

24-05-2020

Feedback analysis report – 2019-20

Feedback Process:

With the aim of improving the quality of education, feedback on curriculum was taken from the stakeholders: Students, Teachers, Employers, Alumni and Professionals. The curriculum was evaluated with respect to the content and its depth, coverage, applicability, learning value, and relevance. The templates for feedback on curriculum were prepared by the IQAC and NAAC Criterion 1 curriculum committee of the institution, and approved by the College Council members at the College Council meeting held on 09-04-2019. During the months of June and July 2019, the feedback was administered online, to all the stakeholders. The students of Phase I, Phase II, and Phase III of the MBBS programme, and interns were administered separate templates with the intention of obtaining more detailed and accurate data.

The various aspects of the curriculum were evaluated by the stakeholders on a 5 point scale: 4 - Strongly agree; 3 - Agree; 2 - Uncertain; 1 - Disagree; 0 - Strongly disagree.

The **feedback analysis** was done by the IQAC and biostatistician of the institution. The final analysis for presentation was done using excel software. This analysis was submitted to the Principal and Dean who discussed and planned the line of action during the College Council meeting held on 07-08-2019. **Action** was implemented as per the recommendations of the College Council, and the **relevant documents have been made available on the institutional website.**



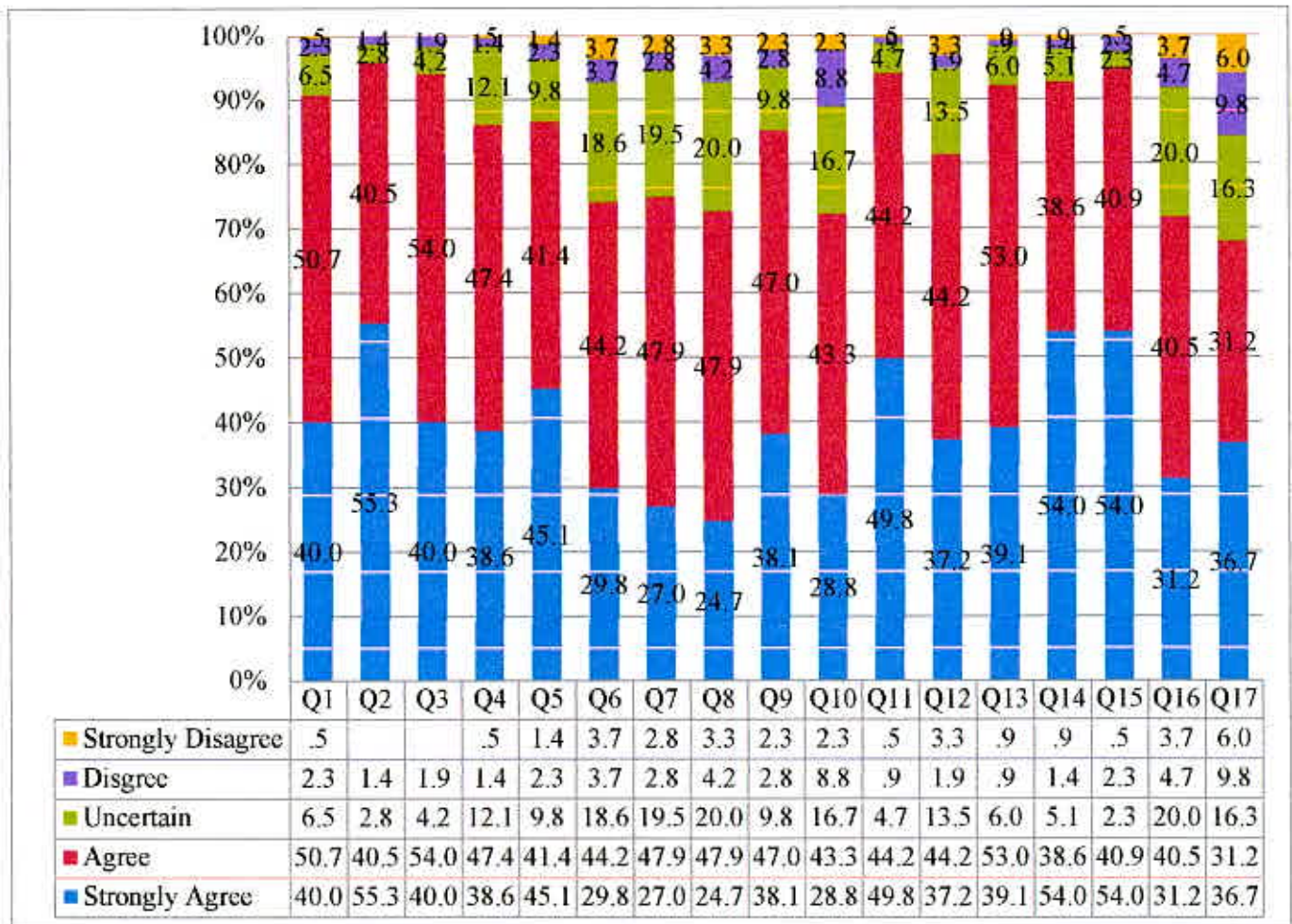
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Parameters used and Observations:

The graphs show the analysis of the feedback received from all the stakeholders:

1. Student Feedback on Curriculum:

Phase I MBBS students:



Questions:

- Q1. The curriculum integrated knowledge in basic medical sciences with its application in clinical practice.
- Q2. I got the opportunity to learn adequately through cadaver dissection.
- Q3. I have acquired laboratory skills in basic sciences with interpretation.
- Q4. The laboratory training also provided me with skills in clinical examination.

