

MONTFORT COLLEGE
BANGALORE 560038

ANALYSIS OF CURRICULUM RELATED FEEDBACK FOR THE AY 2021-2022

Executive Summary

The feedback on the curriculum was sought from teachers, students, and alumni. The areas of focus were

- Relevance of curriculum to the course, program, and to mental health
- How updated the syllabus and the prescribed books are
- Presence of course outcomes and their alignment to program outcomes
- Development of relevant skills and Preparation for careers

The information sought from the different stakeholders differed based on the relevance of the questions to them. Highest amount of information was sought from teachers followed by students since they are the primary stakeholders involved in curriculum delivery and learning. Feedback sought from alumni focused more on the professional and employability skills developed by the curriculum itself.

Overall Analysis and Action Taken

Teachers, students, and alumni believe that the prescribed syllabi for the various courses are relevant to the courses, the program and the field. Teachers, students, and alumni believe that the syllabi and the reference books for the various courses are up to date. All stakeholders identify that course outcomes are present for the courses and, to a large degree, align with the program outcomes.

Teachers believe that the evaluation process gives insights into students' professional competencies and also develops adequate professional skills relevant to the program. Students believe that the curriculum of the various courses in the two programs prepare them for further studies. In terms of employability, the alumni and the students of the M.Sc. Counselling Psychology program agree that the program equips them for employability, students however feel the although they do get adequate employability skills, the program could be more skill-focused.

The relevant suggestions and concerns will be taken up with the university during the next syllabus revision meeting.

Preamble

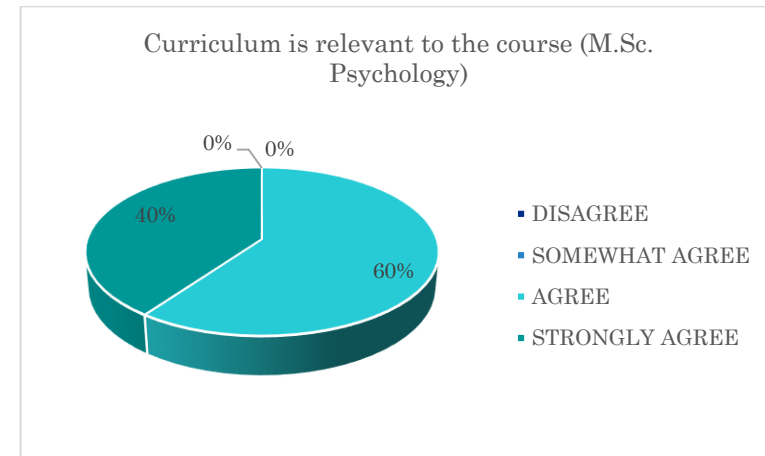
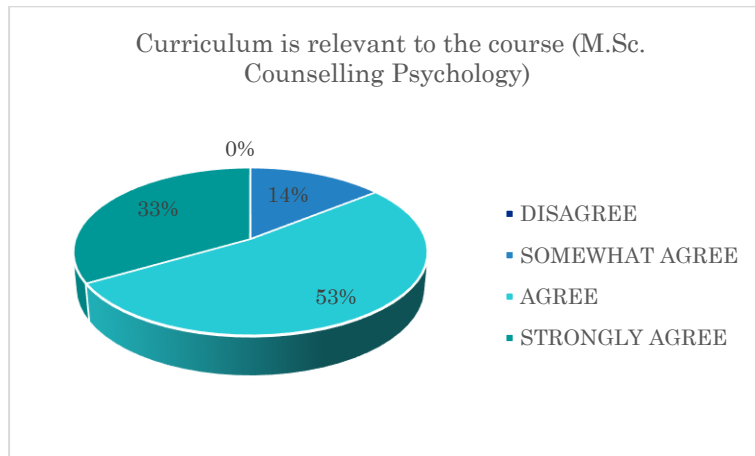
Feedback on curriculum was collected from:

- 11 teachers who teach various papers in the college.
- 84 of the 108 students enrolled in the M.Sc. Counselling Psychology Program (78% response rate)
- 82 of the 103 students enrolled in the M.Sc. Psychology Program (80% response rate)
- 45 alumni of the college, 21 from the M.Sc. Counselling Psychology Program and 24 from the M.Sc. Psychology Program

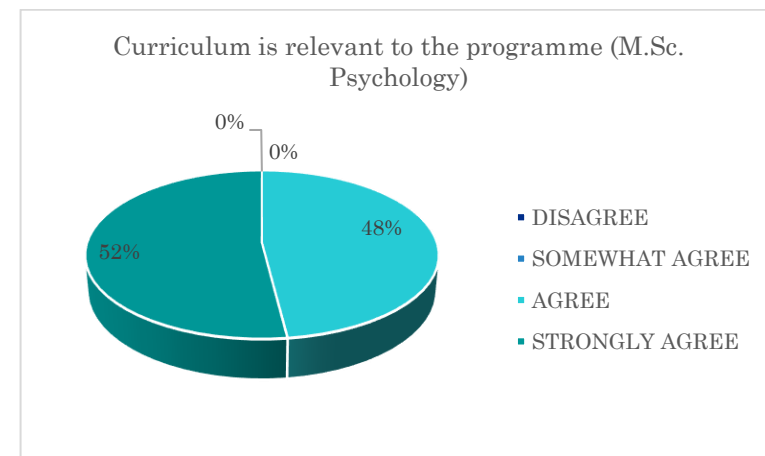
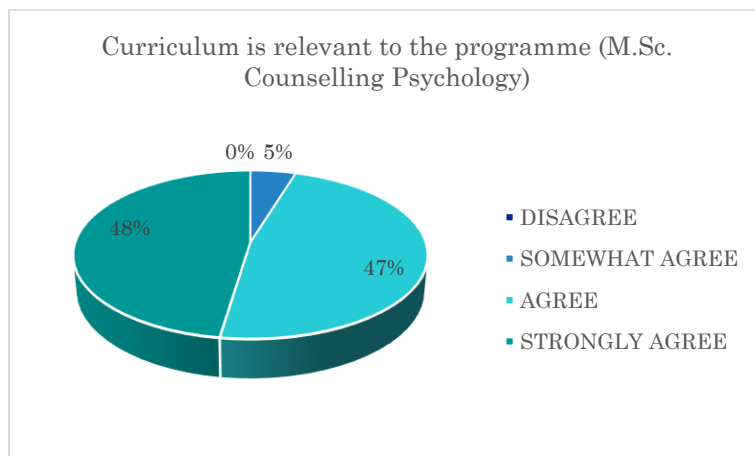
The analysis is presented below

