

**SARADA KRISHNA  
HOMOEOPATHIC MEDICAL COLLEGE**



**FEEDBACK ANALYSIS OF STAKEHOLDERS  
STUDENTS  
2018-19**

## FEEDBACK ON CURRICULUM BY STUDENTS

I BHMS

Year: 2018-19

The feedback on curriculum by students was collected from the I BHMS students for the year 2018-19 from 84 students. The feedback given by the students are as follows:

- The syllabus prescribed for the programme is well structured to achieve the objectives of the programme – 38.1 % strongly agreed, 50 % agreed, 8.3 % responded neutral, 2.4 % Disagreed and 1.2 % strongly disagreed.
- On relevance of content of the syllabus to real life situation, 25 % strongly agreed, 57.1 % agreed, 16.7 % responded neutral, 1.2 % disagreed.
- Regarding the adequacy of background for benefitting from the programme 16.7 % students strongly agreed, 48.8 % agreed, 27.4 % responded neutral, 4.8 % disagreed and 2.4 % strongly disagreed.
- 17.9 % students strongly agreed that scope for self –learning in curriculum is adequate, 54.8% just agreed, 2.6 % responded neutral, 4.8 % disagreed.
- Regarding the scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives 38.1% strongly agreed, 32.1% agreed, 26.2% responded neutral, 1.2 % students disagreed and 2.4 % strongly disagreed to it.
- On adequate availability of learning infrastructure namely library, equipments, clinical materials in the institution, majority of the students 54.8 % strongly agreed to it, 31 % just agreed, 10.7 % of the students' response were neutral, whereas 1.2% disagreed and 2.4% strongly disagreed.
- On the scope for using variety of teaching method like lectures, demonstration, group discussion, ICT based learning, e-learning and case oriented learning 47.6% of the students responded that they strongly agree, 34.5 % responded that they agree, 15.5 % responded neutrally, 1.2 % disagreed and 1.2 % strongly disagreed.
- On the effectiveness of Clinical teaching and patient centred teaching than class room teaching 63.1 % of the students strongly agreed, 28.6 % just agreed, 6 % responded neutrally 1.2 % disagreed and 1.2 % strongly disagreed.
- Regarding the effectiveness of simulation based teaching for clinical learning 33.3 % strongly agreed, 41.7 % of the students just agreed the fact, 17.9 % responded neutrally, 6 % of the students disagreed and 1.2 % strongly disagreed.
- 33.3% of the students strongly agreed that the internal assessments and feedback conducted by the institution in time helps to improve; 45.2 % just agreed it, 16.7 % responded neutrally, 2.4 % disagreed and 2.4 % of the students strongly disagreed.
- Regarding the variety of assessment techniques followed in internal assessment techniques 14.3 % strongly agrees that it helps to learn Homoeopathy, 56 % just agrees it, 27.4 % of the students responded neutrally and 2.4% strongly disagrees.

- On the feedback given by the teachers on students performance in tests and assignments 32.1 % strongly agreed that it helps to improve them further, 50 % just agreed it, 11.9% responded neutrally, 3.6% disagreed and 2.4 % strongly disagreed.

  
**IQAC Co-ordinator**

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**Principal**

**PRINCIPAL**  
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## FEEDBACK ON CURRICULUM BY STUDENTS

### II BHMS

Year: 2018-19

The feedback on curriculum by students was collected from the II BHMS students for the year 2018-19 from 100 students. The feedback given by the students are as follows:

- The syllabus prescribed for the programme is well structured to achieve the objectives of the programme - 34% strongly agreed, 46 % agreed, 19% responded neutral and 1% strongly disagreed.
- On relevance of content of the syllabus to real life situation, 20 % strongly agreed, 53 % agreed, 20 % responded neutral, 5 % disagreed and 2% strongly disagreed.
- Regarding the adequacy of background for benefitting from the programme 14% students strongly agreed, 44% agreed, 39 % responded neutral, 2 % disagreed and 1% strongly disagreed.
- 22 % students strongly agreed that scope for self –learning in curriculum is adequate, 41% just agreed, 33 % responded neutral and 4 % disagreed.
- Regarding the scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives 21% strongly agreed, 45 % agreed, 31% responded neutral, 3% students disagreed.
- On adequate availability of learning infrastructure namely library, equipments, clinical materials in the institution, majority of the students 44% strongly agreed to it, 37 % just agreed, 13 % responded neutrally, 6% disagreed.
- On the scope for using variety of teaching method like lectures, demonstration, group discussion, ICT based learning, e-learning and case oriented learning 30% of the students responded that they strongly agree, 43% responded that they agree, 25% responded neutrally, 1% disagreed and 1% strongly disagreed.
- On the effectiveness of Clinical teaching and patient centred teaching than class room teaching 33% of the students strongly agreed, 49 % just agreed, 16% responded neutrally 1% disagreed and 1% strongly disagreed.
- Regarding the effectiveness of simulation based teaching for clinical learning 17% strongly agreed, 42% of the students just agreed the fact, 34% responded neutrally, 5% of the students disagreed and 2% strongly disagreed.
- 40% of the students strongly agreed that the internal assessments and feedback conducted by the institution in time helps to improve; 40 % just agreed it, 20 % responded neutrally, 9 % disagreed and 1% of the students strongly disagreed.
- Regarding the variety of assessment techniques followed in internal assessment techniques 19% strongly agrees that it helps to learn Homoeopathy, 38% just agrees it, 39 % of the students responded neutrally, 3 % disagreed and 1% strongly disagreed.

- On the feedback given by the teachers on students performance in tests and assignments 21 % strongly agreed that it helps to improve them further, 44 % just agreed it, 26 % responded neutrally, 6 % disagreed and 3% strongly disagreed.

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## **FEEDBACK ON CURRICULUM BY STUDENTS**

### **III BHMS**

**Year: 2018-19**

The feedback on curriculum by students was collected from the III BHMS students for the year 2018-19 from 93 students. The feedback given by the students are as follows:

- The syllabus prescribed for the programme is well structured to achieve the objectives of the programme – 10.8 % strongly agreed, 59.1 % agreed, 22.6 % responded neutral, 6.5 % Disagreed and 1.1% strongly disagreed.
- On relevance of content of the syllabus to real life situation, 17.2 % strongly agreed, 41.9% agreed, 34.4 % responded neutral and 6.5% disagreed.
- Regarding the adequacy of background for benefitting from the programme 8.6% students strongly agreed, 47.3 % agreed, 39.8 % responded neutral and 4.3 % disagreed.
- 10.8 % students strongly agreed that scope for self –learning in curriculum is adequate, 48.4% just agreed, 39.8 % responded neutral, 1.1 % disagreed.
- Regarding the scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives 14 % strongly agreed, 45.2% agreed, 37.6 % responded neutral, 3.2% students disagreed.
- On adequate availability of learning infrastructure namely library, equipments, clinical materials in the institution, majority of the students 55.9% strongly agreed to it, 38.7% just agreed, 4.3 % responded neutrally and 1.1% disagreed.
- On the scope for using variety of teaching method like lectures, demonstration, group discussion, ICT based learning, e-learning and case oriented learning 25.8% of the students responded that they strongly agree, 44.1% responded that they agree, 23.7% responded neutrally, 6.5% disagreed.
- On the effectiveness of Clinical teaching and patient centred teaching than class room teaching 30.1% of the students strongly agreed, 44.1% just agreed, 20.4% responded neutrally and 5.4% disagreed.
- Regarding the effectiveness of simulation based teaching for clinical learning 11.8% strongly agreed, 55.9 % of the students just agreed the fact, 28 % responded neutrally and 4.3 % of the students disagreed.



