



**King George's Medical University, UP,  
Lucknow-226003  
Internal Quality Assurance Cell**



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## Annexure -2

### Common Themes of Faculty Feedback on Curriculum

- 1. Faculty Training in Education Methodologies:** There is a consensus among faculty members that regular training sessions on education methodologies are essential to enhance teaching effectiveness.
- 2. Alignment with Predefined Objectives:** It is emphasized that all faculty should ensure that their teaching aligns with the predefined objectives of the curriculum.
- 3. Need for Modern Teaching Resources:** The integration of modern teaching resources such as smart boards, e-learning platforms, and well-equipped labs is seen as crucial for enhancing the learning experience.
- 4. Curriculum Governance and Revision:** While the curriculum is largely governed by regulatory bodies such as the NMC, there is room for minor adjustments to address specific requirements. Faculty members also appreciate recent revisions by the NMC to make the curriculum more practical and relevant.
- 5. Infrastructure and Equipment Maintenance:** Concerns are raised regarding the lack of sufficient infrastructure, outdated equipment, and the need for repairs. Ensuring adequate resources and maintaining clinical equipment are identified as priorities.
- 6. Improvement in Clinical Teaching:** Faculty members highlight the need for improvements in clinical teaching methodologies and suggest measures such as objective assessments and Q&A sessions after lectures.
- 7. Student Involvement and Interaction:** There is a consensus on the importance of increasing student participation and interaction in lectures and clinical settings to enhance learning outcomes.
- 8. Curriculum Evaluation and Feedback:** Faculty members advocate for regular evaluation of course content and syllabus, with input from both faculty and students, to ensure ongoing improvement.
- 9. Accommodation for Parents in Hostels:** A request is made to allow parents, including mothers, to stay in hostels, particularly for female students.
- 10. Curriculum Redesign:** Suggestions are made for redesigning the curriculum in dentistry to meet international standards and address evolving trends in the field.

These points reflect a diverse range of perspectives and concerns among faculty members, highlighting the importance of ongoing evaluation and improvement of the curriculum to meet the needs of students and align with professional standards.



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## Common Themes of Students Feedback on Curriculum

Some key points include:

1. **Language of Instruction:** Preference for English over Hindi for teaching subjects.
2. **Fairness and Transparency:** Fair evaluation without bias, especially for non-domicile students.
3. **Interactive Learning:** More diagrammatic representations, practical clinical approaches, and case-based learning.
4. **Self-Directed Learning:** More time for self-study, personalized schedules, and independent learning.
5. **Clinical Emphasis:** Integration of practical clinical teaching from the early years, more clinical teaching, evaluation of clinical skills.
6. **Assessment Methods:** More MCQ tests, diverse question formats, regular feedback, and transparent evaluation processes.
7. **Holistic Education:** Inclusion of professional ethics, entrepreneurship skills, mental and physical health awareness, and co-curricular activities.
8. **Teaching Methods:** Less emphasis on lectures, more focus on interactive development, use of IT tools, and e-learning.
9. **Support and Guidance:** More mentoring, clear communication about examination patterns, and opportunities for research and externships.
10. **Infrastructure and Resources:** Availability of resources for learning, functioning lab machines, healthy options in hostels, and a conducive learning environment.

Overall, the students seek an educational experience that is engaging, practical, transparent, and supportive of holistic development. They emphasize the importance of effective teaching methods, fair evaluation, and adequate resources for learning and growth.



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## Common Themes of Alumni Feedback on Curriculum

From the feedback provided by alumni, several recurring themes emerge regarding the improvement of the curriculum and overall educational experience:

1. **Teaching Methodology and Assessment:** Calls for the adoption of innovative teaching methods and assessment techniques to enhance learning outcomes.
2. **Alumni Engagement:** Establishment of a vibrant alumni cell to foster connections and highlight the achievements of the institution on social media platforms.
3. **Infrastructure and Facilities:** Improvement in hostel facilities, lecture halls, library resources, internet access, and the availability of high-end machines for better patient care.
4. **Faculty Development and Recruitment:** Emphasis on transparent and merit-based faculty selection, dedication of faculty members towards teaching, and removal of incompetent staff.
5. **Student-Faculty Interaction:** Encouragement for more interaction between faculty and students, availability of faculty for teaching and mentoring, and improvement in evening teaching sessions.
6. **Research Opportunities:** Increase in research opportunities, collaborative projects, and super specialty courses to enhance academic excellence.
7. **Student Welfare:** Addressing concerns related to workload, stress management, discipline maintenance, and creating a friendly atmosphere for students.
8. **Professional Development:** Focus on personality development, job perspectives, and offering specialized training courses and fellowships for alumni.
9. **Technology Integration:** Adoption of updated technologies for teaching, centralized online data storage, and providing a user-friendly interface for better accessibility.
10. **Continued Improvement:** Continuous efforts to improve the quality of education, emphasis on academic discipline, and keeping abreast with the latest advancements in medical teaching and research.

These themes collectively reflect the alumni's desire for a holistic approach towards curriculum enhancement, infrastructure development, faculty-student engagement, and overall institutional growth and excellence.



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## Common Themes of Employers Feedback on Curriculum

Based on the employer feedback provided, the themes can be categorized as follows:

- 1. Patient-Centric Approach:** Employers emphasize the importance of a patient-centric approach by paramedical staff for optimum patient satisfaction.
- 2. Faculty Selection and Development:** Suggestions include giving the Vice-Chancellor the freedom to choose faculty without preconditions, organizing frequent faculty development programs for state medical colleges, and providing residents with surgical training.
- 3. Encouragement and Support:** Positive feedback and encouragement are given, indicating satisfaction with the current progress and a desire to maintain the momentum.
- 4. Surgical Training for Postgraduates:** Employers suggest providing postgraduates with more surgical training and granting them surgical autonomy.
- 5. Toxicity Reduction:** There is a call to reduce toxicity within the workplace or educational environment.

Overall, the feedback reflects a focus on improving patient care, faculty development, and reducing toxicity in the workplace while also expressing satisfaction with the current state of affairs.



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## Common Themes of Examiners Feedback on Curriculum

From the feedback provided by peers, several recurring themes emerge:

- Quality of Teaching:** Peers express a need for improvement in the quality of teachers, indicating a desire for more effective and engaging teaching methods.
- Examination Process:** Suggestions are made to increase the number of examiners for proper evaluation, improve the objectivity of examinations, and streamline the examination process to reduce exhaustion and ensure thorough evaluation.
- Clinical Orientation:** There is a consensus on the need for more clinical orientation in undergraduate courses, with a focus on spending more time on clinical teaching.
- Interdisciplinary Activities:** Peers suggest incorporating interdisciplinary academic and clinical activities into the academic system to enhance learning and collaboration.
- Examination Logistics:** Recommendations include arranging for accommodation for examiners, reducing disruptions during examinations, and managing the workload of both students and examiners more efficiently.
- Satisfaction and Suggestions for Improvement:** While some peers express satisfaction with the examination process, others suggest minor improvements such as changing the evaluation pattern periodically to avoid monotony.
- Specific Concerns:** Some peers mention specific concerns such as the need for more clinical exposure for certain students and the timing of supplementary examinations.

Overall, the feedback reflects a shared interest in enhancing teaching quality, improving the examination process, and creating a more clinically oriented learning environment, with an emphasis on efficiency and collaboration.



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## Common Themes of all Stakeholders' Feedback on Curriculum

From the feedback provided by various stakeholders (students, faculty, alumni, peers, and employers), several common themes emerge regarding feedback on the curriculum:

- Teaching Effectiveness and Methodologies:** There is a consensus among stakeholders regarding the importance of enhancing teaching effectiveness through regular training sessions on educational methodologies.
- Student Engagement and Interaction:** Stakeholders emphasize the significance of increasing student participation and interaction in lectures and clinical settings to enhance learning outcomes.
- Curriculum Alignment and Evaluation:** All stakeholders stress the importance of ensuring that teaching aligns with predefined curriculum objectives and advocate for regular evaluation of course content and syllabus to ensure ongoing improvement.
- Modern Teaching Resources and Infrastructure:** Integration of modern teaching resources such as smart boards, e-learning platforms, and well-equipped labs is seen as crucial for enhancing the learning experience. Concerns are raised regarding the lack of sufficient infrastructure, outdated equipment, and the need for repairs.
- Language of Instruction and Fairness:** There is a preference for English as the language of instruction to ensure inclusivity. Stakeholders emphasize the importance of fair evaluation without bias, especially for non-domicile students.
- Clinical Emphasis and Assessment Methods:** Stakeholders highlight the need for a more clinical-oriented curriculum, integration of practical clinical teaching, and diverse assessment methods to evaluate clinical skills effectively.
- Holistic Education and Support Services:** There is a collective push for holistic education, including professional ethics, entrepreneurship skills, mental and physical health awareness, and support services such as mentoring and opportunities for research and externships.
- Technology Integration and Continued Improvement:** Stakeholders emphasize the importance of integrating updated technologies for teaching and ensuring continuous improvement in the curriculum to keep pace with advancements in medical education and research.
- Professional Development and Alumni Engagement:** Stakeholders advocate for faculty development programs, transparent faculty recruitment processes, alumni engagement initiatives, and opportunities for professional development to enhance teaching quality and student support.
- Examination Process and Clinical Training:** Suggestions are made to improve the objectivity and efficiency of the examination process, provide more surgical training for postgraduates, reduce toxicity within the educational environment, and address specific concerns such as the timing of supplementary examinations and clinical exposure for students.



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These themes collectively reflect the diverse perspectives and priorities of stakeholders regarding curriculum feedback, encompassing teaching effectiveness, student engagement, curriculum alignment, infrastructure improvement, fairness, clinical emphasis, and continuous improvement.

**IQAC Recommendations for Improving Stakeholders' Satisfaction**  
**Regarding Curriculum**

Based on the common themes identified from the feedback provided by various stakeholders, here are some recommendations to improve the curriculum:

- 1. Faculty Training on Teaching Methodologies:** Implement regular training sessions for faculty members on modern teaching methodologies to enhance their teaching effectiveness.
- 2. Enhanced Student Engagement:** Develop strategies to increase student participation and interaction in lectures and clinical settings, such as incorporating active learning techniques and group discussions.
- 3. Curriculum Alignment and Evaluation:** Conduct regular evaluations of course content and syllabus to ensure alignment with predefined objectives and to address evolving trends in the field. Seek input from both faculty and students for continuous improvement.
- 4. Modern Teaching Resources and Infrastructure Improvement:** Invest in modern teaching resources such as smart boards, e-learning platforms, and well-equipped labs. Address concerns regarding infrastructure by allocating resources for repairs and upgrades.
- 5. Language of Instruction and Fairness:** Ensure inclusivity by providing instruction in English and promoting fair evaluation practices without bias, especially for non-domicile students.
- 6. Clinical Emphasis and Assessment Methods:** Enhance the clinical orientation of the curriculum by integrating practical clinical teaching and diverse assessment methods to evaluate clinical skills effectively.
- 7. Holistic Education and Support Services:** Develop initiatives to incorporate professional ethics, entrepreneurship skills, mental and physical health awareness, and support services such as mentoring and research opportunities into the curriculum.
- 8. Technology Integration and Continuous Improvement:** Integrate updated technologies for teaching and learning. Establish mechanisms for continuous improvement in the curriculum to keep pace with advancements in medical education and research.
- 9. Professional Development and Alumni Engagement:** Provide faculty development programs, transparent faculty recruitment processes, alumni engagement initiatives, and opportunities for professional development to enhance teaching quality and student support.



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10. **Examination Process and Clinical Training:** Improve the objectivity and efficiency of the examination process by increasing the number of examiners, implementing objective assessment methods, and addressing concerns related to clinical training, toxicity reduction, and timing of examinations.

By implementing these recommendations, institutions can work towards creating a curriculum that is more effective, engaging, inclusive, and aligned with the needs of students, faculty, alumni, peers, and employers.

## Suggestions of IQAC for Building Action Plan

To improve the curricular based on the recommendations provided, a systematic approach involving the development and implementation of various systems and processes is essential. Below is an outline of suggested systems and processes:

### 1. **Faculty Development Program:**

- Establish a structured faculty development program focused on enhancing teaching methodologies.
- Include workshops, seminars, and training sessions on active learning techniques, use of modern teaching resources, and assessment methods.

