

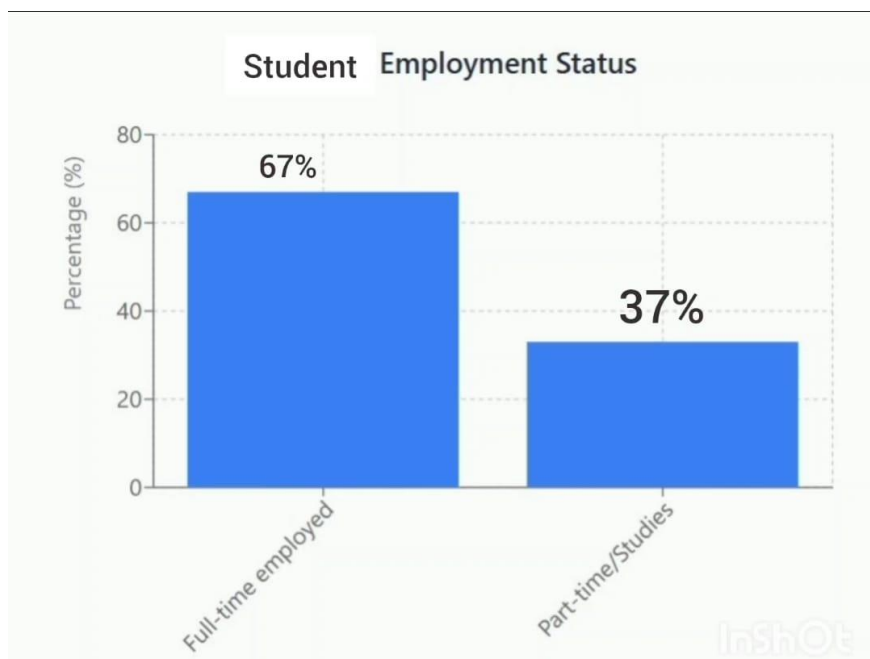


School of Psychological Sciences
Curriculum Feedback Analysis and Action Taken Report
Academic Year: 2024–2025
UG and PG Programs

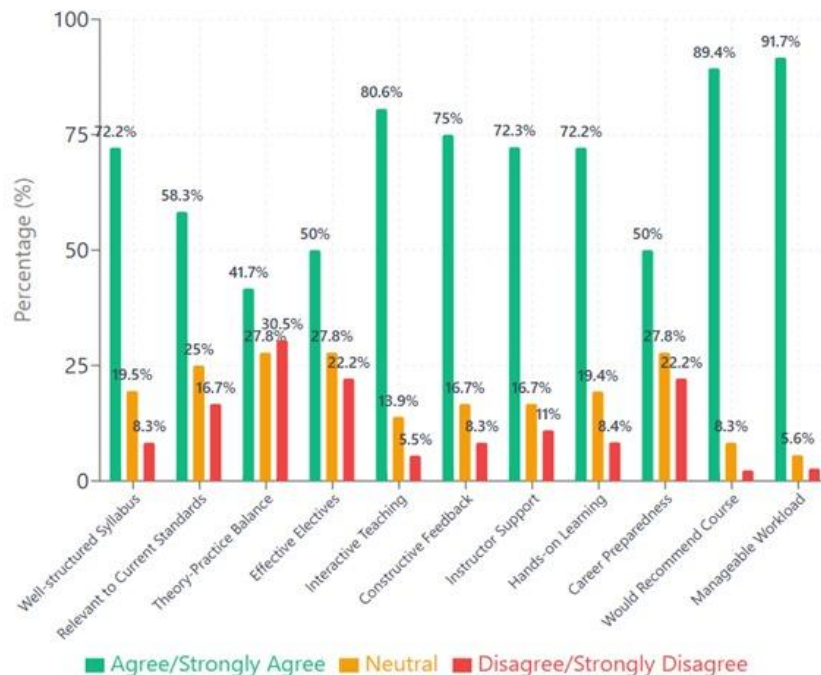
Introduction

The School of Psychological Sciences conducted a comprehensive curriculum feedback exercise for its undergraduate and postgraduate programs for the academic year 2024–25. Inputs were collected from key stakeholders—students, alumni, faculty, and parents—to evaluate the relevance, effectiveness, and applicability of the curriculum. The objective was to identify strengths, pinpoint areas for improvement, and initiate evidence-based enhancements that align academic offerings with evolving industry standards and societal needs.

