

**Sarada Krishna
Homoeopathic Medical College
Kulasekharam – 629161**

Feedback on Curriculum by students

2019-20

I BHMS

The COVID-19 pandemic situation has forced the IQAC of Sarada Krishna Homoeopathic Medical College to adopt online mechanism to collect feedback from the students on Curriculum. The online questionnaire is prepared using Google form, the link for the same is communicated to every students through their registered e-mail id for their feedback on respective curriculum. Enough time is provided to respond the questionnaire.


A total of 66 students responded the feedback on time out of 73 students from I BHMS programme.

1. A majority of the first year students (62.1 per cent) agreed that the syllabus prescribed for the programme is well structured to achieve the objectives of the programme and 31.8 per cent of them strongly agreed whereas 3.0 per cent of them disagreed with the statement.
2. Regarding the statement that the content of the syllabus is relevant to the real life situation, majority of them (60.6 per cent) agreed with the statement, 31.8 per cent of them strongly agreed and 6.1 per cent of them were neutral to it.
3. A majority of the respondents (68.2 per cent) agreed that background knowledge for benefitting from the programme was adequate. The same is strongly agreed by 16.7 per cent whereas 15.2 per cent were neutral in opinion.
4. Most of the students (68.2 per cent) agreed that there is adequate scope for self-learning in the curriculum prescribed for IBHMS programme. At the same time, 19.7 per cent of them strongly agreed with the statement while 12.1 per cent were in neutral.
5. Curriculum prescribed for the I BHMS have enough scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives was agreed by 62.1 per cent and strongly agreed by 33.3 per cent.
6. Regarding infrastructure for learning, majority of the respondents (62.1 per cent) strongly agreed that adequate learning infrastructure in terms of library, equipments, and clinical materials were available in the institution. In addition to that, 33.3 per cent of them also agree with the statement.
7. Fifty six per cent of the respondents agreed that the curriculum have enough scope for adopting variety of teaching methods like lectures, demonstration, group discussions, ICT based learning, e-learning and case study. Furthermore, 40.9 per cent of them strongly agreed with the statement.

8. A majority of the respondents (63.6 per cent) agreed that the Clinical teaching and patient centred teaching were more effective for them than the class room teaching. The same was strongly agreed by 28.8 per cent.
9. The statement that simulation based teaching is more effective in learning clinical teaching was agreed by 63.6 per cent and strongly agreed by 24.2 per cent of them.
10. Fifty three per cent of the respondents from I BHMS agreed with the statement that the internal assessments are conducted and feedback given in time helps them to improve, 37.9 per cent strongly agreed whereas 9.1 per cent were in neutral.
11. On evaluation aspect in the curriculum, 57.6 per cent of the respondents agreed that variety of assessment techniques followed in the internal assessment helps to learn more about homoeopathy. The same is strongly agreed by 33.3 per cent whereas 9.1 per cent of them responded neutrally.
12. Exactly fifty per cent of the respondents agreed that feedback given by teachers on performance tests and assignments help them to improve further. Among the remaining fifty per cent, 43.9 per cent of them acknowledged as strongly agree and 6.1 per cent as neutral.


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KANNIYAKUMARI DISTRICT




Principal
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**Sarada Krishna
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Feedback on Curriculum by students

2019-20

II BHMS

The COVID-19 pandemic situation has forced the IQAC of Sarada Krishna Homoeopathic Medical College to adopt online mechanism to collect feedback from the students on Curriculum. The online questionnaire is prepared using Google form, the link for the same is communicated to every students through their registered e-mail id for their feedback on respective curriculum. Enough time is provided to respond the questionnaire.

A total of 81 out of 99 students of II BHMS responded the online questionnaire. The opinions of them are analysed and presented as follows.

