



**SARADA KRISHNA
HOMOEOPATHIC MEDICAL COLLEGE**
Kulasekharam, Kanniyakumari District,
Tamil Nadu-629 161
(Accredited by NAAC with B+ Grade & NABH)

**FEEDBACK REPORT OF
STUDENTS ON CURRICULUM
I BHMS**

Academic Year:2022-2023



Sarada Krishna
Homoeopathic Medical College
Kulasekharam, Kanniyakumari District- 629161
(Accredited by NAAC with B+ Grade & NABH)

FEEDBACK ANALYSIS REPORT 2022-23

Feedback on Curriculum by Students


I BHMS

Out of 46 students who were admitted to IBHMS during 2022-23, 45 students submitted their feedback on the curriculum through Google Forms in time. The feedback on the curriculum collected from the students of IBHMS is analysed and presented as follows:

1. The majority of the IBHMS students (57.8 per cent) agreed that the syllabus prescribed (new regulations 2022-23) is well structured in such a way as to achieve the objectives of the BHMS programme. The same is strongly agreed by 17.8 per cent and disagreed by only 4.4 per cent and the remaining 20 per cent in neutral.
2. Similarly, the content prescribed in the syllabus for the IBHMS students is agreed by 64.4 per cent and strongly agreed by 13.3 per cent. However, 20 per cent of them are neutral and 2.2 per cent disagreed.
3. The background information provided by the teachers for the BHMS programme was adequately agreed by the majority of IBHMS students (55.6 per cent) and it is strongly agreed by 20 per cent and the remaining is neutral.
4. Mixed responses were received from the IBHMS students on the adequate scope for self-learning in the existing curriculum. It is agreed by 35.3 per cent, strongly agreed 28.9 per cent, disagreed by 2.2 per cent and one-third of the students are in neutral.
5. Forty per cent of the students agreed that the curriculum prescribed for them has scope for accommodating values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives. The same is strongly agreed by 31.1 per cent and 28.9 per cent are in neutral.
6. The majority of the students (53.3 per cent) strongly agreed that the institution has adequate learning infrastructure namely a library, types of equipment, and clinical materials available in the institution to provide wide exposure to students as mentioned in the curriculum. The same is agreed by 40 per cent of I BHMS students and 6.7 per cent are in neutral.

7. The curriculum prescribed for the I BHMS has enough scope for using a variety of teaching methods like lectures, demonstration, group discussion, ICT-based learning and e-learning is agreed by 44.4 per cent and strongly agreed by 42.2 per cent. However, 13.3 per cent of the students are neutral towards a variety of teaching methods.
8. The curriculum meant for the IBHMS has enough scope for patient-centred teaching and clinical-based teaching than the classroom teaching is strongly agreed by 53.3 per cent and agreed by 40 per cent and 6.7 per cent of them are in neutral.
9. Forty per cent of the IBHMS students agreed that simulation-based teaching provided to them as part of the BHMS curriculum is more effective in learning clinical teaching, the same is strongly agreed by 35.6 per cent. Hence, 75.6 per cent of the students agreed with the statement. Twenty-two per cent of the students are neutral toward the statement and 2.2 per cent disagree with it.
10. Internal assessments are conducted on time and feedback on their achievements are provided in time is agreed by 46.7 per cent and strongly agreed by 24.4 per cent, disagreed by 6.7 per cent and 22.2 per cent neutral.
11. Forty-four per cent of the students agreed that a variety of assessment techniques followed in the internal assessment helps them to learn more about homoeopathy, the same is strongly agreed 26.7 per cent, disagreed by 4.4 per cent and 24.4 per cent either agree or disagree with the statement.
12. The majority of the IBHMS students (51.1 per cent) agreed that the feedback given by teachers on performance tests and assignments helps them to improve further, it is strongly agreed by 35.6 per cent and 13.3 per cent are in neutral.

