

MONTFORT COLLEGE

Bangalore 560038

ANALYSIS OF CURRICULUM RELATED FEEDBACK FOR THE AY 2018-2019

Executive Summary

The IQAC coordinator met with students of all the classes to collect feedback on the curriculum. Standard questions were asked to the students and then the session was opened up for any other information they wished to share about the curriculum. Teachers were given forms for feedback on the courses they have taught at the end of the semester. Forms for curriculum related feedback were also collected from alumni.

This academic term had two different curricula being taught and so, the feedback has been presented for the different curricula separately wherever relevant. The term "Old Syllabus" is used to refer to the syllabus under Bangalore University which was for the academic years 2014-2018 and the term "New Syllabus" is used to refer to the syllabus of 2018 under Bengaluru North University.

The areas of focus for the feedback were

1. Whether the syllabus is relevant and up to date
2. Whether learning objectives exist and are evaluated
3. Whether evaluation is meaningful
4. Whether course completion develops skills for the profession
5. Improvements that could be made to the curriculum

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

Regarding the **relevance** of the syllabus, the data indicates that for most of the papers, teachers, students and alumni accept that the syllabus is relevant and up-to-date, this was true for both the old and new curricula. For a few papers, where the reference books are out-of-date, the college had ensured that the new curriculum incorporated updated books, thus the issue has been addressed.

Regarding **skill building**, teachers agree that for most courses, course completion meaningfully develops adequate professional skills that are relevant to the program. They also agree that

evaluation provides insights into students' professional competencies, knowledge acquisition, and skills acquisition. The students from both the old and the new syllabi agree that the syllabus builds relevant skills and prepares them for the profession. The alumni also agree that the curriculum develops adequate professional skills and adequately prepares them for work.

Regarding the existence of **learning objectives**, teachers agree that the learning objectives align with the course and the program and that evaluation is objective based. The alumni also believe that the learning objectives align with the course. Teachers also agree that the **evaluation process** is clear and adequate guidelines exist for a fair evaluation and that evaluation process is relevant to the course.

There were other suggestions given regarding curriculum. The students studying the old syllabus of psychological counselling stated mainly that the syllabus needed to incorporate more field work and that the practicum (internship) could be spread over two terms. The latter suggestion has been incorporated into the new syllabus. They also suggested that the approach towards research be relooked at; the college will take this suggestion to the university in the next syllabus revision meeting.

The feedback from the students studying the old syllabus of psychology was to include internship and field work into the curriculum, to bring back specialization papers, and to incorporate counselling skills. All of these have been addressed in the new syllabus.

The feedback from the students studying the new syllabus of both programs was that the curriculum was too vast and theory heavy in the 1st year. They also felt that the practical papers which include two different topics were difficult to complete. The counselling syllabus needs more field exposure in the 1st year. These concerns and suggestions will be taken up with the university during the next syllabus revision.

Preamble

Feedback on curriculum was collected from:

- 10 teachers who teach various papers in the college.
- 48 2nd year students, 25 of whom were enrolled in the M.Sc. Psychology program and 23 of whom were enrolled in the M.Sc. Psychological Counselling Program (Old Syllabus under BU) indicating a 68% response rate.
- 56 1st year students, 26 of whom were enrolled in the M.Sc. Psychology program and 30 of whom were enrolled in the M.Sc. Counselling Psychology Program (New Syllabus under BNU) indicating a 68% response rate.
- 13 alumni who had passed out having studied the old syllabus

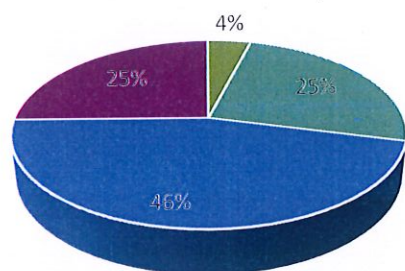
The analysis is presented below

Whether the Syllabus is Relevant and Up-to-date

Feedback from the teachers

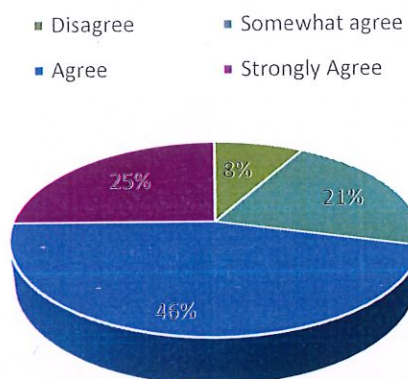
The analysis of data indicates that 71% of the teachers agree that the syllabus is relevant to the course 71% agree that the syllabus is up to date and 79% agree that the syllabus is relevant to the program

Syllabus is relevant to the course (Teachers)