Relevance of the Curriculum

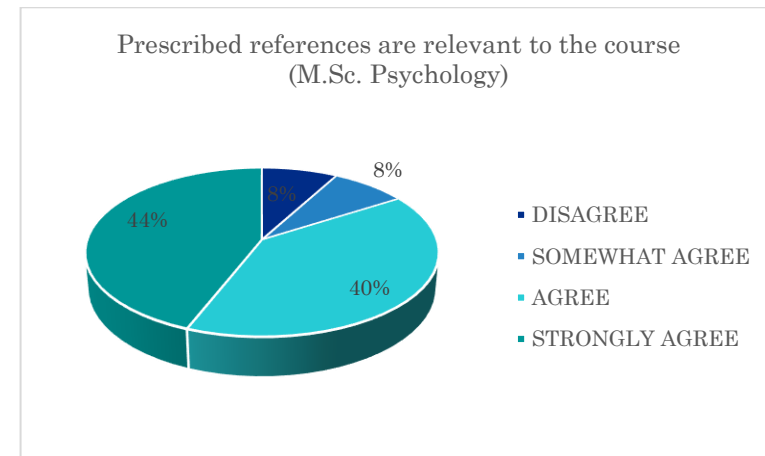
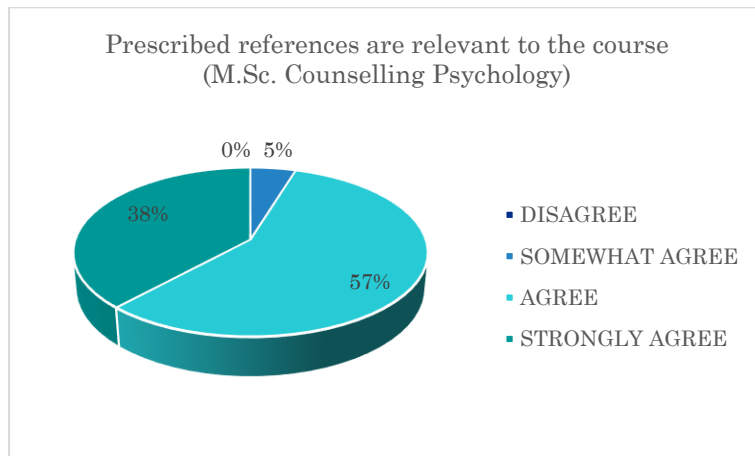
Feedback from teachers



It is noted that teachers agree unanimously that the curriculum of the Psychology courses are relevant to the program while about a small proportion of the teachers feel that the curriculum of the Counselling psychology courses are not relevant the course and a smaller proportion feel that the curriculum is not relevant to the program. From the qualitative analysis, it is noted that these are general psychology papers such as life-span development and computer applications that the teachers feel are not highly relevant.

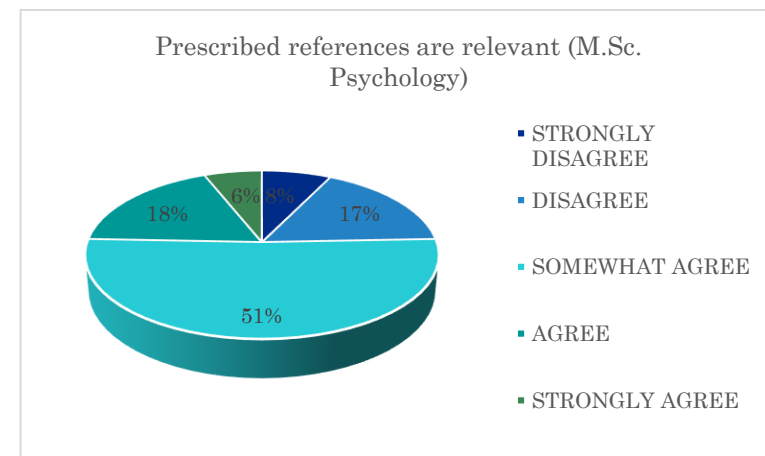
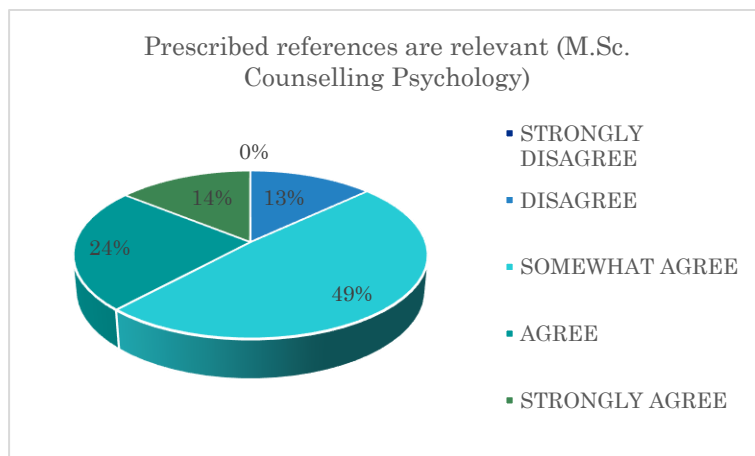


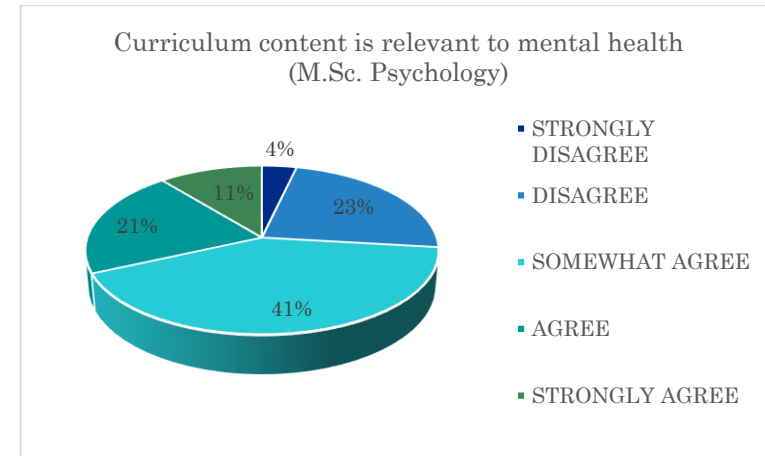
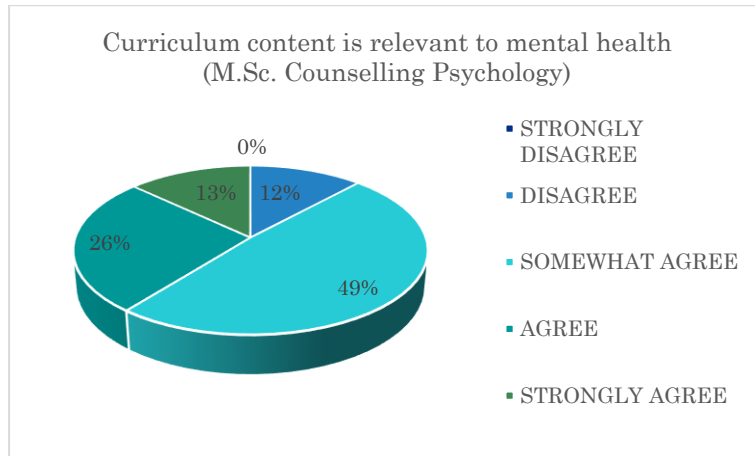
A large portion of teachers feel that the prescribed references are relevant to the courses for both the Counselling Psychology and the Psychology programs.



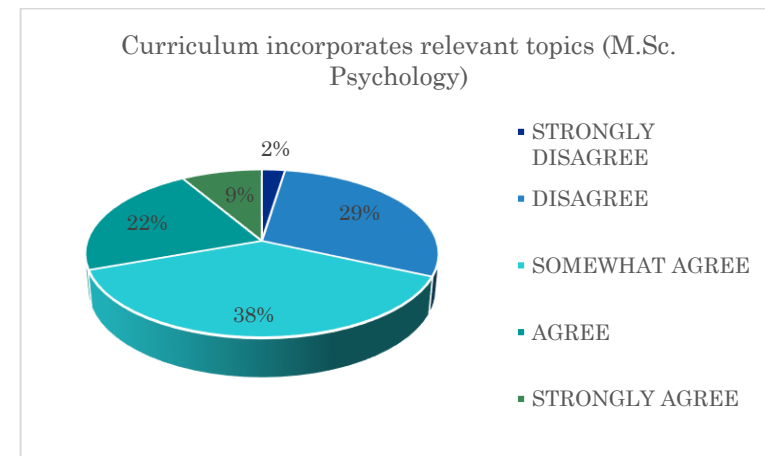
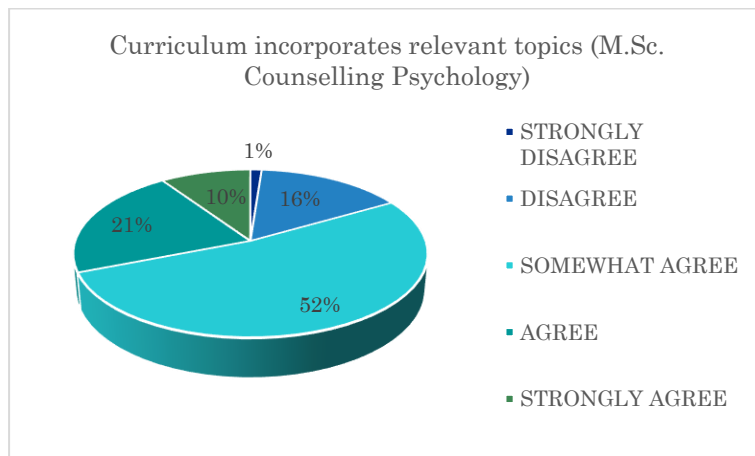
Feedback from students

