights into the requirements of the industry and what their curriculum offers them. The feedback can be used to improve the course curriculum and develop strategic plans by industry needs. The feedback obtained was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

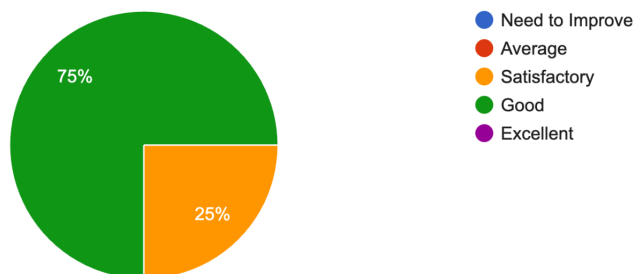
Is the curriculum aligned with the objectives of the programme?

4 responses



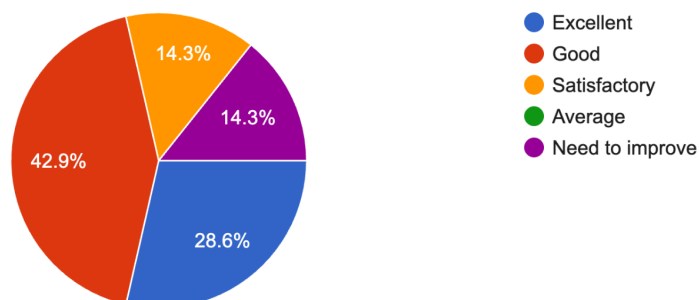
Does the curriculum cater to the enhancement of skills of the students with respect to the industry needs?

4 responses



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

7 responses



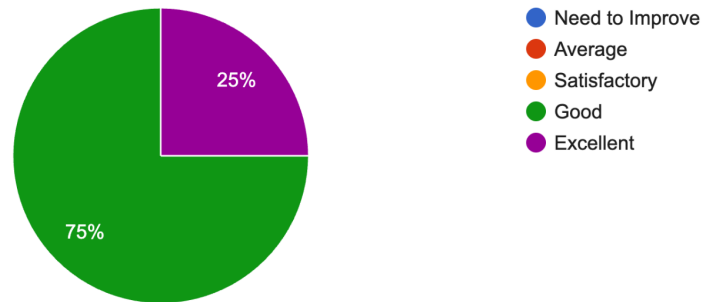
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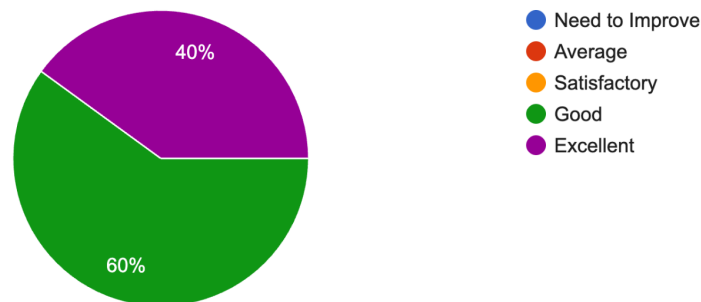
Does the curriculum cover advanced topics and current trends?

4 responses



Does the curriculum orient the students towards higher education?

5 responses



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

Signature





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.

Subash

