



MAHATMA GANDHI MISSION

MGM INSTITUTE OF PHYSIOTHERAPY

MGM Campus, N-6, CIDCO, Chhatrapati Sambhajnagar - 431003 (Maharashtra - India)

Ph No. : 0240 - 6482000 (Ext. 2914, 15), Email : mgmiop@mgmiop.edu.in

Website : www.mgmiop.edu.in

(Affiliated to Maharashtra University of Health Sciences, Nashik)

1.4.2 Index of Feedback Report on Curriculum 2018-2019

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Principal
MGM Institute of Physiotherapy
Chhatrapati Sambhajnagar



MAHATMA GANDHI MISSION

Institute of Physiotherapy

N-6 CIDCO, Aurangabad-431003

Ph: 0240 – 2482893, 2481433, (Ext. 315, 321), 0240-2484445, Fax-0240-2484445 / 2487727

E-mail: mgmiphth@themgmgroup.com

Student Feedback Analysis on Curriculum

Year: 1st BPTH

Subject: Human Anatomy

Academic Year: 2018-2019

A- Very Good,

B- Good,

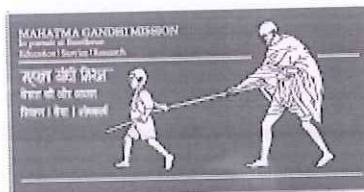
C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|---|-------------|--------------|-------------|------------|
| 1. | The Syllabus was | 07 21.8% | 21 65.6 % | 07 12.5% | 00 |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 07 21.8% | 17 53.1% | 08 25% | 00 |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 04 12.5% | 15 46.8% | 10 31.2% | 03 9.3% |
| 4. | Rate the size of syllabus in terms of the load on the students. | 04 12.5% | 07 12.5% | 18 56.2% | 03 9.3% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 12 37.5% | 16 50% | 04 12.5% | 00 |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 05 15.6% | 19 59.3% | 07 12.5% | 01 3.1% |
| 7. | How do you rate the relevance of the Textbooks and reference books by their International recognition to the Courses? | 10 31.2% | 15 46.8% | 07 12.5% | 00 |
| 8. | How do you rate the loading of the subject in a Term examination? | 03 9.3% | 10 31.2% | 19 59.3% | 00 |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 02 6.2% | 16 50% | 14 43.7% | 00 |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 06 18.7% | 11 34.3% | 14 43.7% | 01 3.1% |

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Student Feedback Analysis on Curriculum

Year: 1st BPTH

Subject: Physiology

Academic Year: 2018-2019

A- Very Good,

B- Good,

C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|--|-------------|-------------|-------------|-------------|
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Student Feedback Analysis on Curriculum

Year: 1st BPTH

Subject: Electrotherapy

Academic Year: 2018-2019

A- Very Good,

B- Good,

C-Satisfactory,

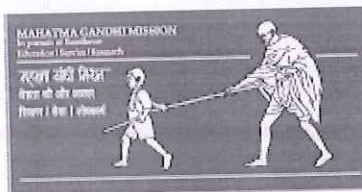
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Student Feedback Analysis on Curriculum

Year: 1st BPTH

Subject: Fundamentals of Kinesiotherapy

Academic Year: 2018-2019

A- Very Good,

B- Good,

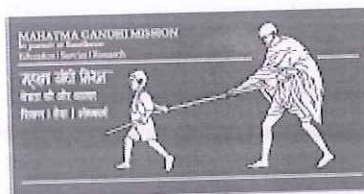
C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|---|-------------|-------------|-------------|------------|
| 1. | The Syllabus was | 16 50% | 13 40.6% | 03 9.3% | 00 |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 11 34.3% | 16 50% | 05 15.6% | 00 |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 10 31.2% | 11 34.3% | 11 34.3% | 00 |
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| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 03 9.3% | 19 59.3% | 09 28.1% | 01 3.1% |
| 7. | How do you rate the relevance of the Textbooks and reference books by their International recognition to the Courses? | 03 9.3% | 20 62.5% | 09 28.1% | 00 |
| 8. | How do you rate the loading of the subject in a Term examination? | 06 18.7% | 13 40.6% | 13 40.6% | 00 |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 04 12.5% | 15 46.8% | 12 37.5% | 01 3.1% |
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Student Feedback Analysis on Curriculum

Year: 1st BPTH

Subject: Biochemistry

Academic Year: 2018-2019

A- Very Good,

B- Good,

C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|---|-------------|-------------|-------------|-------------|
| 1. | The Syllabus was | 05 15.6% | 13 40.6% | 10 31.2% | 04 12.5% |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 03 9.3% | 10 31.2% | 13 40.6% | 06 18.7% |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 03 9.3% | 12 37.5% | 14 43.7% | 03 9.3% |
| 4. | Rate the size of syllabus in terms of the load on the students. | 02 6.2% | 12 37.5% | 13 40.6% | 05 15.6% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 03 9.3% | 15 46.8% | 12 37.5% | 02 6.2% |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 00 | 15 46.8% | 14 43.7% | 03 9.3% |
| 7. | How do you rate the relevance of the Textbooks and reference books by their International recognition to the courses? | 07 21.8% | 12 37.5% | 08 25% | 05 15.6% |
| 8. | How do you rate the loading of the subject in a Term examination? | 01 3.1% | 08 25% | 17 53.1% | 06 18.7% |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 02 6.2% | 12 37.5% | 16 50% | 02 6.2% |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 02 6.2% | 13 40.6% | 10 31.2% | 07 21.8% |

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STUDENTS FEEDBACK REPORT ON CURRICULUM

(2018-2019)

1st BPTH

Anatomy

1. 21.8% of students rated the syllabus as excellent, and 65.6% rated it very good.
2. 21.8% of students rated the relevance of the contents and objectives as excellent, 53.1% rated it very good, and 25% rated it good.
3. 46.8% rated the distribution of contact hours very good, and 31.2% rated it good.
4. 12.5% of students rated the syllabus size as excellent, 12.5% rated it very good, and 56.2% rated it good.
5. 37.5% rated the learning value as excellent, 50% rated it very good, and 12.5% rated it good.
6. 15.6% of students rated the subject's potential for extra or self-learning as excellent, 59.3% rated it very good.
7. 31.2% rated the relevance of textbooks and reference books as excellent, and 46.8% rated them very good.
8. 31.2% rated the subject loading in term examinations very good, and 59.3% rated it good.
9. 50% rated the evaluation scheme very good, and 43.7% rated it good.
10. 18.7% rated the examination pattern as excellent, 34.3% rated it very good, 43.7% rated it good.