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Tel: 080-2360 5190/1742 /1743 /5408. Fax: 080-2360 6213, Email: msrmedical@msrhc.ac.in, Web: www.msrmc.ac.in, www.ramaiah-india.org

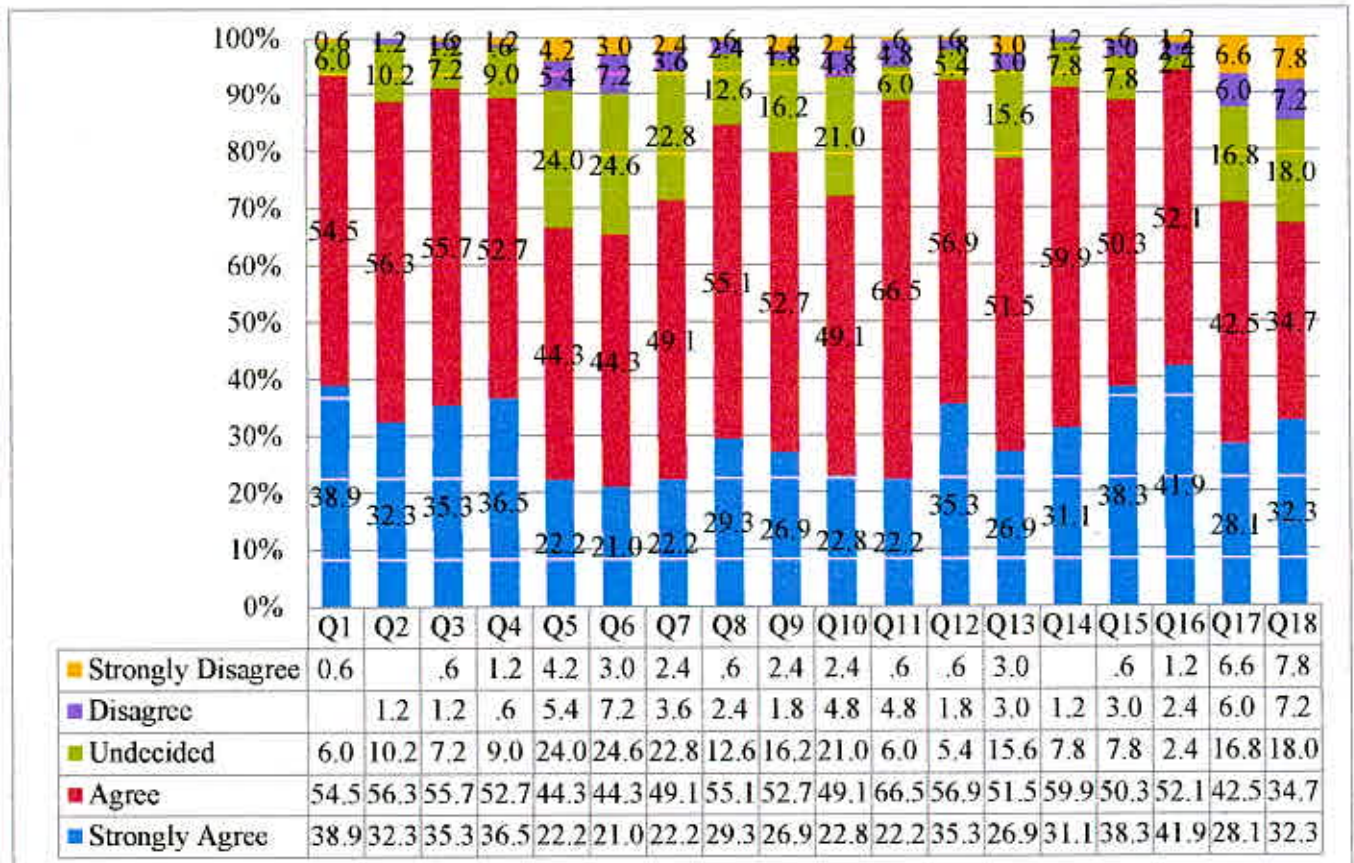
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- Q5. I have gained a humane approach towards peers, patients and their families.
Q6. The museum has enabled me to pursue continued self-learning and to be a life-long learner.
Q7. The museum enabled me to integrate basic sciences with clinical application.
Q8. I have acquired the skills to access electronic learning resources and apply them.
Q9. The curriculum has created an interest to practice evidence-based medicine and pursue research.
Q10. The curriculum has familiarized me with the importance of National health programmes.
Q11. Coverage of the course was complete in the prescribed time.
Q12. Contents beyond the syllabus were covered adequately.
Q13. Objectives of the course were achieved.
Q14. Lesson plan/schedule of lectures, practicals and tutorials was provided at the beginning of academic year/semester.
Q15. The examination system followed was transparent and fair.
Q16. Foundation course at the beginning of my MBBS program would have been more helpful.
Q17. Early clinical exposure during phase I of MBBS would have been more helpful.

Responses were received from 213 students. The feedback revealed that:

- 90.7% of the students agreed that the curriculum integrated knowledge in basic medical sciences with its application in clinical practice.
- 94% of the phase I students were satisfied with the laboratory skills that they had acquired.
- Only 74.9% had been able to utilise the museum facility to enhance their learning.
- 85.1% of the students stated that the curriculum has created an interest to practice evidence-based medicine and pursue research.
- Only 72.6% of the students agreed that they have acquired the skills to access electronic learning resources and apply them.


