Criterion I-Curricular Aspects

1.4 Feedback System

1.4.2 Feedback process of the institution

Action Taken Report of the University

2018-19

Stakeholders Feedback Analysis

(2018-19)

1. Preface:

Education must evolve with the changing demands of the world. At Swami Rama Himalayan University, we ensure that education takes care of both- intellectual needs and development of practical skills. As we strive for excellence, we understand that feedback is one of the well-known ways that can guide us towards taking corrective steps and in strengthening all that is the good. The feedback is taken for curriculum across all Academic units of the University. The purpose of this effort is to gather input, from various stakeholders involved in the system such as students, academicians, alumni, employers, and other professionals from different fields.

The aim of obtaining feedback on curriculum, is to gain an understanding of the strengths of our curriculum and identify gaps where improvements can be made. Through collaboration, with our community and broader professional network we strive to implement measures that align our educational offerings with the highest standards.

The feedback process helps us gain insight about the end user's perspective, be it the faculty, students, alumni, their employers or other professionals in various fields and industry. Furthermore, the valuable input from recruiters and professionals helps bridge the gap between academia and industry, ensuring that our graduates are not only academically proficient but also well-prepared for the demands of the contemporary workplace.

At SRHU, the feedback process is a dynamic and responsive mechanism for continuous improvement. It helps us revise the curriculum to meet the expectations of the stakeholders and helps us stay more focused regarding the necessary changes. The feedback report is thus is compiled and presented to the Academic Council for further action.

2. Objectives of Curriculum Feedback

The Objectives of Curriculum Feedback are to:

- Gather information on the effectiveness of the existing curriculum, so that it meets the academic requirements and is in line with the institution's goals and objectives.
- Ensure that the curriculum is aligned with current industry needs.
- Address issues of ethics, diversity and professionalism.
- Enhance students' employability by fostering entrepreneurial mindset.

- Develop a curriculum which focuses on all domains of learning

3. Summary of Curriculum Feedback Concept

SRHU aims to provide a comprehensive and holistic approach towards education along with integration of knowledge and skills from various disciplines. The curriculum feedback helps us seek inputs from key stakeholders- students, alumni, teachers, professionals, and employers. The feedback helps us revise the curriculum, lending it a flexibility for adapting to recent advances and to the challenges in health care & industry. The feedback is analysed and thereafter, each academic unit takes appropriate action to incorporate the necessary changes. Establishing a continuous feedback loop ensures that the curriculum remains dynamic and responsive to current trends.

Curriculum Feedback responses for the year 2018-19

Particulars	Number of responses
Teachers	309
Alumni	389
Students	1388
Professionals	31
Employers	5

