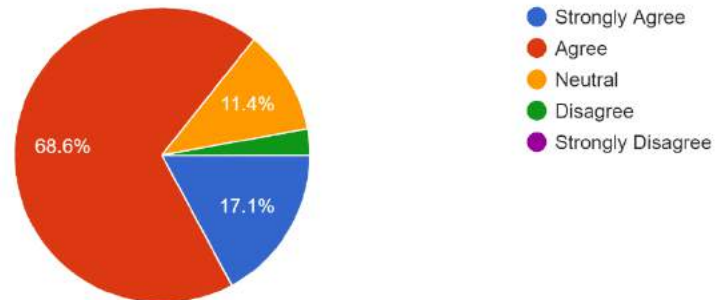


REFLECTION ON ACADEMIC DEVELOPMENT

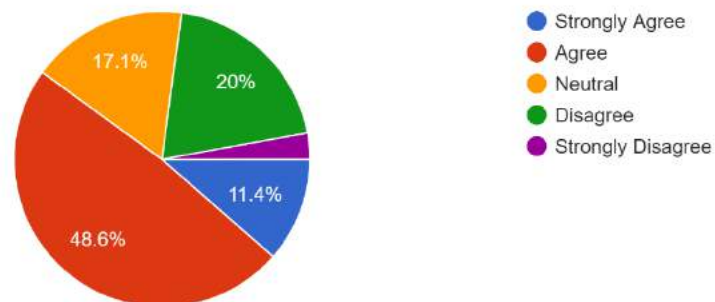
I was able to gain/further strengthen my foundation in core subjects in psychology like Cognition, Research Methods, Social Processes, Personality etc.

35 responses



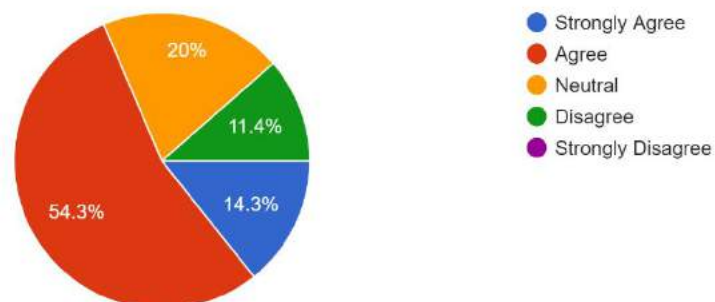
I got the opportunity to chose and develop in-depth understanding in specific areas of my choice.

35 responses



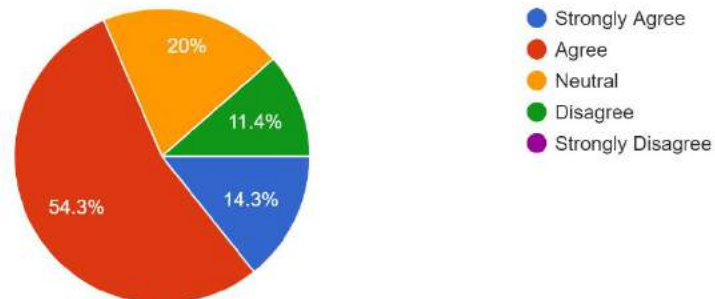
I was able to read many academic work and discuss about them critically as part of my course.

35 responses



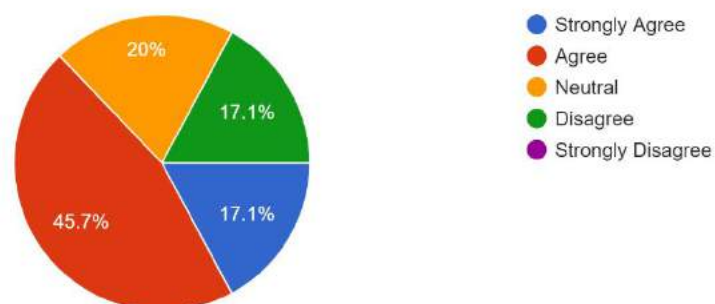
I was able to read many academic work and discuss about them critically as part of my course.

35 responses



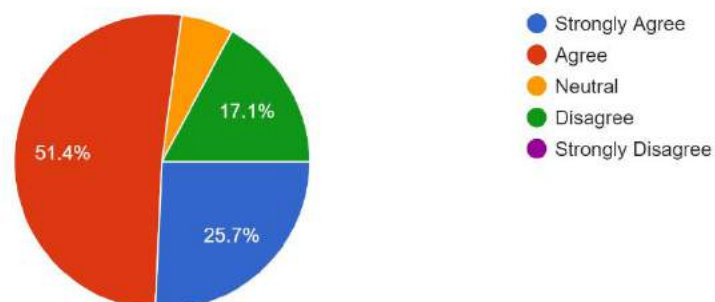
I got opportunity to develop my academic writing and presentation skills.

35 responses



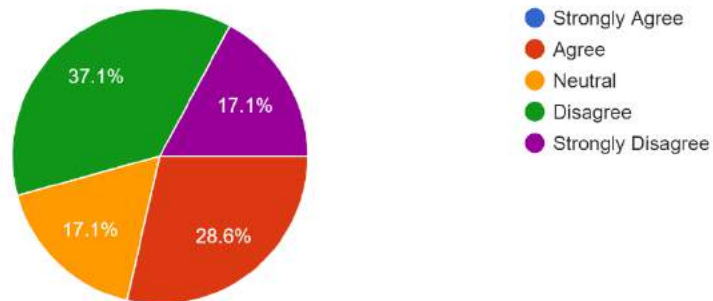
I received adequate mentoring to work on the field on research projects.