1. Sixty five per cent of the respondents agreed that the syllabus prescribed for the second BHMS programme is well structured to achieve the objectives of the BHMS programme, 23.5 per cent of them strongly agreed whereas 11.1 per cent of them were in neutral.
2. The content prescribed for the II BHMS syllabus is relevant to real life situation was agreed by 55.6 per cent, and strongly agreed by 19.8 per cent. On the other hand, 21 per cent of them were neutral in opinion and 3.7 per cent of them disagreed with the statement.
3. A majority of the respondents (71.6 per cent) agreed with the statement that the background knowledge for benefiting from the programme was adequate, whereas 18.5 per cent were in neutral and 7.6 per cent strongly agreed with the statement.
4. Regarding adequate scope for self-learning in curriculum, 61.7 per cent of the respondents agreed, furthermore 14.8 per cent strongly agreed to it. However, 19.8 per cent of the respondents were in neutral with the statement.
5. On the statement relating to scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives in the curriculum, majority of the students (60 per cent) agreed and 34.8 per cent strongly agreed while 4.5 per cent have neutral opinion.
6. A majority of the respondents (60.6 per cent) strongly agreed with the statement that the institution has adequate learning infrastructure facilities namely library, equipment and clinical materials as prescribed in the curriculum and the same was agreed by 34.8 per cent.
7. The curriculum prescribed for the II BHMS students have enough scope for using wide variety of teaching methods like lectures, demonstration, group discussion, ICT based learning, e-learning and case based study was agreed by 57.6 percent, strongly agreed by 39.4 per cent and only 3.0 per cent of them were neutral in opinion.

8. Most of the respondents (63.6 per cent) strongly agreed that clinical teaching and patient centred teaching are more effective for them than class room teaching. The same was agreed by 28.8 per cent of the respondents.
9. Majority of the students (63.6 per cent) agreed that the simulation based teaching is more effective in learning clinical teaching, furthermore 24.2 per cent strongly agreed with the statement.
10. On evaluation, the internal assessments are conducted by the institution in time and feedback helps them to improve further was agreed by 54 percent and the same was strongly agreed by 36.4 per cent.
11. Regarding the statement that variety of assessment techniques followed in the internal assessment helps to learn more about homoeopathy was strongly agreed by 31.8 per cent, agreed by 59.1 per cent and the remaining 9.1 per cent were in neutral notion.
12. Feedback given by the teachers on performance test and assignment is help them to improve further was strongly agreed by 43.9 per cent and agreed by 50 per cent.


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**Sarada Krishna
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Feedback on Curriculum by students

2019-20

III BHMS

The COVID-19 pandemic situation has forced the IQAC of Sarada Krishna Homoeopathic Medical College to adopt online mechanism to collect feedback from the students on Curriculum. The online questionnaire is prepared using Google form, the link for the same is communicated to every students through their registered e-mail id for their feedback on respective curriculum. Enough time is provided to respond the questionnaire.

A total of 89 respondents from the third year BHMS students responded the online questionnaire on Curriculum. The opinion collected from them are analysed to find the shortcomings. The statement wise feedback analysis are summarised as follows:

1. A majority of the respondents (65.2 per cent) agreed with the statement that the syllabus prescribed for the programme is well structured to achieve the objectives of the programme. However, 18 per cent of the respondents strongly disagreed with the statement whereas 15.7 per cent were in neutral.
2. The content prescribed in the III BHMS curriculum is relevant to real life situation was strongly agreed by 15.7 per cent, agreed by 57.3 percent. Twenty three per cent of the respondents were neutral in opinion with the statement.
3. Most of the respondents (66.3 per cent) agreed with the statement that background information provided by the institution is benefitting of the programme was adequate, strongly agreed by 9.0 per cent. However, 23.6 per cent of the responses were neutral with the statement.
4. Regarding the statement on adequate scope for self-learning in the curriculum, 61.8 per cent of the respondents agreed, 15.7 per cent strongly agreed whereas 2.2 percent disagreed. However, 20.2 per cent of them responded neutrally.
5. On the scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives in the curriculum - 50.6 per cent agreed with the statement, 15.7 per cent strongly agreed where as 31.5 per cent of them were neutral.
6. A mixed response was found among the third BHMS students on available infrastructure facilities namely library, equipment, and clinical materials. Forty five per cent of the respondents agreed with the statement, 33.7 per cent are strongly agree with the statement and the remaining were neutral.
7. Regarding the statement on scope for using variety of teaching method lectures, demonstration, group discussion, ICT based e-learning, and case oriented method, it was strongly agreed by 22.5 per cent. In addition to that it was agreed by 46.1 per cent and rest of the responses were neutral.