Physiology

1. 28.1% of students rated the syllabus as excellent, 28.1% rated it as very good, another 28.1% rated it as good.

V.P

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2. 43.7% rated the relevance of the contents and objectives very good, and 46.8% rated it good.
3. 28.1% of students rated the distribution of contact hours as excellent and 43.7% rated it very good
4. 40.6% rated the syllabus size good, and 31.2% found it unsatisfactory.
5. 12.5% of students rated the learning value as excellent, and 75% rated it very good.
6. 43.7% rated the subject's potential for extra or self-learning very good, and 34.3% rated it good.
7. 40.6% rated the relevance of textbooks and reference books good, and 37.5% rated them very good .
8. 31.2% rated the subject loading in term examinations very good, 59.3% rated it good.
9. 40.6% rated the evaluation scheme very good, and 43.7% rated it good.
10. 21.8% rated the examination pattern as excellent, 40.6% rated it good.

Biochemistry

1. 31.2% of students found the syllabus good, while, 40.6%, rated it very good, and 15.6% considered it excellent.
2. 40.6% of students felt the relevance of the contents and objectives was good, 31.2% rated it very good, and 9.3% rated it excellent.
3. 43.7% rated the distribution of contact hours as good while 37.5% rated it very good.
4. 40.6% found the size of syllabus good. Additionally, 37.5% rated it very good.
5. 46.8% rated the learning value of the syllabus very good whereas 37.5% rated it good.
6. 46.8% rated the opportunity for extra or self-learning very good, 43.7% rated it good.

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7. 37.5% rated the relevance of textbooks and reference books very good and 25% rated them good.

8. 53.1% rated the subject loading in term examinations good and 25% rated it very good, and 3.1% rated it excellent.

9. 50% rated the evaluation scheme good whereas 37.5% rated the evaluation scheme very good.

10. 40.6% rated the pattern of university examinations very good, 31.2% rated it good.

Fundamentals of Electrotherapy

1. 43.7% rated the syllabus very good while 37.5% of students rated as excellent.
2. 50% rated the relevance of the contents and objectives as very good, and 25% rated as excellent. 21.8% rated it good.
3. 40.6% rated the distribution of contact hours very good and 34.3% rated as excellent.
4. 50% rated the syllabus size very good, 34.3% rated it good.
5. 56.2% rated the learning value very good, 28.1% rated as excellent, 12.5% rated it good.
6. 40.6% rated the opportunity for extra or self-learning very good, and 34.3% rated it good.
7. 21.8% rated the relevance of textbooks and reference books as excellent, 43.7% rated them very good.
8. 43.7% rated the subject loading in term examinations good, 43.7% rated it very good and 12.5% rated as excellent.
9. 53.1% rated the evaluation scheme very good, 25% rated it good, and 18.7% rated as excellent.
10. 56.2% rated the examination pattern very good, 21.8% rated it good, and 18.7% rated as excellent.


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
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Fundamentals of Kinesiotherapy

1. 50% of students rated the syllabus as excellent, 40.6% rated it very good, and 9.3% rated it good.
2. 50% of students rated the relevance of the contents and objectives very good, 34.3% as excellent, and 15.6% as good.
3. 31.2% of students rated the distribution of contact hours as excellent, 34.3% rated it very good, and another 34.3% rated it good.
4. 18.7% of students rated the syllabus size as excellent, 43.7% rated it very good, 34.3% rated it good.
5. 43.7% rated the learning value as excellent followed by 31.2% rating it good.
6. 59.3% rated the subject's potential for extra or self-learning very good, and 28.1% rated it good.
7. 62.5% rated the relevance of textbooks and reference books very good, followed by 28.1% rating them good.
8. 18.7% rated the subject loading in term examinations as excellent, and 40.6% each rated it very good and good.
9. 12.5% rated the evaluation scheme as excellent, 46.8% rated it very good, 37.5% rated it good.
10. 31.2% rated the examination pattern as excellent, and 46.8% rated it very good.


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Student Feedback Analysis on Curriculum

Year: 2nd BPTH

Subject: Electrotherapy

Academic Year: 2018-2019

A- Very Good,

B- Good,

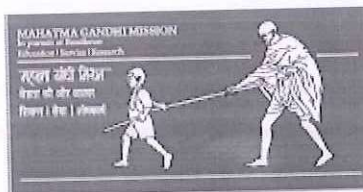
C-Satisfactory,

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| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|---|-------------|-------------|-------------|------------|
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| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 11 24.3% | 16 50% | 05 15.6% | 00 |
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Student Feedback Analysis on Curriculum

Year: 2nd BPTH

Subject: Kinesiology

Academic Year: 2018-2019

A- Very Good,

B- Good,

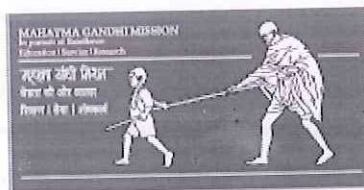
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Year: 2nd BPTH

Subject: Kinesiotherapy

Academic Year: 2018-2019

A- Very Good,

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D- Unsatisfactory

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| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 11 34.3% | 17 53.1% | 04 12.5% | 00 |
| 7. | How do you rate the relevance of the Textbooks and reference books by their International recognition to the Courses? | 14 43.7% | 11 34.3% | 07 21.8% | 00 |
| 8. | How do you rate the loading of the subject in a Term examination? | 11 34.3% | 17 53.1% | 04 12.5% | 00 |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 10 31.2% | 17 53.1% | 05 15.6% | 00 |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 18 56.2% | 09 28.1% | 05 15.6% | 00 |

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E-mail: mgmiph@themgmgroup.com

Student Feedback Analysis on Curriculum

Year: 2nd BPTH

Subject: Pathology & Microbiology

Academic Year: 2018-2019

A- Very Good,

B- Good,

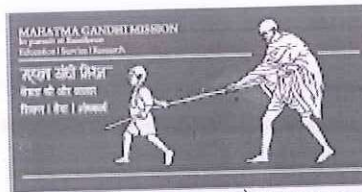
C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|---|-------------|-------------|-------------|-------------|
| 1. | The Syllabus was | 10 31.2% | 14 43.7% | 07 21.8% | 01 3.1% |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 10 31.2% | 14 43.7% | 08 25% | 00 |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 10 31.2% | 12 37.5% | 09 28.1% | 01 3.1% |
| 4. | Rate the size of syllabus in terms of the load on the students. | 05 15.6% | 09 28.1% | 13 40.6% | 05 15.6% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 07 21.8% | 17 53.1% | 08 25% | 00 |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 03 9.3% | 16 50% | 12 37.5% | 01 3.1% |
| 7. | How do you rate the relevance of the Textbooks and reference books by their International recognition to the Courses? | 12 37.5% | 09 28.1% | 11 34.3% | 00 |
| 8. | How do you rate the loading of the subject in a Term examination? | 07 21.8% | 15 46.8% | 07 21.8% | 03 9.3% |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 02 6.2% | 19 59.3% | 11 34.3% | 00 |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 12 37.5% | 12 37.5% | 07 21.8% | 01 3.1% |

