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STAKEHOLDERS' FEEDBACK ON CURRICULUM

2025-2026

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The Graduate Exit Feedback

The Graduate Exit Feedback dataset contains 757 student responses with 11 Likert-scale questions (5 on Curriculum Experience and 6 on Program Outcomes), along with qualitative suggestions.

The college-wise distribution

Sl. No.	Constituent Unit / College	No. of Responses	Percentage
1	Yenepoya Institute of Arts, Science, Commerce and Management	201	25.5%
2	Yenepoya Medical College	160	21.1%
3	Yenepoya Nursing College	139	18.4%
4	Yenepoya Pharmacy College and Research Centre	113	14.9%
5	Yenepoya Dental College	73	9.6%
6	Yenepoya Physiotherapy College	35	4.6%
7	Yenepoya School of Allied Health Sciences	18	2.4%
8	Yenepoya Ayurveda Medical College and Hospital	16	2.1%
10	Yenepoya Research Centre	2	0.3%
Total		757	100%

Summary of Quantitative Analysis

(*Positive = Strongly Agree + Agree; Neutral = Neither Agree nor Disagree; Negative = Disagree + Strongly Disagree*)

Question	Positive	Neutral	Negative
Curriculum provides a good learning experience	91.3%	6.3%	2.4%
Balance between theory and practical aspects	87.2%	9.4%	3.4%
Adequate exposure to research	84.0%	11.4%	4.6%
Communication & soft skills are emphasized	87.8%	8.5%	3.7%
Curriculum supports employability/higher education	86.8%	9.6%	3.6%
Comprehensive understanding of concepts	91.3%	7.1%	1.6%
Practical/clinical/research/analytical skills acquired	87.7%	8.6%	3.7%
Ethical standards and professionalism	90.6%	7.4%	2.0%
Effective communication with diverse teams	90.9%	7.0%	2.1%
Critical and creative problem solving	91.4%	7.0%	1.6%
Motivation for lifelong learning	91.9%	6.1%	2.0%

Summary of Qualitative Analysis

Most students either wrote "Nil", "No suggestions", "Nothing", "NA", or left the field blank, indicating overall satisfaction with the curriculum. Among the meaningful responses, the suggestions can be categorized as follows.

Theme	Frequency	Representative Suggestions
More practical/clinical exposure	High	Increase hands-on sessions, clinical postings, practical demonstrations, simulation-based learning, field visits.
Strengthen research opportunities	High	More research projects, workshops on research methodology, publication support, research internships.
Industry exposure and internships	Moderate	More industry visits, internships, interaction with professionals, placement support.
Curriculum updates	Moderate	Include recent advances, emerging technologies, AI, digital health, interdisciplinary topics.
Skill development	Moderate	More communication skills, soft skills, leadership, entrepreneurship and personality development programmes.
Teaching–Learning methods	Moderate	Interactive teaching, case-based learning, problem-based learning, group discussions and seminars.
Assessment methods	Low	Reduce examination stress, continuous assessment, timely feedback, improve evaluation transparency.
Infrastructure and learning resources	Low	Improve laboratories, library resources, equipment, internet connectivity and learning facilities.
Career guidance and higher education	Low	Career counselling, competitive examination coaching, placement guidance and mentorship.
No suggestions / Satisfied	Very High	"Nil", "Nothing to suggest", "Everything is good", "Satisfied with the curriculum".

Overall Analysis

- The majority of graduating students did not recommend major changes, suggesting a high level of satisfaction with the curriculum.
- The most frequently recurring suggestion was to provide additional practical, clinical, and experiential learning opportunities.
- Students also expressed interest in greater research exposure, particularly through projects, publications, and research-oriented training.
- Another common recommendation was to strengthen industry interaction and internship opportunities to improve employability.
- Several students requested regular curriculum updates to incorporate current advances, digital technologies, artificial intelligence, and interdisciplinary learning.

