



Pravara Institute of Medical Sciences, Deemed to be University, Loni

Maharashtra, India

(Accredited "A" by NAAC with CGPA 3.17)

Feedback Rural Medical College-2020-21

**Perception of Students of Constituent Colleges under PIMS-DU about
Teaching Learning during Lockdown**

Pravara Institute of Medical Sciences DU

Feedback Committee, PIMS DU

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PRAVARA INSTITUTE OF MEDICAL SCIENCES DU

Perception of Students of Constituent Colleges under PIMS-DU about Teaching Learning during Lockdown

Name of the institutions

Rural Medical College, Loni Bk

Rural Dental College, Loni Bk

Dr. APJ Abdul Kalam College of physiotherapy, Loni Bk

College of Nursing, Loni Bk

Center for Social Medicine, Loni Bk

Chairman: Dr Deepak Phalke Sir, Chairperson, Feedback Committee Pravara Institute of Medical Sciences DU

Feedback Secretary: Mr. Eknath M Gawade, Associate Professor, College of Nursing Loni Bk.

Introduction: Online feedback was conducted on Perception of Students of Constituent Colleges under PIMS-DU about Teaching Learning during Lockdown. Online survey was conducted with the help of Google form, link was prepared and post on what's app group of students. Link was kept open from 24.12.2020 to 31.12.2020 evening 5pm.

Questions were asked about quality of online teaching, coverage of syllabus, coverage of practical and clinical aspects, selection and sequence of topic delivered, selection of teachers for online teaching, assignment and problem based session coverage, negative and positive points about online teaching and suggestion to overcome it , problems faced during lockdown, problems perceived in campus and innovative ideas to overcome.

I Mr. Eknath M Gawade worked as feedback secretary, Mr. Kalpesh Parvat and Ms Nimisha Anilkumar extended all the possible help. I am thankful to Dr Deepak Phalke sir, Chairman, feedback committee, PIMS DU, Loni Bk for his constant guidance, motivation, timely suggestions and help.

Batches: Students from all institutions of Pravara Institute of Medical Institutions Loni Bk.

Table 1: Students from various institutions of PIMS DU

n= 715

Institutions	No. of students	Percentage
1) RMC	273	38.18%
2) RDC	68	09.51%
3) CON	229	32.02%
4) COPT	96	13.42%
5) CSM	10	01.39%
6) CBT	39	05.45%
Total	715	

Perception of students of constituent colleges under PIMS-DU about teaching learning during lockdown, Majority of 273(38.18%) from Rural Medical College gave feedback followed by College of nursing 229(32.02%), College of Physiotherapy 96(13.42%) CBT 39(5.45%) & from Center for social medicine 10(1.39%)

Summary of Feedback

Total 715 students (273 from RMC, 68 from RDC, 229 from CON, 96 from COPT, 10 from CSM, 39 from CBT) give online feedback about perception of students about online teaching learning during lockdown. Majority of students appreciated measures taken for completion of syllabus and teaching learning activity. Students expressed about positive and negative aspect of online teaching, suggestion to improve online teaching learning, problem faced during lockdown, possible solution to overcome it, problem faced in campus and possible measures to overcome it.

Each aspect of students perception about teaching learning during lockdown discussed with facts and figures in qualitative and quantitative description.

Following questions were asked to assess the perception of student of constituent colleges under PIMS-DU about teaching learning during lockdown.

1) *What is your perception about quality of online teaching by your college during lockdown?*

Name of Institution	POOR		AVERAGE		GOOD		V.GOOD		EXCELLENT	
	F	%	F	%	F	%	F	%	F	%
1) RMC	10	3.66	101	36.99	110	40.29	35	12.82	17	6.22
2) RDC	2	2.94	18	26.47	34	50	18	26.47	6	8.82
3) CON	20	8.73	27	11.79	115	50.21	46	20.08	21	9.17
4) COPT	15	15.62	33	34.37	35	36.45	11	11.45	2	2.08
5) CSM	0	0	1	10	4	40	1	10	4	40
6) CBT	1	2.56	10	25.64	12	30.76	7	17.94	9	23.07

Majority of students from various disciplines having “good” perception about quality of online teaching by their college during lockdown.