Feedback responses
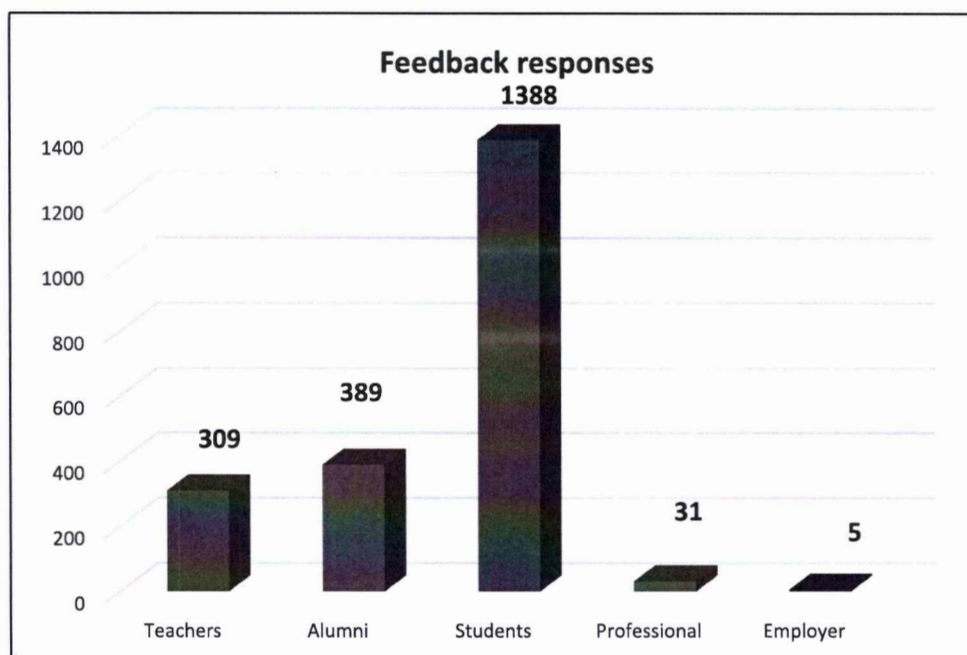
Feedback Analysis

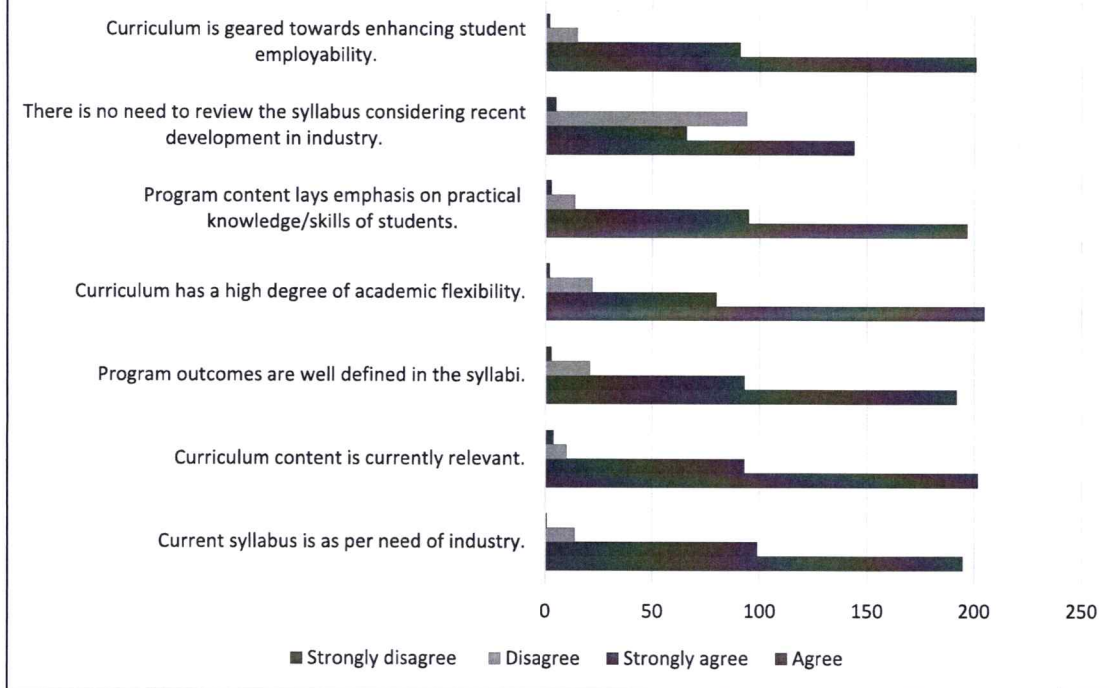## a) Teachers' Feedback:

Feedback from teachers is an effective tool for improvement of curriculum of any educational institution in terms of quality and excellence. It enhances the teaching and learning process by providing a vital platform for teachers and students to communicate with one another in the classroom. In 2018-2019, a total of 309 teachers provided their feedback on various aspects of programme curriculum. The analysis of the academician's feedback is as follows:

Teachers' Responses: 309				
Particulars	**Agree (%)**	**Strongly agree (%)**	**Disagree (%)**	**Strongly disagree (%)**
Current syllabus is as per need of industry.	195(63.1)	99(32.0)	14(4.5)	1(0.3)
Curriculum content is currently relevant.	202(65.4)	93(30.1)	10(3.2)	4(1.3)
Program outcomes are well defined in the syllabi.	192(62.1)	93(30.1)	21(6.8)	3(1.0)
Curriculum has a high degree of academic flexibility.	205(66.3)	80(25.9)	22(7.1)	2(0.6)
Program content lays emphasis on practical knowledge/skills of students.	197(63.8)	95(30.7)	14(4.5)	3(1.0)
There is no need to review the syllabus considering recent development in industry.	144(46.6)	66(21.4)	94(30.4)	5(1.6)
Curriculum is geared towards enhancing student employability.	201(65.0)	91(29.4)	15(4.9)	2(0.6)

Feedback from Teachers Year 2018-19

Chart categories (top to bottom):
- Curriculum is geared towards enhancing student employability.
- There is no need to review the syllabus considering recent development in industry.
- Program content lays emphasis on practical knowledge/skills of students.
- Curriculum has a high degree of academic flexibility.
- Program outcomes are well defined in the syllabi.
- Curriculum content is currently relevant.
- Current syllabus is as per need of industry.

