



YENEPOYA

(DEEMED TO BE UNIVERSITY)

Recognized under Sec 3(A) of the UGC Act 1956

Accredited by NAAC with 'A' Grade

1.4.2. Feedback process of the Institution

**Action taken report of the University on feedback as stated in
the minutes of the Governing Council/ Syndicate/ Board of
Management**

**PROCEEDINGS OF THE
51st MEETING (ONLINE) OF THE BOARD OF MANAGEMENT
YENEPOYA (DEEMED TO BE UNIVERSITY)**

**held on Wednesday, 28th October 2020 at 11.00am
in the Board Room (Scholars Floor), Administrative Block.**

Members Present:

1. Dr. M.Vijayakumar, Vice Chancellor	Chairman
2. Dr. B.H.Sripathi Rao, Pro Vice Chancellor	Member
3. Dr. Ved Prakash Mishra, Hon'ble Chancellor, KIMS	Member
4. Prof. B.A.Viveka Rai, Former Vice Chancellor, Kannada University	Member
5. Mr. Y. Mohamed Kunhi, Chairman, YMK Group	Member
6. Dr. Moosabba.M.S, Dean, Yenepoya Medical College	Member
7. Dr. Akhter Husain, Dean, Yenepoya Dental College	Member
8. Dr. Prakash Robert.M.Saldanha, Professor, Dept. of Paediatrics	Member
9. Dr. Mohammed Hassan Sarfaraz, Professor, Dept. of Prosthodontics	Member
10. Dr. B.T.Nandish, Controller of Examinations	Special Invitee
11. Dr. Gangadhara Somayaji K.S. Registrar	Convenor

Members Excused:

1. Prof. M.I.Savadatti, Former Vice Chancellor, Mangalore University	Member
2. Dr. Vishwa Mohan Katoch, NASI-ICMR Chair on Public Health Research	Member
3. Prof. K.Siddappa, Former Vice Chancellor, Bangalore University	Member

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CONTENTS

Agenda No.	Subject	Resolution
BOM/51/01/2020	Approval of the proceedings of the 50 th Golden Jubilee Meeting of the Board of Management held on 28 th August 2020	It was resolved to accept the proceedings of the 50 th Golden Jubilee meeting of the Board of Management held online on 28 th August 2020.
BOM/51/02/2020	Action taken report on the resolutions made/ decisions taken in the 50 th Golden Jubilee meeting of the Board of Management held on 28 th August 2020	<p>It was resolved to accept the action taken report on the resolutions made / decisions taken in the 50th meeting of the Board of Management held online on 28th August 2020.</p> <p>Hon'ble members suggested that, Since the appointing authority of Vice Chancellor will be the Hon'ble Chancellor of the University, the Agenda may be placed before the BoM for information after the appointment and the proceedings may be mentioned as "noted".</p> <p>There is no need of BoM approval in this regard.</p>
AGENDA FOR CONSIDERATION AND APPROVAL		
BOM/51/03/20	Proceedings of 40 th Academic Council meeting held on 28 th October 2020	It was resolved to accept the proceedings of Academic Council meeting held on 28 th October 2020 with a suggestion that the term - list of candidates be changed as List of graduates for conferment of degrees in the 10 th Convocation.

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BOM/51/04/20	List of candidates for Conferment of Degrees/ Diplomas at the 10 th Convocation to be held on 28 th October 2020 placed for Approval.	It was resolved to accept and grant permission for the conferment of degrees to the graduates (Post Doctoral, Doctoral, Postgraduate Diploma, Post graduate, Undergraduate Degrees and Technology Courses and under various faculties of Dentistry, Medicine, Nursing, Faculty of Allied Health and Basic Sciences, Faculty of Science, Commerce and Management).
BOM/51/05/20	Proceedings of 21 st Finance Committee meeting held on 27 th October 2020	The Agenda was withdrawn as Finance Committee meeting was not held as per the schedule. In this context, the Hon'ble members permitted the Vice Chancellor to conduct the meeting at his convenience and send the proceedings for statutory requirements / concerned authorities. The proceedings may be ratified in the next BoM meeting.
BOM/51/06/20	Presentation of the stakeholder's feedback report on curriculum; analysis and action taken reports.	The Board of Management appreciated the efforts of constituent units for collecting, analyzing the feedbacks in order for refining the curriculum.

