

PRAVARA INSTITUTE OF MEDICAL SCIENCES (DEEMED TO BE UNIVERSITY)

College of Biosciences and Technology (Formerly Centre for Biotechnology) Loni Bk

Feedback Report on Curriculum 2025-2026



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Student's Feedback Report on Curriculum

Introduction

The College of Biosciences and Technology, PIMS (DU), is a well-known institute for Medical Biotechnology education across Maharashtra and India and has implemented the National Education Policy (NEP) 2020–aligned B.Sc. (Hons./Hons. with Research) Medical Biotechnology Programme from the academic year 2024–2025 and M.Sc (Two year) Medical Biotechnology Programme from the academic year 2025-2026 . The institution is committed to delivering quality education that meets contemporary academic, research and industry requirements in the field of Medical Biotechnology.

Students are recognized as the most important stakeholders of the institution and their feedback, suggestions and opinions on the curriculum play a crucial role in the continuous improvement of curriculum planning, revision and implementation. A structured feedback system has been established to assess the effectiveness and relevance of the curriculum and co-curricular activities, enabling the institution to enhance academic standards and ensure the development of competent and industry-ready graduates.

Every academic year, the College systematically collects curriculum feedback covering both syllabus and co-curricular aspects to review and upgrade the Medical Biotechnology programmes in accordance with emerging scientific trends, technological advancements and societal needs. For the academic year 2025-2026, structured feedback was obtained from students enrolled in B.Sc. (Hons./Hons. with Research) Medical Biotechnology, B.Sc. Medical Biotechnology and M.Sc. Medical Biotechnology programmes. The feedback collected provides valuable insights into programme outcomes, teaching–learning processes and overall academic effectiveness.

For the present cycle, student feedback was systematically collected during the period from **07.07.2026 to 21.07.2026** and the analysis of this feedback forms the basis for informed academic decision-making and continuous quality enhancement.

Methodology

For the academic year 2025–2026, student feedback was collected online using the University feedback portal (https://pimsdu.com/student-portal/pims_feedback.php). The feedback questionnaire was comprised of eight items, of which seven items were designed on a five-point Likert scale to assess the curriculum, while the eighth item captured qualitative responses from alumni related to curriculum and co-curricular aspects. Each Likert-scale item provided five response options—poor, average, good, very good and excellent, assigned scores of 1, 2, 3, 4, and 5 respectively.

An additional open-ended section was included at the end of the questionnaire to record students' opinions and suggestions. The overall student feedback was analyzed by calculating the average scores.

Student's feedback on curriculum

Table 1 Programme wise student's feedback on curriculum

SN	Programme	Frequency (n=56)		Total	Mean Feedback score
		Male	Female		
1	B.Sc. Medical Biotechnology/ B.Sc. (Hons.) Medical Biotechnology	17	29	46	4.24
2	M.Sc. Medical Biotechnology/ M.Sc (Two year) Medical Biotechnology	03	07	10	4.52

The above table indicates that a total of 56 students provided their feedback, with overall mean feedback scores of 4.24 for B.Sc. Medical Biotechnology and B.Sc. (Hons.) Medical Biotechnology 4.24 for both the M.Sc. Medical Biotechnology. The majority of students rated the curriculum as 'Good' to 'Very Good'. Programme-wise, year-wise and aspect-wise student feedback is discussed further."

Table 2: B.Sc. Medical Biotechnology student's curriculum feedback score

SN	Year	Frequency (n = 46)		Total	Mean Feedback score
		Male	Female		
1	First Year (Hons.)	04	07	11	4.20
2	Second Year (Hons.)	07	11	18	4.28
3	Third Year	06	11	17	4.24

The above table shows that a total of 46 students provided their feedback, with an overall mean feedback score of 4.24. The majority of students rated the curriculum as 'Good' to 'Very Good'. Year-wise and aspect-wise student feedback is discussed further.

B.Sc. Medical Biotechnology student's year wise and aspect wise curriculum feedback

Table 3: First year B.Sc. (Hons.) Medical Biotechnology student's aspect wise curriculum feedback

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.33
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.26
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.36
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization.	4.08
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.01
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.28
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments / Research / Group Discussion/ Field work / Internship / Community Posting.	4.08
	Overall mean score	4.20

The above table presents the aspect-wise feedback scores of first-year B.Sc. (Hons.) Medical Biotechnology students on the relevance of the curriculum, periodic revision and updating of the syllabus, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities. Most aspects of the curriculum received a high mean score, with the maximum mean value recorded as 4.20.