Legend: ■ Strongly disagree ▪ Disagree ■ Strongly agree ■ Agree

Analysis of Responses:

The feedback analysis is based on responses from 309 teachers, and majority of the respondents (95%) agreed that current syllabus is as per needs of industry and healthcare requirements. This suggests that curriculum is perceived as beneficial in preparing students for employment in the related industry. In addition, majority of respondents agree that curriculum content is relevant (95%) and lays emphasis on practical knowledge and skills of students (94%). However, 68% of teachers feel that revisions can be made in curriculum to meet the everchanging developments of the industry.
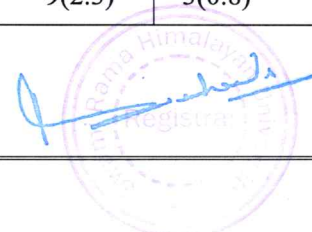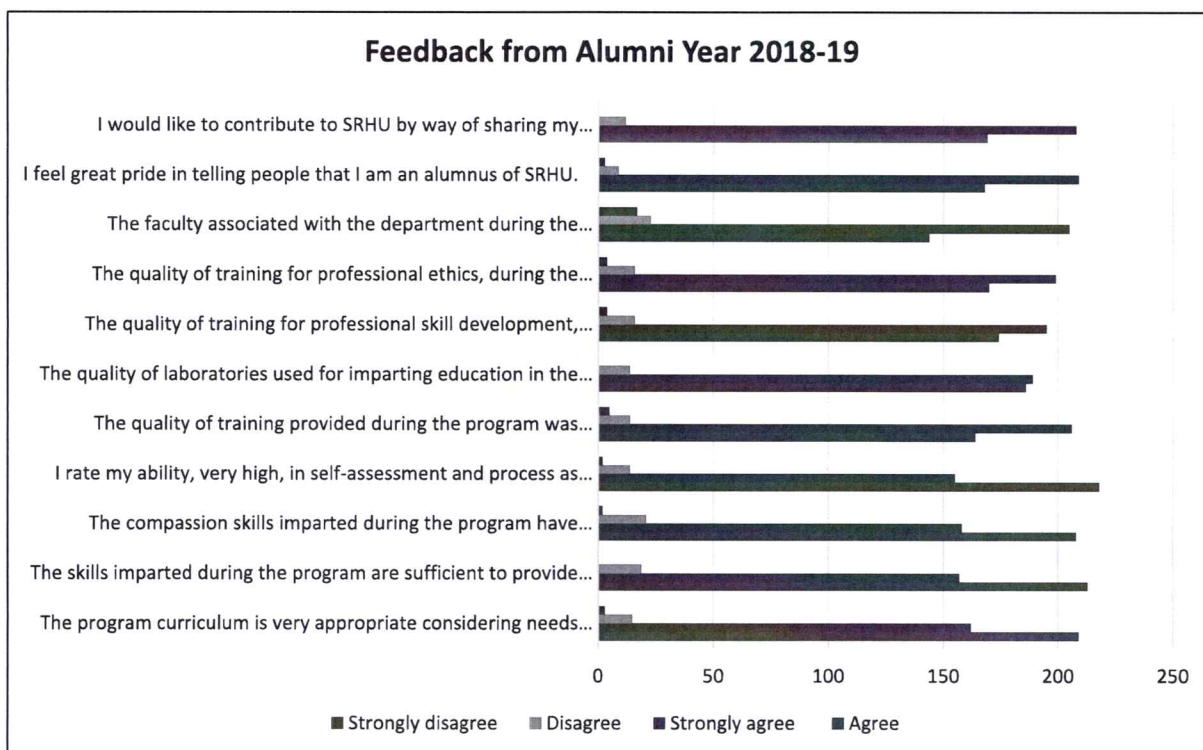
b) Alumni Feedback:

The University believes that the contribution of alumni is essential particularly in the development of curriculum related activities. Alumni can provide invaluable insights on the curriculum, its relevance, and its applicability. In 2018-2019, a total of 389 responses werereceived from the Alumni on various aspects of programme curriculum and the analysis of the Alumni's feedback is as follows:

