

School of Psychological Sciences

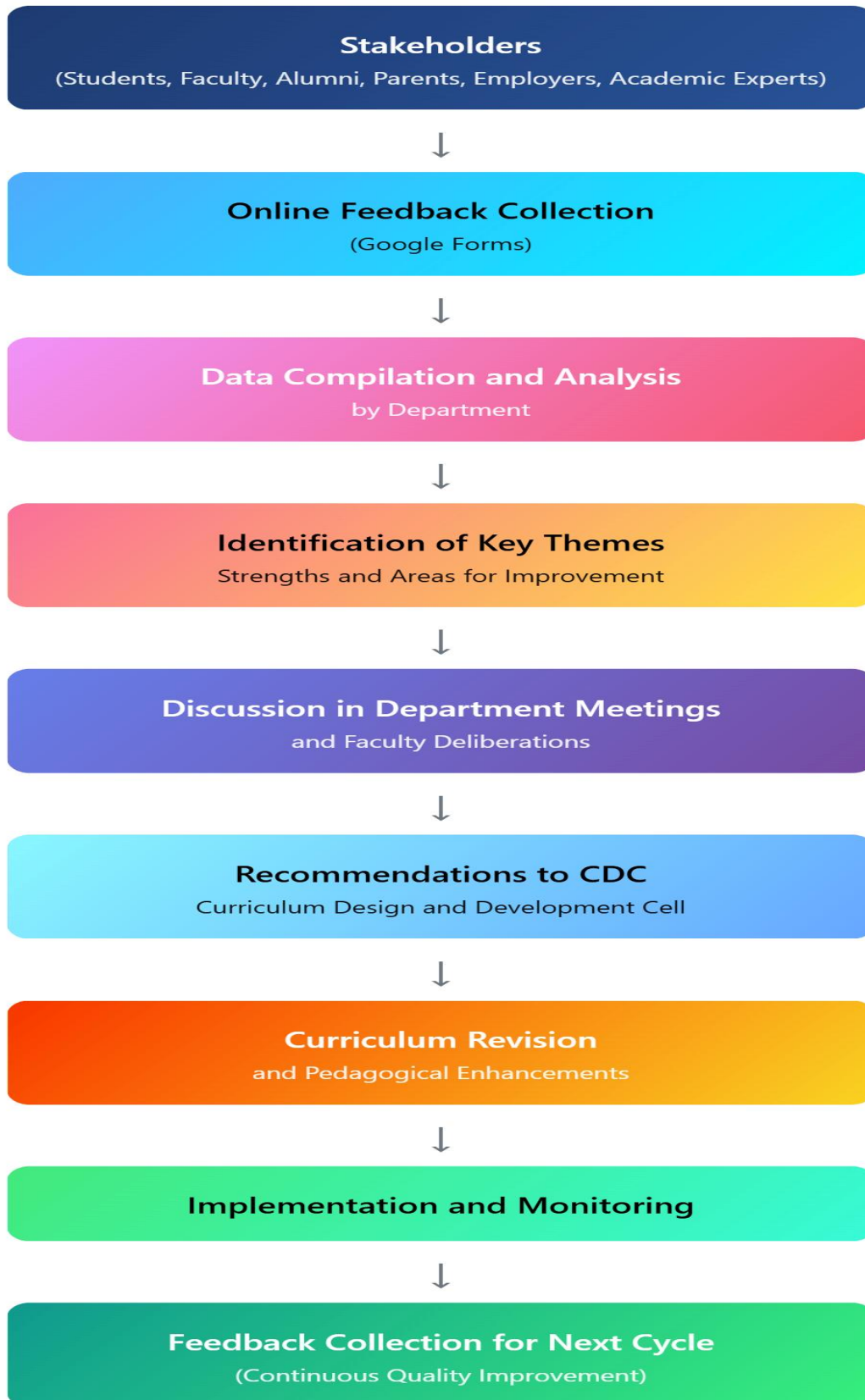
Bangalore Yeshwanthpur Campus

Curriculum Feedback Analysis 2025-26

The Department of Psychology revises its programs' curricula every year based on industry trends and emerging technologies, and considers feedback from all its stakeholders. This report analyses feedback from various stakeholders, including students, faculty members, parents, and industry experts. This report shall be forwarded to the Department's Curriculum Design and Development Cell (CDC) for consideration during curriculum revision.

Process of Feedback Process

Curriculum Feedback Process



🔄 **Loops back to Stakeholders (Step 1)**

Actions Taken Based on Previous Year's Feedback

As part of the department's commitment to continuous quality improvement, feedback received during the previous academic year was reviewed and discussed with faculty members and the Curriculum Design and Development Cell (CDC). Based on the observations and recommendations received from various stakeholders, the following actions were initiated:

- Faculty members were provided with consolidated feedback reports and encouraged to incorporate innovative pedagogical practices, experiential learning activities, case-based discussions, and application-oriented teaching methods.
- Greater emphasis was placed on practical exposure through workshops, guest lectures, field visits, internships, and skill-development activities.
- Faculty deliberations focused on reducing content redundancy, improving course sequencing, and strengthening real-world applicability of concepts.
- Curriculum revision exercises were undertaken to incorporate emerging areas in psychology, industry-relevant competencies, research skills, and contemporary developments in the discipline.
- Departments reviewed course outcomes and assessment practices to better align them with employability, higher education preparedness, and professional competencies.

Feedback of the Academic year 2025-26

This academic year, feedback was collected from a total of 379 students, 10 academic peers, 109 faculty members, 3 employers, 8 Alumni students, and 91 parents. This feedback was analysed, and this report contains the analysis and recommendations to the CDC.

Student Feedback on Curriculum

A total of 379 students took the curriculum feedback survey. The questionnaire and the number of responses for each year of study were as follows

I, II, III Years of Study (UG & PG)					
Total Number of Students Participated in the Survey: 379 students					
Questions	1= Least	2	3	4	5=Most

The syllabus is capable of adding value to the students in terms of: (1=least, 5=Most)	7	33	119	178	42
The syllabus enables the students to analyze a given problem and identify the necessary solutions. (1 strongly disagree, 5- strongly agree)	5	19	131	180	44
The syllabus is compatible with the industry standards and is relevant to real life situations. (1-strongly disagree, 5-strongly agree)	11	44	125	152	47
Give Overall Rating for the Syllabus (1-poor, 5-excellent)	10	35	128	166	40
The activities organized by the Department meet the objective of bringing about overall development of the students. (1-strongly disagree, 5-strongly agree)	16	49	132	141	41
Rate Career Counseling & Guidance provided by the Department. (1-poor, 5-excellent)	28	71	137	102	41

The table above presents the students' responses to the questionnaire.