Opinion and suggestions:

The overall feedback from first-year B.Sc. (Hons./Hons. with Research) Medical Biotechnology students reflect a high level of satisfaction with the curriculum design and its effective implementation. Students expressed positive perceptions of the teaching-learning process and indicated that the curriculum was engaging and well-structured. The key suggestions emerging from the qualitative feedback analysis are summarized below:

- **Skill Enhancement:** Strengthen communication, soft skills, and employability-oriented training.

- **Curriculum Enrichment:** Incorporate emerging trends, recent developments and industry-relevant content.
- **Practical Learning:** Enhance hands-on training, internships, field visits and project-based learning.
- **Digital Learning:** Promote greater use of ICT-enabled and innovative teaching-learning methods.

These inputs will be considered for future curriculum enrichment and continuous quality improvement.

Table 4: Second year B.Sc. (Hons.) Medical Biotechnology student's aspect wise curriculum feedback

S.N	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.20
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.08
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.39
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.36
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.52
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.39
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments / Research / Group Discussion/ Field work / Internship / Community Posting.	4.08
	Overall mean score	4.28

The above table presents the aspect-wise feedback scores of second-year B.Sc. (Hons.) Medical Biotechnology students on the relevance of the curriculum, periodic revision and updating of the syllabus, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities. Most aspects of the curriculum received high ratings, with the maximum mean score recorded as 4.28.

Opinion and suggestions: The overall feedback from second-year B.Sc. Medical Biotechnology students indicated that the curriculum was well-structured, effectively implemented and that the students were satisfied with the teaching-learning process. The qualitative feedback analysis revealed the following key suggestions, presented in verbatim form:

- **Assessment and Reinforcement:** Strengthen learning through regular revision sessions, periodic assessments, and weekly tests to reinforce learning outcomes.
- **Curriculum Updating:** Enrich the curriculum with recent research developments, emerging trends, and industry-relevant practices to maintain its contemporary relevance.

These suggestions will be considered for curriculum enrichment and continuous academic improvement.

Table 5: Third year B.Sc. Medical Biotechnology student's aspect wise curriculum feedback

Sr. No.	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.28
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.02
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.17
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.29
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.28
6	Coverage of relevant and important topics like Environment, Climate Charge, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.28
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments / Research / Group Discussion/ Field work / Internship / Community Posting.	4.24
	Overall mean score	4.24

The above table presents the aspect-wise feedback scores of third-year B.Sc. Medical Biotechnology students on the relevance of the curriculum, periodic revision and updating of the syllabus, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities. Most aspects of the curriculum received positive ratings, with the maximum mean score recorded as 4.24.

Opinion and suggestions: The overall feedback from third-year B.Sc. Medical Biotechnology students indicated that the curriculum was well-structured, effectively implemented and that students were satisfied with the teaching–learning process. Analysis of the qualitative feedback highlighted the following key suggestion, presented in verbatim form:

Experiential Learning: Enhance opportunities for training programmes, industrial visits, internships and skill-based activities to strengthen practical knowledge and industry readiness.

This feedback will be considered for further curriculum enrichment and continuous quality improvement.

Table 06: M.Sc. Medical Biotechnology student's curriculum feedback score

SN	Year	Frequency (n=10)		Total	Mean Feedback Score
		Male	Female		
1	First Year	01	06	07	4.51
2	Second Year	02	01	03	4.53
	Overall	03	07	10	4.52

The above table shows that a total of 10 students provided their feedback, with an overall mean feedback score of 4.52. The majority of students rated the curriculum as 'Good' to 'Very Good'. Year-wise and aspect-wise student feedback is discussed further.

M.Sc. Medical Biotechnology student's year wise and aspect wise curriculum feedback

Table 07: First year M.Sc. Medical Biotechnology student's aspect wise curriculum feedback

S.N	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.55
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.61
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.30
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.45
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.86
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.21
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments / Research / Group Discussion/ Field work / Internship / Community Posting.	4.59
	Overall mean score	4.51

The above table presents the aspect-wise feedback scores of first-year M.Sc. Medical Biotechnology students on the relevance of the curriculum, periodic revision and updating of the syllabus, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities. Most aspects of the curriculum received positive ratings, with the maximum mean score recorded as 4.51.

Opinion and suggestions: The overall feedback from second-year M.Sc. Medical Biotechnology students indicated that the curriculum was well-structured, effectively implemented and that students were satisfied with the teaching–learning process. Analysis of the qualitative feedback revealed the following key suggestions, presented in verbatim form:

- **Industry Relevance:** Further strengthen the curriculum with industry-relevant topics and practical applications to enhance employability.
- **Technological Up gradation:** Incorporate Artificial Intelligence (AI), emerging technologies and recent advancements to keep the curriculum contemporary.