35 responses



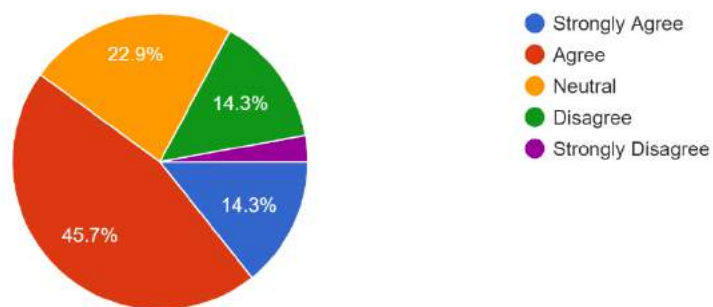
I received adequate mentoring for working on the field with communities where I could apply my learning.

35 responses



I got the opportunity to listen to and interact with eminent persons in different fields during my post graduation period.

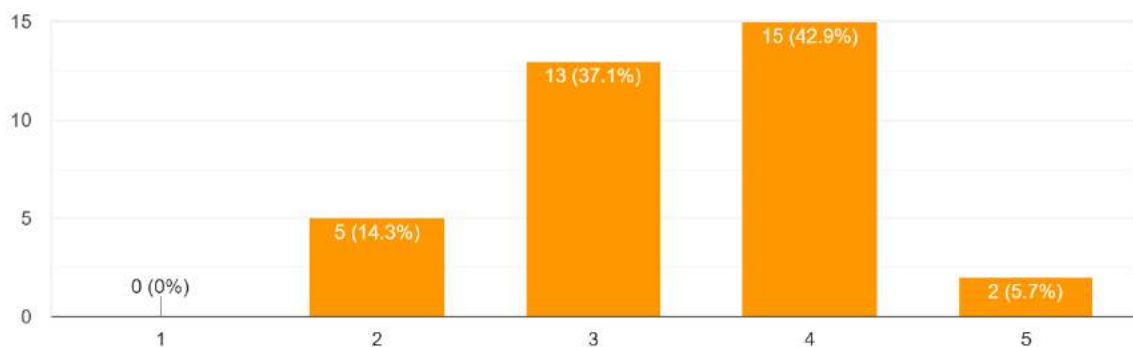
35 responses



REFLECTION ON PROFESSIONAL DEVELOPMENT (Strongly Agree – 1 and Strongly Disagree – 5)

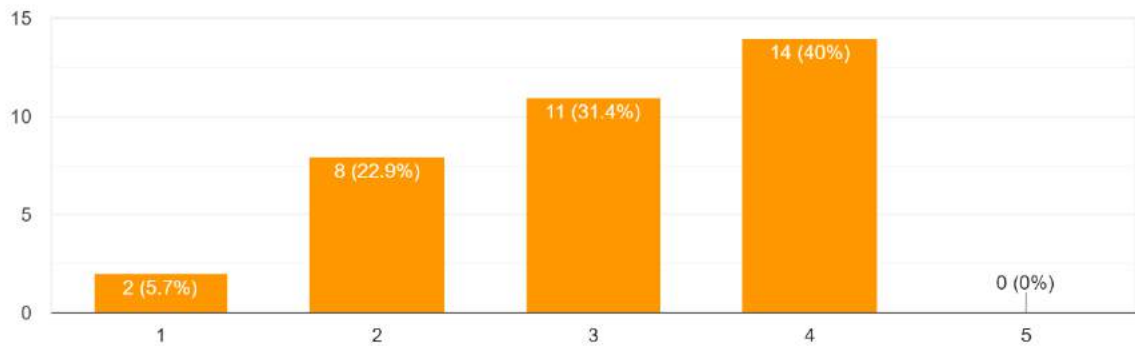
At the end of my post graduation I felt/feel confident of my ability to read and critically evaluate academic work.

35 responses



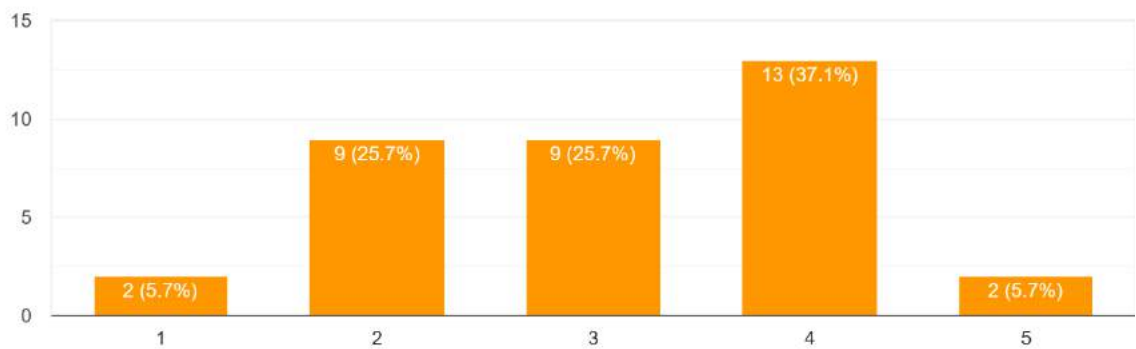
At the end of my post graduation I felt/feel confident about writing a research proposal for my PhD application

35 responses



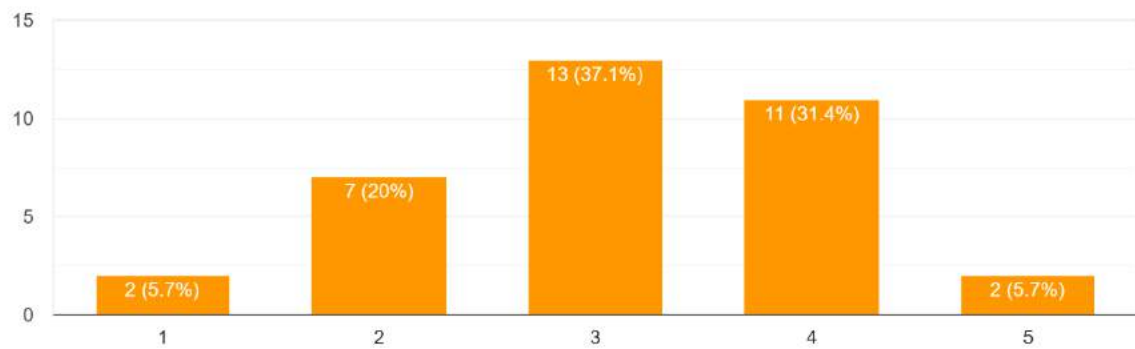
At the end of my post graduation I felt/feel confident about working as a research assistant in research projects.

