



Student's Satisfaction Survey

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

Maharashtra, India

(Accredited "A" by NAAC with CGPA 3.17)

NAAC-Key Indicator - 2.7.1

Under Criterion II of Teaching – Learning and Evaluation

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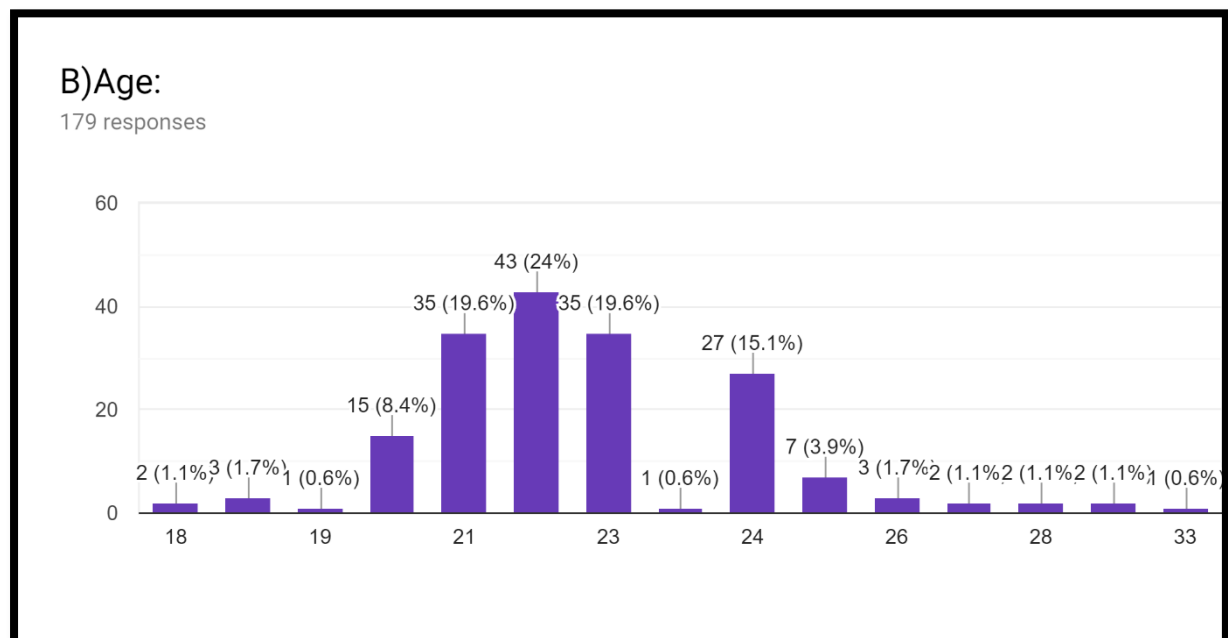
Methodology:

- 1. Questionnaire was prepared as per NAAC guidelines-Key Indicator - 2.7.1 Under Criterion II of Teaching – Learning and Evaluation (Enclosed as Annexure)**
- 2. It was sent through Google Forms to whatsapp groups of students**
- 3. Link was kept open till 12 PM on 30/12/2019. Students were asked to submit it online**
- 4. It was analysed and report was prepared.**

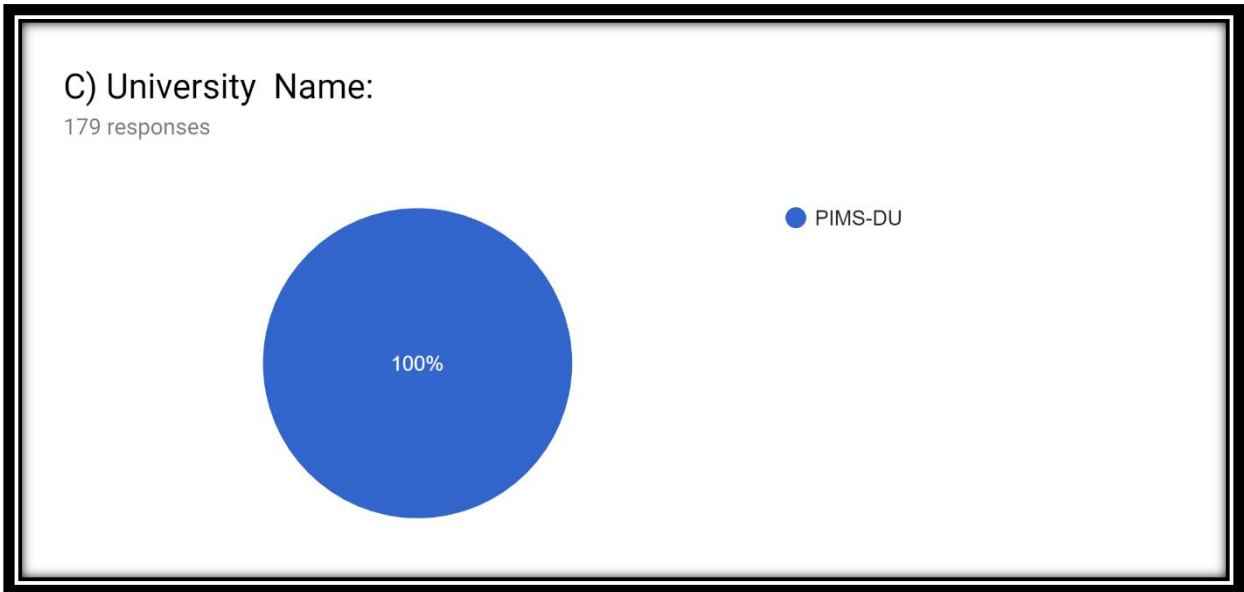
Observations:

Total 179 students/Interns/Postgraduates from Rural Medical College, Rural Dental College, College of Nursing, College of Physiotherapy, Center for Social Medicine and center for Biotechnology participated in this online survey.

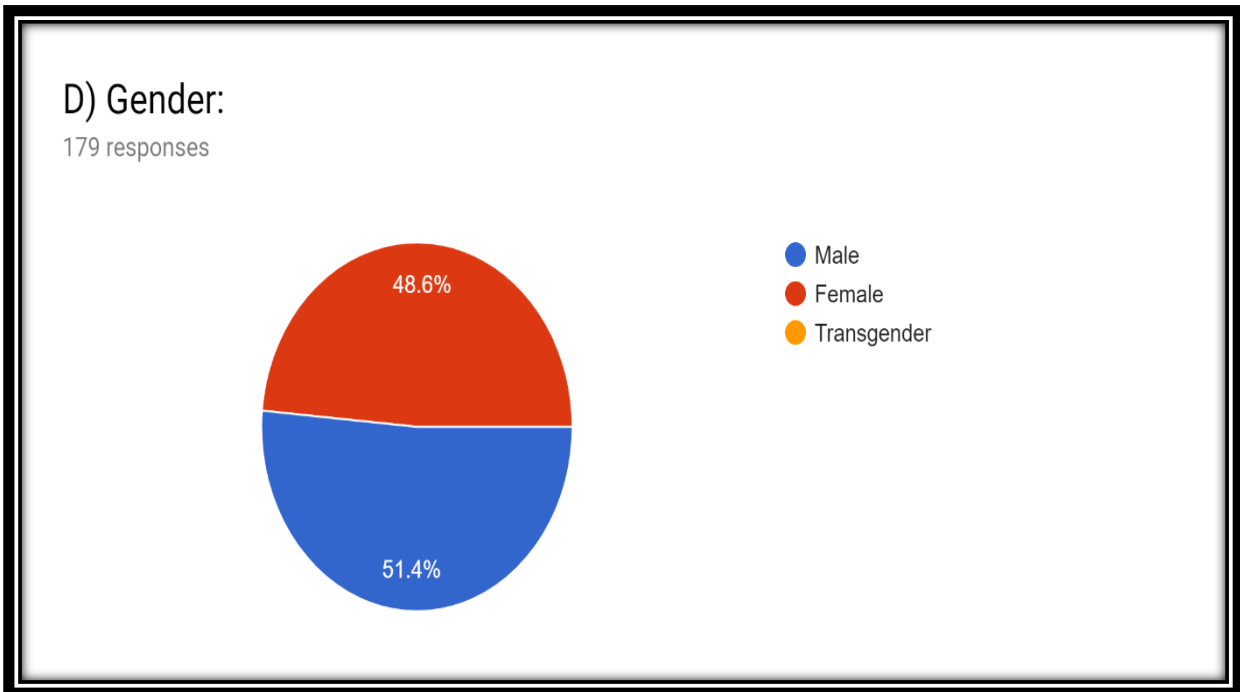
- A) 100 % respondents were participating for the first time in the survey.
- B) Age of respondents varied from 18-33.