Table 08: Second year M.Sc. Medical Biotechnology student’s aspect wise curriculum feedback

S.N	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.54
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.62
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.38
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.54
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.62
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.42
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture/Seminar/Assignments/ Research /Group Discussion/Field work /Internship /CommunityPosting.	4.59
	Overall mean score	4.53

The above table presents the aspect-wise feedback scores of second-year M.Sc. Medical Biotechnology students on the relevance of the curriculum, periodic revision and updating of the syllabus, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities. Most aspects of the curriculum received positive ratings, with the maximum mean score recorded as 4.53.

Opinion and suggestions: The overall feedback from second-year M.Sc. Medical Biotechnology students indicated that the curriculum was well-structured, effectively implemented and that students were satisfied with the teaching–learning process. Analysis of the qualitative feedback highlighted the following key suggestions, presented in verbatim form:

- **Skill-Based Learning:** Further strengthen skill-based and practical learning opportunities to enhance students' competencies and employability.
- **Career Guidance:** Introduce career planning and guidance from the first year to support students in making informed career choices and preparing for future opportunities.

These inputs will be considered for curriculum enrichment and continuous quality improvement.

Summary and conclusion: The overall feedback provided by undergraduate and postgraduate students indicated that the curriculum was well-received and considered satisfactory. The opinions and suggestions submitted by the students have been duly noted and forwarded to the Director for further consideration and necessary action.

Faculty feedback report on curriculum

Introduction

The College of Biosciences and Technology (CBT), PIMS (DU), is a leading institute for Medical Biotechnology education across Maharashtra and India. In alignment with the National Education Policy (NEP) 2020 the College has implemented the B.Sc. (Hons./Hons. with Research) Medical Biotechnology Programme from the academic year 2025–2026. The institution is committed to delivering high-quality education that meets contemporary academic, research and industry standards in the field of Medical Biotechnology.

Faculty members, as key stakeholders and facilitators of the curriculum, play an important role in assessing its relevance, effectiveness and implementation. Their insights, professional expertise, and recommendations are critical for the continuous improvement of curriculum planning, design, delivery and evaluation. To systematically capture these perspectives, the College has established a structured feedback mechanism for faculty on various aspects of the curriculum.

During each academic year, faculty feedback is collected to evaluate curriculum design, syllabus content, pedagogical approaches, assessment methods and co-curricular components. For the academic year 2025–2026, feedback was obtained from faculty members involved in B.Sc. (Hons./Hons. with Research) Medical Biotechnology, B.Sc. Medical Biotechnology and M.Sc. Medical Biotechnology programmes. The feedback provides valuable insights into curriculum strengths, areas for improvement and emerging needs, forming the basis for informed academic decision-making, curriculum enrichment and continuous quality enhancement. For the current cycle, faculty feedback was collected from **07.07.2026 to 21.07.2026**.

Methodology

For the academic year 2025–2026, faculty feedback on the curriculum was collected online using the University portal (https://pimsdu.com/student-portal/faculty_feedback.php). The feedback questionnaire consisted of eight items, of which seven were designed on a five-point Likert scale to assess various aspects of the curriculum and the eighth item captured qualitative responses related to curriculum and co-curricular aspects. Each Likert-scale item provided five response options—Poor, Average, Good, Very Good and Excellent—assigned scores of 1, 2, 3, 4 and 5, respectively. An additional open-ended section was included at the end to record faculty opinions and suggestions.

The overall feedback was analyzed by calculating the mean scores for each item, providing insights into curriculum effectiveness, relevance and areas for enhancement.

Faculty feedback on curriculum

Table 1. Faculty feedback on Medical Biotechnology curriculum

SN	Programme	Mean Feedback score
1	B.Sc. Medical Biotechnology/ B.Sc. (Hons.) Medical Biotechnology	4.52
2	M.Sc. Medical Biotechnology	4.64

The above table shows that the overall faculty feedback scores were 4.52 for B.Sc. (Hons.) Medical Biotechnology and B.Sc. Medical Biotechnology and 4.64 for both M.Sc. Medical Biotechnology programme. The majority of faculty members rated the curriculum as ‘Very Good’ to ‘Excellent’. Programme-wise and aspect-wise analysis of faculty feedback is discussed in the following sections.

Table 2: Aspect wise faculty feedback on semester pattern and annual pattern curriculum of B.Sc. Medical Biotechnology.

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.52
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.52
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.52
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.34
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.70
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.52
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments / Research / Group Discussion/ Field work / Internship / Community Posting.	4.52
	Overall mean score	4.52

The above table presents the aspect-wise faculty feedback scores for the B.Sc. Medical Biotechnology curriculum, covering relevance of the curriculum, periodic revision and updating of the syllabus, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities. Most aspects of the curriculum received high ratings, with the maximum mean score recorded as 4.52.