Date: 26.05.2023


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**FEEDBACK REPORT OF
STUDENTS ON CURRICULUM
II BHMS**

Academic Year:2022-2023



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FEEDBACK ANALYSIS REPORT 2022-23

Feedback on the Curriculum by Students


II BHMS

Seventy-eight students from II BHMS submitted their feedback on the curriculum through Google Forms on time. The feedback collected from the students of II BHMS is analysed and presented as follows:

1. The majority of the IIBHMS students (66.7 per cent) agreed that the syllabus prescribed for them is well structured in such a way as to achieve the objectives of the BHMS programme. The same is strongly agreed 15.4 per cent and disagreed by only 2.6 per cent and the remaining 15.4 per cent in neutral.
2. The majority of the respondents (66.7 per cent) agreed that the content prescribed in their syllabus is relevant to real-life situations and the same is strongly agreed by 11.5 per cent and 20.5 per cent are neutral.
3. Background information provided by the teachers in the form of an induction programme is beneficial to them and it was adequately agreed by 55.1 per cent, strongly agree by 9.0 per cent and disagreed by 1.3 per cent. Whereas, 34.6 per cent either agree or disagree.
4. The majority of the students (64.1 per cent) agreed that the existing curriculum meant for the II BHMS has adequate scope for self-learning, it is strongly agreed 12.8 per cent, disagreed 1.3 per cent and 21.8 per cent are neutral.
5. The existing curriculum has adequate scope for accommodating values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives are agreed by 59 per cent, strongly agreed by 15.4 per cent, disagreed by 3.8 per cent and 21.8 per cent are neutral.
6. The institution has adequate learning infrastructure namely a library, types of equipment, and clinical materials to provide learning experiences as mentioned in the curriculum of II BHMS is agreed by 55.1 per cent, strongly agreed by 24.4 per cent, disagreed by 2.6 per cent and 17.9 cent are neutral.

7. The majority of the students (57.7 per cent) agreed that the curriculum meant for them have enough scope for using a variety of teaching methods like lectures, demonstration, group discussions, ICT-based learning, e-learning and case study, the same is strongly agreed by 23.1 per cent and 19.2 per cent are neutral.
8. Forty-two per cent of the students strongly agreed that clinical teaching and patient-centred teaching are more effective for them than classroom teaching; it is agreed 42.3 per cent, disagree by 2.6 per cent and 12.8 per cent neutral.
9. The majority of the students (59 per cent) agreed that simulation-based teaching is more effective in learning clinical teaching, strongly agreed by 14.1 per cent, disagreed by 1.3 per cent and 26.9 per cent either agree or disagree.
10. The majority of the students (66.7 per cent) agreed that the internal assessments were conducted by the institution on time and their feedback helps to improve, the same is strongly agreed by 9.0 per cent, disagreed by 1.3 per cent and 23.1 per cent are neutral.
11. The majority of the II BHMS students (67.9 per cent) agreed that a variety of assessment techniques followed by the institution in internal assessment helps to learn more about Homoeopathy and it is strongly agreed by 6.4 per cent. However, 21.8 per cent are neutral and 3.8 per cent disagreed with it.
12. The majority of the students (62.8 per cent) agreed that feedback given by the teachers on their performance test and assignment help them to improve further, strongly agree by 10.3 per cent and 24.4 per cent are neutral.

Date: 26.05.2023


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**FEEDBACK REPORT OF
STUDENTS ON CURRICULUM
III BHMS**

Academic Year:2022-2023



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FEEDBACK ANALYSIS REPORT 2022-23

Feedback on the Curriculum by Students

III BHMS

Feedback on the curriculum collected from 89 students of III BHMS is analysed and summarised as follows:

1. Fifty-six per cent of the students belonging to III BHMS agreed that the syllabus prescribed for the BHMS programme is well structured in such a way as to achieve the objectives of the programme, it is strongly agreed 7.9 per cent, disagreed 4.5 per cent and 31.5 per cent are neutral.
2. The majority of the students (51.7 per cent) agreed that the content of the syllabus prescribed for them is relevant to the real-life situation. However, 34.8 per cent are neutral towards it and 4.5 per cent disagreed with it.
3. The background information provided to the students like the induction programme is beneficial and adequate is agreed by 52.8 per cent, strongly agreed by 5.6 per cent, disagree by 4.5 per cent and 37.1 per cent are neutral.
4. The existing curriculum for the BHMS has adequate scope for self-learning agreed by 51.7 per cent, strongly agreed by 7.9 per cent, disagreed by 2.2 per cent and 38.2 per cent are neutral.
5. The majority of the students (55.1 per cent) agreed that the existing curriculum has scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives and it is strongly agreed by 6.7 per cent. However, 36 per cent of the students are neutral, and the remaining disagreed with it.
6. The institution has adequate learning infrastructure namely a library, types of equipment, and clinical materials to provide learning experiences as mentioned in the curriculum is agreed by 52.8 per cent, strongly agreed by 18 per cent, disagreed by 3.4 per cent and the remaining are neutral.
7. The majority of the students (53.9 per cent) of III BHMS agreed that the existing curriculum has scope for using a variety of teaching methods like lectures,

demonstration, group discussions, ICT-based learning, e-learning and case study and it is strongly agreed by 12.4 per cent. However, 30.3 per cent of them are neutral and 2.2 per cent disagreed with it.

