

**MAEER MIT PUNE'S**

**MIMER Medical College - Talegaon (D)**

**Action taken report of the Institution on feedback report - 2016-2021**

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STUDENT FEEDBACK ANALYSIS REPORT 2020-2021

123 students returned their feedback following the end of the academic year 2020-2021., and most of them around 96%,barring a few students seemed to consider the extent and depth of their covered curriculum to be Very Good (48%) or Good (48%).

75-80% students also believed that the variety of added material available for study from the college library as well as online resources, available to all, was either very good or good, for self-study.

Most students (98%) thought that the curriculum helped them develop their practical skill set well enough to be relevant to real life situations during clinical practice.

More than 90% believed that the course was well integrated both vertically and horizontally, with appropriate chances of review of related topics on a timely basis. They felt the examinations and evaluation procedures were timely and were more than adequate.

About 10% thought practical and examination processes were merely average and just one student rated them as needing improvement.

6 % of students who gave feedback wanted improvements in practical teaching and library facilities.

9.8% felt that the reading materials could've been clearer and better integrated with linked subjects.

A minority thought the mentorship program could be made better.

About 10% also thought that some part of the curriculum was not applicable to real life situations and seemed irrelevant.

About 8% thought the integration with nested topics was merely average and could be improved upon

10/8/2021

**ACTION TAKEN**

Individual students who had sent comments along with the feedback were interviewed individually one on one wherever possible, and their suggestions were forwarded to the concerned departments and they shall be taken into consideration for implementation in the next year's teaching.

**Date-10/08/2021**



**Chairperson,  
Feedback Committee**

**MIMER MEDICAL COLLEGE**  
**FEEDBACK COMMITTEE REPORT FOR STUDENT FEEDBACK**

**STUDENT FEEDBACK ANALYSIS REPORT 2019**

23/07/2020

Feedback was received from 103 students at the end of this academic year. Extent and depth of the curriculum was found to be Very Good or Good by 96 % students.

Study material from the college library as well as online resources was either very good or good, and sufficient for self-study as per opinion of 75-80% students. As against this, 9.8% felt that the reading materials could've been clearer and better integrated with linked subjects. These students also wanted improvement in library facilities

Most students thought that the curriculum helped them develop their practical skill set well enough to be relevant to real life situations during clinical practice!

They believed that the course felt well integrated both vertically and horizontally, with appropriate chances of review of related topics on a timely basis. They felt the examinations and evaluation procedures were timely and were more than adequate.

About 10% thought practicals and examination systems were merely average and just one student rated them as needing improvement.

**ACTION TAKEN**

23/07/2020

9.8% of students who gave feedback wanted improvements in practical teaching and library facilities.

About 10% also thought that some part of the curriculum was not applicable to real life situations and seemed irrelevant.

13.7% thought the integration with nested topics was merely average and could be improved upon!

Budget for purchase of new journals is planned for the next academic year. Individual students who had sent comments along with the feedback were interviewed individually one on one wherever possible, and their suggestions were forwarded to the concerned departments and they shall be taken into consideration for implementation in the next year's teaching!

  
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**MIMER MEDICAL COLLEGE**  
**FEEDBACK COMMITTEE REPORT FOR STUDENT FEEDBACK**

**STUDENT FEEDBACK ANALYSIS REPORT 2018**

20/07/2019

Feedback was received from 103 students at the end of this academic year. Extent and depth of the curriculum was found to be Very Good or Good by majority students.

Variety of added material available for study from the college library as well as online resources, available was found to be more than adequate for self-study by most of the students

Majority believed that the curriculum helped them develop their practical skill set well enough to be relevant to real life situations during clinical practice!

They believed that the course felt well integrated vertically and horizontally with appropriate chances of review of related topics on a timely basis.

Though majority of the students felt the examinations and evaluation procedures were timely and were more than adequate, 10% had reservations about the examination system and evaluation methods and thought they could be improved upon.


8.6% students found fault in the relevance of certain topics covered in the curriculum to clinical practice.

About 10% of students who gave feedback wanted improvements in practical teaching and library facilities. About 10% also thought that some part of the curriculum was not applicable to real life situations and seemed irrelevant.