Regarding the relevance of the references, a small percent of the students of the Counselling Psychology program and about 1/4 of the students of the Psychology program feel that the references are not relevant to the courses.

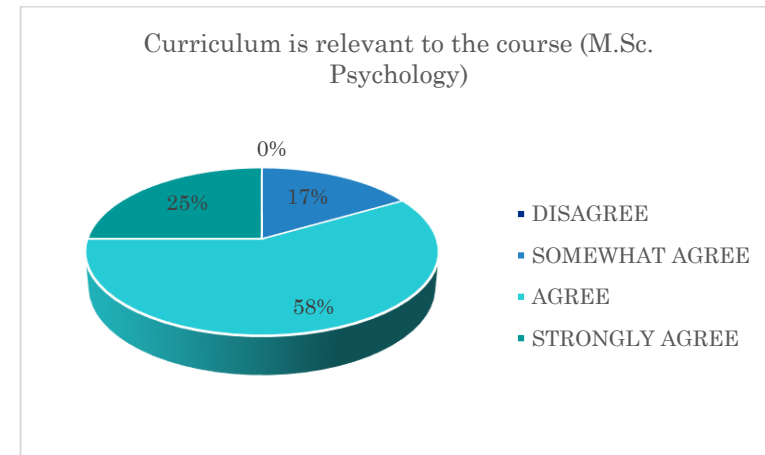
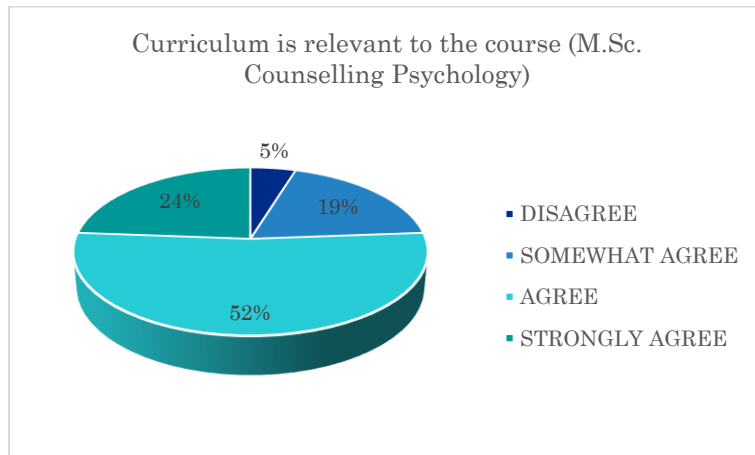




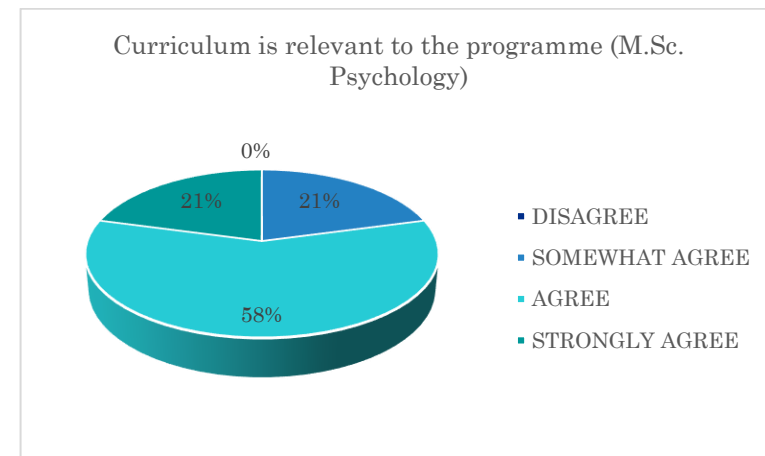
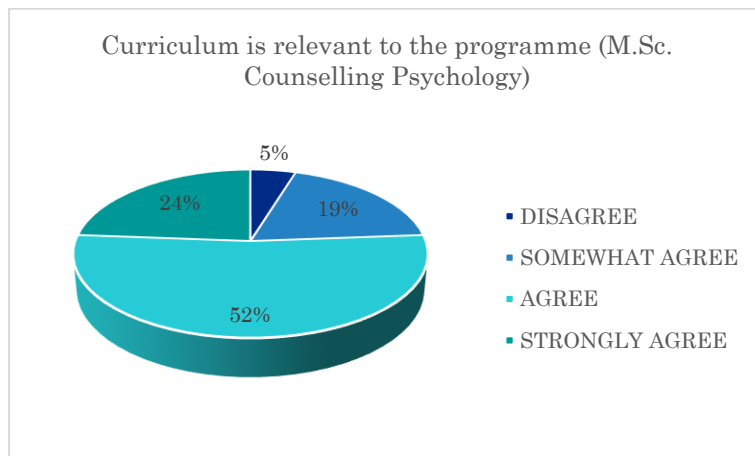
With regard to the content of the curriculum, a large percentage of the students are unsure whether the curriculum content is relevant to the field of mental health and also equally unsure whether the curriculum incorporates relevant topics.



Feedback from alumni

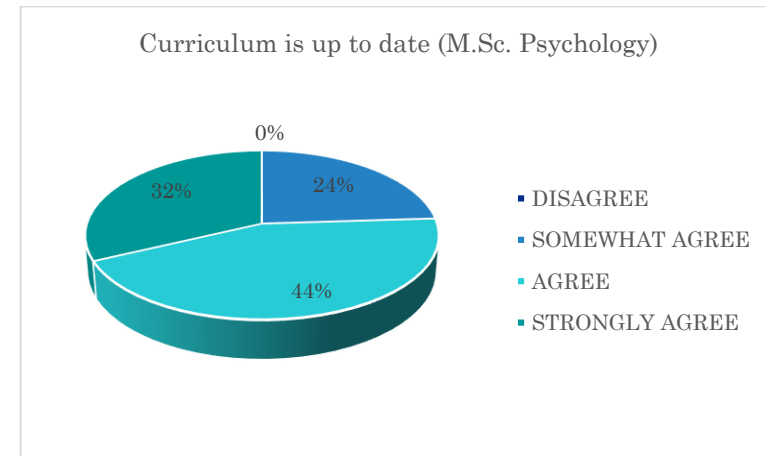
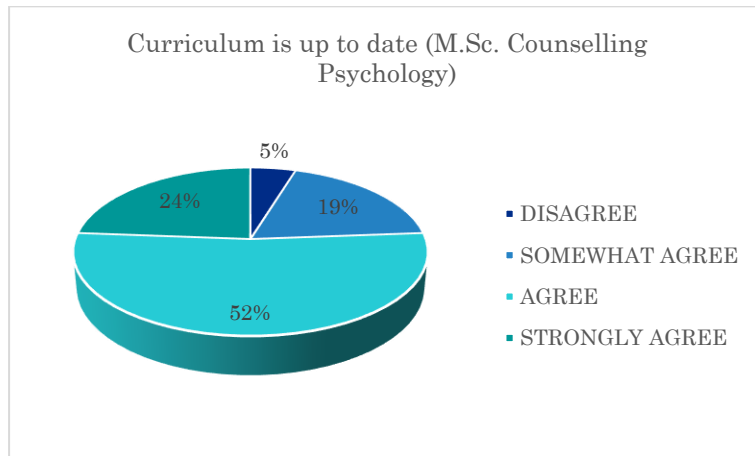


A large portion of the alumni agree that the curriculum is relevant to the course and also to the program, which contrasts with the opinions of the students.

