

# Pravara Institute of Medical Sciences (Deemed to be University)

University Established under section (3) of UGC Act, 1956.

NAAC Accredited with 'A' Grade (CGPA 3.17)

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- Dr. Balasaheb Vikhe Patil Rural Medical College
- Rural Dental College
- Dr. APJ Abdul Kalam College of Physiotherapy
- Smt. Sindhutai Eknathrao Vikhe Patil College of Nursing
- Centre for Bio-Technology
- School of Public Health and Social Medicine
- Dr. Vitthalrao Vikhe Patil Pravara Rural Hospital

Ref. No.

Date :

## Relevant extract of Executive Council Meeting dated 02.01.2026.

Item No. 29 : Any other Items with the permission of Chair

1) To accept the Curriculum Feedback and ATR from various stakeholders for academic year 2024-25.

Note : The Coordinator, Feedback Committee, PIMS (DU) had submitted Feedback Report and Action Taken Report prepared on feedback of stakeholders for IQAC section of the University and the same is being placed before the Executive Council for its consideration and approval. The report consists of the feedback received from various stakeholders for academic year 2024-25.

### RESOLUTION NO. EC/ 29 /2026

It was resolved that the Curriculum Feedback received from various stakeholders and ATR thereon be approved for academic year 2024-25.

  
Registrar

Registrar  
Pravara Institute of Medical Sciences  
(Deemed to be University)  
Loni-413736, Tal. Rahata  
Dist. Ahmednagar (M.S. India)

PRAVARA INSTITUTE OF MEDICAL SCIENCES  
(DEEMED TO BE UNIVERSITY)

**COLLEGE OF PHARMACEUTICAL SCIENCES, LONI BK**

**Feedback Report on Curriculum  
2024-2025**

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## Student's Feedback Report on Curriculum

### Introduction

College of Pharmaceutical Sciences was established in 2022 to offer research driven quality education and training in the field of Pharmacy to cater the needs of budding pharmacist. College of Pharmaceutical Sciences follows the course structure/ curriculum pattern implemented by Pharmacy Council of India (PCI) and PIMS (DU) from time to time. The course structure of B. Pharmacy is divided in eight semesters. The feedback on curriculum is collected from students, faculty, professionals and employers to evaluate the curriculum design i.e., the course structure, the syllabi.

Feedback on curriculum is collected with following objectives

- To achieve quality sustenance and enhancement ensuring that vision and mission of the institute are fulfilled.
- To know level of satisfaction and identify the gaps with understanding of increased expectations and aspirations of stakeholders thereby helping in designing appropriate interventions.
- To enhance the student experience through the systematic collection and analysis of student feedback as a basis for improvement.

Feedback on curriculum is collected for academic year 2024-25 from First, Second and Third year B. Pharmacy students.

### Methodology

Feedback for academic year 2024-2025, Collected online by using link on PIMS- DU website. Student's feedback on curriculum of 7 items on Likert-scale and 8<sup>th</sup> item consist of qualitative response of alumni related to Curriculum and Co-Curricular aspects. Each question will carry five options on Likert-scale viz. poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion/suggestion will be placed at the end. Overall feedback given by the students was assessed by taking averages.

### Student's feedback on curriculum

**Table 1 S.Y. B. Pharmacy student's feedback on curriculum**

S.N	Programme	Frequency (n=36)		Total	Mean Feedback score
		Male	Female		
1	B. Pharmacy	23	19	42	4.1

Total 44 students of Second Year B. Pharmacy submitted feedback and mean feedback score was 4.1.

**Table 2 T.Y. B. Pharmacy student's feedback on curriculum**

SN	Programme	Frequency (n=36)		Total	Mean Feedback score
		Male	Female		
1	B. Pharmacy	23	29	52	4.29

Total 52 students of Second Year B. Pharmacy submitted feedback and mean feedback score was 4.29

**Table 3: Fourth Year B. Pharmacy student's feedback on curriculum**

SN	Programme	Frequency(n=36)		Total	Mean Feedback score
		Male	Female		
1	B. Pharmacy	28	17	45	4.32

Total 45 students of Fourth Year B. Pharmacy submitted feedback and mean feedback score was 4.32

- Maximum students opines curriculum in the scale of Very Good to Excellent. Aspect wise student's feedback discussed further.

## Aspect wise curriculum feedback

**Table 3: Overall - B.Pharmacy student's aspect wise curriculum feedback**

SN	Items	Mean
1	The contents of each lesson were as per my prospects	4.08
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.15
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 Professionation	3.79
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.08
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.27
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.	4.21
	<b>Overall means core</b>	<b>4.14</b>

Overall aspect wise feedback score is summarized in above table focusing on curriculum design, planning, delivery, curriculum enrichment, cross-cutting issues, co-curricular activities and activities conducted beyond curriculum.

### **Opinion and suggestions:**

Most of the B. Pharmacy students expressed satisfaction over the curriculum and course content. It is observed that students consider curriculum as good and implemented properly. Representative opinion and suggestions are,

1. *Curriculum is good to cater learning needs of UG students.*
2. *Implementation of syllabus is done properly.*

**Summary and conclusion:** Overall feedback given by students of undergraduate about curriculum was good. Opinion and suggestion given by the students were noted and forwarded to the concerned for further action.

## Faculty Feedback on Curriculum

### Introduction

College of Pharmaceutical Sciences was established in 2022 to offer research driven quality education and training in the field of Pharmacy to cater the needs of budding pharmacist. College of Pharmaceutical Sciences follows the course structure/ curriculum pattern implemented by Pharmacy Council of India (PCI) and PIMS (DU) from time to time. The feedback on curriculum is collected from students, faculty, professionals and employers to evaluate the curriculum design i.e., the course structure, the syllabi.

Feedback on curriculum is collected with following objectives

- To achieve quality sustenance and enhancement ensuring that vision and mission of the institute are fulfilled.
- To know level of satisfaction and identify the gaps with understanding of increased expectations and aspirations of stakeholders thereby helping in designing appropriate interventions.
- To enhance the student experience through the systematic collection and analysis of student feedback as a basis for improvement.

Feedback on curriculum is collected for academic year 2024-25 from teachers.

### Methodology

Feedback for academic year 2024-2025, Collected online by using link on PIMS- DU website. Faculty feedback on curriculum of 7 items on Likert-scale and 8<sup>th</sup> item consist of qualitative response of alumni related to Curriculum and Co-Curricular aspects. Each question will carry five options on Likert-scale viz poor, average, good, verygood & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion/suggestion will be placed at the end. Overall feedback given by the teachers was assessed by taking averages.

### Faculty feedback on curriculum

**Table 1. Faculty feedback on B. Pharmacy Curriculum (n=12)**

SN	Programme	Mean Feedback score
1	B. Pharmacy	4.63

Total 11 faculties submitted feedback and mean feedback score was found to be 4.63.

**Table 2: Aspect wise faculty feedback on semester pattern curriculum of B. Pharmacy.**

SN	Items	Mean
1	The contents of each lesson were as per my prospects	4.45
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.49
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.97
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and Professionation	4.20
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.90
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.9
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.	4.90
	<b>Overallmeanscore</b>	<b>4.78</b>

Aspect wise feedback score is summarized in above table focusing on curriculum design, planning, delivery, curriculum enrichment, cross-cutting issues, co-curricular activities and activities conducted beyond curriculum.

**Opinion and suggestions:** valuable suggestions given by the faculty on B. Pharmacy curriculum. Representative opinion and suggestions given by the faculty about curriculum are presented herewith.

1. *Semester wise workload with respect to departmental courses is need to be balanced.*
2. *Experiments involving banned or hazardous chemicals need to demonstrated using softwares/ videos/ animation/ simulation.*

**Summary and conclusion:** Overall feedback given by faculty on B. Pharmacy is satisfactory. Opinion and suggestions given by the teachers were noted and forwarded to the concerned for further action.

## Professional Feedback on Curriculum

### Introduction

College of Pharmaceutical Sciences was established in 2022 to offer research driven quality education and training in the field of Pharmacy to cater the needs of budding pharmacist. College of Pharmaceutical Sciences follows the course structure/ curriculum pattern implemented by Pharmacy Council of India (PCI) and PIMS (DU) from time to time. The feedback on curriculum is collected from students, faculty, professionals and employers to evaluate the curriculum design i.e., the course structure, the syllabi.

Feedback on curriculum is collected with following objectives

- To achieve quality sustenance and enhancement ensuring that vision and mission of the institute are fulfilled.
- To know level of satisfaction and identify the gaps with understanding of increased expectations and aspirations of stakeholders thereby helping in designing appropriate interventions.
- To enhance the student experience through the systematic collection and analysis of student feedback as a basis for improvement.

Feedback on curriculum is collected for academic year 2024-25 from professionals working in various academia, industries etc.

### Methodology

Feedback for academic year 2024-2025, Collected online by using link on PIMS- DU website. Professionals feedback on curriculum of 9 items on Likert-scale and 10<sup>th</sup> item consist of qualitative response of alumni related to Curriculum and Co-Curricular Aspects. Each question will carry five options on Likert-scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion/suggestion will be placed at the end.

Overall feedback given by the professionals was assessed by taking averages

### Professional's feedback on B. Pharmacy curriculum

SN	Programme	Mean Feedback score
1	B. Pharmacy	4.15

Total 15 professionals across academics, industry and healthcare sector participated in the feedback and contributed with their valuable feedback on curriculum. The mean feedback score was found 4.15.

**Table 1: Aspect wise professional’s feedback on semester pattern curriculum of B. Pharmacy**

SN	Items	Mean average score
1	Syllabus is suitable for the course.	4.12
2	Curriculum is developed and implemented with relevance to local, regional, national, and global healthcare needs.	4.12
3	The programme outcomes of the syllabus are well defined and clearly stated.	4.24
4	The course outcomes of the syllabus are well defined and clearly stated.	4.11
5	The courses are well balanced between theory and practical components.	4.05
6	The curriculum focuses on competency, employability, entrepreneurship, and skill development.	4.15
7	The curriculum provides academic flexibility and opportunities for students to pursue their interests.	4.14
8	How do you rate students’ knowledge of soft skills, procedural skills, professionalism, and communication skills required for the profession?	4.03
9	The syllabus is revised periodically in accordance with changing healthcare needs.	4.09
	<b>Overall average mean score.</b>	<b>4.13</b>

Aspect wise feedback score is summarized in above table focusing on curriculum design, planning, delivery, curriculum enrichment, cross-cutting issues, co-curricular activities and activities conducted beyond curriculum.

**Opinion and suggestions:** Valuable suggestions given by the professionals B. Pharmacy curriculum. Representative opinion and suggestion given by the professionals about curriculum are presented herewith.

- 1. Curriculum is nicely framed.*
- 2. Inclusion of “Value added programme on medical Coding or Pharmacovigilance” will improve students employability further*
- 3. Curriculum to be aligned with pharmaceutical industry needs with addition more practical exposure for the students*

**Summary and conclusion:** Overall feedback given by professional’s feedback on Basic B. Pharmacy curriculum was good. Opinion and suggestion given by the professionals were noted and forwarded to the concerned for further action.

