Feedback from Stakeholders on Curriculum
and
Action taken report

2024-2025

YENEPOYA
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Analysis of Students' Feedback on Curriculum 2024-2025

(n=7309)

Statements	Strongly Agree+ Agree	Neither Agree nor disagree/ Neutral	Strongly Disagree+ Disagree
Learning outcomes/objectives are clear	92.34%	1.75%	5.91%
A variety of teaching methods for the theory component assisted my learning	88.53%	9.01%	2.46%
A variety of teaching methods for practical components assisted my learning	89.17%	8.18%	2.65%
Continuous assessment and teacher feedback drive student learning	89.95%	7.35%	2.70%
Reference materials (Library and e-resources) are adequate	89.48%	7.41%	3.11%
AVERAGE RESPONSE	**89.89%**	**6.74%**	**3.37%**

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Analysis of Teachers' Feedback on Curriculum 2024-2025

(n=378)

Statements	Strongly Agree+ Agree	Neither Agree nor disagree/ Neutral	Strongly Disagree+ Disagree
The curriculum is suitable for the course	96.33%	2.82%	0.85%
Learning outcomes/objectives of the course are well-defined and clear to teachers and students	97.46%	1.97%	0.57%
Student-centric methods are effectively used to deliver the course contents	96.62%	3.10%	0.28%
Faculty are trained in using innovative teaching-learning methods	93.24%	5.92%	0.84%
Classrooms/ departments are well-equipped to support the theory/practical sessions	92.40%	5.63%	1.97%
The time allotted for the syllabus coverage, formative/periodic, and summative/term-end assessment is sufficient	90.70%	6.20%	3.10%
Course content is supported by adequate reference materials through library/ e-resources	94.37%	5.07%	0.56%
The syllabus revision incorporates topics as per the recent developments in the field	92.68%	5.92%	1.40%
Assessments are conducted well in time with proper coverage of all units in the syllabus aligning with the learning outcomes	97.18%	2.82%	-
AVERAGE RESPONSE	**94.56%**	**4.38%**	**1.06%**

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Analysis of Alumni Feedback on Curriculum 2024-2025

(n=233)

Statements	Strongly Agree+ Agree	Neither Agree nor disagree/ Neutral	Strongly Disagree+ Disagree
The curriculum provides a good learning experience	96.04%	2.64%	1.32%
The curriculum has a balance between theory and practical aspects relevant to the profession	92.51%	4.85%	2.64%
The curriculum trains and provides adequate exposure to research	85.46%	9.69%	4.85%
Emphasis is placed on developing communication and soft skills in the curriculum	89.43%	8.37%	2.20%
The curriculum enabled employability / higher education	88.11%	7.93%	3.96%
AVERAGE RESPONSE	**90.31%**	**6.70%**	**2.99%**

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Analysis of Professional's Feedback on Curriculum 2024-2025

(n=185)

Statements	Strongly Agree+ Agree	Neither Agree nor disagree/ Neutral	Strongly Disagree+ Disagree
The curriculum has adequate coverage of professional requirements and expectations.	98.85%	-	1.15%
The curriculum is up-to-date and incorporates the latest developments in the field	95.40%	3.45%	1.15%
The curriculum offers opportunities for teamwork and leadership skills.	95.98%	2.87%	1.15%
The curriculum has a good balance between theory and practical	95.98%	3.45%	0.57%
The curriculum is structured to foster research skills	91.38%	6.32%	2.30%
The curriculum addresses the development of professionalism/ values and soft skills	96.55%	2.87%	0.58%
AVERAGE RESPONSE	**95.69%**	**3.16%**	**1.15%**

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Analysis of Graduate Exit Feedback on Curriculum 2024-2025

(n=337)

Statements	Strongly Agree+ Agree	Neither Agree nor disagree/ Neutral	Strongly Disagree+ Disagree
The curriculum provides a good learning experience.	97.86%	2.14%	-
The curriculum has a balance between theory and practical aspects relevant to the profession	94.02%	5.13%	0.85%
The curriculum trains and provides adequate exposure to research	95.30%	3.42%	1.28%
Emphasis is placed on developing communication and soft skills in the curriculum.	96.15%	2.57%	1.28%
The curriculum supports employability / higher education	92.73%	5.13%	2.14%
AVERAGE RESPONSE	**95.21%**	**3.68%**	**1.11%**