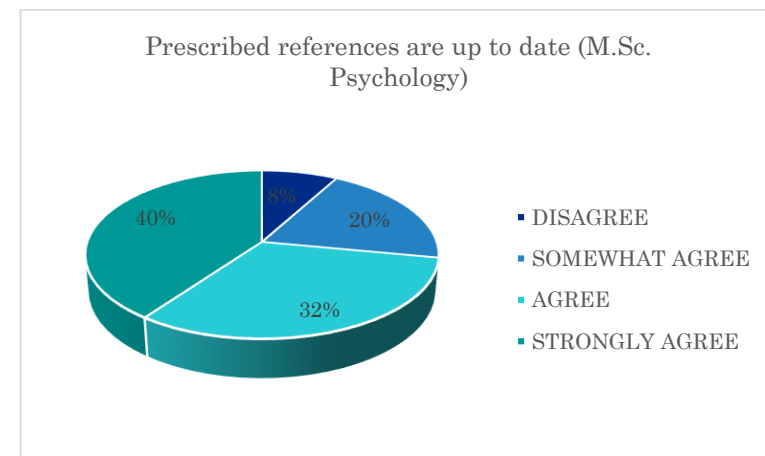
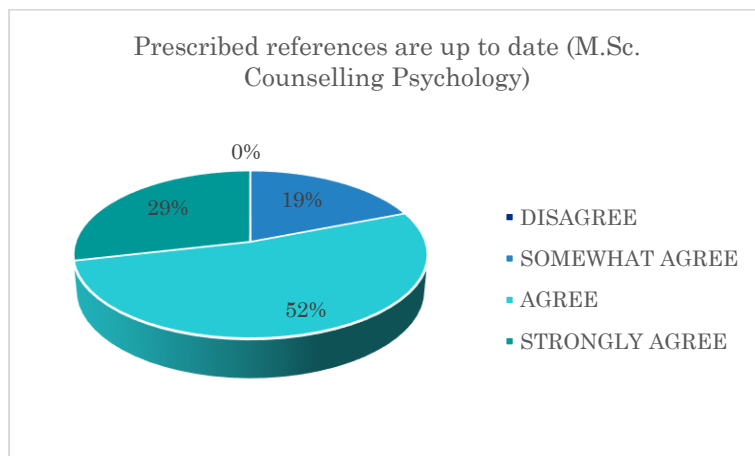


Up-to-datedness of the Curriculum

Feedback from teachers

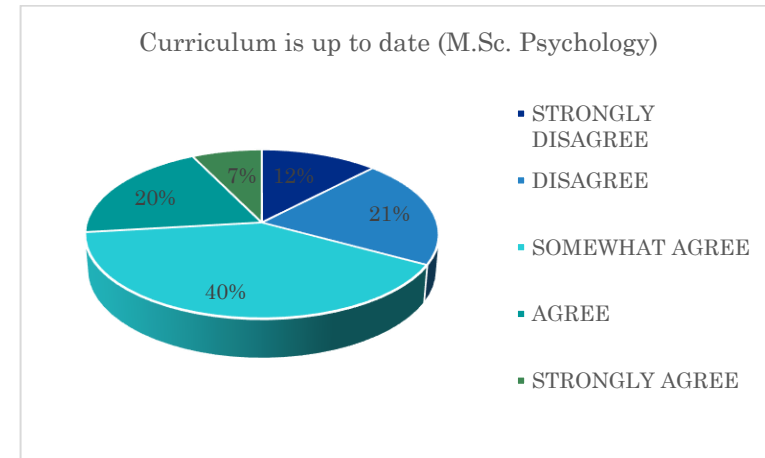
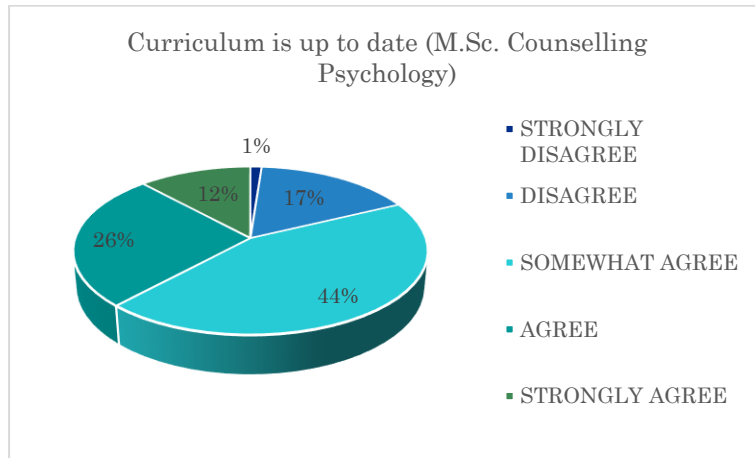


A large proportion of teachers agree that that the curriculum as well as the prescribed references are up to date for both the Psychology and the Counselling Psychology programs.



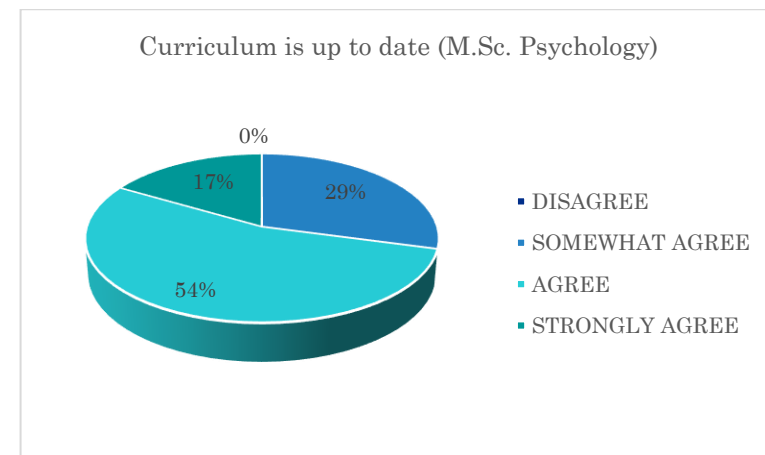
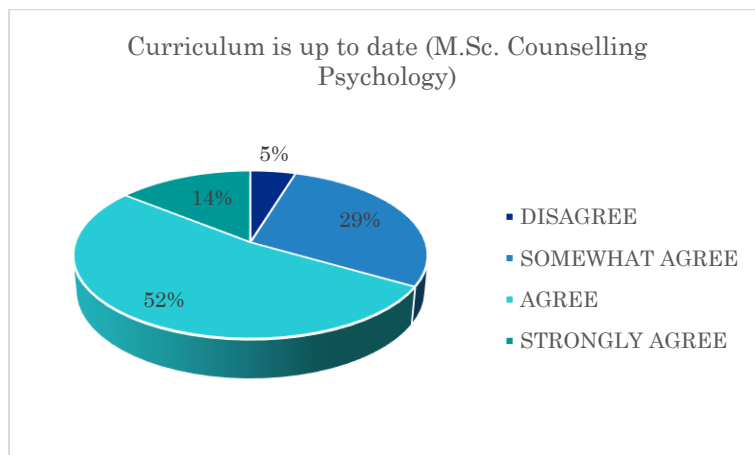
Feedback from students

A large portion of the students of both the Psychology and Counselling Psychology programs agree that the curriculum is up to date. The few courses such as theories of learning, theories of psychology, and theories of counselling are noted to have outdated references.