- Suggestions related to soft skills, communication, leadership, and entrepreneurship indicate students' expectations for holistic professional development.
- A small proportion of responses focused on improvements in assessment practices, infrastructure, and career guidance.

This thematic analysis indicates that students are generally satisfied with the curriculum and primarily seek enhancements rather than major curricular changes, with an emphasis on practical training, research, employability, and future-ready skills.

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Teacher Feedback on Curriculum (2025–2026)

Total Responses: 799 Teachers

College-wise teacher responses

Constituent Unit	Responses
Yenepoya Nursing College	472
Yenepoya School of Allied Health Sciences	91
Yenepoya Medical College	78
Yenepoya Dental College	35
Yenepoya Homeopathic Medical College & Hospital	34
Yenepoya Institute of Arts, Science, Commerce & Management	26
Yenepoya Physiotherapy College	25
Yenepoya (Deemed to be University) Off campus Bangalore	23
Yenepoya Ayurveda Medical College & Hospital	10
Department of Library Science	3
Yenepoya School of Engineering & Technology	1
Department of Statistics	1
Total	799

Overall Observation

The feedback reflects a very high level of satisfaction with the curriculum across all constituent units. For every statement, more than 84% of teachers expressed positive opinions (Agree + Strongly Agree)**,** while negative responses remained below 3.2%**.**

Statement	Agree + Strongly Agree	Neutral	Disagree + Strongly Disagree
Curriculum is suitable for the course	745 (93.2%)	46 (5.8%)	8 (1.0%)
Learning outcomes are well defined	735 (92.0%)	51 (6.4%)	13 (1.6%)
Student-centric teaching methods are effectively used	731 (91.5%)	57 (7.1%)	11 (1.4%)
Faculty are trained in innovative teaching-learning methods	722 (90.4%)	59 (7.4%)	18 (2.3%)
Classrooms/departments are well equipped	695 (87.0%)	83 (10.4%)	21 (2.6%)
Time allotted for syllabus and assessments is sufficient	678 (84.9%)	96 (12.0%)	25 (3.1%)
Library and e-resources adequately support the curriculum	717 (89.7%)	62 (7.8%)	20 (2.5%)
Syllabus revision reflects recent developments	723 (90.5%)	56 (7.0%)	20 (2.5%)

Assessments are conducted on time and aligned with outcomes	736 (92.1%)	48 (6.0%)	15 (1.9%)

Out of 799 teacher responses, 453 teachers (56.7%) provided remarks under "Any Other Suggestions." Many of these were simply "Nil," "None," or "Good," indicating no further recommendations.

Thematic Analysis of Teacher Suggestions

Theme	Approx. Frequency	Key Observations
No suggestions / Positive remarks	185	"Nil", "None", "Good", "No suggestions"
Infrastructure & Laboratory facilities	19	Dedicated OSCE/OSCPE area, better classrooms, laboratories, equipment, simulation facilities
Curriculum load & Time allocation	17	Reduce syllabus overload, increase teaching time, better pacing of curriculum
Clinical/Practical exposure	11	More hands-on training, practical sessions, field/clinical exposure
Teaching–Learning methods	8	More case-based learning, problem-based learning, innovative teaching methods
Assessment-related	5	Upload lecture materials and previous question papers, improve assessment planning
Industry/Interdisciplinary collaboration	4	Collaborations with industry/sports institutes, exposure to newer technologies
Library & Learning Resources	3	More textbooks, journals, library resources

Overall Interpretation

The qualitative feedback is largely positive, with over 40% of the suggestions simply indicating "Nil," "None," or "Good." Among the constructive recommendations, the recurring concerns are:

1. Better management of curriculum workload and teaching time.
2. Enhanced practical, laboratory, and clinical training.
3. Strengthening infrastructure, especially OSCE/simulation facilities.
4. Wider adoption of innovative and case-based teaching methods.
5. Improved digital learning resources and library support.
6. Greater industry and interdisciplinary collaborations to improve employability.