8. Forty-six per cent of the students agreed that clinical teaching and patient-centered teaching are more effective for them than classroom teaching; it is strongly agreed 28.1 per cent and 24.7 per cent in neutral.
9. Forty-eight per cent of the students from III BHMS agreed that simulation-based teaching is more effective in learning clinical teaching, strongly agreed 9.0 per cent and disagreed 6.7 per cent. However, 36 per cent of them are neutral.
10. Forty-six per cent of the students agreed that the internal assessments are conducted by the institution on time and feedback helps them to improve, it is strongly agreed by 11.2 per cent and disagreed by 3.4 per cent. However, 39.3 per cent are neutral.
11. Forty-six per cent of the students agreed that a variety of assessment techniques followed in the internal assessment helps to learn more about homoeopathy, it is strongly agreed 6.7 per cent, disagreed by 7.9 per cent and 39.3 per cent are neutral.
12. Forty-nine per cent of the students agreed that the feedback given by the teacher on performance tests and assignments helps them to improve further, strongly agreed 6.7 per cent, disagreed 4.5 per cent and 38.2 per cent are neutral.

Date: 26.05.2023

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**FEEDBACK REPORT OF
STUDENTS ON CURRICULUM
IV BHMS**

Academic Year:2022-2023



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FEEDBACK ANALYSIS REPORT 2022-23

Feedback on the Curriculum by Students

IV BHMS

Feedback collected from 110 students of IV BHMS on curriculum is analysed and interpreted as follows:

1. The majority of the students from the IV BHMS (59.1 per cent) agreed that the syllabus prescribed for them is well structured in such a way as to achieve the objectives of the BHMS. The same strongly agreed 20 per cent, disagree 0.9 per cent and 20 per cent are neutral.
2. The content of the syllabus prescribed for them that is relevant to real-life situations is agreed by 54.5 per cent, strongly agreed by 17.3 per cent and 26.4 per cent are neutral. The same is disagreed and strongly disagreed by 0.9 per cent.
3. Forty-nine per cent of the IV BHMS students agreed that the background information provided to them was adequate, strongly agreed by 13.6 per cent, disagreed by 2.7 per cent and 33.6 per cent are neutral.
4. Similarly, forty-two per cent of the students agreed that the existing curriculum has adequate scope for self-learning, the same is strongly agreed 18.2 per cent, disagreed by 5.5 per cent and 33.6 per cent are neutral.
5. Forty-nine per cent of the IV BHMS students agreed that the existing curriculum has scope for accommodating learning values in terms of knowledge. Concepts, skills, analytical abilities and broadening perspectives, and the same strongly agreed by 20 per cent. However, 0.9 per cent disagreed with it and 30 per cent are neutral.
6. Forty-five per cent of the IV BHMS students agreed that the institution has adequate infrastructure namely a library, laboratory types of equipment, and clinical materials available for providing teaching-learning experience as mentioned in their curriculum. It is strongly agreed by 32.7 per cent, disagreed by 0.9 per cent and 20.9 per cent of them are neutral.
7. The majority of the IV BHMS students (54.5 per cent) agreed that the existing curriculum meant for them has scope for using a variety of teaching methods like

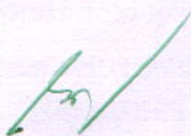
lectures, demonstrations, group discussions, ICT-based learning, e-learning and case study. However, 20.9 per cent of them strongly agreed with it and the remaining are neutral.

8. Forty-one per cent of the IV BHMS students agreed that clinical teaching and patient-centred teaching are more effective for them than classroom teaching and 37.3 per cent strongly agreed with it. However, the remaining 21.8 per cent either agreed or disagreed.
9. Forty-nine per cent of the IV BHMS students agreed that simulation-based teaching is more effective for them in learning clinical teaching, the same is strongly agreed by 24.5 per cent and 25.5 per cent are neutral.
10. Fifty-one per cent of the IV BHMS students agreed that the internal assessments are conducted by the institution in time and feedback is communicated with them. The same is strongly agreed by 20.9 per cent and disagreed by 0.9 per cent. However, 26.4 per cent are neutral.
11. Forty-nine per cent of the IV BHMS students agreed that the institution follows a variety of assessment techniques in the internal assessment helps to learn more about homoeopathy and the same is strongly agreed by 19.1 per cent. However, 30 per cent of them either agreed or disagreed and 1.8 per cent disagreed with it.
12. Fifty per cent of the IV BHMS students agreed that the feedback provided by the teachers on their tests and assignments helps them to learn further and it is strongly agreed by 15.5 per cent. However, 32.7 per cent are neutral and 1.8 per cent disagreed with it.