35 responses



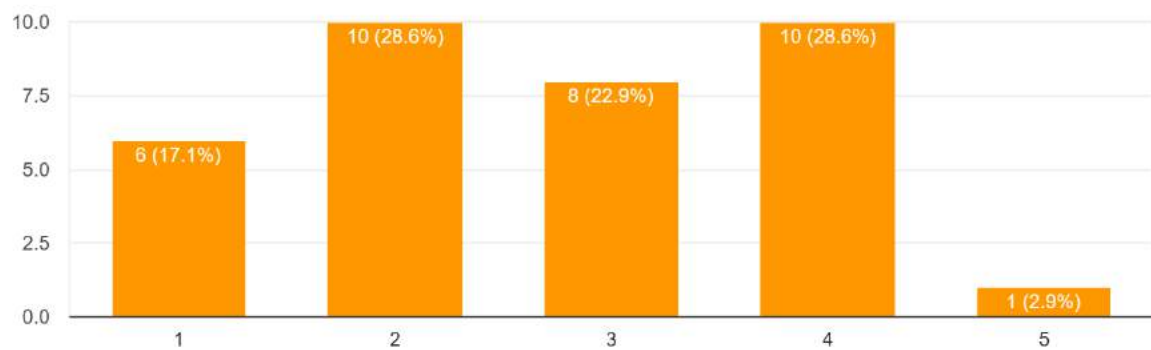
At the end of my post graduation I feel/felt confident applying to any organization (School, NGO etc) as a psychologist .

35 responses



At the end of my post graduation I feel/felt confident offering small workshops independently

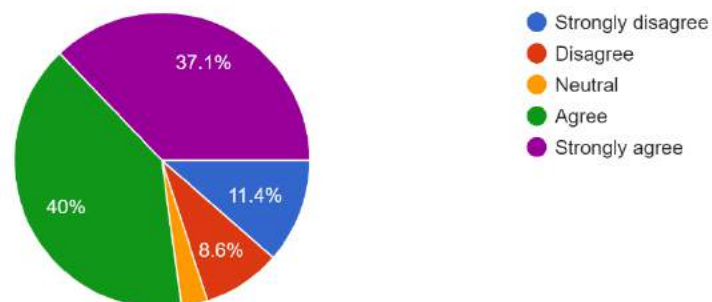
35 responses



REFLECTION ON PERSONAL DEVELOPMENT

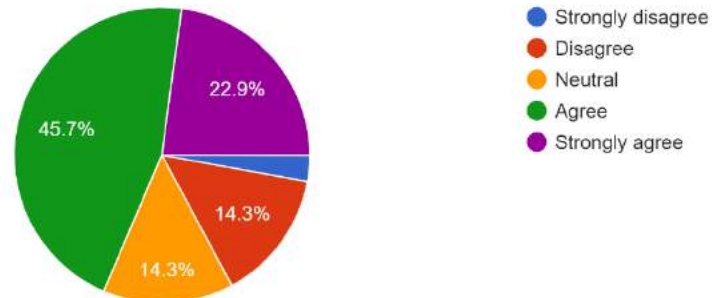
As a result of my post graduation I feel I have developed overall as a person over the two years

35 responses



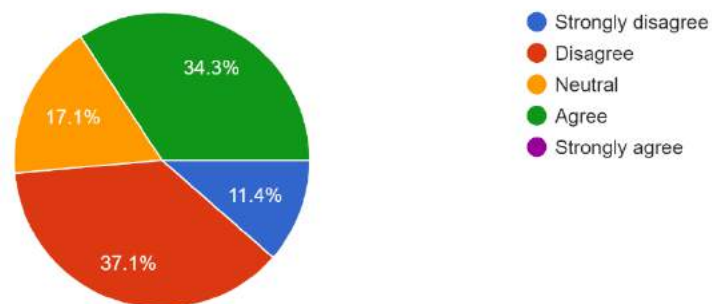
As a result of my post graduation I feel competent attempting competitive exams (like UGC-NET, NIMHANS, PSC, GRE etc) which interests me

35 responses



As a result of my post graduation I feel capable of starting independent ventures on my own or with others.

