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The Constituent College

SHRI. B. M. PATIL MEDICAL COLLEGE, HOSPITAL & RESEARCH CENTRE, VIJAYAPURA

ACTION TAKEN REPORT 2019-2020

The action taken report is a dynamic report generated by a continuous process of obtaining feedback from the students, alumni, teachers, employers and professionals and then meticulously analyzing it.

The action taken report stands testimony to the functionality and vitality of a system. It depicts the progressive ethos and aspirations of the institution, in revising the curriculum and thereby attempting to meet the ever evolving roles to meet the set goals of the institution.

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Action Taken Report on Curricular Revision of Undergraduate Curricula 2019

- A revision of undergraduate curricula of the MBBS Program was planned and initiated. A committee was formed by the University which included subject experts, faculty, parents, alumni and students.
- Feedbacks from all the stake holders regarding the existing curriculum were collected. Meticulous analysis of the feedback obtained was done by the feedback analysis committee. Each department modified its curricula, be it course content, teaching learning method or formative assessments based on it.
- The rough draft of the undergraduate curriculum was sent to peer reviewers and all the committee members for their inputs and they were incorporated by communicating to the concerned departments.
- Expected norms and focus areas identified by regulatory authorities were also communicated so that these areas could be addressed in the curricular development and revision.
- The focus areas were: Student centric methods for teaching –learning like, Experiential learning, Integrated & interdisciplinary learning, Problem solving methods, Patient centric and evidence based learning and Use of skills and simulation labs
- The revised undergraduate Curriculum of MBBS Program is based on MCI suggested CBME model in principle.

Chairman
Curriculum Committee

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Action Taken Report on Curricular Revision of Postgraduate Curricula 2019

As a regular practice to remain updated, revision of postgraduate curricula of the MD/MS courses was planned and initiated. A committee was formed by the University which included subject experts, faculty, parents, alumni and students.

All the departments were requested to obtain feedback from all the stake holders regarding the existing curriculum and revise. After a meticulous analysis of the feedback obtained by all the stake holders, each department modified its curricula, be it course content, teaching learning method or formative assessments.

The rough drafts of the pg curricula were sent to peer reviewers and all the committee members for their inputs and they were incorporated by communicating to the concerned departments.

Expected norms and focus areas identified by regulatory authorities were also communicated so that these areas could be addressed in the curricular development and revision.

The focus areas were:

1. Gender Sensitization
2. Environment & sustainability
3. Human values
4. Health determinants
5. Right for health issues
6. Emerging demographic changes
7. Professional ethics
8. Responsible conduct of research.
9. Plagiarism & plagiarism prevention & minimization.
10. History of medicine with special reference to ancient Indian medicine
11. Basics of health economics and health insurance
12. Medical sociology, Doctor –Patient relationship, role of family in disease
13. Medical entrepreneurship
14. Innovations

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Student centric methods for teaching –learning like

1. Experiential learning
2. Integrated & interdisciplinary learning
3. Participatory learning
4. Problem solving methods
5. Self directed learning
6. Patient centric and evidence based learning
7. Use of skills and simulation labs
8. Project based learning
9. Role plays

The revised PG Curricula of MD/MS Courses of MCI based on CBME was followed in principle.

Some of the changes incorporated are-

- Section I with relation to regulatory aspects is revised as per latest MCI regulations.
- Ethics section is retained as per needs. Annexures and checklists are modified as per needs.
- The major focus in the present revision is honing and training soft skills of the postgraduates in communication and attitudinal changes.
- Methods like role plays, case based scenarios and assessment methods are incorporated.
- With need for quality research, good understanding of responsible conduct of research and plagiarism is addressed.
- Human rights and rights of patients are other areas where there will be formal training.

Chairman

Curriculum Committee

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DEPARTMENT OF ANATOMY

STAKEHOLDER FEEDBACK REPORT AND ACTION TAKEN REPORT: 2019

Sr No	Feedback	Action taken
1	Students	
	<ul style="list-style-type: none">• Students requested for practical demonstration of Karyotyping• Students suggested for the demonstration of histology slides on large screen• Students suggested for the demonstration of gross structure of brain and other structures of CNS on large screen• Students requested to align the theory classes on different systems along with Physiology and Biochemistry• Students requested for the important points(high lights) to discuss in gross anatomy of organs and different regions of Human body	<ul style="list-style-type: none">• The procedure of Karyotyping was shown practically in Genetic lab• The histology slides are demonstrated on large screen using Labomed trinocular microscope with projector during Histology practical• The Virtual Anatomy table is used for the demonstration of gross structure of all the regions of Human body• Almost all the systems are aligned and taught in theory and practical• The gross Anatomy workbook is used in which not only diagrams are there to draw but also important questions to write
2	Teachers	
	<ul style="list-style-type: none">• They have suggested for group discussions among students• The teachers have suggested to use histology diagram on large charts	<ul style="list-style-type: none">• The self directed learning sessions (SDL) are organised frequently• The assignments are given to students to draw histology diagrams with labeling on large charts. The same charts are used in histology practical by the students to draw diagrams in journals