1. Value Addition of the Syllabus

The graph below depicts students' perspectives on the syllabus's ability to add value to them. From the feedback, it can be seen that **89.4%** of the students are satisfied with the value addition provided by the syllabus.

2. Problem Analysis and Solutions

The graph below depicts the students' views on whether the syllabus enables them to analyze problems and identify solutions. From the feedback, it can be seen that **93.7%** of the students are highly satisfied and agree with this aspect of the curriculum.

3. Compatibility with Industry Standards

The graph below shows the alignment of the syllabus with industry standards and real-world situations. From the feedback, **85.5%** of the students are satisfied and agree that the syllabus is

relevant to current industry requirements.

4. Overall Rating for the Syllabus

The graph below shows students' overall expectations regarding the syllabus. From the feedback, it can be seen that **88.1%** of the students are satisfied with the overall curriculum.

5. Department Activities for Overall Development

The graph below depicts the students' opinions on the activities organised by the Department. From the feedback, it can be seen that **82.8%** of the students are satisfied and agree that these activities meet the objective of bringing about their overall development.

6. Career Counseling & Guidance

The graph below depicts the students' ratings for the Career Counseling and Guidance provided by the Department. From the feedback, it can be seen that **73.9%** of the students are satisfied with the career support and guidance they are receiving.

Overall, the feedback indicates a very positive reception of the academic curriculum, with over 85% satisfaction regarding the syllabus design, industry relevance, and problem-solving focus. The area with the relatively lowest satisfaction score (though still predominantly positive at 73.9%) is Career Counseling & Guidance, indicating a potential area for future departmental improvement.

However, when the General comments and suggestions were analyzed, the following were the main points given by the students

1. Curriculum:

- **Curriculum Addition/Enhancement:** A significant number of responses requested adding more practical application, hands-on experience, and skill-based training, especially in core psychological areas like counselling, therapy (e.g., CBT, DBT, grief therapy), psychodiagnostics, and real-life career preparation. There were also suggestions to include more specialized psychological subjects (e.g., neuropsychology, forensic psychology, Indian psychology) and modern topics like AI integration and digital skills.
- **Issues with LCA and Activity-Based Learning:** Multiple students suggested removing the LCA (Learner-Centred Approach) system or improving its structure, noting that its activities often added extra academic burden, were sometimes irrelevant, and took up

valuable study time.

- **Practical Exposure and Professional Guidance:** Students emphasised the need for more industrial visits, talks by practising psychologists and industry experts, and a dedicated career cell to help with internships and resume building specific to the field. Many also requested earlier exposure to electives and more time for practical training before internships.
- **Syllabus Management:** Feedback indicated a need for better organization of the syllabus to reduce repetition, avoid clustering academic load (especially electives) toward the end of the program, and ensure subjects are taught in-depth and are intellectually stimulating rather than being a simple repetition of previous concepts.

General Comments and suggestion provided include:

- **Curriculum Structure and Content:** The syllabus is dense, which can limit deep engagement; streamlining selected modules would enhance understanding and reduce cognitive overload. Suggestions include increasing the number of microcertification courses, incorporating more psychology-related activities and workshops, adding optional or minor modules on contemporary areas (e.g., Cultural psychology, Health psychology, Cyberpsychology), and focusing on making PsyEco students experts in behavioral economics rather than introducing it late.
- **Practical Skills and Exposure:** Students need more hands-on experience, more research work opportunities, and access to journals and conferences. It was also suggested to include training in research software and digital tools like R, SPSS, Jamovi, and qualitative analysis software (e.g., NVivo, ATLAS.ti).
- **Departmental Communication:** Students with dual majors in Psychology feel excluded from departmental activities and events; communication between departments should be improved to ensure these students are included and aware of opportunities.
- **Internship Formatting:** Suggestion to convert current internship days into block internships.

General comments on the overall effectiveness of the programme in relation to the following areas are as below

Positive Progression and Structure: The academic progression is widely viewed as "Good," "Satisfactory," or "Effective," with many respondents noting a steady, logical, and gradual increase in the difficulty and challenge of courses across consecutive semesters. The syllabus is often described as well-planned, properly organized, and providing a strong theoretical grounding, starting with foundational concepts and moving to specific sub-fields of psychology.

Areas for Improvement (Relevance and Depth): Several students feel the curriculum could be more challenging, less 'bookish,' and should focus more on core psychology subjects and real-life relevance. There are concerns that some subjects are too superficial or focus too much on history, lacking the necessary hands-on, practical, or lab experience and techniques required for therapeutic sessions.

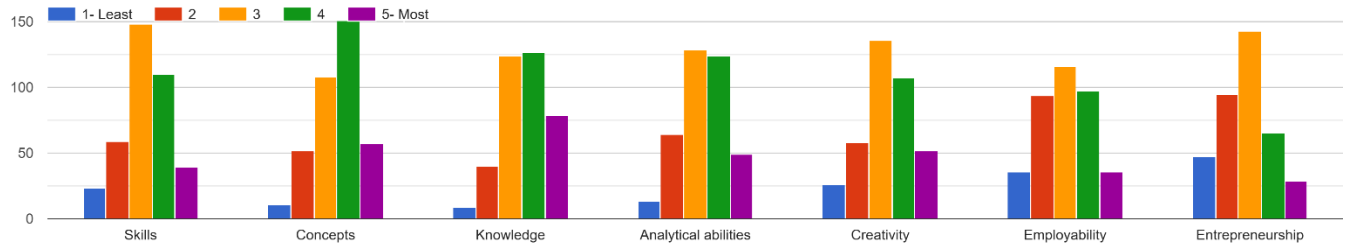
Teaching and Faculty Consistency: Academic experience is reportedly affected by inconsistencies in teaching quality; while many teachers are described as helpful and knowledgeable, some are criticized for often going off-topic, which directly impacts academic performance and understanding of concepts needed for exams. A few respondents noted a lack of passion or positive attitude in certain subjects, leading to low motivation.

