



Sree Gokulam Medical College & Research Foundation

(A Unit of Foundation of Non-Resident Indians)

Approved by National Medical Commission, Affiliated to Kerala University of Health Sciences

Accredited by NABH & NABL

Feedback Report

Sree Gokulam Medical College periodically collects feedback from various stakeholders. It is a quality initiative of the Internal Quality Assurance Cell. Various feedback collected from the stakeholders are as follows:

- a. [Students' feedback for the faculty](#)
- b. [Students' feedback on course](#)
- c. [Teachers' feedback on curriculum](#)
- d. [Professionals' feedback](#)
- e. [Employers' feedback](#)
- f. [Alumni feedback](#)
- g. [Parents' feedback](#)
- h. [Mentees' feedback](#)
- i. [Library feedback](#)
- j. [Patients' feedback](#)

Objectives of collecting feedback are:

- a. To analyse the effect of curricular activities, infrastructure and patient care on the end-users.
- b. To identify the gap in delivery.
- c. To identify areas of improvement as a quality sustenance and quality enhancement measure.
- d. To communicate to the appropriate authorities for course correction.

Mode of feedback collection:

Feedback is collected using one of the following methods:

- a. Feedback forms are available on the website. The stakeholders fill the forms online and the back-end office of the website sends the summary report of the feedback collected.
- b. Feedback forms are shared as Google Forms links. Author of the Google Forms receives the responses.
- c. Some feedback forms are downloaded and administered manually. This is mainly to ensure participation and documentation.
- d. Some departments design feedback forms for specific purposes and administer either manually or via Google Form. These are administered when the need arises.

Mechanism of collection:

- a. Students' feedback on an individual feedback is collected by the specific faculty once or twice during an academic year. This will be for analysis of one's progress. This information is also required for the faculty performance appraisal.
- b. Students' feedback on the course is collected once or twice during the course: mid-course and at the end of the course. This helps in curriculum planning.
- c. Teachers' feedback is collected whenever there is change in the curriculum or the teachers have participated in Faculty Development Programs by the Medical Education Unit.

- d. Employer's Feedback is collected periodically to assess the suitability or job-readiness of our graduates.
- e. Alumni feedback is collected to identify the overall impact of the institution on the alumnus. This is a crucial input for overall improvement of the institution.
- f. Professionals feedback is collected mainly from the external examiners coming from various institutions. This gives unbiased assessment about curriculum delivery and infrastructure.
- g. Parents' feedback is collected at PTS meetings or on voluntary basis to assess the parents' perception.
- h. Patients' feedback is collected both from patients selected randomly and from those having complaints or suggestions to assess the patient care.
- i. Mentees' feedback is collected to assess the effectiveness of mentorship program.
- j. Library feedback is collected from the library users to understand if any improvement is needed.

Mechanism of Analysis and processing:

- a. The feedback summary provided by the website office gives the average scores for each item. This is analysed by the IQAC to check the weak areas and the information is passed on to the appropriate bodies or

individuals for necessary action. The information is also shared with the administration.

b. Feedback collected manually is analysed by the person / department collecting the same. This is shared with the IQAC on need basis.

c. Specifically designed feedback is collected and analysed by the concerned faculty or the department or the administration. The information is shared with the IQAC.

Action Taken Report & Outcome:

IQAC deliberated on various feedback and action plan is generated. The same is conveyed to the individual teachers, the departments and the administration.

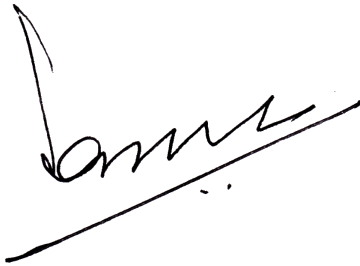
Type	Feedback requiring action	Action Taken	Outcome
Students Feedback for individual Faculty	<ol style="list-style-type: none"> 1. Insufficient student participation 2. Poor use of audio-visual aids 3. Lacks communication skills 4. Teacher not approachable 5. Not well prepared for the class 6. Unfair in assessment 	<ol style="list-style-type: none"> 1. Feedback is analysed by that faculty and the head of the department. 2. Areas of weakness are identified. 3. Faculty reflects on them. 4. Head of the Department counsels the faculty. 2. Faculty advised to attend appropriate faculty development programs. 	<ol style="list-style-type: none"> 1. Improved student performance 2. Greater student satisfaction with the same faculty as evidenced by better rating in subsequent feedback

Type	Feedback requiring action	Action Taken	Outcome
Students Feedback on Course	<p>Students opined that:</p> <ol style="list-style-type: none"> 1. Course objectives were clear 2. Organisation and coverage of topics was good. 3. Fundamentals & application were addressed. 4. Assessment and assignments were relevant and of good standard. 5. Learning environment, student-faculty interaction was good. 6. Methods of instruction and quality of instructors was good. 7. However, they found that course workload was not manageable. 8. Feedback after assessment was insufficient. 	<ol style="list-style-type: none"> 1. All the departments were informed about the feedback for maintaining the status quo in the areas where they were doing good. 2. Departments were informed to reduce unnecessary workload (extra assignments, record work, etc.) and distribute the workload more evenly through the course. 3. Faculty were asked to provide feedback after assessment. 	Better student satisfaction.
Teachers Feedback	<ol style="list-style-type: none"> 1. Good balance between theory and application required. 2. Course outcome need to be clearer. 3. Assessment to be aligned with the learning objectives and learning outcome. 4. To improve opportunities for innovation. 5. More opportunities for the professional development required. 	<ol style="list-style-type: none"> 1. Adoption of OBE. Redefining of course objectives and course outcomes was done. 2. TL methods were modified by involving more interactive, learner-centred and experiential TL methods. 3. More robust formative assessments were added. OSCE/OSPE were introduced. Objective questions including MCQs were added in theory. 4. More value added courses were added and efforts were made to improve delivery of AETCOM modules. 5. For balancing theory with application, aligned and integrated training were introduced in basic sciences. 6. Faculty development programs were conducted with increasing frequency. 	<ol style="list-style-type: none"> 1. Improved curriculum delivery. 2. Better learning outcome. 3. Better student satisfaction. 4. Incubation Centre is becoming more active for providing opportunities for innovation. 5. Improved teacher satisfaction