Date: 29.10.2020

Copy to:
The members of BoM.


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**Action taken report and impact of feedback from the stakeholders on the curriculum implemented
across all the programs offered under Yenepoaya (Deemed to be University)**

FEEDBACK QUESTION	RECOMMENDATIONS	ACTIONS TAKEN	IMPACT OF ACTIONS TAKEN
Student feedback on curriculum			
Applicability/Relevance to real life	<ul style="list-style-type: none"> It was recommended to sensitize the faculty members on the importance of participatory approaches like case-based learning, experiential learning, community-based approaches 	<ul style="list-style-type: none"> Faculty development programs were conducted on emerging pedagogical methods and their effective integration in the curriculum. Further strengthen the family adoption and community engagement initiatives by ensuring greater participation of students. 	<ul style="list-style-type: none"> Faculty are implementing the participatory approaches relevant to their courses to the satisfaction of the students. The number of villages adopted for community engagement strategies have increased.
Learning value (in terms of knowledge concepts, manual skills, analytical abilities and broadening perspectives)	<ul style="list-style-type: none"> To develop and implement need-based, value-added courses To promote hands-on training and clinical reasoning skills. To further strengthen the project-based learning, concept maps, quizzes, and 	<ul style="list-style-type: none"> Simulation modules are being developed. Training in skill lab has been incorporated into the teaching schedule. The departments have identified the skills which can be taught and assessed in the skill lab using checklists Newer value-added 	<ul style="list-style-type: none"> The academic performance of students has improved. The number of students participating in research activities and output has enhanced. Students completed the value-added courses. Active participation and effective utilization of simulation centre by the students.

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	student research projects, etc.,	<p>courses are started.</p> <ul style="list-style-type: none"> • Opportunities are provided to the students for the project-based, skill-oriented hands-on learning experience. 	
Teachers' feedback on curriculum			
<p>The syllabus is need-based</p>	<ul style="list-style-type: none"> • Recommended to integrate between the departments for improving student's understanding of the subject • Recommended to prepare the lesson plan in line with the syllabus and peer review of lesson plan and PowerPoint presentations. 	<ul style="list-style-type: none"> • Topics of the courses are identified which can be integrated with other departments for better understanding. • Faculty were trained on lesson plan and peer review of PowerPoint presentations. • The SOPs are prepared for internal and external peer review of the lesson plans. • Template prepared and sent to all departments of the colleges for preparing the 	<ul style="list-style-type: none"> • An integrated teaching approach has improved the students' understanding of concepts as per their feedback.

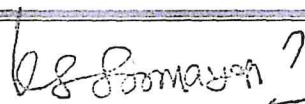
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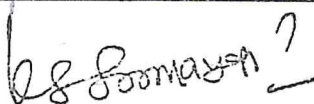


		PowerPoint presentations of the classes <ul style="list-style-type: none"> Lesson plans are shared and discussed with the concerned department's faculty for effective integration. 	
Aims and Objectives of the syllabi are well-defined and clear to teachers and students	<ul style="list-style-type: none"> Recommended to redefine the aims and objectives of courses at each department as per the CBME/OBE approach. Objectives have to be clearly stated in the lesson plans. Lesson plans and PowerPoint presentations prepared have to be reviewed so that they are in sync with the aims and objectives of the program. 	<ul style="list-style-type: none"> Faculty training was conducted on outcome-based education. Aims and objectives are redefined for all the courses of the programs by each department. Program outcomes, program-specific outcomes, course outcomes, course-specific outcomes have been defined for all programs. 	<ul style="list-style-type: none"> Students are able to learn the topics with objectives and learning outcomes in their minds. These outcomes are shared with students and uploaded to the University website. Students are also encouraged to incorporate objectives/outcomes in their seminar presentations.
The course /syllabus has a good balance between theory and application	<ul style="list-style-type: none"> Every topic should be covered with an appropriate 	<ul style="list-style-type: none"> Interactive lecture classes, small group teaching methods 	<ul style="list-style-type: none"> The number of hours in the timetable dedicated to SGT-like simulation