Opinion and suggestions: Analysis of faculty feedback on the B.Sc. (Hons./Hons. with Research) Medical Biotechnology and B.Sc. Medical Biotechnology curriculum highlights both the strengths and areas for enhancement. Faculty appreciated the curriculum for being well-structured, comprehensive, and aligned with academic and industry requirements. At the same time, suggestions were provided to further strengthen skill development and incorporate employability-focused modules to better prepare students for professional opportunities. These insights will be considered for future curriculum enrichment and continuous improvement.

Table 03: Aspect wise faculty M.Sc. Medical Biotechnology curriculum

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.50
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.55
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.55
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.55
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.75
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.80
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments / Research / Group Discussion/ Field work / Internship / Community Posting.	4.78
	Overall mean score	4.64

The above table presents the aspect-wise faculty feedback scores for the M.Sc. Medical Biotechnology curriculum, covering relevance of the curriculum, periodic revision and updating of the syllabus, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities. Most aspects of the curriculum received high ratings, with the maximum mean score recorded as 4.64.

Opinion and suggestions:

Analysis of faculty feedback on the M.Sc. Medical Biotechnology curriculum highlights its alignment with the intended learning outcomes and overall academic objectives. Faculty acknowledged that the curriculum is well-structured and meets the program's educational goals. At the same time, it was suggested that periodic revision of the syllabus could further enhance its relevance and ensure that it remains up-to-date with emerging trends and developments in the field. These insights will be considered for curriculum enhancement and continuous quality improvement.

Summary and conclusion: The faculty feedback on the B.Sc. (Hons./Hons. with Research) Medical Biotechnology, B.Sc. Medical Biotechnology, and M.Sc. Medical Biotechnology programmes reflected a high degree of satisfaction with the overall curriculum structure, content, and implementation. Faculty members appreciated the alignment of the curricula with the Programme Educational Objectives, Programme Outcomes, Course Outcomes, and NEP-2020 principles. The programmes were recognized for providing adequate emphasis on multidisciplinary education, skill development, experiential learning, research orientation, and industry relevance. The integration of academic, research, and co-curricular activities were also viewed positively for promoting the overall and holistic development of students.

Faculty members also offered constructive inputs for further strengthening the programmes. Key suggestions included enhancing skill-oriented and employability-focused components, incorporating emerging technologies and recent research developments, strengthening practical and experiential learning, and undertaking periodic curriculum revision to ensure continued academic relevance and rigor. These inputs will contribute towards developing students' critical thinking, problem-solving abilities, professional competencies, and lifelong learning skills, in accordance with the objectives of NEP-2020.

The feedback and suggestions received from faculty members have been systematically documented and submitted to the Director for review and appropriate action. The recommendations will support continuous curriculum enrichment, quality enhancement and academic improvement, with the aim of preparing competent, skilled, research-oriented, and industry-ready graduates capable of contributing effectively to the evolving fields of Medical Biotechnology and allied sciences.

Professional's feedback on curriculum

Introduction

The College of Biosciences and Technology (CBT), PIMS (DU), is a well-established institute for Medical Biotechnology education across Maharashtra and India. The College implements a curriculum in alignment with the guidelines of the University and incorporates contemporary academic, research, and industry requirements.

Professionals, including industry experts, research scientists, and alumni in relevant fields, are considered key stakeholders of the institution. Their feedback, suggestions, and opinions on the curriculum are invaluable for continuously improving curriculum planning, design, delivery and implementation. Insights from professionals help the College ensure that the curriculum remains relevant, industry-oriented and aligned with emerging trends in Medical Biotechnology.

Every year, the College systematically collects curriculum feedback from professionals on syllabus content, co-curricular components and overall program structure to identify strengths, gaps and opportunities for improvement. For the academic year 2025–2026, structured feedback was obtained from professionals regarding the B.Sc. (Hons./Hons. with Research) Medical Biotechnology, B.Sc. Medical Biotechnology and both M.Sc. Medical Biotechnology curricula. The feedback collected provides critical insights into curriculum relevance, industry readiness and emerging needs, serving as a foundation for informed academic decision-making, continuous curriculum enhancement and the development of competent graduates prepared to meet national and global standards.

For the current cycle, student feedback was systematically collected between **07.07.2026 to 21.07.2026**. The analysis of this feedback provides a basis for informed academic decision-making and supports continuous quality enhancement of the curriculum and teaching–learning processes.