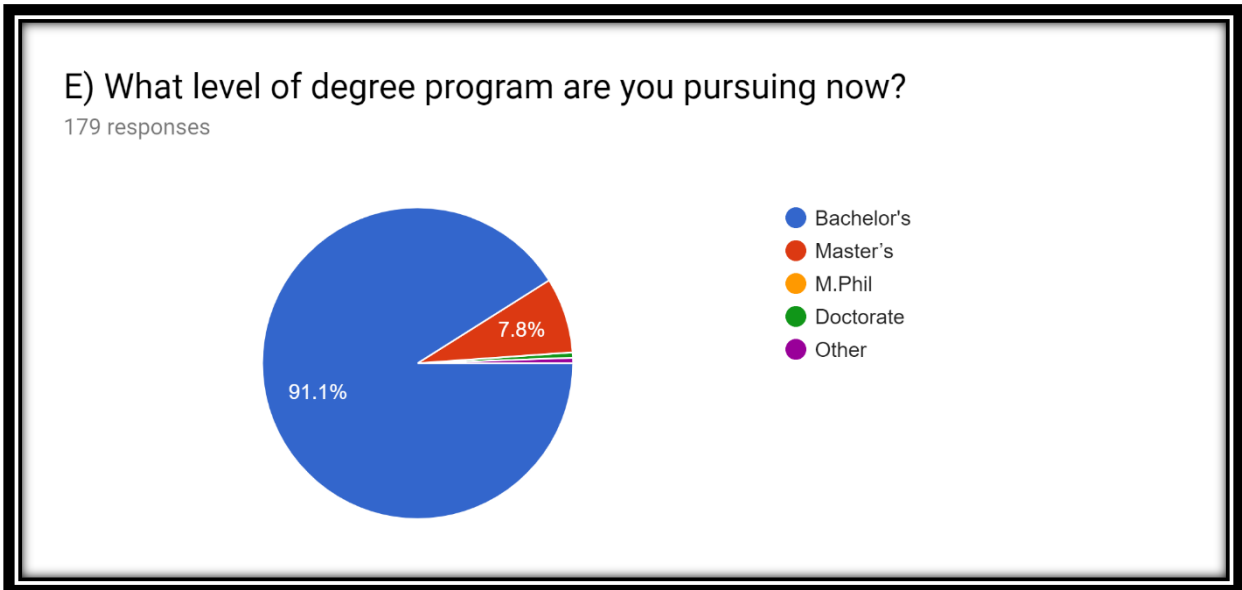
C) 100 % participants were from the constituent colleges under PIMS DU.



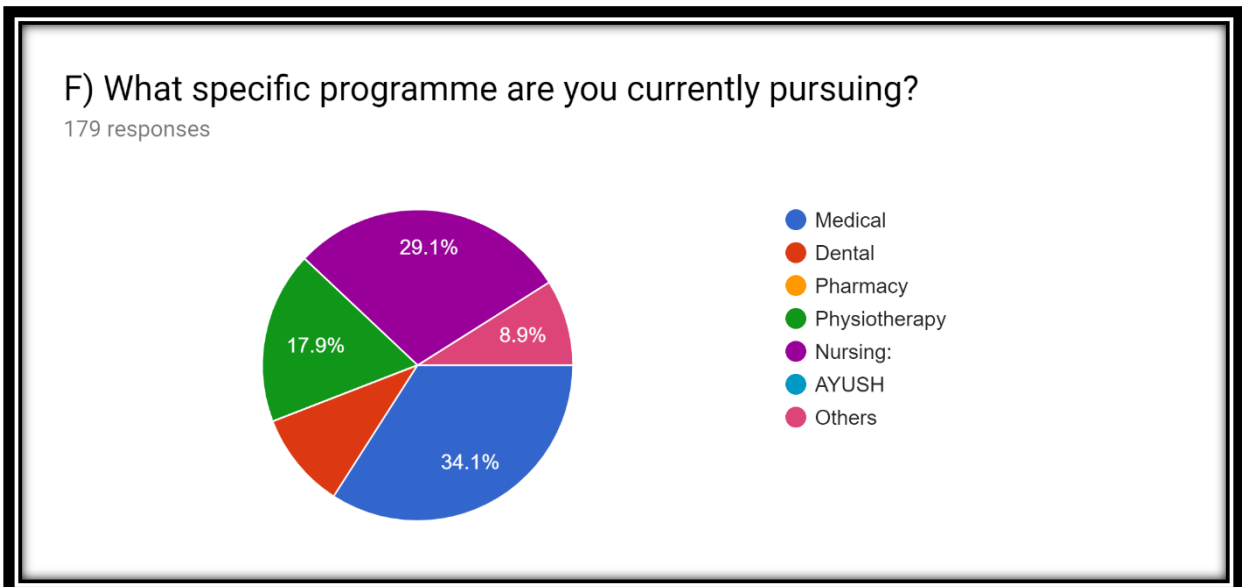
D) 51.4% respondents were male and 48.6% were females.



E) Majority of respondents were pursuing bachelor's (91.1%) whereas 7.8% master's program.