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Alumni Curriculum Feedback (2025–2026)

Total responses received: 316

College-wise Response Statistics

Constituent Unit	Responses
Yenepoya Pharmacy College and Research Centre	71
Yenepoya School of Allied Health Sciences	56
Yenepoya Dental College	50
Yenepoya Medical College	50
Yenepoya Physiotherapy College	27
Yenepoya Nursing College	20
Yenepoya Institute of Arts, Science, Commerce and Management	32
Yenepoya Homeopathic Medical College and Hospital	8
Department of Library Science	2

Question-wise Analysis

(Strongly Agree + Agree combined)

Statement	Agree/Strongly Agree	Neutral	Disagree/Strongly Disagree
Curriculum provides a good learning experience	291 (92.1%)	17 (5.4%)	8 (2.5%)
Good balance between theory and practical aspects	282 (89.2%)	22 (7.0%)	12 (3.8%)
Curriculum provides adequate exposure to research	276 (87.3%)	25 (7.9%)	15 (4.7%)
Curriculum develops communication and soft skills	279 (88.3%)	25 (7.9%)	12 (3.8%)
Curriculum enabled employability / higher education	278 (88.0%)	30 (9.5%)	8 (2.5%)

Analysis of Qualitative Suggestions

Question: *"Any other suggestions on the curriculum for improvement"*

Out of 316 alumni responses, 180 respondents entered a response in the suggestion field. However, 124 (68.9%) simply stated "No", "Nil", "None", "Good", "All good", or similar, indicating no suggestions for improvement.

Thematic Analysis of Meaningful Suggestions

Theme	Frequency	Representative Suggestions
More practical/clinical and hands-on training	21	"Need to improve practical-based learning objectives"; "More practical exposure"; "Give strong practical hands-on experience"; "More clinical exposure"; "More surgical hands-on"; "More hands-on implants."
Industry exposure, internships and placements	13	"More opportunities for internships"; "Placement guidance and opportunities"; "Keep placement programmes as well."
Technology and emerging trends (AI/Web/AWS)	10	"Include AI and AWS"; "Update curriculum with web and IT-based areas"; "Focus on current technologies."
Research and publications	7	"More training on research and publications"; "Proper research at the end semester"; "More focus on research."
Curriculum revision and updating	7	"Complete restructuring is required"; "Curriculum should be updated"; "Constant revision is needed to stay relevant."
Communication and soft skills	4	"Speak in English"; "More focus on business communication"; "Improve patient communication."

Overall Interpretation

Major Strengths

- More than 87% positive responses for every statement.
- 92.1% of alumni agreed that the curriculum provides a good learning experience.
- Alumni appreciated the balance between theoretical knowledge and practical exposure.
- Communication and soft-skill development received high appreciation.
- Employability and preparation for higher education were viewed positively.

Areas Requiring Improvement

Among the five parameters, relatively lower positive responses were observed for:

1. Research exposure (87.3%)
2. Employability/Higher education (88.0%)
3. Communication & soft skills (88.3%)

Although satisfaction remains high, these are comparatively weaker areas and can be strengthened.

Key Findings

- Alumni feedback indicates very high overall satisfaction with the curriculum.
- Less than 5% of respondents expressed dissatisfaction on any parameter.
- Around 5–10% of alumni remained neutral, indicating opportunities for enhancement.
- Research orientation continues to be the aspect with the greatest scope for improvement.