CONSOLIDATED ACTION TAKEN REPORT ON THE FEEDBACK FROM STAKEHOLDERS ON THE CURRICULUM

2024-2025

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ACTION TAKEN REPORT ON THE FEEDBACK ON THE CURRICULUM BY STUDENTS

YENEPOYA (Deemed to be University)
2024-2025

Feedback	Action Taken
A majority supported the learning outcome objectives, teaching methods, and support system	Continue and maintain the current effective teaching practices.
Some students are unaware of the assessment rubrics.	Awareness sessions conducted; learning outcomes and rubrics communicated clearly.
Inadequate understanding of continuous assessment.	Structured rubrics implemented; plan uploaded on student dashboard for transparency.
Syllabus allotment needs clarity.	HODs are instructed to assign topics clearly among faculty members.
The curriculum needs to be more branch-specific beyond the first year.	Foundational importance emphasized; differences in higher semester syllabi clarified.
Support for the academic system and learning resources.	Continue good practices; the library is instructed to update and maintain resources.
Library and e-learning sources need improvement.	Continuous efforts are made to enhance resources and reference materials.
Requests for more library books and lab equipment.	Additional books and resources procured as per budget; labs well-equipped, and budgets allocated for further upgrades.
Request for better access to textbooks and e-resources.	Students re-informed of available resources; request for additional hard copies sent to the library committee.
Need for revision classes, case-based learning, and improved seminar formats.	Departments are instructed to include revisions, integrate case-based learning, and restructure seminar formats to allow more discussion.
Need for experienced faculty and improved infrastructure.	Recruitment and infrastructure discussions are ongoing.
More student-teacher interaction is needed.	Departments are advised to encourage greater interaction and take the necessary steps. The students are regularly assessed through interaction during the class, periodic tests, and term exams, and discussions are conducted for better learning. Regular face-to-face student mentor meetings, both offline and online, are conducted, and feedback is considered in every aspect of teaching and learning, along with ticket raising and solving mechanisms.

Low understanding and engagement in teaching methods.	Faculty Development Programs conducted, rubrics created, and awareness raised among students.
Faculty teaching clarity concerns.	Faculty teaching is monitored and guided for improvement.
Diverse teaching methods are required	Various innovative teaching methods are being implemented (Mind Mapping, Group Discussions, Flipped Classroom, Seminars, Minute Paper, Jigsaw Method, Simulation-based training, field visits, etc.)
Need for dedicated teachers for specific subjects.	Experienced faculty recruitment is going on.
Increased use of skill labs is requested.	Departments are reviewing current lab usage and planning for more sessions through curriculum committees.
Students want more practical exposure.	Clinical placements and use of skill labs were enhanced.
Inconsistent lecture note availability.	Departments are instructed to upload notes regularly on the LMS.
Desire for uniformity in practical exams.	Departments asked to prepare and share assessment blueprints; information to be shared via LMS and notice boards.
Need for improved practical classes and assessments.	Departments are asked to improve practical sessions and analyse academic assignments regularly.
The lab infrastructure and shared facilities need to be improved.	Efforts are being made to improve facilities.
Emphasis on application-based learning over rote memorization.	Departments to adopt more practical and applied teaching strategies.
Content delivery needs to be simplified.	Departments need to make content more comprehensible. Discussed with the faculty for the required changes.
Request for more frequent and interactive quizzes.	Departments are asked to integrate quizzes more regularly.
3D models are requested for better structural clarity.	Departments are asked to consider incorporating 3D models.
Need for more extracurricular activity clubs.	Committees like Student Council, Cultural, Eco Club, etc., are established to conduct regular events.
Request for more field trips.	Departments are organizing field trips as per the curriculum to enhance experiential learning.
Need for increased co-curricular activity hours.	Due to syllabus constraints, additional hours are limited, but efforts are made to include co-curricular activities where possible.
Request for re-internal exams for low scorers.	Re-internal exams conducted.