Assessment and Grading Concerns: Significant concerns were raised about the evaluation system, including strict, rigid, and sometimes confusing marking schemes that students feel test memory rather than critical or analytical skills.

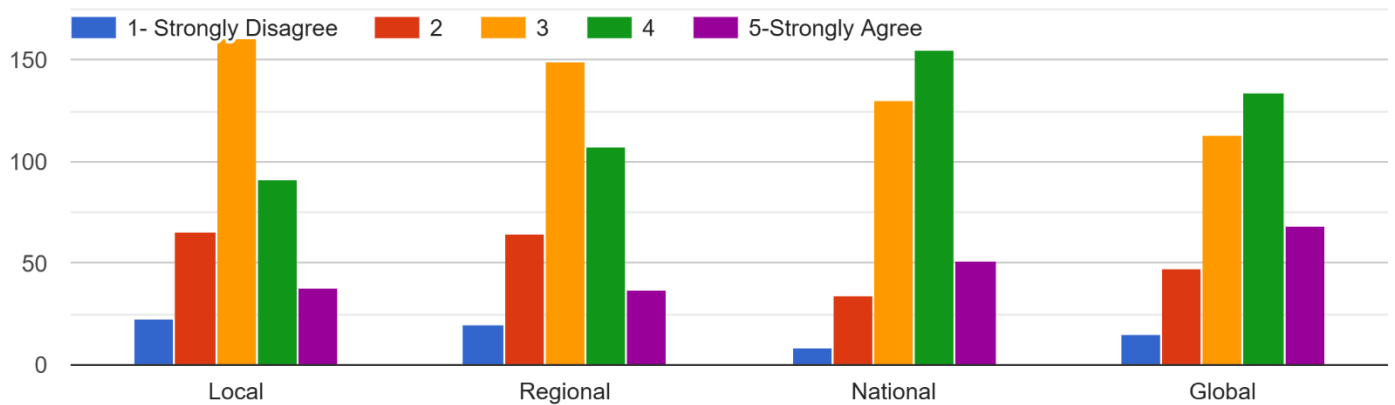
Course Load and Pacing: While the overall structure is generally liked, the academic load is sometimes viewed as uneven or "hectic" across semesters, with some feeling the curriculum is too packed, leading to the final units feeling rushed.

Overall, students seek a more practical, psychology-focused, career-oriented curriculum with reduced workload, improved teaching methods, and greater flexibility in learning choices.

The syllabus is capable of adding value to the students in terms of: (1=least, 5= Most)

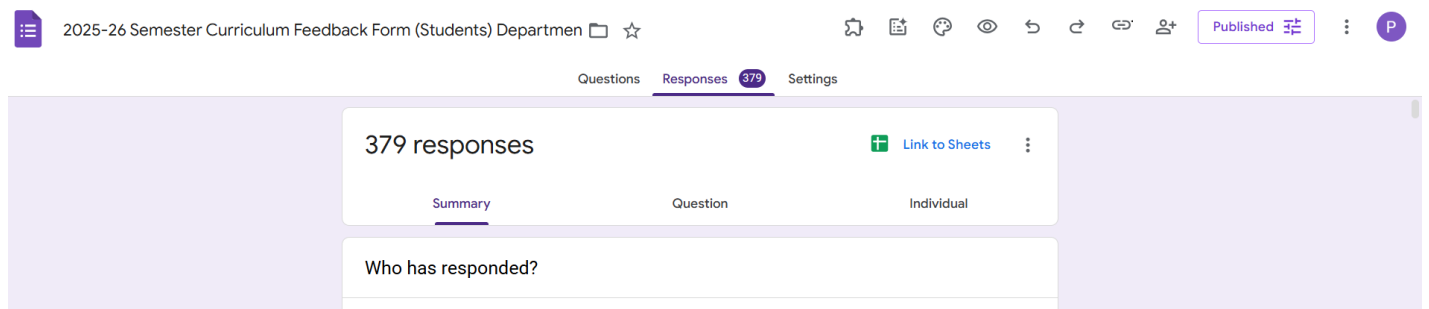


The syllabus takes care of the following requirements(1- Strongly Disagree; 5- Strongly Agree)



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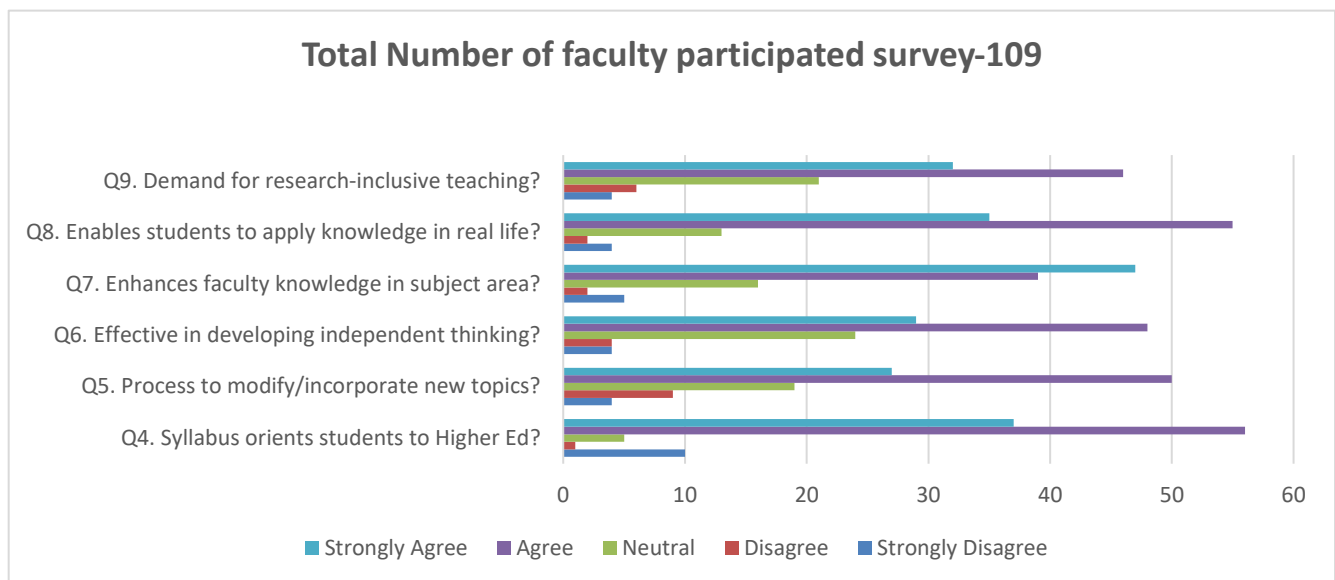
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Faculty Feedback on Curriculum

Faculty members are the backbone of any higher education institution; their feedback is essential for analyzing and updating the curriculum as necessary. As a standard practice, the department collects feedback from every faculty member regarding the courses they teach, and the section below presents an analysis of these responses.