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Student Feedback Analysis on Curriculum

Year: 2nd BPTH

Subject: Pharmacology

Academic Year: 2018-2019

A- Very Good,

B- Good,

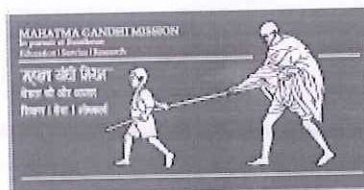
C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|--|-------------|-------------|-------------|------------|
| 1. | The Syllabus was | 10 31.2% | 19 59.3% | 02 6.2% | 01 3.1% |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 04 12.5% | 19 59.3% | 08 25% | 01 3.1% |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 11 34.3% | 15 46.8% | 06 18.7% | 00 |
| 4. | Rate the size of syllabus in terms of the load on the students. | 05 15.6% | 13 40.6% | 12 37.5% | 02 6.2% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 12 37.5% | 16 50% | 04 12.5% | 00 |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 03 9.3% | 17 53.1% | 12 37.5% | 00 |
| 7. | How do you rate the relevance of the Text Books and reference books by their International recognition to the Courses? | 13 40.6% | 14 43.7% | 05 15.6% | 00 |
| 8. | How do you rate the loading of the subject in a Term examination? | 05 15.6% | 14 43.7% | 12 37.5% | 01 3.1% |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 06 18.7% | 15 46.8% | 11 34.3% | 00 |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 20 62.5% | 07 21.8% | 04 12.5% | 01 3.1% |


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E-mail: mgmiph@themgmgroup.com

Student Feedback Analysis on Curriculum

Year: 2nd BPTH

Subject: Psychology & Psychiatry

Academic Year: 2018-2019

A- Very Good,

B- Good,

C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|---|-------------|-------------|-------------|-------------|
| 1. | The Syllabus was | 12 37.5% | 17 53.1% | 03 9.3% | 00 |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 06 18.7% | 22 68.7% | 02 6.2% | 02 6.2% |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 07 21.8% | 18 56.2% | 06 18.7% | 01 3.12% |
| 4. | Rate the size of syllabus in terms of the load on the students. | 12 37.5% | 13 40.6% | 04 12.5% | 03 9.3% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 12 37.5% | 15 46.8% | 03 9.3% | 02 6.2% |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 08 25% | 15 46.8% | 07 21.8% | 02 6.2% |
| 7. | How do you rate the relevance of the Textbooks and reference books by their International recognition to the Courses? | 06 18.7% | 13 40.6% | 11 34.3% | 02 6.2% |
| 8. | How do you rate the loading of the subject in a Term examination? | 07 21.8% | 17 53.1% | 06 18.7% | 02 6.2% |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 04 12.5% | 19 59.3% | 07 21.8% | 02 6.2% |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 16 50% | 09 28.1% | 06 18.7% | 01 3.12% |

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STUDENTS FEEDBACK REPORT ON CURRICULUM

(2018-2019)


2nd BPTH

Electrotherapy

1. 59.3% of students rated the syllabus as very good, while 25% found it good, with a smaller portion, 15.6%, considering it satisfactory.
2. The content's relevance and objectives were viewed positively, with 50% rating it as good and 24.3% as very good.
3. The distribution of contact hours between theory and practical was mostly seen as good (43.7%), though 21.8% rated it as satisfactory.
4. The majority (59.3%) found the syllabus load appropriate, rating it as good, but 18.7% considered it satisfactory.
5. The subject was rated highly for its learning value, with 56.2% considering it good and 24.3% very good.
6. The design of the course promoted self-learning, with 53.1% rating it as good and 25% as very good.
7. Half of the students (50%) rated the textbooks as good in terms of international recognition, with 28.1% rating them very good.
8. The examination load was considered good by 68.7% of students.
9. The evaluation scheme was rated as good by 46.8%.
10. The pattern of university examinations was rated as very good by 50% of students.

Kinesiology

1. The syllabus received a mixed response, with 59.3% of students rating it as good, while 18.7% rated it very good.


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
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2. The content and objectives were highly rated, with 68.7% of students rating them as good and 15.6% as very good.
3. The distribution of contact hours had varied feedback, with 40.6% rating it as good, 28.1% as satisfactory.
4. The syllabus load was perceived as moderate, with 40.6% rating it as both good and satisfactory.
5. The learning value was generally positive, with 46.8% rating it as good and 31.2% as very good.
6. The course design for self-learning was rated as good by 46.8%, but 31.2% found it satisfactory.
7. The textbooks and reference books were rated as good by 56.2% of students, while 28.1% found them satisfactory.
8. The examination load was rated as satisfactory by 40.6% and good by 37.5%.
9. The evaluation scheme received mostly positive feedback, with 59.3% rating it as good.
10. The examination pattern was generally well-received, with 40.6% rating it as very good and 37.5% as good.

Kinesiotherapy

1. The syllabus was well-received, with 46.8% of students rating it as very good and 53.1% as good, indicating overall satisfaction.
2. The content and objectives of the syllabus were rated positively, with 53.1% considering them good and 37.5% very good.
3. The distribution of contact hours between theory and practical components was generally approved, with 43.7% rating it as very good and 40.6% as good, though 15.6% found it satisfactory.
4. The syllabus load was viewed favorably, with 59.3% rating it as good, though 12.5% found it only satisfactory.


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
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5. The subject was perceived as having high learning value, with 50% of students rating it as very good and 40.6% as good.
6. The course's design for fostering self-learning was appreciated, with 53.1% rating it as good and 34.3% as very good.
7. Textbooks and reference materials were rated positively, with 43.7% considering them very good and 34.3% as good, while 21.8% found them satisfactory.
8. The examination load was considered appropriate by most students, with 53.1% rating it as good and 34.3% as very good.
9. The evaluation scheme was generally well-received, with 53.1% rating it as good, though 15.6% found it satisfactory.
10. The examination pattern was particularly well-regarded, with 56.2% rating it as very good and 28.1% as good.