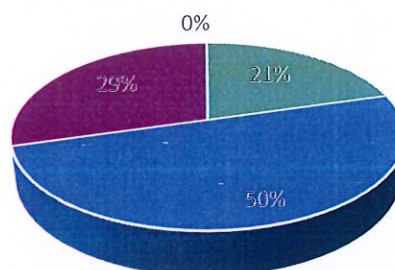
Disagree Somewhat agree
Agree Strongly Agree

Syllabus is up to date (Teachers)



Disagree Somewhat agree
Agree Strongly Agree

Syllabus is relevant to the program (Teachers)

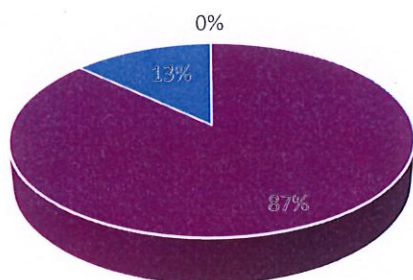


Disagree Somewhat agree
Agree Strongly Agree

Feedback from students

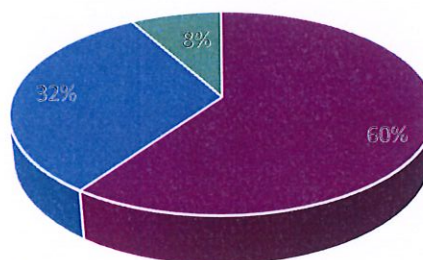
Are the papers relevant to the program? (2nd year PC)

■ Strongly Agree ■ Agree ■ Not really



Are the papers relevant to the program? (2nd year Psy)

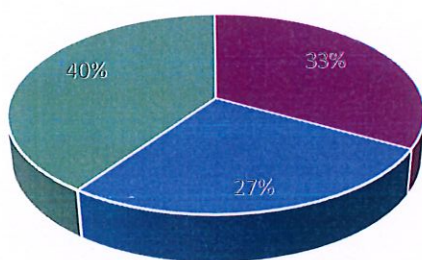
■ Strongly Agree ■ Agree ■ Not really



All (100%) of the students of 2nd year M.Sc. Psychological Counselling (old syllabus) and 92% of the students of the 2nd year M.Sc. Psychology (old syllabus) state that the papers are relevant to the program. 60% of the 1st year M.Sc. Counselling Psychology (new syllabus) program and 77% of the 1st year M.Sc. Psychology students state that the papers are relevant to the program.

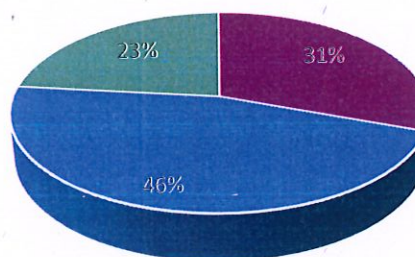
Are the papers relevant to the program? (1st year CP)

■ Strongly Agree ■ Agree ■ Not really



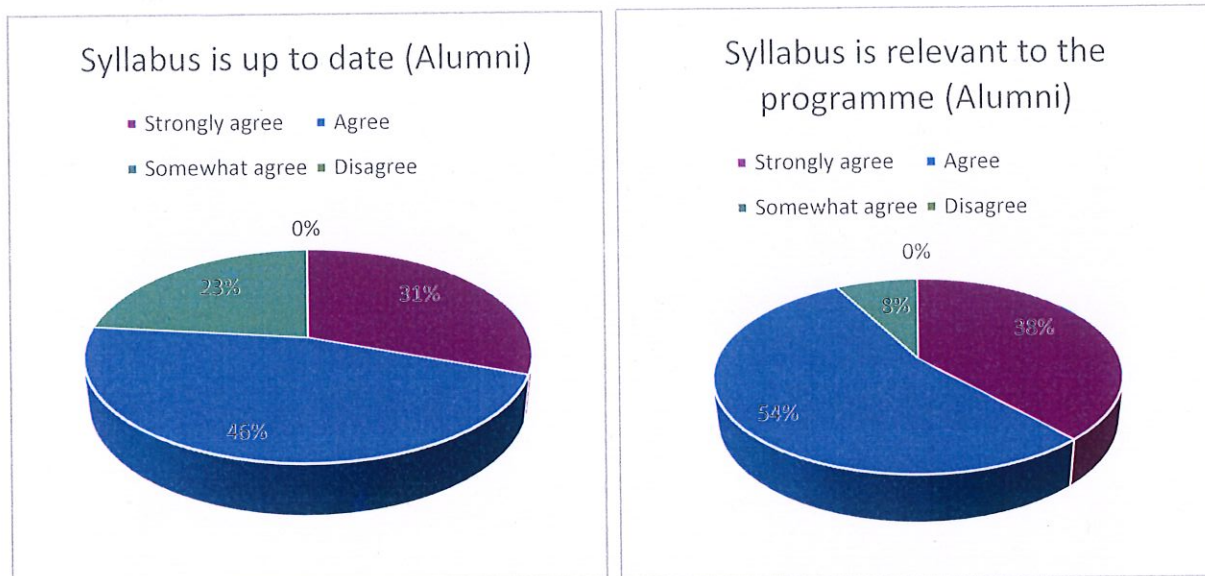
Are the papers relevant to the program? (1st year Psy)

■ Strongly Agree ■ Agree ■ Not really



Feedback from the alumni

77% of the alumni agree that the syllabus is up to date and 92% of the alumni agree that the syllabus is relevant to the program.