Date: 26.05.2023


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FEEDBACK REPORT OF STUDENTS ON CURRICULUM INTERNS

Academic Year:2022-2023



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FEEDBACK ANALYSIS REPORT 2022-23

Feedback on the Curriculum by Students

Interns

Feedback collected from the Interns on the curriculum is analysed and interpreted. A total of 90 interns provided their feedback on the curriculum. The details are summarised as follows:

1. Forty-seven per cent of the Interns agreed that the syllabus prescribed for them in the BHMS programme is well structured in such a way as to achieve the objectives of the programme as mentioned in Programme Objectives. The same is strongly agreed by 12.2 per cent, disagreed by 4.4 per cent and 36.7 per cent are neutral.
2. The majority of the respondents agreed that the content of the syllabus prescribed for them is relevant to the real-life situation and it is strongly agreed by 4.4 per cent. However, 3.3 per cent disagree with it and 35.6 per cent are neutral.
3. Forty-one per cent of the Interns agreed that the background information provided to them was adequate and it is strongly agreed by 10 per cent. However, 46.7 per cent of the Interns either agreed or disagreed and 2.2 per cent disagreed with it.
4. Thirty –two per cent of the Interns agreed that the curriculum meant for them in Internship has adequate scope for self-learning, the same is strongly agreed by 10 per cent and disagreed by 8.9 per cent. Unfortunately, 48.9 per cent are neutral.
5. Similarly, 40 per cent of the Interns agreed that the curriculum has scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives, the same is strongly agreed by 7.8 per cent and 46.7 per cent in neutral.
6. The majority of the Interns agreed that the institution has adequate learning infrastructure namely a library, laboratory types of equipment, and clinical materials available to provide teaching-learning experiences as mentioned in the curriculum and the same was strongly agreed by 18.9 per cent. There are 26.7 per cent of the Interns either agreed or disagreed with the same.

7. Only thirty-five per cent of the interns agreed that the curriculum meant for them has scope for using a variety of teaching methods like lectures, demonstrations, group discussions, ICT-based learning and e-learning. The same is strongly agreed by 16.7 per cent and 44.4 per cent are neutral.
8. Forty-five per cent of the Interns agreed that clinical teaching and patient-centred teaching are more effective for them than classroom teaching and 21.3 per cent strongly agreed with it. However, 32.2 per cent either agreed or disagreed and 1.1 per cent disagreed with it.
9. Forty-four per cent of the Interns agreed that simulation-based teaching is more effective for them in learning clinical teaching; the same is strongly agreed by 13.3 per cent, 3.3 per cent disagreed and 38.9 per cent are neutral.
10. Forty-seven per cent of the Interns agreed that the internal assessments are conducted by the institution on time and feedback is communicated with them and 11.1 per cent strongly agreed. However, 8.9 per cent disagreed and 33.3 per cent are neutral.
11. Fifty-two per cent of the Interns agreed that the institution follows a variety of assessment techniques in the internal assessment helps to learn more about homoeopathy and the same is strongly agreed by 7.8 per cent. However, 33.3 per cent of them either agreed or disagreed and 6.7 per cent disagreed with it.
12. Forty-eight per cent of the Interns agreed that the feedback provided by the teachers on their tests and assignments helps them to learn further and it is strongly agreed by 8.9 per cent. However, 35.6 per cent are neutral and 7.8 per cent disagreed with it.

Date: 26.05.2023


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FEEDBACK REPORT OF STUDENTS ON CURRICULUM

M.D. (Hom.)- I Year

Academic Year:2022-2023



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FEEDBACK ANALYSIS REPORT 2022-23

Feedback on the Curriculum

I M.D (Hom.)