Pathology & Microbiology

1. A majority of respondents (43.7%) found the syllabus satisfactory, with 31.2% rating it very good.
2. Most participants (43.7%) rated the relevance of the syllabus content and objectives as very good. However, 25% found it only satisfactory, indicating that while the majority are satisfied.
3. The distribution of contact hours was rated positively by 37.5% of respondents, but 28.1% considered it satisfactory.
4. Opinions were mixed regarding the syllabus size. 40.6% rated it satisfactory, and another 15.6% found it very satisfactory.
5. A majority (53.1%) found the syllabus valuable in terms of learning outcomes, with only 21.8% rating it less favorable.
6. Half of the respondents (50%) rated the self-learning opportunities as good, though a significant portion (37.5%) rated them satisfactory.
7. 37.5% rated the textbooks and references as very good, and 34.3% found them satisfactory.


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
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8. 46.8% found the exam load satisfactory, with 21.8% rating it as good.
9. The majority (59.3%) rated the evaluation scheme as very good, with no respondents finding it unsatisfactory.
10. Opinions on the examination pattern were divided, with 37.5% favoring the current system and 37.5% being neutral.

Pharmacology

1. The majority of respondents (59.3%) rated the syllabus as good, with 31.2% considering it very good.
2. A significant 59.3% rated the relevance of the syllabus content and objectives as good, and 12.5% rated it very good.
3. The distribution of contact hours was positively received, with 46.8% rating it as good and 34.3% as very good.
4. Opinions were divided on syllabus size. While 40.6% found it satisfactory and 15.6% very good, 37.5% felt it was less manageable.
5. A strong majority (50% rated it good, and 37.5% rated it very good) felt the syllabus had high learning value.
6. The design of the courses for self-learning was rated positively by 53.1% and 9.3% rated it very good.
7. 43.7% rated textbooks and references as good, and 40.6% rated them very good.
8. The examination load was considered satisfactory by 43.7% and good by 15.6%.
9. The evaluation scheme was rated positively, with 46.8% rating it good and 18.7% very good.
10. A substantial majority (62.5%) favored the current examination pattern, with 21.8% neutral.


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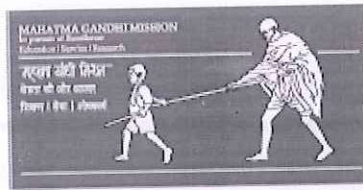
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Psychology & Psychiatry

1. A strong majority (53.1%) found the syllabus good, with 37.5% rating it very good. Only 9.3% rated it less satisfactory.
2. Most respondents (68.7%) found the content and objectives of the syllabus relevant. However, 6.2% rated it poorly.
3. The distribution of contact hours was rated as good by 56.2%, and 21.8% rated it as very good.
4. Opinions are mixed on syllabus size. While 40.6% found it satisfactory and 37.5% very good, 12.5% and 9.3% found it less manageable, indicating a need for a better balance.
5. The learning value was positively rated by 46.8% and 37.5% as good and very good, respectively. Only 15.5% rated it less favorable, reflecting strong overall effectiveness.
6. 46.8% rated the self-learning design as good, and 25% rated it very good. With only 6.2% unsatisfied, the course design supports self-learning effectively.
7. 40.6% found the textbooks and references good, and 34.3% rated them satisfactory.
8. 53.1% rated the exam load as good, and 21.8% as very good. Only 6.2% rated it poorly.
9. The evaluation scheme received positive feedback, with 59.3% rating it good and 21.8% very good.
10. Half of the respondents (50%) favored the current examination pattern, with 28.1% neutral.


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Student Feedback Analysis on Curriculum

Year: 3rd BPTH

Subject: FDPS

Academic Year: 2018-2019

A- Very Good,

B- Good,

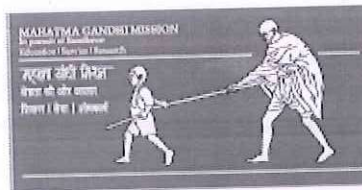
C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|---|-------------|-------------|-------------|-------------|
| 1. | The Syllabus was | 11 34.3% | 10 31.2% | 04 12.5% | 07 21.8% |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 11 34.3% | 07 21.8% | 08 25% | 06 18.7% |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 09 28.1% | 10 31.2% | 09 28.1% | 04 12.5% |
| 4. | Rate the size of syllabus in terms of the load on the students. | 08 25% | 12 37.5% | 04 12.5% | 08 25% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 12 37.5% | 08 25% | 05 15.6% | 07 21.8% |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 08 25% | 09 28.1% | 10 31.2% | 05 15.6% |
| 7. | How do you rate the relevance of the Textbooks and reference books by their International recognition to the Courses? | 08 25% | 13 40.6% | 05 15.6% | 06 18.7% |
| 8. | How do you rate the loading of the subject in a Term examination? | 10 31.2% | 05 15.6% | 09 28.1% | 08 25% |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 08 25% | 14 43.7% | 07 21.8% | 03 9.3% |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 08 25% | 13 40.6% | 06 18.7% | 05 15.6% |

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E-mail: mgmiph@themgmgroup.com

Student Feedback Analysis on Curriculum

Year: 3rd BPTH

Subject: Medicine

Academic Year: 2018-2019

A- Very Good,

B- Good,

C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|---|-------------|-------------|-------------|-------------|
| 1. | The Syllabus was | 08 25% | 10 31.2% | 04 12.5% | 10 31.2% |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 03 9.3% | 13 40.6% | 07 21.8% | 09 28.1% |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 02 6.2% | 07 21.8% | 16 50% | 07 21.8% |
| 4. | Rate the size of syllabus in terms of the load on the students. | 03 9.3% | 08 25% | 15 46.8% | 06 18.7% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 04 12.5% | 16 50% | 06 18.7% | 06 18.7% |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 10 31.2% | 10 31.2% | 04 12.5% | 08 25% |
| 7. | How do you rate the relevance of the Textbooks and reference books by their International recognition to the Courses? | 13 40.6% | 09 28.1% | 05 15.6% | 05 15.6% |
| 8. | How do you rate the loading of the subject in a Term examination? | 06 18.7% | 05 15.6% | 14 43.7% | 07 21.8% |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 06 18.7% | 14 43.7% | 06 18.7% | 06 18.7% |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 07 21.8% | 12 37.5% | 06 18.7% | 07 21.8% |

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Student Feedback Analysis on Curriculum