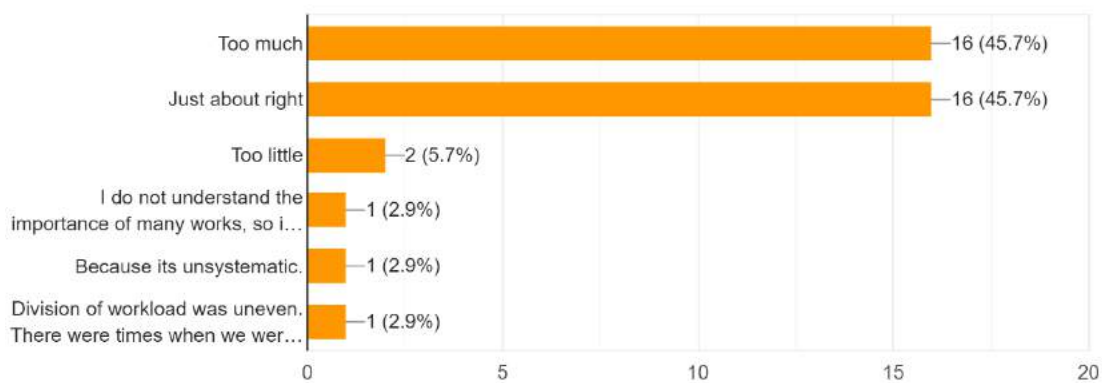
35 responses



EVALUATION OF FACTORS THAT IMPACT LEARNING EXPERIENCE

Work load

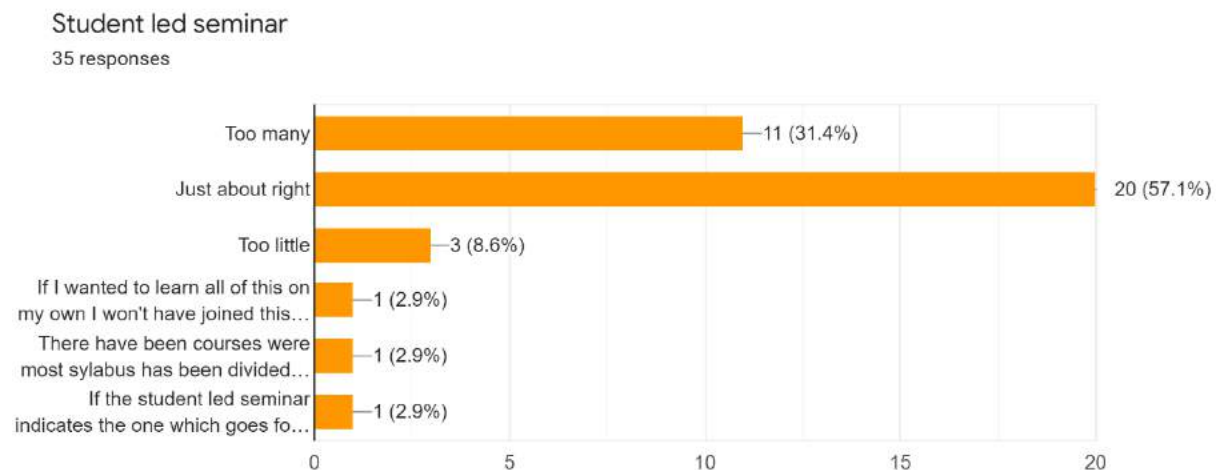
35 responses



Note:

I do not understand the importance of many works, so it is better to understand the need and importance of any work that is done.

Division of work was uneven. There were times when we have too much workload and there were times we had nothing to do.



Note:

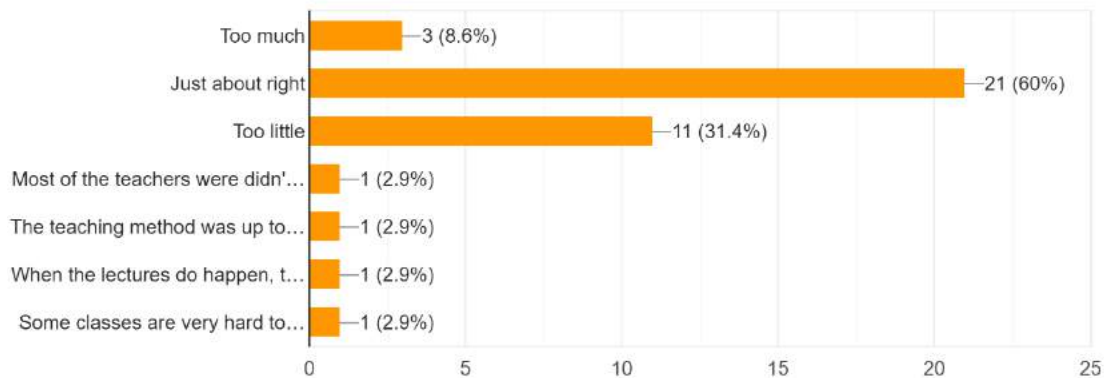
If I wanted to learn all of this on my own I won't have joined this course. Please provide proper orientation and outlook to the topics. We can read and understand texts and books, what we need is your experience into the mix. Again I have to make the distinction of "not all teachers" some teachers did listen and provide feedback and extra points to look out for and develop our understanding

There have been courses were most syllabus has been divided into seminars with no proper feedback being given for the presentations.

If the student led seminar indicates the one which goes for internals, there were too many. Otherwise too little.

Lecture based teaching

35 responses



Note:

Some classes are very hard to follow and other classes are not related to the topics.

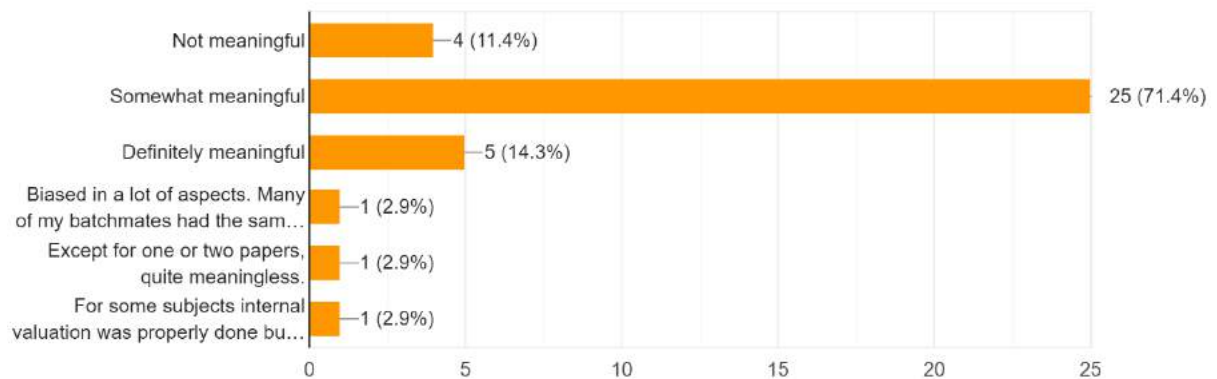
When the lectures do happen, they are great.

Most of the teachers were didn't take the lecturing systematically.