8. Forty per cent of the respondents claimed that clinical teaching and patient centred teaching are more effective for them than class room teaching by responding strongly agree, 29.2 per cent as agree, 23.2 percent as neutral whereas 4.5 per cent as disagree.
9. Simulation based teaching is more effective in clinical teaching was strongly agreed by 24.7 per cent, agreed by 48.3 per cent, whereas 24.7 per cent were neutral and 2.2 per cent disagreed.
10. On the statement that internal assessments are conducted by the institution in time and provide feedback helps them to improve was strongly agreed by 24.7 per cent, agreed by 57.3 per cent, and 16.9 per cent in neutral.
11. Variety of assessment techniques are followed in the internal assessment helps to learn more about homoeopathy was agreed by 53.9 per cent and furthermore strongly agreed by 16.9 per cent. At the same time responses were in neutral by 23.6 per cent and disagreed by 4.5 per cent.
12. Feedback given by the teachers on performance test and assignment helps them to improve further was strongly agreed by 18 per cent, agreed by 50.6 per cent, neutral with the statement by 27 percent and disagreed by 4.5 per cent.

IQAC Co-ordinator

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Feedback on Curriculum by students

2019-20

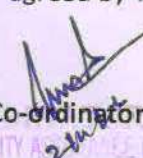
IV BHMS

The COVID-19 pandemic situation has forced the IQAC of Sarada Krishna Homoeopathic Medical College to adopt online mechanism to collect feedback from the students on Curriculum. The online questionnaire is prepared using Google form, the link for the same is communicated to every students through their registered e-mail id for their feedback on respective curriculum. Enough time is provided to respond the questionnaire.

A total of 88 respondents from the final year BHMS programme responded the online feedback form on curriculum. The opinion expressed by them are analysed to improve the curriculum implementation at graduate level. The statement wise analyses are given as follows.


1. A majority of the respondents (71.6 per cent) from IV BHMS agreed with the statement that the syllabus prescribed for the BHMS programme is well structured to achieve the objectives of the BHMS programme. However, 20.5 per cent of them strongly disagreed and 8.0 per cent of them were neutral in opinion.
2. The content prescribed for the syllabus is relevant to real life situation was agreed by 69.3 per cent of the respondents, strongly agreed by 15.4 per cent, whereas 12.5 per cent of them were neutral towards the statement
3. A majority of the respondents (68.2 per cent) agreed with the statement that the background knowledge for benefiting from the programme was adequate, whereas 28.5 were neutral and 10.2 per cent of them strongly agreed.
4. A majority of the respondents (64.8 per cent) agreed with the statement on adequate scope for self-learning in the curriculum; furthermore 21.6 per cent strongly agree. However, 13.6 per cent of them were neutral.
5. The statement on scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives in the curriculum was agreed by majority of the respondents (64.8 per cent), strongly agreed by 22.7 per cent and 10.2 per cent in neutral.
6. Available infrastructure facilities for learning namely library, equipment, and clinical materials are sufficient for IV BHMS programme was strongly agreed by 42.0 per cent, 50.0 per cent agreed and 8.0 per cent of them responded neutrally.
7. Regarding the scope for using variety of teaching methods like lectures, demonstration, group discussion, ICT based e-learning, and case oriented method was strongly agreed by 38.6 per cent of the respondents. In addition to that 54.5 per cent of them agreed while 6.8 per cent in neutral.

8. Clinical teaching and patient centred teaching are more effective for them than class room teaching was strongly agreed by 39.8 per cent, agreed by 45.5 per cent and 14.8 per cent were neutral with the statement.
9. A majority of the respondents (61.4 per cent) from IV BHMS agreed with the statement that simulation based teaching is more effective in clinical teaching. Whereas, 23.9 per cent of the respondent were neutral in notion and 14.8 per cent of them strongly agreed.
10. On the statement that internal assessments are conducted by the institution in time and provide feedback, which helps them to improve their learning was strongly agreed by only 14.8 per cent. Fifty seven per cent of them agreed, and 10.2 per cent were in neutral opinion.
11. A majority of the respondents (67.0 per cent) agreed that the variety of assessment techniques are followed in the internal assessment helps to learn more about homoeopathy. The same was strongly agreed by 25.0 per cent and mentioned neutrally by 6.8 per cent.
12. Feedback given by the teachers on performance test and assignment helps them to improve further was strongly agreed by 22.7 per cent, in addition to that it was agreed by 70.5 per cent. While 5.7 per cent of them responded neutrally.