Year: 3rd BPTH

Subject: PSM

Academic Year: 2018-2019

A- Very Good,

B- Good,

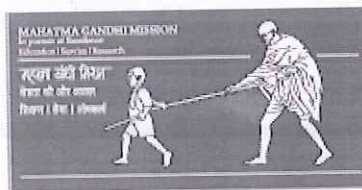
C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|---|-------------|-------------|-------------|-------------|
| 1. | The Syllabus was | 11 34.3% | 13 40.6% | 05 15.6% | 03 9.3% |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 08 25% | 14 43.7% | 07 21.8% | 03 9.3% |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 10 31.2% | 15 46.8% | 06 18.7% | 01 3.1% |
| 4. | Rate the size of syllabus in terms of the load on the students. | 12 37.5% | 08 25% | 07 21.8% | 05 15.6% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 09 28.1% | 10 31.2% | 09 28.1% | 04 12.5% |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 10 31.2% | 11 34.3% | 09 28.1% | 02 6.2% |
| 7. | How do you rate the relevance of the Textbooks and reference books by their International recognition to the Courses? | 10 31.2% | 14 43.7% | 04 12.5% | 04 12.5% |
| 8. | How do you rate the loading of the subject in a Term examination? | 11 34.3% | 05 15.6% | 10 31.2% | 06 18.7% |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 09 28.1% | 13 40.6% | 05 15.6% | 05 15.6% |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 10 31.2% | 10 31.2% | 07 21.8% | 05 15.6% |

V. K.
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E-mail: mgmiphth@themgmgroup.com

Student Feedback Analysis on Curriculum

Year: 3rd BPTH

Subject: Surgery

Academic Year: 2018-2019

A- Very Good,

B- Good,

C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|--|-------------|-------------|-------------|-------------|
| 1. | The Syllabus was | 09 28.1% | 13 40.6% | 03 9.3% | 07 21.8% |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 11 34.3% | 18 56.2% | 03 9.3% | 07 21.8% |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 05 15.6% | 08 25% | 11 34.3% | 08 25% |
| 4. | Rate the size of syllabus in terms of the load on the students. | 06 18.7% | 07 21.8% | 10 31.2% | 09 28.1% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 04 12.5% | 12 37.5% | 09 28.1% | 07 21.8% |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 08 25% | 05 15.6% | 07 21.8% | 12 37.5% |
| 7. | How do you rate the relevance of the Text Books and reference books by their International recognition to the Courses? | 09 28.1% | 15 46.8% | 03 9.3% | 05 15.6% |
| 8. | How do you rate the loading of the subject in a Term examination? | 07 21.8% | 06 18.7% | 09 28.1% | 10 31.2% |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 07 21.8% | 11 34.3% | 06 18.7% | 08 25% |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 10 31.2% | 05 15.6% | 07 21.8% | 10 31.2% |

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STUDENTS FEEDBACK REPORT ON CURRICULUM

(2018-2019)

3rd BPTH

FDPS

1. Most respondents rated the syllabus as good (34.3%) or very good (31.2%), but 21.8% found it less satisfactory.
2. 34.3% rated the content relevance as very good, and 21.8% as good. However, 25% rated it only satisfactory.
3. The distribution was viewed positively by 31.2% as good and 28.1% as very good, but 28.1% rated it as satisfactory and 12.5% as poor.
4. Opinions were mixed, with 37.5% rating the size satisfactory and 25% as very good.
5. The learning value was rated positively by 37.5% and 25% as good and very good, respectively.
6. 31.2% rated the design for self-learning as good and 25% as very good, but 31.2% rated it as satisfactory and 15.6% as poor.
7. 40.6% found the relevance of textbooks and references good, and 25% rated it very good.
8. 31.2% rated the exam load as very good and 28.1% as good, while 25% found it excessive.
9. The evaluation scheme was seen positively by 43.7% as good and 25% as very good. Only 9.3% rated it poorly
10. 40.6% rated the examination pattern as good, and 25% as very good.

Medicine

1. The responses were mixed, with 31.2% rating the syllabus as good and 25% as very good.
2. 40.6% rated the relevance of the content as good, but 28.1% rated it poor.
3. 50% rated the distribution of contact hours as poor, with only 21.8% rating it as good.

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4. 46.8% found the syllabus size excessive, and only 25% rated it satisfactory. This highlighted a significant concern about the balance of workload.
5. The learning value was positively rated by 50%.
6. 31.2% rated self-learning opportunities as very good, but 25% rated it poor.
7. 40.6% rated textbooks and references as very good, but 15.6% found them poor.
8. 43.7% found the exam load poor, with only 18.7% rating it very good.
9. The evaluation scheme was rated positively by 43.7% as good.
10. The examination pattern received mixed feedback, with 37.5% rating it good.

PSM

1. 40.6% rated the syllabus as good, and 34.3% as very good.
2. 43.7% rated the relevance of content as good, and 25% as very good.
3. 46.8% rated the distribution of contact hours as good, and 31.2% as very good.
4. 37.5% found the syllabus size satisfactory, and 25% very good. However, 21.8% felt the load was excessive.
5. 31.2% rated the learning value as good, and 28.1% as very good. Yet, 12.5% found it lacking, highlighting areas for enhancement in learning outcomes.
6. 34.3% rated self-learning opportunities as good, and 31.2% as very good.
7. 43.7% rated textbooks and references as good, and 31.2% as very good.
8. 34.3% rated the exam load as very good, and 31.2% as good. However, 18.7% found it excessive, indicating a generally positive but concerned view of exam workload.
9. 40.6% rated the evaluation scheme as good, and 28.1% as very good.
10. The examination pattern received mixed feedback, with 31.2% rating it as good and 31.2% as very good.

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Surgery

1. 40.6% rated the syllabus as good, and 28.1% as very good. However, 21.8% found it poor, indicating some improvement.
2. A strong majority (56.2%) rated the relevance of the content as very good, and 34.3% as good. However, 21.8% rated it poorly.
3. 34.3% rated the distribution as satisfactory, and 25% as good. However, 25% rated it poor, highlighting a need for better allocation of contact hours between theory and practical components.
4. 31.2% found the syllabus size excessive, with only 18.7% rating it satisfactory.
5. 37.5% rated the learning value as good, and 28.1% as very good. However, 21.8% found it lacking, suggesting areas for enhancement in educational impact.
6. 25% rated self-learning opportunities as good, but 37.5% rated them poorly.
7. 46.8% rated textbooks and references as good, and 28.1% as very good.
8. 31.2% found the exam load excessive, with only 21.8% rating it good.
9. 34.3% rated the evaluation scheme as good, and 21.8% as very good. However, 25% rated it poorly, indicating the need for adjustments to improve effectiveness.
10. 31.2% rated the examination pattern as very good, and 31.2% as good.