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Phase II MBBS students:

Questions:

- Q1. The curriculum integrated knowledge in basic medical sciences with its application in clinical practice.
- Q2. The laboratory training also provided me with skills to decide on the relevant investigations and interpret.
- Q3. I have acquired skills to take a complete history and do clinical examination on patients.
- Q4. I have gained a humane approach towards peers, patients and their families.
- Q5. The museum has enabled me to pursue continued self-learning and to be a life-long learner.
- Q6. The museum enabled me to integrate basic sciences with clinical application.
- Q7. I have acquired the skills to access electronic learning resources and apply them.
- Q8. The curriculum has created an interest to practice evidence-based medicine and pursue research.
- Q9. The integrated teaching classes conducted have helped me clear my concepts and enabled deeper understanding of the subject.
- Q10. I can recognize the nature of acute medical and surgical emergencies and can effectively carry out basic life-saving procedures.
- Q11. The curriculum has familiarized me with the importance of National health programmes.

prevention and control of diseases, immunization and health education.

Q12. Coverage of the course was complete in the prescribed time.

Q13. Contents beyond the syllabus were covered adequately.

Q14. Objectives of the course were achieved.

Q15. Lesson plan/schedule of lectures, practicals and tutorials was provided at the beginning of academic year/semester.

Q16. The examination system followed was transparent and fair.

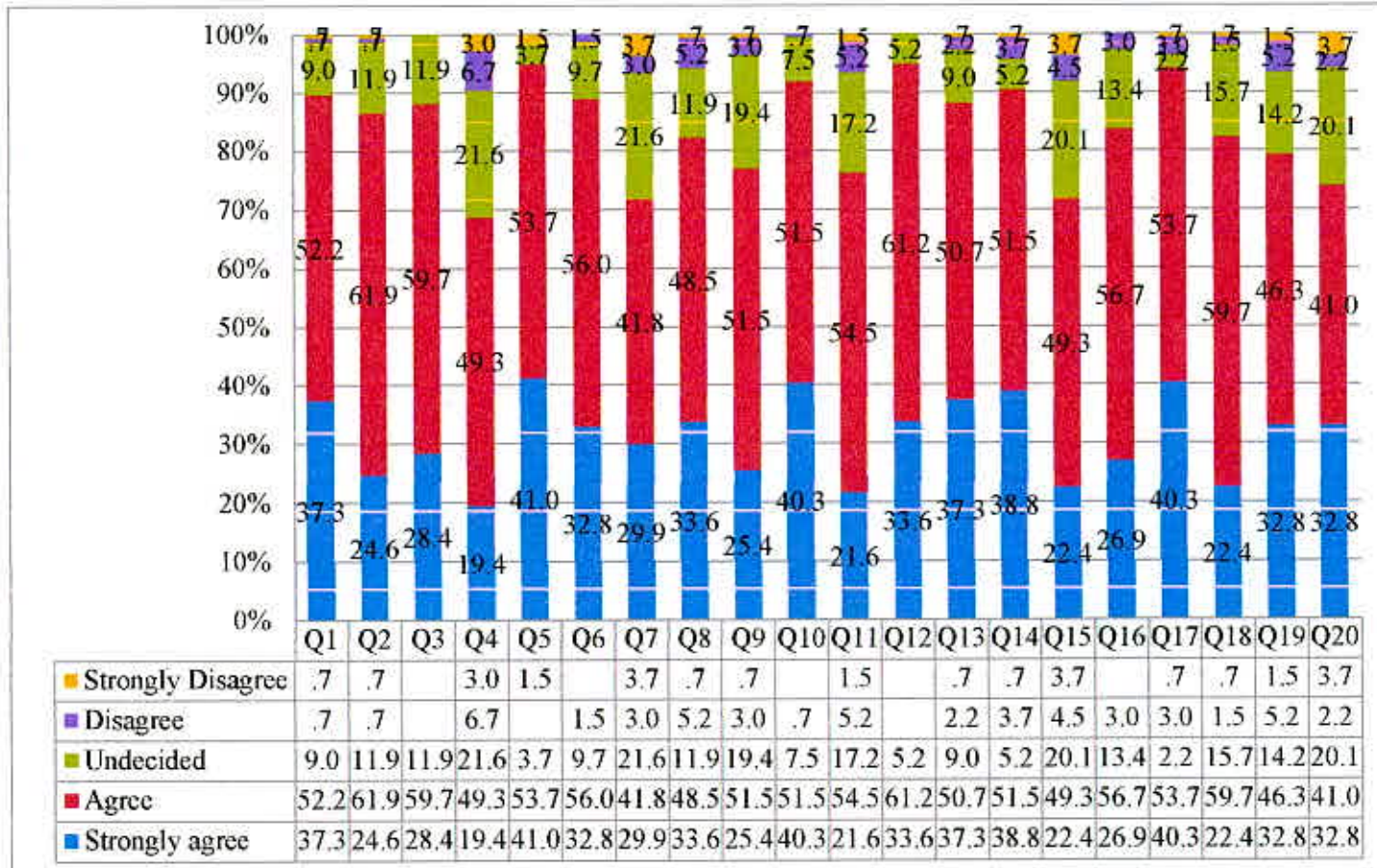
Q17. Foundation course at the beginning of my MBBS program would have been more helpful.

Q18. Early clinical exposure during phase I of MBBS would have been more helpful.