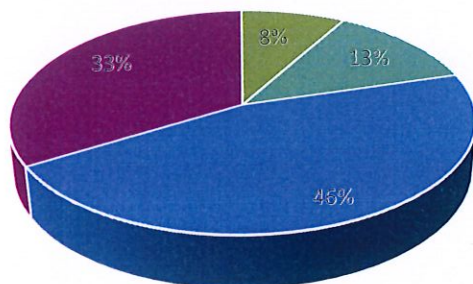


Whether course completion develops relevant skills

Feedback from the teachers

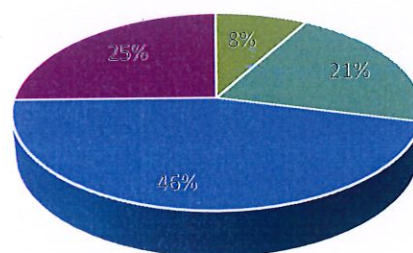
Course completion meaningfully develops adequate professional skills relevant to the program (Teachers)

■ Disagree ■ Somewhat agree ■ Agree ■ Strongly Agree



Evaluation process gives insights into students' professional competencies as assessed by course (Teachers)

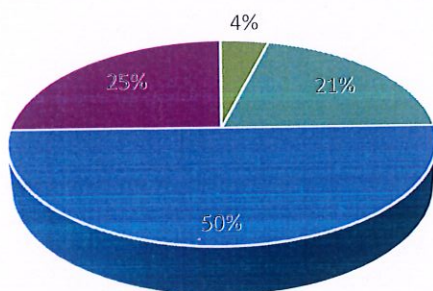
■ Disagree ■ Somewhat agree
■ Agree ■ Strongly Agree



79% of the teachers believe that course completion meaningfully develops adequate professional skills relevant to the program. 71% of the teachers agree that the evaluation process provides insights into student's professional competencies. 75% of the teachers believe that the evaluation process gives insights into the students' acquisition of knowledge and 67% of them believe that it gives insights into students' skill acquisition.

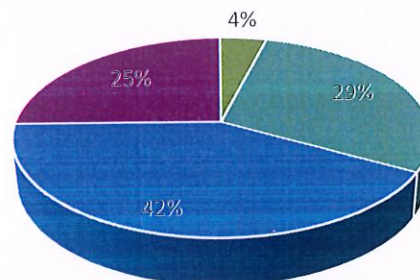
Evaluation process gives insights into students' knowledge acquisition (Teachers)

■ Disagree ■ Somewhat agree
■ Agree ■ Strongly Agree



Evaluation process gives insights into students' skill acquisition (Teachers)

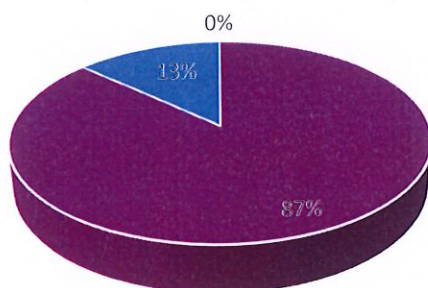
■ Disagree ■ Somewhat agree
■ Agree ■ Strongly Agree



Feedback from students

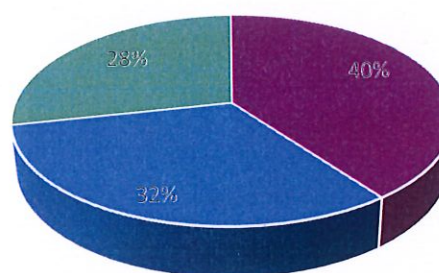
Does the curriculum build relevant skills? (2nd year PC)

■ Strongly Agree ■ Agree ■ Not really



Does the curriculum build relevant skills? (2nd year Psy)

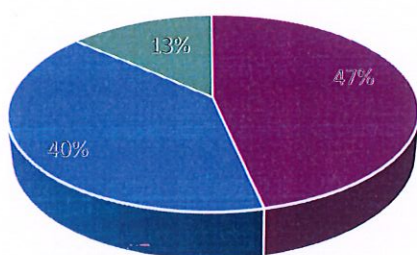
■ Strongly Agree ■ Agree ■ Not really



All (100%) of the students of 2nd year M.Sc. Psychological Counselling (old syllabus) and 72% of the students of the 2nd year M.Sc. Psychology (old syllabus) state that the curriculum builds relevant skills. 87% of the 1st year M.Sc. Counselling Psychology (new syllabus) program and 69% of the 1st year M.Sc. Psychology students state that the syllabus builds relevant skills.