Feedback collected from the I M.D (Hom.) scholars on the curriculum is analysed and interpreted. All the scholars enrolled for IM.D(Hom.) are responded and the details are summarised as follows:

1. The majority of the I M.D (Hom.) scholars (73.5 per cent) agreed that the syllabus prescribed for M.D(Hom.) is well structured in such a way as to achieve the objectives of the programme, the same is strongly agreed by 20.6 per cent and the remaining (5.9 per cent) are neutral.
2. The majority of the scholars (73.5 per cent) agreed that the content of the syllabus prescribed in their M.D(Hom.) is relevant to real-life situations, 20.6 per cent of them strongly agreed and 5.9 per cent are neutral.
3. The majority of the scholars (64.7 per cent) agreed that the background information provided by the institution in terms of induction programmes for the freshers is beneficial to them and adequate to proceed further. The same is strongly agreed by 20.6 per cent and 14.7 per cent are neutral.
4. Fifty per cent of the scholars agreed that the existing curriculum has adequate scope for self-learning, whereas 38.2 per cent strongly agreed with it and the remaining 11.8 per cent are neutral towards it.
5. The majority of the scholars (73.5 per cent) agreed that the existing curriculum has scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives, 20.6 per cent of them strongly agreed and 5.9 per cent are neutral.
6. Sixty per cent of the scholars agreed that the institution has adequate learning infrastructure namely a library, the types of equipment, clinical materials, and other resources and the remaining 40 per cent strongly agree with it.
7. Fifty-three per cent of the scholars agreed that the M.D(Hom.) curriculum has scope for using a variety of teaching methods like lectures, demonstration, group

discussions, ICT-based learning, e-learning and case studies, 32.4 per cent strongly agreed with it and 14.7 per cent are neutral.

8. Forty-seven per cent of the scholars agreed that clinical teaching and patient-centred teaching are more effective for them than classroom teaching, the same is strongly agreed by 41.2 per cent and the remaining 11.8 per cent are neutral.
9. The majority of the scholars(64.7 per cent) agreed that simulation-based teaching is more effective in learning clinical teaching and the same is strongly agreed by 29.4 per cent and 5.9 per cent are neutral.
10. The majority of the scholars (64.7 per cent) agreed that internal assessments conducted by the institution on time and its feedback help to improve and 26.5 per cent of them strongly agreed. Whereas, 8.8 per cent are neutral.
11. The majority of the scholars (73.5 per cent) agreed that the institution follows a variety of assessment techniques followed in the internal assessment help them to learn more about homoeopathy subjects and practice, the same is strongly agreed by 23.5 per cent and 2.9 per cent of them are neutral.
12. Fifty-three per cent of the scholars agreed that the feedback given by the teachers on their performance tests and assignments helps to improve further, 41.2 per cent strongly agreed and 5.9 per cent are neutral.

Date: 26.05.2023


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FEEDBACK REPORT OF STUDENTS ON CURRICULUM

M.D. (Hom.)- II Year

Academic Year:2022-2023



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FEEDBACK ANALYSIS REPORT 2022-23

Feedback on the Curriculum by the Students

II M.D (Hom.)

Feedback collected from 28 II M.D (Hom.) scholars on the curriculum is analysed and interpreted as follows:

1. The majority of the II M.D (Hom.) scholars (71.4 per cent) agreed that the syllabus prescribed for M.D(Hom.) is well structured in such a way as to achieve the objectives of the programme, and the same is strongly agreed by 10.7 per cent. However, 17.9 per cent of them are neutral.
2. The majority of the scholars (64.3 per cent) agreed that the content of the syllabus prescribed in their M.D(Hom.) is relevant to real-life situations, and the same is strongly agreed by 7.1 per cent. However, 25 per cent of them are neutral and the same disagreed 3.6 per cent.
3. The majority of the scholars (82.1 per cent) agreed that the background information provided to the students is beneficial to them and adequate to proceed further. The same is strongly agreed by 7.1 per cent and 10.7 per cent are neutral.
4. The majority of the scholars (78.6 per cent) agreed that the existing curriculum has adequate scope for self-learning and strongly agreed 7.1 per cent. However, 3.6 per cent of them disagreed and 10.7 per cent are neutral.
5. The majority of the scholars (78.6 per cent) agreed that the existing curriculum has scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives, 7.1 per cent of them strongly agreed and 14.3 per cent are neutral.
6. Fifty-seven per cent of the scholars agreed that the institution has adequate learning infrastructure namely a library, the types of equipment, clinical materials, and other resources and the same is strongly agreed by 32.1 per cent and 10.7 per cent are neutral.
7. The majority of the scholars (67.9 per cent) agreed that the curriculum has scope for using a variety of teaching methods like lectures, demonstration, group discussions,


ICT-based learning, e-learning and case studies, 17.9 per cent strongly agreed with it and 14.3 per cent are neutral.