**ACTION TAKEN**

20/07/2019

As the new CBME curriculum is to be implemented from the next academic year, issues related to relevance and integration of curriculum will be taken care of.

  
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**FEEDBACK COMMITTEE REPORT FOR STUDENT FEEDBACK**

**STUDENT FEEDBACK ANALYSIS REPORT 2017** 25/07/2018

102 students returned their feedback following the end of this academic year. Around 96%, opined that the extent and depth of their covered curriculum to be Very Good (48%) or Good (48%).

75-80% students also believed that the variety of added material available for study from the college library as well as online resources, available to all, was either very good or good, for self-study. However 9.8% felt that the reading materials could've been clearer and better integrated with linked subjects.

Except 9.8% of students who wanted improvements in practical teaching, most students thought that the curriculum helped them develop their practical skill set well enough to be relevant to real life situations during clinical practice!

Students were satisfied with horizontal and vertical integration of subjects. However, 13.7% thought the integration with nested topics was merely average and could be improved upon!

Examinations and evaluation procedures were timely and were more than adequate as per opinion of majority of students , however according to 10% students it was average.

About 10% also thought that some part of the curriculum was not applicable to real life situations and seemed irrelevant.

**ACTION TAKEN**

25/07/2018

More number of integrated teaching and learning sessions are planned.

Budget for purchase of new e-journals is planned for the next academic year.

Individual issues to be addressed during practical sessions and personal counseling.

  
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**FEEDBACK COMMITTEE REPORT FOR STUDENT FEEDBACK**

**STUDENT FEEDBACK ANALYSIS REPORT 2016**      28/07/2017

Out of the more than 104 students who gave their valuable feedback following the end of this academic year, the majority of them, barring very few students, felt that the extent and depth of their covered curriculum to be Very Good or Good.

80% students also believed that the variety of added material available for study from the college library as well as online resources, available to all, was either very good or good, for self-study.

Majority opined that the curriculum helped them develop their practical skill set well enough to be relevant to real life situations during clinical practice! However 10% of students who gave feedback wanted improvements in practical teaching.

They believed that the course felt well integrated vertically and horizontally with appropriate opportunity to overview related topics. As per their opinion examinations and evaluation procedures were timely and more than adequate.

About 10% thought practical and examination systems were merely average and according to only one student it needs improvement.

About 10% also thought that some part of the curriculum was not applicable to real life situations and seemed irrelevant.

**ACTION TAKEN**

28/07/2017

As the curriculum given by MUHS cannot be modified, view of clinical departments was taken in order to give more exposure to students to make it relevant to real life situations.

Individual complaints of students were handled on one to one basis

  
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TEACHERS FEEDBACK ANALYSIS REPORT 2020-2021

30/08/2021

In the academic year 2020-2021, an overwhelming majority of the 148 teaching faculty that have sent their valuable feedback about the curriculum and the various amenities available in the institute, are of the opinion that the aims and objectives of the syllabi are all well-defined and clear.

Most say that there are more than an adequate number of prescribed books available in the library along with reference materials, all of which are appropriate for the course and are kept updated regularly.

An overwhelming number believe that the course maintains a good balance between theory and practical knowledge and is sufficiently application oriented in the real world.

They further state unequivocally that the curriculum has allowed them to not only increase their own knowledge but has given them a better perspective on their own subjects.

The administration is deemed friendly and cooperative and open-minded enough to allow teachers to adopt new techniques of teaching and testing and assessment of students and that the institute provides an environment which is conducive to teaching as well as research.

Most also add that the university and the institute provide both support and funding for research projects both for students as well as faculty.

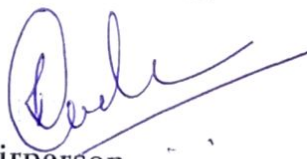
Lastly there are ample opportunities for professional development which is enthusiastically encouraged by our institute and this support is nondiscriminatory and above all fair!

**Actions taken:**

30/08/2021

The feedback report and analysis has been forwarded to the office of the principal, the management and curriculum committee for implementation as and when feasible.

Date-30/08/2021

  
Chairperson,  
Feedback Committee



**MIMER MEDICAL COLLEGE  
FEEDBACK COMMITTEE REPORT FOR TEACHERS FEEDBACK**

**TEACHERS FEEDBACK ABOUT CURRICULUM, LEARNING AND  
EVALUATION 2019**

23/08/2020

Having collected feedback from 116 teachers this academic year, the following points stand out from the analysis of this feedback.