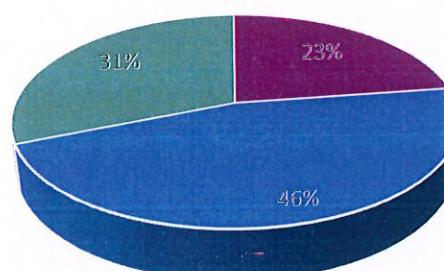
Does the curriculum build relevant skills? (1st year CP)

■ Strongly Agree ■ Agree ■ Not really



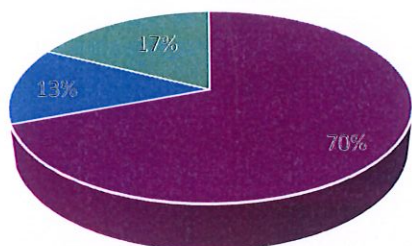
Does the curriculum build relevant skills? (1st year Psy)

■ Strongly Agree ■ Agree ■ Nor really



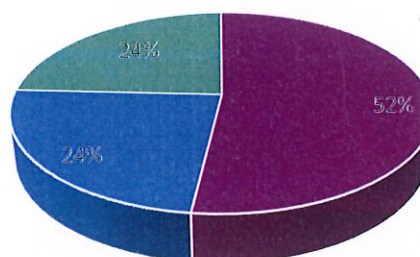
Does the curriculum prepare you for the profession? (2nd Year PC)

■ Strongly Agree ■ Agree ■ Not really



Does the curriculum prepare you for the profession? (2nd year Psy)

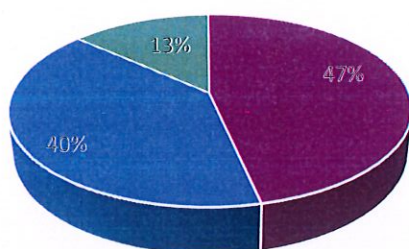
■ Strongly Agree ■ Agree ■ Not really



83% of the students of 2nd year M.Sc. Psychological Counselling (old syllabus) and 76% of the students of the 2nd year M.Sc. Psychology (old syllabus) state that the curriculum prepares them for the profession. 87% of 1st year M.Sc. Counselling Psychology (new syllabus) and 77% of 1st year M.Sc. Psychology students state that the curriculum prepares them for the profession.

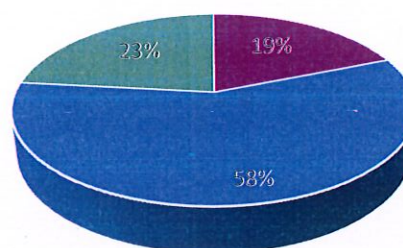
Does the curriculum prepare you for the profession? (1st year CP)

■ Strongly Agree ■ Agree ■ Not really



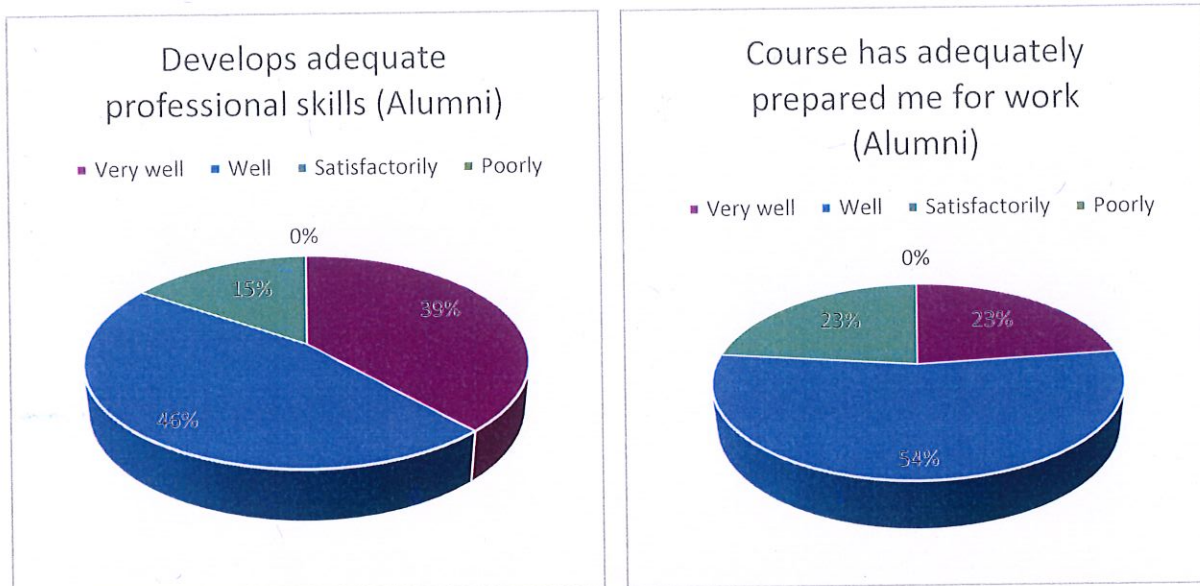
Does the curriculum prepare you for the profession? (1st year Psy)