The teaching method was up to the mark

Internal evaluation

35 responses



Note:

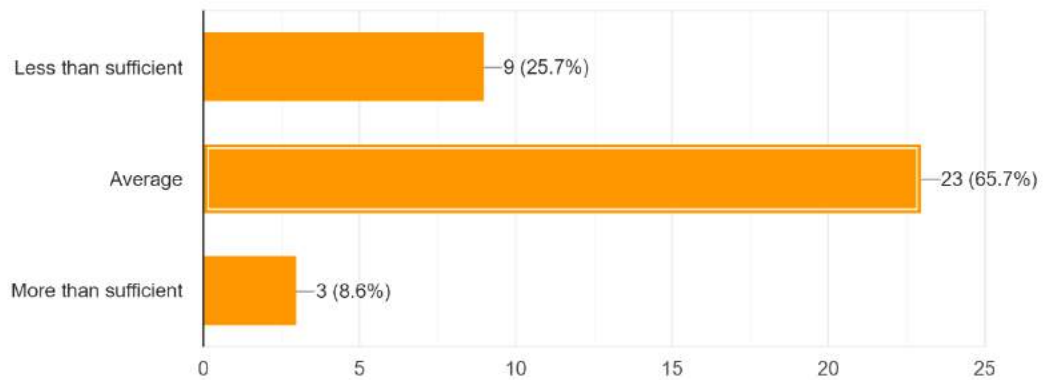
For some subjects internal valuation was properly done but for some others I felt it was not done so.

Biased in a lot of aspects. Many of my batchmates had the same opinion at that time

Except for one or two papers, quite meaningless.

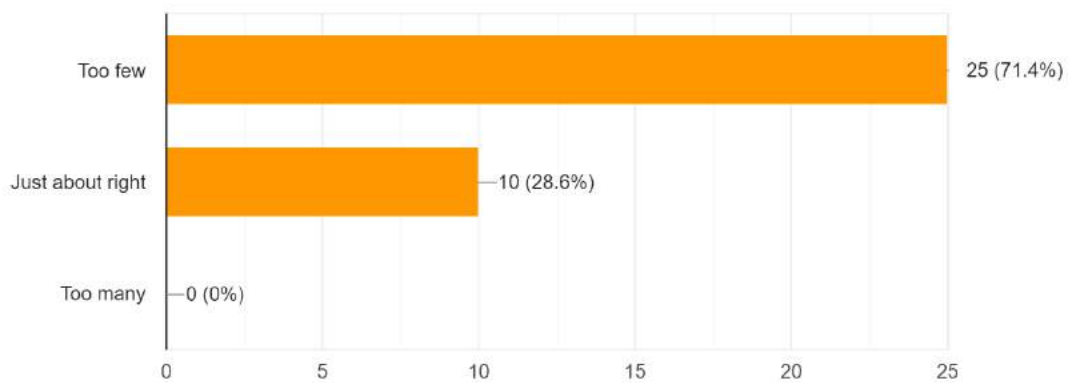
Feedback on student performance

35 responses



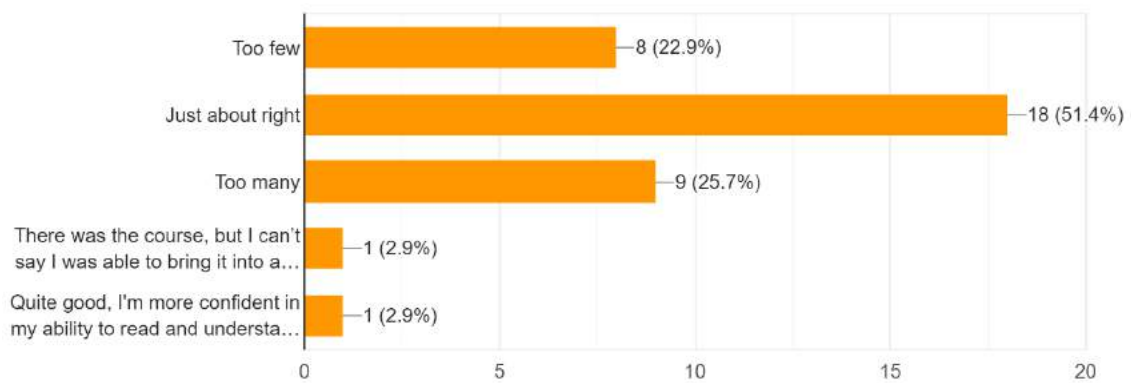
Skill based workshops

35 responses



Research based courses

35 responses



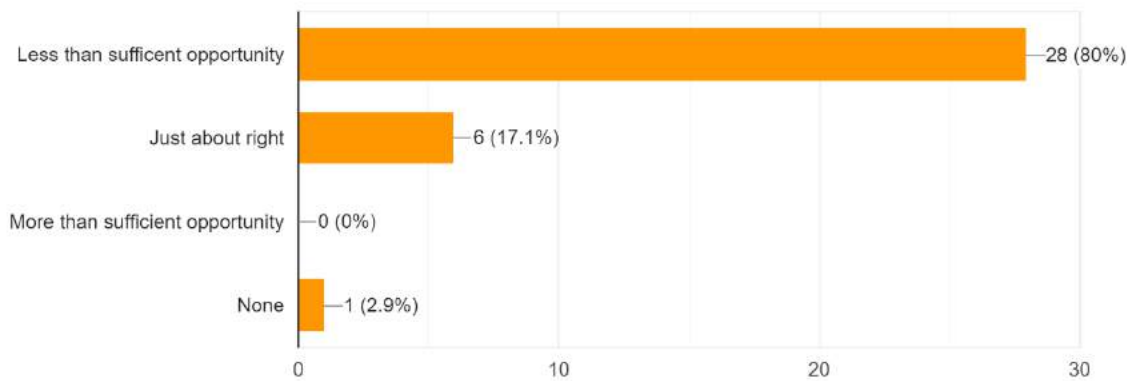
Note:

There was the course, but I can't say I was able to bring it into any application level and study it in depth

Quite good, I'm more confident in my ability to read and understand and critique research