Feedback from Students (N = 36)



Of the 36 respondents, 67% were employed full-time, with others engaged in part-time work, higher studies, or exam preparation. Nearly half expressed a willingness to stay connected with the institution through alumni engagement.



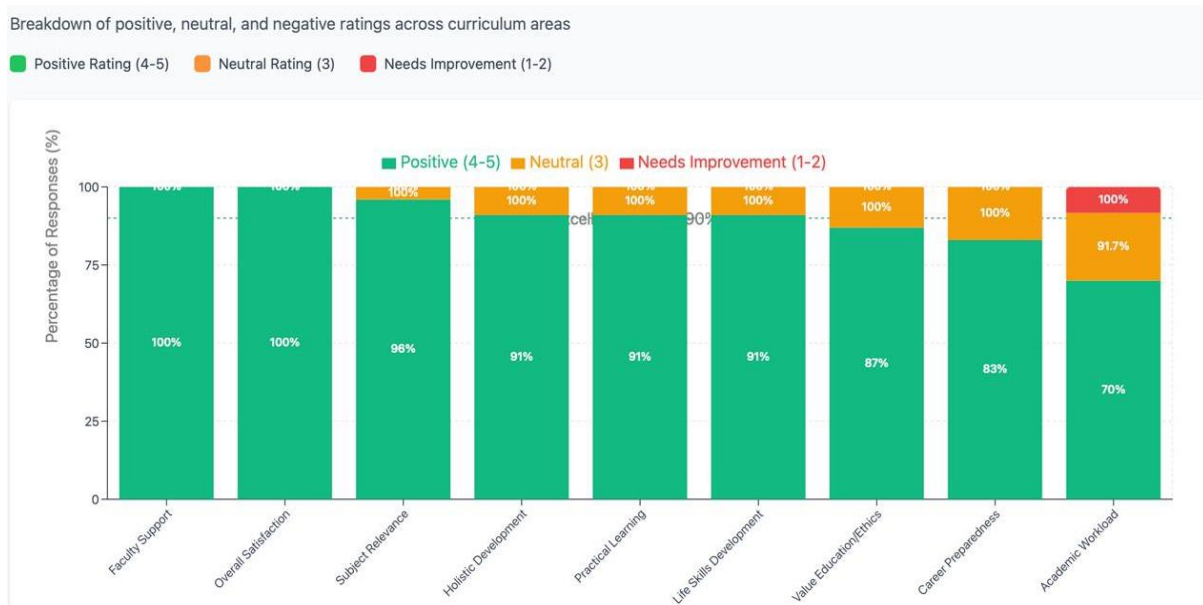
- Curriculum Structure and Relevance:** 72.2% agreed the syllabus was well-structured and logically sequenced. However, 8.3% strongly disagreed, citing outdated or repetitive content. 58.3% found the curriculum relevant to academic and industry needs, while 25% were neutral.
- Theory-Practice Balance:** Only 41.7% felt there was an appropriate balance. A significant number (30.5%) strongly disagreed, and 27.8% were neutral. Feedback emphasized insufficient practical skill development, particularly in HR operations and analytics.
- Electives and Specialization:** 50% found them relevant; 27.8% were neutral. Respondents noted overlap, excessive theory, and lack of alignment with industry demands. Suggestions included adding modules on HR operations, analytics, and AI.
- Teaching and Faculty Support:** 63.9% agreed and 16.7% strongly agreed that teaching was interactive and effective. While most faculty were praised, concerns were raised about one instructor's bias negatively affecting student outcomes.
- Assessments and Feedback:** 52.8% agreed feedback was constructive and timely; 22.2% strongly agreed. However, some felt feedback lacked depth in larger classes.

