

## Report - Curriculum Conclave 2.0 for Allied Health Programs

The MCHP organized a two-day curriculum conclave event from 3-4 October, 2023. This is the second curriculum conclave organized since 2019. The theme for the event was Excellence in Education – A Way Forward. A widespread of academic topics on curriculum were deliberated by academic experts. The program was attended by stakeholders (parents, alumni, industry, academic institutions), registrar evaluation, deputy registrar and faculties of allied health science departments of Manipal, Mangalore, Bangalore and Jamshedpur campuses.

The day 1 covered topics on Curriculum Update: Expectations in current Allied Health Sciences education scenario; Measuring Learning Outcomes and National Credit Framework guidelines; International perspectives of AHS Curriculum; Health Care Industry expectations from Health Professionals; Technology integration into the curriculum; Professional perspectives on curriculum; Industry perspectives on curriculum; Alumni perspectives on curriculum and Stakeholders feedback on AHS curriculum was discussed. A panel discussion was organized to discuss related to preclinical, clinical and applied courses. Subject experts from each of these courses and a student representative formed part of the panel discussion.



The day 2 involved updates on the National Initiatives for Allied Health Sciences, and the MCHP Program Regulation. A parallel round table group session group was planned. In this the AHS programs were grouped into six groups [based on program regulation – RCI, AERB, lab based, non-clinical, and clinical programs]. The HODs / program coordinator, faculty representative and student represented each group. Group I: Speech & Hearing, Clinical Psychology, Prosthetics and Orthotics; Group II - Nuclear Medicine, Medical Imaging Technology, Medical Radiation Physics; Group III - Optometry, Cardiovascular Technology, Medical Lab Technology, Perfusion Technology; Group IV - Health Information Management, Exercise and Sports Sciences, Clinical Nutrition and Dietetics; Group V - Physiotherapy, Occupational Therapy; and Group VI - Respiratory Therapy, Anesthesia & OT Technology, RRT&DT, Physician Assistant, Emergency Medical Technology.



After discussion, the leaders of each group presented their views. The session was chaired by the deputy registrar (academics) and deputy registrar (evaluation). The key points of group deliberation on strengthening the curriculum and training for programs are highlighted:

- Need for more academia-industry partnership for curriculum design, training and placement.
- Digital transformation in the healthcare domain – needs to address these requirements in the curriculum to equip graduates.
- More exposure to field training and training facilities with more access to resources.
- Soft skill training should be given importance.
- Promote faculty professional development activities.
- Evolving professional domains and employment opportunities.
- With growing teaching opportunities, students must be provided with more teaching skills.
- Externship in various non-clinical settings.
- Introducing professional communication modules to the UG and PG students as it is important for them to be market ready. It also emphasized the need to introduce modules in the curriculum to prepare students for competitive exams like IELTS and TOEFL. Dean agreed to the need for professional communication and proposed to introduce it in the final semesters of PG and UG.
- Biostatistics: PG curriculum has more theory aspects. More practical aspects of statistics such as using statistical software to be included in the curriculum. It was also pointed out to introduce Research Strategy as a common topic to all PG students.
- Psychology: Basic aspect of counseling skills to be incorporated into the psychology curriculum. It was also emphasized to train the students to be empathetic and learn how to terminate conversations.
- Clinical courses: Depending on the domain, the topics can be classified as must know, should know, and may know. There must be a balance between the core and non-core subjects, and curriculum overload should also be avoided. Additionally, clinically relevant anatomy and physiology can be started early.
- Use of various formative assessment methods for continuous assessment.
- Use of variety of pedagogical approaches for effective learning
- Blueprinting to be followed for question paper setting and teaching
- Include international adjunct faculty / MOOC for teaching
- Soft skills assessment to be added in curriculum
- Inclusion of Rubrics method for practical assessment.

- Preclinical courses: use of Online platform/ video
- Encourage student mentor projects
- Take feedback from students after class or to students after exams

The conclave was concluded with a session on **Way Forward in Allied Health Education.**