A total of 51 faculty members provided feedback for 109 courses taught across the two semesters. The questionnaire focused on the questions listed below, along with suggestions and recommendations for the courses handled during the odd and even semesters of the 2025-26 academic year. A synopsis of this feedback is provided below.



Based on faculty feedback on 109 courses, the syllabus is well-structured and aligned with real-world needs, with **82.6%** of faculty agreeing that it enables students to apply their knowledge to real-life situations. Furthermore, **85.3%** of respondents feel the curriculum successfully orients students toward higher education.

However, ensuring its full effectiveness is challenging due to multiple factors, including the logistical pressure of completing three Continuous Internal Assessments (CIAs) within a five-month semester. While **70.6%** of faculty believe the syllabus currently fosters independent thinking, there is a consensus that capstone projects, observerships, and internships could be

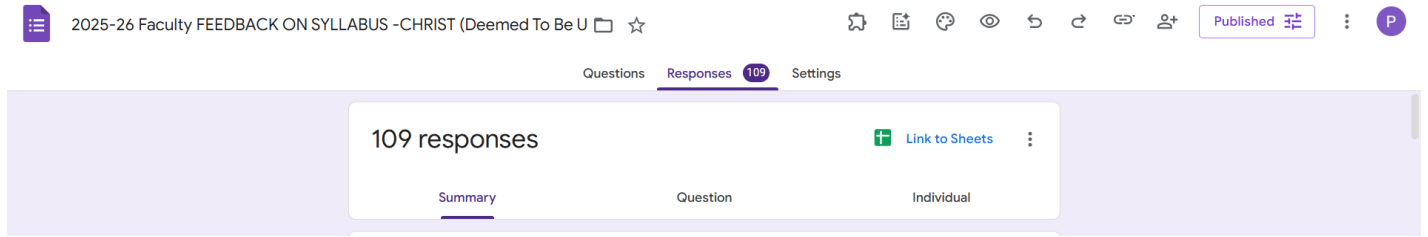
made more rigorous to further enhance practical learning. Additionally, below are some of the specific recommendations given.

- **Syllabus Content and Scope:** Multiple courses were noted as having a syllabus that is too extensive or heavy, making it difficult to cover the content in depth within the time constraints (e.g., Theories of Personality, Abnormal Psychology, Basic Social Psychology, Psychological Disorders). Suggestions include reducing content, making the curriculum more concise (Bsc 4th year psychotherapy), and moving topics to appropriate semesters (e.g., Basic Research Methods to lower semesters; Projective techniques to 2nd sem).
- **Need for Practical and Application-Based Learning:** There is a strong consensus that the syllabus should include more practical sessions, hands-on experience modules, and application-based content, particularly in courses like Advanced Social Psychology, Health Psychology, and for general syllabus revisions to incorporate elements of employability and entrepreneurship.
- **Content Modification and Modernization:** Several faculty members recommended modifying content to include current trends, new topics, and depth (e.g., updating outdated theories in Unit 4; introducing cognitive disorders; strengthening Research Manuscript/Seminar with open science practices). Specific courses needing modification include Introduction to Psychology (vague content), HRM & Theories of Personality (replace elaborate topics), and Neuropsychology (include structure and functions of brain areas).
- **Strengthening Specific Courses:** Faculty suggested strengthening the clinical orientation of the BPCL course and Clinical and Counselling skills generally. For Psychotherapy II, the historical content should be reduced to focus more on learning therapies and developing skills, and for Family and Couple therapy, EFT should be added.
- **Organization and Structure:** Comments included organizing and detailing the course plan, ensuring better alignment with the fourth-year syllabus, moderating topic distribution across semesters, and revising CO PO mapping for the Psychotherapeutic intervention course. Reference books, especially for Environmental Psychology, should better align with course content.

Responses link:

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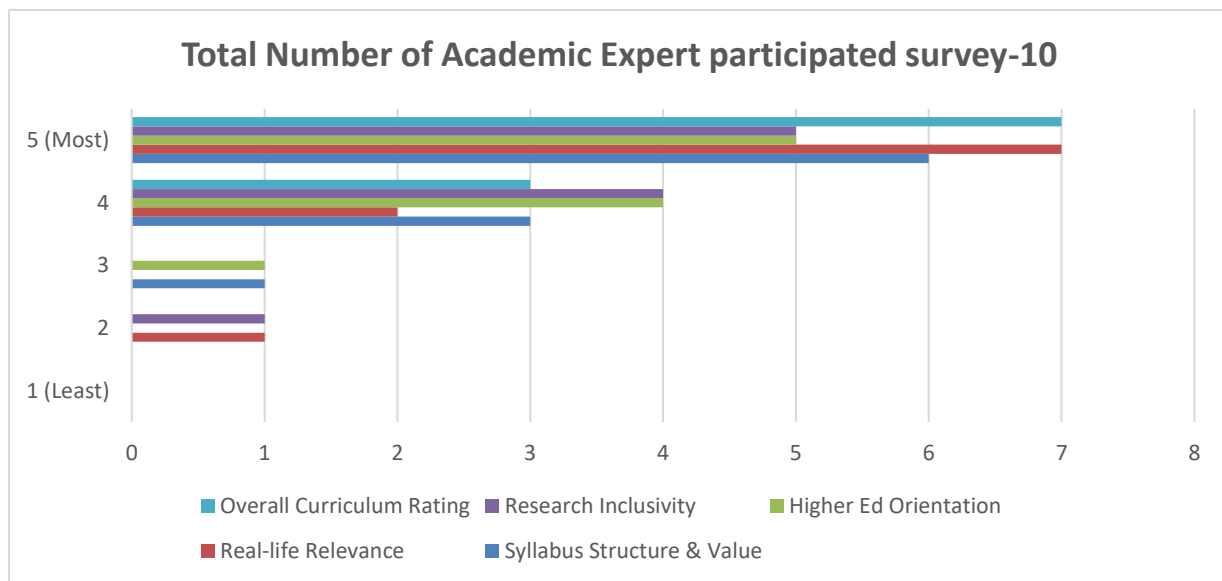
Screenshot of responses:



Feedback from Industry Expert and Academic Expert

In addition to the above feedback collected from faculty members, feedback was also collected from alumni, employers, and parents. Overall, the syllabus received positive reviews for its responsiveness to contemporary environments.

