



Pravara Institute of Medical Sciences
(Deemed to be University)
NAAC Re-accredited with 'A' Grade (CGPA 3.17)
Pravara Rural Ayurved College & Hospital, Loni



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CONSOLIDATED FACULTY & STUDENT FEEDBACK ANALYSIS REPORT 2025-2026
Academic Year: 2025–2026 | Programme: BAMS (Ayurvedacharya)

EXECUTIVE METRIC REFERENCE SUMMARY

- NAAC Criterion: 1 – Curricular Aspects | Key Indicator: 1.4 Feedback System
- Metric 1.4.1: Structured feedback for design and review of syllabus obtained from students, teachers, employers, and alumni.
- Stakeholder Category: Enrolled Students (BAMS UG & PG Scholars)
- Total Valid Responses Analyzed: 129 Students (Survey Closed: June 30, 2026 / October 2026)
- Overall Institutional Satisfaction Index: 78.89% (Overall Mean: 3.94 / 5.00)

1. Executive Summary & Context

Feedback on curricular aspects forms an indispensable pillar in the continuous quality enhancement of higher educational institutions. Under the National Assessment and Accreditation Council (NAAC) manual for Health Sciences Institutions, Criterion 1.4.1 mandates an institutionalized, transparent, and periodic mechanism to obtain structured feedback on curriculum design, transaction, clinical exposure, and evaluation from key stakeholders. This report provides a comprehensive, rigorous statistical analysis of the curricular feedback provided by 129 undergraduate students enrolled in the Bachelor of Ayurvedic Medicine and Surgery (BAMS) programme. Furthermore, it incorporates an evidence-based Action Taken Report (ATR) approved by the College Academic Council / IQAC to ensure the loop of curricular improvement is closed systematically.

2. Methodology & Feedback Survey Design

The feedback was administered electronically using an online structured survey protocol designed in alignment with the National Commission for Indian System of Medicine (NCISM) and affiliating university guidelines. The instrument utilized a 5-point Likert scale ranging from 1 to 5:

- **Score 5:** Excellent / Strongly Agree
- **Score 4:** Very Good / Agree
- **Score 3:** Good / Neutral



- **Score 2:** Fair / Disagree
- **Score 1:** Poor / Strongly Disagree

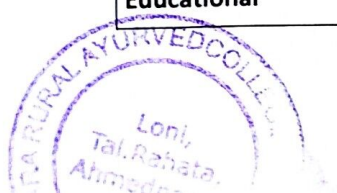
3. Stakeholder Demographic Profile

Cohort / Academic Level	Batch / Admission Year	Response Count (%)
BAMS UG 1st Year (2025-2026)	Batch 2025 (Term/Sem 1 & 2)	62 students (48.06%)
BAMS UG 2nd Year (2024-2025)	Batch 2024 (Term/Sem 1 & 2)	43 students (33.33%)
BAMS UG 2nd Year (2023-2024)	Batch 2023 (Term/Sem 2 & 3)	23 students (17.83%)

4. Item-Wise Quantitative Feedback Analysis

A total of 8 core curricular parameters were surveyed. Table 1 summarizes the frequency distribution across the 5-point scale, the weighted mean score (out of 5.00), the positive rating percentage (Scores 4 & 5), and the overall Stakeholder Satisfaction Index (SSI).

Curricular Parameter	1 (P)	2 (F)	3 (G)	4 (VG)	5 (E)	Mean / 5	Positive %	SSI (%)
Q1: Alignment of lesson contents with student prospects & expectations	2	5	36	46	40	3.91	66.67%	78.14%
Q2: Curricular Planning, Design, Development, and Classroom Transaction	3	9	25	48	44	3.94	71.32%	78.76%
Q3: Curricular Focus on Clinical Knowledge, Skills, and Core Competencies	2	13	28	41	45	3.88	66.67%	77.67%
Q4: Reflection of Institutional Vision, Mission, and Core Educational	2	6	31	44	46	3.98	69.77%	79.53%