■ Strongly Agree ■ Agree ■ Not really



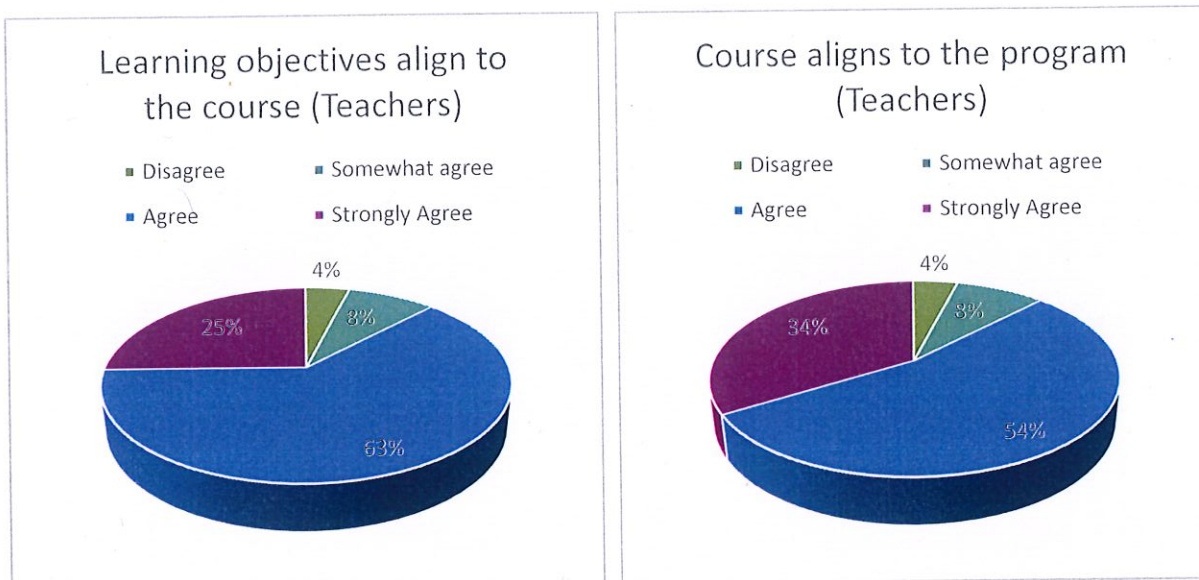
Feedback from the alumni

Among the alumni, 85% agree that the curriculum develops adequate professional skills and 77% agree that the curriculum adequately prepares them for work.