ACTION TAKEN REPORT ON THE FEEDBACK ON THE CURRICULUM BY TEACHERS

YENEPOYA (Deemed to be University)
2024-2025

Feedback	Action Taken
The majority of the teachers mentioned that the curriculum is suitable, well-aligned with the course objectives, learning outcomes/objectives are clearly defined, and Student-centric teaching methods are being effectively used.	Maintain and continue the same standards. Continue and support current practices.
• Faculty training in innovative teaching methods is ongoing. • Classrooms and departments are well-equipped. • Time allotted for syllabus and assessments is sufficient. • Adequate reference materials are available via the library and e-resources. • Syllabus revision reflects recent developments.	Support and maintain ongoing training. Continue current scheduling practices. Maintain facilities in good condition. Continue curriculum review and update efforts.
The faculty suggested implementing more skill-oriented, case-based, and experiential learning methods, innovative methods, and global standards	Incorporated into teaching practices, HODs are instructed to integrate these methods. FDPs have been planned and conducted
Need for more training on newer teaching and evaluation methods.	The Faculty Development Unit is planning activities for the same
Infrastructure concerns like congested demo rooms and inadequate space.	Discussed in the college council meeting for review and action.
Foundation course effectiveness questioned.	Feedback collection initiated for review and potential revision.
Some early modules are perceived as less useful in the first year.	Additional feedback sought from faculty and students.
The curriculum should include more industrial exposure and clinical training.	The updated syllabus now addresses these elements.
Faculty struggle with balancing academics and extracurricular activities.	Events to be scheduled without disrupting academic progress as per the academic calendar.
Need for updated teaching aids and equipment.	Departments upgraded with modern tools, charts, and materials.
Curriculum planning and exam scheduling are aligned with academic calendar.	Regular checks ensure timely syllabus completion and exam conduct.
Need for better e-journal and book access.	Resources increased and updated regularly.

Desire to stay updated with recent field advancements.	Staff encouraged to keep students informed of latest developments.
Regular assessments and class tests are beneficial.	• Comprehensive assessment practices were established to ensure the practical application of knowledge, facilitating deeper learning. • Sample questions were incorporated into study materials to improve understanding. • Comprehensive question banks were developed for effective exam preparation.
Lack of awareness of academic regulations among faculty.	*Gurudakshta* and awareness programs are conducted
Digital resource access for faculty is needed.	Remote access links shared; orientation conducted.
Need to pace teaching to subject depth.	Buffer slots are integrated into the timetable.
Teaching is outcome-based and regularly updated.	• Feedback incorporated into planned curriculum updates. • The curriculum has been strategically prioritized to ensure significant topics receive appropriate focus.
Teaching practices benefit from blended and interdisciplinary approaches.	• Active implementation of blended learning, technology use, and interactive strategies. • Dynamic and engaging teaching strategies were implemented to create an interactive learning environment. • Innovative problem-solving approaches were adopted to encourage critical thinking among students. • Technology and tools were effectively utilized to enhance student engagement and understanding. • Student feedback was actively sought and incorporated to continuously refine teaching methods. • Interdisciplinary strategies were implemented to broaden the learning perspective.
Clinical and theoretical teaching integration improves learning.	Clinical-practical experiences prioritized; mid-posting reviews conducted.
Assessments and resources help deepen understanding.	Comprehensive tools like question banks, multimedia aids, and peer groups are utilized.
Students benefit from support systems and real-world examples.	Case-based teaching, student support, and feedback systems are in place. A student support system was established to facilitate learning, and constructive feedback was collected for ongoing improvement.

ACTION TAKEN REPORT ON THE FEEDBACK ON THE CURRICULUM BY ALUMNI

YENEPOYA (Deemed to be University)
2024-2025

Feedback	Action Taken
The majority of the alumni have mentioned that the curriculum provides a good learning experience, balances theory and practical components, provides adequate research exposure, emphasizes communication and soft skills, and supports higher education and employability	• Appreciated and shall be continued. • Continued support and encouragement for research integration. • Continued soft skill development initiatives. • Departments are instructed to stay connected with alumni for continual updates.
Request for more extracurricular activities and research exposure.	Current student clubs and research units provide platforms for both.
Need to improve skill training/robotics/practical surgical exposure for postgraduates.	Training facilities are available and provided to the PGs; departments are advised to review feedback and address the gaps. Departments to discuss and enhance clinical exposure.
Equal research opportunities for all postgraduates.	Departments are advised to ensure fair and equal opportunities.
The curriculum needs more practical experience.	Workshops and industrial visits are organized annually to bridge the academic-industry gap.
A balance between theory and practical aspects should be ensured.	Efforts are ongoing to preserve and enhance balance.
More soft skill training is requested.	Yearly soft skill sessions conducted; future workshops planned.
Improved training for competitive exams and job readiness.	Increased efforts toward exam preparation and placement opportunities. Job fairs, guest talks have been conducted
Enhance project-based and internship learning.	Internships and real-world projects are enhanced across programs.
Some programs in emerging fields face limited immediate placement scope.	Challenge acknowledged; efforts made to align with evolving market trends. Job fairs, guest talks have been conducted
Curriculum to be updated to reflect current job market needs.	Job-oriented content is integrated to enhance employability. Training and the placement cell is organising industrial visit every year to