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	<p>combination of lectures and other methods like small group teaching, skill lab, student seminar, etc.</p> <ul style="list-style-type: none"> To includededicated hours for small group teaching/discussion especially for slow learners. 	<p>are further emphasised.</p> <ul style="list-style-type: none"> Faculty development programs were conducted on student-centric methods. Optimum utilization of skill/simulation lab has been planned by the departments and included in the time table. 	<p>sessions has increased.</p> <ul style="list-style-type: none"> Academic performance and skill acquisition of students have improved. Feedback on small group teaching, simulation-based sessions and student seminars are highly satisfactory.
<p>Tests and examinations are conducted well in time with proper coverage of all units in the syllabus</p>	<ul style="list-style-type: none"> More emphasis on online tests, viva to assess the students at the end of each topic. Discussion forum posts should be used more often to ensure that students are assessed formatively. The schedule for tests and examinations should be planned and adhered to. 	<ul style="list-style-type: none"> Learning management system of the university (YENGAGE) is actively utilized for discussion forums and end-of-module/topic tests. The yearly timetables prepared by colleges and departments mention the test and examination schedules. 	<ul style="list-style-type: none"> Students are regularly assessed for learning (formative assessment) and provided feedback which prepares them to face the summative examination with greater confidence The schedules are adhered to strictly. Even when the students were compelled to stay at their homes due to the COVID-19 pandemic, teaching and assessment schedules were followed as much as possible by adopting online methods.

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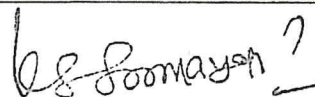
<p>I have the freedom to adopt new techniques/strategies of testing and assessment studies</p>	<ul style="list-style-type: none"> • Training of teachers should be done on newer Teaching Learning and assessment strategies to empower them to implement the same. • Suggested to adopt workplace-based, and other methods as part of formative assessments 	<ul style="list-style-type: none"> • Faculty development programs were conducted on newer pedagogical approaches and assessment methods with special reference to digital learning. • Various teaching learning and assessment methods were implemented by the teachers like jigsaw puzzle, modified jigsaw puzzle, crosswords, quizzes, concept maps learning by working models as a part of formative assessments. 	<ul style="list-style-type: none"> • The number of new TL and assessment strategies used by teachers has increased.
<p>FEEDBACK FROM EMPLOYER</p>			
<p>Employee competency /skills/discipline/punctuality</p>	<ul style="list-style-type: none"> • The student's skills can be further enhanced to enhance their competencies in their profession. • The postgraduates can be sensitised in electronic data 	<ul style="list-style-type: none"> • To meet the recent advances and concurrent challenges, students are exposed to newer teaching, learning and evaluation methods for holistic 	<ul style="list-style-type: none"> • Program and course outcomes with their mapping are shared with the students and uploaded on theUniversity website. • All interns and postgraduates are exposed to NABH

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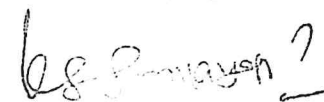
	<p>management and NABH protocols.</p> <ul style="list-style-type: none"> • Enhance the manuscript writing skills of PGs for publication of research works in good quality journals. 	<p>development.</p> <ul style="list-style-type: none"> • Transition from traditional curriculum to competency and outcome-based. • To increase the learning of students in state of the art and recent trends, they are encouraged to do externship training. • All postgraduates working in the hospital are given hands-on training on working with electronic medical records and also NABH-related SOPs. • Mandatory training of PGs in publication, publication ethics, etc is being done. • They are encouraged to publish their dissertations into papers after completion of the course, before leaving the colleges. 	<p>regulations and SOPs.</p> <ul style="list-style-type: none"> • The number of research activities and publications by postgraduates and students in indexed journals has increased.
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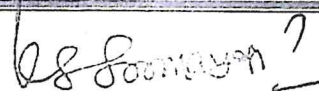
FEEDBACK FROM ALUMNI