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Feedback on Curriculum from Professionals 2025–2026

Overall Statistics

- Total responses: 148
- Open-ended suggestions received: 80 (including Nil/No responses)

The college-wise/profession-wise response statistics for the Feedback on Curriculum from Professionals (2025–2026)

Sl. No.	College / Institution Type	No. of Responses	Percentage
1	Pharmacy College	46	31.1%
2	Dental College/Hospital	27	18.2%
3	Medical College/Hospital	20	13.5%
4	Nursing College/Hospital	19	12.8%
5	College/School of Allied Health Sciences	19	12.8%
6	Physiotherapy College/Hospital	6	4.1%
7	Any Other	7	4.7%
8	Ayurveda Medical College/Hospital	4	2.7%
Total		148	100%

Question-wise Analysis

(Strongly Agree + Agree combined)

Statement	Agree	Neutral	Disagree
Curriculum has adequate coverage of professional requirements and expectations	144 (97.3%)	2 (1.4%)	2 (1.4%)
Curriculum is up-to-date and incorporates latest developments	143 (96.6%)	3 (2.0%)	2 (1.4%)
Curriculum offers opportunities for teamwork and leadership skills	141 (95.3%)	5 (3.4%)	2 (1.4%)
Curriculum has a good balance between theory and practical	141 (95.3%)	4 (2.7%)	3 (2.0%)
Curriculum is structured to foster research skills	138 (93.2%)	8 (5.4%)	2 (1.4%)
Curriculum addresses professionalism, values and soft skills	144 (97.3%)	3 (2.0%)	1 (0.7%)

Qualitative Feedback Analysis

The major themes are:

Theme	Frequency	Examples
No suggestions / Nil / Nothing	Very High	No, Nil, NA, Keep it up
Greater industry exposure	High	More industrial exposure, industry-oriented syllabus, industry practice
Practical and hands-on learning	Moderate	More hands-on implants, special cases, practical exposure
Research enhancement	Moderate	Improve research, research orientation
Soft skills development	Few	Communication and soft skills
Appreciation	Moderate	Well-structured curriculum, competency enhancement, Keep it up

Strengths

- More than 95% of professionals agreed that the curriculum:
  - Covers professional requirements adequately.
  - Is current and relevant.
  - Develops professionalism and soft skills.
  - Promotes teamwork and leadership.
- Very low disagreement **(**below 2%**)** across all statements indicates strong stakeholder satisfaction.

Area Needing Further Improvement

The comparatively lowest agreement was for: Curriculum fostering research skills (93.2%)

Although still excellent, professionals expect greater emphasis on:

- Research methodology
- Innovation
- Industry-linked research
- Evidence-based practice

Overall Satisfaction

The professional feedback indicates that the curriculum is:

- Highly relevant, professionally aligned
- Contemporary, Competency-based
- Balanced between theory and practice
- Effective in developing professional values

Overall satisfaction exceeds **93% for every indicator**, reflecting a very positive perception of the curriculum.

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Employer Feedback on Curriculum 2025–2026

Overall Response Profile

- **Total employer responses:** 21
- Overall employer perception is highly positive, with the majority of responses being Strongly Agree **or** Agree**.**
- There were very few neutral responses and only two instances of disagreement across all questions.

Employer-wise Response Distribution

Employer/Department	Responses
Biochemistry, Medical College	2
Biochemistry	1
Pharmacy, Safe Medicals	1
Pharmacy College & Research Centre	1
Father Muller Charitable Institution	1
Pharmacy	1
Sri Raj Training Institute	1
Srinivas Institute of Medical Sciences	1
Yashoda Hospitals	1
Nursing College (OBG)	1
Justice K.S. Hegde Charitable Hospital	1
BSc Nursing, Nursing College	1
Industrial Nurse	1
Blood Centre	1
Medical College	1
Dental College	1
Conservative Dentistry & Endodontics, Dental College	1
Medical College	1
MLT	1
Respiratory Therapy, Allied Health Sciences	1