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Student Feedback Analysis on Curriculum

Year: 4th BPTH

Subject: Cardiorespiratory PT

Academic Year: 2018-2019

A- Very Good,

B- Good,

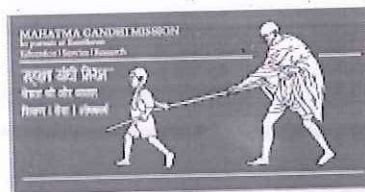
C-Satisfactory,

D- Unsatisfactory

| | Parameters | A (4) | B (3) | C (2) | D (1) |
|-----|---|-----------|-----------|-----------|-----------|
| 1. | The Syllabus was | 03 15% | 12 60% | 04 20% | 01 5% |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 01 5% | 14 70% | 05 25% | 00 |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 02 10% | 09 45% | 09 45% | 00 |
| 4. | Rate the size of syllabus in terms of the load on the students. | 01 5% | 09 45% | 07 35% | 03 15% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 02 10% | 11 55% | 06 30% | 01 5% |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 04 20% | 12 60% | 03 15% | 01 5% |
| 7. | How do you rate the relevance of the Textbooks and reference books by their International recognition to the Courses? | 03 15% | 10 50% | 06 30% | 01 5% |
| 8. | How do you rate the loading of the subject in a Term examination? | 01 5% | 09 45% | 06 30% | 04 20% |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 04 20% | 11 55% | 05 25% | 00 |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 07 35% | 10 50% | 02 10% | 01 5% |


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Student Feedback Analysis on Curriculum

Year: 4th BPTH

Subject: Community PT

Academic Year: 2018-2019

A- Very Good,

B- Good,

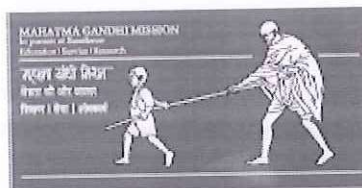
C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|--|-----------|-----------|-----------|-----------|
| 1. | The Syllabus was | 01 5% | 13 65% | 04 20% | 02 10% |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 03 15% | 12 60% | 04 20% | 01 5% |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 01 5% | 07 35% | 10 50% | 02 10% |
| 4. | Rate the size of syllabus in terms of the load on the students. | 02 10% | 07 35% | 08 40% | 03 15% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 07 35% | 07 35% | 05 25% | 01 5% |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 03 15% | 09 45% | 07 35% | 01 5% |
| 7. | How do you rate the relevance of the Text Books and reference books by their International recognition to the Courses? | 04 20% | 08 40% | 06 30% | 02 10% |
| 8. | How do you rate the loading of the subject in a Term examination? | 04 20% | 07 35% | 07 35% | 02 10% |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 01 5% | 13 65% | 05 25% | 01 5% |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 06 30% | 08 40% | 02 10% | 04 20% |


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Student Feedback Analysis on Curriculum

Year: 4th BPTH

Subject: MSK PT

Academic Year: 2018-2019

A- Very Good,

B- Good,

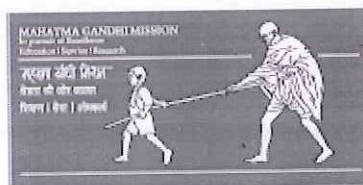
C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|--|-----------|-----------|-----------|-----------|
| 1. | The Syllabus was | 02 10% | 14 70% | 01 5% | 03 15% |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 03 15% | 13 65% | 04 20% | 00 |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 03 15% | 06 30% | 09 45% | 02 10% |
| 4. | Rate the size of syllabus in terms of the load on the students. | 02 10% | 08 40% | 04 20% | 06 30% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 06 30% | 09 45% | 05 25% | 00 |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses | 02 10% | 12 60% | 05 25% | 01 5% |
| 7. | How do you rate the relevance of the Text Books and reference books by their International recognition to the Courses? | 03 15% | 10 50% | 06 30% | 01 5% |
| 8. | How do you rate the loading of the subject in a Term examination? | 04 20% | 08 40% | 07 35% | 01 5% |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 03 15% | 11 55% | 06 30% | 00 |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 05 25% | 13 65% | 00 | 02 10% |

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Student Feedback Analysis on Curriculum

Year: 4th BPTH

Subject: Neuro PT

Academic Year: 2018-2019

A- Very Good,

B- Good,

C-Satisfactory,

D- Unsatisfactory

| Sr No. | Parameters | A (4) | B (3) | C (2) | D (1) |
|--------|--|-----------|-----------|-----------|-----------|
| 1. | The Syllabus was | 04 20% | 10 50% | 04 20% | 02 10% |
| 2. | How do you rate the relevance of the contents and objective in subject syllabus? | 02 10% | 12 60% | 04 20% | 02 10% |
| 3. | How do you rate the distribution of the contact hours among the course components (Total Hours - Theory - Practical)? | 03 15% | 08 40% | 06 30% | 03 15% |
| 4. | Rate the size of syllabus in terms of the load on the students. | 01 5% | 06 30% | 09 45% | 04 20% |
| 5. | Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives) | 04 20% | 07 35% | 07 35% | 02 10% |
| 6. | Rate the subject in terms of extra learning or self-learning considering the design of the courses. | 01 5% | 12 60% | 04 20% | 03 15% |
| 7. | How do you rate the relevance of the Text Books and reference books by their International recognition to the Courses? | 04 20% | 09 45% | 05 25% | 02 10% |
| 8. | How do you rate the loading of the subject in a Term examination? | 02 10% | 12 60% | 03 15% | 03 15% |
| 9. | How do you rate the evaluation scheme designed for each of the course? | 01 5% | 09 45% | 09 45% | 01 5% |
| 10. | How do you rate the pattern of university examination i.e. Semester/Annual/Module? | 04 20% | 11 55% | 01 5% | 04 20% |


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STUDENTS FEEDBACK REPORT ON CURRICULUM

(2018-2019)

4th BPTH

Cardiorespiratory PT

1. A significant 60% rated the syllabus as good.
2. An impressive 70% rated the content relevance as good, with no dissatisfaction reported.
3. Equal proportions (45% each) rated the contact hour distribution as good and very good.
4. 45% felt the syllabus size was satisfactory, but 35% found it burdensome.
5. 55% rated the learning value as good, with only 5% finding it lacking.
6. 60% rated the opportunities for self-learning as good.
7. 50% found textbooks and references to be relevant.
8. 45% rated the exam load as good, with 30% finding it excessive.
9. 55% rated the evaluation scheme positively.
10. 50% rated the examination pattern as good, with 35% finding it very good.