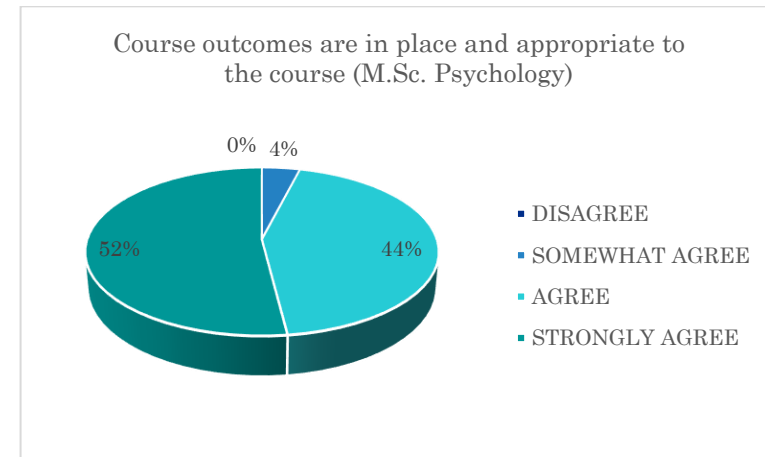
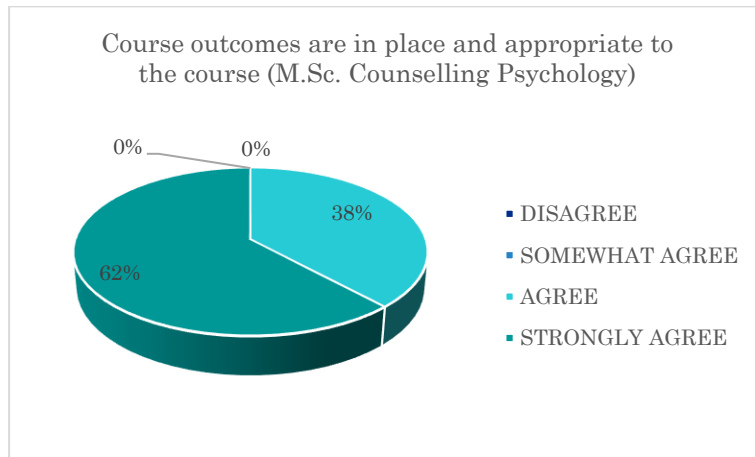
Feedback from alumni

The alumni agree that the curriculum is up to date although there is a significant proportion who are uncertain about the up-to-datedness of certain courses.

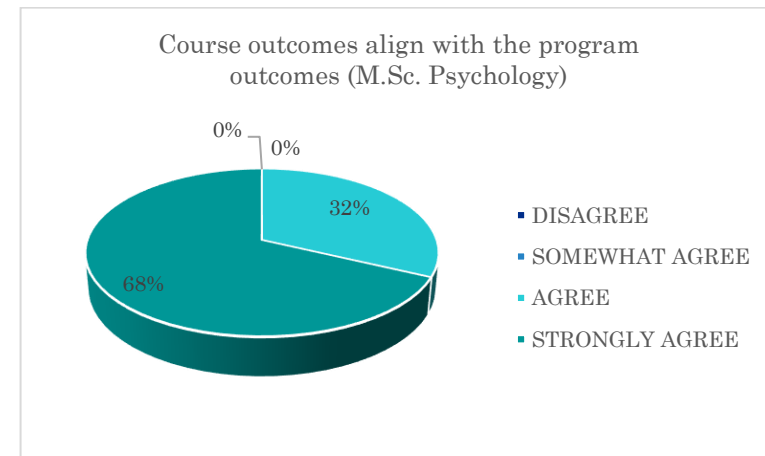
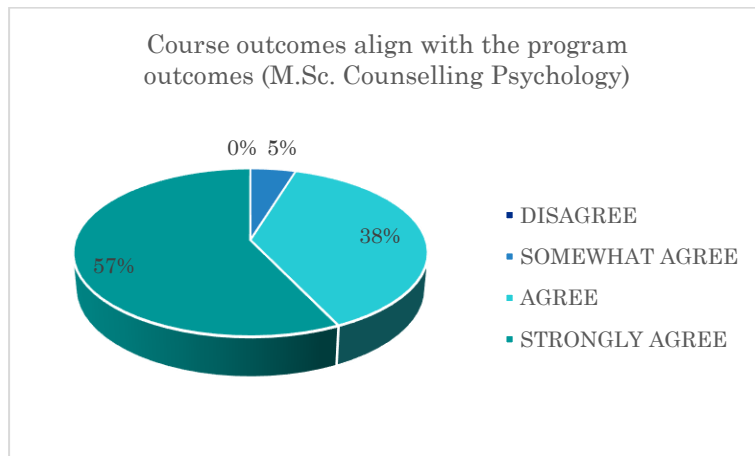


Presence of course outcomes and their alignment to program outcomes

Feedback from teachers

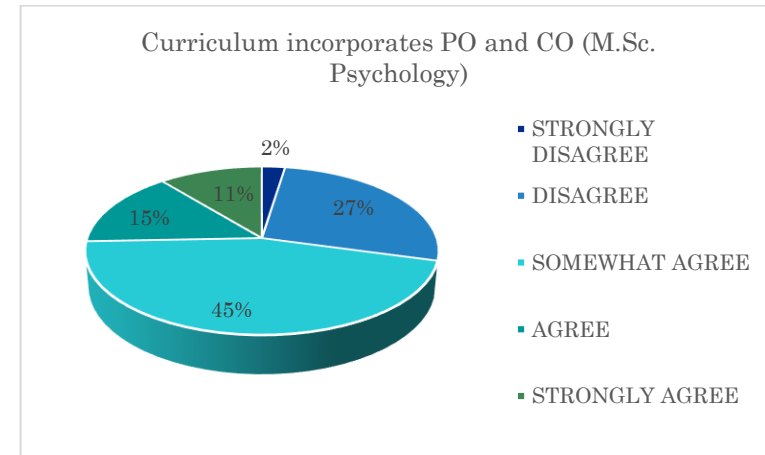
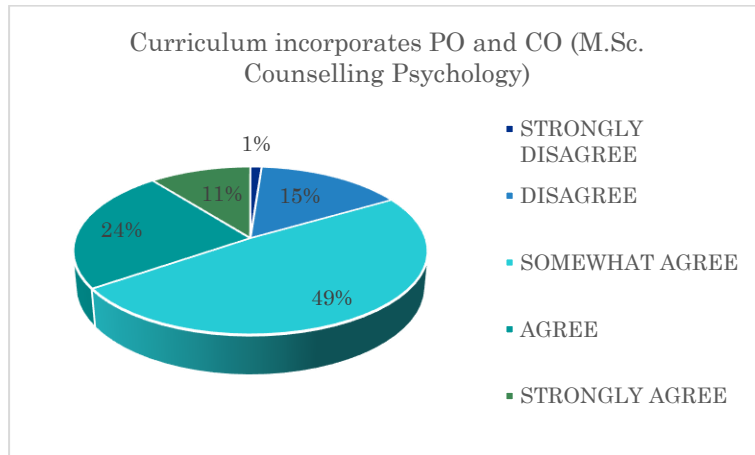


The large majority of the teachers agree that the course outcomes are in place for most courses in the Psychology and Counselling Psychology programs and that these course outcomes align with program outcomes.