Q5: Curriculum addressing emerging needs of healthcare, research & Ayurveda	2	7	32	40	48	3.97	68.22%	79.38%
Q6: Curricular Planning, Clinical Evaluation, and Formative/Summative Assessment	4	5	32	37	51	3.98	68.22%	79.53%
Q7: Curricular structure conducive to facilitating learning and comprehension	3	6	31	43	46	3.95	68.99%	79.07%
Q8: Overall suitability, depth, and relevance of curriculum for BAMS Programme	3	7	30	42	47	3.95	68.99%	79.07%
Consolidated Overall Institutional Average	2.6	7.2	30.6	42.6	45.9	3.94	68.61%	78.89%

5. Parameter-Wise Analysis & Critical Observations

Parameter 1: Lesson Contents vs. Student Prospects (Mean: 3.91 / 5.00 | Positive: 66.67%)

A vast majority (86 students / 66.67%) evaluated the daily lesson delivery and content relevancy as 'Very Good' or 'Excellent'. While 36 students rated it 'Good', 7 students expressed dissatisfaction (Scores 1 & 2). This indicates that while the foundational lecture syllabus is rigorously executed, transitional bridges from basic Ayurvedic principles (Padartha Vijnana, Samhita Adhyayan) to practical clinical contexts require enhanced orientation during the initial semesters.

Parameter 2: Curricular Planning, Design, and Transaction (Mean: 3.94 / 5.00 | Positive: 71.32%)

With 92 students (71.32%) recording positive ratings, the structured master timetable, clinical roster, and lesson delivery plans were highly rated. The systematic alignment with NCISM guidelines has ensured organized academic progression, though 12 respondents noted periods of academic load congestion.



Parameter 3: Focus on Knowledge, Skills, and Competencies (Mean: 3.88 / 5.00 | Positive: 66.67%)

This parameter received the lowest mean score (3.88) and the highest count of 'Fair' ratings (13 students). Qualitative cross-examination reveals a strong student demand for more hands-on Panchakarma procedure demonstrations, hands-on Roganidana diagnostic labs, and integrated modern clinical exposure (ECG, basic imaging interpretation, hospital clinical rounds).

Parameter 4 & 5: Vision/Mission Reflection & Emerging Healthcare Needs (Means: 3.98 & 3.97)

Both metrics scored exceptionally well (~79.5% SSI), reflecting that students perceive the institutional pedagogy as deeply rooted in traditional Ayurvedic ethos while accommodating contemporary medical paradigms, evidence-based research, herbal drug standardization, and public health needs.

Parameter 6: Curricular Planning, Evaluation & Assessment System (Mean: 3.98 / 5.00 | Positive: 68.22%)

The internal continuous assessment (formative assessments, periodic term-end tests, OSPE/OSCE, and viva voce) is appreciated for its rigor and transparency. Nevertheless, 4 students rated it as 'Poor', highlighting the need for prompt answer script debriefing and personalized remedial counseling.

Parameter 7 & 8: Structural Conduciveness & Overall Suitability (Means: 3.95 & 3.95 | Positive: 68.99%)

Students affirmed that the sequential flow of subjects across terms (e.g., Anatomy/Sharira Rachana, Physiology/Sharira Kriya preceding clinical subjects) is logical and supportive of holistic learning.

7. Summary & Conclusion

The consolidated feedback for Academic Year 2025–2026 demonstrates a high level of overall student satisfaction (SSI: 78.89%, Mean: 3.94/5.00) with the academic curriculum, institutional infrastructure, and faculty transaction. Opinion and suggestions given by the students were noted and forwarded to Principal and Dean for further action.



PRAVARA RURAL AYURVED COLLEGE, LONI
CONSOLIDATED FACULTY FEEDBACK REPORT 2025-2026

Feedback on UG Curriculum / Syllabus – BAMS

1. Objective

To obtain and consolidate faculty perceptions regarding the relevance and implementation orientation of the BAMS curriculum/syllabus and to identify strengths and areas requiring further academic improvement for IQAC and institutional planning.