- Onus on us to develop competent and independent thinking health professionals through innovative curriculum design.
- Proven Pedagogies - New patterns of teaching (holistic learning needed)
- Need to shift from lectures to practical and independent thoughts
- Address the challenges and skill sets that students need in future
- During curriculum revision, establish a clear vision, choose collaborators, use collaborative framework seeking feedback and input (students, parents, external stakeholders)
- Critical analysis of feedback from stakeholders to be reviewed and addressed
- Being flexible and adaptable to compromise certain components and negotiate in the curriculum
- Planning review - Put plan into action – involve teachers and students
- Involve stakeholders during curriculum revision.
- Academics, Research, Industrialization and International Collaboration Should fulfill SDG criteria
- Simulated based educational training and state of art simulation center to learn at MAHE
- National Credit Framework Regulation training hours are to be incorporated in all programs
- Suggested to consider Semester Exchange program
- Short summer training for all other clinical training facilities
- Critically review the regulations in hospitals and colleges abroad
- Basic Life Skill Certification to be mandatory and reflected in curriculum for all AHS programs
- Research in future should be on ICF – 6 models of disability as per WHO guidelines. Establish collaboration with medical and business schools
- Summer school exchange during summer/vacation break – can be initiated. Each department to identify at least 2 universities for the student exchange program (top 500 for better global visibility)
- To improve faculty caliber - faculty exchange programs [university policy]
- Before we start internship – series of workshops by industry professionals to guide/train and improve soft skills to make the interns market ready
- Provide Internship opportunities and placement at various Manipal Corporate Hospitals
- Program accreditation by reputable agencies to meet global standards. International Accreditation of AHS program. E.g. US National Commission for Allied Health Professions can accredit our programs – Global alliance
- Programs should strengthen and refine perceptions of our institution globally. Prepare USPs to strengthen visibility. Strive to have AHS in 1-2 years for NIRF ranking. This can further strengthen visibility
- New National Allied Health Professions Council to standardize the AHS program
- Optimize seat matrix for UG and PG intake.
- Request UGC through Council for a uniform nomenclature for CVT or any other program to avoid any academic and professional hurdles to students at UG and PG levels.

- Revise curriculum by at least >20% or more every 3-5 years by taking feedback from stakeholders (as per NAAC)
- In future, program-based curriculum conclave to be planned/moderated at MCHP. SWOC analysis to be conducted by each program. Institutional level review meeting for all programs to be conducted.



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OF HEALTH PROFESSIONS**  
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**125**  
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**Organizes**

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## Curriculum Conclave 2.0

for  
**Allied Health Programs**

**Theme: Excellence in Education - A Way Forward**

3rd & 4th October 2023

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**Chief Guest**

**Dr N N Sharma**  
Pro Vice Chancellor  
Strategy & Planning  
MAHE, Manipal

**Guests of Honour**

**Dr. K Ramnarayan**  
Pro Chancellor  
Sikkim Manipal University

**Dr. Vinod V Thomas**  
Registrar Evaluation  
MAHE, Manipal



**3rd October 2023**



**09:00 AM**



**Sharada Hall, MCHP**

Dr. G Kanaka  
Chairperson - Academics  
MCHP, Manipal

Dr. B Reshmi  
Associate Dean  
MCHP, Manipal

Dr. Venkataraja Althai U  
Associate Dean  
MCHP, Manipal

Dr. G Arun Maiya  
Dean  
MCHP, Manipal

**8:15 – 8:45 am Registration**

**Inauguration**

9:00 am **Invocation**

9:02 am **Welcome Address**  
*Dr G Arun Maiya, Dean, MCHP, MAHE*

9:08 am **Lighting of the Lamp**

9:10 am **Overview of Curriculum Conclave**  
*Dr B Reshmi, Associate Dean, MCHP, MAHE*

9:15 am **Address by the Guest of Honour**  
*Dr Vinod V Thomas, Registrar Evaluation, MAHE*

9:20 am **Address by the Guest of Honour**  
*Dr K Ramnaryan, Pro Chancellor, Sikkim Manipal University*

9:25 am **Address by the Chief Guest**  
*Dr NN Sharma, Pro Vice Chancellor, Strategy & Planning, MAHE*

9:30 am **Vote of Thanks**  
*Dr G Kanaka, Chairperson - Academics, MCHP, MAHE*

Curriculum Conclave 2.0 for Allied Health Programs

A total of 176 participated in the Curriculum conclave. The benefits of Curriculum Conclave 2.0 were a blend of experts' thoughts in Higher Education. This conclave was one of the successful events to revamp the curriculum at MCHP. Overall experience with the Conclave (feedback) is 4.54 out of 5. The participants commented that it was a very well-organized program, topics were fully covered, active participation from the moderators/experts and well arranged.

Sd/-  
**Dr G Kanaka**  
Chairperson – Academic  
MCHP, Manipal

Sd/-  
**Dr B Reshmi**  
Associate Dean  
MCHP, Manipal

Sd/-  
**Dr G Arun Maiya**  
Dean  
MCHP, Manipal