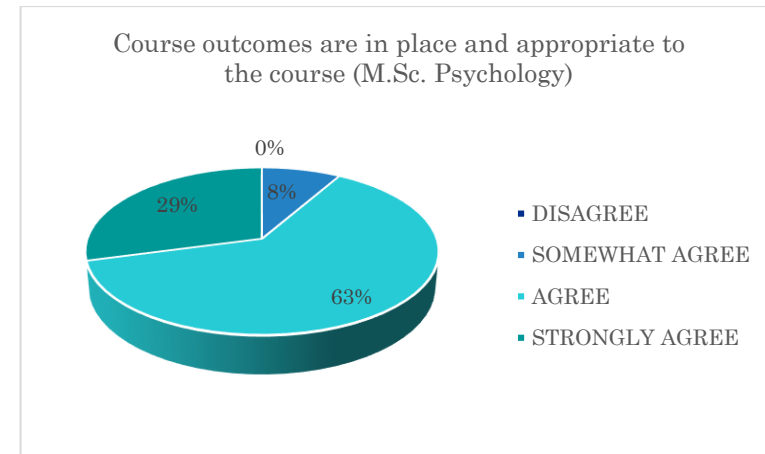
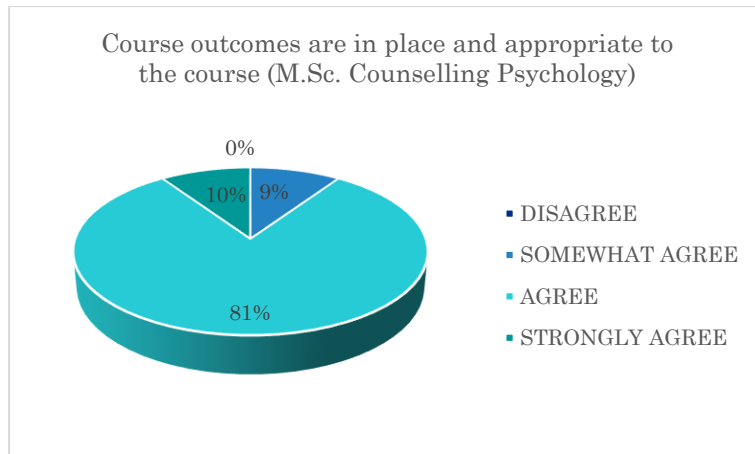


Feedback from students

A large portion of students agree that course and program outcomes are incorporated into the curriculum.

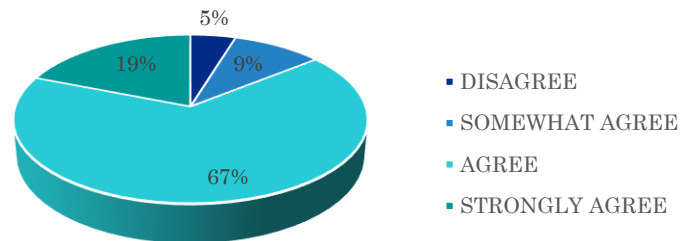


Feedback from alumni

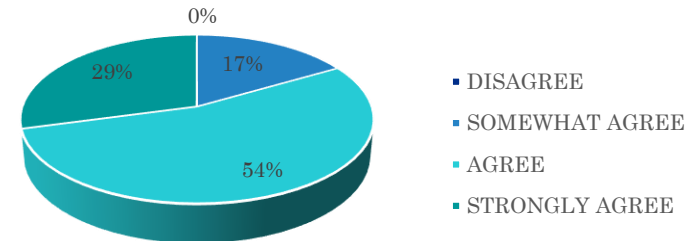


Most of the alumni agree that course outcomes are in place and appropriate for the course. They also agree that the course outcomes align with program outcomes.

Course outcomes align with the program outcomes (M.Sc. Counselling Psychology)



Course outcomes align with the program outcomes (M.Sc. Psychology)

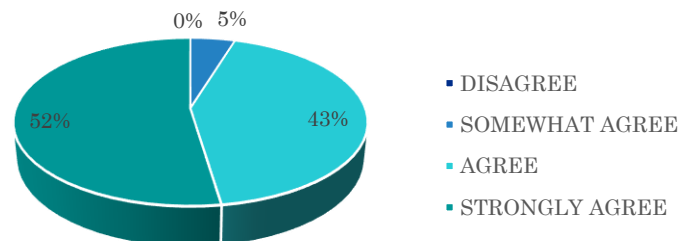


Development of relevant skills

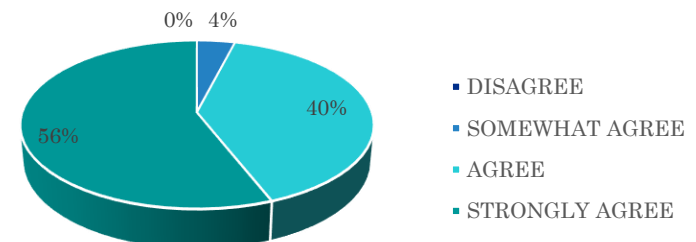
Feedback from teachers

A large majority of the teachers agree that course completion meaningfully develops relevant professional skills that equip students for their career.

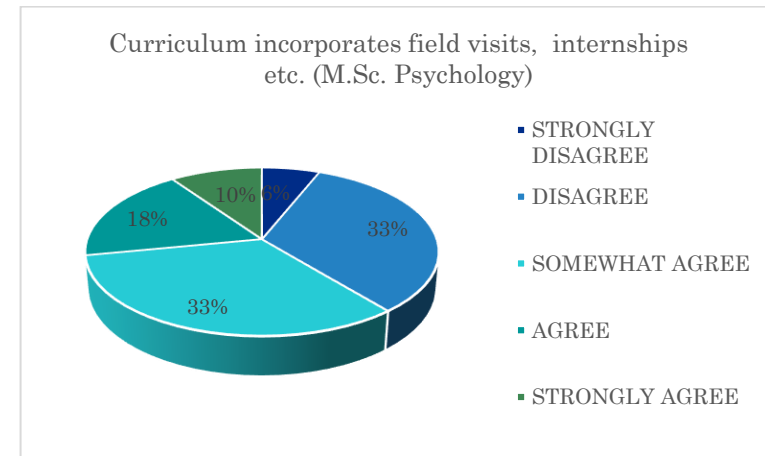
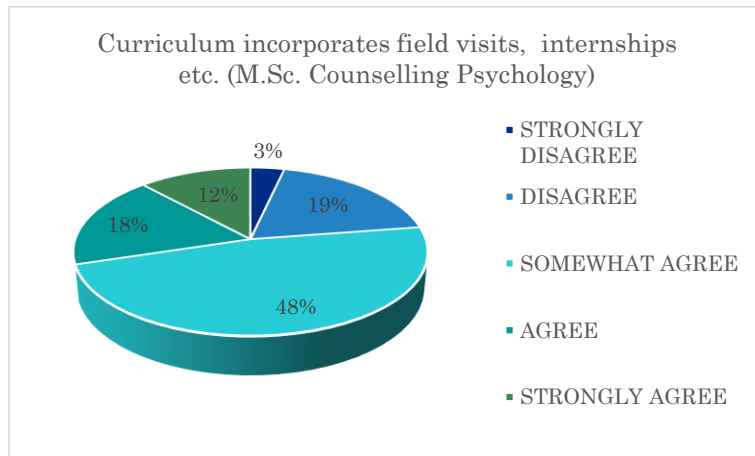
Course completion meaningfully develops relevant professional skills (M.Sc. Counselling Psychology)