## Alumni Feedback on Curriculum

### Introduction

College of Pharmaceutical Sciences was established in 2022 to offer research driven quality education and training in the field of Pharmacy to cater the needs of budding pharmacist. College of Pharmaceutical Sciences follows the course structure/ curriculum pattern implemented by Pharmacy Council of India (PCI) and PIMS (DU) from time to time. The feedback on curriculum is collected from students, faculty, professionals and employers to evaluate the curriculum design i.e., the course structure, the syllabi.

Feedback on curriculum is collected with following objectives

- To achieve quality sustenance and enhancement ensuring that vision and mission of the institute are fulfilled.
- To know level of satisfaction and identify the gaps with understanding of increased expectations and aspirations of stakeholders thereby helping in designing appropriate interventions.
- To enhance the student experience through the systematic collection and analysis of student feedback as a basis for improvement.

Feedback on curriculum is not collected as Alumni network does not exist presently for the Institute.

## Employer's Feedback Report

### Introduction

College of Pharmaceutical Sciences was established in 2022 to offer research driven quality education and training in the field of Pharmacy to cater the needs of budding pharmacist. College of Pharmaceutical Sciences follows the course structure/ curriculum pattern implemented by Pharmacy Council of India (PCI) and PIMS (DU) from time to time. The feedback on curriculum is collected from students, faculty, professionals and employers to evaluate the curriculum design i.e., the course structure, the syllabi.

Feedback on curriculum is collected with following objectives

- To achieve quality sustenance and enhancement ensuring that vision and mission of the institute are fulfilled.
- To know level of satisfaction and identify the gaps with understanding of increased expectations and aspirations of stakeholders thereby helping in designing appropriate interventions.
- To enhance the student experience through the systematic collection and analysis of student feedback as a basis for improvement.
- Feedback on curriculum is not collected from employers as the Programme is started in 2022-23 and first batch will roll out in the AY 2025-26.

### Following Changes Related to Curriculum Revision and Curricular Enrichment were done-

1. It was resolved that the Value added course “Healthcare Data Analysis through Medical Coding” is approved and be conducted in College of Pharmaceutical Sciences. The same is approved by Academic Council of PIMS-DU and notification to that effect is issued.
2. The Academic Council in its meeting held on 23rd June 2025 had resolved that the members have unanimously accepted the proposal that “Experiments involving use of banned and hazardous chemicals are to be demonstrated by simulated experiments using software, animations / videos” in following courses of B. Pharmacy Programme:-
  - Pharmaceutical Organic Chemistry- I (Subject Code-BP208P) Practical Course of Semester II of First Year B. Pharmacy
  - Pharmaceutical Organic Chemistry- II (Subject Code-BP305P) Practical Course of Semester III of Second Year B. Pharmacy
  - Medicinal Chemistry- I (Subject Code-BP406P) Practical Course of Semester IV of Second Year B. Pharmacy
  - Medicinal Chemistry III (Subject Code BP 607P) Practical Course of Semester VI of Third Year B. Pharm.

Notification to that effect has been issued and placed before the Executive Council for information. (AC/2025(1)/D-19(i)) (Notification No. 58/2025)



Feedback Co-coordinator  
College of Pharmaceutical Sciences  
(PIMS-DU)



Principal  
College of Pharmaceutical Sciences  
(PIMS-DU)

# PRAVARA INSTITUTE OF MEDICAL SCIENCES (DEEMED TO BE UNIVERSITY)

## College of Biosciences and Technology (Formerly Centre for Biotechnology)

Loni Bk

### Feedback Report on Curriculum 2024-2025



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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. 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 2024-2025, 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 **07.07.2025 to 21.07.2025** and the analysis of this feedback forms the basis for informed academic decision-making and continuous quality enhancement.

### **Methodology**

For the academic year 2024–2025, student feedback was collected online using the University feedback portal ([https://pimsdu.com/student-portal/pims\\_feedback.php](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=49)		Total	Mean Feedback score
		Male	Female		
1	B.Sc. Medical Biotechnology/ B.Sc. (Hons.) Medical Biotechnology	15	24	39	4.46
2	M.Sc. Medical Biotechnology	04	06	10	4.09

The above table indicates that a total of 49 students provided their feedback, with overall mean feedback scores of 4.46 for B.Sc. Medical Biotechnology and 4.09 for 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 = 39)		Total	Mean Feedback score
		Male	Female		
1	First Year (Hons.)	06	11	17	4.52
2	Second Year	04	12	16	4.54
3	Third Year	04	02	06	4.34

The above table shows that a total of 39 students provided their feedback, with an overall mean feedback score of 4.54. 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	4.66
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.58
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.68
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization.	4.40
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.33
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.60
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.	4.40
	<b>Overall mean score</b>	<b>4.52</b>

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 4.52.

#### **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:** Students recommended the inclusion of skill-based courses, particularly in communication skills, to strengthen professional competencies.

- Curriculum Relevance: Students suggested the incorporation of emerging trends and current industry practices to ensure the curriculum remains contemporary and industry-oriented.

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

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

S.N	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.46
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.20
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.68
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.66
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.80
6	Coverage of relevant and important topics like Environment, Climate Charge, 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.	4.33
	<b>Overall mean score</b>	<b>4.54</b>

The above table presents the aspect-wise feedback scores of second-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 high ratings, with the maximum mean score recorded as 4.54.

**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: Students suggested the need for increased revision sessions and the conduct of regular weekly tests to reinforce learning outcomes.

Curriculum Updation: Students recommended the inclusion of information related to recent research developments and current industry practices to enhance curriculum 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	4.40
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.10
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	4.42
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.40
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.40
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.	4.33
	<b>Overall mean score</b>	<b>4.34</b>

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 4.34.

**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 Enhancement: Students recommended the provision of more opportunities for training programmes, industrial visits and skill-based activities alongside regular academic instruction to strengthen practical exposure 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	02	01	03	4.16
2	Second Year	04	03	07	4.02
	<b>Overall</b>	<b>06</b>	<b>04</b>	<b>10</b>	<b>4.09</b>

The above table shows that a total of 10 students provided their feedback, with an overall mean feedback score of 4.09. 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	4.20
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	3.98
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.12
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.50
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	3.90
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.	4.20
	<b>Overall mean score</b>	<b>4.16</b>

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 4.16.

**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: Students recommended the regular inclusion of industry-relevant topics to enhance employability and practical understanding.
- Technological Upgradation: Students suggested incorporating artificial intelligence (AI) and recent technological advancements to keep the curriculum current and cutting-edge.
- Curriculum Modernization: Overall, students appreciated the programme and highlighted that it is excellent, with opportunities for further modernization and enrichment.

**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	4.12
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.20
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	3.96
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.12
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.20
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.00
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.	3.66
	<b>Overall mean score</b>	<b>4.02</b>

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 4.02.

**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:** Students recommended strengthening skill-based learning components to enhance practical competencies and employability.

**Career Planning:** Students suggested that career planning and guidance sessions should be introduced starting from the first year to better prepare students 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 2024–2025. 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 2024–2025, 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 07.07.2025 to 21.07.2025.

### **Methodology**

For the academic year 2024–2025, faculty feedback on the curriculum was collected online using the University portal ([https://pimsdu.com/student-portal/faculty\\_feedback.php](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	4.74
2	M.Sc. Medical Biotechnology	4.82

The above table shows that the overall faculty feedback scores were 4.74 for B.Sc. (Hons.) Medical Biotechnology and B.Sc. Medical Biotechnology and 4.82 for M.Sc. Medical Biotechnology. 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	4.8
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.8
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.8
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.62
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	5.0
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.8
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.	4.62
	<b>Overall mean score</b>	<b>4.77</b>

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 4.77.

**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	4.6
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.8
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.8
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.8
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	5.0
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	5.0
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.	4.8
	<b>Overall mean score</b>	<b>4.82</b>

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 4.82.

**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 overall feedback provided by faculty on the B.Sc. (Hons./Hons. with Research) Medical Biotechnology, B.Sc. Medical Biotechnology and M.Sc. Medical Biotechnology curricula indicated a high level of satisfaction with the structure, content and implementation of the programs. Faculty acknowledged that the curricula are well-aligned with program objectives, intended learning outcomes, and the principles of the NEP-2020, including a focus on multidisciplinary learning, skill development, experiential learning and industry relevance. The curricula were noted to integrate academic, research and co-curricular components effectively, promoting holistic development of students.

At the same time, faculty provided constructive suggestions to further strengthen skill-based modules, enhance employability-focused components, incorporate emerging technologies and research trends and periodically revise the syllabus to maintain relevance and rigor. These recommendations are particularly important to ensure that the programs foster critical thinking, problem-solving and lifelong learning in line with NEP 2020 objectives.

All opinions and suggestions submitted by the faculty have been documented and forwarded to the Director for review and necessary action. These insights will serve as a key input for curriculum enrichment, continuous quality improvement and the sustained development of competent, industry-ready graduates who are prepared to meet the demands of contemporary biotechnology and allied sectors.

## **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 2024–2025, structured feedback was obtained from professionals regarding the B.Sc. (Hons./Hons. with Research) Medical Biotechnology, B.Sc. Medical Biotechnology and 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 07.07.2025 and 21.07.2025. 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 2024–2025, structured feedback from professionals was collected online using the University portal ([https://pimsdu.com/student-portal/professionals\\_feedback.php](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	4.48
2	M.Sc. Medical Biotechnology	4.37

The above table shows that the overall professional feedback scores were 4.48 for B.Sc. (Hons./Hons. with Research) Medical Biotechnology, B.Sc. Medical Biotechnology and 4.37 for 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	4.36
2	Curriculum developed and implemented has relevance to the local, regional, national and global health care needs.	4.33
3	Programme outcome of syllabus is well defined and clear.	4.66
4	Course outcome of syllabus is well defined and clear.	4.33
5	The courses have well balanced in theory and practical	4.38
6	Curriculum focus on competency /employability/entrepreneurship / skill development	4.66
7	Academic flexibility in curriculum which provides opportunity for students to pursue their interest.	4.44
8	How do you rate student's knowledge about soft skills, procedural skill, professionalism, communication skill required for profession.	4.66
9	Periodical syllabus revision as per changing health care needs.	4.48
	<b>Overall average mean score</b>	<b>4.48</b>

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 4.48.

**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 and academically sound.
- The syllabus is nicely framed.

**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.	4.33
3	Programme outcome of syllabus is well defined and clear.	4.33
4	Course outcome of syllabus is well defined and clear.	4.33
5	The courses have well balanced in theory and practical	4.33
6	Curriculum focus on competency /employability/entrepreneurship / skill development	4.33
7	Academic flexibility in curriculum which provides opportunity for students to pursue their interest.	4.33
8	How do you rate student’s knowledge about soft skills, procedural skill, professionalism, communication skill required for profession.	4.33
9	Periodical syllabus revision as per changing health care needs.	4.33
	<b>Overall average mean score</b>	<b>4.37</b>

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 4.37, 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 provided by professionals on the B.Sc. (Hons.) Medical Biotechnology, B.Sc. Medical Biotechnology and M.Sc. Medical Biotechnology curricula indicated a high level of satisfaction with the structure, content and relevance of the programmes. Professionals acknowledged that the curricula are well designed and aligned with academic and industry expectations. All opinions and constructive suggestions received from professionals have been carefully documented and forwarded to the Director for review and appropriate action. These inputs will contribute to curriculum enrichment, continuous quality improvement and the sustained development of competent 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 2024–2025, alumni feedback was collected during the period 07.07.2025 to 21.07.2025 and the analyzed responses contribute to informed academic decision-making and continuous quality enhancement.

