

**Medical Education Unit Feedback report**  
**from various stakeholders**

The College council in our institution is involved in collecting regular feedback from students across all the four professional years. The feedback are obtained through the Medical Education Unit at the end of each professional year with the help of feedback forms designed to capture information about four major components namely, teaching, teachers, educational environment and infrastructure available on a five point Likert scale, Strongly Agree, Agree, Uncertain, Disagree and Strongly Agree. The results for each variable are expressed in frequencies and percentages. We calculated consensus score for each item and a score of more than 80% is considered to be good. Each component has five questions. We also obtain suggestions for further improvement. We follow anonymous data collection and maintain confidentiality of the data obtained.

At the end of first professional year, we collected feedback from 134 students. For the feedback about teaching, we obtained a score of 85% for lectures being regularly conducted, 79% for practical classes being regularly conducted and 78% for adequate hands-on training being given to students. Regarding feedback about teachers, the consensus score was 80% for teachers being well prepared for the class. Under educational environment, consensus score for good support system for students and sports and cultural activities conducted regularly were 68% and 66% respectively. The students were happy with the infrastructure and the consensus score was 81%.

At the end of second professional year, we collected feedback from 122 students. For the feedback about teaching, we obtained a score of 85% for lectures being regularly conducted, 77% for practical classes being regularly conducted and 78% for adequate hands-on training being given to students. Regarding feedback about teachers, the consensus score for teachers being well prepared for the class and good communication skills of teachers were 76% and 74% respectively. Under educational environment consensus score for conducive environment to concentrate and good support system for students and sports and cultural activities conducted regularly were 66% and 47% respectively. The students were happy with the infrastructure and the consensus score was 72%.

We collected feedback from 96 students at the end of third professional year using the same format of feedback forms. We found that the consensus score was 79% for lectures being regularly conducted. Regarding feedback about teachers, the consensus score for teachers being regular for their class and being well prepared for the class were 80% and 76% respectively. Under educational environment, consensus score for conducive environment to concentrate was 62% respectively. The students were happy with the infrastructure and the consensus score was 63%.

Ninety two students contributed to the feedback collected at the end of fourth professional year. We found that the consensus score was 68% for community based learning and it was 84% for clinical cases being adequately discussed. The students expressed satisfaction about the knowledge of teachers and for being well prepared for classes.

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Medical education unit  
Feedback report from various stakeholders

The college council in our institution is involved in collecting regular feedback from students across all the four professional years. The feedback are obtained through the medical education unit at the end of each professional year with the help of feedback forms designed to capture information about four major components namely, teaching, teachers, educational environment and infrastructure available on a five point Likert scale, strongly agree, agree, uncertain, disagree and strongly disagree. The results for each variable are expressed in frequencies and percentages. We calculated consensus score for each item and a score of more than 80% is considered to be good. Each component has five questions. We also obtain suggestions for further improvement. We follow anonymous data collection and maintain confidentiality of the data obtained.

At the end of first professional year, we collected feedback from 140 students. For the feedback about teaching, we obtained score of 85% for lectures being regularly conducted, 80% for practical classes being regularly conducted and 79% for adequate hands-on training being given to students. Regarding feedback about teachers, the consensus score was 80% for teachers being well prepared for the class. Under educational environment, consensus score for good support system for students and sports and cultural activities conducted regularly were 69% and 67% respectively. The students were happy with the infrastructure and the consensus score was 81%.

At the end of second professional year, we collected feedback from 120 students. For the feedback about teaching, we obtained a score of 86% for lectures being regularly conducted, 78% for practical classes being regularly conducted and 79% for adequate hands-on training being given to students. Regarding feedback about teachers, the consensus score for teachers being well prepared for the class and good communication skills of teachers were 77% and 75% respectively. Under educational environment, consensus score for conducive environment to concentrate and good support system for students and sports and cultural activities conducted regularly were 68% and 48% respectively. The students were happy with the infrastructure and the

**TRUE COPY ATTESTED** Consensus score was 72%.

We collected feedback from 94 students at the end of third professional year using the same

format of feedback forms, we found that the consensus score was 79% for lectures being regularly conducted.

Regarding feedback about teachers, the consensus score for teachers being regular for their class and being well prepared for the class were 80% and 76% respectively. Under educational environment, consensus score for conducive environment to concentrate was 62% respectively. The students were happy with the infrastructure and the consensus score was 64%.