A. Feedback on Curriculum

Statement	Agree + Strongly Agree	Neutral	Disagree + Strongly Disagree
Curriculum has adequate coverage of professional requirements	20 (95.2%)	1 (4.8%)	0 (0%)
Curriculum is up-to-date with recent advances	20 (95.2%)	1 (4.8%)	0 (0%)
Curriculum promotes teamwork and leadership	21 (100%)	0	0
Curriculum encourages lifelong learning	20 (95.2%)	1 (4.8%)	0 (0%)
Curriculum fosters research skills	19 (90.5%)	1 (4.8%)	1 (4.8%)
Curriculum incorporates professionalism	19 (90.5%)	2 (9.5%)	0 (0%)

Interpretation

- Employers are highly satisfied with curriculum relevance.
- 100% agreed that the curriculum develops teamwork and leadership.
- Research skill development received the comparatively lowest rating, though still 90.5% positive.

B. Feedback on Students/Employees

Statement	Agree + Strongly Agree	Neutral	Disagree + Strongly Disagree
Employee possesses adequate knowledge and skills	19 (90.5%)	2 (9.5%)	0 (0%)
Works effectively in teams	21 (100%)	0	0
Appropriate attitude and work etiquette	20 (95.2%)	0	1 (4.8%)
Self-motivated and responsible	19 (90.5%)	2 (9.5%)	0 (0%)

Interpretation

Employers perceive Yenepoya graduates as:

- Excellent team players.
- Knowledgeable and professionally competent.
- Responsible and self-motivated.
- Possessing good professional behaviour.

Qualitative Suggestions

Common observations

Theme	Frequency
No suggestions / Nil / No	18
Improve practical exposure	1
Curriculum enrichment suggestions	1
Other specific comments	1

Representative comments

- "No."
- "Nil."
- "Improve practical exposure."
- "Continue updating curriculum."

Overall qualitative feedback indicates high employer satisfaction, with only isolated suggestions for enhancing practical training.

Action Taken Report - STUDENTS' Feedback on Curriculum

- Practical, experiential, and competency-based learning will be further strengthened across programmes through hands-on training, case-based learning, laboratory exercises, simulation-based learning, projects, clinical exposure, skill laboratories, and other experiential learning activities to enhance practical competencies and reduce overdependence on theory-based instruction.
- Student-centred and interactive teaching-learning methods will be further promoted through discussions, demonstrations, case-based learning (CBL), simulations, activity-based learning, small group teaching (SGTs), faculty-led interactive sessions, continuous assessment, and timely teacher feedback.
- Phase-wise Curriculum Committees, the Medical Education Unit, and Faculty Development Units will support the implementation of these initiatives.
- Faculty development and academic quality will be strengthened through Faculty Development Programmes, sensitisation workshops, academic teaching audits, enhanced participation of senior faculty members in teaching, and the promotion of innovative teaching practices, including recording of interactive teaching sessions through YEN-media.
- Industry exposure and industry-academia collaborations will be enhanced through internships, industrial visits, field visits, industry interactions, expert lectures, workshops, collaborative projects, and structured engagement with industry partners to improve employability and professional readiness.
- Career guidance, employability, and placement support will be strengthened through campus recruitment drives, company tie-ups, aptitude training, career counselling, mock interviews, resume-building sessions, recruitment awareness programmes, and role-specific placement guidance. Placement preparation will be initiated at an earlier stage of the programme wherever feasible.
- Internship programmes will be structured and monitored to ensure adequate practical exposure before graduation in accordance with the applicable regulatory requirements. Pharmacy internships will continue to be implemented as per Pharmacy Council of India guidelines, while clinical internship requirements in other professional programmes will be monitored by the respective departments.
- Clinical competency development will be strengthened through increased patient-based learning, supervised clinical procedures, OPD postings, outreach camps, structured clinical

exposure, monitoring of prescribed clinical quotas, and enhanced hands-on training in programme-specific competencies in accordance with the applicable regulatory curriculum.