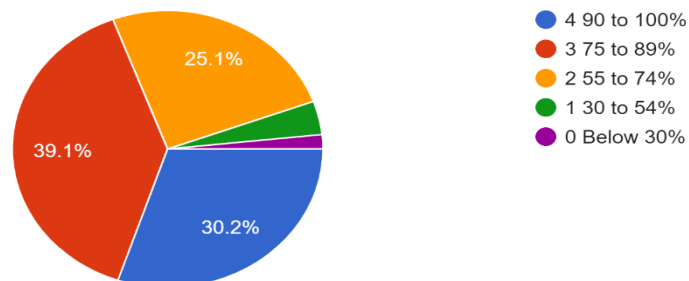


F) Maximum responses (34.1%) were from medical students followed by 29.1% by Nursing students, 17.9% by Physiotherapy students, 9% by Dental students and 8.9% by Centre for Biotechnology and Centre for Social Medicine students.



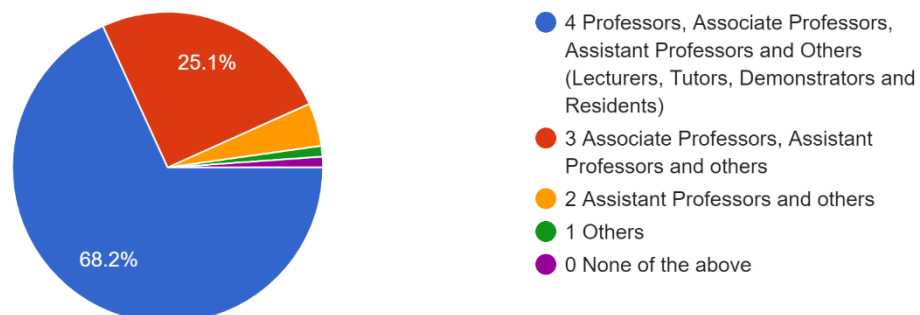
1. How much of the curricula and syllabi are covered in the Discipline in which you are studying?

179 responses



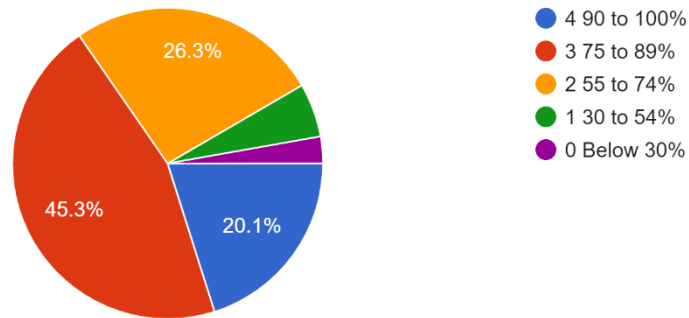
2. What categories of teachers are involved in the theory and practical classes in your discipline?

179 responses



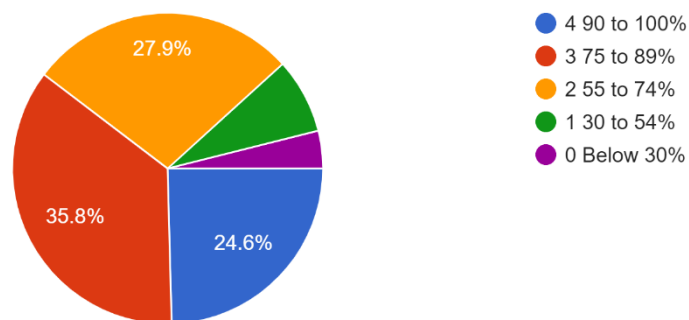
3. What percentage of teachers is effectively communicating domain knowledge using IT skills and Soft Skills in the Teaching Learning Process?

179 responses



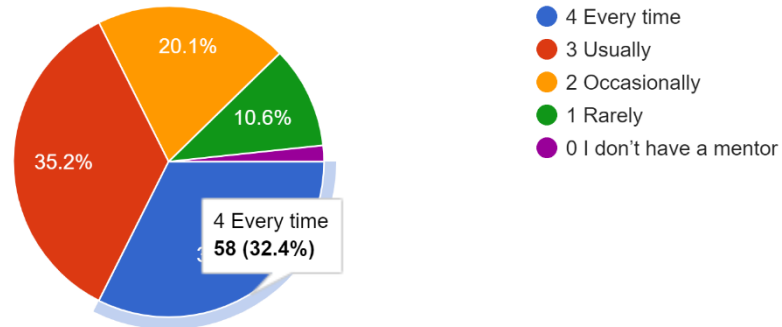
4. Do the teachers build-up the expected curricular competencies, programme outcomes and course outcomes in you?

179 responses



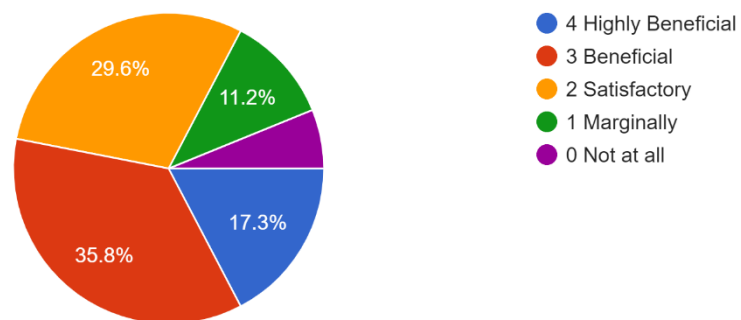
5. Does your mentor follow up necessarily on the tasks assigned to you?