2) *What is your perception about coverage of syllabus of theory during lockdown?*

Name of institutions	Adequate		Holistic		Inadequate		Partial		Ritualistic	
	F	%	F	%	F	%	F	%	F	%
1) RMC	120	43.95	15	5.49	19	6.95	74	27.10	45	16.48

2) RDC	27	39.70	4	5.88	2	2.94	24	35.29	11	16.17
3) CON	104	45.41	16	6.98	25	10.91	64	27.94	20	8.73
4) COPT	27	28.12	1	1.04	18	18.75	35	36.45	15	15.62
5) CSM	2	20	4	40	0	0	2	20	2	20
6) CBT	11	28.20	1	2.56	1	2.56	15	38.46	11	28.20

Students perception about coverage of syllabus of theory during lockdown shows that Majority of 120(43.95%) RMC students gave feedback that adequate syllabus covered, 27(39.70%) and 24 (35.29 %) replied adequate and partial syllabus coverage respectively from RDC, 35(36.45%) replied partial from COPT, 4 (40%) and 15(38.4%) replied Holistic and partial from CSM and CBT respectively.

3) What is your perception about the virtual domestication or simulation of practical aspects?

Name of college	ADEQUATE		HOLISTIC		INADEQUATE		PARTIAL		RITUALISTIC	
	F	%	F	%	F	%	F	%	F	%
1) RMC	97	35.53	5	1.83	78	25.57	62	22.71	31	11.35
2) RDC	17	25	4	5.88	14	20.58	25	36.76	8	11.76
3) CON	114	49.78	14	6.11	29	12.66	51	22.27	21	9.17
4) COPT	13	13.54	3	3.12	34	35.41	36	37.5	10	10.41
5) CSM	3	30	2	20	3	30	0	0	2	20
6) CBT	13	33.33	2	5.12	6	15.38	11	28.20	7	17.94

Students perception about demonstration and simulation about practical aspects on online teaching learning shows that Majority of students 97 (35.53%), 114(49.78%) & 13(33.33%) replied adequate feedback from RMC, CON & CBT respectively, 25(36.76%) students from

RDC replied partial from RDC, 34(35.41%) & 36(37.5%) students from COPT replied inadequate and partial respectively & 3(30%) students from CSM replied adequate and inadequate respectively.

4) What is your perception about the virtual domestication or simulation of clinical aspects?

Name of college	ADEQUATE		HOLISTIC		INADEQUATE		PARTIAL		RITUALISTIC	
	F	%	F	%	F	%	F	%	F	%
1) RMC	76	27.83	3	1.09	83	30.40	67	24.54	44	16.11
2) RDC	12	17.64	5	7.35	19	27.94	22	32.35	10	14.70
3) CON	104	44.41	24	10.48	31	13.53	46	20.08	24	10.48
4) COPT	14	14.58	3	3.12	29	30.20	41	42.70	9	9.37
5) CSM	5	50	0	0	0	0	2	20	3	30
6) CBT	9	23.07	3	7.69	7	17.94	12	30.76	8	20.51

Perception of virtual domestication or simulation of clinical aspects of online teaching learning shows that Majority of 5(50%) and 104(44.14%) students from CSM & CON respectively says adequate, 83 (30%) students from RDC having inadequate and 22(32.35%), 41(42.70%) and 12(30.76%) students from RDC, COPT & CBT replied partial respectively.

5) Selection and sequence of topic delivery

Name of college	ADEQUATE		HOLISTIC		INADEQUATE		PARTIAL		RITUALISTIC	
	F	%	F	%	F	%	F	%	F	%
1) RMC	133	48.71	20	7.31	11	4.0	44	16.11	65	23.80
2) RDC	26	38.23	06	8.82	02	2.94	19	27.94	15	22.05
3) CON	114	49.78	23	10.04	15	6.55	52	22.70	25	10.91

4) COPT	30	31.25	6	6.25	6	6.25	32	33.33	22	22.91
5) CSM	4	40	1	10	0	0	1	10	4	40
6) CBT	17	43.58	2	5.12	1	2.56	10	25.64	9	23.07

Perception of students about selection and sequence of topic delivery on online teaching shows that Majority of 114(49.78%), 133(48.71%), 17(43.58%), 26(38.23%) and 30 (31.25%) students from CON, RMC, CBT, RDC & COPT replied adequate and 4(40%) students replied adequate and ritualistic from CSM.