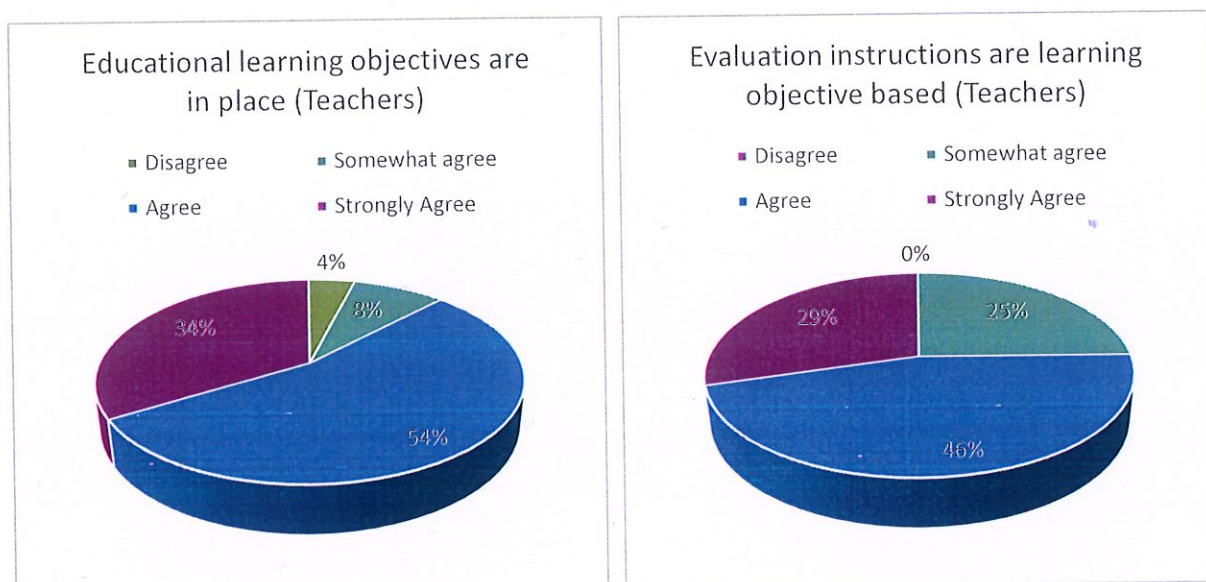


Whether learning objectives exist and are evaluated

Feedback from the teachers



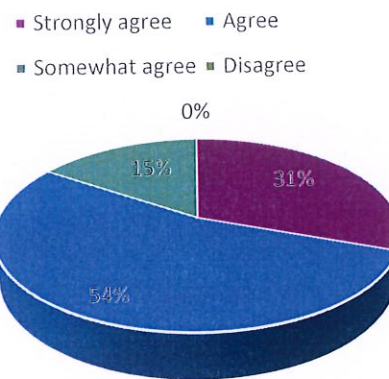
88% of the teachers agree that learning objectives align to the course and 88% agree that the course aligns to the program. 88% agree that learning objectives are in place and 75% of the teachers agree that evaluation instructions are learning objective based.



Feedback from the alumni

Among the alumni, 85% agree that the learning objectives align to the course.

Learning objectives align to the course (Alumni)

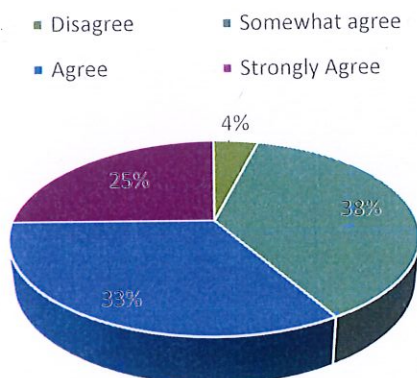


Whether evaluation is meaningful

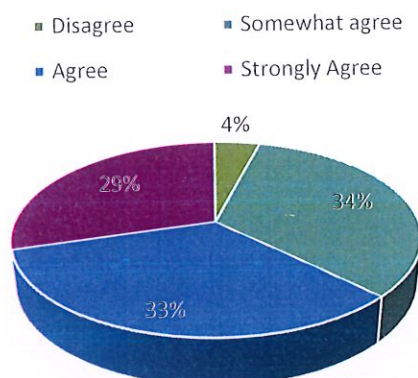
Feedback from the teachers

Regarding evaluation, 58% of the teachers agree that the evaluation process is clear, 62% agree that adequate guidelines exist for fair evaluation and 88% agree that the evaluation process is relevant to the course.

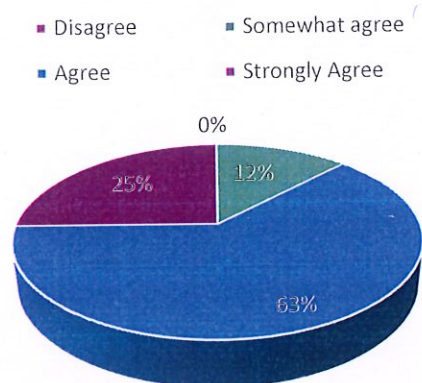
Evaluation process is clear (Teachers)



Adequate guidelines for fair evaluation exist (Teachers)



Evaluation process is relevant to the course (Teachers)



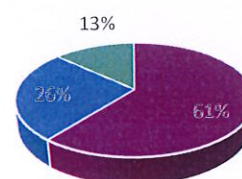
Other Suggestions for improvement of Curriculum (Old Syllabus)

Feedback from 2nd year psychological counselling students

The main concerns about the students from the 2nd year M.Sc. Psychological Counselling program (old syllabus) were to either reduce the hours of practicum (internship) or to spread practicum across 2 semesters. They also suggested that the cases seen during practicum could be made into a research study instead of a different topic for dissertation. They also requested that more practical exposure could be created in the 1st year and theory in the same time frame could be reduced.

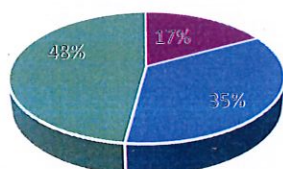
Need to reduce hours of practicum required

■ Strongly Agree ■ Agree ■ Not an issue



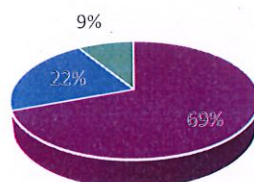
Need to increase supervision

■ Strongly Agree ■ Agree ■ Not an issue



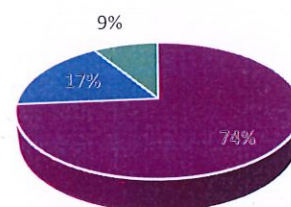
Could include case studies instead of research dissertation

■ Strongly Agree ■ Agree ■ Not an issue



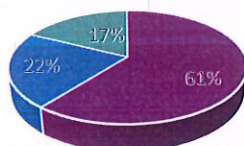
Need to increase practical exposure

■ Strongly Agree ■ Agree ■ Not an issue



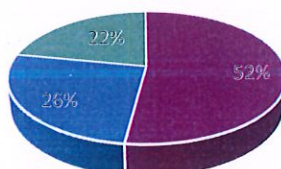
Need to reduce theory in the 1st two semesters