Community PT

1. A majority (65%) rated the syllabus as good, while 20% found it unsatisfactory.
2. 60% found the relevance of the content and objectives to be good.
3. 50% rated the distribution of contact hours as poor, and 35% as good.
4. 40% found the syllabus size to be burdensome, while 35% considered it satisfactory.
5. Both 35% of respondents rated the learning value as good and very good, while 25% found it acceptable.
6. 45% rated self-learning opportunities as good, but 35% felt they were only average.
7. 40% rated textbooks and references as good, with 30% finding them acceptable.

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8. 35% found the exam load to be excessive, while 35% were satisfied. This pointed to the necessity of balancing the examination demands.
9. 65% rated the evaluation scheme positively.
10. 40% rated the examination pattern as good, but 30% found it average.

Musculoskeletal PT

1. 70% of respondents rated the syllabus positively.
2. A strong 65% found the content and objectives highly relevant.
3. 45% felt the distribution of theory and practical hours was satisfactory.
4. 40% rated the syllabus size as manageable, but 30% found it overwhelming.
5. 45% rated the learning value as good, and 30% as very good.
6. 60% found the opportunities for extra learning adequate, though 25% rated them as average, suggesting potential for further enhancement.
7. 50% considered the textbooks and references relevant.
8. 40% rated the exam load as manageable, but 35% found it heavy.
9. 55% rated the evaluation scheme positively, reflecting general satisfaction with the assessment methods.
10. 65% approved of the examination pattern, with minimal dissatisfaction.

Neuro PT

1. Half of the respondents rated the syllabus positively.
2. A majority (60%) found the content and objectives relevant. However, 20% had concerns.
3. Forty percent rated the distribution of theory and practical hours as adequate, but 30% felt it could be improved.

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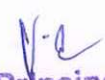
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4. Forty-five percent felt the syllabus was too extensive, which might contribute to student overload.
5. While 35% of respondents rated the learning value as high, 35% found it only average.
6. Sixty percent found self-learning opportunities adequate, but 20% rated them lower.
7. Forty-five percent rated the textbooks and references positively in terms of relevance, though 25% found them lacking.
8. Sixty percent felt the exam load was manageable, but 15% found it heavy.
9. The evaluation scheme was rated positively by 45% of respondents, but 45% found it lacking.
10. Fifty-five percent approved of the examination pattern, with concerns from 25%.


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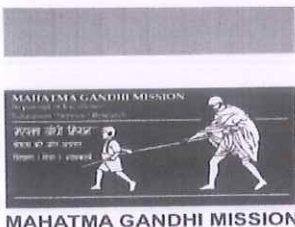
Feedback Form

Postgraduates Feedback Analysis on Curriculum

Academic Year: 2018-2019

| Sr. No. | Feedback Points | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---------|---|--|-------------|---------|----------|-------------------|
| 1. | The syllabus is relevant with the course. | 07 87.5% | 01 12.5% | 00 | 00 | 00 |
| 2. | Curriculum provides adequate course content to meet the stated learning objectives. | 06 75% | 02 25% | 00 | 00 | 00 |
| 3. | The allocation of the OPD hours and time for PG monthly activities are sufficient. | 08 100% | 00 | 00 | 00 | 00 |
| 4. | Electives offered in the curriculum are in relation to the clinical advancements. | 08 100% | 00 | 00 | 00 | 00 |
| 5. | Books listed as reference materials are relevant, updated and appropriate | 05 62.5% | 03 37.5% | 00 | 00 | 00 |
| 6. | Any Suggestions | More value added and Add on courses should be included | | | | |

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STUDENTS FEEDBACK REPORT ON CURRICULUM

(2018-2019)

PGs

1. 87.5% of the PGs strongly agreed that the syllabus was relevant to the course, while 12.5% agreed.
2. 75% of the PGs strongly agreed that the curriculum provided adequate content for learning objectives, and 25% agreed.
3. 100% of the PGs strongly agreed that OPD hours and PG activities time were sufficient.
4. 100% of the PGs strongly agreed that electives matched clinical advancements.
5. 62.5% of the PGs strongly agreed that reference materials were relevant, while 37.5% agreed.
6. Following are the additional suggestions that need to be addressed:
 - ✓ PGs suggested more value added and Add on courses.


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Teacher Feedback Analysis on Curriculum (2018-2019)

| Sr No | Feedback Points | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------|---|---|-------------|---------|----------|-------------------|
| 1. | Curriculum and Syllabus are need based. | 10 77% | 3 23.07% | 00 | 00 | 00 |
| 2. | Sequence of the Courses provided in the curriculum is appropriate. | 8 61.5% | 5 38.46% | 00 | 00 | 00 |
| 3. | The course outcomes are well defined and clear. | 7 54% | 5 38.46% | 1 8% | 00 | 00 |
| 4. | The allocation of the Theory, Practical & Clinical hours to the courses are sufficient. | 10 77% | 2 15.3% | 1 8% | 00 | 00 |
| 5. | The books listed as reference materials are relevant, updated and appropriate. | 9 69.23% | 3 23.0% | 1 8% | 00 | 00 |
| 6. | Size of syllabus in terms of the load on the student is appropriate. | 7 54% | 6 46.2% | 00 | 00 | 00 |
| 7. | Electives offered in the syllabus are in relation to the Clinical advancements. | 11 85% | 1 8% | 1 8% | 00 | 00 |
| 8. | Curriculum enrichment is integrated for students' quality education. | 12 92.3% | 1 8% | 00 | 00 | 00 |
| 9. | Any Suggestions: | Integrated teaching methods can be implemented. UG curriculum should implement evidence based practice. | | | | |


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TEACHERS FEEDBACK REPORT ON CURRICULUM (2018-2019)

1. Majority (77%) of Teachers feel that the curriculum and syllabus are well-designed to meet their needs. However, 23% believe there is room for improvement.
2. 61.5% of Teachers agree that the sequence of courses is appropriate, but a notable 38.46% feel it could be better organized.
3. Over half (54%) of the Teachers find the course outcomes clearly defined, though 46% think there is some ambiguity.
4. Most Teachers (77%) are satisfied with the allocation of theory, practical, and clinical hours.
5. 69.23% of Teachers feel that the reference materials provided are up-to-date and relevant, but 30.7% suggest updates might be needed.
6. The syllabus load is deemed appropriate by 54% of Teachers, yet 46.2% think it could be more balanced.
7. A significant majority (85%) appreciate the relevance of electives to clinical advancements.
8. An overwhelming 92.3% of Teachers feel that curriculum enrichment effectively enhances the quality of their education.
9. Following are the additional suggestions that need to be addressed:
 - ✓ More Innovative Teaching Methods should be implemented for better performance of students.
 - ✓ Training programs enhancing the clinical skills of students to be organised.
 - ✓ Evidence based practice should be implemented in UG curriculum.