- 21.5 % of the students strongly agreed that the internal assessments and feedback conducted by the institution in time helps to improve; 37.6% just agreed it, 35.5% responded neutrally, 5.4% disagreed.
- Regarding the variety of assessment techniques followed in internal assessment techniques 16.1 % strongly agrees that it helps to learn Homoeopathy, 41.9 % just agrees it, 34.4% of the students responded neutrally, 5.4% disagreed and 2.2% strongly disagreed.
- On the feedback given by the teachers on students performance in tests and assignments 16.1% strongly agreed that it helps to improve them further, 46.2% just agreed it, 29 % responded neutrally, 6.5% disagreed and 2.2% strongly disagreed.

*18/7/19*  
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## **FEEDBACK ON CURRICULUM BY STUDENTS**

### **IV BHMS**

**Year: 2018-19**

The feedback on curriculum by students was collected from the IV BHMS students for the year 2018-19 from 94 students. The feedback given by the students are as follows:

- The syllabus prescribed for the programme is well structured to achieve the objectives of the programme - 27.7% strongly agreed, 54.3% agreed, 16% responded neutral, 1.1% Disagreed and 1.1% strongly disagreed.
- On relevance of content of the syllabus to real life situation, 21.3 % strongly agreed, 40.4% agreed, 25.5% responded neutral, 10.6% disagreed and 2.1% strongly disagreed.
- Regarding the adequacy of background for benefitting from the programme 21.3% students strongly agreed, 40.4% agreed, 35.1 % responded neutral, 2.1 % disagreed and 1.1% strongly disagreed.
- 34 % students strongly agreed that scope for self –learning in curriculum is adequate, 40.4% just agreed, 35.1 % responded neutral, 2.1 % disagreed and 1.1% strongly disagreed.
- Regarding the scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives 26.6% strongly agreed, 45.7% agreed, 24.5% responded neutral, 2.1% students disagreed and 1.1% strongly disagreed to it.
- On adequate availability of learning infrastructure namely library, equipments, clinical materials in the institution, majority of the students 63.8% strongly agreed to it, 26.6% just agreed, 6.4 % of the students' response were neutral, whereas 1.1% disagreed and 2.1% strongly disagreed.
- On the scope for using variety of teaching method like lectures, demonstration, group discussion, ICT based learning, e-learning and case oriented learning 50% of the students responded that they strongly agree, 34% responded that they agree, 11.7% responded neutrally, 2.1% disagreed and 2.1% strongly disagreed.
- On the effectiveness of Clinical teaching and patient centred teaching than class room teaching 44.7% of the students strongly agreed, 36.2% just agreed, 14.9% responded neutrally 2.1% disagreed and 2.1% strongly disagreed.
- Regarding the effectiveness of simulation based teaching for clinical learning 25.5% strongly agreed, 45.7% of the students just agreed the fact, 25.5% responded neutrally, 1.1% of the students disagreed and 2.1% strongly disagreed.
- Most of the students 50% strongly agreed that the internal assessments and feedback conducted by the institution in time helps to improve; 31.9% just agreed it,



12.8% responded neutrally, 2.1 % disagreed and 3.2% of the students strongly disagreed.

- Regarding the variety of assessment techniques followed in internal assessment techniques 31.9% strongly agrees that it helps to learn Homoeopathy, 30.9% just agrees it, 22.3% of the students responded neutrally, 10.6% disagreed and 4.3% strongly disagreed.
- On the feedback given by the teachers on students performance in tests and assignments 30.9% strongly agreed that it helps to improve them further, 38.3% just agreed it, 19.1% responded neutrally, 6.4% disagreed and 6.3% strongly disagreed.

  
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## FEEDBACK ON CURRICULUM BY STUDENTS

M.D.(Hom.)