■ Strongly Agree ■ Agree ■ Not an issue

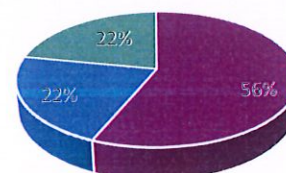


Syllabus could spread practicum over two terms

■ Strongly Agree ■ Agree ■ Not an issue

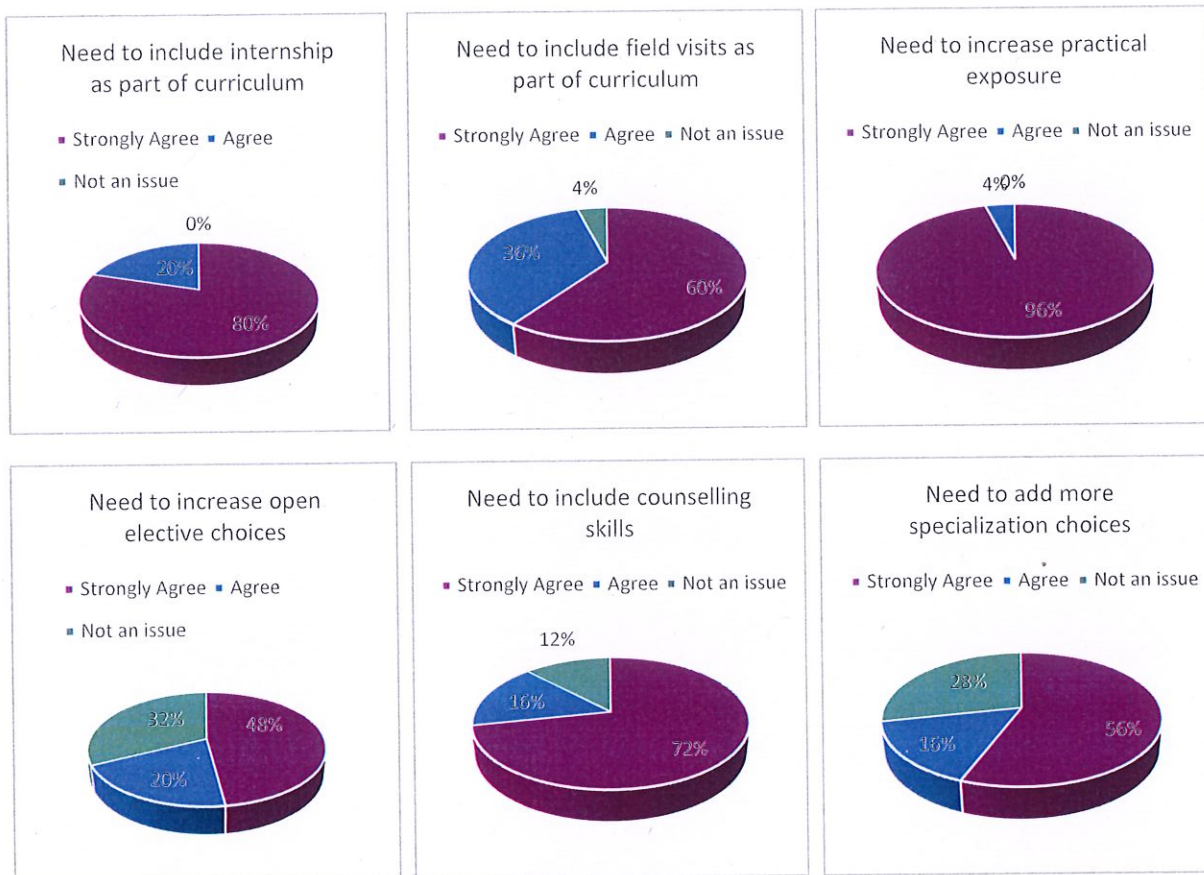


■ Strongly Agree ■ Agree ■ Not an issue



Feedback from 2nd year psychology students

The main concerns about the students from the 2nd year M.Sc. Psychology program (old syllabus) were to include internship and field visits and thus increase practical exposure. They also requested that specialization be included and more skill building could be focused upon.



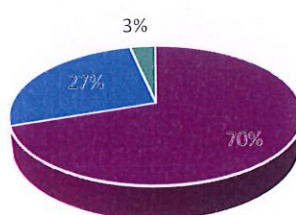
Other Suggestions for improvement of Curriculum (New Syllabus)

Feedback from 1st year counselling psychology students

The main concerns of the 1st year students of the M.Sc. Counselling Psychology program (new syllabus) were to increase practical exposure through field visits and reduce theory papers. They felt the syllabus was too vast and that combining two topics in one practical paper was not easy to handle.