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Professor & H.O.D.

Dept. of Anatomy
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Vijayapura-586103.



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3	Employers	
	They have suggested to involve the students in research work.	ICMR projects are taken by different students
	The faculties are suggested to undergo genetic training and Faculty exchange programmes	MOU with KIDNAR and faculties are trained in genetic techniques
4	Alumni	
	They have suggested to involve the students in research work	ICMR projects are taken by different students
	They have suggested to include integrated teaching of different topics for students	Integrated lectures are organised on important topics like stomach, thyroid, cerebellum and mammary gland
5	Professionals	
	They have suggested to include integrated teaching of different topics for students	Integrated lectures are organised on important topics like stomach, thyroid, cerebellum and mammary gland
	Professionals are requested to expose the students to hospital and patients with common clinical diseases for early clinical exposure	The ECEs are conducted on different diseases by the clinician and explained about pathology, clinical signs and symptoms and treatment

Prof and HOD

Professor & H.O.D.

Dept. of Anatomy

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DEPARTMENT OF PHYSIOLOGY

Feedback Analysis and Action Taken Report of the Physiology-2019

Feedback From Students

Feedback	Action Taken
Students suggested to conduct more Interactive theory classes than didactic lectures	We included more interactive sessions like- Small group discussions, self directed learning
Students suggested to have Clinical case based discussions in Practical	More number of Vertical integrated case based discussions were included
Students suggested to have training for MCQs	Topic wise MCQ bank was prepared and given to the students
Students wanted to have stress –relaxation session before Summative exam	It was decided to have meditation sessions and tips for “how to improve writing skills” for small group of 20 students per teacher as mentors.
Students suggested for Hands on training on Basic Life Support (BLS) and Artificial respiration	To include BLS and artificial respiration hands on training in skill lab of our college
PG students requested to Have more number of short term postings to clinical labs during their course of study	It was decided to put 1 weekposting in pathology lab, blood bank for 2nd year PG .

Feedback from Teachers

The feedback provided by Physiology teachers is presented below:

Feedback	Action Taken
Suggestion to conduct more number of CME on Advance research	University sponsored The visit of International scientists for CME

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Prof. and Head
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Feedback from Employers

Feedback	Action taken
Suggested to include expertise in advanced instruments in laboratory	It was decided to include more advanced instruments in research laboratory

Feedback from Alumni

Feedback	Action taken
Suggested faculty to enroll for Ph.D Programm	Encouraged Faculty to enroll for Ph.D by giving concession in fees.

Feedback from Professionals

Feedback	Action taken
Suggestion to have more number of Publications in high impact factor Journals	Workshops on Research methodology and Plagiarism and how to write Project for funding have been conducted

Prof and HOD

Prof. and Head

Dept. of Physiology

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DEPARTMENT OF BIOCHEMISTRY

Feedback analysis and action taken report of all stakeholders on curriculum: 2019

Sr No	Feedback	Action taken
1	Students	
	UG- More exposure for clinical case discussion Short ICMR/BLDE (DU) funded research projects Increased frequency of home assignment tests, OSPE exercises ,viva voce & tutorials, MCQ tests, Quiz	Students are encouraged for ICMR, BLDE (DU) projects Frequency of MCQ tests ,quiz competition increased
	PG- More hands on training for techniques like ABG analysis Exposure regarding maintenance of Biochemistry analyzers	Value added course for clinical biochemistry laboratory: utilization and interpretation. Exposure regarding maintenance of biochemistry analyser.
2	Alumni- Instead of continuous theory papers a day gap between each to improve performance More case based scenarios can be added.	More case based scenarios are added
3	Professional/Employers/Peers Clinical Biochemistry laboratory posting for 2 weeks for internees and post graduate students	To be included in the curriculum
4	Teacher	
	UG- more number of MCQ test has to be conducted Mentor ward system has to be more strengthened Evaluation should include participation in seminars, short projects, participation in Quiz PG: in addition to routine dissertation work additional 02 small projects can be given	Included in time table Mentor ward system has already started and it has to be more strengthened Participation in seminar, projects quiz competition should be given additional weightage for internal assessment