6) Selection of teachers for online teaching

Name of college	EXCELLENT		V.GOOD		GOOD		SATISFACTO RY		NON SATISFACTOR Y	
	F	%	F	%	F	%	F	%	F	%
1) RMC	27	9.89	59	21.61	87	31.86	77	28.20	23	8.42
2) RDC	10	14.70	15	22.05	27	39.70	13	19.11	3	4.41
3) CON	28	12.22	53	23.14	89	38.86	44	19.21	17	7.42
4) COPT	5	5.20	12	12.5	35	36.45	33	34.37	11	11.45
5) CSM	4	40	2	20	2	20	2	20	0	0
6) CBT	11	28.20	5	12.82	17	43.58	5	12.82	1	2.56

Perception of students about selection of teachers for online teaching shows that Majority of 4 (40%) students from CSM replied “Excellent” & 17(43.58%), 27(39.70%), 89(38.86%), 35(3.45%) students replied “Good”, from CBT, RDC, COPT & RMC respectively.

7) Do you advocate online examinations for pre para and clinical subjects

Name of college	YES		FOR PRACTICES ONLY		NO		NOT AT ALL	
	F	%	F	%	F	%	F	%
1) RMC	126	46.15	73	26.73	63	23.07	11	4.02
2) RDC	27	39.70	12	17.64	24	35.29	5	7.35
3) CON	104	45.41	46	20.08	56	24.45	23	10.04
4) COPT	39	40.62	15	15.62	31	32.29	11	11.45
5) CSM	7	70	3	30	0	0	0	0
6) CBT	10	25.64	19	48.71	6	15.38	4	10.25

Advocacy about online examinations for pre para & clinical subjects shows that majority of 7(70%), 126(46.15%), 104(45.41%), 39(40.2%) & 27(39.70) students replied Yes from CSM, RMC, CON, COPT & RDC respectively and 19(48.71%) says for practical's from CBT

8) Were there any assignment given or PB sessions

Name of college	YES		GOOD NO.		ONLY FEW		NO	
	F	%	F	%	F	%	F	%
1) RMC	139	50.91	17	6.22	70	25.64	47	17.21

2) RDC	41	60.29	5	7.35	19	27.94	3	4.41
3) CON	101	44.10	39	17.03	53	23.14	36	15.72
4) COPT	53	55.20	6	6.25	31	32.29	6	6.25
5) CSM	4	40	6	60	0	0	0	0
6) CBT	16	41.02	05	12.82	12	30.76	6	15.38

Perception about assignment given or PB sessions shows that majority of 41 (60.29%), 53(55.20%), 139(50.91%) & 101(44.10%) students replied Yes from RDC, COPT, RMC & CON respectively and 6 (60%) students from CSM says good number of assignment given.

9. Write down three positive points of online teaching during lockdown

Positive points of online teaching: Representative positive comments of students about online teaching during lockdown.

- Colleges taken care of completion of syllabus during lockdown.
- Innovative ideas were used
- Good time management; during slide preparation and presentation,
- Topics were available on Youtube for understanding.
- Properly planned classes.
- Teachers were sharing videos and link .
- All type of academic completion were taken during Covid 19 and lockdown.
- Good amount of online test was conducted.
- Continuity of classes were maintained
- Proper syllabus completion before revision of syllabus
- Online teaching is the best option during lockdown period it prevents students educational losses

10. Write any 3 negative points of online teaching by your college during lockdown

7) RMC	273	67	24.54	157	57.50	49	17.94
8) RDC	68	6	8.82	51	75.00	11	16.17
9) CON	229	13	5.67	199	86.89	17	7.42
10) COPT	96	14	14.58	73	76.04	9	9.37
11) CSM	10	1	10	9	90	-	-
12) CBT	39	1	2.56	36	92.30	2	5.12

Above table findings shows that maximum number of students did not suffered from the any medical problem during lockdown from various discipline of PIMS DU. But significant number 67(24.54%) and 49 (17.94%) of students from Rural medical college replied “Yes” and “To some extent” respectively that they having medical problem during lockdown.