- Curriculum review and continuous improvement will be undertaken periodically through the Board of Studies, Curriculum Committees, and other statutory academic bodies to incorporate emerging technologies, current professional practices, industry requirements, stakeholder feedback, competency-based education, and identified areas requiring revision. Programme-specific recommendations will be communicated to the respective Heads of Departments for implementation.
- Artificial Intelligence (AI), Generative AI, Machine Learning, automation, digital technologies, and other emerging technologies will be integrated into relevant programmes wherever appropriate. Workshops and value-added courses on industry-relevant tools such as Excel, Power BI, Lean Six Sigma, dashboards, automation, and other professional software will be promoted.
- Communication skills, presentation skills, public speaking, teamwork, professional ethics, critical thinking, and lifelong learning competencies will continue to be strengthened through structured curricular, co-curricular, and skill-development activities.
- Research exposure and innovation will be further strengthened through enhanced research opportunities, student participation in research activities, and appropriate referral of research-related feedback to the concerned Research Committee for necessary action.
- Laboratory infrastructure, equipment, consumables, practical facilities, library resources, and e-resources will be periodically reviewed, upgraded, and expanded based on programme requirements and student needs to support effective teaching-learning.
- Students will continue to be encouraged and supported to participate in MOOCs, online certification programmes, workshops, seminars, conferences, competitions, paper presentations, educational tours, and other interdisciplinary, co-curricular, and skill-development activities while maintaining the prescribed academic requirements.
- Academic planning and communication will be strengthened through timely dissemination of academic calendars, schedules, and important academic processes, with changes communicated well in advance wherever feasible.
- The competency-based curricula prescribed by the respective regulatory bodies, including the National Commission for Allied and Healthcare Professions (NCAHP), National Dental Commission (NDC), Pharmacy Council of India (PCI), National Medical Commission (NMC), and other applicable statutory authorities, will continue to be implemented on a timely

basis to ensure an appropriate balance between theoretical knowledge, practical competencies, research, communication skills, employability, ethics, professionalism, and preparation for higher education.

- Existing institutional best practices that have received positive stakeholder feedback regarding conceptual understanding, practical and clinical skills, professionalism, ethical standards, communication, research orientation, critical thinking, and lifelong learning will be continued and further strengthened.
- Interdisciplinary learning and collaborative academic activities will be promoted through integrated teaching, collaborative projects, workshops, simulations, educational tours, and career-oriented programmes to provide students with broader academic and professional exposure.
- The University will continue to monitor the implementation of these action points through the respective Schools, Departments, statutory academic bodies, IQAC, and other competent authorities to ensure continuous quality improvement in teaching-learning, research, clinical training, and graduate outcomes.

Action Taken Report- TEACHERS' Feedback on Curriculum

- The curriculum will be periodically reviewed and updated through the Board of Studies, Phase-wise Curriculum Committees, and other statutory academic bodies to ensure alignment with regulatory requirements, professional competencies, recent developments, emerging technologies, industry needs, and stakeholder feedback. Suggestions relating to curriculum reforms, industry-standard technologies, teaching hours, student workload, clinical and laboratory exposure, and syllabus content will be considered for implementation wherever appropriate.
- The competency-based curriculum prescribed by the National Commission for Allied and Healthcare Professions (NCAHP) will continue to be implemented with clearly defined course objectives, learning outcomes, and competency requirements, which will be communicated to students at the commencement of each course.
- Practical, experiential, and competency-based learning will be strengthened through laboratory exercises, clinical and practical postings, skill development activities, case-based learning, problem-based learning, mini-projects, applied assignments, workshops, simulation-based training, and other experiential learning approaches. Practical posting schedules will be rationalised wherever feasible to ensure adequate practical and clinical exposure.
- Faculty members will be encouraged to adopt innovative, interactive, and student-centric teaching-learning methods, including case-based discussions, problem-based learning, demonstrations, simulations, group discussions, and other active learning strategies. Faculty competencies will be strengthened through Faculty Development Programmes (FDPs), workshops, seminars, and sensitisation programmes on innovative pedagogy, educational technology, and assessment practices.
- Recent evidence-based practices, Artificial Intelligence (AI), Machine Learning (ML), digital technologies, industry-standard tools, and other emerging developments will be incorporated into teaching-learning activities and curriculum enrichment wherever relevant.
- Communication skills, presentation skills, employability competencies, professional skills, interdisciplinary learning, and Interprofessional Education (IPE) will be strengthened through seminars, presentations, value-added courses, collaborative learning, industry-linked activities, and other structured skill-development programmes.
- Industry exposure and employability will be enhanced through internships, expert lectures, industrial visits, collaborative activities, and strengthened industry-academia partnerships to improve students' professional readiness and real-world learning.