Feedback was received from 166 students and showed that:

- 93.4% of the students agreed that the curriculum integrated knowledge in basic medical sciences with its application in clinical practice.
- 88.6% of the phase II students were satisfied with the laboratory skills that they had acquired.
- Only 65.3% of the students had been able to utilise the museum facility to enhance their learning.
- 79.6% of the students agreed that the integrated teaching classes conducted helped to clear their concepts and enabled deeper understanding of the subject, however 20.4% were not totally satisfied with these classes.
- 2.4% of the students expressed that coverage of the curriculum could not be completed in the prescribed time.
- 84.4% of the students stated that the curriculum has created an interest to practice evidence-based medicine and pursue research, but 15.6% did not agree.

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Phase III MBBS students:

Questions:

- Q1. The curriculum integrated knowledge in basic medical sciences with its application in clinical practice.
- Q2. I have developed the skills to do a complete clinical examination, relevant investigations and interpret.
- Q3. The curriculum enabled me to diagnose and manage common health problems.
- Q4. I have acquired the skills to perform common clinical procedures.
- Q5. I have gained a humane approach towards peers, patients and their families.
- Q6. The training has enabled me to pursue continued self-learning and to be a life-long learner.
- Q7. I have acquired the skills to access electronic learning resources and apply them.
- Q8. The curriculum has created an interest to practice evidence-based medicine and pursue research.
- Q9. The integrated teaching classes conducted have helped me clear my concepts and enabled deeper understanding of the subject.
- Q10. I have understood the importance of maintaining accurate medical records.
- Q11. I can recognize the nature of acute medical and surgical emergencies and carry out basic life-saving procedures.
- Q12. The curriculum has made me aware of the National health programmes, prevention and control of diseases, immunization and health education.
- Q13. The examination system followed was transparent and fair.
- Q14. Coverage of the course was complete in the prescribed time.

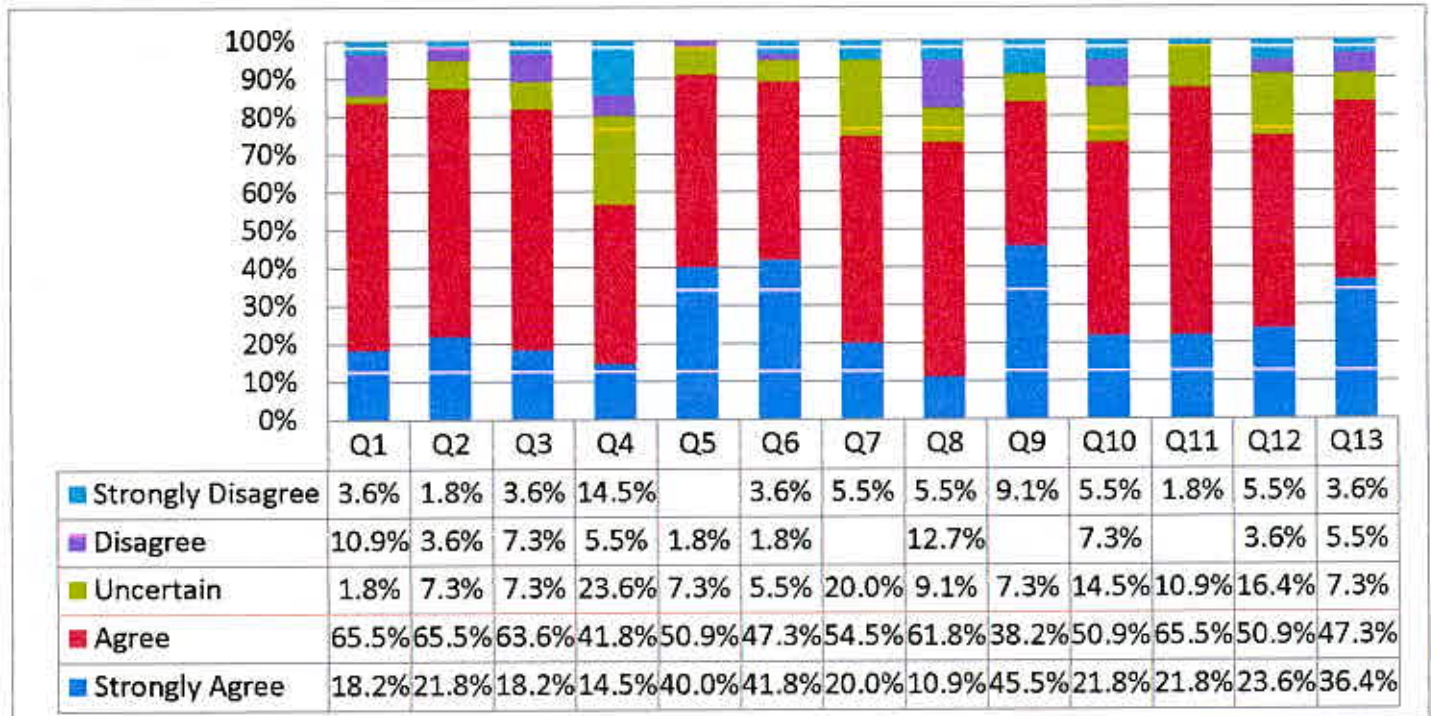
- Q15. Contents beyond the syllabus were covered adequately.
- Q16. Objectives of the course were achieved
- Q17. Lesson plan/schedule of lectures, practicals and tutorials was provided at the beginning of academic year/semester.
- Q18. I have fully achieved the graduate attributes prescribed for the programme.
- Q19. Foundation course at the beginning of my MBBS program would have been more helpful.
- Q20. Early clinical exposure during phase I of MBBS would have been more helpful.