94% faculty including newly appointed members were unanimously agreeing to the curriculum implementation this past year with respect to the content of each academic years courses, the course content and depth, as well as the clarity and depth of reference materials made available to both faculty and students through individual departmental libraries as well as the Central Library.

Infrastructural facilities such as teachers rooms, classrooms, reading rooms and toilet facilities for each department were ranked as being more than adequate by 31% and adequate by 47%.

More than 95% believe that these facilities allow for an environment conducive to teaching well and can clearly see the benefits towards their students learning outcomes.

About 15-20% of the staff thus queried still would prefer to have better reference texts made available, separate faculty canteen facilities and would like to see the Institute allow them more autonomy in inculcating their own teaching methods to suit the students better!

**ACTION TAKEN**

23/08/2020

Individual recommendations and suggestions have been forwarded to the management and respective committees for further action and possible implementation of their valuable suggestions as and when feasible.

The institute has started receiving tenders for online easily accessible reference material for all students and faculty from the best available vendors.



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**MIMER MEDICAL COLLEGE  
FEEDBACK COMMITTEE REPORT FOR TEACHERS FEEDBACK**

**TEACHERS FEEDBACK ABOUT CURRICULUM, LEARNING AND  
EVALUATION 2018**

23/07/2019

130 teachers provided their point wise feedback with respect to the curriculum, their course content, the nature and depth of their course, the clarity and depth of textual reading material made available to them in their own departmental library as well as the Institutional Central Library.

98% were more than satisfied with all of the above.

About 95% were also satisfied with regards to how the curriculum has allowed the inculcation of practical skill set development through various programs and workshops and the infrastructure the Institution provides for the same.

About 10% of the staff thus queried still would prefer to have separate faculty canteen facilities and would like to see the Institute allow them more autonomy in inculcating their own teaching methods to suit the students better!

More than 95% believe that the facilities allow for an environment conducive to teaching well and can clearly see the benefits towards their students learning outcomes.

**ACTION TAKEN**

23/07/2019

Individual recommendations and suggestions as received from the faculty have been forwarded to the management and respective committees for further action and possible implementation of their valuable suggestions as and when feasible.

  
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**MIMER MEDICAL COLLEGE**  
**FEEDBACK COMMITTEE REPORT FOR STUDENT FEEDBACK**

**TEACHERS FEEDBACK ABOUT CURRICULUM, LEARNING AND  
EVALUATION 2017**

25/07/2018

Having collected feedback from 132 teachers this academic year, the following points stand out from the analysis of this feedback.

93% faculty including newly appointed members as well as seasoned teachers were unanimously agreeing to the curriculum implementation this past year with respect to the content of each academic years courses, the course content and depth, as well as the clarity and depth of reference materials made available to both faculty and students through individual departmental libraries as well as the Central Library.

Infrastructural facilities such as teachers rooms, classrooms, reading rooms and toilet facilities for each department were ranked as being more than adequate by 57% and adequate by 15%.

Most believe that these facilities allow for an environment conducive to teaching well and can clearly see the benefits towards their students learning outcomes.

About 15-20% of the staff thus queried still would prefer to have better reference texts made available, separate faculty canteen facilities and would like to see the Institute allow them more autonomy in inculcating their own teaching methods to suit the students better!

25/07/2018

**ACTION TAKEN**

Individual recommendations and suggestions have been forwarded to the management and respective committees for further action and possible implementation of their valuable suggestions as and when feasible.

The institute has started receiving tenders for online easily accessible reference material for all students and faculty from the best available vendors.

  
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FEEDBACK COMMITTEE REPORT FOR TEACHERS FEEDBACK**

**TEACHERS FEEDBACK ABOUT CURRICULUM, LEARNING AND  
EVALUATION 2016**

28/07/2017

This year 130 teachers provided their point wise feedback with respect to the curriculum, their course content, the nature and depth of their course, the clarity and depth of textual reading material made available to them in their own departmental library as well as the Institutional Central Library.

95% were more than satisfied with all of the above.

About 90-95% were also satisfied with regards to how the curriculum has allowed the inculcation of practical skill set development through various programs and workshops and the infrastructure the Institution provides for the same.