Alumni Responses: 389				
Particulars	**Agree (%)**	**Strongly agree (%)**	**Disagree (%)**	**Strongly disagree (%)**
The program curriculum is very appropriate considering needs of students.	209(53.7)	162(41.6)	15(3.9)	3(0.8)
The skills imparted during the program are sufficient to provide solutions to enhance their career.	213(54.8)	157(40.4)	19(4.9)	0
The compassion skills imparted during the program have helped in developing a deep sense of empathy in students at work.	208(53.5)	158(40.6)	21(5.4)	2(0.5)
I rate my ability, very high, in self-assessment and process as per the needs of the industry.	218(56.0)	155(39.8)	14(3.6)	2(0.5)
The quality of training provided during the program was excellent.	164(42.2)	206(53.0)	14(3.6)	5(1.3)
The quality of laboratories used for imparting education in the program is state-of-the-art, in consonance with the industry expectations.	186(47.8)	189(48.6)	14(3.6)	0
The quality of training for professional skill development, during the program, was of high degree.	174(44.7)	195(50.1)	16(4.1)	4(1.0)
The quality of training for professional ethics, during the program, was of high degree.	170(43.7)	199(51.2)	16(4.1)	4(1.0)
The faculty associated with the department during the program, needs more advanced exposure, for effective teaching.	144(37.0)	205(52.7)	23(5.9)	17(4.4)
I feel great pride in telling people that I am an alumnus of SRHU.	168(43.2)	209(53.7)	9(2.3)	3(0.8)

I would like to contribute to SRHU by way of sharing my learning and experience in near future.	142 (37.0)	207(52.7)	20(5.9)	20(4.4)

Feedback from Alumni Year 2018-19

Legend: Strongly disagree · Disagree · Strongly agree · Agree

Categories:
- I would like to contribute to SRHU by way of sharing my…
- I feel great pride in telling people that I am an alumnus of SRHU.
- The faculty associated with the department during the…
- The quality of training for professional ethics, during the…
- The quality of training for professional skill development,…
- The quality of laboratories used for imparting education in the…
- The quality of training provided during the program was…
- I rate my ability, very high, in self-assessment and process as…
- The compassion skills imparted during the program have…
- The skills imparted during the program are sufficient to provide…
- The program curriculum is very appropriate considering needs…

Analysis of Responses:

Feedback from total of 389 alumni were recorded for various programs in the University. 95% alumni stated that the program curriculum is very appropriate considering needs of students and 95% responded that students are imparted sufficient skills during their programs. Majority of the alumni feel that high quality of training on professional ethics and professional skill development provided at the University. 97% of respondents feel pride in saying that they are the alumni of Swami Rama Himalayan University.
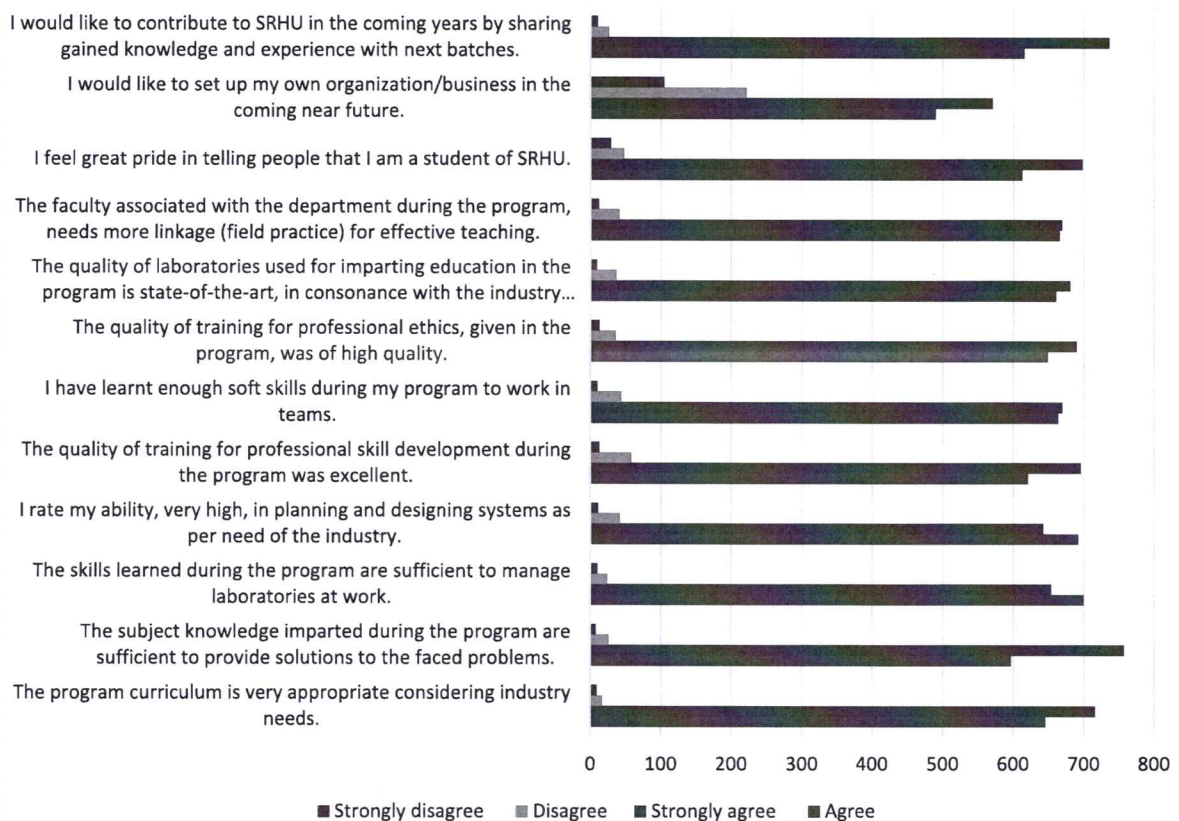
c) Students' Feedback:

