



NCAHP Releases Competency-Based Curriculum for Diploma in Medical Laboratory Technology to Strengthen Allied Healthcare Education

Curriculum to be implemented from Academic Year 2026–27 and adopted mandatorily from 2027–28

Initiative aligned with Union Budget 2026–27 vision to create one lakh additional Allied and Healthcare Professionals over the next five years

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In a significant step towards strengthening the quality, uniformity and global competitiveness of allied and healthcare education in the country, the National Commission for Allied and Healthcare Professions (NCAHP), under the Ministry of Health and Family Welfare (MoHFW), has released the Competency-Based Curriculum for the Diploma in Medical Laboratory Technology (DMLT) vide notification dated 1st July 2026.

All institutions currently offering, or intending to offer, the DMLT programme have been advised to implement the curriculum from the Academic Year 2026–27, with mandatory adoption from the Academic Year 2027–28.

The two-year Diploma in Medical Laboratory Technology (DMLT) programme is designed for students who have completed Class XII in the Science stream with Physics, Chemistry and Biology from a recognized board. The curriculum marks a paradigm shift from conventional knowledge-based teaching to a competency-based education framework, emphasizing the development of Knowledge, Skills, Values and Attitudes (KSVA) required for delivering high-quality diagnostic laboratory services.

The curriculum has been structured to produce competent Medical Laboratory Associates capable of performing responsibilities across the pre-analytical, analytical and post-analytical phases of laboratory testing while ensuring adherence to quality assurance protocols, patient safety standards and ethical professional practices.

The Commission had earlier released the Competency-Based Curricula for Bachelor of Medical Laboratory Science (B.MLS) and Master of Medical Laboratory Science (M.MLS) on 15th October 2025, which are also scheduled for implementation from the Academic Year 2026–27.

In addition, the NCAHP has notified 16 competency-based curricula across various allied and healthcare disciplines, all of which are to be implemented mandatorily from the Academic Year 2026–27. These include:

- Applied Psychology and Behavioral Health
- Physiotherapy
- Optometry
- Nutrition and Dietetics
- Medical Radiology and Imaging Technology
- Radiotherapy
- Dialysis Therapy Technology and Dialysis Therapy
- Health Information Management
- Anesthesia and Operation Theatre Technology
- Physician Associates
- Occupational Therapy
- Emergency Medical Technologist (Paramedic), Burn Care Technologist and Advance Care Paramedic
- Respiratory Technology
- Medical and Psychiatric Social Work
- Medical Physics
- Nuclear Medicine Technology

The National Commission for Allied and Healthcare Professions (NCAHP) is a statutory body established under the Ministry of Health and Family Welfare to regulate and maintain standards of education and professional services in the allied and healthcare sector across the country.

The initiative is aligned with the Union Budget 2026–27 announcement to generate one lakh additional Allied and Healthcare Professionals (AHPs) over the next five years. Guided by the Ministry of Health and Family Welfare, the Commission is undertaking comprehensive reforms to modernize allied and healthcare education through competency-based curricula that are aligned with national healthcare priorities as well as international standards.

The competency-based curricula are expected to produce skilled professionals with enhanced clinical exposure, standardized competencies and practical training, making them job-ready to meet the growing demand for qualified allied healthcare professionals within the country while also improving their prospects for global employment and professional mobility.

To facilitate smooth implementation and support institutions during the transition, the Commission has been actively engaging with universities, colleges and other stakeholders across the country. As part of this effort, eight national-level webinars have recently been conducted to create awareness regarding the implementation of the new curricula. The webinars witnessed enthusiastic participation from educational institutions and universities nationwide, reflecting broad acceptance of the competency-based framework and preparedness for its implementation. The Commission continues to provide guidance and resolve implementation-related issues to ensure effective adoption of the new curricula across institutions.

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