Methodology

For the academic year 2025–2026, structured feedback from professionals was collected online using the University portal (https://pimsdu.com/student-portal/professionals_feedback.php) to evaluate the relevance, effectiveness and implementation of the B.Sc. and M.Sc. Medical Biotechnology curricula. The feedback questionnaire comprised ten items, nine of which were based on a five-point Likert scale to assess various curriculum aspects, while the tenth item captured qualitative responses related to curriculum and co-curricular components. Each Likert-scale item offered five response options—Poor, Average, Good, Very Good, and Excellent—assigned scores of 1, 2, 3, 4, and 5, respectively. An open-ended section was also included to record detailed opinions and suggestions from professionals.

The feedback provides critical insights into curriculum relevance, alignment with NEP 2020 objectives such as multidisciplinary learning, skill development and industry preparedness and identifies areas for improvement. Overall mean scores were calculated to quantify the effectiveness of the curriculum and to inform strategic decisions for curriculum enrichment, continuous quality enhancement and the development of competent, industry-ready graduates.

Professional's feedback on Medical Biotechnology curriculum

SN	Programme	Mean Feedback score
1	B.Sc. Medical Biotechnology/ B.Sc. (Hons.) Medical Biotechnology	4.54
2	M.Sc. Medical Biotechnology	4.64

The above table shows that the overall professional feedback scores were 4.54 for B.Sc. (Hons./Hons. with Research) Medical Biotechnology, B.Sc. Medical Biotechnology and 4.64 for both M.Sc. Medical Biotechnology. The majority of professionals rated the curriculum as 'Very Good' to 'Excellent'. Programme-wise and aspect-wise analysis of professional feedback is discussed further.

Table 1: Aspect wise professional's feedback on semester pattern and annual pattern curriculum of B.Sc. Medical Biotechnology

SN	Items	Mean average score
1	Syllabus is suitable for the course	4.42
2	Curriculum developed and implemented has relevance to the local, regional, national and global health care needs.	4.40
3	Programme outcome of syllabus is well defined and clear.	4.70
4	Course outcome of syllabus is well defined and clear.	4.40
5	The courses have well balanced in theory and practical	4.44
6	Curriculum focus on competency /employability/entrepreneurship / skill development	4.70
7	Academic flexibility in curriculum which provides opportunity for students to pursue their interest.	4.50
8	How do you rate student's knowledge about soft skills, procedural skill, professionalism, communication skill required for profession.	4.70
9	Periodical syllabus revision as per changing health care needs.	4.50
	Overall average mean score	4.54

The above table presents the aspect-wise professional feedback scores for the B.Sc. (Hons./Hons. with Research) Medical Biotechnology and B.Sc. Medical Biotechnology curriculum, covering the relevance of the curriculum, periodic revision and updating of the syllabus, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities. Most aspects of the curriculum received high ratings, with the maximum mean score recorded as 4.70.

Opinion and suggestions: The professionals provided valuable inputs on the B.Sc. Medical Biotechnology curriculum, highlighting its academic rigor and systematic structure. The representative opinions received in verbatim form reflect a high level of satisfaction, as indicated below:

- The syllabus is well designed, academically sound, and appropriately structured.
- The syllabus is thoughtfully framed, well structured and aligned with the academic requirements of the programme.
- The syllabus is comprehensively designed and provides a well-balanced academic framework.
- The syllabus is clearly structured and appropriately framed to support the intended learning outcomes.
- The syllabus is well conceived, academically relevant, and effectively organized.

Table 4: Aspect wise professional’s feedback M.Sc. Medical Biotechnology curriculum

SN	Items	Mean average score
1	Syllabus is suitable for the course	4.66
2	Curriculum developed and implemented has relevance to the local, regional, national and global health care needs.	4.64
3	Programme outcome of syllabus is well defined and clear.	4.64
4	Course outcome of syllabus is well defined and clear.	4.64
5	The courses have well balanced in theory and practical	4.64
6	Curriculum focus on competency /employability/entrepreneurship / skill development	4.64
7	Academic flexibility in curriculum which provides opportunity for students to pursue their interest.	4.64
8	How do you rate student’s knowledge about soft skills, procedural skill, professionalism, communication skill required for profession.	4.64
9	Periodical syllabus revision as per changing health care needs.	4.62
	Overall average mean score	4.64

The above table presents the aspect-wise professional feedback scores for the M.Sc. Medical Biotechnology curriculum, covering key parameters such as the relevance of the curriculum, periodic revision and updating of the syllabus, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities. The analysis indicates that the curriculum is well-aligned with academic and industry expectations, as reflected by consistently high ratings across most aspects. The maximum mean score recorded was 4.64, demonstrating a strong level of satisfaction among professionals regarding the effectiveness and relevance of the curriculum.