Student feedback is an effective tool for curriculum improvement of any program. It also strengthens teacher student communication and relationship in classroom and assists in achieving excellence in teaching learning process. In 2018-2019, a total of 1388 feedbacks were received from the students on various aspects of programme curriculum. The analysis of the student's feedback is as follows:

Students' Responses: 1388				
Particulars	**Agree (%)**	**Strongly agree (%)**	**Disagree (%)**	**Strongly disagree (%)**
The program curriculum is very appropriate considering industry needs.	646(46.5)	716(51.6)	17(1.2)	9(0.6)
The subject knowledge imparted during the program are sufficient to provide solutions to the faced problems.	597(43.0)	757(54.5)	26(1.9)	8(0.6)
The skills learned during the program are sufficient to manage laboratories at work.	700(50.4)	654(47.1)	24(1.7)	10(0.7)
I rate my ability, very high, in planning and designing systems as per need of the industry.	692(49.9)	643(46.3)	42(3.0)	11(0.8)
The quality of training for professional skill development during the program was excellent.	621(44.7)	696(50.1)	58(4.2)	13(0.9)
I have learnt enough soft skills during my program to work in teams.	664(47.8)	670(48.3)	44(3.2)	10(0.7)
The quality of training for professional ethics, given in the program, was of high quality.	649(46.8)	690(49.7)	36(2.6)	13(0.9)
The quality of laboratories used for imparting education in the program is state-of-the-art, in consonance with the industry expectations.	661(47.6)	681(49.1)	37(2.7)	9(0.6)
The faculty associated with the department during the program, needs more linkage (field practice)	666(48.0)	669(48.2)	41(3.0)	12(0.9)

for effective teaching.				
I feel great pride in telling people that I am a student of SRHU.	613(44.2)	698(50.3)	48(3.5)	29(2.1)
I would like to set up my own organization/business in the coming near future.	490(35.3)	571(41.1)	222(16.0)	105(7.6)
I would like to contribute to SRHU in the coming years by sharing gained knowledge and experience with next batches.	616(44.4)	736(53.0)	26(1.9)	10(0.7)

Feedback from Students Year 2018-19

Legend: Strongly disagree ■ Disagree ■ Strongly agree ■ Agree

Analysis of Responses:

A total of 1388 students had given feedback on curriculum. A majority of students agreed that the curriculum and knowledge/skills imparted during programme are in accordance with the industry needs. According to 97% of students, the subject knowledge imparted during the program is sufficient to provide solutions to the faced problems. 76% of students are interested in setting their own business highlighting an entrepreneurial spirit. 97% of students show a keen interest in contributing to the university by the knowledge and experience gained in the coming years.

d) Professionals' Feedback:

Professionals from the industry play an essential role in enhancing the professional capabilities of our students. Most of the professionals are satisfied with the curriculum of the respective programs. A total number of 31 feedbacks were received from the various Professionals on aspects of program curriculum and the analysis of the Professionals feedback is as follows:

Professionals' Responses: 31				
Particulars	**Agree (%)**	**Strongly agree (%)**	**Disagree (%)**	**Strongly disagree (%)**
The curriculum is in keeping with requirements of the industry.	10 (32.3)	17 (54.8)	0	4 (12.9)
The curriculum is in sync with the changes in our field.	10 (32.3)	17 (54.8)	0	4 (12.9)
The curriculum is geared to stir creativity among students in the program.	11 (32.3)	18 (54.8)	0	5 (12.9)
The skills aimed at, in the curriculum, will be able to help students strike a good relationship with their seniors/ peers/ subordinates.	16 (51.6)	11 (35.5)	0	4 (12.9)
The program includes such training which inculcates in students a willingness to take up responsibilities in a job.	11 (35.5)	16 (51.6)	0	4 (12.9)
The curriculum lays adequate focus on analytical skills.	10 (32.3)	17 (54.8)	0	4 (12.9)