Corona-

College	No. of students	YES		NO	
		F	%	F	%
1) RMC	273	41	15.01	232	84.98
2) RDC	68	6	8.82	62	91.17
3) CON	229	15	5.49	214	93.44
4) COPT	96	8	8.33	88	91.66

5) CSM	10	1	10	9	90
6) CBT	39	3	7.69	36	92.30

Above table findings shows that maximum number of students did not suffered from the any medical problem during lockdown from various discipline of PIMS DU but significant number of students 41(15.01%) students suffered from corona infection.

3.Psychological problem-

College	No of student	Anxiety		Depression		Loneliness		Fear Psychosis		Not at all	
		F	%	F	%	F	%	F	%	F	%
1)RMC	273	68	24.90	35	12.82	47	17.21	4	1.46	119	43.58
2) RDC	68	12	17.64	7	10.29	3	4.41	3	4.41	43	63.23
3)CON	229	23	10.04	13	5.67	13	5.67	-	-	180	78.60
4)COPT	96	18	18.75	10	10.41	11	11.45	2	2.08	55	57.29
5)CSM	10	2	20			1	10			7	70
6)CBT	39	6	15.38	3	7.69	7	17.94	2	5.12	21	53.84

Above table findings shows that significant number of students suffering from psychological problem like anxiety, depression and loneliness.

3) *Financial problem-*

College	No of student	To some extent		To a large extent		Not at all		Moderate		Not sure	
		F	%	F	%	F	%	F	%	F	%
1)RMC	273	27	9.89	12	4.39	38	13.91	24	8.79	172	63.00
2) RDC	68	17	25.00	6	8.82	7	10.29	10	14.70	28	41.17
3)CON	229	41	17.90	20	8.73	59	25.73	35	15.28	74	32.31
4)COPT	96	23	23.95	2	2.08	22	22.91	2	2.08	47	48.95
5)CSM	10	1	10	1	10	4	40	2	20	2	20
6)CBT	39	10	25.64	6	15.38	14	35.89	2	5.12	7	17.94

Above table findings shows that maximum number of students were not sure about financial problem they having during lockdown

4) *Social problem-*

College	No of student	To some extent		To a large extent		Not at all		Moderate		Not sure	
		F	%	F	%	F	%	F	%	F	%
1)RMC	273	75	27.47	34	12.45	76	27.83	59	21.61	29	10.62
2) RDC	68	15	22.05	1	1.47	24	35.29	22	32.35	6	8.82
3)CON	229	36	15.72	16	6.98	124	54.14	31	13.53	22	9.60

4)COPT	96	22	22.91	8	8.33	33	34.37	15	15.62	18	18.75
5)CSM	10	1	10	-		5	50	1	10	3	30
6)CBT	39	2	5.12	7	17.94	21	53.84	2	5.12	7	17.94

Above table findings shows that significant number of students 75(27.47%) from RMC having social problem ,”to some extent”, 22(32.35%) from RDC having moderate Social problem.