Most believe that the facilities allow for an environment conducive to teaching well and can clearly see the benefits towards their students learning outcomes.

About 10% of the staff thus queried still would prefer to have separate faculty canteen facilities and would like to see the Institute allow them more autonomy in inculcating their own teaching methods to suit the students better!

**ACTION TAKEN**

28/07/2017

Individual recommendations and suggestions have been forwarded to the management and respective committees for further action and possible implementation of their valuable suggestions as and when feasible.



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**PROFESSIONAL FEEDBACK ANALYSIS REPORT 2020-2021**

16/08/2021

The institute has always endeavored to seek feedback about the CBME curriculum and its effective implementation from the external examiners appointed by MUHS over the past year. A total of 33 external examiners from other institutions, also under the NMC CBME curriculum umbrella, have offered their valuable feedback in the academic year 2020-2021.

Of these, barring just 2 professionals, all thought that the curriculum under the CBME format is relevant to their particular subjects.

More than 80% thought that fresh medical graduates of our institute were qualified enough to provide basic healthcare services in the rural setup and this has even more importance considering the ongoing Covid 19 pandemic.

More than half were of the opinion that medical graduates can communicate confidently with patients and their relatives, as well as their professional colleagues.

At least half of those giving their feedback were of the opinion that medical students are not well prepared for engaging in clinical research activities, and lack adequate understanding of the ethical issues in clinical care.

Subjective question analysis:

Some have opined that the medical students were not so well prepared for engaging in medical emergencies and basic clinical research activities requiring a profound training in practical, clinical issues.

According to the various suggestions received, the topics that need to be added into the MBBS syllabus were: recent advances and automation in pathology, history of Indian medicine, ethics and values inherent in medical practice, patient communication, introductory psychology sociology and economics, Pandemic management, research methodology, Yoga, sports and self-defense.

Topics those are less relevant now which needs to be omitted were: Parasitology in much great details, knowledge about rarer diseases, old clinical and experimental methods and techniques.

Today's medical graduates could improve their competency in the following suggested fields: practical aspects of day to day patient care, clinical correlation, communication skills, management of medical emergencies

Suggested topics for inclusion in future curriculum were: clinical pathology with correlation Hospital infections and medico-legal cases in casualty.

Suggested future trends to be included in the syllabus were the following: molecular pathology, clinical pharmacology Pharmacovigilance, virtual autopsy, hands-on training of biological sample collection.


Actions taken:

16/08/2021

The professionals' feedback about the curriculum and students' level of competence has been communicated to Principal's office, the management, the curriculum committee and the individual departments.

The inclusion of bioethics and a more holistic approach towards medical education as espoused by the CBME curriculum is expected to bear convincing results in the years to come and should make for more well-groomed doctors graduating from our institute.

Date-16/08/2021

  
**Chairperson,  
Feedback Committee**



## Alumni Feedback Report

2020-21

10/08/2021

Alumni feedback is an important source of information for betterment and development of the institution. Feedback was received manually from 34 Alumni from various batches.

Feedback from the Alumni included Course Content, Teaching Learning Process, Curriculum, Syllabus, Evaluation process, Library, Sports, campus, infrastructure, hostel facilities and Administration.

Alumni have given a positive & satisfactory feedback regarding the course content, teaching methodology and usefulness of the designed curriculum for their competitive exams. Positive comments regarding the teachers reflect that MIMER has always had best & dedicated teachers.

The positive changes in the campus were appreciated as well as the facilities provided in Hospital to the rural population were appreciated.

Few suggestions regarding the betterment of Hostel, Sports, canteen & infrastructure was received.

### Actions Taken:

10/08/2021

Corrective measures following the feedback of alumni have been incorporated duly, that are:

1. Hostel & Infrastructure improvements are planned to make more rooms available for comfortable stay of the students.
2. Library is now, well equipped with e-books & e-journals. Subscriptions to the databases like UpToDate, make tenets of Evidence Based Medicine available at their fingertips accessible from anywhere.
3. Appointments of a Yoga teacher & a Volley ball teacher, who is a National champion, are helping in improving the available sports facilities.



**Dr. Vaishali Korde**  
Chairman  
Feedback Committee