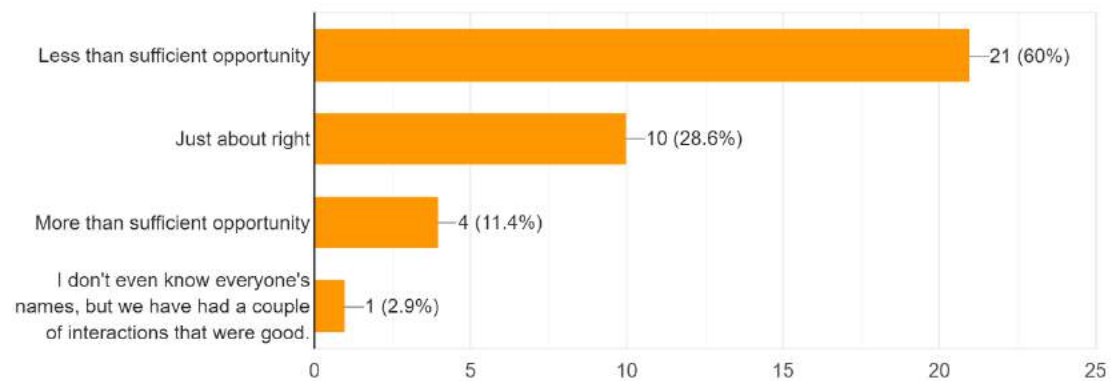
On field applied experience

35 responses



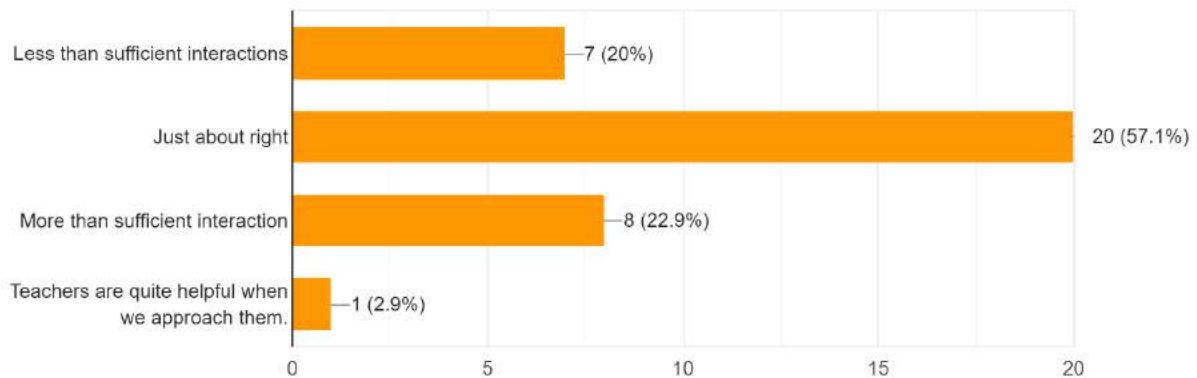
Student academic interaction especially with seniors including PhD scholars

35 responses



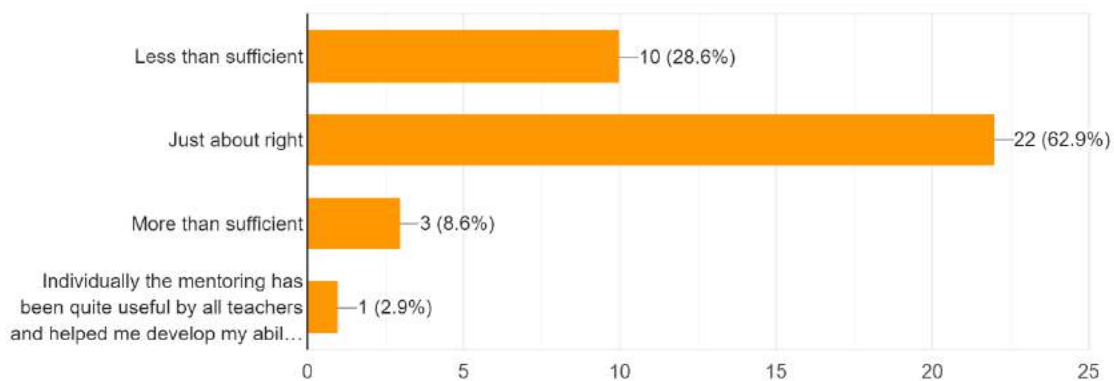
Student-teacher academic interactions

35 responses



Mentoring from seniors and teachers

35 responses



Notes:

..ities to some extent

Kindly write one academic experience that you had as part of your post graduation which you would describe as "best practice". Why do you feel so?

Theatre of Oppressed - Can be applied in any setting irrespective of skill sets
Presentation done by all students on key studies in psychology (organized by Eldhose sir) was a great experience.

The seminar presentation we conducted in first semester along with seniors. That was a really good experience working with seniors and research scholars. Preparation session, discussions were all really great.

Papers I had taken on cognitive development, and Autism were well structured and improved my academic skills. Advanced Research Methodology was another paper that was helpful in this regard. Dissertation also provided me with an opportunity to understand the research process.

1. Critical thinking. 2. Too much to study (well it has its merits)

The workshop (TO) held in the department was an academic experience that provided a lot of inspiration and motivation. It was an occasion to be able to interact more with friends and understand more about my self and friends.

Discussions. This 2 years was such a blessing when it comes to the ability to think critically.

Field visit as part of semester

International seminars and workshops

I started to think and practice democratic speaking towards the opposit one when it comes to criticism.

Student teacher interaction was the best thing I had experienced from our department. The comfort they had given was worth spending two years there. Even me, as a student who was never been a teachers favourite, was able to interact with our teachers in any matter without hesitation.

The best academic experience was the Symposium we organized online. Even though in a very limited space, we got to learn a lot and also it was our sole opportunity to address public. Rajani Ma'ams papers. Because she made the effort to make her papers worthwhile, despite the covid situation and most importantly she's systematic and just. Also Eldhose sirs dedication to our improvement is admirable. He helped us develop a broader outlook of psychology and this whole idea of critiquing Critiquing research is also a great practice The national seminar was memorable. We had an opportunity to listen professors from other departments.