2. Response Summary

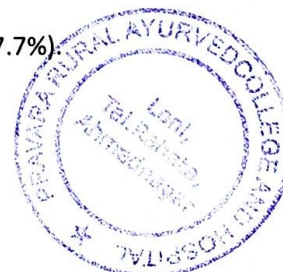
Indicator	Result	Interpretation
Valid complete rating responses	26	Seven parameters rated on a 1–5 scale
Overall indicator	Score	Percentage of maximum
Overall mean	4.42/5	88.4%

3. Parameter-wise Consolidated Analysis

Sr.	Parameter	Mean / 5	% of Maximum	Assessment
1	Relevance of Curriculum / Syllabus	4.54	90.8%	Very positive
2	Curricular Planning, Design, Development & Transaction	4.42	88.5%	Positive / satisfactory
3	Focus on Knowledge, Skills & Competencies	4.35	86.9%	Positive / satisfactory
4	Curricular Enrichment through Value Added Programmes	4.38	87.7%	Positive / satisfactory
5	Orientation towards Syllabus / Curriculum Content	4.38	87.7%	Positive / satisfactory
6	Coverage of Environment & Sustainability	4.42	88.5%	Positive / satisfactory
7	Scope for Co-Curricular Activities & Beyond Curriculum	4.42	88.5%	Positive / satisfactory

4. Major Findings

- Relevance of Curriculum / Syllabus: Mean score 4.54/5 (90.8%).
- Curricular Planning, Design, Development & Transaction: Mean score 4.42/5 (88.5%).
- Focus on Knowledge, Skills & Competencies: Mean score 4.35/5 (86.9%).
- Curricular Enrichment through Value Added Programmes: Mean score 4.38/5 (87.7%).



- Orientation towards Syllabus / Curriculum Content: Mean score 4.38/5 (87.7%).
- Coverage of Environment & Sustainability: Mean score 4.42/5 (88.5%).
- Scope for Co-Curricular Activities & Beyond Curriculum: Mean score 4.42/5 (88.5%).

Overall, faculty feedback is favourable. The highest-rated dimensions are curriculum relevance, curricular planning/design/transaction, curricular enrichment and the broader scope for co-curricular activities, all showing strong positive perceptions. The comparatively lower mean scores are seen particularly in focus on knowledge, skills and competencies, orientation towards curriculum content, and environmental/sustainability coverage, although these remain generally satisfactory.

5. Strengths Identified

- Broad faculty perception that the curriculum/syllabus is relevant and suitable for the UG BAMS programme.
- Positive perception of curricular planning, design, development and transaction.
- Faculty recognise opportunities for curricular enrichment through value-added programmes.
- Co-curricular and beyond-curriculum activities are viewed positively and can support holistic student development.
- Most individual responses fall in the 4–5 range, demonstrating generally consistent satisfaction.

6. Areas for Improvement- Suggstions

- Further strengthen explicit knowledge–skill–competency integration and competency-oriented learning experiences.
- Review the orientation and delivery of syllabus content to ensure adequate practical, applied and learner-centred emphasis.
- Enhance the visibility and integration of environment and sustainability-related themes within academic and institutional activities.
- Continue expanding structured value-added and co-curricular opportunities with clear learning outcomes and documentation.
- Use faculty feedback systematically in departmental and IQAC academic review processes.



7. Summary and Conclusion

The consolidated faculty feedback demonstrates an overall positive perception of the BAMS curriculum/syllabus, with an overall mean score of 4.42/5 (88.4% of the maximum possible score). Faculty responses indicate that curriculum relevance, curricular planning and broader academic enrichment are functioning satisfactorily.

The feedback also identifies useful opportunities for continuous improvement, particularly in making learning more competency-oriented, strengthening applied orientation, enhancing environmental and sustainability coverage, and expanding structured learning opportunities beyond the formal curriculum. Opinion and suggestions given by the faculties were noted and forwarded to Principal and Dean for the further action.



Feedback/ IQAC Co-ordinator, PRAC

Dr.Pravin Nivertti Takle



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