179 responses



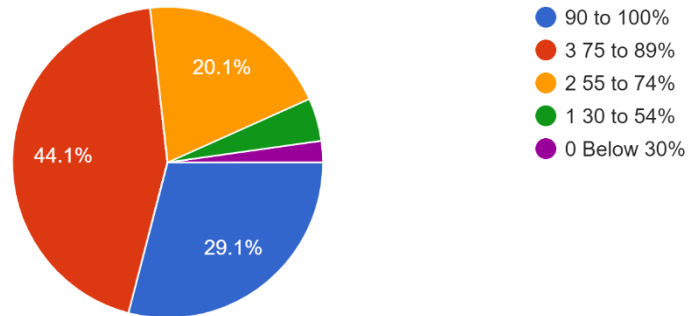
6. To what extent is the mentoring process in your institution beneficial to you for cognitive, social and emotional growth?

179 responses



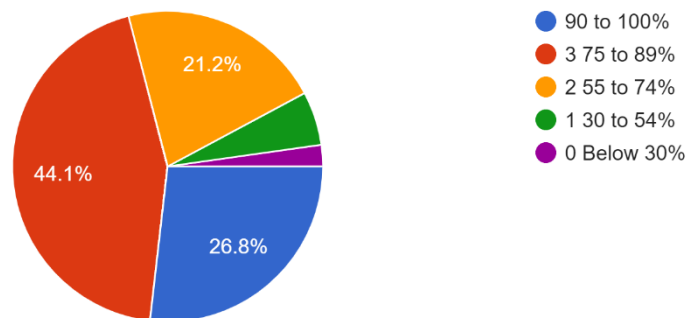
7. To what extent clinical and practical facilities related to your discipline have been made available to you?

179 responses



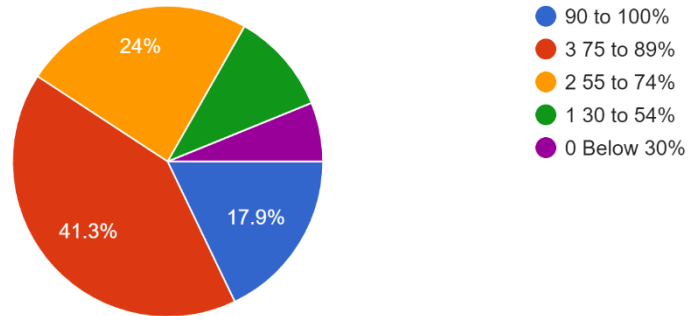
8. What extent of training are you provided with, in the skill and simulation labs, clinical ward rounds / rotations and lab exercises related to your discipline?

179 responses



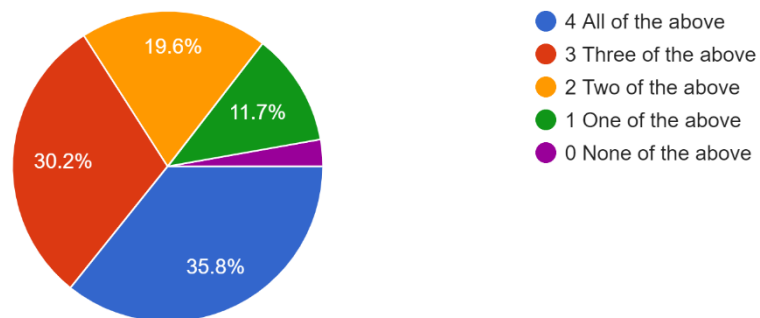
9. What percentage of teachers use ICT-enabled methods like multimedia, web-based learning and national e-resources while teaching?

179 responses



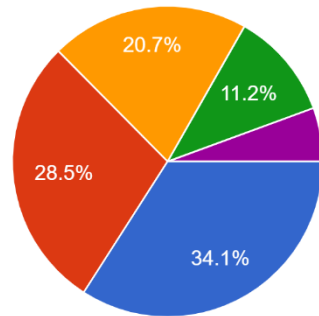
10. What is the extent of opportunities given to you for outdoor learning like internship, student exchanges, field visits and projects?

179 responses



11. Does the institution provide the opportunities for experiential learning, including problem-based learning, case-...nowledge and skills in your discipline?