Responses were received from 133 Phase III students. Following points were evident:

- 89.5% of the students agreed that the curriculum integrated knowledge in basic medical sciences with its application in clinical practice.
- 86.5% of the phase III students felt that they were capable of doing a complete clinical examination, relevant investigations and interpret. However, only 76.1% were confident that they could recognize the nature of acute medical and surgical emergencies and carry out basic life-saving procedures.
- 91.8% of the students agreed that they had understood the importance of maintaining accurate medical records.
- 76.9% of the students agreed that the integrated teaching classes conducted helped to clear their concepts and enabled deeper understanding of the subject, however 23.1% were not totally satisfied with these classes.
- 82.1% of the students stated that the curriculum has created an interest to practice evidence-based medicine and pursue research, but 17.8% did not agree.
- Only 71.7% of the students agreed that they have acquired the skills to access electronic learning resources and apply them.
- 4.4% of the students expressed that coverage of the curriculum could not be completed in the prescribed time.



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Interns (Exit) feedback:

Questions:

- Q 1. The curriculum enabled me to acquire competence in the diagnosis and management of common health problems.
- Q2. I have developed the skills to do a complete clinical examination, decide on the relevant investigations and interpret.
- Q3. The curriculum integrated knowledge in basic medical sciences with its application in clinical practice.
- Q4. I have acquired the skills to use diagnostic equipment and perform common procedures.
- Q5. I have gained a humane approach towards peers, patients and their families.
- Q6. The training has enabled me to pursue continued self-learning and to be a life-long learner.
- Q7. I have acquired the skills to access electronic learning resources and apply them.
- Q8. The curriculum has created an interest to practice evidence-based medicine and pursue research.
- Q9. I have understood the importance of maintaining accurate medical records.
- Q10. I can recognize the nature of acute medical and surgical emergencies and can effectively carry out basic life-saving procedures.
- Q11. The curriculum has familiarized me with the importance of National health programmes, prevention and control of diseases, immunization and health education.
- Q12. The time allotted to cover the curriculum is adequate.
- Q13. The examination system followed was transparent and fair.

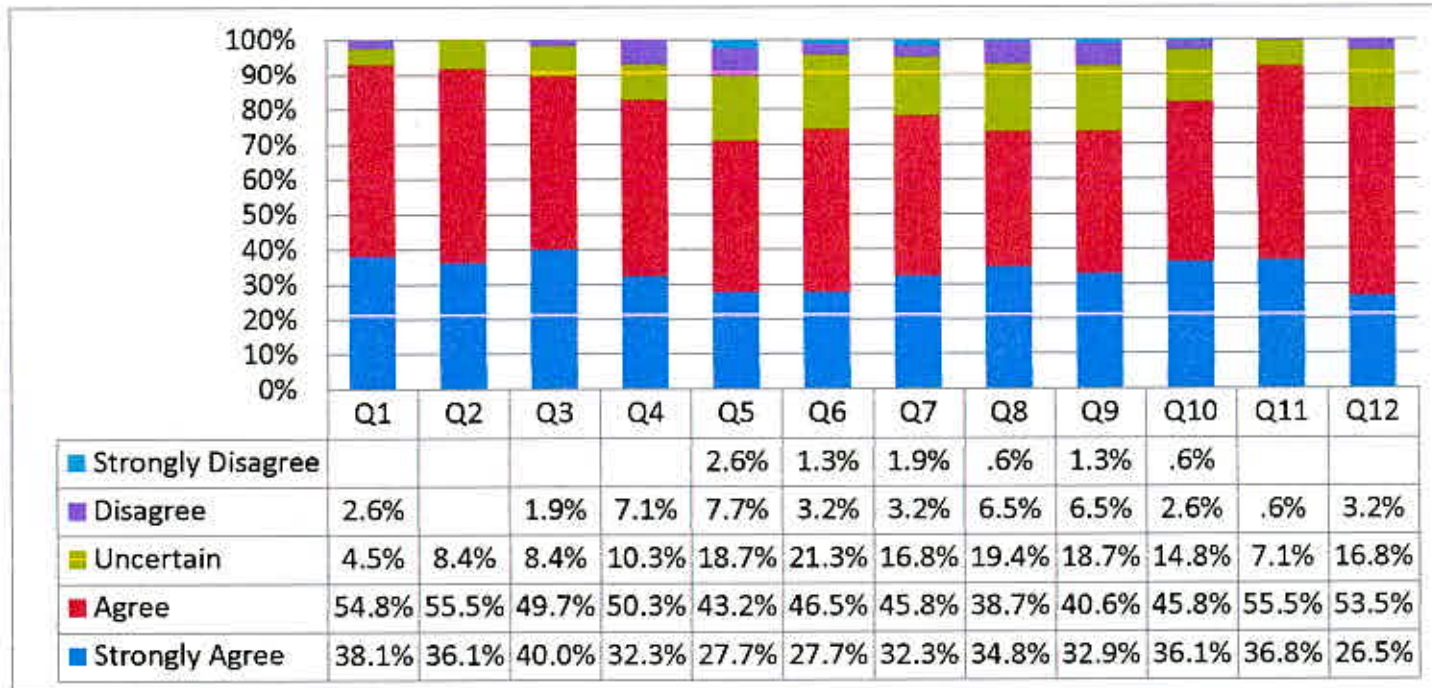
Responses were received from 55 interns. It became evident that:

- 81.8% of the students agreed that the curriculum integrated knowledge in basic medical sciences with its application in clinical practice.
- 87.3% of the interns felt that they had developed the skills to do a complete clinical examination, relevant investigations and interpret. However, only 72.7% were confident that they could recognize the nature of acute medical and surgical emergencies and carry out basic life-saving procedures.
- 20% of the interns felt that they had not acquired the skills to use diagnostic equipment and perform common procedures.
- 83.7% of the students agreed that they had understood the importance of maintaining accurate medical records.
- 18.2% of the students did not agree that the curriculum has created an interest to practice evidence-based medicine and pursue research.
- 9.1% of the students expressed that coverage of the curriculum could not be completed in the prescribed time.



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2. Teachers Feedback on Curriculum:



Questions:

- Q 1. The curriculum enables the student to acquire competence in the diagnosis and management of common health problems.
- Q 2. The student develops the skills to do a complete clinical examination, decide on the relevant investigations and interpret.
- Q 3. The curriculum integrates knowledge in basic medical sciences with its application in clinical practice.
- Q 4. The curriculum enables the student to acquire the skills to use diagnostic equipment and perform common procedures.
- Q 5. The curriculum enables the student to gain an understanding of the importance of a humane approach towards peers, patients and their families.
- Q 6. The curriculum enables the student to pursue continued self-learning and to be a life-long learner.
- Q 7. The curriculum enables the student to acquire the skills to access electronic learning resources and apply them.
- Q 8. The curriculum creates an interest to practice evidence-based medicine and pursue research.
- Q 9. The student understands the importance of maintaining accurate medical records.
- Q 10. The student can recognize the nature of acute medical and surgical emergencies and can effectively carry out basic life-saving procedures.
- Q 11. The curriculum familiarizes the student with the importance of National health programs, prevention and control diseases, immunization and health education.
- Q 12. The time allotted to cover the curriculum is adequate

Feedback on curriculum was received from 155 teachers. The feedback from the teachers revealed that the curriculum is adequate in terms of providing basic medical knowledge, but needs to be improved as far as practical skills are concerned. The affective domain is not addressed adequately. Self-learning and research also need to be promoted. Following are the highlights of the feedback analysis report:

- 92.9% of the teachers agreed that the curriculum enables the student to acquire competence in the diagnosis and management of common health problems.
- 91.6% agreed that the student develops the skills to do a complete clinical examination, decide on the relevant investigations and interpret.
- 89.7% of the teachers agreed that the curriculum integrates knowledge in basic medical sciences with its application in clinical practice.
- 82.6% agreed that the curriculum enables the student to acquire the skills to use diagnostic equipment and perform common procedures, and 81.9% agreed that the student can also recognize the nature of acute medical and surgical emergencies and can effectively carry out basic life-saving procedures.
- Only 70.9% of the teachers agreed that the curriculum enables the student to gain an understanding of the importance of a humane approach towards peers, patients and their families.
- Only 74.2% of the teachers felt that the curriculum enables the student to pursue continued self-learning and to be a life-long learner.
- Only 73.5% agreed that the curriculum creates an interest to practice evidence-based medicine and pursue research.
- 80% of the teachers stated that the time allotted to cover the curriculum is adequate.

3. Employers Feedback on Curriculum:



Questions:

- Q1: The curriculum has enabled the employee to acquire adequate subject knowledge, skill and competency.
- Q2: The curriculum has integrated knowledge in basic medical sciences and preventive medicine with its application in clinical practice.
- Q3: The curriculum has enabled the employee to gain an understanding of the importance of a humane approach towards students, peers, patients and their families.
- Q4: The curriculum has enabled the employee to understand group dynamics and be a good team worker.
- Q5: The curriculum has provided the employee with good communication skills.
- Q6: The curriculum has enabled the employee to pursue continued self-learning and to be a life-long learner.
- Q7: The curriculum has enabled the employee to acquire the skills to access electronic learning resources and apply them.
- Q8: The curriculum has created an interest to practice evidence-based medicine and pursue research.
- Q9: The employee can recognize the nature of acute medical emergencies and can effectively carry out basic life-saving procedures.
- Q10: The curriculum has provided the employee with adequate job suitability.