- Laboratory infrastructure, classrooms, simulation facilities, teaching aids, equipment, consumables, practical training resources, library facilities, and digital learning resources will be periodically reviewed, upgraded, and expanded based on departmental requirements. A dedicated Skill Laboratory for the School of Allied Health Sciences is being established to further strengthen hands-on training and competency development.
- Academic planning and assessment will be strengthened by periodically reviewing academic schedules and timetables to ensure adequate time for conceptual learning, practical training, syllabus completion, and continuous assessment. Assessment practices will continue to be aligned with course outcomes and competencies, with timely feedback provided to students.
- Faculty strength and academic workload will be reviewed periodically based on student intake, clinical and laboratory workload, Small Group Teaching (SGT) requirements, and applicable regulatory norms. Additional faculty members will be recruited wherever necessary to ensure quality teaching-learning.
- Regular stakeholder feedback, departmental review meetings, and academic monitoring mechanisms will continue to be strengthened to identify gaps, monitor implementation, and ensure continuous improvement in curriculum design, teaching-learning processes, assessment practices, infrastructure, and student support services.
- Students will continue to be encouraged to participate in certification programmes, MOOCs, continuing education programmes, workshops, seminars, and other professional development activities to enhance lifelong learning and employability.
- The existing good practices in curriculum implementation, teaching-learning, assessment, infrastructure, and learning resources that have received positive stakeholder feedback will be continued and further strengthened as part of the University's quality enhancement initiatives.

Action Taken Report - ALUMNI Feedback on Curriculum

- The curriculum will be periodically reviewed through the respective Boards of Studies to ensure alignment with competency-based education, professional standards, current clinical protocols, research developments, industry requirements, emerging technologies, and stakeholder feedback. Additional application-oriented components and emerging subject areas, including Cyber Forensics, advanced treatment planning, difficult case management, and other relevant domains, will be incorporated wherever appropriate to enhance industry readiness and professional competencies.
- The competency-based curriculum prescribed by the National Commission for Allied and Healthcare Professions (NCAHP) will continue to be implemented to ensure an appropriate balance between theoretical knowledge, practical competencies, research exposure, communication skills, employability, and preparation for higher education.
- Practical, clinical, and experiential learning will be strengthened by ensuring mandatory conduct of all prescribed practical sessions and enhancing laboratory work, case-based learning, clinical demonstrations, simulation-based training, workshops, internships, supervised patient exposure, advanced clinical case discussions, tool-based learning, and application-oriented activities. Opportunities for exposure to advanced technologies, specialised clinical procedures, implants, microscopic techniques, cosmetic procedures, Interventional Radiology, Musculoskeletal (MSK) Radiology, and other programme-specific subspecialties will be expanded wherever feasible.
- Faculty members will be encouraged to adopt innovative, learner-centric teaching methods beyond conventional lecture-based approaches, including case-based learning, problem-based learning, simulations, reflective learning, and other interactive teaching strategies. Faculty competencies will continue to be strengthened through Faculty Development Programmes (FDPs), peer learning, academic monitoring, and capacity-building programmes in Competency-Based Education, outcome-based curriculum implementation, and competency-based assessment. Programme Coordinators trained in OSCE and OSPE methodologies will further strengthen assessment practices.
- Communication, professional, and employability skills will be strengthened through seminars, presentations, workshops, group discussions, conferences, value-added courses, industry-oriented certification programmes, business communication, workplace presentation, interview skills, and other structured skill-development activities. English will continue to be the primary medium of academic instruction and professional communication.