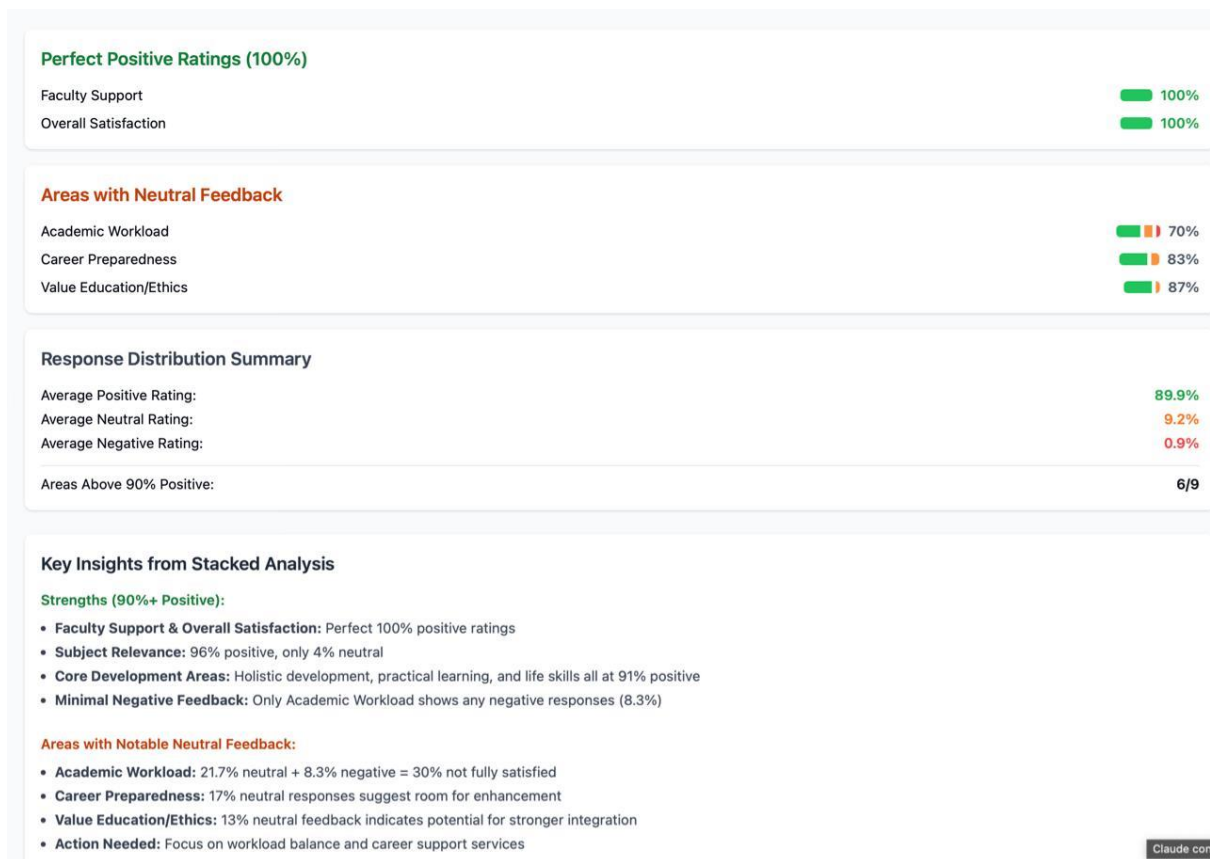
- **Hands-on Learning:** 72.2% acknowledged opportunities through labs, projects, and internships. However, the short duration of winter internships was seen as limiting. Longer internships and real-world projects were recommended.
- **Career Readiness:** Only 50% felt well-prepared for jobs or further studies. 27.8% were neutral and 19.4% disagreed, indicating a gap in practical readiness.
- **Overall Satisfaction:** 69.4% would recommend the program; 91.7% found the workload manageable.