### **Methodology**

For the academic year 2024–2025, alumni feedback was collected online through the University portal ([https://pimsdu.com/student-portal/alumni\\_feedback.php](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	08	27.58	4.41
2	Postgraduate	21	72.41	4.28
	<b>Overall</b>	<b>29</b>	<b>100</b>	<b>4.34</b>

The above table indicates that a majority of the alumni respondents were from the postgraduate programme, with 21 respondents (72.41%) contributing feedback and recording a mean score of 4.28, while 8 undergraduate alumni (27.58%) provided feedback with a mean score of 4.41. 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=8

SN	Items	Mean
1	Relevance of Curriculum / Syllabus revision and update periodically	4.80
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
	<b>Overall mean</b>	<b>4.41</b>

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 4.41, 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 aligned with national-level competitive examinations such as ICMR-JRF and CSIR-NET to enhance student preparedness.
- Greater emphasis on competitive examination–oriented content and problem-solving approaches is recommended to support higher studies and research-oriented career pathways.

**Table 3 Aspect wise feedback of post graduate alumni on curriculum (n=21)**

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 Charge, 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	4.33
8	Clinical material and Learning Resources at Hospital, Learning Resources Community	4.33
9	Guidance, Mentorship, Peer Learning, hand holding	4.21
	<b>Overall mean</b>	<b>4.28</b>

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 4.28, 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:

- Alignment of course content with national-level competitive examinations such as CSIR-NET is recommended to enhance student preparedness and academic competitiveness.
- Periodic revision of the syllabus in accordance with the evolving pattern and requirements of CSIR-NET and similar examinations is suggested.
- Strengthening industry collaborations and increasing hands-on practical exposure would further improve employability and real-world readiness of graduates.

**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 2024–2025, structured employer feedback was collected during the period from 07.07.2025 to 21.07.2025 from six (06) employers and the responses were analyzed to inform academic decision-making and quality enhancement initiatives.

### Methodology

For the academic year 2024–2025, employer feedback was collected online through the University feedback portal ([https://pimsdu.com/student-portal/employer\\_feedback.php](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=06**

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 work place problems	5.00
8	Working as part of a team	5.00
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
	<b>Overall mean score</b>	<b>4.64</b>

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 is satisfactory.

**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.

*Mr. Ganesh P. Vikhe*

Mr. Ganesh P. Vikhe  
CBT Feedback co-ordinator.



*[Signature]*

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# PRAVARA INSTITUTE OF MEDICAL SCIENCES (DEEMED TO BE UNIVERSITY)

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

### Feedback Report on Curriculum 2024-2025



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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. 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 2024-2025, 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 **07.07.2025 to 21.07.2025** and the analysis of this feedback forms the basis for informed academic decision-making and continuous quality enhancement.

### **Methodology**

For the academic year 2024–2025, student feedback was collected online using the University feedback portal ([https://pimsdu.com/student-portal/pims\\_feedback.php](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=49)		Total	Mean Feedback score
		Male	Female		
1	B.Sc. Medical Biotechnology/ B.Sc. (Hons.) Medical Biotechnology	15	24	39	4.46
2	M.Sc. Medical Biotechnology	04	06	10	4.09

The above table indicates that a total of 49 students provided their feedback, with overall mean feedback scores of 4.46 for B.Sc. Medical Biotechnology and 4.09 for 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 = 39)		Total	Mean Feedback score
		Male	Female		
1	First Year (Hons.)	06	11	17	4.52
2	Second Year	04	12	16	4.54
3	Third Year	04	02	06	4.34

The above table shows that a total of 39 students provided their feedback, with an overall mean feedback score of 4.54. 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	4.66
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.58
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.68
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization.	4.40
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.33
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.60
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.	4.40
	<b>Overall mean score</b>	<b>4.52</b>

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 4.52.

#### **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:** Students recommended the inclusion of skill-based courses, particularly in communication skills, to strengthen professional competencies.

- Curriculum Relevance: Students suggested the incorporation of emerging trends and current industry practices to ensure the curriculum remains contemporary and industry-oriented.

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

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

S.N	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.46
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.20
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.68
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.66
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.80
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.	4.33
	<b>Overall mean score</b>	<b>4.54</b>

The above table presents the aspect-wise feedback scores of second-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 high ratings, with the maximum mean score recorded as 4.54.

**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: Students suggested the need for increased revision sessions and the conduct of regular weekly tests to reinforce learning outcomes.

Curriculum Updation: Students recommended the inclusion of information related to recent research developments and current industry practices to enhance curriculum 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	4.40
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.10
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	4.42
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.40
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.40
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.	4.33
	<b>Overall mean score</b>	<b>4.34</b>

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 4.34.

**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 Enhancement: Students recommended the provision of more opportunities for training programmes, industrial visits and skill-based activities alongside regular academic instruction to strengthen practical exposure 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	02	01	03	4.16
2	Second Year	04	03	07	4.02
	<b>Overall</b>	<b>06</b>	<b>04</b>	<b>10</b>	<b>4.09</b>

The above table shows that a total of 10 students provided their feedback, with an overall mean feedback score of 4.09. 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	4.20
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	3.98
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.12
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.50
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	3.90
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.	4.20
	<b>Overall mean score</b>	<b>4.16</b>

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 4.16.

**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: Students recommended the regular inclusion of industry-relevant topics to enhance employability and practical understanding.
- Technological Upgradation: Students suggested incorporating artificial intelligence (AI) and recent technological advancements to keep the curriculum current and cutting-edge.
- Curriculum Modernization: Overall, students appreciated the programme and highlighted that it is excellent, with opportunities for further modernization and enrichment.

**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	4.12
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.20
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	3.96
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.12
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.20
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.00
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.	3.66
	<b>Overall mean score</b>	<b>4.02</b>

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 4.02.

**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:** Students recommended strengthening skill-based learning components to enhance practical competencies and employability.

**Career Planning:** Students suggested that career planning and guidance sessions should be introduced starting from the first year to better prepare students 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 2024–2025. 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 2024–2025, 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 07.07.2025 to 21.07.2025.

### **Methodology**

For the academic year 2024–2025, faculty feedback on the curriculum was collected online using the University portal ([https://pimsdu.com/student-portal/faculty\\_feedback.php](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	4.74
2	M.Sc. Medical Biotechnology	4.82

The above table shows that the overall faculty feedback scores were 4.74 for B.Sc. (Hons.) Medical Biotechnology and B.Sc. Medical Biotechnology and 4.82 for M.Sc. Medical Biotechnology. 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	4.8
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.8
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.8
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.62
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	5.0
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.8
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.	4.62
	<b>Overall mean score</b>	<b>4.77</b>

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 4.77.

**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	4.6
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.8
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.8
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and professionalization	4.8
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	5.0
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	5.0
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.	4.8
	<b>Overall mean score</b>	<b>4.82</b>

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 4.82.

**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 overall feedback provided by faculty on the B.Sc. (Hons./Hons. with Research) Medical Biotechnology, B.Sc. Medical Biotechnology and M.Sc. Medical Biotechnology curricula indicated a high level of satisfaction with the structure, content and implementation of the programs. Faculty acknowledged that the curricula are well-aligned with program objectives, intended learning outcomes, and the principles of the NEP-2020, including a focus on multidisciplinary learning, skill development, experiential learning and industry relevance. The curricula were noted to integrate academic, research and co-curricular components effectively, promoting holistic development of students.

At the same time, faculty provided constructive suggestions to further strengthen skill-based modules, enhance employability-focused components, incorporate emerging technologies and research trends and periodically revise the syllabus to maintain relevance and rigor. These recommendations are particularly important to ensure that the programs foster critical thinking, problem-solving and lifelong learning in line with NEP 2020 objectives.

All opinions and suggestions submitted by the faculty have been documented and forwarded to the Director for review and necessary action. These insights will serve as a key input for curriculum enrichment, continuous quality improvement and the sustained development of competent, industry-ready graduates who are prepared to meet the demands of contemporary biotechnology and allied sectors.

## **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 2024–2025, structured feedback was obtained from professionals regarding the B.Sc. (Hons./Hons. with Research) Medical Biotechnology, B.Sc. Medical Biotechnology and 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 07.07.2025 and 21.07.2025. 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 2024–2025, structured feedback from professionals was collected online using the University portal ([https://pimsdu.com/student-portal/professionals\\_feedback.php](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	4.48
2	M.Sc. Medical Biotechnology	4.37

The above table shows that the overall professional feedback scores were 4.48 for B.Sc. (Hons./Hons. with Research) Medical Biotechnology, B.Sc. Medical Biotechnology and 4.37 for 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	4.36
2	Curriculum developed and implemented has relevance to the local, regional, national and global health care needs.	4.33
3	Programme outcome of syllabus is well defined and clear.	4.66
4	Course outcome of syllabus is well defined and clear.	4.33
5	The courses have well balanced in theory and practical	4.38
6	Curriculum focus on competency /employability/entrepreneurship / skill development	4.66
7	Academic flexibility in curriculum which provides opportunity for students to pursue their interest.	4.44
8	How do you rate student's knowledge about soft skills, procedural skill, professionalism, communication skill required for profession.	4.66
9	Periodical syllabus revision as per changing health care needs.	4.48
	<b>Overall average mean score</b>	<b>4.48</b>

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 4.48.

**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 and academically sound.
- The syllabus is nicely framed.

**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.	4.33
3	Programme outcome of syllabus is well defined and clear.	4.33
4	Course outcome of syllabus is well defined and clear.	4.33
5	The courses have well balanced in theory and practical	4.33
6	Curriculum focus on competency /employability/entrepreneurship / skill development	4.33
7	Academic flexibility in curriculum which provides opportunity for students to pursue their interest.	4.33
8	How do you rate student’s knowledge about soft skills, procedural skill, professionalism, communication skill required for profession.	4.33
9	Periodical syllabus revision as per changing health care needs.	4.33
	<b>Overall average mean score</b>	<b>4.37</b>

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 4.37, 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 provided by professionals on the B.Sc. (Hons.) Medical Biotechnology, B.Sc. Medical Biotechnology and M.Sc. Medical Biotechnology curricula indicated a high level of satisfaction with the structure, content and relevance of the programmes. Professionals acknowledged that the curricula are well designed and aligned with academic and industry expectations. All opinions and constructive suggestions received from professionals have been carefully documented and forwarded to the Director for review and appropriate action. These inputs will contribute to curriculum enrichment, continuous quality improvement and the sustained development of competent 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 2024–2025, alumni feedback was collected during the period 07.07.2025 to 21.07.2025 and the analyzed responses contribute to informed academic decision-making and continuous quality enhancement.