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3	<ul style="list-style-type: none">• Peers- Biochemistry posting for 2 weeks• Microbiology & immunology posting for 2 weeks	Already included in the curriculum
4	Staff	
	<ul style="list-style-type: none">• UG- MCQ test at the end of each topic• Reasoning questions should be framed• Practicals should be taught as procedural steps• Grievence cell for students• More stress on clinicopathological case scenario• OSPE should be practised• Student seminars guided & conducted by senior faculty• Evaluation should include participation in seminars, short projects, participation in Quiz• Integrated teaching on topics like Diabetes mellitus, anaemia.	<ul style="list-style-type: none">• Included in time table• Grievence cell/mentor ward started• Seminars are guided by senior faculty• Participation in seminar, projects are given additional weightage for internal assessment• Integrated topics are included for ugteachig
	<ul style="list-style-type: none">• PG- Theory classes for PGs by staff• Clinical case discussion• System wise slide tests• Mock examination at the end of term	<ul style="list-style-type: none">• Already in place• Cpc in pathology and other departments• Started• Preliminary exam


Prof and HOD
Professor & HOD

Dept. of Biochemistry

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DEPARTMENT OF PATHOLOGY

Action taken report of all stakeholders on curriculum: 2019

S No	Feedback	Action taken
1	Students <ul style="list-style-type: none">• UG- More exposure for clinical case discussion• Short research projects• Increased frequency of written tests, OSPE exercises, viva voces & tutorials, MCQ tests, Quiz• Practical classes & discussions by senior faculty	<ul style="list-style-type: none">• Students are encouraged for ICMR, BLDE university projects• Frequency of MCQ tests, quiz increased• Practical classes & discussions by senior faculty started
	<ul style="list-style-type: none">• PG- More hands on training for techniques like bone marrow aspirations.• Exposure regarding maintenance of haematology & Biochemistry analysers.• Increase frequency of slide tests, seminars on general Pathology, discussion on gross Pathology.	<ul style="list-style-type: none">• Value added course for BM biopsy and cadaver based BM biopsy workshop.• Exposure regarding maintenance of haematology & Biochemistry analysers started.• Already in place
2	<ul style="list-style-type: none">• Alumni- Instead of continuous theory papers a day gap between each to improve performance• More case scenarios can be added & slides can be reduced• There should not be much time period gap between theory & practical exam (Max 7 days)• A days continuous exam time table is hectic	<ul style="list-style-type: none">• More case scenarios are added• Discussed in BOS

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Prof. & HOD

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3	<ul style="list-style-type: none">• Peers- Biochemistry posting for 2 weeks• Microbiology & immunology posting for 2 weeks	Already included in the curriculum
4	Staff	
	<ul style="list-style-type: none">• UG- MCQ test at the end of each topic• Reasoning questions should be framed• Practical should be taught as procedural steps• Grievance cell for students• More stress on clinic-pathological case scenario• OSPE should be practised• Student seminars guided & conducted by senior faculty• Evaluation should include participation in seminars, short projects, participation in Quiz• Integrated teaching on topics like Diabetes Mellitus, Anaemia.	<ul style="list-style-type: none">• Included in time table• Grievance cell/mentor ward started• Seminars are guided by senior faculty• Participation in seminar, projects are given additional weightage for internal assessment• Integrated topics are included for UG teaching
	<ul style="list-style-type: none">• PG- Theory classes for PGs by staff• Clinical case discussion• System wise slide tests• Mock examination at the end of term	<ul style="list-style-type: none">• Already in place• CPC in pathology and other departments• Started• Preliminary exam

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Prof and HOD

Dept. of Pathology

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DEPARTMENT OF PHARMACOLOGY

ACTION TAKEN REPORT:

Sr No	Feedback on 2016 curriculum	Action taken in revising 2019 curriculum
1	Students	
	UG- 1.Include animal simulation experiments 2.More emphasis on Problem based learning 3.Frequent small group discussion 4.Organize competitive quiz 5.More exposure to assessments of ADR's 6. Implement early industrial exposure for understanding of drug development	1.Computer simulated animal experiments has been included. 2.Problem based learning using bedside clinical scenario are included. 3.Small group discussion on current therapeutic topics have been included. 4.Inter college quiz competition will be organized yearly. 5. Hands on training for ADR assessment is planned. 6.Industrial visit for understanding of drug development process is included
	PG- 1. Improve the quality of seminar. 2. Frequent industrial and CRO exposure. 3. Bedside disease based management. 4. More integration with medicine and allied subjects 5. Include faculty development programme including medical education training. 6. Include novel topics like-drug repurposing, emerging disorders and its treatment and emergency drug	1. Seminars on current therapeutic problems, emerging trends & novel therapy have been included. 2. Short term hands on industrial training has been included. 3. During posting in the clinical department discussion on pharmacological basis of disease management has been included 4. More topics for more integrated teaching have been included 5. Attendance of conference,

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Prof. & HOD

Dept. of Pharmacology

BLDE (DU) Shri B.M.Patil

Medical College Hospital & R.C



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	development	workshop & MET included. 6. drug repurposing, emerging disorders and its treatment and emergency drug development have been included,.
2	Alumni- UG & PG <ul style="list-style-type: none">• More emphasis on Problem based learning• Frequent small group discussion• Organize competitive quiz• More exposure to assessments of ADR's• Frequent industrial and CRO exposure.• Bedside disease based management.• More integration with medicine and allied subjects• Include faculty development programmes including medical education training	<ul style="list-style-type: none">• Problem based learning using bedside clinical scenario are included.• Small group discussion on current therapeutic topics have been included.• Inter college quiz competition will be organized yearly.• Short term hands on industrial training has been included.• During posting in the clinical department discussion on pharmacological basis of disease management has been included• More topics for more integrated teaching have been included• Attendance of conference, workshop & MET included.
3	Professional: UG & PG <ul style="list-style-type: none">○ More emphasis on Problem based learning○ Frequent small group discussion○ Implement early industrial exposure for understanding of drug development○ Frequent industrial and CRO exposure○ Include faculty development program me including medical education	<ul style="list-style-type: none">○ Problem based learning using bedside clinical scenarios are included.○ Small group discussion on current therapeutic topics has been included.○ Industrial visit for understanding of drug development process is included○ Short term hands on industrial training has been included

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Prof. & HOD

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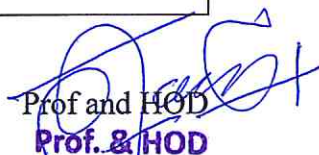
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	training	<ul style="list-style-type: none">○ Attendance of conference, workshop & MET included
4	Employers: UG & PG <ul style="list-style-type: none">● More emphasis on Problem based learning● Frequent industrial and CRO exposure● Include faculty development program me including medical education training● Involve students in research process.	<ul style="list-style-type: none">● More topics on current therapeutic need have been included.● Early exposure and frequent industrial and CRO visits have been included.● Involvement in FDPs including basic research methodology workshop has been included
5	Teacher: <ul style="list-style-type: none">● Frequent small group discussion.● Organize competitive quiz● Frequent industrial and CRO exposure.● Include faculty development programme including medical education training.	<ol style="list-style-type: none">1. Small group discussion on current therapeutic topics have been included2. Inter college quiz competition will be organized yearly.3. Short term hands on industrial training has been included4. Attendance of conference, workshop & MET included


Prof. & HOD

Dept. of Pharmacology
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DEPARTMENT OF MICROBIOLOGY

Action taken report on curricular feedback taken from all stakeholders-2019

Sr No	Feedback	Action taken
1	Students	
	UG- 1. Clinical application of sterilisation. 2. More exposure for clinical case discussions 3. Clinical implication of antibiotic susceptibility testing.	1. Visit to Central Sterilisation Service Department included in time table 2. More case scenarios are added 3. Students will follow up the patients admitted in our teaching hospital to assess the therapeutic benefit received by them after Antibiotic sensitivity test report and correlate the report with the cases.
	PG- 1. Duration of practical examination should be reduced	1. Duration of practical examination reduced from three days to two days
2	Alumni- 1. RNTCP & Skin & VD posting for 2 weeks	1. Included in the curriculum
3	Professional/Employers/Peers 1. Exposure to new diagnostic modalities in microbiology.	2. Operation of Bact /T Alert, VITEK II-compact, ANA by IF and Immunoblot, Operation and maintenance of Mini Vidas included in curriculum
4	Teacher	
	UG: 1. Training to develop communication skills in UG students 2. Exposure to Molecular diagnostic modalities PG: One whole paper should be dedicated for recent advances and applied microbiology	UG: 1. Demonstrate confidentiality pertaining to patient's identity in lab result and Demonstrate respect for patient samples sent for lab investigations included in curriculum. 2. The students in the 2nd trimester of Phase II will be taken to the Molecular laboratory for giving the first hand exposure about PCR PG: Paper IV : Applied microbiology and recent advances