Academic Experts Feedback



Overall Satisfaction: 100% of academic peers rated the syllabus as a **4 or 5 (Good to Excellent)**.

Strengths: The curriculum received its highest marks in "Real-life Relevance" and "Overall Rating," with 70% of peers giving the maximum score of 5.

The table above presents feedback from external academic experts and peers on the current curriculum.

Based on feedback from academic peers, the syllabus is well-structured, academically sound, and strongly aligned with real-world needs and progression in higher education. Experts from various reputable institutions have validated the curriculum as highly relevant to current field standards.

However, ensuring its full effectiveness remains a priority for the department. While the structure is praised, peer feedback suggests that the syllabus's practical application could be further strengthened. Specifically, capstone projects, observerships, and internships could be made more rigorous to

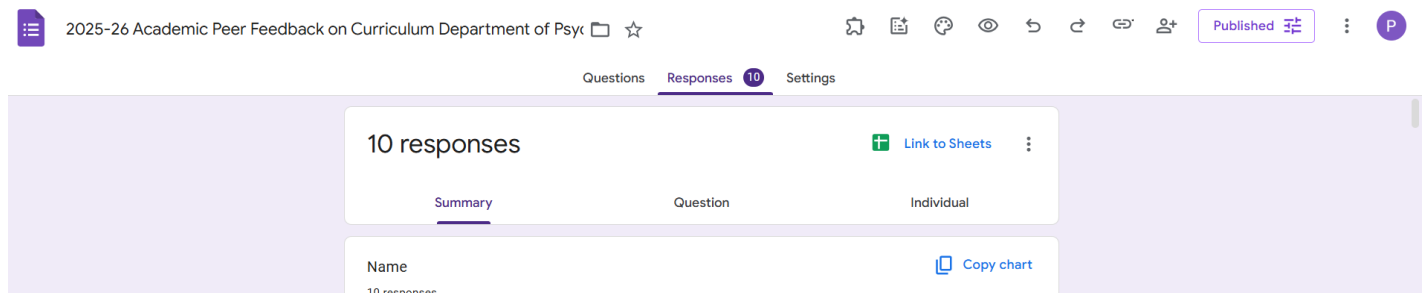
enhance practical learning and research aptitude. Where feasible, some academic papers could be converted into field learning experiences or community-based projects to provide students with more hands-on exposure. This would bridge the gap between theoretical psychology and clinical/field practice, ensuring our graduates are industry-ready.

Academic Experts suggested the following alterations:

- **Curriculum Scope and Design:** The syllabus is extensive, covering most critical study areas required for a career in psychology, and is designed well to focus on building subject knowledge, strong research competencies, and a foundational understanding for future education and career choices.
- **Suggested Revisions and Clarifications:** One respondent questioned the inclusion of Dissociative Disorders and Somatic Symptom and Related Disorders in Unit 3 (Child and Adolescent Psychopathology). Other suggested clarifications include interchanging MPS 401-1 (Psychopathology of Adulthood) and MPS 401-2 (Child and Adult Psychopathology), confirming the hours/week for MPS 502-1 (Community Service), and adding the missing unit number for MPS 404-1 (Advanced qualitative methods and data analysis).
- **Workload and Practical Exposure:** Suggestions included reducing the overall load or size of the syllabus and adding internship exposure starting from the 4th semester.

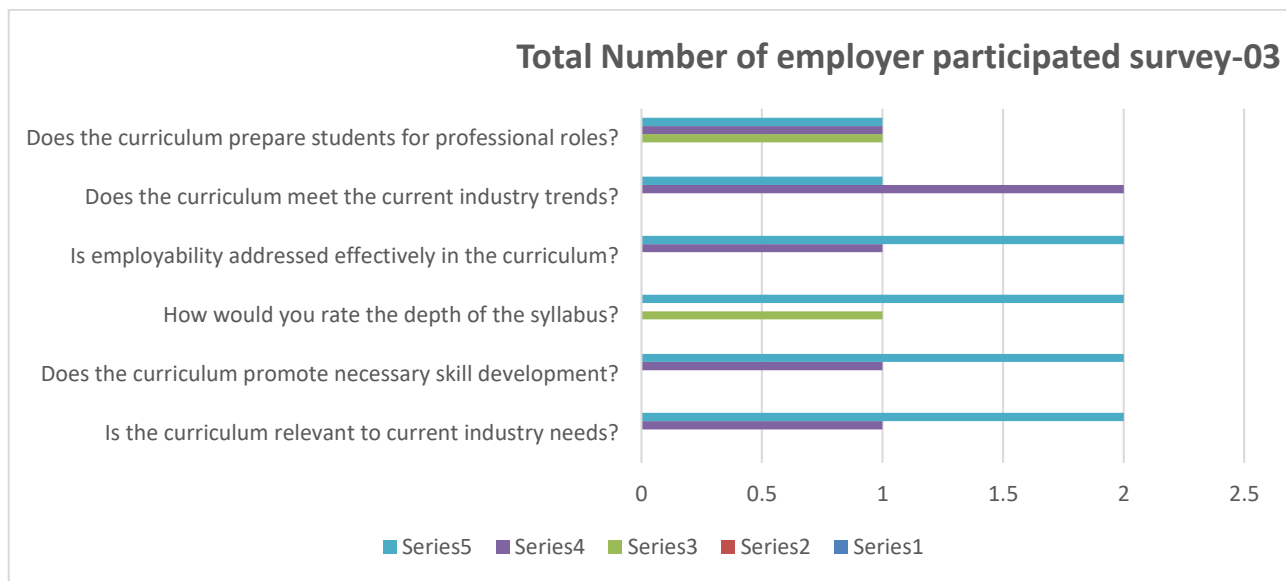
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Industry Expert Feedback:

The graph below depicts the overall expectation of the three industry experts regarding the syllabus. Based on the feedback of the industry experts, the syllabus is well-structured and aligned with real-world professional needs, particularly in the areas of employability and current industry trends. However, ensuring its full effectiveness is challenging due to multiple factors, including the intensity of the academic calendar. Professionals noted that while the theoretical depth is strong, there is a need for higher rigor in practical components. Specifically, capstone projects, observerships, and internships could be more rigorously monitored to enhance clinical and research-based learning. Where feasible, some academic papers could be converted into field learning experiences to provide students with more hands-on exposure, ensuring they are better prepared for the demands of clinical and corporate environments upon graduation.



1. **High Satisfaction in Employability:** All three employers rated the curriculum a 4 or 5 for its ability to address employability.
2. **Room for Practical Depth:** The "Professional Readiness" and "Depth of Syllabus" categories received a "3" from the Consultant (Christina S), indicating that while the foundation is good, the transition into a professional role could be made smoother through more rigorous practical training.
3. **Industry Alignment:** 100% of the respondents gave a positive score (4 or 5) regarding the syllabus being relevant to current industry trends.

Responses Link:

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Response screenshot :

3 responses

[Link to Sheets](#)

Summary Question Individual

Name

3 responses

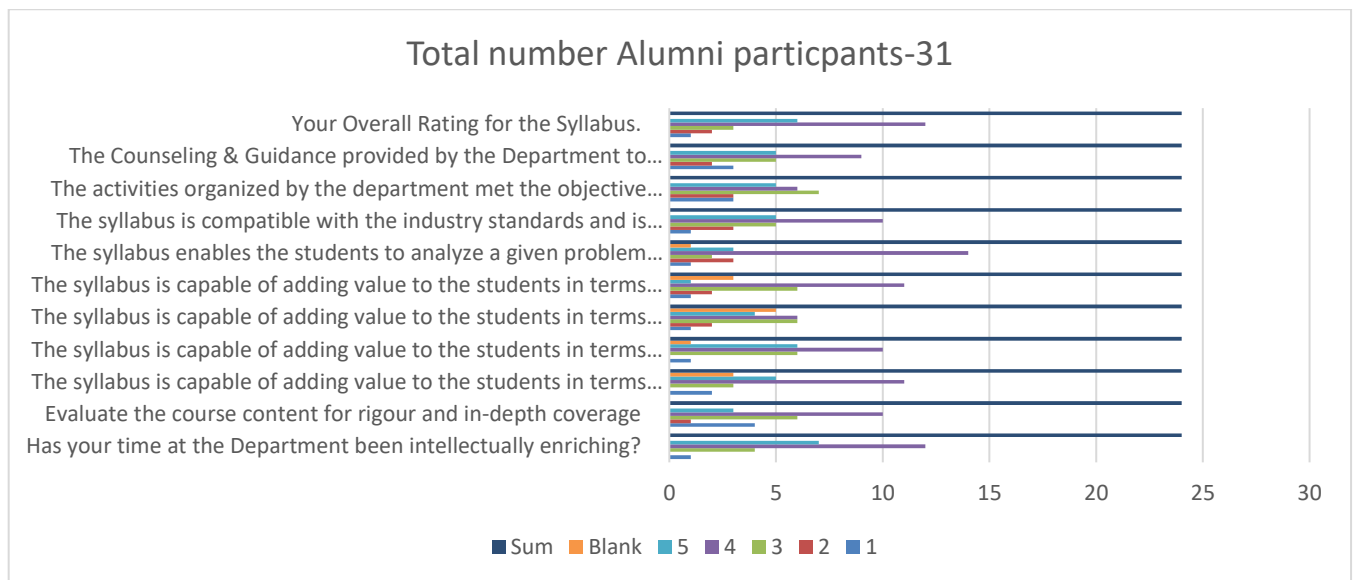
Christina Sara Deepak

Geetha Rajini G

Jagadeesan S

Alumni Feedback

Alumni feedback plays a crucial role in evaluating the effectiveness of the curriculum in preparing students for real-world challenges. Their insights help refine academic programs to enhance industry relevance, skill development, and employability. 31 Alumni have given their feedback.



The suggestions from the Alumni are as follows

Advanced Clinical Training Alumni pursued postgraduate level training in Clinical Psychology, with specific degrees including MPhil Clinical Psychology and MSc. Clinical Psychology, as well as general postgraduate training with internships.

Specialized Therapeutic Modalities Additional courses included Art therapy, Transactional Analysis (Foundational), Trauma Informed Therapy (Foundational), and CBT psychoanalysis. The feedback highlights a clear demand for more **hands-on practical training** and **clinical exposure** across the curriculum. While students find "Psychopharmacology" and "Basic Psychopharmacology" highly relevant, there is a recurring request to move beyond theoretical learning. Several students also indicated a desire for more specialized topics such as Statistics and Inner Child Healing.

Curriculum Suggestions

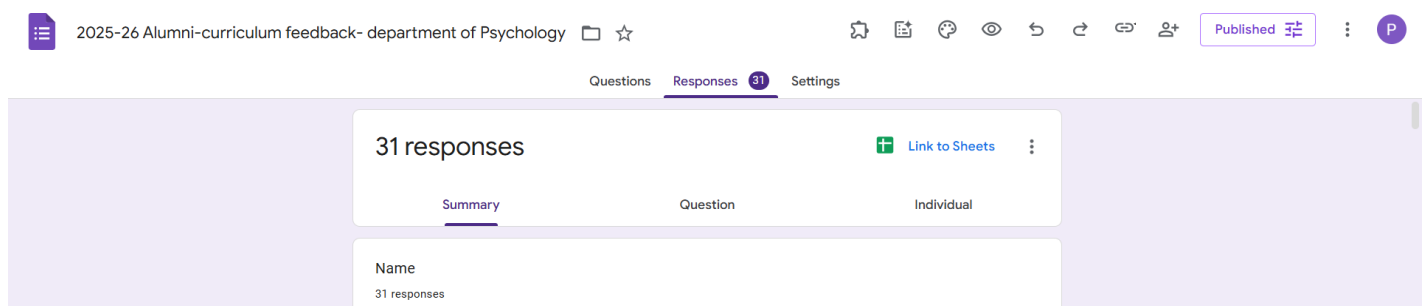
- **Statistics:** Mentioned as a "very important" requirement for the syllabus.
- **Specialized Topics:** Suggestions included "Inner child healing," "Trauma info," and "AI courses."
- **Course Structure:** One response noted that the current syllabus is "*very repetitive*," indicating a need for content streamlining.