Opinion and suggestions:

Valuable feedback provided by nursing professionals on the M.Sc. Medical Biotechnology curriculum highlights the strengths of the programme in terms of structure and content. Professionals appreciated the syllabus for being informative, well-organized and systematically designed to support effective learning. The curriculum was also acknowledged for adequately covering essential and core concepts required for a strong foundation in Medical Biotechnology. These observations indicate that the curriculum is comprehensive and relevant, while also reinforcing its effectiveness in meeting interdisciplinary expectations. The feedback will be considered for further curriculum enrichment and continuous quality improvement.

Summary and conclusion:

The overall feedback received from professionals regarding the curricula of the B.Sc. (Hons.) Medical Biotechnology, B.Sc. Medical Biotechnology, and M.Sc. Medical Biotechnology programmes reflected a high level of satisfaction with their structure, content, relevance, and academic orientation. The professionals appreciated that the curricula are thoughtfully designed and appropriately aligned with current academic requirements and industry expectations. Their valuable observations and constructive suggestions have been duly documented and submitted to the Director for review and necessary action. These inputs will serve as an important basis for curriculum enrichment, continuous quality enhancement, and the sustained development of skilled, competent and industry-ready graduates.

Alumni feedback report on curriculum

Introduction

The College of Biosciences and Technology (CBT), PIMS (DU) maintains continued academic and professional engagement with its alumni, who are placed across India and abroad and are serving in reputed clinical, research, industrial and educational organizations in diverse professional capacities. Alumni, as important stakeholders, provide valuable inputs based on their academic experience and professional exposure in the field of Medical Biotechnology.

The opinions and suggestions received from alumni are considered crucial for continuous improvement in curriculum planning, periodic revision, and effective implementation. Alumni feedback offers practical insights into industry expectations, emerging trends and skill requirements, thereby supporting the institution's efforts to enhance curriculum relevance, graduate attributes and employability outcomes.

As part of the institution's quality assurance mechanism, alumni feedback on syllabus structure and co-curricular aspects is systematically collected every academic year to ensure alignment with current professional demands and evolving academic standards.

For the academic year 2025–2026 alumni feedback was collected during the period **07.07.2026 to 21.07.2026** and the analyzed responses contribute to informed academic decision-making and continuous quality enhancement.

Methodology

For the academic year 2025–2026, alumni feedback was collected online through the University portal (https://pimsdu.com/student-portal/alumni_feedback.php). The alumni feedback instrument comprised a total of 10 items, of which nine items were structured on a five-point Likert scale and the tenth item captured qualitative feedback related to curriculum and co-curricular aspects. Each Likert-scale item offered five response options—Poor, Average, Good, Very Good, and Excellent—assigned numerical weights of 1, 2, 3, 4, and 5, respectively. An additional open-ended section was provided at the end to record alumni opinions and suggestions for curriculum improvement.

The overall alumni feedback score was computed by calculating the mean of the responses, and the analyzed data were utilized for academic review, curriculum enhancement, and continuous quality improvement in line with institutional quality assurance practices.

Alumni feedback analysis

Table 1 Alumni feedback as per Undergraduate and postgraduate qualification from College of Biosciences and Technology, PIMS (DU), Loni Bk

n=29

SN	Alumni of UG & PG programme	Frequency	Percentage	Mean
1	Undergraduate	21	72.41	4.28
2	Postgraduate	08	27.58	4.41
	Overall	29	100	4.34

The above table indicates that a majority of the alumni respondents were from the postgraduate programme, with 08 respondents (27.58%) contributing feedback and recording a mean score of 4.41, while 21 undergraduate alumni (72.41%) provided feedback with a mean score of 4.28. The overall mean feedback score of 4.34 reflects a high level of alumni satisfaction with the curriculum across both undergraduate and postgraduate programmes.

Table 2 Aspect wise feedback of graduate (B.Sc. Medical Biotechnology) alumni on curriculum

n=21

SN	Items	Mean
1	Relevance of Curriculum / Syllabus revision and update periodically	4.40
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.62
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.22
4	Curricular Enrichment through Value Added Programmes / Training /Workshops to enhance Skills, competence and professionalization	4.26
5	Orientation towards Syllabus / Curriculum (Content / Delivery/Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.18
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.42
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments /Research / Group Discussion/ Field work / Internship / Community Posting	4.26
8	Clinical material and Learning Resources at Hospital, Learning Resources Community	4.42
9	Guidance, Mentorship, Peer Learning, hand holding	4.52
	Overall mean	4.34

The above table presents the aspect-wise feedback scores provided by undergraduate alumni on key parameters such as relevance of the curriculum, periodic syllabus revision and updating, curriculum planning, design and development, coverage of relevant topics and curriculum enrichment. The analysis indicates that most curriculum aspects received mean scores above 4.34, reflecting a high level of satisfaction among undergraduate alumni regarding the relevance, structure, and overall effectiveness of the curriculum.