### **Methodology**

For the academic year 2024–2025, alumni feedback was collected online through the University portal ([https://pimsdu.com/student-portal/alumni\\_feedback.php](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	08	27.58	4.41
2	Postgraduate	21	72.41	4.28
	<b>Overall</b>	<b>29</b>	<b>100</b>	<b>4.34</b>

The above table indicates that a majority of the alumni respondents were from the postgraduate programme, with 21 respondents (72.41%) contributing feedback and recording a mean score of 4.28, while 8 undergraduate alumni (27.58%) provided feedback with a mean score of 4.41. 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=8

SN	Items	Mean
1	Relevance of Curriculum / Syllabus revision and update periodically	4.80
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
	<b>Overall mean</b>	<b>4.41</b>

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 4.41, 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 aligned with national-level competitive examinations such as ICMR-JRF and CSIR-NET to enhance student preparedness.
- Greater emphasis on competitive examination–oriented content and problem-solving approaches is recommended to support higher studies and research-oriented career pathways.

**Table 3 Aspect wise feedback of post graduate alumni on curriculum (n=21)**

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 Charge, 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	4.33
8	Clinical material and Learning Resources at Hospital, Learning Resources Community	4.33
9	Guidance, Mentorship, Peer Learning, hand holding	4.21
	<b>Overall mean</b>	<b>4.28</b>

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 4.28, 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:

- Alignment of course content with national-level competitive examinations such as CSIR-NET is recommended to enhance student preparedness and academic competitiveness.
- Periodic revision of the syllabus in accordance with the evolving pattern and requirements of CSIR-NET and similar examinations is suggested.
- Strengthening industry collaborations and increasing hands-on practical exposure would further improve employability and real-world readiness of graduates.

**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 2024–2025, structured employer feedback was collected during the period from 07.07.2025 to 21.07.2025 from six (06) employers and the responses were analyzed to inform academic decision-making and quality enhancement initiatives.

### Methodology

For the academic year 2024–2025, employer feedback was collected online through the University feedback portal ([https://pimsdu.com/student-portal/employer\\_feedback.php](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=06**

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 work place problems	5.00
8	Working as part of a team	5.00
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
	<b>Overall mean score</b>	<b>4.64</b>

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 is satisfactory.

**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.

*Mr. Ganesh P. Vikhe*

Mr. Ganesh P. Vikhe  
CBT Feedback co-ordinator.



*[Signature]*

**DIRECTOR**  
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**Pravara Institute of Medical Sciences**  
**Deemed to be University**



**Dr. Balasaheb Vikhe Patil Rural Medical College**

Loni Bk, Tal. Rahata, Dist. Ahmednagar

Key indicator 1.4.1: Feedback system

Consolidated Feedback report on Curriculum for AY 2024-2025



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# 1 Students' feedback report on Curriculum

## Introduction

**Dr. Balasaheb Vikhe Patil Rural Medical College, Loni** is a well-known medical college across Maharashtra and India and follows curriculum given by National Medical Council. Students are most important stake holder for us and their feedback on curriculum, suggestion and opinion are always important for us for continuous improvement in curriculum planning, revision and implementation to improve our self as renowned educational institute of medicine continuously to produce best graduate & postgraduates.

Every year we are obtaining curriculum feedback on Syllabus and Co-Curricular Aspects to upgrade curriculum with changing trends and create competent professionals.

For the present academic year 2024-2025 we obtained feedback from UG & PG medical students.

## Methodology:

Feedback for academic year 2024-2025 was collected online by using Feedback form on university portal.

Students feedback on curriculum of 7 items on Likert scale and 8<sup>th</sup> item consisting of qualitative response related to Curriculum and Co-Curricular Aspects. Each question carried five options on Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion/suggestion was placed at the end.

Overall feedback given by the students was assessed by taking averages.

## Student's feedback on curriculum

**Table 1 Programme wise student's feedback on curriculum**

S.N.	Programme	Frequency	Mean Feedbackscore
1	M. B., B.S. & Interns	445	3.6
2	M. D. & M.S.	65	3.69
	<b>TOTAL</b>	<b>510</b>	<b>3.64</b>

Above table shows that total 510 students gave their feedback and overall feedback score was 3.6 & 3.69 of MBBS UG & Interns and PG Medical students respectively. Maximum students said that the curriculum is Good to very good.

**Table 2: Undergraduate Students' including interns aspect wise curriculum feedback n = 445**

S.N.	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	3.62
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	3.58
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	3.64
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and Professionation	3.66
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	3.67
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	3.54
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.	3.49
	<b>Overall mean score</b>	<b>3.6</b>

Above table shows that total 445 UG Medical students including interns gave their feedback and overall feedback score was 3.6 meaning maximum students were saying curriculum is **Good to very good**.

**Opinion and suggestions:** Overall suggestion given by the UG students including interns was that the curriculum was good and implemented properly and they enjoyed curriculum and teaching learning.

Few representative opinion and suggestion given by the students about curriculum were as follows in their own verbatim.

- Speed should be slow, for better understanding
- Please start conducting MCQs (clinical based) mock tests according to NExT pattern.
- Keep more practice test in between two internals and tell us about result of that practice test asap.
- This will motivate us to study throughout the year and not only for exams

**Table 3: Postgraduate Students’ aspect wise curriculum feedback n = 65**

S.N.	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	3.56
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	3.67
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	3.57
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and Professionation	3.58
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	3.69
6	Coverage of relevant and important topics like Environment, Climate Charge, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	3.79
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.	3.75
	<b>Overall mean score</b>	<b>3.69</b>

Above table shows that total 65 Medical PG students gave their feedback and overall feedback score was 3.69 meaning maximum students were saying curriculum is **Good to very good**.

**Opinion and suggestions:** Overall suggestion given by the PG medical students about curriculum was good and implemented properly and enjoyed curriculum and teaching learning.

Representative opinion and suggestion given by the students about curriculum are as follows in their own verbatim:

- 1 To increase confidence in student & to improve communication skill, give  
Group projects involve them to participate in all education related programs
- 2 The syllabus is good
- 3 NSS activity should be part of curriculum
- 4 Semester pattern is busy schedule for get prepared for exams
- 5 No suggestion. Everything is good

**Summary and conclusion:** Overall feedback given by students of undergraduate and postgraduate about curriculum was good. Opinion and suggestion given by the students were noted and forwarded to Dean for further action.

## 2 Faculty feedback report on curriculum

### Introduction

Dr Balasaheb Vikhe Patil Rural Medical College is well known medical institute in medical education across Maharashtra and India and follows curriculum given by National Medical Council (NMC). We are having faculty as per norms, well qualified and well experienced. Faculty are most important stake holder for us and their feedback on curriculum, suggestion and opinion is always important for us for continuous improvement in curriculum planning, revision and implementation to improve our self as renowned educational institute in Medicine continuously and give best graduates & postgraduates.

Every year we are obtaining curriculum feedback on Syllabus and Co-Curricular Aspects to upgrade medical curriculum with changing trends to create competent professionals.

### Methodology

Feedback for academic year 2024-2025 was collected online by using FB form on university portal & its data base.

Faculty feedback on curriculum of 7 items on Likert scale. The 8<sup>th</sup> item consists of qualitative response of faculty related to Curriculum and Co-Curricular Aspects. Each question carried five options on Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion/suggestion was placed at the end.

Overall feedback given by the faculty was assessed by taking averages.

### Faculty feedback on curriculum

**Table 1. Faculty feedback on UG & PG curriculum**

**N=96**

SN	Programme	Frequency	Mean Feedback score
1	Undergraduate curriculum	66	4.4
2	Postgraduate curriculum	30	3.9
	<b>TOTAL</b>	<b>96</b>	<b>4.4.15</b>

Above table shows that the overall faculty feedback score is 4.4 and 3.9 for UG & PG respectively. Maximum professionals opine that the curriculum is **Very good to excellent for UG & Good to Very good for PG.**

Programme wise and aspect wise professionals' feedback is discussed below:

**Table 2: Aspect wise faculty feedback on UG Curriculum n = 66**

S.N.	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.46
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.53
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.31
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and Professionation	4.26
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	4.4
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.23
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.	4.61
	<b>Overall mean score</b>	<b>4.4</b>

Above table shows the aspect wise faculty feedback score of medical UG curriculum on Relevance of Curriculum / Syllabus revision and updates periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc.

Maximum aspects of faculty opine the curriculum to be very good to excellent and feedback mean score is 4.4.

**Opinion and suggestions:** Valuable suggestions given by the faculty on MBBS curriculum. Representative opinion and suggestion given by the faculty about curriculum were as follows in verbatim form.

- Following CBME based NMC syllabus and evaluation
- Outcome Based Evaluation May be Adopted
- As per NMC norms
- GOOD SYLLABUS

**Table 3: Aspect wise faculty feedback on PG Curriculum n = 30**

S.N.	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.15
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.05
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.6
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and Professionation	3.85
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	3.88
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	3.66
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.	3.70
	<b>Overall mean score</b>	<b>3.9</b>

Above table shows the aspect wise faculty feedback score of medical UG curriculum on Relevance of Curriculum / Syllabus revision and updates periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc.

Maximum aspects of faculty opine the curriculum to be good to very good and feedback mean score is 3.9.

**Opinion and suggestions:** Valuable suggestions given by the faculty on medical curriculum. Representative opinion and suggestion given by the faculty about curriculum were as follows in verbatim form.

- More of hands-on experience in outfield. (peripheral healthcare units)
- Emphasize on collaborative active learning and team work.
- Value added Programme on patients' rights and safety to develop competency in respective national action plans on patient safety, as well to align existing strategic instruments for improving patient safety in clinical
- Fellowship in Lactation Management for students in Infant feeding practices more specifically to BF also improve the skill in maternal and child health care.
- Applications of Ayurveda in diet to improve overall health of patient as well as community. Ayurvedic diet improve the digestion of patient, improve moods. The diet also encourages mindful eating, a practice that may promote a healthy relationship with food.

### 3 Professionals' feedback on curriculum

#### Introduction

Dr Balasaheb Vikhe Patil Rural Medical College is well known medical college in medical education across Maharashtra and India and follows curriculum given by NMC. We are obtaining feedback on various stakeholder i.e. students, faculty, alumni, employers and professionals. Professionals are most important stake holder for us and their feedback on curriculum, suggestion and opinion is always important for us for continuous improvement in curriculum planning, revision and implementation to improve ourselves as renowned educational institute in medicine continuously to give best medical graduate & postgraduates.

Every year we are obtaining curriculum feedback from professionals on Syllabus and Co-Curricular Aspects to upgrade medical curriculum with changing trends to create competent professionals.

For the present academic year 2024-2025 we obtained feedback from various professionals across India for our Medical UG & PG courses.

#### Methodology

Feedback for academic year 2024-2025 was collected online by using University portal & its database. Professionals feedback on curriculum of 9 items on Likert scale and 10<sup>th</sup> item consist of qualitative response of alumni related to Curriculum and Co-Curricular Aspects. Each question carried five options on Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion/suggestion was placed at the end.

Overall feedback given by the students was assessed by taking averages.