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Feedback Form

Employers Feedback Analysis on Curriculum

(2018-2019)

| Sr No | Feedback Points | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------|---|----------------|-----------|-----------|----------|-------------------|
| 1. | The curriculum adequately prepared for the roles in the organization | 03 60% | 02 40% | 00 | 00 | 00 |
| 2. | The curriculum demonstrates a strong understanding of foundational concepts in physiotherapy. | 04 80% | 01 20% | 00 | 00 | 00 |
| 3. | The curriculum possesses practical skills relevant to the roles in the organization. | 05 100% | 00 | 00 | 00 | 00 |
| 4. | The curriculum demonstrates the ability to critically analyze and solve problems related to physiotherapy practice. | 03 60% | 01 20% | 01 20% | 00 | 00 |
| 5. | The curriculum adheres to ethical standards in the practice. | 04 80% | 00 | 01 20% | 00 | 00 |
| 6. | Any Suggestions | NIL | | | | |

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MGM Institute of Physiotherapy
Aurangabad



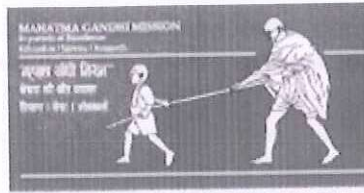
MGM INSTITUTE OF PHYSIOTHERAPY
MGM Campus, N-6, CIDCO, Aurangabad - 431003 (Maharashtra - India)
Ph No. : 0240 - 6482000 (Ext. 2914, 15), Email : mgmiph@themgmgroup.com
Website : www.mgmiop.edu.in
(Affiliated to Maharashtra University of Health Sciences, Nashik
Recognized by Maharashtra State OTPT Council, Mumbai)

EMPLOYERS FEEDBACK REPORT ON CURRICULUM (2018-2019)

1. 60% of the respondents strongly agree that the curriculum adequately prepared the employees for their roles in the organization. 40% agreed with this statement.
2. 80% strongly agree that the curriculum demonstrates a strong understanding of the foundational concepts in physiotherapy. 20% agreed to the same.
3. 100% employees found the practical skills taught in the curriculum relevant to their roles.
4. 58.3% agreed that the syllabus fits well into the annual pattern, but 41.6% were less certain or disagreed.
5. 60% agreed and 20% disagreed that there was a mixed feedback on the curriculum's ability to teach critical problem-solving skills in physiotherapy.
6. 80% strongly agreed and 20% agreed that the curriculum maintained ethical standards in practice.


Principal

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MAHATMA GANDHI MISSION

Institute of Physiotherapy

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E-mail: mgmiph@themgmgroup.com

Alumni Feedback Analysis on Curriculum

Academic Year: 2018-2019

Course: BPT/MPT (Speciality) - BPT

| Sr No | Feedback Points | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------|--|----------------|--------------|-------------|----------|-------------------|
| 1. | The Syllabus studied by me was relevant to my professional life | 10 83.33 % | 02 16.7% | 00 | 00 | 00 |
| 2. | The course/ syllabus increased my knowledge and understanding of the subject studied. | 08 66.7% | 04 33.33% | 00 | 00 | 00 |
| 3. | Aims and objectives of the syllabus were well defined and clear to the teachers and students | 08 66.7% | 04 33.33% | 00 | 00 | 00 |
| 4. | The books listed as reference materials are relevant, updated and appropriate. | 08 66.7% | 04 33.33% | 00 | 00 | 00 |
| 5. | The Examination pattern was significant & useful. | 10 3.33 % | 01 8.33% | 01 8.33% | 00 | 00 |
| 6. | Any Suggestions | NIL | | | | |


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ALUMNI FEEDBACK REPORT ON CURRICULUM (2018-2019)

1. The majority (83.33%) of alumni strongly agreed that the syllabus was relevant to their professional lives, indicating a high level of satisfaction with the curriculum's applicability in their careers.
2. A large portion (66.7%) believes the course significantly increased their knowledge and understanding of the subject.
3. Similar to the previous point, 66.7% strongly agree that the aims and objectives of the syllabus were clear to both teachers and students, suggesting well-communicated and defined educational goals.
4. Alumni feedback indicates that 66.7% found the reference materials relevant and updated, implying that the resources provided were adequate.
5. A majority (83.33%) strongly agreed that the examination pattern was significant and useful, indicating effective assessment methods.


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Professionals Feedback Analysis on Curriculum
(2018-2019)

| Sr No | Feedback Points | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------|--|----------------|-------------|-------------|----------|-------------------|
| 1. | This Syllabus is good enough to understand Physiotherapy | 07 100% | 00 | 00 | 00 | 00 |
| 2. | Aim & objectives are fulfilled with the topics covered in subject wise syllabus | 07 100% | 00 | 00 | 00 | 00 |
| 3. | Theory, Practical & Clinical hours are appropriately distributed in syllabus | 04 57.1% | 03 85.7% | 00 | 00 | 00 |
| 4. | Syllabus easily fit in the annual pattern | 05 71.4% | 02 28.6% | 00 | 00 | 00 |
| 5. | Sufficient text books and reference books are mentioned in the syllabus related to subject | 06 85.7% | 01 14.3% | 00 | 00 | 00 |
| 6. | Examination pattern, its evaluation & marks distribution is appropriate | 05 71.4% | 01 14.3% | 01 14.3% | 00 | 00 |
| 7. | Any Suggestions | NIL | | | | |


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


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PROFESSIONALS FEEDBACK REPORT ON CURRICULUM (2018-2019)

1. All respondents (100%) agree that the syllabus is well-structured and effectively helps students understand physiotherapy concepts.
2. Every respondent (100%) believes that the syllabus fully meets the aims and objectives for each subject.
3. While 57.1% of respondents feel that the theory, practical, and clinical hours are appropriately distributed, the remaining 42.9% see potential for better allocation.
4. A majority (71.4%) of respondents agree that the syllabus fits well into the annual academic pattern.
5. Most respondents (85.7%) are satisfied with the text and reference books provided in the syllabus.
6. 71.4% of respondents agree that the examination pattern, evaluation methods, and marks distribution are appropriate.


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