Recommendations

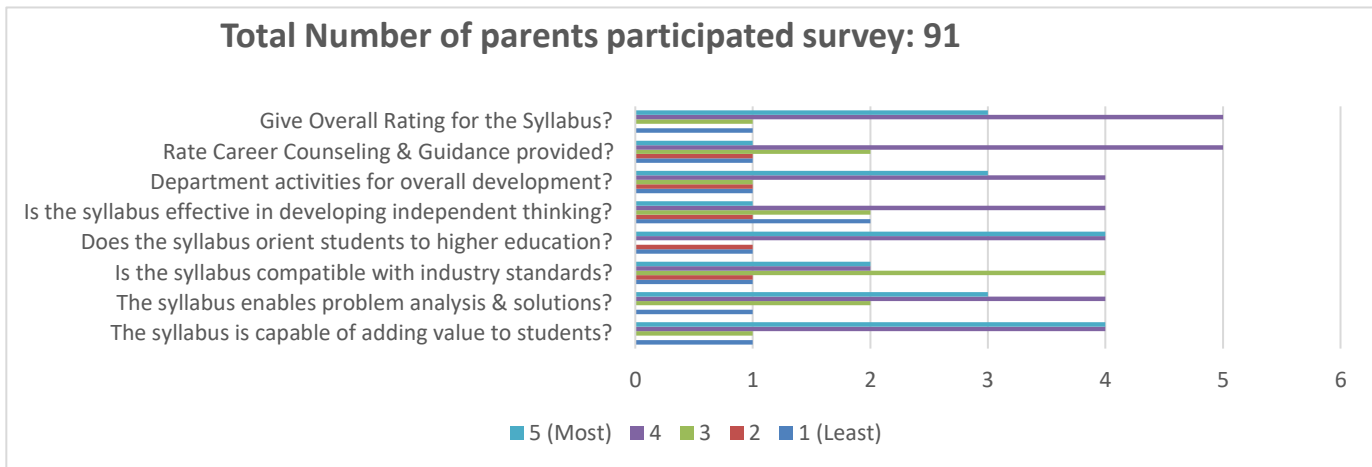
1. **Enhance Clinical Integration:** Introduce more case studies, hospital visits, or simulation exercises earlier in the program to address the high demand for "clinical exposure."
2. **Review Course Repetition:** Audit the "Psychopharmacology" modules to ensure content is progressive rather than repetitive across semesters.
3. **Strengthen Statistics Modules:** Given the specific feedback that "Statistics is a very important" part of the syllabus, consider increasing the credit hours or practical lab work dedicated to data analysis.
4. **Incorporate "Soft Skills" and Tech:** Formalize the inclusion of communication (like the NPTEL "Speaking Effectively" course) and AI basics into the department's recommended electives.

Link for responses: <https://docs.google.com/forms/d/1-HAvRh9o3o7q8OaNzExuKbLnbNQldCOZDt7Ek7yLlnk/edit#responses>

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Feedback from Parents



The suggestions from the parents are as follows:

Curriculum and Academic Feedback: Many parents are satisfied with the curriculum, describing it as rigorous, robust, good, and refined, noting that it caters to academic achievements and keeps up with updates and trends. However, there is a request for the course to be redesigned to enable students to enter clinical practice after securing the degree and to incorporate future-oriented programming.

Practical Application and Career Focus: A significant number of responses emphasize the need to include more practical suggestions, practical knowledge over theoretical knowledge, and a greater focus on clinical practice training and industry readiness for employability. Suggestions include providing better internships, clarifying future MSc options, and improving job preparation and campus recruitment opportunities, specifically for clinical psychology.

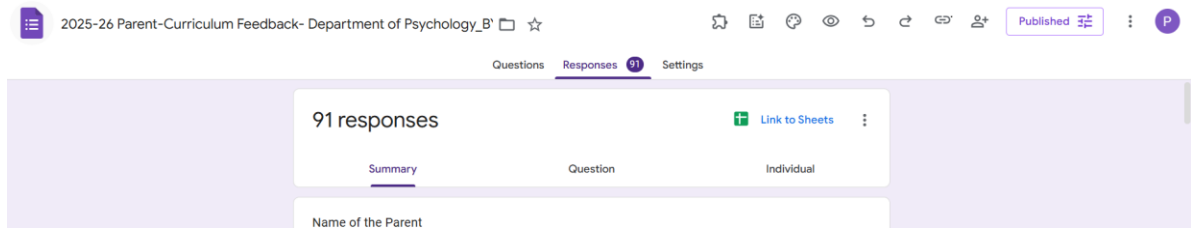
Pacing and Student Well-being: Concerns were raised that the curriculum is fast-paced, energy-draining, and intensive, leading to a suggestion that changes are needed to improve student mental health. Parents request the course be a little less hectic, with achievable deadlines and a less intensive, more stress-free environment.

Logistical and Instructional Issues: Feedback included a concern about using research that is two years old and a request for current research. There was also a logistical issue regarding students having to stay for a limited number of weeks from February 15th, which is expensive, and a comment that one first-semester psychology class teacher's teaching method was not comfortable for students.

General Suggestions and Amenities: Parents suggested enhancing students' moral values, focusing on science subjects for students with an Arts background, and offering student exchange programs (both within and outside the country). Other feedback touched on the need for HODs and Class teachers to be more friendly/approachable, a desire for more interactions, and better, more humane hostel facilities.