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Professor & Head

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DEPARTMENT OF FORENSIC MEDICINE AND TOXICOLOGY

Action taken report on curricular feedback taken from all stakeholders-2019

Sl. No	Feedback	Action taken
1	Students	
	UG- 1. Hands on training for dissection of individual organs by the student during post-mortem examination 2. Taking student to the field visit	1) Under the guidance of the duty doctor 2) On court days under the supervision of concerned teacher
	PG- 1. Hands on training for medico legal autopsy. 2. Hands on training for various colours and TLC test at PDC	1. Allowed under the supervision of concerned teachers.
2	Alumni- 1. Discussion by the teacher of cases of recent advance to the new students	1. Clouding of the data under the supervision
3	Professional/Employers/Peers 1. Duration of posting in Forensic Medicine min 30 days	1) Included in the curriculum

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DEPARTMENT OF OPHTHALMOLOGY

CURRICULAR ACTION TAKEN REPORT 2019

Sr No	Feedback	Action taken
1	Students	
	UG- More OT visits and field visits	To attend OT in small group and field visits and eye camps
	PG- Frequency of PG teaching schedule. Deputation to the speciality department in reputed tertiary centre	Teaching programme done thrice a week. Observer ship for referral centre in subspecialty
2	Alumni- 1. Instead of continuous theory papers a day gap between each to improve performance	Noted.
3	Professional/Employers/Peers 1 . UG curriculum to be revised 2 . UG curriculum to be implemented Afterward 3 . U.G. Question paper should not be lengthy should cover all the topics 4 . Curriculum of Allied courses discussed	New CBME curriculum to be implemented
4	Teacher	
	PG: OSCE to be conducted	PG: OSCE for PG implemented

Prof and HOD

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DEPARTMENT OF OTOLARINGIOLOGY AND HEAD AND NECK SURGERY

CURRICULAR ACTION TAKEN REPORT 2019

I) Feedback From Students

Feed back	Action taken
Students requested a topic on sports Medicine to be added to increase depth & coverage of the course and its future implications	Added in Revised 2019 UG Curriculum
Students requested a value added course to learn skills and its relevance to real life situation	Added in 2019 BOS Meeting

II) Feedback from Teachers

Feed back	Action taken
From 2016 Group discussion were suggested for Post graduates	Included in regular PG teaching programme

III Feedback from Employers

Feed back	Action taken
Suggested value added course to be started for Post graduates	Value added course for PGs started in 2020 june: Disability assessment

IV Feedback from Alumni

Feed back	Action taken
Suggested inclusion of Medico legal aspects & Medical ethics in Orthopaedics	Revised in 2019 UG Curriculum

V) Feedback from Professionals

Feed back	Action taken
For UGs & PGs Value added course to be started to adopt them for real life situations and practical approach	Value added course for both UG & PG started in 2020

H. T. Lathadevi
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Dr. LATHADEVI H. T

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DEPARTMENT OF COMMUNITY MEDICINE

STAKEHOLDER FEEDBACK REPORT AND ACTION TAKEN REPORT:

Sr No	Feedback on 2016 curriculum	Action taken in revising 2019 curriculum
1	Students	
	UG More of learning value in terms of skills, concepts and analytical ability	Value added course on “Health Education Skills through Community diagnosis” has been added
	PG More field visits to increase the exposure towards community Health needs	Short Postings to DTC/ARTC, DSO, Blood Bank /Healthcare, Waste Management, Hospital record section have been added to the curriculum
2	Alumni- UG & PG More hands on training in Statistics, immunization for UG and PG	Value added courses like “Research analysis made easy” and “Basics of immunization” has been started
3	Professional: UG & PG Hands on training in community diagnosis for UGs. Increase the postings in RHTC & UHTC for PGs	Community Diagnosis has been ongoing for 6 th term students during their Block postings. Postings to RHTC & UHTC have been increased for PGs from 9months to 1year.
4	Employers: UG & PG To improve the understanding of contemporary Medical issues and challenges ahead	Training in Epidemiology and contact tracing and other emerging issues will be focused
5	Teacher: UG & PG : To improve the relevance of the subject to the real life	For the UGs we have added Contact tracing and Concept of wellness clinic in the curriculum For PGs, IDSP training and Survey Design has been added