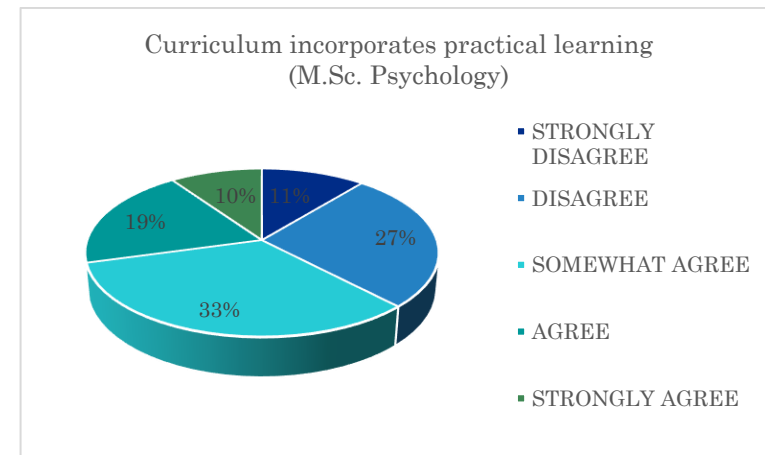
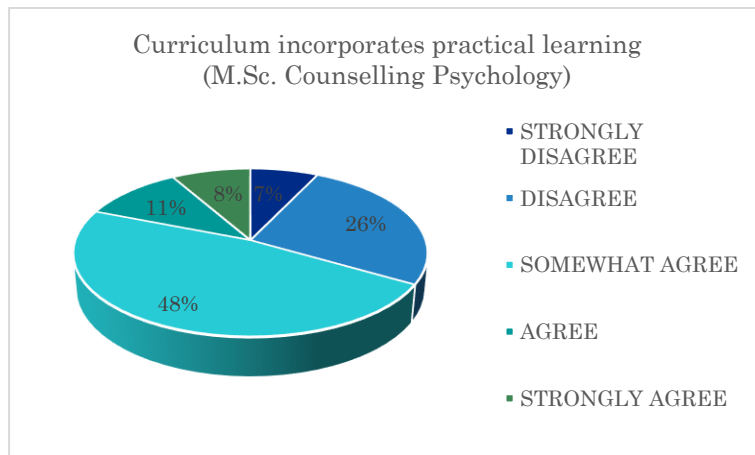
Course completion meaningfully develops relevant professional skills (M.Sc. Psychology)

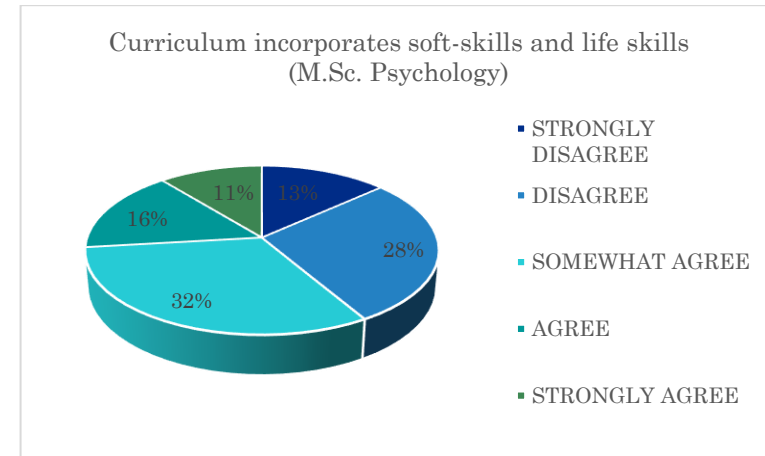
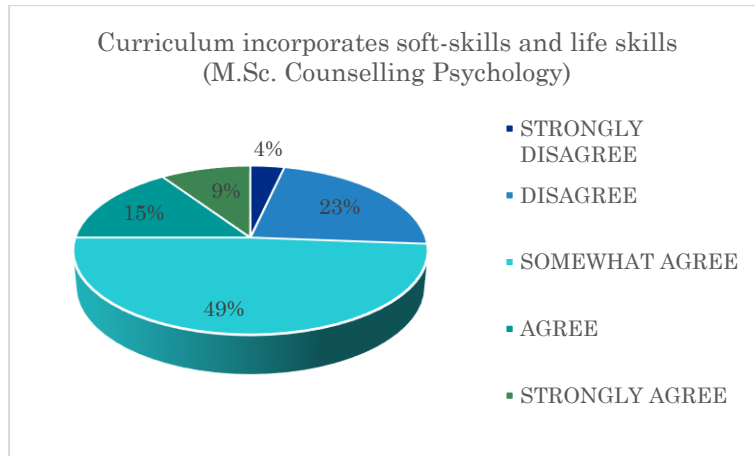


Feedback from students



While more than 2/3 of the student population agree that the curriculum incorporates practical learning and field visits, internships etc, they also note that many courses do not incorporate the same. A qualitative analysis shows these to be theory-heavy courses that do not easily lend themselves to practical learning.

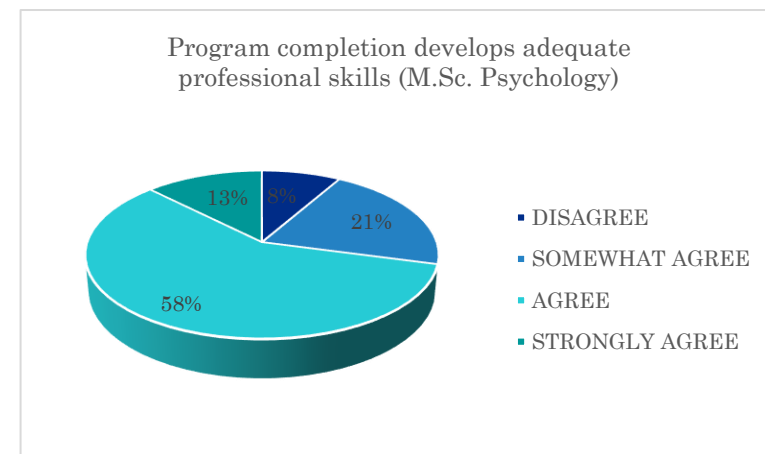
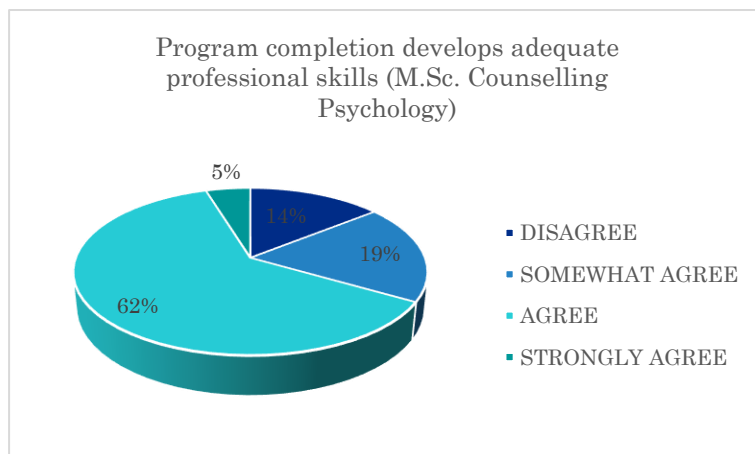




Regarding life- and soft-skills, a majority of the students feel that the curriculum incorporates relevant skills however about 1/3 of the students feel that some courses do not incorporate the same.