Link for Responses: <https://docs.google.com/forms/d/1s-b4iDTJuAfKTGO8wP-BP9Ncmu6Rp5JZFUjBQrPtJA/edit#responses>

Screenshot of responses:



Program-wise Curriculum Feedback Analysis

B.Sc. Psychology/ Clinical Psychology – Curriculum Feedback Analysis (2025–26)

Stakeholder	Key Feedback Received	Action Proposed / Recommended
Students	Need for more practical training, counselling skills, psychodiagnostics, forensic psychology, neuropsychology, and industry exposure. Concerns regarding LCA workload.	Introduce additional skill-based workshops, practical training modules, industry expert sessions, and review LCA implementation.
Faculty	Syllabus content in courses such as Personality and Abnormal Psychology is extensive; need for more application-based learning and updated content.	Streamline syllabus content, increase experiential learning, revise research methods sequencing, and strengthen Neuropsychology content.
Academic Experts	Curriculum is academically sound and relevant; practical exposure can be enhanced.	Introduce internships from earlier semesters and strengthen field-learning experiences.
Employers	Curriculum aligns with industry requirements but requires greater practical readiness.	Strengthen internships, observerships, and capstone projects.
Alumni	Demand for more clinical exposure, statistics training, AI-related content, and specialized therapeutic approaches.	Increase clinical exposure opportunities, research software training, and contemporary psychology electives.
Parents	Curriculum is rigorous but requires more practical orientation and employability focus.	Enhance internship opportunities, career guidance, and clinical practice exposure.

B.A. Psychology (Economics/English) – Curriculum Feedback Analysis (2025–26)

Stakeholder	Key Feedback Received	Action Proposed / Recommended
Students	Need for stronger interdisciplinary integration, behavioural economics focus, counselling skills, and practical exposure. Concerns regarding CPG effectiveness and inclusion of dual-major students.	Enhance interdisciplinary courses, improve communication regarding departmental activities, and introduce applied psychology workshops.
Faculty	Introduction to Psychology requires greater depth; research orientation should be strengthened.	Revise introductory courses and enhance research methodology training.

Academic Experts	Curriculum framework is well-designed but can include contemporary areas.	Introduce electives in Cyberpsychology, Cultural Psychology, Health Psychology, and Trauma-informed Care.
Employers	Students demonstrate good conceptual understanding but require stronger professional readiness.	Increase field projects, internships, and skill-based learning opportunities.
Alumni	Requested more practical application, advanced statistics, and technology integration.	Introduce practical training modules and AI-enabled psychology applications.
Parents	Need greater clarity regarding higher education pathways and career opportunities.	Conduct career guidance sessions and postgraduate orientation programmes.

M.Sc. Clinical Psychology – Curriculum Feedback Analysis (2025–26)

Stakeholder	Key Feedback Received	Action Proposed / Recommended
Students	Need for advanced clinical training, supervised therapy practice, block internships, and reduced repetition of UG-level content.	Introduce advanced therapeutic training, supervised practice sessions, and restructuring of internship formats.
Faculty	Greater clinical orientation required; psychotherapy courses should focus more on skill development and contemporary approaches.	Include EFT, advanced psychodiagnostics, and application-focused clinical training.
Academic Experts	Curriculum is comprehensive and research-oriented; workload can be optimized.	Review sequencing of psychopathology courses and increase practical exposure.
Employers	Employability is high, but professional readiness requires stronger clinical and research rigor.	Strengthen clinical placements, observerships, and competency-based assessment.
Alumni	Requested more clinical exposure, advanced therapeutic modalities, research training, and technology integration.	Expand clinical practicum, research software training, and specialized therapeutic workshops.
Parents	Curriculum is intensive and demanding; student well-being support should be strengthened.	Improve academic pacing, mentoring support, and internship scheduling.

Consolidated Action Taken Report (2025–26)

Sl. No.	Feedback / Recommendation Received	Action Taken / Proposed
1	Need for greater practical exposure and hands-on learning	Increased emphasis on workshops, field visits, case-based learning, practical training sessions, and experiential learning activities across programmes.
2	Demand for stronger internship and observership opportunities	Departments initiated discussions to strengthen internship structures, increase industry collaborations, and introduce more rigorous monitoring of internships and field experiences.
3	Inclusion of emerging and specialized areas in Psychology	Curriculum review committees were advised to consider the inclusion of contemporary areas such as Neuropsychology, Forensic Psychology, Cyberpsychology, Trauma-Informed Care, AI applications, and advanced therapeutic approaches.
4	Need for enhanced clinical and counselling skills training	Greater focus placed on skill-development workshops, counselling techniques, psychodiagnostic exposure, and supervised practical training.
5	Curriculum content perceived as extensive and repetitive in certain courses	Faculty members reviewed course sequencing and content distribution to minimize redundancy and improve progression of learning outcomes across semesters.
6	Requirement for stronger research orientation and statistical competencies	Additional emphasis placed on research methodology, academic writing, data analysis software, publication-oriented activities, and project-based learning.
7	Need for better career guidance and employability support	Career counselling initiatives, expert talks, resume-building workshops, and industry interaction programmes were strengthened to improve career preparedness.
8	Request for improved industry relevance and professional readiness	Curriculum revision exercises were undertaken to align course outcomes with industry expectations, employability skills, and higher education requirements.
9	Concerns regarding student workload and academic pacing	Departments reviewed assessment schedules, activity distribution, and curriculum structure to ensure better balance between academic rigor and student well-being.
10	Need for improved stakeholder engagement and communication	Mechanisms for regular stakeholder feedback, departmental communication, and inclusion of all programme categories in departmental activities were strengthened.

The analysis of feedback collected from students, faculty members, academic experts, employers, alumni, and parents indicates a high level of satisfaction with the curriculum. Stakeholders consistently acknowledged the curriculum's strong theoretical foundation, relevance to higher education, industry alignment, and contribution to analytical thinking and problem-solving abilities. The student feedback showed high satisfaction levels regarding syllabus value addition, industry relevance, and problem-solving orientation. Faculty members, academic experts, and employers similarly recognized the curriculum's academic rigor and relevance to professional requirements. Feedback throughout the report repeatedly highlights the need for stronger practical exposure, hands-on learning, internships, observerships, and application-based training. Students, faculty, employers, alumni, and parents all

emphasized the importance of increasing experiential learning opportunities and strengthening career readiness.


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