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DEPARTMENT OF MEDICINE:

CURRICULUM FEEDBACK AND ACTION TAKEN REPORT 2019

Stakeholder	Feedback	Action Taken
Student	Demonstration and orientation classes need to be included Want more integrated teaching-classes	Structured Training Schedule: 1 st Month – Orientation – Basic cognitive. Skills – Combined duties, Supervised procedures Number of Integrated teaching, both vertical and horizontal are increased
Teacher	MCQs for UG university examination should be included Need to sensitize and create awareness among PG students about the common medical and issues in senior citizens Questions to be very specific and justifiable for the respective marks More emphasis should be given on Problem based learning More number of students needs to be encouraged to take part in research process.	MCQs will be included for UG university examination under CBME pattern Fellowship and value added courses in Geriatric medicine started The suggestion was noted Problem based learning using bedside clinical scenario are included Students are encouraged to take up ICMR and BLDE university projects
Alumni	Bedside disease based management More hands on training plan in areas where skill is important	Problem based learning using bedside clinical scenario are included, More hands on training plan in areas where skill is important is included
Professional	Importance should be given in teaching of UG for common diseases of local area (Vijayapur)	The suggestion was noted
Employer	Need to include seminars on current therapeutic problems, emerging trends & novel therapy	Included in the revised curriculum

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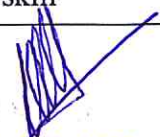
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DEPARTMENT OF GENERAL SURGERY

Analysis of feedback from various stakeholders was discussed and changes were suggested and accepted.

Sr No	Feedback on 2016 curriculum	Action taken in revising 2019 curriculum
1	Students	
	UG- Demonstration of bedside minor operative procedures Orientation to the operation theatre equipments & protocols	Cadaver lab/skills lab demonstration <u>Operation Theatre:</u> Diathermy- principles and precautions Lasers – Principles and precautions Explosion hazards in relation to general Anesthesia and Endoscopy Tourniquet – Uses, precautions Nerve injuries in Anaesthetised patients Preoperative workup procedures and Postoperative procedures
	PG- 1. Hands on training for basic laparoscopy 2. Need for demonstration/hands on to certain operative procedures 3. Need for training on communication skills/documentation	1. Value added course for Basic laparoscopy 2. Cadaver laboratory training/simulations 3. Variety of teaching –learning methods like Role play, video based training, standardized patient scenarios, reflective learning and assisting the team leader in all these areas will improve the skill


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2	Alumni- UG & PG Need for exposure to certain procedures like FAST, Choledochoscopy, and orientation regarding organ donation/procurement	TOPICS ON FAST, Laparoscopic ultra sound,.Choledochoscopy Cadaver donation, organ harvesting and transport INCLUDED
3	Professional: UG & PG 1. Approach to the patient on various clinical conditions, where the student should be competent /trained in the diagnosing and management	Areas / Clinical cases where the student should be able to practice in a system based approach implemented
4	Teacher: UG- Formative assessment PG: Formative assessment	UG Assessment can be done using OSCE simulated scenarios and narratives or any appropriate means OSCE for assessment PG: Assessment can be done using OSCE simulated scenarios and narratives or any appropriate means OSCE for assessment

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DEPARTMENT OF PEDIATRICS

Feedback analysis of all stakeholders on curriculum 2019

Sr No	Feedback	Action
1	Students	
	PG- Pedagogy training needed for PGs	Pedagogy added in PG curriculum
2	Alumni- PG Theory classes for PGs	Theory classes added in PG curriculum
3	Teacher : PG 1. Structured formative assessment for PGs	1. Workplace based assessment 2. OSCE 3. DOPS added in curriculum
4.	Professional Fellowship programme in neonatology and pediatrics to be started	Fellowship in Neonatology is going to be started
5	Employers Value added course to be introduced	POCUS value added course started


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Department of Obstetrics & Gynaecology
Stakeholder Feedback Report and Action Taken Report