Opinion and suggestions: The overall feedback provided by graduate alumni indicates that the curriculum is well designed, effectively implemented, and the teaching-learning process was satisfactory and engaging. Alumni expressed overall satisfaction with the structure and delivery of the programme.

The representative opinions and suggestions received from alumni, presented in verbatim form, are summarized as follows:

The syllabus may be further strengthened by incorporating content aligned with national-level competitive examinations such as ICMR-JRF and CSIR-NET, thereby enhancing students' preparedness for competitive examinations and higher studies. Greater emphasis on examination-oriented concepts, analytical thinking, and problem-solving approaches is recommended to equip students with the knowledge and skills required for pursuing research-oriented careers and advanced academic opportunities.

Table 3 Aspect wise feedback of post graduate alumni on curriculum (n=08)

SN	Items	Mean
1.	Relevance of Curriculum / Syllabus revision and update periodically	4.33
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.11
3	.Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.33
4	Curricular Enrichment through Value Added Programmes / Training /Workshops to enhance Skills, competence and professionalization	4.11
5	Orientation towards Syllabus / Curriculum (Content / Delivery/Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.11
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.66
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments /Research / Group Discussion/ Field work / Internship / Community Posting	4.77
8	Clinical material and Learning Resources at Hospital, Learning Resources Community	4.33
9	Guidance, Mentorship, Peer Learning, hand holding	4.94
	Overall mean	4.41

The above table presents the aspect-wise feedback scores provided by postgraduate alumni on key curriculum parameters, including relevance of the curriculum, periodic syllabus revision and updating, curriculum planning, design and development, coverage of relevant topics and curriculum enrichment. The analysis indicates that most curriculum aspects received a mean score above 4.41, reflecting a high level of satisfaction among postgraduate alumni with respect to the quality, relevance and effectiveness of the curriculum.

Opinion and suggestions: The overall feedback provided by postgraduate alumni indicates that the curriculum is well designed, effectively implemented, and supported by a satisfactory teaching–learning process. Alumni expressed overall satisfaction with the academic structure while also offering constructive suggestions for further enhancement.

The representative opinions and suggestions received from postgraduate alumni are summarized as follows:

- Align course content with CSIR-NET and other competitive examinations to enhance student preparedness.
- Periodically revise the syllabus to reflect changing examination patterns and requirements.
- Strengthen industry collaboration and practical exposure to improve employability and professional readiness.

Summary and conclusion: The overall feedback received from alumni indicates a high level of satisfaction with the curriculum, reflecting its relevance, structure, and effective implementation. A majority of alumni expressed positive opinions regarding the academic content and teaching–learning processes. The constructive suggestions provided by a few alumni were carefully reviewed, discussed and have been considered for inclusion in future curriculum revision and academic planning as part of the institution’s continuous quality improvement process.

Employer's feedback report

Introduction

The College of Biosciences and Technology, PIMS (DU), Loni Bk., takes pride in its alumni who, after graduation, are employed across India and abroad, serving in reputed and recognized organizations in clinical, research, industrial and academic sectors. The performance and professional competence of alumni in their respective workplaces serve as an important indicator of the effectiveness and relevance of the curriculum. Employer feedback on the professional performance, skills, and competencies of alumni is considered a vital input for the institution's continuous improvement process. Such feedback supports systematic review and enhancement of curriculum planning, revision and implementation, thereby strengthening the institution's commitment to delivering quality education and producing competent, industry-ready graduates in the field of Medical Biotechnology.

For the academic year 2025–2026, structured employer feedback was collected during the period from **07.07.2026 to 21.07.2026** from four (04) employers and the responses were analyzed to inform academic decision-making and quality enhancement initiatives.

Methodology

For the academic year 2025–2026, employer feedback was collected online through the University feedback portal (https://pimsdu.com/student-portal/employer_feedback.php). The employer feedback instrument comprised a total of 14 items, of which 13 items were structured on a five-point Likert scale and the 14th item captured qualitative feedback in the form of opinions and suggestions related to curriculum and co-curricular aspects. The Likert scale options included Poor, Average, Good, Very Good and Excellent, corresponding to numerical scores of 1, 2, 3, 4 and 5, respectively. An additional open-ended section was provided at the end to allow employers to offer detailed comments and recommendations.