Key Suggestions

- More training in tools like MS Excel, HRIS, and HR analytics
- Eliminate redundant content
- Extend internships and include live projects
- Reconsider program title for better industry recognition
- Improve faculty accountability and encourage subject-matter expertise
- Integrate AI, personal branding, and practical projects

Feedback from Parents (N = 24)



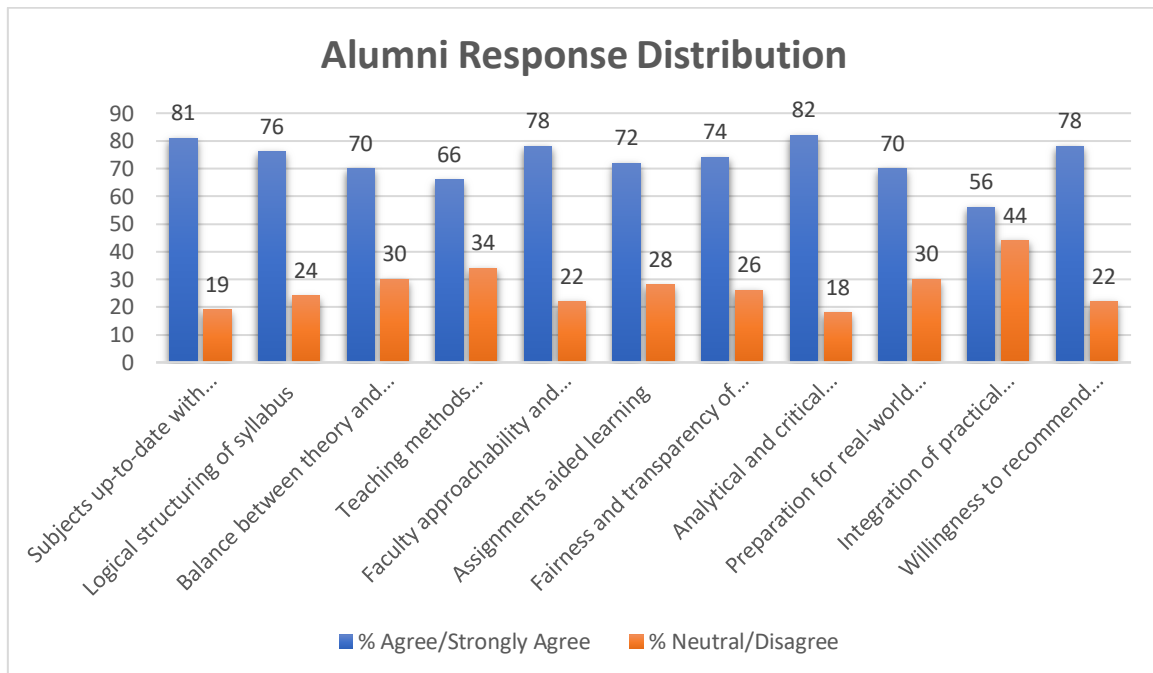


Parents offered positive reflections on their children’s academic and personal development.

- **Holistic Development:** 91% rated the program highly for promoting confidence, independence, and responsibility.
- **Subject Relevance:** 96% felt topics addressed current psychological issues.
- **Value Education:** 87% rated this positively; 13% remained neutral, indicating potential to enhance focus on ethics and social responsibility.
- **Practical Learning:** 91% appreciated the internships, fieldwork, and projects.
- **Career Preparedness:** Nearly 83% felt their children were well-prepared for careers.
- **Life Skills:** 91% highlighted strong development in communication, teamwork, and problem-solving.
- **Workload:** 70% rated it positively, though 21.7% were neutral and 8.7% called for improvements.
- **Faculty Support:** 100% gave positive ratings, reflecting high satisfaction.