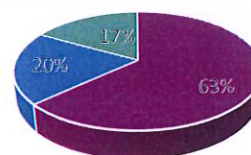
Need to enhance practical exposure

■ Strongly Agree ■ Agree ■ Not an issue



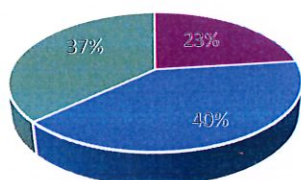
Need to reduce the amount of theory in the 1st two semesters

■ Strongly Agree ■ Agree ■ Not an issue



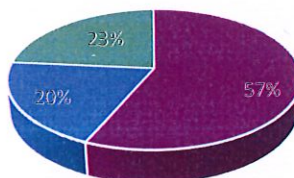
Need more clarity in the skills and techniques papers

■ Strongly Agree ■ Agree ■ Not an issue



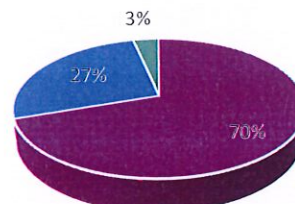
Syllabus is too vast

■ Strongly Agree ■ Agree ■ Not an issue



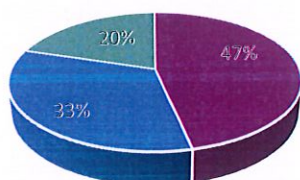
Need to reduce or split practicals papers

■ Strongly Agree ■ Agree ■ Not an issue



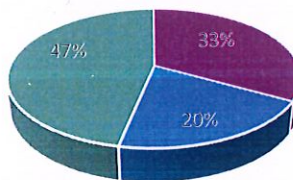
Need better integration of the two parts of practicals papers

■ Strongly Agree ■ Agree ■ Not an issue



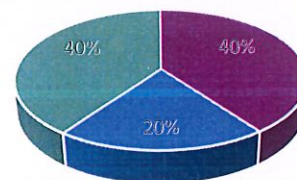
Theory papers are repetitive from UG

■ Strongly Agree ■ Agree ■ Not an issue



Need to increase field work

■ Strongly Agree ■ Agree ■ Not an issue

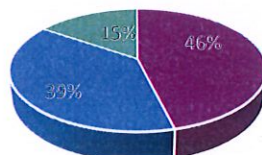


Feedback from 1st year psychology students

The main concerns of the 1st year students of the M.Sc. Psychology program (new syllabus) were that the syllabus was too vast and both theory and practicals papers were too heavy. More clarity on the parameters and expectations for the practicals papers were needed.

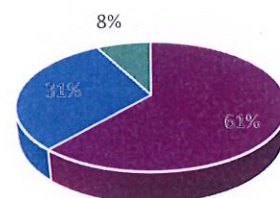
Need to reduce the amount of theory in the 1st two semesters

■ Strongly Agree ■ Agree ■ Not an issue



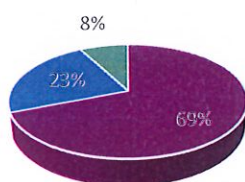
Need more time to complete expectations from the professional development paper

■ Strongly Agree ■ Agree ■ Not an issue



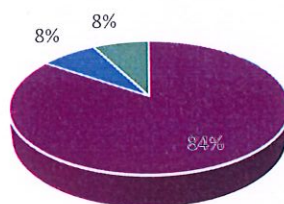
Need to reduce or split practicals papers

■ Strongly Agree ■ Agree



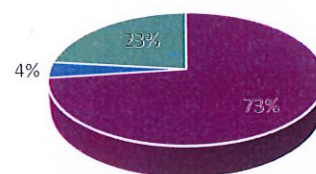
Need more clarity on the parameters for PD paper

■ Strongly Agree ■ Agree ■ Not an issue



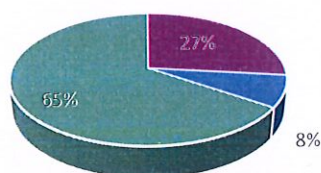
Syllabus is too vast

■ Strongly Agree ■ Agree ■ Not an issue



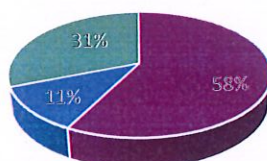
Theory papers unrelated to each other

■ Strongly Agree ■ Agree ■ Not an issue



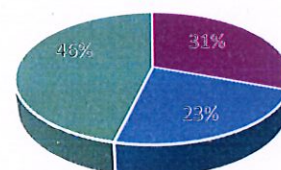
Need more clarity on the parameters for the assessments papers

■ Strongly Agree ■ Agree ■ Not an issue



Theory papers are repetitive from UG program

■ Strongly Agree ■ Agree ■ Not an issue



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. However, there were many concerns raised by the students which will be collated and communicated to the university to be kept in mind for the next syllabus revision.