Increased reading

Workshop of Theatre of oppressed on the topic, life in the time of corona

Journal work done in second semester helped us to learn a variety of research methods in a very short period of time.. Facilitation done as part of internship was a very different experience and i think i could apply it in future

The library had many books which have helped me to gain more information and also the guidelines offered by the faculties, especially of making use of various research papers have definitely helped me to increase my knowledge on the subject. Providing the facility of e library would help the students.

An elective on psychoanalysis was provided. That was the best academic experience.

Thought provoking ideas, critical analysis, relevant discussion and best mentoring was given.

Journal work was really good . It was like a practical exposure in the field of research .

At the time of journal preparation

Kindly suggest at least one area (but as many as you want) that you feel absolutely needs to be improved wrt any part of the curriculum (syllabus as well as teaching) and how.

This wast syllabus is not adding to any development of students i guess . Adding more practical exposure and simple useful syllabus would be very useful for students.

Syllabus is extremely large - it needs to be concise and specific More emphasis should be given to practical exposure

Syllabus of BBB and Critical Psychology should be revised. Also making syllabus by copying index pages of reference books are meaningless.

Syllabus-lacking in clarity (Research, sem 2, Cultural Psychology: sem 3)

Felt that syllabus is too vast. For some papers each module include large portion and was a bit difficult to cover.

Syllabus for many papers need to be more specific on what is expected to be learned and better structured as it is difficult to understand where one topic ends and other begins (for core papers). A lesson plan with schedules of all the internal exams and assignments and course structure before the start of each semester will be helpful.

Field experience please. We have no practical exposure at all.

The portions in the syllabus feel too stretched. There is a doubt as to whether it has been reduced to studying only for the exam. The portions are very crisp and there is a suggestion that it is better to study in depth. Teaching style of each teacher are different and I feel comfort.

Curriculum should include practical application sessions or else should allow the students to choose between research and practice. Atleast include basic counseling skills since everyone is not looking forward to PhD but for a job after post graduation.

Research related practical knowledge can be imparted more through special classes and teaching of statistical softwares.

I wish if curriculum put same interest on field studies and practical sessions (other than lab & Records) like theory papers

Skill based workshops. Most of us felt less compatible In the workforce due to lack of practical experience. Our curriculum centres mostly on research and reading which felt like the best during the college days, but we felt dazed out in the workforce.

1. Syllabus is too huge to be completed in a very less time. Especially when the papers are entirely new for us. Instead of trying to include everything under a paper, it would be better to elaborate and learn deeply about the most important topics. 2. Syllabus lacks specificity in some of the papers. (Condensing the content and writing becomes very difficult when one small topic given in the syllabus is an entire unit of Reference Texts). For some papers, the syllabus is so confusing. We really weren't able to identify a word given indicates the topic or a sub-topic (Eg. Research Methodology- I, BBB). 3. An absence of lesson plan and uneven division of workload. 4. It's a humble request to include some skill development programmes in the syllabus and also properly implement it. Our skill development programmes just remained in papers and in the reports we submitted for the sake of 2 credits. We have learned a lot of theories, but we have no idea about where to and how to apply it. So may be introduction and implementation of skill development programme in curriculum would prevent future batches from facing the obstacle we are facing right now. 5. It would be better if the irrelevant and expired practicals were removed from syllabus and only the ones which are currently in use were included.

some more of practical exposure ie internships in various fields according to students preferences along with the pg programme (one day every week) may be useful since practical exposure is demanded when applying for jobs.

The curriculum is disorganised. 1. Please check the syllabus, its incomprehensible, use proper Punctuation (like colons and semicolons). More often than not we study about the "PERSON" instead of the work they've done on a certain psychological aspect (doesn't make sense). 2. Its obvious that you tried to compress two semester worth of syllabus into one single paper, especially in the second semester. please address this. Unless it brought about any change or made the fourth sem better (it didn't) I don't see the point in having done so. 3. Aside from one or two teachers, the whole department is disorganised. If you want us to finish our course on

time, utilise the vast stretches of time where we do nothing (no classes, no works, no deadlines) instead of piling all the work together in a short period of time. We don't expect extra, just do your job on time 4. Regroup sessions or feedback forums in between the course instead of at the end would have been useful. Ironically it's my mental health that suffered the most, while studying in a department that teaches about mental health. 5. Fourth sem core papers weren't very good, we learnt nothing new, we need proper lectures that gives us broader outlook on the topic at least some time . 6. If you critique the educational system of India all the time, the least you could do is, make the course interesting(aside from a few teachers who put in the effort) . It's the same internal exam and seminars, no change at all from degree curriculum. The activities boasted in the syllabus need to be done at least. We did seminars on those instead. Yes there is Covid, but it was quite doable, you could have given us activities or held proper discussions. 7 Students don't have to cater to the personal issues of teachers ESPECIALLY when our personal issues isn't a concern for any of you (aside from a few teachers) 8. Please please give us some field experience.

Counseling and psychotherapy. Need more practical interventions.

It would be great if our department provide opportunity to interact with communities.

Should improve academic calendar

We don't get any practical guidance in counselling or therapy which is what we basically need and what people expect from a Psychologist.. The curriculum needs to be included with such topics where our skills could be enhanced in these areas so that we would be able to confidently deal a case.. because we have been learning theory for three years in our graduation and through post-graduation we expected that we could gain some practical knowledge. That is still left out . I think it would be helpful if future students get this opportunity..