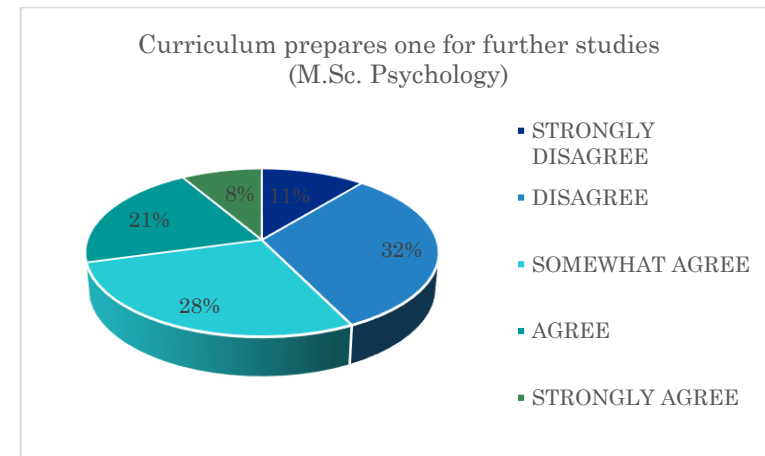
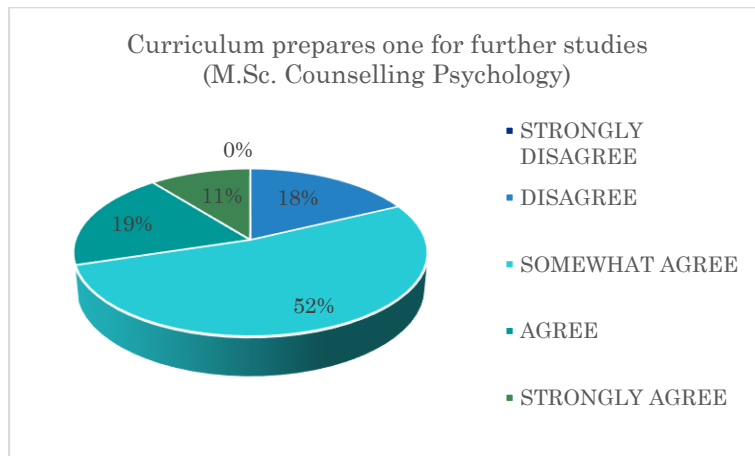
Feedback from alumni

The alumni feel that, by and large, program completion develops adequate professional skills. They note that skill-development could be enhanced in some courses.

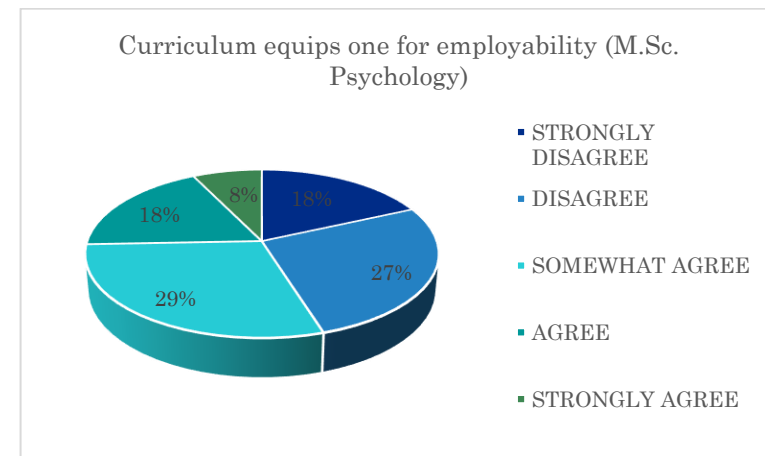
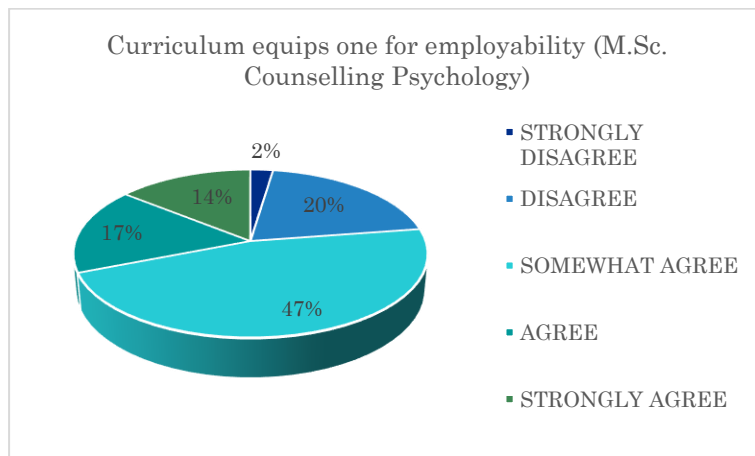


Preparation for career/ further studies

Feedback from students

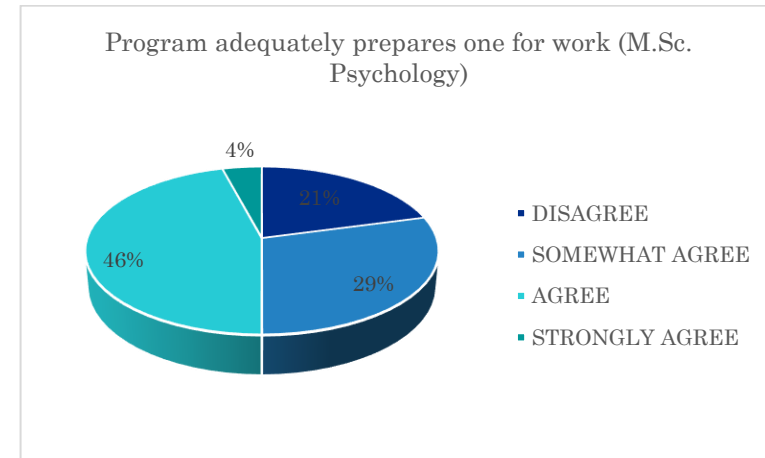
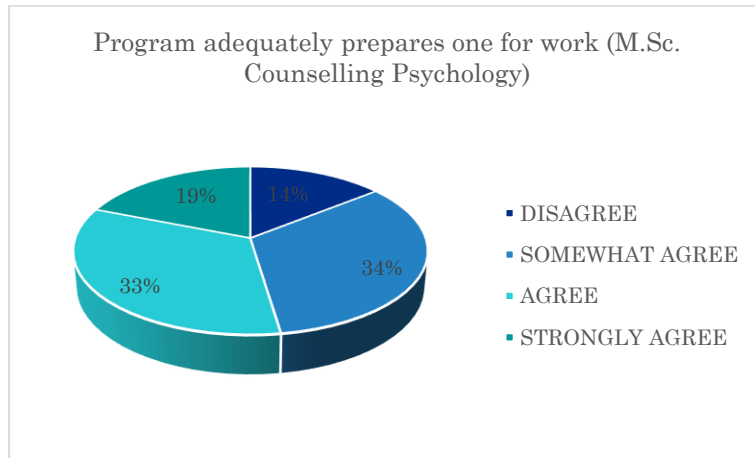


While a large percent of students do agree that the curriculum prepares them for further studies, there are certain concerns regarding the same, especially among the students of the Psychology program.



Feedback from alumni

While a large portion of the alumni feel that the curriculum prepared them adequately for work, still a significant portion, about 10-20% feel that the program does not equip them for employability.



Summary

The feedback on the curriculum indicates that overall, the teachers, students, and alumni believe that the curriculum is relevant and incorporates the necessary skills. There seems to be a window of opportunity to improve the curriculum in terms of future employability and further studies. Skill enhancement could also be considered. It is noted that the references for a few courses such as theories of learning, theories of psychology, and theories of counselling have outdated references and this needs to be addressed. The college shall make these recommendations to the university so that it could be taken up in the next syllabus revision.