Sr No	Feedback	Action taken
1	<p>Students</p> <p>PG- Curriculum</p> <p>I. Following topics are not included in the curriculum</p> <ol style="list-style-type: none">1. H1N1(swine flue), Chikangunya & Dengue in pregnancy2. Management of New Born to HIV, HbsAg,TB & Viral diseases3. Management of New Boarn to Diabetic, thyroid disorders & other medical conditions4. Physiology & care during puerperium <p>II. Information Technology Audit is not used in the management of patients</p> <p>III. PG Teaching programme is made every 3 months which is cumbersome.</p>	<p>I. Following topics are included in the curriculum</p> <ol style="list-style-type: none">1. H1N1(swine flue), Chikangunya & Dengue in pregnancy2. Management of New Born to HIV, HbsAg,TB & Viral diseases3. Management of New Boarn to Diabetic, thyroid disorders & other medical conditions4. Physiology & care during puerperium <p>II. Information Technology Audit is used in the management of patients</p> <p>III. PG Teaching programme is made every month.</p>
2	<p>Alumni- PG</p> <p>I. Following Topics are not included in the curriculum</p> <ol style="list-style-type: none">1. Intra Uterine Insemination (IUI)2. Reconstructive surgeries of genital tract3. Radical surgeries for genital malignancies4. Robotic surgeries5. Transplant surgeries for reproductive organs6. Surrogacy & related medico legal and ethical aspects	<p>II. Following topics are included in the curriculum.</p> <ol style="list-style-type: none">1. Intra Uterine Insemination (IUI)2. Reconstructive surgeries of genital tract3. Radical surgeries for genital malignancies4. Robotic surgeries5. Transplant surgeries for reproductive organs.6. Surrogacy & related medico legal and ethical aspects

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	II. Journal club meetings & Subject seminars are conducted every week which is more.	II. Journal club meetings & Subject seminars are conducted thrice in a month.
3	Professional: PG 1. Low risk & high risk management of patients is not covered 2. Confidentiality is not stressed 3. Doppler study is not taught	1. Low risk & high risk management of patients is covered 2. Confidentiality is stressed 3. Doppler study is taught
4	Employers: PG 1. Ethical & legal issues related to OBG are not included 2. Following skill training in simulation setting is not taught a. Internal iliac artery ligation b. Hemostatic sutures c. Drills of PPh, Eclampsia & shoulder dystocia d. Cadeveric dissection of pelvis in anatomy hall e. Surgical skill of minor & major operations	1. Ethical & legal issues related to OBG are included 2. Following skill training in simulation setting are included to teach. f. Internal iliac artery ligation g. Hemostatic sutures h. Drills of PPh, Eclampsia & shoulder dystocia i. Cadeveric dissection of pelvis in anatomy hall j. Surgical skill of minor & major operations
5	Teacher: PG: Clinical examination for 200 marks must be increased to 300 marks. Distribution of 200 marks is as follows, Long cases: One case of Obst. & One case of Gynaec. Each case carries 75marks. Short cases: One case of Obst. & One case of Gynaec. Each case carries 25 marks each Audit of cesarean sections is not included	PG: Clinical examination for 300 marks is made. Distribution is as follows One long case Obst. 75marks One short case Obst.50marks One long Gynaec.case: 75marks One short Gynaec case : 50marks Ward rounds 2 cases 25+25 =50marks 2. Audit of cesarean sections is included


Signature of HOD

Professor & Head

Dept. of Obstetrics & Gynecology

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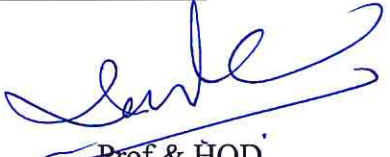
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DEPARTMENT OF DERMATOLOGY

Sr No	Feedback on 2016 curriculum	Action taken in revising 2019 curriculum
1	Students	
	UG- NA (Added with Medicine)	As none of the stakeholders raised any deficiencies nor have anybody suggested any modifications, no changes have been made to the existing revised PG curriculum.
	PG- Existing curriculum is found "very good" as per the checklist provided. No modification/additions suggested	-do-
2	Alumni- PG Existing curriculum is found "very good to good" as per the checklist provided. However, no modification/additions suggested	-do-
3	Professional: PG The curriculum sent is found to be "very good". Nothing to suggest/modify	-do-
4	Employers: UG & PG NA	NA
5	Teacher: UG- NA PG: "Curriculum is up to date, relevant and covers all the requirements"	-do-



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DEPARTMENT OF ANAESTHESIOLOGY