The overall employer feedback was analyzed by computing mean scores for each parameter, enabling an objective assessment of curriculum effectiveness and facilitating evidence-based academic improvements.

Employer's feedback about our alumni

In detail aspect wise analysis of employer's feedback discusses in following table

Table 1. Aspect wise analysis of Employer's feedback about our alumni n=04

SN	Items	Mean score
1	Performance of our graduate	4.66
2	Adoption of new technology as per requirement	4.66
3	Leadership abilities	4.33
4	Professional abilities	4.66

5	Ethical practice	4.66
6	Communication skills	4.33
7	Developing practical solutions to workplace problems	5.00
8	Working as part of a team	4.52
9	Creative in response to workplace challenges	5.00
10	Self-motivated and taking on appropriate level of responsibility	4.66
11	Open to new ideas and learning new techniques	4.33
12	Using technology and workplace equipment	4.33
13	To contribute to the goal of the organization	4.66
	Overall mean score	4.60

The above table indicates that the majority of employers rated the performance of the alumni as Good to Very Good, reflecting their effective contribution and professional competence in their respective organizations. Employers acknowledged that the alumni are working efficiently and demonstrating a high level of responsibility and adaptability in professional settings. Key attributes such as job performance, leadership qualities, communication skills, teamwork, technological competence and contribution towards organizational goals were highly appreciated by the employers. The mean score for each assessed parameter exceeded 4.0 on a five-point scale, indicating a strong level of employer satisfaction with the professional preparedness and employability of the graduates.

Opinion and suggestions: The overall feedback provided by the employers rated the performance of the alumni as Very Good to Excellent, indicating a high level of satisfaction with their professional competence and work ethics. The employers' opinions and remarks reflect positive perceptions regarding the readiness and effectiveness of the alumni in professional environments.

The representative verbatim remarks received from employers are presented below:

➤ The overall performance was satisfactory, demonstrating consistent progress and achievement of the expected outcomes

Summary and conclusion: The overall feedback provided by employers on the undergraduate and postgraduate Medical Biotechnology curriculum was positive, indicating that the curriculum effectively supports the development of knowledge, skills and professional competencies required in clinical, research, and educational sectors. Employers expressed general satisfaction with the academic foundation and practical exposure imparted to the graduates.

The opinions and suggestions received from employers were systematically documented, reviewed, and forwarded to the Director for consideration and further action. These inputs will be utilized for curriculum enrichment, strengthening industry relevance and continuous quality improvement, in alignment with institutional goals.

7	Developing practical solution to workplace problems	5.00
8	Working as part of a team	4.52
9	Creative in response to workplace challenges	5.00
10	Self-motivated and taking on appropriate level of responsibility	4.66
11	Open to new ideas and learning new techniques	4.33
12	Using technology and workplace equipment	4.33
13	To contribute to the goal of the organization	4.66
	Overall mean score	4.60

The above table indicates that the majority of employers rated the performance of the alumni as Good to Very Good, reflecting their effective contribution and professional competence in their respective organizations. Employers acknowledged that the alumni are working efficiently and demonstrating a high level of responsibility and adaptability in professional settings. Key attributes such as job performance, leadership qualities, communication skills, teamwork, technological competence and contribution towards organizational goals were highly appreciated by the employers. The mean score for each assessed parameter exceeded 4.0 on a five-point scale, indicating a strong level of employer satisfaction with the professional preparedness and employability of the graduates.

Opinion and suggestions: The overall feedback provided by the employers rated the performance of the alumni as Very Good to Excellent, indicating a high level of satisfaction with their professional competence and work ethics. The employers' opinions and remarks reflect positive perceptions regarding the readiness and effectiveness of the alumni in professional environments.

The representative verbatim remarks received from employers are presented below:

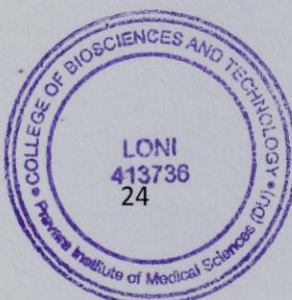
➤ The overall performance was satisfactory, demonstrating consistent progress and achievement of the expected outcomes

Summary and conclusion: The overall feedback provided by employers on the undergraduate and postgraduate Medical Biotechnology curriculum was positive, indicating that the curriculum effectively supports the development of knowledge, skills and professional competencies required in clinical, research, and educational sectors. Employers expressed general satisfaction with the academic foundation and practical exposure imparted to the graduates.

The opinions and suggestions received from employers were systematically documented, reviewed, and forwarded to the Director for consideration and further action. These inputs will be utilized for curriculum enrichment, strengthening industry relevance and continuous quality improvement, in alignment with institutional goals.



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