**Table 1: Professional's feedback on CBME curriculum of MBBS & MD/MS curriculum**

S. N	Programme	Frequency	Mean Feedback score
1	MBBS	28	3.55
2	MD/MS	8	3.94
	<b>TOTAL</b>	<b>36</b>	<b>3.74</b>

Above table shows the overall professional feedback score was 3.55 for UG & 3.94 for PG. Maximum professionals were saying curriculum is **good to very good**. Programme, wise and aspect wise professional's feedback discussed below.

**Table 2: Aspect wise professional's feedback on UG**

S. N	Items	Mean Average score
1	Syllabus is suitable for the course	3.53
2	Curriculum developed and implemented has relevance to the local, regional, national and global health care needs.	3.35
3	Programme outcome of syllabus is well defined and clear.	3.57
4	Course outcome of syllabus is well defined and clear.	3.53
5	The courses have well balanced in theory and practical	3.55
6	Curriculum focus on competency /employability/entrepreneurship / skill development	3.82
7	Academic flexibility in curriculum which provides opportunity for students to pursue their interest.	3.63
8	How do you rates student's knowledge about soft skills, procedural skill, professionalism, communication skill required for profession.	3.55
9	Periodical syllabus revision as per changing health care needs.	3.46
<b>OVER ALL AVERAGE</b>		<b>3.55</b>

Above table shows the aspect wise professionals feedback score on UG curriculum on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Professionals' curriculum feedback average score is 3.55 meaning good to very good.

**Opinion and suggestions:** Valuable suggestions given by the professionals on UG medical CBME curriculum. Representative opinion and suggestion given by the faculty about curriculum were as follows in their own verbatim.

1. Syllabus be revised after 5 yrs each
2. CBME is good and still have many areas to cover and improvement.

3. Need to focus on moral values among the students
4. Few things SDL, INTEGRATED TEACHING needs more clarifications regarding conducting
5. As per the new CBME CURRICULUM, Student assessment and training in ATCOM, SKILL Training are not effectively executed within the short time

**Table 3: Table 2: Aspect wise professional's feedback on PG**

S.N.	ITEM	Mean average score
1	Syllabus is suitable for the course	3.61
2	Curriculum developed and implemented has relevance to the local, regional, national and global health care needs.	3.9
3	Programme outcome of syllabus is well defined and clear.	3.90
4	Course outcome of syllabus is well defined and clear.	3.85
5	The courses have well balanced in theory and practical	4.05
6	Curriculum focus on competency /employability/entrepreneurship / skill development	4.05
7	Academic flexibility in curriculum which provides opportunity for students to pursue their interest.	3.75
8	How do you rates student's knowledge about soft skills, procedural skill, professionalism, communication skill required for profession.	3.82
9	Periodical syllabus revision as per changing health care needs.	3.62
<b>OVER ALL AVERAGE</b>		<b>3.84</b>

Above table shows the aspect wise professionals feedback score of PG curriculum on Relevance of Curriculum/Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc.

Professionals' curriculum feedback for PG average score is 3.84 meaning **good to very good**.

**Opinion and suggestions:** Valuable suggestions given by the professionals on PG Medical courses curriculum.

Representative opinion and suggestion given by the professionals about curriculum were as follows in their own verbatim.

- 1 Vision and employability must be considered.
- 2 Good and informative

## Alumni feedback report on curriculum

### Introduction

Dr. Balasaheb Vikhe Patil Rural Medical College, Loni has a registered alumni association and every year they organize various educational activities of alumni. Our alumni after graduation/postgraduation/doctorate and are working across the globe and serving various reputed and renowned organization on various capacities in clinical and educational setups.

Their suggestion and opinion are always important for us for continuous improvement in curriculum planning, revision and implementation to improve ourselves as an educational institute.

Every year we are obtaining curriculum feedback on Syllabus and Co-Curricular Aspects from our Alumni to upgrade curriculum with changing trends and create competent professionals.

### Methodology

Feedback for academic year 2024-2025 was collected online by using FB form on our university portal & its data base.

Alumni feedback format consists of total 9 items on Likert scale and 10<sup>th</sup> item consists of qualitative response of alumni related to Curriculum and Co-Curricular Aspects. Each question carried five options on Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion/suggestion was placed at the end. Overall feedback given by the students was assessed by taking averages.

### Alumni feedback analysis

**Table 1 Alumni feedback as per qualification**

**n=26**

S.N.	Alumni	Frequency	Mean
1	UG & PG Alumni	26	3.99

Above table shows that 26 alumni responded and gave a mean score 3.99 .

**Table 2 Aspect wise feedback of alumni n=26**

S.N.	Items	Mean
1.	Relevance of Curriculum / Syllabus revision and update periodically	4.22
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.13
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.10
4	Curricular Enrichment through Value Added Programmes / Training /Workshops to enhance Skills, competence and Professionation	3.95
5	Orientation towards Syllabus / Curriculum (Content / Delivery/Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	3.98
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	3.93
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments /Research / GroupDiscussion/ Field work / Internship / Community Posting	3.98
8	Clinical material and Learning Resources at Hospital, Learning Resources Community	3.86
9	Guidance, Mentorship, Peer Learning, hand holding	4.14
	<b>Overall mean</b>	<b>4.03</b>

Above table shows the aspect wise feedback score of alumni on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment etc.

The average score of aspect wise feedback was 4.03 meaning **very good to excellent**.

**Opinion and suggestions:** Overall suggestion given by the graduate alumni were curriculum was very good to excellent and implemented properly and they enjoyed curriculum and teaching learning.

Representative opinion and suggestion given by the students about curriculum are follows intheir own verbatim.

1. Arrange alumni meet frequently
2. It was really great time I spent in my PG life
3. Keep up the good work
4. No any suggestion... Everything we learned & earned was excellent.
5. All facilities which is provided by college are well and good
6. Nice

**Summary and conclusion:** Overall feedback given by alumni about curriculum was good to very good and maximum alumni were satisfied. Few of the suggestions given by alumni were discussed and included for further action.

## 5 Employer's feedback report

### Introduction :

Dr. Balasaheb Vikhe Patil Rural Medical College, Loni Bk. Our alumni after graduation are working across the globe and serving various reputed and renowned organization on various capacities in clinical and educational setups.

They work at various state government, military, corporate hospital sector and are owning their own health care facilities.

Employer's feedback about our alumni where they work is always important for us for continuous improvement in curriculum planning, revision and implementation to improve our self as an educational institute.

### Methodology :

Feedback for academic year 2024-2025 was collected online by using FB form on university portal & its data base.

Employers feedback format consist total 13 items on Likert scale and 14<sup>th</sup> item consist of qualitative response of alumni related to Curriculum and Co-Curricular Aspects in terms of opinion and suggestions. Each question will carry five options on Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion/suggestion will be placed at the end.

S.N.	Name	Frequency
1	Employers	5

Overall feedback given by employers was assessed by taking averages.

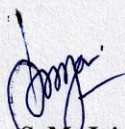
## Employers' feedback about our alumni

Aspect wise analysis of employers' feedback is discussed in the following table

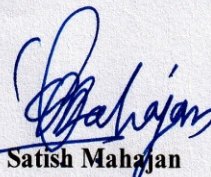
Aspect wise analysis of employers' feedback n=5

S.N.	Item	Mean Score
1	Performance of our graduate	4.8
2	Adoption of new technology as per requirement	4.4
3	Leadership abilities	4.8
4	Professional abilities	4.6
5	Ethical practice	5.0
6	Communication skill	4.4
7	Developing practical solution to work place problems	4.4
8	Working as part of a team	4.2
9	Creative in response to work place challenges	4.0
10	Self-motivated and taking appropriate level of responsibility	4.2
11	Open to new ideas & learning new techniques	4.0
12	Using technology & work place equipments	4.2
13	To contribute to the goal of the organization	4.2
<b>Overall Mean Score</b>		<b>4.4</b>

The above table shows that Maximum employers gave very good to excellent feedback about our alumni and that our alumni are working efficiently & serving to their organization to their maximum. Performance, leadership, communication skill, working as a team, technology friendly and contribution to the goal of the organization are all well appreciated as reflected by the scores between 4 & 5 meaning very good to excellent.



**Dr. S. M. Jain**  
Coordinator Feedback  
Dr. BVP RMC, Loni



**Dr. Satish Mahajan**  
Dean  
Dr. BVP RMC, Loni



**PRAVARA INSTITUTE OF MEDICAL SCIENCES**  
(DEEMED TO BE UNIVERSITY)

**School of Public Health and Social Medicine**

**Loni Bk**

**Feedback Report 2024-2025**

*Internal Quality Assurance Cell*

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## Students Feedback Report

### Introduction:

The School of Public Health and Social Medicine (SPHSM), formerly known as the Centre for Social Medicine, was established in 2001 under PMT and PIMS with the objective of addressing the multidisciplinary and multidimensional health needs of underserved and vulnerable populations in rural, tribal, and urban slum areas through a holistic approach encompassing education, research, vocational training, and community-oriented healthcare and developmental services. The School collaborates with various academic and research programs on the university campus, including Medicine, Dentistry, Nursing, Physiotherapy, Medical Biotechnology, Pharmacy and other Allied Health Sciences, to implement its unique pedagogy of “Community-Oriented Professional Medical and Health Sciences Education.”

Recognized by the Ministry of Human Resource Development and the University Grants Commission, Government of India, as a Constituent Unit of PIMS-Deemed to be University since 2005, SPHSM offers academic programs in Public Health and Social Medicine under the Faculty of Allied Health Sciences and follows the UGC-prescribed curriculum. The School is a well-established center for Public Health and Social Medicine education in Maharashtra and across India.

Students are the key stakeholders, and their feedback, suggestions, and opinions play a vital role in the continuous review and enhancement of curriculum design, revision, and implementation to maintain academic excellence. Accordingly, feedback on the syllabus and co-curricular components is collected annually to align the curriculum with evolving professional and societal needs and to develop competent public health professionals. For the academic year 2024–2025, feedback was obtained from students of the Master of Public Health, Master of Social Work, Post Graduate Diploma in Hospital and Healthcare Management and Diploma in Optometry and Ophthalmic Assistant programs.

### Methodology

Feedback for academic year 2024-2025, collected online by using link on PIMS- DU website. Student’s feedback on curriculum of 7 items on likert scale and 8th item consist of qualitative response of alumni related to Curriculum and Co-Curricular Aspects. Each question will carry five options on Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion/suggestion was placed at the end. Overall feedback given by the students was assessed by taking averages.



## Student's Feedback On Curriculum

**Table 1: Master of Public Health Students Feedback (N = 11)**

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically The contents of each lesson were as per my prospects	4.64
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programs	4.73
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.82
4	Curricular Enrichment through Value Added Programs / Training /Workshops to enhance Skills, competence and Professionalism	4.91
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programs	4.82
6	Coverage of relevant and important topics like Environment, Climate Charge, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.64
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments / Research / Group Discussion/ Field work / Internship / Community	4.82
	<b>Overall mean score</b>	<b>4.77</b>

Above table shows the aspect wise feedback score of Masters of Public Health students on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Maximum aspects of curriculum feedback by Master of Public Health students having mean of 4.77.