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**Sarada Krishna
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Feedback on Curriculum by students

2019-20

I M.D (Hom.) : 2019-22 Batch

The COVID-19 pandemic situation has forced the IQAC of Sarada Krishna Homoeopathic Medical College to adopt online mechanism to collect feedback from the students on Curriculum. The online questionnaire is prepared using Google form, the link for the same is communicated to every students through their registered e-mail id for their feedback on respective curriculum. Enough time is provided to respond the questionnaire.

The opinion collected from 22 students of first M.D (Hom.) on M.D curriculum is analysed statement wise and details are presented as follows:

1. Most of the first year M.D(Hom.) students (81.8 per cent) agreed with the statement that the syllabus prescribed for the M.D(Hom.) programme is well structured to achieve the objectives of the programme. The remaining 18.2 strongly disagreed with the statement.
2. The content prescribed for M.D(Hom.) curriculum is relevant to real life situation was strongly agreed by 22.7 per cent and agreed by 72.7 per cent whereas 4.5 per cent have neutral opinion with the statement.
3. A majority of the respondents (66.3 per cent) agreed with the statement that the background information provided by the institution for M.D (Hom.) is benefitting of the programme was adequate, it was strongly agreed by 22.7 per cent while 4.5 per cent responded neutrally.
4. Fifty per cent of the respondents strongly agreed with the statement that there is adequate scope for self-learning in the M.D (Hom.) curriculum. At the same time, 45.5 per cent of them agreed to it and 4.5 per cent were neutral.
5. With respect to the statement on the scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives in the curriculum was agreed by 68.2 per cent, and strongly agreed by 27.3 per cent. Whereas 4.5 per cent of them were neutral.
6. Available infrastructure facilities for learning namely library, equipment, and clinical materials are sufficient for M.D (Hom.) programme was strongly agreed by 77.3 per cent and the remaining 22.7 per cent agreed.
7. The statement on scope for using variety of teaching method lectures, demonstration, group discussion, ICT based e-learning, and case oriented method in M.D(Hom.) curriculum was strongly agreed by 45.5 per cent and agreed by 54.5 per cent.
8. Regarding the statement that the clinical teaching and patient centred teaching are more effective for them to learn advanced topics in homoeopathy than class room

teaching was strongly agreed by 63.6 per cent, agreed by 31.8 per cent, and neutrally by 4.5 percent.

9. Simulation based teaching is more effective in clinical teaching was strongly agreed by 68.2 per cent and agreed by 27.3 per cent.
10. Internal assessments are conducted by the institution in time and provide feedback help them to improve was strongly agreed by 22.7 per cent, agreed by 68.2 per cent, and 9.1 per cent in neutral opinion.
11. Variety of assessment techniques are followed in the internal assessment helps to learn more about homoeopathy facets was agreed by 63.6 per cent, and strongly agreed by 63.6 per cent.
12. Feedback given by the teachers on performance test and assignment helps them to improve further was strongly agreed by 45.5 per cent, agreed by 50.0 per cent, and response was neutral with 9.5 percent.

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Feedback on Curriculum by students

2019-20

II M.D (Hom.): 2018-21 Batch

The COVID-19 pandemic situation has forced the IQAC of Sarada Krishna Homoeopathic Medical College to adopt online mechanism to collect feedback from the students on Curriculum. The online questionnaire is prepared using Google form, the link for the same is communicated to every students through their registered e-mail id for their feedback on respective curriculum. Enough time is provided to respond the questionnaire.

Twenty six respondents responded to the online feedback questionnaire on Feedback on M.D(Hom.) curriculum among the II M.D (Hom.) students. The responses are analysed statement wise and presented as follows.