Ninety students contributed to the feedback collected at the end of fourth professional year. we found that the consensus score was 68% for community based learning and it was 84% for clinical cases being adequately discussed. The students expressed satisfaction about the knowledge of teachers and for being well prepared for classes.

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**Medical Education Unit**

**Feedback report from various stakeholders**

The College council in our institution is involved in collecting regular feedback from students across all the four professional years. The feedback are obtained through the Medical Education Unit at the end of each professional year with the help of feedback forms designed to capture information about four major components namely, teaching, teachers, educational environment and infrastructure available on a five point Likert scale, Strongly Agree, Agree, Uncertain, Disagree and Strongly Agree. The results for each variable are expressed in frequencies and percentages. We calculated consensus score for each item and a score of more than 80% is considered to be good. Each component has five questions. We also obtain suggestions for further improvement. We follow anonymous data collection and maintain confidentiality of the data obtained.

At the end of first professional year, we collected feedback from 129 students. For the feedback about teaching, we obtained a score of 86% for lectures being regularly conducted, 78% for practical classes being regularly conducted and 77% for adequate hands-on training being given to students. Regarding feedback about teachers, the consensus score was 81% for teachers being well prepared for the class. Under educational environment, consensus score for good support system for students and sports and cultural activities conducted regularly were 68% and 68% respectively. The students were happy with the infrastructure and the consensus score was 80%.

At the end of second professional year, we collected feedback from 117 students. For the feedback about teaching, we obtained a score of 85% for lectures being regularly conducted, 79% for practical classes being regularly conducted and 79% for adequate hands-on training being given to students. Regarding feedback about teachers, the consensus score for teachers being well prepared for the class and good communication skills of teachers were 78% and 76% respectively. Under educational environment, consensus score for conducive environment to concentrate and good support system for students and sports and cultural activities conducted regularly were 65% and 57% respectively. The students were happy with the infrastructure and the consensus score was 71%.

We collected feedback from 90 students at the end of third professional year using the same format of feedback forms. We found that the consensus score was 74% for lectures being regularly conducted. Regarding feedback about teachers, the consensus score for teachers being regular for their class and being well prepared for the class were 80% and 78% respectively. Under educational environment, consensus score for conducive environment to concentrate was 66% respectively. The students were happy with the infrastructure and the consensus score was 63%.

Ninety one students contributed to the feedback collected at the end of fourth professional year. We found that the consensus score was 66% for community based learning and it was 78% for clinical cases being adequately discussed. The students expressed satisfaction about the knowledge of teachers and for being well prepared for classes.

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At the end of first professional year, we collected feedback from 123 students. For the feedback about teaching, we obtained a score of 85% for lectures being regularly conducted, 78% for practical classes being regularly conducted and 77% for adequate hands-on training being given to students. Regarding feedback about teachers, the consensus score was 79% for teachers being well prepared for the class. Under educational environment, consensus score for good support system for students and sports and cultural activities conducted regularly were 68% and 66% respectively. The students were happy with the infrastructure and the consensus score was 78%.

At the end of second professional year, we collected feedback from 114 students. For the feedback about teaching, we obtained a score of 84% for lectures being regularly conducted, 78% for practical classes being regularly conducted and 78% for adequate hands-on training being given to students. Regarding feedback about teachers, the consensus score for teachers being well prepared for the class and good communication skills of teachers were 77% and 75% respectively. Under educational environment, consensus score for conducive environment to concentrate and good support system for students and sports and cultural activities conducted regularly were 68% and 63% respectively. The students were happy with the infrastructure and the consensus score was 71%.

We collected feedback from 88 students at the end of third professional year using the same format of feedback forms. We found that the consensus score was 74% for lectures being regularly conducted. Regarding feedback about teachers, the consensus score for teachers being regular for their class and being well prepared for the class were 80% and 77% respectively. Under educational environment, consensus score for conducive environment to concentrate was 62% respectively. The students were happy with the infrastructure and the consensus score was 63%.

Eighty seven students contributed to the feedback collected at the end of fourth professional year. We found that the consensus score was 65% for community based learning and it was 77% for clinical cases being adequately discussed. The students expressed satisfaction about the knowledge of teachers and for being well prepared for classes.

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