**Table 2: Master of Social Work Students Feedback (N = 15)**

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically The contents of each lesson were as per my prospects	4.93
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programs	4.87
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.87
4	Curricular Enrichment through Value Added Programs / Training /Workshops to enhance Skills, competence and Professionalism	4.93
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programs	4.87
6	Coverage of relevant and important topics like Environment, Climate Charge, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	5.00
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments / Research / Group Discussion/ Field work / Internship / Community	5.00
	<b>Overall mean score</b>	<b>4.92</b>

Above table shows the aspect wise feedback score of Masters of Social Work students on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc.

Maximum aspects of curriculum feedback by Master of Social Work students having mean of **4.92**.



**Table 3: Diploma in Optometry and Ophthalmic Assistant Students Feedback  
(N = 8)**

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically The contents of each lesson were as per my prospects	4.88
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programs	4.88
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	5.00
4	Curricular Enrichment through Value Added Programs / Training /Workshops to enhance Skills, competence and Professionalism	5.00
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programs	5.00
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.75
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments / Research / Group Discussion/ Field work / Internship / Community	5.00
	<b>Overall mean score</b>	<b>4.93</b>

Above table shows the aspect wise feedback score of Diploma in Optometry and Ophthalmic Assistant students on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Maximum aspects of curriculum feedback by Diploma in Optometry and Ophthalmic Assistant students having mean of 3.43.

Opinion and suggestions: Overall suggestion given by Diploma in Optometry and Ophthalmic students that curriculum was excellent.



## Feedback on Curriculum by Faculty for Academic Year 2024-25

**Table 4: Faculty Feedback {MPH} (N = 3)**

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically The contents of each lesson were as per my prospects	5.00
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programs	5.00
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	5.00
4	Curricular Enrichment through Value Added Programs / Training /Workshops to enhance Skills, competence and Professionalism	5.00
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programs	5.00
6	Coverage of relevant and important topics like Environment, Climate Charge, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	5.00
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.	5.00
	<b>Overall mean score</b>	<b>5.00</b>

Above table shows the aspect wise feedback score for Faculty of Master of Public Health at School of Public Health and Social Medicine on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. having mean of 5.00.

**Opinion and suggestions:** Most of the faculty had a general request in regards to the implementation of the program as per National Education Policy 2020.



## Feedback on Curriculum by Faculty for Academic Year 2024-25

**Table 5: Faculty Feedback {MSW (H)} (N = 4)**

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically The contents of each lesson were as per my prospects	5.00
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programs	5.00
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	5.00
4	Curricular Enrichment through Value Added Programs / Training /Workshops to enhance Skills, competence and Professionalism	5.00
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programs	5.00
6	Coverage of relevant and important topics like Environment, Climate Charge, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	5.00
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.	5.00
	<b>Overall mean score</b>	<b>5.00</b>

Above table shows the aspect wise feedback score for Faculty of Master of Social Work at School of Public Health and Social Medicine on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. having mean of 5.00.

**Opinion and suggestions:** Most of the faculty had a general request in regards to the implementation of the program as per National Education Policy 2020.



## Feedback on Curriculum by Alumni for Academic Year 2024-25

**Table 6: Alumni Students Feedback {MPH, MSW (H) and D. Opt. & O.A.}  
(N = 7)**

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically The contents of each lesson were as per my prospects	5.00
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programs	5.00
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.57
4	Curricular Enrichment through Value Added Programs / Training /Workshops to enhance Skills, competence and Professionalism	5.00
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programs	4.86
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.86
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments / Research / Group Discussion/ Field work / Internship / Community	5.00
	<b>Overall mean score</b>	<b>4.90</b>

Above table shows the aspect wise feedback score of Alumni of School of Public Health and Social Medicine on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Maximum aspects of curriculum feedback by Alumni students having mean of 4.90

**Opinion and suggestions: None Given**



## Feedback on Curriculum by Employer for Academic Year 2024-25

Table 7: Employer Feedback (N=5)

SN	Items	Mean
1	Performance of our graduate	4.20
2	Adoption of new technology as per requirement	4.40
3	Leadership abilities	4.20
4	Professional abilities	4.60
5	Ethical practice	4.40
6	Communication skills	4.80
7	Developing practical solutions to workplace problems	4.80
8.	Working as part of a team	4.40
9.	Creative in response to workplace challenges	4.40
10..	Self-motivated and taking on appropriate level of responsibility	4.60
11.	Open to new ideas and learning new techniques	4.40
12.	Using technology and workplace equipment	4.80
13.	To contribute to the goal of the organization	4.80
	<b>Overall mean score</b>	<b>4.52</b>

Above table shows the aspect wise feedback score of Employers for School of Public Health and Social Medicine. The overall aspects of feedback by Professional is having mean of 4.52.

*Dr. Dilip*

**Feedback Coordinator**  
School of Public Health and Social Medicine  
Pravara Institute of Medical Sciences - DU



*[Signature]*

**Director**  
School of Public Health and Social Medicine  
PIMS – DU



**Pravara Institute of Medical Sciences  
(Deemed To Be University)**  
**Smt. Sindhutai Eknathrao Vikhe Patil,**  
**College of Nursing, Loni Bk**

**Key indicator 1.4.1: Feedback system**

**Consolidated Feedback report on Curriculum of AY 2024-2025**



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## Student's feedback report on Curriculum

### Introduction

Smt. Sindhutai Eknathrao Vikhe Patil, College of Nursing well known nursing institute in nursing education across Maharashtra and India and follows curriculum given by Indian nursing council. Students are most important stake holder for us and there feedback on curriculum, suggestion and opinion always important for us for continuous improvement in curriculum planning, revision and implementation to improve our self as renowned educational institute in nursing continuously and give best graduate

Every year we are obtaining curriculum feedback on Syllabus and Co-Curricular Aspects to upgrade nursing curriculum with changing trends and create competent professionals For the present academic year 2024-2025 we obtained feedback from Basic B.Sc. Nursing, Post Basic B.Sc. Nursing and M.Sc. Nursing students.

### Methodology

Feedback for academic year 2024-2025, Collected online by using feedback form on PIMS data base. Student's feedback on curriculum of 7 items on Likert scale and 8<sup>th</sup> item consist of qualitative response of alumni related to Curriculum and Co- Curricular Aspects. Each question will carry five options on Likert Scale viz poor, average, good, very good & excellent carrying marks of 1,2,3,4 &5 respectively. An additional open box of opinion/suggestion will be placed at the end.

Overall feedback given by the students was assessed by taking averages.

### Student's Feedback on Curriculum

**Table 1 Program wise student's feedback on curriculum**

**n=495**

S N	Programme	Frequency	Mean Feedback score
1	Basic B.Sc. Nursing	396	3.87
2	Post Basic B.Sc. Nursing	49	3.99
3	M.Sc. Nursing	50	4.32

Above table shows that total 368 students gave there feedback and overall feedback score was 3.76, 4.22 and 4.32 of Basic B.Sc. Nursing, Post Basic B.Sc. Nursing and M.Sc. Nursing students. Maximum students were saying curriculum is Good to very good. Program, Year wise and aspect wise student's feedback discussed further

**Table2:Basic B.Sc.Nursing student's curriculum feedback score**

**n=396**

SN	Year	Total	Mean Feedback score
1	First Year	100	3.84
2	Second Year	98	3.72
3	Third Year	99	3.76
4	Fourth Year	99	4.16
	<b>Overall</b>	<b>396</b>	<b>3.87</b>

Above table shows that total 396 students gave there feedback and overall feedback score was 3.76, maximum students were saying curriculum is Good to very good. Year wise and aspect wise student's feedback discussed further

**B.Sc. Nursing student's year wise and aspect wise curriculum feedback**

**Table 3 : First year B.Sc. Nursing student's aspect wise curriculum Feedback**

S N	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	3.90
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Program	3.82
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and	3.84

	Entrepreneurship	
4	Curricular Enrichment through Value Added Programs/ Training/ Workshops to enhance Skills, competence and Professionalism	3.92
5	Orientation towards Syllabus/Curriculum(Content/Delivery/ Transaction/Evaluation)through Foundation/Induction/Orientation Programs	3.65
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	3.90
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture/Seminar /Assignments/Research/Group Discussion/Fieldwork/Internship/ Community Posting.	3.88
	<b>Overall mean score</b>	<b>3.84</b>

Above table shows the aspect wise feedback score of first year Basic B.Sc. nursing students on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Maximum aspects of curriculum feedback by first year Basic B.Sc. nursing students having mean is 3.84

**Opinion and suggestions:** Overall suggestion given by the first year Basic B.Sc. nursing students that curriculum was good and implemented properly and enjoyed curriculum and teaching learning

Representative opinion and suggestion given by the students about curriculum were as follows in verbatim form were as follows

1. *Semester pattern is busy and assignments are many.*
2. *Revision sessions should be more in number*
3. *Curriculum is overall good*

**Table4: second year B.Sc. Nursing student's aspect wise curriculum feedback**

S.N	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	3.65
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Program	3.80
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	3.72
4	Curricular Enrichment through Value Added Programs/ Training/ Workshops to enhance Skills, competence and Professionalism	3.50
5	Orientation towards Syllabus/Curriculum(Content/Delivery/ Transaction/Evaluation) through Foundation/Induction/ Orientation Program	3.88
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	3.65
7	Scope for Co-Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture/Seminar/ Assignments /Research/ Group Discussion/Fieldwork/ Internship / Community Posting.	3.90
	<b>Overall mean score</b>	<b>3.72</b>

Above table shows the aspect wise feedback score of second year Basic B.Sc. nursing g students on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Maximum aspects of curriculum feedback by second year Basic B.Sc. nursing students having mean is 3.72

**Opinion and suggestions:** Overall suggestion given by the second year Basic B.Sc. nursing students (Semester pattern) that curriculum was good and implemented properly and enjoyed curriculum and teaching learning

Representative opinion and suggestion given by the students about curriculum were as follows in verbatim form were as follows

1. *More clinical discussion and demonstrations needed*
2. *Overall curriculum is good*

**Table5: Third year B.Sc. Nursing student's aspect wise curriculum feedback**

Sr.No.	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	3.80
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Program	3.64
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	3.72
4	Curricular Enrichment through Value Added Program/ Training / Workshops to enhance Skills, competence and Professionalism	3.80
5	Orientation towards Syllabus/Curriculum(Content/Delivery/ Transaction/Evaluation)through Foundation/Induction/ Orientation Program	3.67
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.15
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture/Seminar /Assignments/Research/Group Discussion/Fieldwork/ Internship/ Community Posting.	3.60
	<b>Overall mean score</b>	<b>3.76</b>

Above table shows the aspect wise feedback score of third year Basic B.Sc. nursing students on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Maximum aspects of curriculum feedback by third year Basic B.Sc. nursing students having mean is 3.35

**Opinion and suggestions:** Overall suggestion given by the third year Basic B.Sc. nursing students that curriculum was good and implemented properly and enjoyed curriculum and teaching learning

Representative opinion and suggestion given by the students about curriculum were as follows in verbatim form were as follows