<p>The Curriculum is well designed and promotes the learning experience of the students</p>	<ul style="list-style-type: none"> • Optimum utilisation of skill and research training facilities • Recommended to conduct more hands on skill oriented student centric methods to promote the learning experience. 	<ul style="list-style-type: none"> • Skill competencies for each program are listed out and incorporated to the curriculum. • Regular and scheduled workshops , continuous educational programs and other innovative activities to promote learning experience have been conducted. 	<ul style="list-style-type: none"> • Academic performance and skill acquisition of students have improved. • Students attend regular workshops, continuous educational programs and other innovative activities for an enhanced learning experience.
<p>The atmosphere created is conducive for learning</p>	<ul style="list-style-type: none"> • It was suggested to conduct extra-curricular and co-curricular activities for the students. • Students are oriented about the state of art of learning resources during Deeksharambh 	<ul style="list-style-type: none"> • Deeksharambh program has been implemented with sessions on learning resources, faculty interaction and importance of extra-curricular and co-curricular activities 	<ul style="list-style-type: none"> • Improved student participation in extra-curricular and co-curricular activities.
<p>The curriculum incorporates recent changes in the area</p>	<ul style="list-style-type: none"> • Recommended to reemphasise the importance of curricular reforms with respect to 	<ul style="list-style-type: none"> • Current updates were discussed in the respective Board of studies meetings. • Regular hands-on 	<ul style="list-style-type: none"> • Students are satisfied with the inclusion of current updates.

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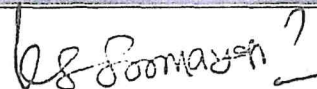
	<p>current affairs</p> <ul style="list-style-type: none"> It was recommended to conduct more workshops regarding recent advances 	<p>training and skill-based sessions on recent advances are conducted by inviting external experts and alumni.</p> <ul style="list-style-type: none"> Regular simulation-based teaching at the simulation centre is conducted by each department. 	
<p>Remedial measures are useful</p>	<ul style="list-style-type: none"> Recommended to further emphasise the importance of stakeholders' feedbacks on curriculum 	<ul style="list-style-type: none"> Periodic stakeholders' feedback is collected, discussed and analyzed with an appropriate action plan for implementation Further strengthen the student mentorship program 	<ul style="list-style-type: none"> The academic performance of the slow learners has improved
FEEDBACK FROM PROFESSIONALS			
<p>Views on the present curriculum</p>	<ul style="list-style-type: none"> Recommended to give more weightage for competency-based curriculum 	<ul style="list-style-type: none"> Training sessions are conducted on CBME and outcome based education. Current updates were discussed in the respective Board of studies meetings 	<ul style="list-style-type: none"> Transition from traditional to CBME approach

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		and changes are made accordingly.	
Views on the Teaching-learning methods	<ul style="list-style-type: none"> • Suggested to incorporate more case-based learning and skill-based training for the students 	<ul style="list-style-type: none"> • Faculty development programs on student centric methods like case based learning and various other participatory approaches are conducted. • Regular field visits, involvement in community programs are planned. • Hands-on training sessions on newer methods and techniques are conducted by all colleges 	<ul style="list-style-type: none"> • Students are exposed to experiential learning with a modern approach.
	<ul style="list-style-type: none"> • It was suggested to have more interactive and skill based sessions 	<ul style="list-style-type: none"> • Lectures are being planned accordingly with many interactive activities-like a jigsaw puzzle, crosswords, integrated teaching, early clinical exposures, simulation-based 	<ul style="list-style-type: none"> • Students are exposed to newer teaching-learning techniques which showed enhanced academic performance and satisfactory feedback.

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		sessions, community visits, seminars, quizzes, concept maps and working model competitions, etc.	
Views on research, dissertation undertaken	<ul style="list-style-type: none"> • Greater emphasis can be laid on the training of PGs in research methodology • The dissertation topics selected can be from current areas of interest and more state of the art technology 	<ul style="list-style-type: none"> • Mandatory training of postgraduates in research methodology, publication, publication ethics, etc is being done. • The students are encouraged to utilize the facilities of Yenepoya Research Centre (YRC) for research work. 	<ul style="list-style-type: none"> • The number of research activities and publications by postgraduates and students in indexed journals have increased • The students with faculty are collaborating more with YRC for research and grant-related activities.

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