	enrich the knowledge of industry and the working atmosphere.
Research exposure at the UG level is limited.	Research introduced in later semesters; honours program has been started. Student clubs and research verticals are providing good opportunities for extracurricular and research activities
Communication and soft skills training need strengthening.	Elective courses and placement-cell-led training conducted.
Good placement to be addressed and higher education progression noted.	High demand acknowledged; curriculum aligned with industry requirements. By incorporating job-oriented content, the institution is proactively addressing workforce trends and enhancing the career readiness of its graduates.

ACTION TAKEN REPORT ON THE FEEDBACK ON THE CURRICULUM BY PROFESSIONALS

YENEPOYA (Deemed to be University)
2024-2025

Feedback	Action Taken
The majority of the professionals mentioned that the curriculum adequately covers professional requirements, is up-to-date, and incorporates the latest developments, fosters teamwork and leadership skills. good balance between theory and practical components, fosters research skills, Emphasis on professionalism, values, and soft skills	Support and continue existing practices. Continue to maintain this balance. Support ongoing efforts in this area. Maintain and continue soft skill development.
Need to shift focus from teaching to learning.	Competency-based education already emphasizes student-centered learning. Faculty are being trained frequently in newer modalities of the curriculum.
UG curriculum in some subjects is theory-heavy; innovative methods like CBL, PBL, and quizzes are helpful.	Shared with the curriculum committee for integration and enhancement. Faculty have been instructed to incorporate student-centered teaching methods to enhance learning.
PG curriculum needs more industry-oriented objectives (e.g., regulations, ethics, dossiers).	Shared with curriculum boards; discussion and implementation planned.
The curriculum needs better sequencing of certain topics	Feedback forwarded for review and inclusion at curriculum meetings. Modifications shall be adapted.
The curriculum needs more practical/industrial exposure and a reduced syllabus load.	Revised syllabus as per NEP implemented; focuses on value-added and condensed content.
Suggestion to include out-of-syllabus questions to promote critical thinking.	To be discussed in upcoming academic board meetings.
Encourage the development of teamwork and leadership in students.	Teachers are working to enhance these skills actively.
Ensure theory-practical linkage in classroom teaching.	Faculty maintain integration between theoretical and applied learning.
Promote research among students.	Curriculum continues to support and promote research activities. Student clubs and research verticals are providing good opportunities for research activities

ACTION TAKEN REPORT ON THE GRADUATE EXIT FEEDBACK ON THE CURRICULUM

YENEPOYA (Deemed to be University)
2024-2025

Feedback	Action Taken
A majority supported that the curriculum provides a strong and positive learning experience, offers a balanced mix of theory and practical aspects relevant to the profession, provides adequate exposure to research, emphasizes communication and soft skills, and supports higher education and employability	• Continued and preserved this balance. • Research facilities and initiatives are supported and encouraged. • Maintained focus; graduates involved in mentorship and soft skill programs.
Suggestions to reduce seminar and journal club presentation time and increase discussion time.	Implemented as part of the "Finishing Touch" program, departments were instructed accordingly.
Request for more assistance for practical management, especially outpatient responsibilities.	Concerned sections were instructed to improve support systems.
Request for activities enhancing practical knowledge and placement opportunities.	Regular workshops and annual placement drives are organized to bridge the academic-industry gap.
Emphasis on integrating research methodology in the curriculum.	• Research assignments and projects were included to build analytical and critical thinking skills; awareness about the publication process was enhanced. • Efforts have been made to create awareness among students about research and publications, emphasizing the importance of engaging in scholarly activities. • Students are encouraged to explore research opportunities, understand the publishing process, and recognize the value of contributing to academic knowledge
Emphasis to be placed on developing communication and soft skills in the curriculum	6-credit and 3-credit *"Jeevan Kaushal"* courses embedded across all programs to develop life and professional skills.
Demand for career readiness and placement support.	Pre-placement training, resume workshops, and interview preparation are conducted regularly for final-year students.
Graduates acknowledge adequate exposure and balance between curriculum components.	Feedback reflects satisfaction; efforts to maintain quality and consistency continued.