

PROFESSIONAL FEEDBACK ANALYSIS REPORT 2020-2021

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:

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

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

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**

45.21

TEACHERS FEEDBACK ANALYSIS REPORT 2020-2021

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:

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