11. Write any 3 suggestions to improve online teaching

Suggestion to improve online teaching were given as follows,

- Clinical cases should be discussed if postings are not possible during lockdown.
- Use of app which having screen and voice recording as blackboard method
- Good quality of microphone should be used.
- Parent teacher group to facilitate teaching in effective manner.
- Online class duration should be short
- Doubt clearing session should be organized after class
- Comments section should be opened during online lecture for doubts
- MCQ & assignments after every lecture
- Quiz should be arranged
- Start college
- Give regular tests and zoom classes instead of online recorded youtube lectures
- Network issues addressed immediately

12. Write the problems faced by you during lockdown.

Problem faced by the students during lockdown are as follows

- Anxiety, lack of interest, loneliness, depression, stress, tension, nervousness and disorientation.
- Problem in concentrating on studies
- No practical perspective to aid the learning.
- Improper sleep cycle
- Family issue up to large up to large extend
- Unavailability of books lacks of interest
- Inadequate information about what it goes to happened next.
- Loss of clinical practice during lockdown
- Obesity, fatty food eating habit
- Social problems, can't get outside food delivery..
- Pressure from parents side. Frustration and bit of loneliness and depression. Couldn't study that much
- Food in mess was not upto expectation
- Mental stress was at a different height.
- Anxiety. Improper sleep wake cycle. Family issues to a large extend. Lack of social interaction.
- Less socialization, anxiety about academics and college, minor financial glitches.
- I haven't taken books at home considering it to be a leave for only 15 days. So in absence of books it was tough to study.

- House help was not available..books were in hostel
- When with family I got less time to focus on myself.
- By books were not with me and i do not have habit of studying through pdf

14.After joining college what are problems faced by you now?

- Corona fear , teachers are terrifying us
- Lack of resources time restrictions limitations of movement
- Only feelings of closed in a cage.
- Receiving parcels from Amazon is very risky as we need to go to hospital gate to receive parcels. Chances of infection are there.
- Limited Recreation and No practise of writing LAQ in limited time
- Not understanding the things because of pressure
- Adjusting to new protocol to manage studying
- Interaction problemS, food,loneliness a little
- Quarantine period could be reduced to at least 7days
- Depression , anxiety , locked up
- Grocery shops are open only for college hours. Many things are not available inside campus. They don't even allow to take parcel from outside shops., Due to specs, wearing a mask along with a shield is a huge matter. Shield must not be compulsory
- Not able to access basic services, and commodities available are expensive which can be brought at cheaper prices(as we all have a limited monthly allowance) outside campus also feeling of anxiety and lonliness
- Overburden of competition of study and exam.
- Bathrooms not renovated

- Safety issues, clinics not done properly for ENT and Ophthal.
- Getting adjusted to new routine of wearing mask n face shield
- How to cope up with the heavy syllabus for upcoming university exams
- Below average mess food, no access to food parcel delivery from outside, closed dine-in in food court
- Library and reading halls are closed because of that we are not able to study efficiently
- The stationary items are not easily available
- 4 hrs of dissection causes back pain
- Suffocation after using long time mask and face shield
- There are very few recreational activities in the campus for the students to be involved in.
- Too much of journal work. A bit difficult to get with routine.
- Unable to shop, exam difficulties especially conducting online exams
- There are very few recreational activities in the campus for the students to be involved in.
- Crowd in the mess.. inadequate tables to sit and eat .
- As we are not able to go out , shortage of basic needs and goods
- Schedule has been changed completely. Dont rest as much we used to at home.
- Food is not good in hostel and we aren't allowed to order from any place other than food court and food court is hella costly
- Fear about getting infected by Covid virus.

15. What are your suggestions to solve these problems?

Suggestion to solve these problems.

- Allowance to go outside campus at least for a few hour with all precautions. Opening of library with distancing.
- Corona is the air, by keeping students locked in campus nothing is gonna improve.
- All Online Parcels should be delivered outside respective hostels so that students don't need to go near hospital.
- Shops inside the campus should be kept open till 9pm, Parcels should be allowed from nearby shops, Face shields should not be compulsory for people wearing spectacles
- Give us bit of freedom and we will follow all the COVID 19 safety regulations
- One or two sessions should be organized on meditation and Art of living
- Better quality ingredients and more regular cleaning of bathrooms
- Rules of government are enough and thik so there is no need of additional rules because it affects mentally.
- College authorities are handling these issues very well
- Better store inside campus, lesser prices in food court, better affordable college canteen.
- I think the library should be reopened as soon as possible so that the students who are comfortable in studying in library can carry on their studies adequately.
- Food court prices should be according to its worth and not to cover up for their lockdown loss.
- Social distancing should be maintained in class too, techers conduct classes in department for their convenience, ditching the new social distancing laws for us.
- Some recreation activities (badminton and playing) should be allowed in hostel areas where everybody have completed their quarentine period.