1. Sixty two percent of the respondents from II M.D (Hom.) agreed with the statement that the syllabus prescribed for the M.D(Hom.) programme is well structured to achieve the objectives of the programme. Whereas, there are 32 per cent of respondents strongly disagree with the statement.
2. The content prescribed for M.D(Hom.) curriculum is relevant to real life situation was strongly agreed by 19.2 per cent, agreed by 76.9 per cent while 3.8 per cent were neutral with the statement.
3. With respect to the statement that the Background information provided by the institution was adequate and is benefitting of the programme. The responses were: strongly agree - 30.8 per cent, agree - 57.7 per cent, neutral - 7.7 per cent and strongly agree - 3.8 per cent.
4. Fifty per cent of the respondents strongly agreed with the statement that there is adequate scope for self-learning in the M.D (Hom.) curriculum. The same was agreed by 46.2 per cent and 3.8 of them responded neutrally.
5. On the scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives in the curriculum was strongly agreed by 50.0 per cent, agreed by 46.2 per cent whereas 3.8 per cent were neutral.
6. Statement on available infrastructure facilities for learning namely library, equipment, and clinical materials are sufficient for M.D (Hom.) programme was strongly agreed by 65.4 per cent and the remaining agreed.
7. Regarding the scope for using variety of teaching method lectures, demonstration, group discussion, ICT based e-learning, and case oriented method in M.D(Hom.) curriculum was strongly agreed by 57.7 per cent, agreed by 34.6 per cent. However 7.7 per cent of them responded neutrally.

8. Clinical teaching and patient centred teaching are more effective for them to learn advanced topics in homoeopathy than class room teaching was strongly agreed by 61.5 per cent, agreed by 34.6 per cent, and 3.8 per cent in neutral.
9. Fifty per cent of the respondents from II M.D(Hom.) opines that they are strongly agreeing with the statement that simulation based teaching is more effective in clinical teaching. It was agreed by 34.6 per cent while 15.4 per cent in neutral.
10. Internal assessments are conducted by the institution in time and provide feedback which helps them to improve their learning was strongly agreed by 34.6 per cent, agreed by 61.5 per cent, and neutral by 3.8 per cent of the respondents.
11. Variety of assessment techniques are followed in the internal assessment helps to learn more about homoeopathy was strongly agreed by 34.6 per cent, agreed by 57.7 per cent and 7.7 per cent of them were neutral.
12. Feedback given by the teachers on their performance test and assignment helps them to improve further was strongly agreed by 38.5 per cent, agreed by 53.8 per cent, and neutral with 7.7 percent.

IQAC Co-ordinator

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Kulasekharam – 629161**

Feedback on Curriculum by students

2019-20

III M.D (Hom.) : 2017-20 Batch

The COVID-19 pandemic situation has forced the IQAC of Sarada Krishna Homoeopathic Medical College to adopt online mechanism to collect feedback from the students on Curriculum. The online questionnaire is prepared using Google form, the link for the same is communicated to every students through their registered e-mail id for their feedback on respective curriculum. Enough time is provided to respond the questionnaire.

Among the final year M.D (Hom.) students, only 18 have responded the online questionnaire. The opinion of them towards M.D(Hom.) curriculum is analysed statement wise. The details are summarised as follows.

1. Among the final year M.D(Hom.) students, 55.6 per cent of the respondents agreed with the statement that the syllabus prescribed for the M.D(Hom.) programme is well structured to achieve the objectives of the programme. However, 16.7 per cent of them had neutral response. At the same time, 27.8 per cent of them strongly disagreed.
2. The content prescribed for M.D(Hom.) curriculum is relevant to real life situation was strongly agreed by 22.2 per cent and agreed by 50 per cent. There are 27.8 per cent respondents having neutral opinion with the statement.
3. Majority (72.2 per cent) of the respondents agreed with the statement that the background information provided by the institution to them was adequate and is benefitting of the programme, it was strongly agreed by 16.7 per cent while 11.1 per cent had neutral opinion.
4. Adequate scope for self-learning in the M.D (Hom.) curriculum was strongly agreed by 27.8 percent and most of the respondents (55.6 per cent) agreed with the statement. However, 16.7 per cent of responses were neutral.
5. Scope for accommodating learning values in terms of knowledge, concepts, skills, analytical abilities and broadening perspectives in the curriculum was agreed by majority of students (72.2 per cent), strongly agreed by 22.2 per cent whereas 5.6 per cent were neutral.
6. Statement on available infrastructure facilities for learning in the institution namely library, equipment, and clinical materials are sufficient for M.D (Hom.) programme was strongly agreed by 38.9 per cent, agreed by 55.6 per cent while 5.6 per cent in neutral in response.
7. Regarding the scope for using variety of teaching method like lectures, demonstration, group discussion, ICT based e-learning, and case oriented method was strongly agreed by 44.4 per cent and the remaining agreed.