I feel that every current area in the curriculum should be revised. PG level is where one should be confident enough to enter the professional field but according to me the present curriculum focus on more theoretical aspects than the practical one. I am not saying that the theories are of no importance but the curriculum should give importance for both theoretical and practical implications. The field of clinical, forensic etc in the curriculum demands for more reading as there are vast topics but there's isn't any practicals to go with it. When students just read the contents of the field, they always get a vague idea about the topic because the contents in those field exemplifies more of practical aspects which is to be shown like a demo or video or the students should be exposed to such a model, then only they can absorb the real aspect of the content. For example, in clinical psychology, a person exhibiting a specific number of symptoms is diagnosed as schizophrenic. So when we read about bizarre behaviors, catatonic behavior, hallucinations etc we are creating a mental image of such a patient which have the probability to misinterpret. Instead, following the module or during the class, use of video of such patients can be very very helpful. Exposure to such patients can be more helpful. Indeed, the teachers present various case studies from their experience, still we hear the verbal aspect only where we have to use our mental images as well. Combining the two medium of both audio and video or images can be helpful to the students. Also the research field, even though i have finished my PG with "flying colors" as many says, i feel pathetic enough to say that i am not at all confident in doing any kind of research. I am not blaming the faculties or anything, i am responsible for my lower confidence as i didn't work for it. Since PG is higher level learning, the curriculum should shed the light on practical applications as well as theoretical one. As the practical exposure is less in the

curriculum, students face difficulties during their first case or a session. I am not completely against the curriculum but wanted to say that the students are in desperate need of practical exposure and with both theory and practicals we can ensure efficiency in the budding psychologists.

Clinical exposure, Field experience, Internship, better orientation in research methodology. Skill based training needs to be improved. After completing the course most of the students are working in either teaching or clinical setting. So we didn't get any practical exposure as a counselor. When we are starting to practice in a clinical setting we are facing multiple difficulties. We don't know how to apply this theoretical knowledge into practice. Internship was there in the curriculum, unfortunately my batch didn't get the opportunity for that because of the pandemic. So I don't know about that. It will be useful if you teach the counselling psychology in a practical level. For example role play.

Yes.. The syllabus of most of the subjects was unnecessary and hectic.. We can't study the full syllabus especially in the exam time because of this vastness. And we continuously think when going through the syllabus "why we need to study this". We didn't get the point of some topics also... So syllabus of all the subjects should be recreated based on the topics as well as the structure. Every teacher was great and they know how to teach as well. But we know that we have an exam based education system.. So when taking classes teachers need to focus on the syllabus too as the exam point of view.. It will be very useful for both the students and teachers.

Report on Student Feedback

The student feedback asked about the syllabus predominantly but also about the curriculum in general with the aim of considering the student experience when revising the syllabus as soon as possible with a focus outcome based evaluation. Both quantitative and qualitative evaluation was asked for via Goggle forms which did not ask for any personal details.

This report begins with a compilation of the evaluation of the curriculum wrt to academic, professional and personal development of the student.

	Upto 25% students agree	25 to 50% students agree	50 to 75 % students agree	75 to 100 % students agree
Able to gain/further strengthen my foundation in core subjects in psychology like Cognition, Research Methods, Social Processes, Personality etc.				*
Got the opportunity to chose and develop in-depth understanding in specific areas of my choice.			*	
Was able to read many academic work and discuss about them critically as part of my course.			*	
Got opportunity to develop my academic writing and presentation skills.			*	
Received adequate mentoring to work on the field on research projects.				*
Received adequate mentoring for working on the field with communities where I could apply my learning.		*		
Got the opportunity to listen to and interact with eminent persons in different fields.			*	
Developed confidence in reading and critically evaluate academic work.	*			
Developed confidence in writing a research proposal for my PhD application		*		
Developed confidence to work as a research assistant in research projects.		*		
Developed confidence to apply to any organization (School, NGO etc) as a psychologist.		*		
Developed confidence offering small workshops independently		*		
Developed overall as a person over the two years				*

Developed competence to attempt competitive exams (like UGC-NET, NIMHANS, PSC, GRE etc) which interests me				*
Developed capacity for starting independent ventures on my own or with others.		*		

Note: The percentage category wrt student agreement is given a * in the respective column
The areas to consider for improvement is given in red font

The report next presents the evaluation of the syllabus wrt to various factors which will influence teaching learning experience.

	Upto 25% students agree	25 to 50% students agree	50 to 75 % students agree	75 to 100 % students agree
Work load	*Too little	*Too much *Just about right		
Student led seminars	*Too little	*Too many	*Just about right	
Lecture based teaching	*Too much	*Too few	*Just about right	
Internal evaluation	*Not meaningful *Definitely meaningful		*Somewhat meaningful	
Feedback on student evaluation	*More than sufficient	*Average	*Less than sufficient	
Skill based workshop		*Just about right	*Too few	
Sufficient research based courses	*Too few *Too many		*Just about right	
On field experience	*Just about right			*Less than sufficient
Academic interaction with peers and seniors	*More than sufficient	*Just about right	*Less than sufficient	
Student teacher academic interaction	*Less than sufficient *More than sufficient		*Just about right	
Mentoring	*More than sufficient	*Less than sufficient	*Just about right	

Coming to the qualitative responses, students identify experiential processes, open atmosphere which favours critical thinking and being able to have a wider exposure as best practices. There is a demand for more structured course work which is time bound in the case of some of the courses offered as well as suggestions for including practical learning along with the theory. A need for on field exposure as well as specific skill development workshops were also a common ask.

Minutes of the meeting held on August 31, 2021 at 12:00 pm

Members present:

Prof. Manikandan. K	Chaired
Prof. Baby Shari	sd-
Dr. Rajani Ramachandran	sd-
Dr. Neetu Lal	sd-
Dr. Ramshida Koya	sd-
Dr. Kiran. S	sd-

The meeting began at 12:00 pm and the following agenda were discussed

1. NAAC update
2. Student evaluation
3. Third semester classes

The members updated the chair regarding the work progress wrt NAAC and a date to make the final uploading of documents was agreed on.

Dr. Rajani Ramachandran presented the feedback obtained from the students and alumni. This was discussed in detail during which teacher feedback regarding each aspect of the syllabus as well as the evaluation was obtained. The DC resolved and recommended the Head to submit a report to the Chairman, Board of Studies in Psychology (P.G), University of Calicut which may be considered during the syllabus revision which may be conducted as soon as possible. It was also resolved to organise a workshop for teachers on Syllabus construction with special focus on Outcome Based Evaluation before the revision.

The meeting came to a close at 1: 30 pm.

Chair

Secretary

Prof. Manikandan. K

Dr. Neetu Lal