S No	Feedback on 2016 curriculum	Action taken in revising 2019 curriculum
1	<p>Students</p> <p>Want more exposure for clinical case discussions</p> <p>Expect more group discussions on anesthetic management of difficult cases.</p> <p>Need more hands- on training for difficult airway management techniques.</p> <p>Require to be trained in communication skills.</p>	<p>More case scenarios are added ,</p> <p>Number of Case presentations and discussions increased</p> <p>Added Value added course on Fiberoptic Bronchoscopy & intubation</p> <p>Added Role plays, Cinemeducation.</p>
2	<p>Alumni-</p> <p>More case discussions to be conducted</p> <p>Integrated teaching to be conducted topics on cases like Hypertension, Diabetes mellitus, Anemia.</p> <p>Questions which deal with more reasoning and analyzing skills should be framed in formative assessments.</p> <p>Formative assessment should include more</p>	<p>1 case discussion per week must.</p> <p>Integrated teaching, both vertical and horizontal are planned and implemented.</p> <p>The suggestion was noted.</p> <p>The suggestion was noted</p>

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	of assessing of common practical skills .	
3	Professional: More importance has to be given to students moral integrity as they are stressed due to long duty hours, stay away from family .	Mentor –ward system to support the students has been implemented.
4	Employers: Need to develop entrepreneurship skills Expect to understand legal aspects involved in the profession. Need to be well versed with communication skills	Students are sensitized on professionalism, ethics and empathy via interactive lectures role play and video shows during foundation course and orientation programs
5	Teacher: 1. Practical skills should be taught at the patient bedside rather than discussing in didactic lectures. 2. OSCE/DOPS should be carried out regularly to improve psychomotor skills. 3. More student seminars to be conducted 4. Certain topics like Diabetes mellitus, anaemia ,hypertension need to be taught as interdisciplinary topics.	Accepted for implementation

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Professor & HOD
Dept. of Anaesthesiology
Prof. & HOD
BLDE (DU) Smt. B.M. Patil
Medical College Hospital &
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BLDE

(DEEMED TO BE UNIVERSITY)

Declared as Deemed to be University u/s 3 of UGC Act, 1956

The Constituent College

SHRI. B. M. PATIL MEDICAL COLLEGE, HOSPITAL & RESEARCH CENTRE, VIJAYAPURA

DEPARTMENT OF ORTHOPEADICS

FEEDBACK AND ACTION TAKEN REPORT 2019

Feed back	Action taken
STUDENTS: Students requested a topic on sports Medicine to be added to increase depth & coverage of the course and its future implications	Added in Revised 2019 UG Curriculum
Students requested a value added course to learn skills and its relevance to real life situation	Added in 2019 BOS Meeting
TEACHERS From 2016 Group discussion were suggested for Post graduates	Included in regular PG teaching programme
EMPLOYERS Suggested value added course to be started for Post graduates	Value added course for PGs started in 2020 june. Disability assessment
ALUMNI Suggested inclusion of Medico legal aspects & Medical ethics in Orthopaedics	Revised in 2019 UG Curriculum
PROFESSIONALS For UGs & PGs Value added course to be started to adopt them for real life situations and practical approach	Value added course for both UG & PG started in 2020

Prof & HOD

Professor & HOD

Dept. of Orthopaedics

BLDE (Deemed to be University)

Shri B.M. Patil Medical College

Hospital & R.C., Vijayapura-586103

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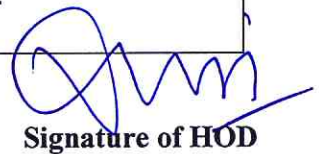
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Department of Urology

Feedback analysis of all stakeholders on curriculum

Sr No	Feedback	Action
1	Students	
	PG- 1. Need for training on communication skills/documentation	1) Variety of teaching – learning methods like Role play, video based training, standardized patient scenarios, reflective learning and assisting the team leader in all these areas will improve the skills
	Alumni- Need for exposure with NEPHROLOGY	Posting to Nephrology department: Postgraduate students will be posted to Nephrology for 1 month during the 2 nd year.
2	Professional: PG 1) Need of radiological exposure for interpretation and interventions	Uro-Radiogy Meet- Recommended once a month for all post graduate students.
3	Teacher: PG: 1) Need of subspeciality exposure in urology.	The student will be posted for one month to institutes of national repute at the end of 2nd year or beginning of 3rd. year. .(It is decided to have MOU with other reputed institutes that will benefit university and students).


Signature of HOD

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