8. Majority of the respondents (61.6 per cent) agree with the statement that the Clinical teaching and patient centred teaching are more effective for them than class room teaching while 33.3 per cent strongly agreed.
9. Thirty three per cent of the respondents strongly agreed with the statement that simulation based teaching is more effective in clinical teaching, it was agreed by 55.6 per cent while 5.6 per cent were neutral in opinion.
10. Internal assessments are conducted by the institution in time and provide feedback, which helps them to improve their learning was strongly agreed by 27.8 per cent, 61.1 per cent of them agreed with the statement and 11.1 per cent had neutral opinion.
11. Variety of assessment techniques followed in the internal assessment helps to learn more was strongly agreed by 27.8 per cent, agreed by 66.7 per cent and 5.6 per cent of them were neutral in opinion.
12. Feedback given by the teachers on their performance test and assignment helps them to improve - strongly agreed by 27.8 per cent, agreed by 55.6 per cent, whereas 16.7 per cent were neutral.

IQAC Co-ordinator

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Feedback Analysis 2019-20

Students' Overall Performance of the Programme and Teaching (BHMS)

Feedback from the outgoing BHMS students is collected through online using Google Form. The analysis on feedback is as follows

1. A majority of the students (80.0 per cent) opined that the syllabus prescribed for each of the course was adequate and the remaining opined inadequate.
2. A majority of the students (80.0 per cent) expressed that the background information provided by the institution from the course was adequate, 6.7 per cent each expressed that it is more than adequate and inadequate.
3. On the statement that the course is difficult to understand, 60.0 per cent opined that it was manageable, 33.3 per cent as easy and 6.7 per cent as difficult.
4. Most of the respondents (60.0 per cent) disclosed that 70 to 85% of the portions were covered in the class room and 33.3 per cent as 85 to 100%. Only 6.7 per cent opined that portions were covered upto 55 to 70%.
5. Fifty three per cent of the respondents opined that library materials and facilities for the course was more than adequate and the remaining as adequate.
6. Seventy three per cent of the respondents opined that it was easy for them to collect materials prescribed for reading while 26.7 per cent opined that they perceived some difficulty.
7. Opinion of students on the performance of the faculty in the classes revealed that 60.0 per cent was satisfactory while 40.0 per cent was thorough.
8. A majority of the respondents (66.7 per cent) opined that the communication of teachers always effective, 20 per cent opined that it was sometimes effective and 13.3 per cent as just satisfactory.
9. Majority of the respondents (73.3 per cent) opined that teacher encourages student participation in class, 20.0 per cent as sometimes and 6.7 per cent as always.
10. Among those who responded yes and sometimes in 9, 66.7 per cent mentioned that teachers were encouraged to ask questions and remaining opined that they get involved in classroom discussion.
11. Sixty per cent of the respondents opined that the advice given by the teachers are very helpful, 33.3 per cent sometimes useful and 6.7 per cent not at all useful
12. Forty seven per cent of the respondents opined that teacher's approach can best be described as always courteous, 13.3 per cent each as sometimes rude and always indifferent and 26.7 per cent disclosed that it cannot be said.