1. *Subjects are interesting*
2. *Curriculum is implemented properly*
3. *More revisions and tutorials needed to improve exam scores*

**Table6: Fourth year B.Sc. Nursing student's aspect wise curriculum feedback**

S.N	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.12
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programs	4.20
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.19
4	Curricular Enrichment through Value Added Programs/ Training /Workshops to enhance Skills, competence and Professionalism	4.05
5	Orientation towards Syllabus/Curriculum(Content/Delivery/ Transaction/Evaluation) through Foundation/Induction/ Orientation Program	4.24
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.20

7	Scope for Co-Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture/ Seminar/Assignments /Research/Group Discussion/Fieldwork/ Internship / Community Posting.	4.17
	<b>Overall mean score</b>	<b>4.16</b>

Above table shows the aspect wise feedback score of fourth year Basic B.Sc. nursing students on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Maximum aspects of curriculum feedback by fourth year Basic B.Sc. nursing students having mean is 4.16

**Opinion and suggestions:** Overall suggestion given by the fourth year Basic B.Sc. nursing students that curriculum was good and implemented properly and enjoyed curriculum and teaching learning

Representative opinion and suggestion given by the students about curriculum were as follows in verbatim form were as follows

1. *Options for campus interview can be more*
2. *Curricular activities are very good.*
3. *More opportunities for extracurricular and co-curricular activities*

**Post Basic B.Sc. Nursing student's year wise and aspect wise curriculum feedback**

**Table7: Post Basic B.Sc. student's curriculum feedback score**

**n=49**

SN	Year	Frequency	Mean Feedback score
1	First Year	24	3.99
2	Second Year	25	4.00
	Overall	49	3.99

Above table shows that total 50 students gave there feedback and overall feedback score was 4.22, maximum students were saying curriculum is Good to very good. Year wise and aspect wise student's feedback discussed further

**Table8: First year Post Basic B.Sc. Nursing student's aspect wise curriculum feedback**

S.N	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.04
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Program	3.91
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.13
4	Curricular Enrichment through Value Added Program/ Training / Workshops to enhance Skills, competence and Professionalism	4.02
5	Orientation towards Syllabus/Curriculum(Content/Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Program	3.84
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.26

7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Trans action Like Guest Lecture/Seminar /Assignments/Research/Group Discussion/Fieldwork/ Internship / Community Posting.	3.77
	<b>Overall mean score</b>	<b>3.99</b>

Above table shows the aspect wise feedback score of first year Post Basic B.Sc. nursing students on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Maximum aspects of curriculum feedback by first year Post Basic B.Sc. nursing students having mean is 3.99

**Opinion and suggestions:** Overall suggestion given by the fourth year Basic B.Sc. nursing students that curriculum was good and implemented properly and enjoyed curriculum and teaching learning

Representative opinion and suggestion given by the students about curriculum were as follows in verbatim form were as follows

1. *Curriculum is effective*
2. *More Subjects are there, difficult to adapt and study*
3. *Syllabus is familiar and similar to diploma.*

**Table 9: Second year Post Basic B.Sc. Nursing student's aspect wise curriculum feedback**

S.N	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	3.88
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Program	4.12
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.21
4	Curricular Enrichment through Value Added Program/ Training / Workshops to enhance Skills, competence and Professionalism	3.92

5	Orientation towards Syllabus/Curriculum(Content/Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Program	3.81
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.10
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture/Seminar /Assignments/Research/Group Discussion/Fieldwork/ Internship / Community Posting.	4.11
	<b>Overall mean score</b>	<b>4.00</b>

Above table shows the aspect wise feedback score of second year Post Basic B.Sc. nursing students on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Maximum aspects of curriculum feedback by second year Post Basic B.Sc. nursing students having mean is 4.00.

**Opinion and suggestions:** Overall suggestion given by the Post Basic B.Sc. nursing students that curriculum was good and implemented properly and enjoyed curriculum and teaching learning

Representative opinion and suggestion–

1. *Overall curriculum is good*
2. *Subjects are interesting and easy to understand*
3. *Research and project need more guidance*

**Table10: M.Sc. Nursing student's curriculum feedback score****n=50**

SN	Year	Frequency	Mean Feedback score
1	First Year	25	4.28
2	Second Year	25	4.37
	Overall	50	4.32

Above table shows that total 50 students gave there feedback and overall feedback score was 4.32, maximum students were saying curriculum is Good to very good. Year wise and aspect wise student's feedback discussed further

#### **M.Sc. Nursing student's year wise and aspect wise curriculum feedback**

**Table 11: First year M.Sc. Nursing student's aspect wise curriculum feedback**

S.N	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.15
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Program	4.05
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.21
4	Curricular Enrichment through Value Added Program/ Training / Workshops to enhance Skills, competence and Professionalism	4.01
5	Orientation towards Syllabus/Curriculum(Content/Delivery/ Transaction/Evaluation)through Foundation/Induction/ Orientation Program	4.24
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.30

7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture/Seminar /Assignments/Research/Group Discussion/Fieldwork/ Internship / Community Posting.	4.24
	<b>Overall mean score</b>	<b>4.17</b>

Above table shows the aspect wise feedback score of first year M.Sc. nursing students on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Maximum aspects of curriculum feedback by first year M.Sc. nursing students having mean is 4.17.

**Opinion and suggestions:** Overall suggestion given by the second year M.Sc. nursing students that curriculum was good and implemented properly and enjoyed curriculum and teaching learning

Representative opinion and suggestion given by the students about curriculum were as follows in verbatim form were as follows

1. *Curriculum is overall good*
2. *Teaching practices can be increased*
3. *Written assignments are more*

**Table 12: Second year M.Sc. Nursing student's aspect wise curriculum feedback**

S.N	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.22
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Program	4.31
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.11

4	Curricular Enrichment through Value Added Program/ Training / Workshops to enhance Skills, competence and Professionalism	4.23
5	Orientation towards Syllabus/Curriculum(Content/Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Program	4.24
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.14
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture/Seminar /Assignments/Research/Group Discussion/Fieldwork/ Internship / Community Posting.	4.20
	<b>Overall mean score</b>	<b>4.20</b>

Above table shows the aspect wise feedback score of second year M.Sc. nursing students on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Maximum aspects of curriculum feedback by second year M.Sc. nursing students having mean is 4.20

**Opinion and suggestions:** Overall suggestion given by the second year M.Sc. nursing students that curriculum was good and implemented properly and enjoyed curriculum and teaching learning

Representative opinion and suggestion given by the students about curriculum were as follows in verbatim form were as follows

1. *Curriculum is high level and specific*
2. *Adequate theory and clinical hours*
3. *Good opportunity for research study*

**Summary and conclusion:** Overall feedback given by students of undergraduate and postgraduate about curriculum was good. Opinion and suggestion given by the students were noted and forwarded to Principal and Dean for further action.

## Faculty feedback report on curriculum

### Introduction

Smt. Sindhutai Eknathrao Vikhe Patil, College of Nursing well known nursing institute in nursing education across Maharashtra and India and follows curriculum given by Indian nursing council. We are having faculty as per norms, well qualified and well experienced. Faculty are most important stake holder for us and there feedback on curriculum, suggestion and opinion always important for us for continuous improvement in curriculum planning, revision and implementation to improve our self as renowned educational institute in nursing continuously and give best graduate. Every year we are obtaining curriculum feedback on Syllabus and Co-Curricular Aspects to upgrade nursing curriculum with changing trends and create competent professionals.

For the present academic year 2024-2025 we obtained faculty feedback for Basic B.Sc. Nursing, Post Basic B.Sc. Nursing and M.Sc. Nursing curriculum.

### Methodology

Feedback for academic year 2024-2025, Collected online by using feedback form on PIMS data base. Faculty feedback on curriculum of 7 items on likert scale and 8<sup>th</sup> item consist of qualitative response of alumni related to Curriculum and Co- Curricular Aspects. Each question will carry five options on Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion/suggestion will be placed at the end.

Overall feedback given by the students was assessed by taking averages.

### Faculty feedback on curriculum

**Table1.Faculty feedback on nursing curriculum**

SN	Programme	Mean Feedback score
1	UG Curriculum	4.37
2	PG Curriculum	4.32

Above table shows the overall faculty feedback score was 4.21 and 4.19 under-graduate and postgraduate curriculum respectively. Maximum professionals were saying curriculum is Very good to excellent. Programme, wise and aspect wise professional's feedback discussed further

**Table 2: Aspect wise faculty feedback on UG curriculum of Basic B.Sc. Nursing and Post Basic B.Sc. nursing**

Sr.No.	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.05
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Program	4.55
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.42
4	Curricular Enrichment through Value Added Program/ Training / Workshops to enhance Skills, competence and Professionalism	4.52
5	Orientation towards Syllabus/Curriculum(Content/Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Program	4.34
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.22
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture/Seminar /Assignments/Research/Group Discussion/Fieldwork/ Internship / Community Posting.	4.53
	<b>Overall mean score</b>	<b>4.37</b>

Above table shows the aspect wise faculty feedback score of under-graduate Basic B.Sc. nursing and post Basic B.Sc. nursing curriculum on Relevance of Curriculum/Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc.

Maximum aspects of faculty curriculum feedback were having mean score 4.37

**Opinion and suggestions:** valuable suggestions given by the faculty on undergraduate curriculum. Representative opinion and suggestion given by the faculty about curriculum were as follows in verbatim form.

1. *For UG program : more Value added programs needed.*
2. *Need to orient students with emerging and trending complementary therapies.*
3. *Curriculum is planned as per guidelines.It's timely updated as per recommendations*
4. *Need to sensitize students with Hospital Accreditation.*

**Table4: Aspect wise faculty M.Sc. Nursing curriculum**

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.11
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Program	4.35
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.26
4	Curricular Enrichment through Value Added Program/ Training /Workshops to enhance Skills, competence and Professionalism	4.41
5	Orientation towards Syllabus/Curriculum(Content/Delivery/ Transaction/Evaluation)through Foundation/Induction/ Orientation Program	4.52
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.45
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture/Seminar /Assignments/Research/Group Discussion/Fieldwork/ Internship / Community Posting.	4.20
	<b>Overall mean score</b>	<b>4.32</b>

Above table shows the aspect wise faculty feedback score of M.Sc. nursing curriculum on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning,

design and development, coverage of relevant topics, curriculum enrichment and co- curricular activities etc. Maximum aspects of faculty curriculum feedback were having mean score 4. 32

**Opinion and suggestions:** valuable suggestions given by the faculty on M.Sc. nursing curriculum

Representative opinion and suggestion given by the faculty about curriculum were as follows in verbatim form,

1. *Updated clinical procedures need to be added.*
2. *Presentations by students should be more to enhance communication skills, teaching skills and confidence.*

**Summary and conclusion:** Overall feedback given by faculty on Basic B.Sc. nursing, post Basic B.Sc. nursing and M.Sc. Nursing curriculum was good. Opinion and suggestion given by the students were noted and forwarded to Principal and Dean for further action.