- **Overall Satisfaction:** Extremely high, with nearly half giving the highest possible rating.
- **Suggestions:** Most offered none, though this may suggest either satisfaction or the need for more targeted questions in future surveys.

Feedback from Alumni (N = 56)

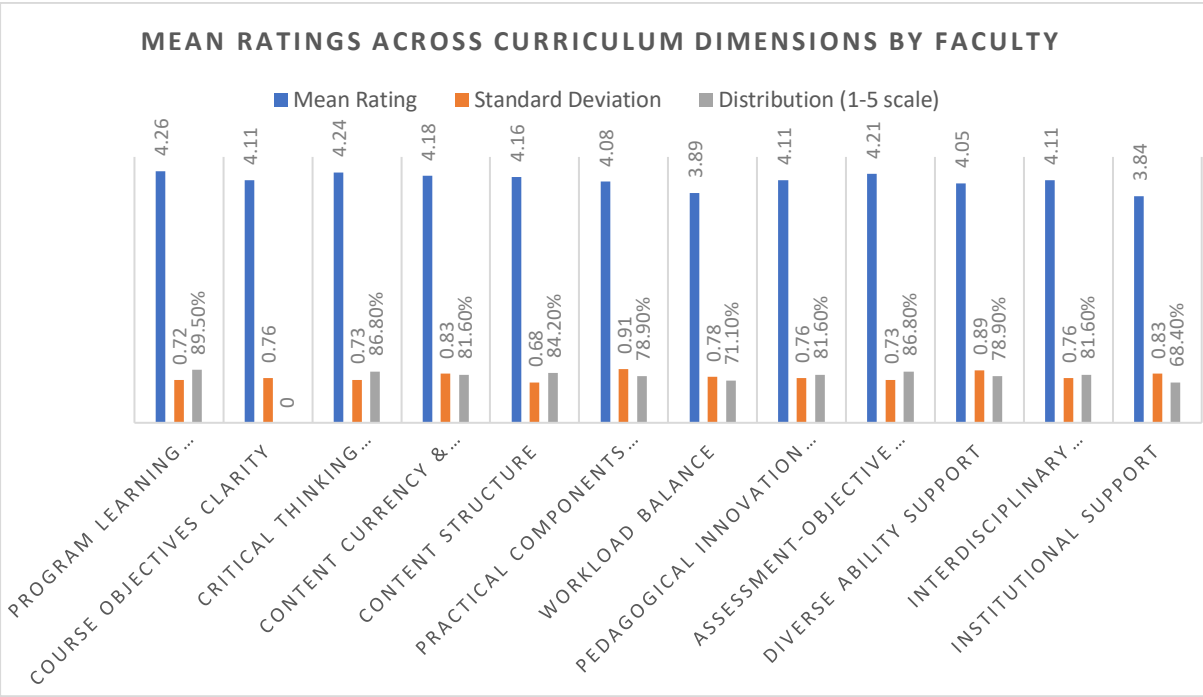


Alumni feedback was largely positive, with several areas for improvement.

- **Curriculum Relevance:** Over 80% agreed that subjects aligned with industry trends.
- **Structure and Coherence:** Nearly 76% found the curriculum logically sequenced.
- **Theory-Practice Balance:** About 70% were satisfied, but over 20% felt it was too theoretical. Calls were made for greater emphasis on application.
- **Teaching Methods:** Mixed feedback; while two-thirds were satisfied, some noted inconsistencies.
- **Faculty Support:** 78% affirmed faculty were approachable and supportive.
- **Assessments:** 72% found them beneficial, though suggestions included more creative and critical thinking-based evaluations.

- **Skill Development:** Over 80% noted improved analytical and critical thinking skills.
- **Career Readiness:** Around 70% felt prepared for real-world challenges.
- **Practical Exposure:** Only 56% felt this was adequate; more internships and fieldwork were suggested.
- **Overall Recommendation:** 78% would recommend the course.
- **Key Suggestions:**
 - Increase methodological training
 - Clarify course goals from the start
 - Include more specialized faculty and hands-on learning

Feedback from Faculty (N = 38)



A structured Likert-scale and open-ended analysis highlighted strengths and challenges.