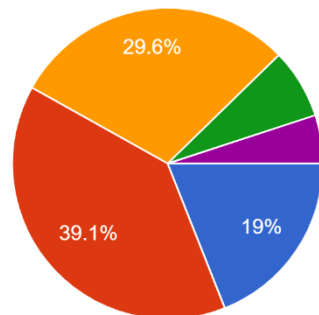
179 responses



- 4 All of the above
- 3 Any four of the above
- 2 Any three of the above
- 1 Any two of the above
- 0 Any one of the above

12. What is the level of opportunities provided by your institution to develop employability and entrepreneurship skills to prepare you for your career?

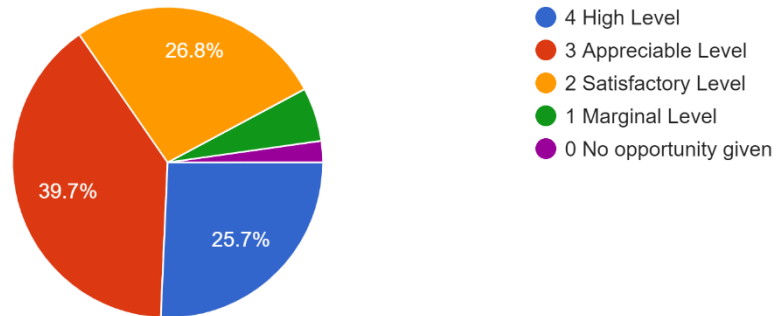
179 responses



- 4 High Level
- 3 Appreciable Level
- 2 Satisfactory Level
- 1 Marginal Level
- 0 No opportunity given

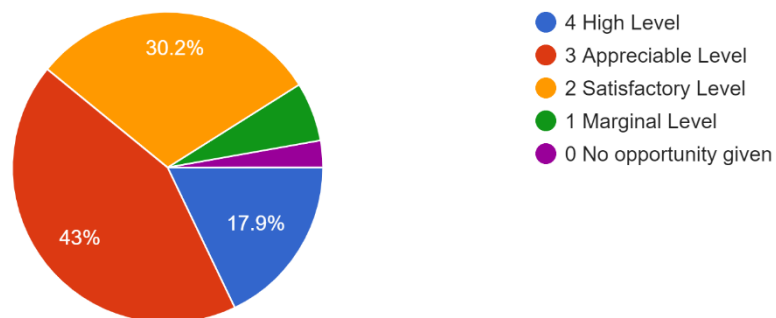
13. What is the level of value-added courses / training given by your institution in the area of professional ...ntive health care and rural health care?

179 responses



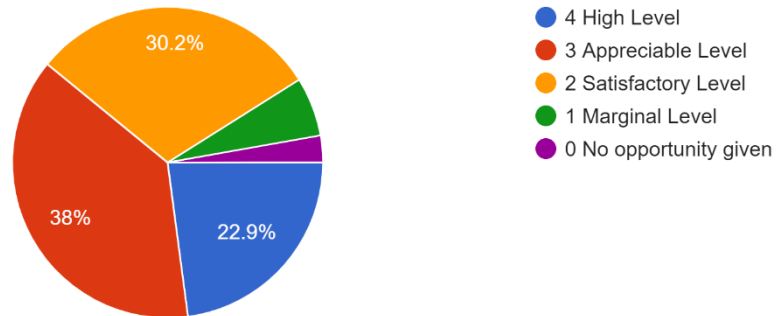
14. What level of monitoring and evaluation is available in your institution for assessing the effectiveness and i...ssroom proceedings/learning sessions?

179 responses



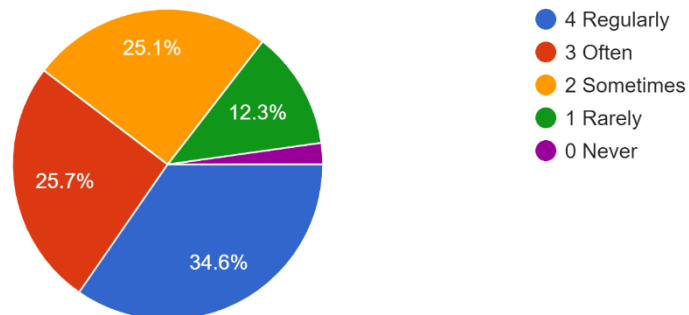
15. To what extent the institutional ambience and class room teaching has improved your creative thinking and analytical skills?

179 responses



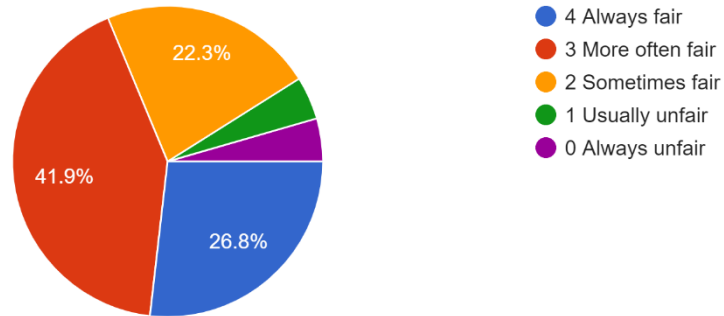
16. How frequently your performance in academic assignments are discussed and reviewed with you by the teachers?