8. The majority of the scholars (75 per cent) agreed that clinical teaching and patient-centred teaching are more effective for them than classroom teaching, the same is strongly agreed by 10.7 per cent and the remaining 14.3 per cent are neutral.
9. The majority of the scholars (64.3 per cent) agreed that simulation-based teaching is more effective in learning clinical teaching, the same is strongly agreed by 14.3 per cent and 21.4 per cent are neutral.
10. The majority of the scholars (64.3 per cent) agreed that internal assessments conducted by the institution on time and its feedback help to improve and 14.3 per cent of them strongly agreed. Whereas, 21.4 per cent are neutral.
11. The majority of the scholars (67.9 per cent) agreed that the institution follows a variety of assessment techniques followed in the internal assessment help them to learn more about homoeopathy subjects and practice, the same is strongly agreed by 14.3 per cent while 17.9 per cent of them are neutral.
12. The majority of the scholars (67.9 per cent) agreed that the feedback given by the teachers on their performance tests and assignments helps to improve further, 14.3 per cent strongly agreed and the remaining 17.9 per cent are neutral.

Date: 26.05.2023


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FEEDBACK REPORT OF STUDENTS ON CURRICULUM

M.D. (Hom.)- III Year

Academic Year:2022-2023



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FEEDBACK ANALYSIS REPORT 2022-23

Feedback on the Curriculum by the Students

III M.D (Hom.)

Feedback collected from the III M.D (Hom.) scholars on the curriculum is analysed and interpreted. The details of the analysis are summarised as follows:

1. The majority of the III M.D (Hom.) scholars (88.9 per cent) agreed that the syllabus prescribed for the M.D(Hom.) is well structured in such a way as to achieve the objectives of the programme, the same is strongly agreed by 10.7 per cent whereas 7.4 per cent of them are neutral.
2. Ninety three per cent of the scholars agreed that the content of the syllabus prescribed for M.D(Hom.) is relevant to real-life situations where as the remaining 7.4 per cent of them are neutral.
3. The majority of the scholars (85.2 per cent) agreed that the background information provided to the students is beneficial to them and adequate to proceed further. The same is strongly agreed by 3.1per cent and however, 11.1 per cent of them are neutral.
4. The majority of the scholars (74.1 per cent) agreed that the existing curriculum has adequate scope for self-learning, strongly agreed 7.1 per cent and 18.5 per cent of them are neutral.
5. The majority of the scholars (74.1 per cent) agreed that the existing curriculum has scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives, 14.8 per cent of them strongly agreed and the remaining 11.1 per cent are neutral.
6. The majority of the scholars (85.2 per cent) agreed that the institution has adequate learning infrastructure namely a library, the types of equipment, clinical materials, and other resources and the same is strongly agreed by 14.8 per cent and the remaining 3.7 per cent are neutral.
7. The majority of the scholars (85.2 per cent) agreed that the curriculum has scope for using a variety of teaching methods like lectures, demonstration, group discussions,

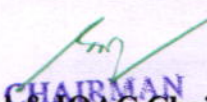
ICT-based learning, e-learning and case studies, 7.4 per cent strongly agreed with it and 7.4 per cent are neutral.

8. The majority of the scholars (70.4 per cent) agreed that clinical teaching and patient-centred teaching are more effective for them than classroom teaching, the same is strongly agreed by 18.5 per cent and the remaining 11.1 per cent are neutral.
9. The majority of the scholars (77.8 per cent) agreed that simulation-based teaching is more effective in learning clinical teaching, the same is strongly agreed by 14.8 per cent and the remaining 7.4 per cent of them keep neutral.
10. The majority of the scholars (85.2 per cent) agreed that the internal assessments conducted by the institution on time and its feedback help to improve, 11.1 per cent of them strongly agreed and the remaining 3.7 per cent maintains neutral.
11. The majority of the scholars (81.5 per cent) agreed that the institution follows a variety of assessment techniques followed in the internal assessment help them to learn more about homoeopathy subjects and practice, the same is strongly agreed by 7.4 per cent and the remaining 11.1 per cent are neutral.
12. The majority of the scholars (85.2 per cent) agreed that the feedback given by the teachers on their performance tests and assignments helps to improve further, 3.7 per cent strongly agreed and the remaining 11.1 per cent are neutral.

Date: 26.05.2023


IQAC Co-ordinator
INTERNAL QUALITY ASSURANCE CELL
SARADA KRISHNA HOMOEOPATHIC MEDICAL COLLEGE
KULASEKHARAM




Principal & IQAC Chairman
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