- Industry exposure and career readiness will be enhanced through internships, placement assistance, placement drives, mock interviews, resume-building, applied projects, industry-linked learning, and strengthened collaboration with professional organisations. Internship programmes will continue with systematic documentation of learning outcomes, supervisor feedback, and student reflections.
- Faculty recruitment and retention will be strengthened to ensure adequate availability, continuity, and stability of qualified teaching faculty in accordance with programme requirements.
- Academic planning and student development will be strengthened by reviewing academic timetables to provide an appropriate balance between classroom teaching, practical training, self-directed learning, tutorials, co-curricular activities, sports, cultural programmes, and other enrichment activities. Student mentoring, support services, grievance redressal mechanisms, and opportunities for student autonomy, leadership, responsibility, and participation in academic and university-level activities will be further enhanced.
- Stakeholder feedback and continuous quality improvement will continue to guide academic enhancement. Alumni feedback regarding greater clinical integration, research recognition, curriculum quality, communication skills, employability, and higher education preparedness will be reviewed by the concerned departments, and existing good practices will be continued and further strengthened.

Action Taken Report – PROFESSIONALS' Feedback on Curriculum

- The existing curriculum practices, which have received positive feedback regarding their relevance, professional orientation, balance between theory and practical learning, research orientation, teamwork, and alignment with professional expectations, will be continued and further strengthened. The curriculum will be periodically reviewed through the appropriate academic bodies to incorporate recent developments, emerging technologies, advanced procedures, special cases, industry requirements, and other professional competencies.
- The competency-based curriculum prescribed by the National Commission for Allied and Healthcare Professions (NCAHP), including the research component from the academic year 2026–2027, wherever applicable, will continue to be implemented. Opportunities for strengthening Outcome-Based Education (OBE) through clearly defined learning outcomes, competency-based teaching, and appropriate assessment strategies will be further explored and enhanced.
- Practical, experiential, and competency-based learning will be further strengthened by maintaining an appropriate balance between theory and practical instruction and enhancing hands-on training through practical sessions, demonstrations, clinical training, workshops, exposure to implants and specialised procedures wherever applicable, and other application-oriented learning activities.
- Research, industry exposure, and professional development will be enhanced through closer coordination with the University Research and Development Cell, relevant research centres, industry-academia collaborations, guest lectures, industrial visits, internships, collaborative training programmes, expert interactions, and other opportunities that strengthen research aptitude, employability, and professional readiness. The revised B.Pharm curriculum prescribed by the Pharmacy Council of India (PCI) will continue to be implemented with emphasis on industry engagement and employability-oriented learning.
- Professionalism, communication skills, leadership, teamwork, and collaborative learning will continue to be strengthened through structured academic activities, seminars, workshops, experiential learning, group projects, and other student-centred initiatives.
- Assessment and academic quality assurance will be strengthened through the implementation of the structured practical evaluation scheme and comprehensive practical assessment guidelines to ensure transparency, uniformity, and competency-based evaluation. Feedback regarding the user-friendliness of the digital valuation software will be communicated to the concerned technical team for review and necessary improvement.

Action Taken Report - EMPLOYERS' Feedback on Curriculum

- The positive feedback indicating that the curriculum adequately addresses professional requirements and expectations is appreciated. The existing curriculum practices will be sustained and further strengthened to ensure continued alignment with evolving professional standards.
- Practical exposure and research orientation will be further enhanced by integrating laboratory training, case-based learning, clinical demonstrations, workshops, research-based learning, student research projects, internships, simulation-based education, and supervised real-patient exposure, wherever feasible.