179 responses



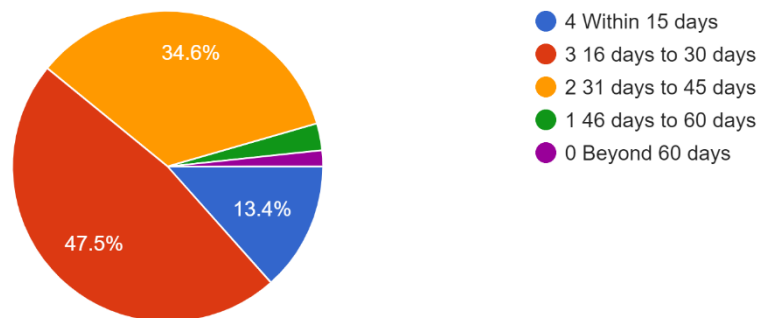
17. What is your assessment about the fairness of the internal evaluation process adopted by the teachers?

179 responses



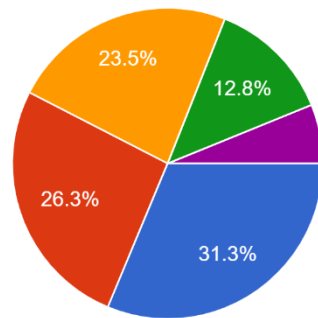
18. What is the average time taken by the institution for declaration of examination results?

179 responses



19. What are the mechanisms (issue of photocopy of answer sheet, re-totaling, re-evaluation and provisio...vances with reference to examinations?

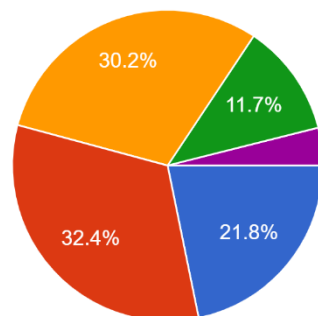
179 responses



- 4 All the above mechanisms
- 3 Only three of them
- 2 Only two of them
- 1 Only one of them
- 0 None

20. How do you rate the procedures involved in the pre examination, examination and post examination proc... system adopted by your institution?

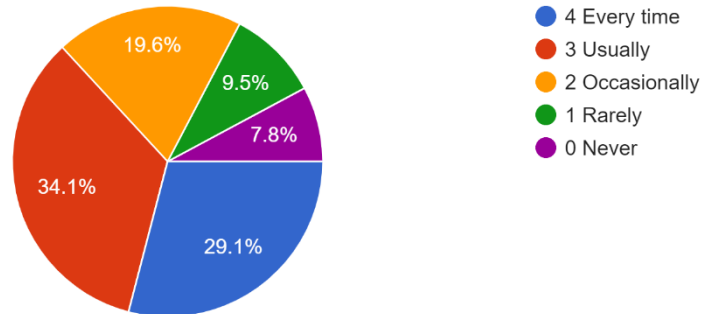
179 responses



- 4 Excellent
- 3 Very Good
- 2 Good
- 1 Average
- 0 Poor

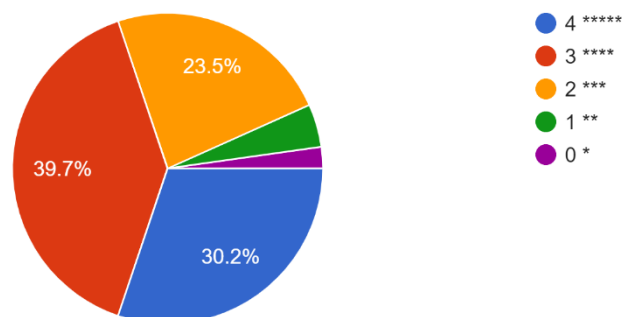
21. Do your teachers enable you to identify your strengths and weaknesses and help you to develop your strengths... providing timely counseling and care?

179 responses



22. If you were to award rating for your institution in terms of "stars" in relation to quality of teaching, learning... evaluation, what would be your rating?

