

**SARADA KRISHNA
HOMOEOPATHIC MEDICAL COLLEGE**



**FEEDBACK ANALYSIS OF STAKEHOLDERS
TEACHERS**

2018-19

FEEDBACK OF TEACHERS ON BHMS CURRICULUM

Year: 2018-19

The feedback collected from 43 teachers on BHMS curriculum are analysed, interpreted and corrective measures are initiated. The details of feedback analysis are as follows:

1. Majority of the teachers (67.4 per cent) opined that the curriculum prescribed for Homoeopathic students at graduate level are 'good' to clarify the teaching goals; 25.6 per cent as average and the remaining 2.3 per cent as 'poor' and 4.7 per cent as 'excellent'.
2. Similarly, 62.8 per cent of the members of the faculty opined that the existing BHMS curriculum is sufficient to bridge the gap between theory and practice in Homoeopathic system of medicine as good. Whereas, 27.9 per cent of them opined that it as 'average'; 7 per cent as 'excellent' and the remaining 2.3 per cent as 'poor'.
3. On timely coverage of syllabus in stipulated time, 58.1 per cent of the faculty felt it is good to complete within stipulated time, 25.6 per cent as average, 7 per cent as excellent and the remaining as fair.
4. Regarding the availability of sufficient number of reference material and books are available for the topics mentioned in the syllabus, 72.1 per cent as 'good'; 16.3 per cent as 'excellent' and 7.0 per cent as 'average'.
5. Similarly, 65.1 per cent of the faculty opined that evaluation methods mentioned in the curriculum is good; 23.3 per cent as average; and the remaining as either excellent or fair.
6. Majority of the teachers (86 per cent) opined that syllabus is challenging and adequate; 9.3 per cent as inadequate and 4.7 per cent as dull.
7. Regarding transparency of the institutional evaluation system, 97.7 per cent of the teachers opined that transparency is adequate enough and 2.3 per cent as inadequate.
8. Similarly, 90.7 per cent of the faculty members opined that prescribed curriculum helps to develop skill among the BHMS students on case taking and prescriptions; 4.7 as inadequate and 4.7 per cent as irrelevant.

9. Majority of the faculty members (67.4 per cent) opined that BHMS curriculum have adequate enough scope for integrating ICT in the curriculum whereas 30.2 per cent opined that the curriculum inadequate for ICT integration.

hmk
28/2/19
IQAC Co-ordinator
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FEEDBACK OF TEACHERS ON M.D.(HOM.) CURRICULUM

Year: 2018-19

The feedback collected from 11 teachers on M.D. (Hom.) curriculum are analysed, interpreted and corrective measures are initiated. The details of feedback analysis are as follows:

1. Majority of the teachers (63.6 per cent) opined that the curriculum prescribed for Homoeopathic students at Postgraduate level are 'good' to clarify the teaching goals; 9.1 per cent as average and the remaining 27.3 per cent as 'excellent'.
2. Similarly, 72.7 per cent of the members of the faculty opined that the existing M.D. (Hom.) curriculum is sufficient to bridge the gap between theory and practice in Homoeopathic system of medicine as good. Whereas, 9.1 per cent of them opined that it as 'average'; 18.2 per cent as 'excellent'.
3. On timely coverage of syllabus in stipulated time, 63.6 per cent of the faculty felt it is good to complete within stipulated time, 9.1 per cent as average, 27.3 per cent as excellent.
4. Regarding the availability of sufficient number of reference material and books are available for the topics mentioned in the syllabus, 45.5 per cent as 'good'; 45.5 per cent as 'excellent' and 9.1 per cent as 'average'.
5. Similarly, 54.5 per cent of the faculty opined that evaluation methods mentioned in the curriculum is good; 36.4 per cent as average; and the remaining 9.1 as excellent.
6. Majority of the teachers (72.7 per cent) opined that syllabus is challenging and adequate; 9.1 per cent as inadequate, 9.1 percent as dull and 9.1 per cent as irrelevant.
7. Regarding transparency of the institutional evaluation system, 100 per cent of the teachers opined that transparency is adequate enough.
8. Similarly, 81.8 per cent of the faculty members opined that prescribed curriculum adequately helps to develop case taking and prescription skills in students; 9.1 as inadequate and 9.1 per cent as irrelevant.

9. Majority of the faculty members (81.8 per cent) opined that there is adequate scope for integrating ICT in the curriculum whereas 9.1 per cent opined that the curriculum inadequate for ICT integration and 9.1 percent opined it as dull.

hmt 4/5/19
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