### **Professional's feedback on curriculum**

#### **Introduction**

Smt. Sindhutai Eknathrao Vikhe Patil, College of Nursing well known nursing institute in nursing education across Maharashtra and India and follows curriculum given by Indian Nursing Council. We are obtaining feedback on various stakeholder. Included students, faculty, alumni, employers and professionals. Professionals are most important stake holder for us and there feedback on curriculum, suggestion and opinion always important for us for continuous improvement in curriculum planning, revision and implementation to improve our self as renowned educational institute in nursing continuously and give best graduate.

Every year we are obtaining curriculum feedback on Syllabus and Co-Curricular Aspects to upgrade nursing curriculum with changing trends and create competent professionals For the present academic year 2024-2025 we obtained feedback from various professionals across India for Basic B.Sc. Nursing, Post Basic B.Sc. Nursing and M.Sc. Nursing curriculum.

#### **Methodology**

Feedback for academic year 2024-2025, Collected online by using PIMS data base Professionals feedback on curriculum of 9 items on likert scale and 10<sup>th</sup> item consist of qualitative response of alumni related to Curriculum and Co-Curricular Aspects. Each question will carry five options on Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion/suggestion

will be placed at the end.

Overall feedback given by the students was assessed by taking averages

### Professional's feedback on nursing curriculum

Sr.No.	Programme	Mean Feedback score
1	Undergraduate	3.75
2	Postgraduate	4.01

Above table shows the overall professional feedback score was 3.75 and 4.01 for undergraduate and post graduate curriculum respectively. Maximum professionals were saying curriculum is Very good to excellent. Programme, wise and aspect wise professional's feedback discussed further

**Table1: Aspect wise professional's feedback undergraduate curriculum of Basic B.Sc. Nursing and post basic B.Sc. Nursing**

SN	Items	Mean average score
1	Syllabus is suitable for the course	3.71
2	Curriculum developed and implemented has relevance to the local, regional, national and global health care needs.	3.63
3	Program outcome of syllabus is well defined and clear.	3.82
4	Course outcome of syllabus is well defined and clear.	3.75
5	The courses have well balanced in theory and practical	4.03
6	Curriculum focus on ompetency/employability/entrepreneurship/ Skill development	3.66
7	Academic flexibility in curriculum which provides opportunity for Students to pursue their interest.	3.85
8	How do you rates student's knowledge about soft skills, procedural Skill, professionalism, communication skill required for profession.	3.65
9	Periodical syllabus revision as per changing health care needs.	3.68
	Overall average mean score	3.75

Above table shows the aspect wise professionals feedback score of Basic B.Sc. nursing curriculum on Relevance of Curriculum / Syllabus revision and update periodically,

curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc. Maximum aspects of professionals curriculum feedback were having mean score 3.75

**Opinion and suggestions:** Valuable suggestions given by the professionals on Basic B.Sc. nursing curriculum. Representative opinion and suggestion given by the faculty about curriculum were as follows in verbatim form.

1. *Overall good performance from the students*
2. *Need more focus on practical skills*

**Table 4: Aspect wise professional’s feedback post graduate M.Sc. Nursing curriculum**

SN	Items	Mean average score
1	Syllabus is suitable for the course	4.11
2	Curriculum developed and implemented has relevance to the local, regional, national and global health care needs.	3.80
3	Program outcome of syllabus is well defined and clear.	4.20
4	Course outcome of syllabus is well defined and clear.	4.04
5	The courses have well balanced in theory and practical	4.12
6	Curriculum focus on competency/employability/entrepreneurship/ Skill development	3.78
7	Academic flexibility in curriculum which provides opportunity for Students to pursue their interest.	4.13
8	How do you rates student’s knowledge about soft skills, procedural skill, professionalism, communication skill required for profession.	3.92
9	Periodical syllabus revision as per changing health care needs.	4.05
	<b>Overall average mean score</b>	<b>4.01</b>

Above table shows the aspect wise professionals feedback score of M.Sc. nursing curriculum on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment and co-curricular activities etc.

Maximum aspects of professional curriculum feedback were having mean score 4.01

**Opinion and suggestions:** Valuable suggestions given by the nursing professionals on M.Sc. nursing curriculum

Representative opinion and suggestion given by the professionals about curriculum were as follows in verbatim form,

1. *Overall curriculum is good*
2. *Current trends in nursing research can be included*

**Summary and conclusion:** Overall feedback given by professional feedback on Basic B.Sc. Nursing, Post Basic B.Sc. Nursing and M.Sc. Nursing curriculum was good. Opinion and suggestion given by the students were noted and forwarded to Principal and Dean for further action.

#### Alumni feedback report on curriculum

#### Introduction

Smt. Sindhutai Eknathrao Vikhe Patil, College of Nursing, having well established registered alumni association and every year they organize various educational activity of alumni. Our alumni after graduation working across the globe and serving various reputed and renowned organization on various capacities in clinical and educational setup.

There suggestion and opinion always important for us for continuous improvement in curriculum planning, revision and implementation to improve our self as renowned educational institute in nursing continuously and give best graduate

Every year we are obtaining curriculum feedback on Syllabus and Co-Curricular Aspects to upgrade nursing curriculum with changing trends and create competent professionals

#### Methodology

Feedback for academic year 2024-2025, collected online PIMS data base.

Alumni feedback format consist total 9 items on likert scale and 10<sup>th</sup> item consist of qualitative response of alumni related to Curriculum and Co-Curricular Aspects. Each question will carry five options on Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open

box of opinion/suggestion will be placed at the end.

Overall feedback given by the students was assessed by taking averages.

### Alumni feedback analysis

**Table 1 Alumni feedback as per Undergraduate and postgraduate qualification from Smt. Sindhutai Eknathrao Vikhe Patil, College of Nursing, Loni Bk**

SN	Alumni of UG & PG program	Mean
1	Undergraduate	4.13
2	Postgraduate	4.30

Above table shows that maximum under graduate alumni with mean score 4.13 and postgraduate alumni mean score 4.30 gave feedback on curriculum.

**Table 2 Aspect wise feedback of graduate (Basic B.Sc. Nursing and Post Basic B.Sc. Nursing) alumni on curriculum**

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	3.85
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Program	4.03
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.11
4	Curricular Enrichment through Value Added Program/ Training / Workshops to enhance Skills, competence and Professionalism	4.23
5	Orientation towards Syllabus/Curriculum(Content/Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Program	4.12
6	Coverage of relevant and important topics like Environment, climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.33
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture/Seminar /Assignments/Research/Group Discussion/Fieldwork/ Internship / Community Posting.	4.24
	<b>Overall mean score</b>	<b>4.13</b>

Above table shows the aspect wise feedback score of undergraduate alumni on Relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment etc.

Maximum aspects of curriculum feedback by alumni having mean score above 4.13

**Opinion and suggestions:** Overall suggestion given by the graduate alumni were curriculum was good and implemented properly and enjoyed curriculum and teaching learning

Representative opinion and suggestion given by the students about curriculum were as follows in verbatim form were as follows

1. *Overall curriculum is very good*
2. *Proper balance in theory and clinical exposure*
3. *Teachers are very cooperative*

**Table3 Aspect wise feedback of postgraduate alumni on curriculum**

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.31
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Program	4.20
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.53
4	Curricular Enrichment through Value Added Program/ Training / Workshops to enhance Skills, competence and Professionalism	4.06
5	Orientation towards Syllabus/Curriculum(Content/Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Program	4.22
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.30

7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture /Seminar /Assignments/Research/Group Discussion/Fieldwork/ Internship / Community Posting.	4.51
	<b>Overall mean score</b>	<b>4.30</b>

Above table shows the aspect wise feedback score of post graduate alumni on relevance of Curriculum / Syllabus revision and update periodically, curriculum planning, design and development, coverage of relevant topics, curriculum enrichment etc.

Maximum aspects of curriculum feedback by postgraduate alumni having mean score above 4.30

**Opinion and suggestions:** Overall suggestion given by the post graduate alumni were curriculum was good and implemented properly and enjoyed curriculum and teaching learning

Representative opinion and suggestion given by the students about curriculum were as follows in verbatim form were as follow

1. *Good opportunities of practice teaching and clinical exposure*
2. *Overall curriculum is very good*

**Summary and conclusion:** Overall feedback given by alumni about curriculum was very good and maximum alumni were satisfied. Few suggestion given by alumni were discussed and included for further action

## **Employer's feedback report**

### **Introduction**

Smt. Sindhutai Eknathrao Vikhe Patil, College of Nursing Loni Bk. Our alumni after graduation working across the globe and serving various reputed and renowned organization on various capacities in clinical and educational setup.

In clinical they work at various state governments, military, corporate hospital etc.

They work in western country like US, UK, Australia, New Zealand and Gulf countries. In educational setup they work on various capacity across the India in reputed college and universities.

Independently our alumni work as community health officer and giving care in rural, tribal and urban area through community health wellness center.

Employer's feedback about our alumni where they work is always important for us for continuous improvement in curriculum planning, revision and implementation to improve our self as renowned educational institute in nursing continuously and give best graduates

### **Methodology**

Feedback for academic year 2024-2025, Collected online PIMS database. Employers feedback format consist total 13 item on likert scale and 14<sup>th</sup> item consist of qualitative response of alumni related to Curriculum and Co-Curricular Aspects in terms of opinion and suggestions. Each question will carry five options on Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion / suggestion will be placed at the end.

Overall feedback given by the employers was assessed by taking averages

### **Employer's feedback about our alumni**

Our alumni serving the various post like tutor, staff nurse, lecturer, associate professor, Community Health Officer, Vice-Principal and Principal etc. in

various organization and feedback given by their employers encouraging us to produce best nursing graduates.

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

**Table1. Aspect wise analysis of Employer's feedback about our alumni**

SN	Items	Mean score
1	Performance of our graduate	4.34
2	Adoption of new technology as per requirement	4.11
3	Leadership abilities	3.80
4	Professional abilities	3.78
5	Ethical practice	4.01
6	Communication skills	4.22
7	Developing practical solutions to workplace problems	3.92
8	Working as part of a team	4.41
9	Creative in response to work place challenges	4.12
10	Self-motivated and taking on appropriate level of responsibility	4.31
11	Open to new ideas and learning new techniques	4.10
12	Using technology and work place equipment	4.23
13	To contribute to the goal of the organization	3.82
	<b>Overall mean score</b>	<b>4.09</b>

Above mentioned table shows that maximum number of employers gave good feedback of our alumni. our alumni and our alumni working dedicatedly and serving respective organizations in best possible way. Leadership skills, good performance, communication, working as a team,

technological updation and working towards achieving goals of the organization were well appreciated for our alumni and overall average score was 4.09.

**Overall opinion and suggestions:**

Overall suggestions about alumni was very good and satisfactory

**Specific suggestions and opinion received were:**

1. Alumni's are very hardworking and sincere
2. Positive attitude towards learning new things
3. Need to know about time planning

**Summary and Conclusion:**

Overall conclusion given about our graduated and postgraduates about curriculum was good. Opinions and suggestions given by the employers was noted and forwarded to Principal and Dean for further action.



**Feedback Coordinator**



**Principal**

**SSEVP CON, Loni**  
**PRINCIPAL**  
Smt. SEVP CON PIMS (DU)  
LONI-413736