- Reduce the time of dissection
- Open campus lockdown
- One student one partner
- Please open Gym gym helps in decreasing stress
- A proper span should be given for preparation of exam.
- Permission to be grantee for food delivery
- At clean washroom three times as many girls are sharing if one is infected other can get infected too
- Make proper waiting areas near gate 1 for delivery of parcels from the local shops. Provide pass for a single guy from every shop so that they can deliver the basic items without any hassle and fear of being caught
- Please take some strict actions for mess food.
- Handwashes and sanitizers should be made available in washrooms
- Helpdesk facility should made avilable

16) Do you have any innovative idea and methods to combat COVID-19.

Innovative idea and methods to combat COVID-19

- All we can do is to make provision for vaccination of all the PIMS students when vaccine comes out. A plan should be prepared so that all students and faculties are vaccinated as soon as possible. Till then Mask and Face shield must be compulsory.
- Wear mask and wash hands basic
- Rapid antigen test should of students should be done at a regular interval
- College have already manage all the things.
- Follow the proper guidelines said by the government

- Practice Personal protective measures
- Allow us to go outside campus, we will spread awareness
- Must include in other creative activities.
- Proper sanitization should be done
- RAT should be done compulsory after every 15 days
- Supply of food to room, sanitization
- Strict compliance and Fine for those who dont following the rules and regulations
- Regular checking of temperature
- Following instructions given by government.
- Should keep sanitizers everywhere
- One batch can be divided in 2 and their lectures timing should be different. This way social distance can be maintained.
- Strong the immune system.2) social distances. 3) Boost your immune system.

17. Do you have any innovative to overcome idea the impact of on pandemic COVID-19

Rigid social distancing hand washing and mask

Spread awareness

Social awareness about Covid 19 and fear of people's toward Corona should be reduced

Please give us all some sort of mindful lessons so that we can actually relax and there's a bit positivity around us as not everyone practice these

Boosting immunity by natural means of diet and field work

Apply a face mask, keep a sanitizer nearby and apply camphor at home

Apply a face mask, keep a sanitizer nearby and apply camphor at home

 9/7/2020
Dr.D.B.Phalke
Feedback Coordinator PIMS DU

Submitted on : 09.07.2020




AVM(Retd) Dr.Rajvir Bhalwar
Dean, Rural Medical College, Loni

Report of External Examiner's feedback for Postgraduate examinations , RMC Loni

(held in June 2020)

Preamble: Feedback Analysis plays an important role in quality assurance. Hence the educational institutions must follow standard operating procedure to use inputs from students, parents, teachers and professionals for improvement in quality of teaching learning process, infrastructure and learning resources so as to produce competent health professionals