Type	Feedback requiring action	Action Taken	Outcome
Alumni Feedback	<p>1. Alumni are happy with the admission process and faculty.</p> <p>2. Although most are happy theory, practical and clinical training, some suggested better delivery of theory classes.</p> <p>3. They are happy with internship. But, suggested improved training and development of competencies.</p> <p>4. They are satisfied with the infrastructure and academic facilities, especially with the library. Suggested increased opportunities for sports and cultural activities and better sports facilities</p> <p>4. Suggested better mechanism for grievance redressal.</p>	<p>1. Administration was informed about the feedback.</p> <p>2. Departments were informed to plan improved theory delivery and focused competency development.</p> <p>3. Grievance redressal committee was informed. Complaint boxes in prominent places.</p> <p>4. Increasing opportunities for participation in sports and cultural activities through student council organised inter-batch sports and arts festivals.</p>	<p>1. Robust mechanism for competency training and certification</p> <p>2. Interactive theory sessions</p> <p>3. Planned phase-wise improvements in sports facilities.</p> <p>4. Increased prize winners in inter-college and zonal sports and arts competitions.</p> <p>5. Increased opportunities for participation in sports and cultural activities.</p> <p>6. Grievance redressal mechanism was made more student-friendly.</p>
Professionals Feedback	<p>More than 95% of professionals considered the conduct of exams, coverage of topics, laboratory and clinical infrastructure to be excellent. More than 85% professionals opined that the level of cognitive, psychomotor, affective domains & problem solving skills of our students were excellent.</p> <p>Improvements in OSPE stations and performance in practicals in a department was suggested. Improvement in the staff washroom was suggested</p>	<p>Concerned department was informed about the conduct of OSPE and performance in practicals was informed. The department has improved the OSPE stations. Students were given more revision sessions to improve the performance in practical exams.</p> <p>Washroom facilities were improved.</p> <p>All the departments were improved positive input from the professionals and suggested to keep up the good work and improve.</p>	<p>Increased satisfaction among the professionals.</p>

Type	Feedback requiring action	Action Taken	Outcome
Employers' Feedback	<ol style="list-style-type: none"> 1. Employers have opined that our students have sufficient knowledge and clinical skills. 2. They are able to handle the patients independently. 3. They adhere to ethical practice and follow the SOP of the institutions. 4. They contribute to the growth of the institution and are motivated for self-growth. 5. Employers are willing to employ our graduates in the future. 	This is an all-round positive feedback. Information was shared with all the departments to stay on course and tweak the processes wherever necessary.	Institution will continue to train the students with highest of standard with due diligence in development of clinical skills and professionalism.
Other feedback collected by various sources	Less exposure to skills lab	Increased training in skills lab Skills lab schedule was designed to ensure sufficient exposure.	Increased frequency in the use of skills lab. Students had sufficient opportunities to practice.
	Require lateral growth with courses/workshops helping them in future.	Value-added and add-on courses were conducted regularly.	Student satisfaction with the course content.
	Increased e-resources needed in the library.	<ol style="list-style-type: none"> 1. Subscription to EBSCO for e-journals. 2. Automation of library with ILMS 	
	More support and chances of attaining eligibility for university exams	<ol style="list-style-type: none"> 1. Remedial teaching was introduced. 2. Remedial exams were made regular. 	<ol style="list-style-type: none"> 1. Increased number of students appearing in University exams. 2. Improved pass percentage.
	Shortage of rooms in ladies hostels	<p>New hostels were added (D and E blocks)</p> <p>New blocks were allotted to the incoming students only, effectively nullifying the chances of ragging in the hostel premises.</p>	Sufficient rooms for the lady students.

Type	Feedback requiring action	Action Taken	Outcome
	Mentorship program is not efficient	<ol style="list-style-type: none"> 1. Mentorship method was changed from year-wise mentoring to continuous mentoring. Same faculty acts as the mentor for the entire duration of the program. 150 faculty were identified and they were allotted one student from each year (4 per faculty) for the academic year 2022-23. Currently 5 students are allotted per faculty with the students from 2023-24 batch added up. 2. Mentoring was discussed with the faculty during the Medical Council meetings. 3. Feedback was collected from mentees frequently. 	<ol style="list-style-type: none"> 1. Better rapport with the mentor. 2. Increased student satisfaction. 3. Opportunities for peer mentoring.
	Need for more sports and cultural activities.	<ol style="list-style-type: none"> 1. Student Council was informed. 2. Increased events in inter-batch arts and sports festivals. 	<ol style="list-style-type: none"> 1. Overall increased use of sports facilities. 2. Increased sports and arts competition winners in zones and inter-college competitions including Kalathilak awardee (Overall Winner)




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