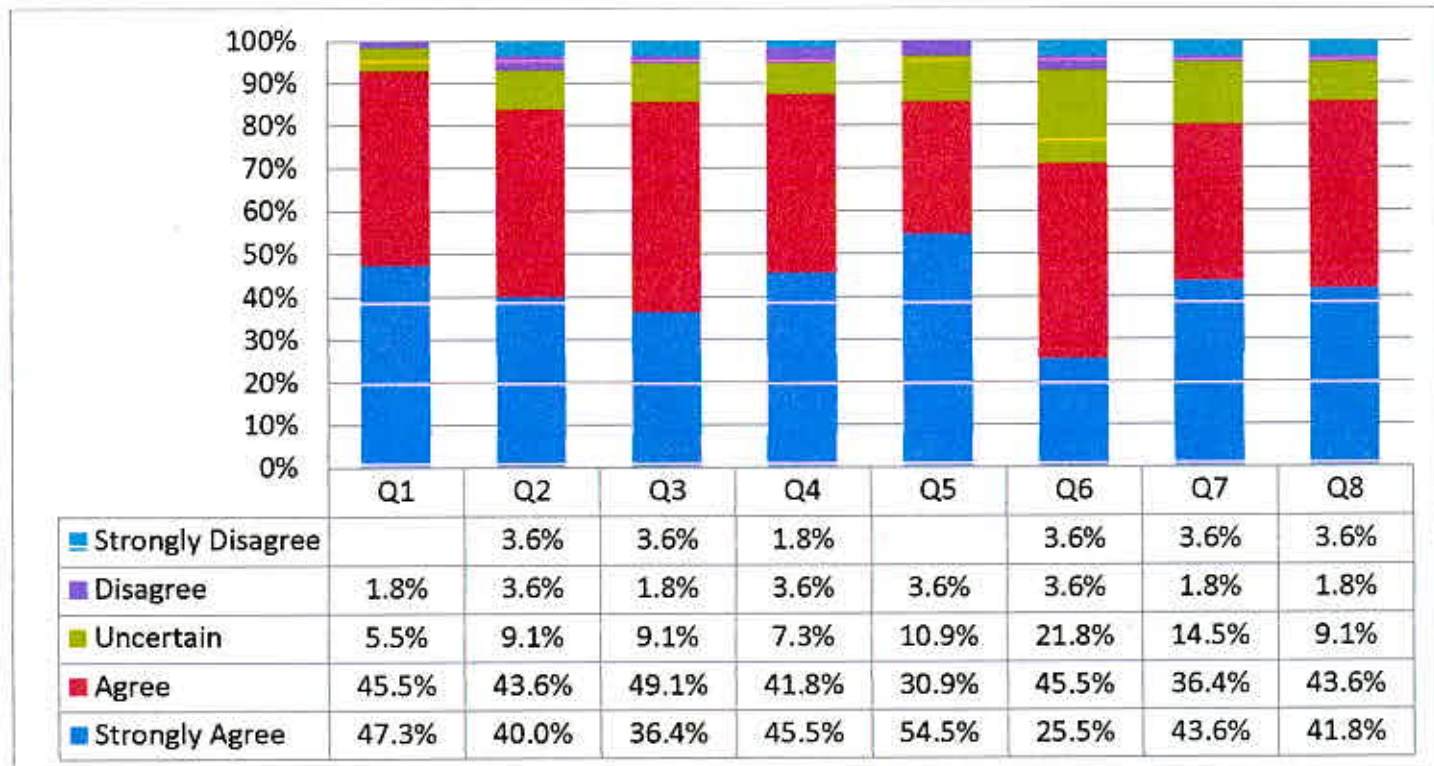
Feedback was received from 63 employers. It was evident from the feedback that all the employers agree that the medical graduates from this institution who are employed in their organisation have good employability skills.

- 100% of the employers agreed that the curriculum has enabled our medical graduates to acquire adequate subject knowledge, skill and competency, and has integrated knowledge in basic medical sciences and preventive medicine with its application in clinical practice. 98.4% also agree that the graduates can recognize the nature of acute medical emergencies and can effectively carry out basic life-saving procedures.
- 95.2% of the employers agree that our graduates have understood of the importance of a humane approach towards students, peers, patients and their families.
- 92.1% of the employers feel that our medical graduates are good team workers, and 90.5% feel that they have good communication skills.



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4. Alumni Feedback on Curriculum:



Questions:

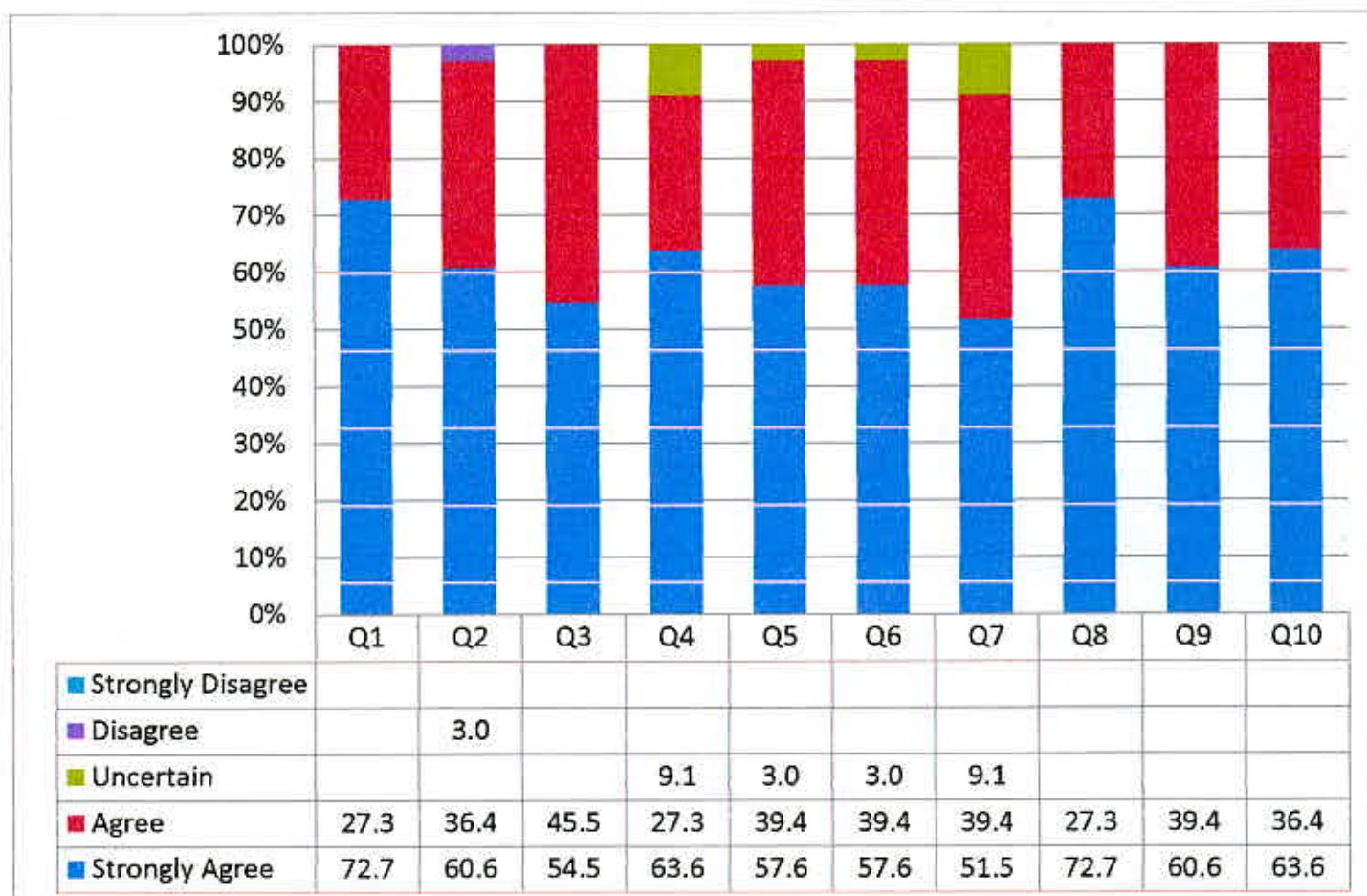
- Q 1. The educational experience with the curriculum has helped me to perform better in my present assignment.
- Q 2. The curriculum has stressed equally on theoretical knowledge and professional skills.
- Q 3. I was given ample opportunities to learn about professionalism and ethics.
- Q 4. The curriculum has enabled me to gain a humane approach towards peers, students, patients and their families.
- Q 5. The examination system followed was transparent and fair.
- Q 6. The student mentorship program and opportunities for grievance redressal helped me to progress in my academic and extracurricular activities.
- Q 7. It was encouraged to pursue higher studies and research during my training.
- Q 8. The curriculum provided adequate training to appear in competitive examinations and acquire the skills to participate in the challenging field of job placement.

Responses were received from 55 alumni.

The alumni feedback analysis reveals the following:

- 83.6% of the alumni were satisfied with the curriculum with respect to knowledge content and professional skills.
- 85.5% of the alumni agreed that they sufficiently learnt about professionalism and ethics.
- 5.4% of the alumni expressed that the curriculum did not provide adequate training to appear in competitive examinations and acquire the skills to participate in the challenging field of job placement.
- The alumni appreciated the effort made by the institution to make value additions to the curriculum and majority of them felt that their educational experience has helped them to perform better in their present assignment.

5. Professionals Feedback on Curriculum:



Questions:

Q1: The curriculum has enabled the student to acquire adequate subject knowledge, skill and competency.

M.S. RAMAIAH MEDICAL COLLEGE, M S R Nagar, MSRIT Post, Bangalore 560 054

Tel: 080-2360 5190/1742 /1743 /5408. Fax: 080-2360 6213, Email: msrmedical@msrmc.ac.in, Web: www.msrmc.ac.in, www.ramaiah-india.org

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- Q2: The curriculum has integrated knowledge in basic medical sciences and preventive medicine with its application in clinical practice
- Q3: The curriculum has enabled the student to gain an understanding of the importance of a humane approach towards students, peers, patients and their families.
- Q4: The curriculum has enabled the student to understand group dynamics and be a good team worker
- Q5: The curriculum has provided the student with good communication skills.
- Q6: The curriculum has enabled the student to pursue continued self-learning and to be a life-long learner.
- Q7: The curriculum has enabled the student to acquire the skills to access electronic learning resources and apply them.
- Q8: The curriculum has created an interest to practice evidence-based medicine and pursue research.
- Q9: The student can recognize the nature of acute medical emergencies and can effectively carry out basic life-saving procedures.
- Q10: The curriculum has provided the student with adequate job suitability.

Feedback was received from 33 professionals.

The feedback indicated that

- All the professionals were satisfied with the curriculum with respect to knowledge, skill, competency, and application in clinical practice.
- They were also happy with the good team spirit, communication skills, and self-learning abilities that the medical graduates develop, and the experience in electronic learning and research provided by the curriculum.

The analysis report was kept confidential and submitted to the College Council for further necessary action.

Recommendations by College Council:

After discussion in the College council meeting held on 07-08-2019, the following recommendation was made:

- Topics should be given to students as assignments at the end of every class, to encourage self-learning.
- Topics that need to be stressed are ethics and professionalism, group dynamics and being a good team worker, good communication skills, documentation, and research methodology.

These topics need to be included in the foundation course for the new entrants to MBBS.

- Students should be trained for competitive examinations and job placement.

The faculty representing the institution at the university level as BOS members were briefed about the feedback analysis, and instructed to raise the concerns in the upcoming university BOS meetings.



(Dr. Chandrika Rao)

MEU coordinator
Co-Ordinator

MEDICAL EDUCATION UNIT
M.S. Ramaiah Medical College
M.S.R. Nagar, MSRIT Post,
BANGALORE - 560 054



(Dr. Medha Y Rao)

Principal and Dean

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