179 responses



23. Suggestions to improve the overall teaching, learning in institution:

- We have to get more skill based teaching and not theoretical
- Should keep the ego aside while teaching
- Teaching should be more interactive rather than just displaying on blackboard
- Should be interesting presentation using AV aids
- Placing focus on practical/ postings than lectures will help improve clinical skills that's needed for every medical professional
- Use advanced technologies
- Indepth analysis of any special case
- There should be more interaction by the students
- Friendly behaviour with students
- More practical based teaching and case discussion could be included
- More innovative teaching methods
- More hands-on certificate workshops should be organized
- Students have different learning capacities...some are slow learners some fast some practically good some by theory all the methods should be used so every person is covered
- Instead of the novel teaching (Disorder+ signs and symptoms+ Management) teach only the disease and the sign and symptoms. Make sure that the students rack their brains for management.
- Could try to go for more practical teaching.
- Develop good communication skills of students
- Practical teaching hours should included more
- More of student and teacher interaction
- Teacher's need to be more friendly
- Clinical postings should more interactive
- Maximum 40 minute lectures + 15 mins of revision of whatever is covered in that particular lecture
- The college should inculcate in students the importance of clinics from second year itself and the approach towards the patients
- Focus more on problem based learning
- Use of modern technology more often and imbibing practical knowledge
- Mentorship should be duly followed and practiced.
- Interaction with the students. My professor don't even know our names.
- Improve the one to one conversation with students
- No partiality
- Teach the student in simple language which they can understand
- Students should only allowed for clinical practice after completing overall theoretical syllabus...

- We want a simple revision of every topic which we have not understood
- Use of Animations
- Some of the teachers insult the students badly which might affect their performance in wrong way
- Early exposure to hospital environment will be more beneficial
- Interns should be assigned a particular work and should not be overloaded.
- Practicals need to be of two hours not more than because professor doesn't come on time
- Teach interns about cases because seniors use them for blood samples, vitals etc.
- Decrease the theory learning time and focus more on practical things
- Encouraging self study and giving time
- Demonstration of the theory topic for better understanding
- More certifications and other courses
- While teaching a particular part, say tennis elbow:- Make sure that the patient is brought in the classroom and while explaining the special test, signs and symptoms and management. Perform it PRACTICALLY on the patient so the concepts are clear
- Try communicating with students about the studies.
- Learning can be improved if more of hands on approach is used rather than theory based lectures. Wherever necessary theory must be too priority but where practicals come, more and more of hands on teaching should be implemented.
- Syllabus should covered in proper time
- There should at least one professor assigned for each clinical posting to whom students can discuss new cases and protocols.
- More extracurricular activities
- Flexibility in attendance can do wonders
- Bioethics, which unfortunately wasn't a subject during our lectures, to be included and heavily stressed upon. As I understand, this has already been started for the current batch.
- The college should inculcate in students the importance of clinics from second year itself
- Stress over attendance should be in limits.
- Classrooms can be made better
- Use of latest technologies and methods in treatment of patients
- Should be teaching in the simplest languages which student will be satisfied and can understand
- Help the student how to get good mark and how it can help them in their future

- use of smart boards/ webinars
- Need to use e learning
- Practical immediately after lectures
- Should allow the final years and interns to do FPD and RCT(molars) in conservative dentistry department
- more group discussions should be there about various topics.
- Putting up a planned schedule of topics for the week will help students prepare for the class and hence improve their academic performance
- Compulsory research should be undertaken to enable better opportunities hereafter
- More student exchange programs
- More conferences and workshops
- We can always divide the class into groups and keep debate sessions. Debates, in my opinion is the best way of learning. It includes advantages and disadvantages! The concepts and basics will be better and clearer
- Actual Case based study for each topic being taught.
- More student clubs
- 30 min lecture sessions instead of one hour
- Library needs to be expanded
- Attendance process takes lot of time
- Number of Clinical demonstrations and clinic based lectures should be increased.
- Library timings should be open for girls too
- Revisions should be taken before examination
- More field and clinical visits
- Try to understand what the is problem to student and help them to solve it
- Conduct some webinar series
- There should be free and friend like environment within teacher and student
- Don't go too much fast while teaching us..!
- By arranging Guest lectures
- Increase the communication with the students to improve their skills
- Explain the topics
- Teach all procedure and complete theory before clinical posting
- Increase the PG vacancies
- Use more blackboard than the PPT presentation

23. Give suggestions to improve evaluation process in institution:

- Students should be prepared and guided for the various government and entrance exams
- You should give MCQ based notes so that it will help students for preparation of NEET PG
- MCQ based question bank should be provided ,Conduct MCQs after every topic
- Focus more on clinical skills and evaluation
- Reducing the lengthy process of NO DUES for obtaining the hall ticket/certificate etc would save a lot of time
- Re checking of papers should be considered
- Examination rules should be improved
- Tell the student how to improve your study capacity and how to score good marks in every subject
- Evaluation should be based on how much does a student know herself/himself rather than by how one treats or behaves in the eyes of the evaluators.
- Examination should be fair Objective type of exam will be beneficial
- Just don't be biased, evaluate students based on their academics and not their personal lives.
- I think the students, whether pass or fail, should get an opportunity to take a look at where and at what questions they lost marks, in this way students can know whereabouts their weaknesses and strengths as well