Feedback from Professionals Year 2018-19
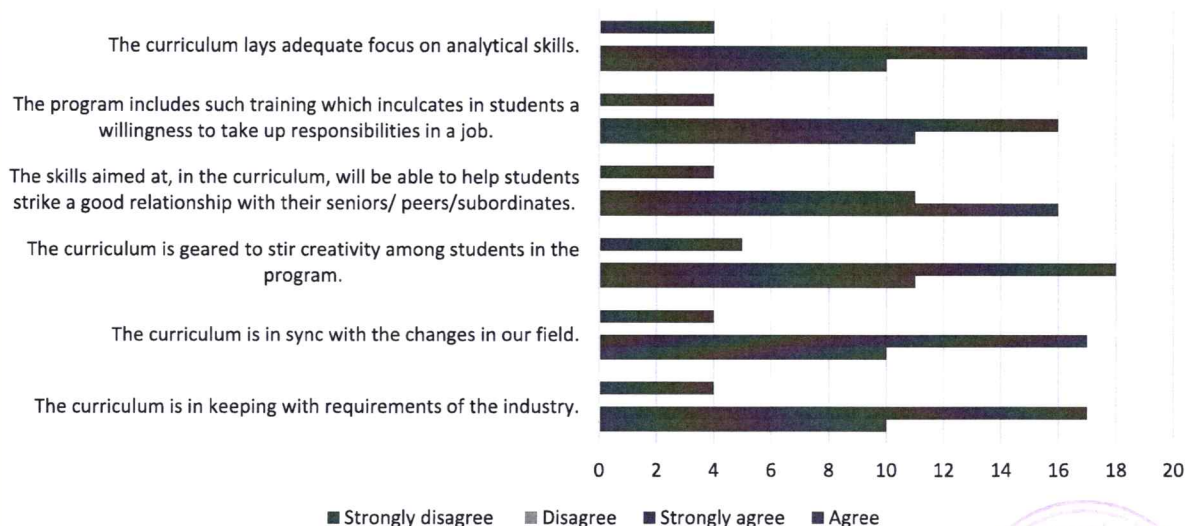
Legend: ■ Strongly disagree ■ Disagree ■ Strongly agree ■ Agree

Analysis of Responses:

Responses received from 31 professionals show that the curriculum is appropriate and in synchronized with the changes in the industry. 87% respondents feel that the curriculum lays adequate focus on analytical skill enhancement and skills imparted will be able to help students strike a good relationship with their seniors/ peers/ subordinates.
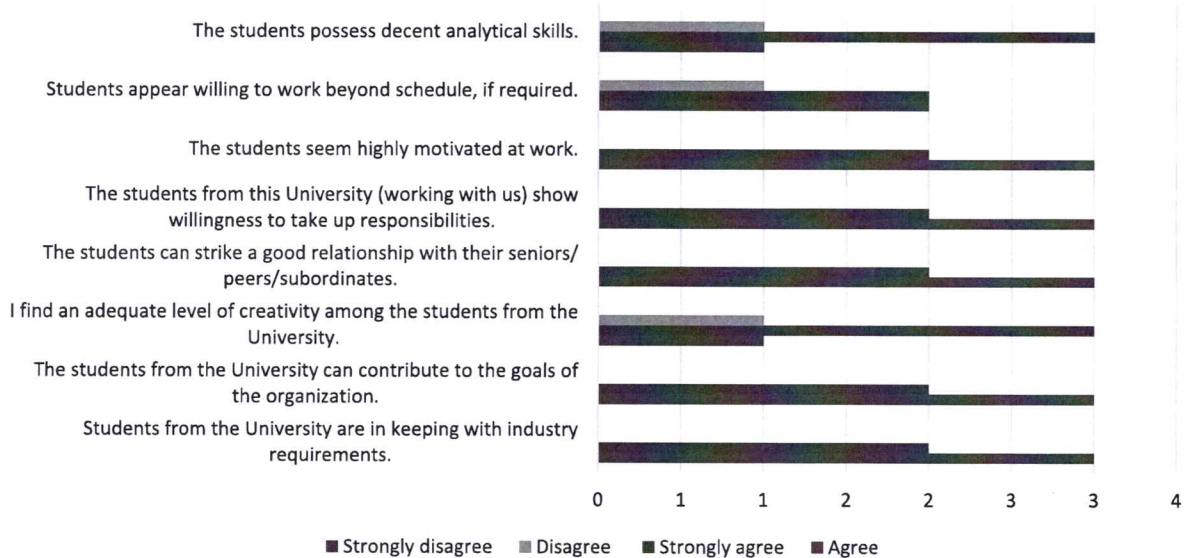
e) Employers' Feedback:

Employer' feedback on a curriculum can be invaluable, as it helps educational institutions stay relevant, meet industry needs, and prepare students for the workforce. Employers can provide insights into the practical aspects of job roles and industry trends. In the year 2018-19, feedback was obtained from a total of 5 employer as follows:

Employer's Responses: 5				
Particulars	**Agree (%)**	**Strongly agree (%)**	**Disagree (%)**	**Strongly disagree (%)**
Students from the University are in keeping with industry requirements.	3(60)	2 (40)	0	0
The students from the University can contribute to the goals of the organization.	3(60)	2 (40)	0	0
I find an adequate level of creativity among the students from the University.	1 (20)	3 (60)	1 (20)	0
The students can strike a good relationship with their seniors/ peers/ subordinates.	3(60)	2 (40)	0	0
The students from this University (working with us) show willingness to take up responsibilities.	3(60)	2 (40)	0	0
The students seem highly motivated at work.	3(60)	2 (40)	0	0
Students appear willing to work beyond schedule, if required.	2 (40)	2 (40)	1 (20)	0
The students possess decent analytical skills.	1 (20)	3 (60)	1 (20)	0

Feedback from Employer Year 2018-19

Chart legend: Strongly disagree, Disagree, Strongly agree, Agree

Categories (top to bottom):
- The students possess decent analytical skills.
- Students appear willing to work beyond schedule, if required.
- The students seem highly motivated at work.
- The students from this University (working with us) show willingness to take up responsibilities.
- The students can strike a good relationship with their seniors/ peers/subordinates.
- I find an adequate level of creativity among the students from the University.
- The students from the University can contribute to the goals of the organization.
- Students from the University are in keeping with industry requirements.

X-axis: 0 1 1 2 2 3 3 4

Analysis of Responses:

A total five responses were received from employers on the curriculum. Employers feel that the curriculum is relevant to the latest developments in the health care and industrial setups. 80% of employers agreed that students at the university possess adequate analytical skills. All of the employers agreed that students from this University can strike a good relationship with their seniors/ peers/ subordinates and show a willingness to take up responsibilities.

Feedback and Action Taken Report

2018-19

S. No.	Feedback	Action Taken
Students		
1.	Study material in departmental library need to be updated like recent issues of national and international journals, Recent textbook editions, reference books	A college library committee has been constituted and university library committee was revived by reconstituting it. All the Deans, Vice Principals, HODs and Unit heads have been requested to prepare a list of recent editions of textbooks, reference books, recent journals, and international books and journals.
2.	Self-directed learning (SDL) must be enhanced for better lifelong learning in medical and nursing programs.	Supervised Self-directed learning (SDL) sessions has been introduced in the curriculum of MBBS, MD/MS and Nursing program (Nurse practitioner in critical care)
3.	More focus on integration of various speciality to ensure comprehensive learning in MBBS.	Integrated teaching committee has been formed for smooth functioning of integrated teaching modules like anaemia, diabetes, Tuberculosis etc. Periodic integrated teaching modules on topic of national importance are planned and executed for MBBS students from 2019-20 batch onwards
4.	More exposure for attitude, communication skills, ethics during interaction with patients and explaining prognosis and imparting soft skills in teaching schedule	Attitudes, Ethics and Communication module (AETCOM) sessions are part of teaching as well as assessment. Faculty development Programs are being conducted to train faculty on teaching these sessions through the NMC regional centre in Medical education technologies
5.	More clinical exposure (patient oriented/clinical oriented) from starting of the program	Early Clinical Exposure (ECE) is being implemented from first year of MBBS. Family adoption program also sensitizes the students for the same.
Teachers		
1.	Curriculum needs to expose students with more common diseases.	It was decided that Program and Course Outcomes (PO/CO) must be part of the curriculum. The teaching and assessment of common diseases as per national and local needs began.
2.	The teaching and learning should be more on understanding the concept and more in applying the knowledge rather than just remembering.	Assessment is of various modalities including all levels of knowledge
3.	Recent advances in medical field need to be incorporated at appropriate time	Recent advances in health care including diseases, diagnostics and treatment modalities are covered during Undergraduate and Postgraduate programs.