Year: 2018-19

The feedback on curriculum by students was collected from the M.D.(Hom.) Part I students for the year 2018-19 from 22 students. The feedback given by the students are as follows:

- The syllabus prescribed for the programme is well structured to achieve the objectives of the programme – 36.4% strongly agreed, 50% agreed, 9.1 % responded neutral and 4.5 % Disagreed.
- On relevance of content of the syllabus to real life situation, 36.4 % strongly agreed, 31.8% agreed, 31.8% responded neutrally.
- Regarding the adequacy of background for benefitting from the programme 22.7% students strongly agreed, 45.5 % agreed, 27.3 % responded neutral and 4.5 % disagreed.
- 22.7 % students strongly agreed that scope for self –learning in curriculum is adequate, 68.2 % just agreed, 4.5 % responded neutral and 4.5 % disagreed.
- Regarding the scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives 45.5 % strongly agreed, 27.3 % agreed, 22.7 % responded neutral and 4.5 % students disagreed.
- On adequate availability of learning infrastructure namely library, equipments, clinical materials in the institution, majority of the students 68.2 % strongly agreed to it, 18.2 % just agreed and 13.6 % of the students' response were neutral.
- On the scope for using variety of teaching method like lectures, demonstration, group discussion, ICT based learning, e-learning and case oriented learning 54.5% of the students responded that they strongly agree, 36.4% responded that they agree and 9.1 % responded neutrally.
- On the effectiveness of Clinical teaching and patient centred teaching than class room teaching 50 % of the students strongly agreed, 31.8 % just agreed and 18.2 % responded neutrally.
- Regarding the effectiveness of simulation based teaching for clinical learning 40.9 % strongly agreed, 45.5% of the students just agreed the fact, 4.5 % responded neutrally and 9.1% of the students disagreed.
- 27.3 % of the students strongly agreed that the internal assessments and feedback conducted by the institution in time helps to improve; 45.5 % just agreed it, 22.7 % responded neutrally, 4.5 % disagreed.
- Regarding the variety of assessment techniques followed in internal assessment techniques 22.7 % strongly agrees that it helps to learn Homoeopathy, 45.5 % just agrees it and 31.8 % of the students responded neutrally.

- On the feedback given by the teachers on students performance in tests and assignments 36.4 % strongly agreed that it helps to improve them further, 40.9 % just agreed it and 22.7 % responded neutrally.

  
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**Feedback Analysis  
Students Evaluation on Teachers 2018-19 – M.D. (Hom.)**

S.No	Name of the Teacher	Department	College Average	Department Average	Individual Score
1	Dr. M. Murugan	Organon of Medicine and Philosophy	86.73	81.3	97.3
2	Dr. Satheesh M. Nair				65.3
3	Dr. Winston Vargheese	Materia Medica		96.95	98.6
4	Dr. Saiji, P. R.				95.3
5	Dr. Sugathan, N. V.	Practice of Medicine		91.0	93.7
6	Dr. Arun, R. Nair				88.3
7	Dr. Suman Sankar, A. S.	Repertory		84.45	95.6
8	Dr. Priyanka, P.S.				73.3
9	Dr. Mohan, C. K.	Paediatrics		79.97	80.6
10	Dr. Sisir, P. R.				80.6
11	Dr. Benchita Horrence Mary, D.				78.7

  
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## STUDENTS' OVERALL EVALUATION OF THE PROGRAMME AND TEACHING -BHMS

Year: 2018-19

Feedback collected from 83 outgoing students on Student's overall evaluation of the programme and teaching are analyzed. The details of feedback analysis are given as follows:

1. Majority of the students (69.9% per cent) perceived the syllabus of BHMS course was adequate, 26.5% of them perceived as challenging, 2.4 % of them perceived as dull and the remaining 1.2% of them as inadequate.
2. Majority of the students (63.9 per cent) opined that back ground for benefiting from BHMS course was adequate, and 10.8 per cent opined that it was more than adequate and 6 % of them said as inadequate. However, 19.3 per cent of them had nothing to say.
3. 81.9 per cent of the students opined that BHMS course was manageable and only 8.4 per cent of students opined that BHMS course was easy to understand. 8.4 % of them said that BHMS was difficult to understand and the remaining 1.2% of them said that BHMS was very difficult to understand.
4. Regarding the syllabus coverage in the class, 25.3 per cent of the students opined that 85 to 100 % of the syllabus was covered, 49.4 per cent opined that 70-85% of the syllabus were covered ,21.7 per cent opined that 55-70% of the syllabus was covered and the remaining 3.6 percent opined that the syllabus covered was less than 55%.
5. 62.7 per cent of the students perceived that library materials and the facilities for the course were adequate, 24.1 per cent of them perceived materials were more than adequate , 7.2 per cent perceived it were inadequate and the remaining 6 per cent perceived it as very poor.
6. 33.7 per cent of the students opined that the materials for the prescribed readings were easily available, 57.8 per cent opined that the materials were available with some difficulty, 3.6 percent opined that materials were not available at all and remaining 4.8 per cent opined that it was available with great difficulty.
7. Majority of the students (72.3 per cent) opined that teachers preparation for the class was satisfactory, nearly 30 per cent opined that preparation was thorough and 3.6 percent opined that the preparation was indifferent.
8. Regarding teacher's ability on communication, 16.9 per cent of the student opined that their communication were always effective, 47 per cent of student opined that their communication were sometimes effective, 30 per cent of the students had only satisfactory response on teachers' communication skill and 6 per cent of the student opined that their communication were generally ineffective.
9. On teacher's encouragement for students participation in the class, 31.3 per cent of the students opined that mostly teachers encourages the students participation in the class, 53 per cent opined that 'sometimes encourage', However, only 7.2 per



cent of the students opined that the teacher 'always' encourages the student participation in the class.

10. Most of the students perceived that teachers encouraged them to raise questions in the class (42.2 per cent); involved in discussion in class (41 per cent); and encouraged discussion outside the class (6 per cent).
11. Regarding advice given by the teacher, majority of the students (28.9 per cent) felt teachers advising were 'very helpful'. 65 per cent of students felt 'sometimes' helpful and 4.8 per cent felt it was 'not all helpful'.
12. Regarding teacher's approach towards the students, 22.9 per cent of the students perceived that the teachers were always courteous. However, 34.9 percent of students perceived the behavior of teachers were rude, 12 percent perceived that always indifferent; and the remaining 30.1 have no comments on teachers approach.
13. On internal assessment, 36.1 per cent of students felt that the conduct of internal assessment was 'always fair', 43.4 per cent felt 'sometimes unfair', and 10.8 per cent felt 'sometimes fair' and remaining 9.6 per cent felt it was 'usually unfair'.
14. Regarding the benefits of internal assessment as perceived by the students are as follows: helps to improve (59 per cent), sometimes effective (8.4 per cent), no special effect (21.7 per cent), and discouraging (10.8 per cent).
15. On feedback given by the teachers, 33.7 per cent of the student opined that teachers provide feedback regularly, 36.1 per cent of students said that the teachers provide feedback with helpful comments, 12 per cent opined that the feedback given by the teachers were late and 18.1 per cent opined that teachers provide feedback without any comments.
16. Regarding comments on students assignments, 19.3 per cent of the student opined that comments on assignments were fully discussed with them, 26.5 per cent opined that it was partly discussed, 22.9 per cent opined that comments on assignments were some time discussed and only 31.3 per cent opined that comments on their assignments were not discussed at all.
17. 69.9% of the students felt that Course contributory lecture (Orientations) given in the beginning of the course was helpful.
18. Some of the suggestions provided by the students are:
  - Test can be conducted for each subject at the end of each chapter
  - To increase the Clinical hours
  - To give more guidance for Prescription part.

*hmk 28/3/19*  
**IOAC Coordinator**

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