Dimensions	Mean	Highlights
	Rating	
	(Out of 5)	

Program Learning Outcome (PLO)	4.26	Strong alignment with learning outcomes
Critical Thinking Development	4.24	Encouraged through curriculum design
Assessment Alignment	4.21	Generally consistent with course objectives
Pedagogical Innovation	4.11	Appreciated but inconsistently applied
Content Currency and Structure	4.18	Up-to-date and logically sequenced
Practical Integration	4.08	Needs strengthening
Institutional Support	3.84	Lowest score; calls for better resources and tie-ups
Workload Balance	3.89	Uneven across programs

Qualitative Highlights

- Praise for skill-based electives and CIAs
- Need for updated modules, interdisciplinary content, and improved assessments
- Suggestions for more workshops, fieldwork, and team-teaching

Action Taken Report on Curriculum Feedback (2024–25)

UG and PG Programs

The curriculum feedback collected from students, alumni, faculty, and parents across UG and PG programs offered by the School of Psychological Sciences has been analyzed comprehensively. This action taken report presents key insights derived from the feedback and the measures initiated or proposed in response.

1. Strengthening practical exposure

Feedback from students and alumni highlighted the need for stronger practical integration. In response, the school is in the process of revising select courses to incorporate hands-on training in tools such as MS Excel, HRIS systems, and HR Analytics. New workshops on AI in HR, personal branding, and professional communication will be introduced.

2. Curriculum Revision and Redundancy Elimination

Redundancy across semesters, particularly in electives, was noted by students and alumni. A curriculum review committee has been constituted to streamline content, remove overlaps, and ensure that core and elective courses are distinct and complementary.

3. Enhancing Theory-Practice Balance

Concerns regarding a theory-heavy approach have been addressed by mandating practical components—such as case-based assessments, lab-based work, and simulation exercises—within existing courses. Faculty are being encouraged to adopt experiential learning strategies, including role plays, field visits, and community-based projects.

4. Faculty Development and Teaching Accountability

While faculty were largely appreciated, specific concerns regarding teaching accountability was raised. Objective student feedback at end-semester points to monitor faculty performance was proposed. A Faculty Development Program (FDP) series has been launched, focusing on inclusive pedagogy, bias-awareness, and subject-specific innovations. Mentoring and peer review systems are being strengthened to ensure academic fairness and consistency.

5. Improving Career Preparedness and Assessment Practices

Given alumni feedback on employability and career readiness, new modules on academic writing and interview skills will be offered. Assessment strategies will be diversified beyond traditional exams to include presentations, reflections, and peer evaluations. Faculty have been advised to provide more detailed and individualized feedback to support student growth.

6. Institutional and Industry Collaboration

Faculty feedback highlighted the need for institutional support for applied learning. The school is initiating partnerships with NGOs, hospitals, HR firms, and research centers to facilitate internships and project opportunities.

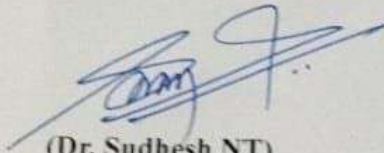
7. Interdisciplinary and Ethical Learning

In line with parent feedback, ethics, diversity, and social responsibility will be more explicitly integrated into course content. More focus on holistic development of the students and incorporating value-based teaching system will be incorporated.

Conclusion

The School of Psychological Sciences is committed to fostering an academic environment that is current, inclusive, and skill-oriented. This feedback cycle has offered valuable insights that have informed actionable changes in the curriculum and its delivery. All implemented measures will be monitored through semester-wise reviews and further enhanced based on ongoing stakeholder engagement and academic benchmarking.

Signature of the HOD



(Dr. Sudhesh NT)