13. Internal assessment conducted in the institution was always fair by 53.3 per cent, 33.3 per cent sometime unfair and 6.7 per cent each as usually unfair and sometimes unfair.
14. A majority of the respondent opined that internal assessment helps to improve their grade, 20.0 per cent opined that internal assessment was sometimes effective, 13.3 per cent opined that internal assessment has no effect, 6.7 per cent opined that it is discouraging one.
15. Sixty seven per cent of the respondents opined that feedback are provided with helpful comment by the teacher, 20.0 per cent opined that feedback are provided regularly in time and 13.3 per cent often/late.
16. Forty per cent of the respondents opined that assignments are sometimes discussed with them while 26.7 per cent opined that it is fully discussed and 33.3 per cent as partly discussed.
17. All the respondents (100 per cent) revealed that teachers provide contributory lectures. Similarly, all of them opined that contributory lectures are useful to them.
18. Some of the suggestions are: Teachers can improve their way of analysing a student beforehand, they can be open-minded before deciding on someone's character; Kind hearted staff... Be the same; Please reduce the over works from department and assignments for coming batch and give more importance to clinical side. Please allow them to utilize skill lab which was not given to our batch; mentoring should be made effective and Timely advice and guidance.


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Feedback Analysis 2019-20

Students' Overall Performance of the Programme and Teaching: M.D (Hom.)


Feedback from outgoing M.D(Hom.) are collected through online using google form, the opinions are collected and listed as follows:

1. All the respondents from M.D(Hom.) opined that the syllabus prescribed for each of the course was adequate.
2. All most all respondents expressed that the background information provided by the institution throughout the course was adequate.
3. A majority of the respondents (69.0 per cent) is of the opinion that the nature of course is manageable, 27.6 per cent easy and 3.4 per cent difficult.
4. Fifty two per cent of the respondents opined that 85 to 100 per cent of the syllabus was covered in the class, 41.4 per cent perceived nearly 70 to 85 per cent and only 6.9 per cent perceived that the extent of coverage is in between 55 to 75 per cent.
5. On statement related to library materials and facilities of the course, the response was that, it was more than adequate by 41.4 per cent and the remaining 58.6 per cent as adequate.
6. Sixty two per cent of the respondents opined that it is easy to get material for the prescribed reading while 37.9 per cent expressed that they have some difficulty in collecting materials for reading.
7. On statement related to the preparedness for the class by the teacher, 58.6 per cent opined that teachers have thorough preparation for the class whereas for 41.4 per cent it was satisfactory.
8. Eighty per cent of the respondents opined that communication capabilities of teachers are always effective, 10.5 per cent as sometime effective and 13.8 per cent as satisfactory.
9. Most of the respondents (58.6 per cent) opined that teacher encourages students participation in class, 34.5 per cent revealed teacher always encourages student participation and 6.9 per cent as sometimes.
10. Among those who responded yes, 55.2 per cent disclosed that teachers encouraged them to ask questions while others revealed that they get involved in class room discussions.
11. A majority of the respondents (72.4 per cent) opined that advices given by the teachers are very useful to them, and the remaining opined that it was sometimes useful.
12. Seventy nine per cent of the respondents described that teacher's approach were always courteous. However, 6.9 per cent opined that sometime rude, 1.7 per cent as always indifferent and 3.4 per cent cannot say.

13. Most of the respondents (79.3 per cent) disclosed that internal assessment mechanism followed in the institution was always fair, 10.3 per cent some time fair and for the remaining it was sometime unfair.
14. Opinion of the respondents on the effect of internal assessment on their course grade, most of the respondents (93.1 per cent) opined that it helps to improve their grade and 6.9 per cent as sometimes effective.
15. Fifty nine per cent of the respondents opined that teacher provides feedback on their performance regularly in time and 41.4 per cent mentioned that they provide helpful comments.
16. On question, whether assignments are discussed with them, majority of them (62.1 per cent) mentioned that yes, fully; while 37.9 per cent as partly.
17. Ninety six per cent of the respondents had responded yes regarding the statement that course contributory lectures were given in the beginning and remaining as no.
18. All those who responded yes in 17, mentioned that it was helpful.
19. Other comments: Can maintain library hour daily for each PGs regularly at specific hour; Had experience in handling ICU cases and skill lab; More sessions from eminent homoeopaths; Teachers must be polite to the students; Already Institution doing good; Timely advice and guidance; all be friendly to us etc.


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