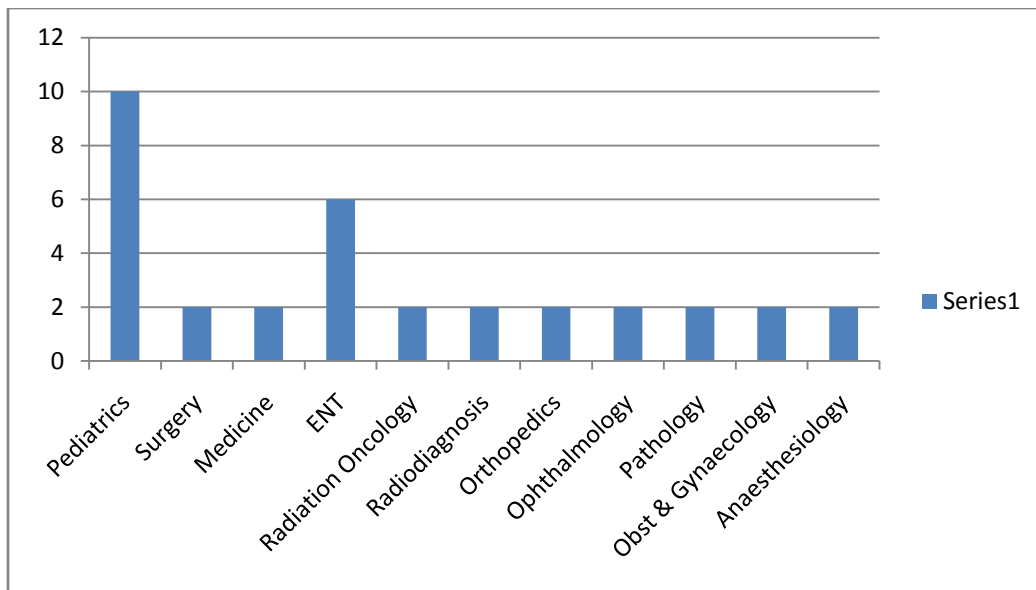
Methodology: As a part of SOP on feedback for various stakeholders approved by PIMS DU, feedback from External examiners was collected in structured questionnaire (hard copy) at the time of filling TA/DA forms by Examination section of PIMS DU. Hard copies were provided by feedback committee. The questionnaire had two parts. Feedback on Academic facilities, support and services (Part A) with 13 sub-questions and Feedback on curriculum, syllabus and co-curricular aspects (Part B) with 7 sub-questions. Each question was having five options on Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively. An additional open box of opinion/suggestion was placed at the end. Overall feedback given will be assessed by taking averages

The filled forms were received on 2/7/2020. Data entry was made in MS excel and analysis was done.

Observations:

A. Total 34 forms were received from 11 PG departments. Department-wise distribution was as follows:

Department	Number of PGs
Pediatrics	10
Surgery	2
Medicine	2
ENT	6
Radiation Oncology	2
Radiodiagnosis	2
Orthopedics	2
Ophthalmology	2
Pathology	2
Obst & Gynaecology	2
Anaesthesiology	2



There were two sections in the questionnaire:

- A. Feedback on Academic facilities, support and services: There were 13 questions. The questionwise average score was as follows: Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively

Q number	Question	Average score
1	Overall ambience of campus – Academic, General Professional	4.11764
2	Overall infrastructure & ambience of department/ College/ University	4.32352
3	Team work and involvement of Faculty and Nonteaching staff	4.41176
4	Planning, organization, arrangements and Logistics at Institutions	4.29411
5	Systems, Processes, Clinical and learning Resources	4.29411
6	Lodging ,boarding and hospitality during stay	3.94117
7	Fairness in conduct of examination- Theory valuation & Practical	4.11764
8	Remuneration ,communication from university	4.08823
9	Overall performance of student and presentation	3.85294
10	Academic standards	4
11	Event and stage management during scientific Deliberations	3.82352
12	Overall ranking of the Institution	4.05882
13	Quality of technical / Paramedical /Nursing and Support Staff	4

- B. Feedback on curriculum, syllabus and co-curricular aspects: There were 7 questions. Average feedback score for each question was as follows: Likert Scale viz poor, average, good, very good & excellent carrying marks of 1, 2, 3, 4 & 5 respectively

Q no	Question	Av. score
1	Relevance of Curriculum / Syllabus Their revision and update periodically	4.029412
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.176471
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.147059
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and Professionalism	3.794118
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes	3.882353
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	3.911765
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities- Transaction Like Guest Lecture / Seminar / Assignments / Research / Group Discussion/ Field work / Internship / Community Posting	3.941176

Conclusion: The overall feedback rating was very good. All the parameters in Part A and Part B of the questionnaire were marked between good to very good.

Some of the comments/suggestions given were:


1. Nice team work
2. good academic environment and great leadership
3. Overall campus, college and department are upto mark
4. ventilation should be improved taking into account hot & dry climate.
5. There is lot of improvement in the institute over period of time.

Acknowledgement: We thank all external examiners who spared their valuable time. We also thank Examination section, PIMS DU for getting the forms filled.


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