### 2. **Student Engagement Initiatives:**

- Develop initiatives to increase student participation and interaction in lectures and clinical settings.
- Implement active learning strategies, group discussions, case-based learning, and simulation exercises.

### 3. **Curriculum Evaluation and Alignment:**

- Establish a curriculum evaluation committee comprising faculty and student representatives.
- Conduct regular evaluations of course content and syllabus to ensure alignment with predefined objectives and industry standards.
- Incorporate feedback from stakeholders to make necessary adjustments and updates.

### 4. **Infrastructure Improvement:**

- Assess current infrastructure and identify areas for improvement, such as updating teaching facilities, labs, and IT resources.
- Allocate funds for infrastructure upgrades and maintenance to address concerns raised by stakeholders.

### 5. **Language of Instruction and Fair Evaluation:**

- Ensure that all courses are delivered in English to promote inclusivity.
- Develop guidelines for fair evaluation practices and provide training for faculty members on unbiased assessment methods.

### 6. **Clinical Emphasis and Assessment Methods:**

- Integrate practical clinical teaching into the curriculum from the early years.





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**Dr. Rhythm**  
Assistant Dean, Q&P  
Teacher Representative

**Dean-Academics,**  
Senior Administrator

**Dean-Nursing**  
Senior Administrator

**Dean-Paramedical**  
Senior Administrator

**Dean-Dental**  
Senior Administrator

**Controller of Examination**  
Senior Administrator

**Dean, Research & Innovation**  
Senior Administrator

**Dean, Student Welfare**  
Senior Administrator

**Faculty In-charge Library**  
Senior Administrator

**Faculty In-charge IT Cell**  
Senior Administrator

**All Criteria Heads**  
Senior Administrator

**Registrar**  
KGMU  
Management

**Prof. S. Bhattacharya**  
Management

**Finance Officer**  
Management

**Mr. Avadhesh**  
Local Society  
Representative

**Mr. Shubhajeet Roy**  
Student Member  
MBBS (IInd year)

**Miss. Snehlata Kaushik**  
Student Member  
BDS

**Dr. Balram Bhargava**  
Alumni Representative

**Air Marshall (Retd.)**  
**Dr. Pawan Kapoor**  
Employer

**Dr. Yashpal Bhatia**  
Industrialist

**Dr. Shuchi Tripathi**  
Teacher Representative

**Dr. Nisha Mani Pandey**  
Teacher Representative

**Dr. Sudhir Singh**  
Teacher Representative

**Prof. BK Ojha**  
Teacher Representative

**Prof. Rishi Sethi**  
Teacher Representative

**Dr. Akshay Anand**  
Teacher Representative

Ref:.....

Date:.....

- b. Diversify assessment methods to include practical skills assessments, case-based evaluations, and objective structured clinical examinations (OSCEs).
7. **Holistic Education and Support Services:**
    - a. Incorporate modules on professional ethics, entrepreneurship skills, mental and physical health awareness, and career development into the curriculum.
    - b. Establish support services such as mentoring programs, counselling services, and research opportunities for students.
  8. **Technology Integration and Continuous Improvement:**
    - a. Invest in modern teaching resources such as smart boards, e-learning platforms, and online resources.
    - b. Implement a continuous improvement process for the curriculum, with regular reviews and updates based on feedback from stakeholders and advancements in the field.
  9. **Professional Development and Alumni Engagement:**
    - a. Provide opportunities for faculty professional development, including workshops, conferences, and research collaborations.
    - b. Engage alumni through networking events, guest lectures, and mentorship programs to enhance industry relevance and job prospects for students.
  10. **Examination Process and Clinical Training:**
    - a. Increase the number of examiners to ensure proper evaluation and reduce examination fatigue.
    - b. Implement objective assessment methods such as OSCEs and OSPEs for clinical skills evaluation.
    - c. Develop guidelines for clinical training and supervision to ensure a positive learning environment and reduce toxicity.

By implementing these systems and processes, institutions can work towards creating a more effective and inclusive curriculum that meets the needs of students, faculty, alumni, peers, and employers. Regular monitoring and evaluation will be essential to ensure continuous improvement and alignment with industry standards.