4.	1.More practical applications 2. Learning Objectives for every topic of the subject to be shared to all the departmental faculty for better clarity 3. Innovative teaching learning methods should be incorporated by all faculties 4. Monthly or quarterly meetings of HoD/Faculty with MBBS students for bottom-up approach	1. All relevant topics uses mixed approach (theory and practical) in teaching and assessment. 2. Competency and learning objectives of each topic are prepared. 3. Innovative teaching learning methods are used like project based, field visits, role play, evidence based best practices, blended learning, Jigsaw method etc. 4. Discussion with UG and PGs is done on regular basis.
5.	Each Programme should be linked with outcomes	Program outcome and course outcome analysis is being implemented in MBBS program and management programs.
6.	More focus on clinical teaching based on doctor patient communication skills	Attitudes, Ethics and Communication module (AETCOM) module and family adoption program are best ways to inculcate communication skills among the students.
7.	Case presentation should be replaced by case discussion where students and teachers equally participate.	Active participation of students and teachers during case scenario discussion and bed side teaching is implemented in current curriculum
8.	Inter department postings and invitations to other faculty for multisystem discussion.	Interdisciplinary teaching is started, interdepartmental posting is added in the curriculum of medical, nursing, biosciences and other programs
9.	Involvement of Postgraduates in Undergraduate teaching	Postgraduates are actively involved in Undergraduate teaching both theoretical and practical across all programs of the university.
Employers		
1.	Curriculum needs to expose students with more common diseases and cases than rare and complex cases. State of Art Medical Education & Training Provided Compatible with International Standards for medical	PO/CO based curriculum keeping in mind Global, national, regional and local needs has been implemented. Regular training in CISP, Revised basic course workshop for faculties.
2.	More recent topics can be added in MBBS curriculum.	Recent advances are added in the curriculum of MBBS program
Alumni		
1.	Course curriculum should encourage/motivate extra learning or self-learning	Self-Directed learning is a part of regular curriculum teaching methods for UG/PG students of medical college and nursing college.
2.	More emphasis on Integrated Education in MBBS	Structured Integrated teaching modules being implemented during all professionals of medical undergraduate program.
3.	More interactive sessions and easy practical approach to the lessons being imparted so that understanding is better	Didactic lectures are being changed to interactive lecture; teaching is more interactive with discussion in small groups in all programs of the university.

4.	More interactive teaching session of post graduate students with faculties.	PG curriculum has lectures, interactive discussion and review, seminars etc. for overall development of Postgraduate student.
5.	More of practical and program-based teaching. Concise and comprehensive curriculum. Competency based curriculum in medical graduates	More clinical exposure at early stages of MBBS in the form of Early Clinical Exposure included in the curriculum. Implemented competency-based model in MBBS programs and nursing programs.
6.	Patient-doctor communication skills are something which need focus on in the healthcare industry	Attitudes, Ethics and Communication module (AETCOM) is the part of curriculum, and more communication skills are taught during community visits, postings in clinics, family visits etc.
7.	More emphasis on research work	ICMR projects for students, Thesis, intramural research under guidance of faculty can be done by any undergraduate /post graduate student.
8.	More rotational postings	Interdisciplinary approach among all programs and courses
9.	Field Exposure during postings	MBBS curriculum has field visit in places of public health importance on regular basis. Industry visits are incorporated in management and engineering programs
Professionals		
1.	More field training/ visits of national institute of repute in public health	Field visits are a regular part of academic curriculum of medical graduates and post graduates. Visits to Water treatment plant, meteorology institute, old age home, NIVH, ICMR, Cheshire home and others
2.	Rotation to clinical departments and other laboratories will be helpful.	Interdisciplinary teaching is started, interdepartmental posting is added in the curriculum across various programs.
3.	Curriculum should be strongly aligned with clinical scenarios. Every topic should be taught along with focus on clinical aspect so that the student gets to know the importance of topic in medicine.	Curriculum has component of early clinical exposure, interdisciplinary teaching in all relevant topics, bed side teaching, Attitudes, Ethics and Communication module (AETCOM), and community family adoption visit with regular health camps for the families.
4.	Smaller batches of students where one on one interaction between teacher and student is possible	Small group teaching is an integral part of new curriculum, clinical postings are divided into small batches for postings in all departments, where further smaller groups are divided for better teaching, if required.
5.	The integration between the departments should be more focussed upon	Integrated teaching modules being implemented during all professionals. Interdisciplinary teaching and interdepartmental posting are focused during the curriculum planning.
6.	More communication skills	Attitudes, Ethics and Communication module (AETCOM) module and family adoption program are best ways to inculcate communication skills among the students.

7.	Taking regular feedback from students	Regular curriculum feedback mechanism for student is in place. And we are taking regular feedback from key stakeholders for curriculum improvement.
8.	It is important to remove the outdated learning methods and increase the hands-on training from 1st professional onwards. It is also important to dedicate few hours towards the patient counselling and hospital management.	New revised Competency Based Medical Education is being implemented in undergraduate medical program. Recent advances in the field of health care are included in the curriculum. Relevant global, national, local needs regarding health care are considered in the curriculum for better preparation of Indian Medical Graduate.