

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

**2021-2022**

FEEDBACK QUESTION	RECOMMENDATIONS	ACTIONS TAKEN
<b>Student feedback on the curriculum</b>		
<p><b>Applicability/Relevance to real-life</b></p>	<ul style="list-style-type: none"> <li>• It was recommended to sensitize the faculty members on the importance of incorporating student-centric and application-based teaching-learning-assessment methods in the curriculum as per the latest trends.</li> <li>• To strengthen further the use of technology in curricular transactions with adequate infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty development programs were conducted on emerging pedagogical methods and their integration into the curriculum as per CBME and NEP-2020 Guidelines.</li> <li>• Learning by Case-based approach, role-plays, storytelling, mind-mapping, group tasks, and other participatory methods are included.</li> <li>• Outreach activities, field/industry visits, community postings, and family adoption programs have been effectively implemented for an</li> </ul>



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		<p>enhanced learning experience.</p> <ul style="list-style-type: none"><li>• Digital library facilities are augmented with e-resources.</li></ul>
<p><b>Learning value (in terms of knowledge concepts, manual skills, analytical abilities, and broadening perspectives)</b></p>	<ul style="list-style-type: none"><li>• To develop and implement need-based, value-added courses for basic and advanced skill acquisition</li><li>• To promote hands-on training and reasoning skills.</li></ul>	<ul style="list-style-type: none"><li>• Simulation modules are being developed.</li><li>• Training in the skill lab has been incorporated into the teaching schedule for undergraduate and postgraduate students. The departments have identified the skills that can be taught and assessed in the skill lab using checklists.</li><li>• Opportunities are provided to the students for the project-based, skill-oriented hands-on learning experience.</li></ul>



<b>Teachers' feedback on curriculum</b>		
<b>The syllabus is need-based</b>	<ul style="list-style-type: none"> <li>• It was recommended to integrate between the departments to meet the needs of the community.</li> <li>• It was also suggested to conduct surveys amongst the stakeholders to assess the changing educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual surveys and feedback obtained from stakeholders like students, teachers, professionals, and employers regarding the curriculum.</li> <li>• Emerging topics and themes identified and training on these topics conducted.</li> </ul>
<b>The aims and Objectives of the syllabi are well-defined and clear to teachers and students</b>	<ul style="list-style-type: none"> <li>• Recommended to regularly sensitize faculty to aims, outcomes, and objectives stated in the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty training was conducted on outcome-based education, CBME, and NEP to train faculty on the aims and objectives laid down by the regulatory bodies.</li> </ul>
<b>The course /syllabus has a good balance between theory and application</b>	<ul style="list-style-type: none"> <li>• It was suggested to use more of simulation-based training for students to train students in the</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty development programs were conducted to plan more simulation-based sessions.</li> </ul>



	application of theoretical topics.	
<b>Tests and examinations are conducted well in time with proper coverage of all units in the syllabus</b>	<ul style="list-style-type: none"> <li>• The assessment needs to be more frequent and use a variety of methods.</li> <li>• Integrated sessions should have a blueprint for assessment.</li> <li>• Technology should be used more efficiently for better and wider coverage of topics for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The annual timetables were prepared by colleges and compliance was ensured. The departments have prepared assessment plans mentioning both the formative and summative assessment</li> <li>• Training was conducted to empower faculty to use digital tools in more effective ways for assessment.</li> </ul>
<b>Freedom to adopt new techniques/strategies of testing and assessment studies</b>	<ul style="list-style-type: none"> <li>• It was suggested to sensitize teachers at varying levels of experience regarding incorporating innovative teaching-learning methods.</li> <li>• Teachers need to be trained in</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitization sessions were conducted to train teachers on how to incorporate innovative teaching-learning and assessment methods.</li> <li>• Faculty development programs were conducted on aligning teaching-</li> </ul>



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	<p>planning assessment strategies to assess all the domains.</p> <ul style="list-style-type: none"> <li>• Training in formative assessment strategies.</li> </ul>	<p>learning methods with assessment strategies.</p>
<b>FEEDBACK FROM EMPLOYER</b>		
<b>Employee competency</b>	<ul style="list-style-type: none"> <li>• The students are to be provided with exposure to recent developments to enhance their competencies in their profession.</li> </ul>	<ul style="list-style-type: none"> <li>• To meet the recent advances and concurrent challenges, students are exposed to workshops, educational programs, and digital resources.</li> </ul>
<b>FEEDBACK FROM ALUMNI</b>		
<b>The Curriculum is well designed and promotes the learning experience of the students</b>	<ul style="list-style-type: none"> <li>• Optimum utilization of skill and research training facilities</li> <li>• Recommended to conduct more hands-on skill- oriented student- centric methods to promote the</li> </ul>	<ul style="list-style-type: none"> <li>• Competencies for each program are listed out and incorporated to the curriculum.</li> <li>• Regular and scheduled workshops, continuous educational</li> </ul>



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	<p>learning experience.</p> <ul style="list-style-type: none"><li>• Emphasis was on focusing on job-oriented skills.</li></ul>	<p>programs, and other innovative activities to promote the learning experience have been conducted.</p> <ul style="list-style-type: none"><li>• Choice-based credit system with the option of electives is provided wherever the provision was available.</li></ul>
<p><b>The curriculum incorporates recent changes in the area</b></p>	<ul style="list-style-type: none"><li>• Recommended to reemphasize the importance of curricular reforms with respect to current affairs.</li><li>• It was recommended to conduct more workshops regarding recent advances.</li></ul>	<ul style="list-style-type: none"><li>• Current updates were discussed in the respective Board of Studies meetings.</li><li>• Regular hands-on training and skill-based sessions on recent advances are conducted by inviting external experts and alumni.</li><li>• Regular simulation-based teaching at the simulation centre is conducted by each department.</li></ul>



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### FEEDBACK FROM PROFESSIONALS

#### Views on the present curriculum

- Recommended to give more weightage to soft skills, communication skills, and hands-on skill-oriented student-centric methods to promote the learning experience.
- Training sessions are conducted on CBME and outcome-based education.
- Roleplays, simulation-based sessions, AETCOM sessions, problem-based learning, and skill assessment methods are conducted
- Student involvement in community awareness programs.
- Current updates were discussed in the respective Board of Studies meetings to make the curriculum more community/industry-oriented.