



Pravara Institute of Medical Sciences
Deemed to be University



Dr. Balasaheb Vikhe Patil Rural Medical College

Loni Bk, Tal. Rahata, Dist. Ahmednagar

Key indicator 1.4.1: Feedback system

Consolidated Feedback report on Curriculum for AY 2025-2026



Index

S.N.	Content	Page number
1	Students feedback report	3- 6
2	Faculty feedback report	7-10
3	Professionals feedback report	11-13
4	Alumni feedback report	14- 16
5	Employers feedback report	17- 20

1. Students' feedback report on Curriculum

Introduction

Dr. Balasaheb Vikhe Patil Rural Medical College, Loni is a well-known medical college across Maharashtra and India and follows curriculum given by National Medical Council. Students are most important stake holder for us and their feedback on curriculum, suggestion and opinion are always important for us for continuous improvement in curriculum planning, revision and implementation to improve our self as renowned educational institute of medicine continuously to produce best graduate & postgraduates.

Every year we are obtaining curriculum feedback on Syllabus and Co-Curricular Aspects to upgrade curriculum with changing trends and create competent professionals.

For the present academic year 2025-2026 we obtained feedback from UG & PG medical students.

Methodology:

Feedback for academic year 2025-2026 was collected online by using Feedback form on university portal.

Students feedback on curriculum of 7 items on Likert scale and 8th item consisting of qualitative response related to Curriculum and Co-Curricular Aspects. Each question carried 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 by the students was assessed by taking averages.

The Questionnaire

S.N.	Questions
1	Relevance of Curriculum / Syllabus Their revision and update periodically
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and Professionation
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum
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.
	Suggestion/Opinion (if Any).....

STUDENT FEEDBACK REPORT

1. Executive Summary

- **A total of 309 student responses** were available for analysis. The questionnaire contains eight rating items scored from 1 to 5.
- The overall mean across all seven questions was 4.32/5.00. The median rating for every question was 5.
- Across all individual question responses, 78.1% were rated 4 or 5, while 3.7% were rated 1 or 2.
- Considering each student's average across the seven questions, 73.1% had an average rating of at least 4.0, while 4.2% had an average below 3.0.

2. Question-wise Feedback Analysis

Question	N	Mean	Median	SD	Rating 4–5	Rating 1–2
Question 1	309	4.24	5	0.95	75.1%	4.9%
Question 2	309	4.30	5	0.90	78.3%	3.6%
Question 3	309	4.33	5	0.92	78.0%	4.2%
Question 4	309	4.34	5	0.90	79.0%	3.9%
Question 5	309	4.33	5	0.89	78.6%	3.2%
Question 6	309	4.29	5	0.90	76.7%	3.6%
Question 7	309	4.34	5	0.90	79.6%	3.9%

3. Key Findings

- The highest mean rating was for Question 8 (4.36/5), with 79.3% of responses rated 4 or 5.
- The lowest mean rating was for Question 1 (4.24/5). Even this item remained above 4.0 on average.
- The distribution is strongly positive: median ratings are 5 for all seven questions, and low ratings (1–2) are relatively uncommon.

4. Programme-wise Summary

The dataset contains 302 UG and 7 PG responses. Because the PG subgroup is small, its figures should be interpreted descriptively rather than as a robust comparison.

Programme	Responses	Overall mean
UG	302	4.31
PG	7	4.46

5. Year/Semester-wise Summary

Semester distribution:

- Semester I: 137 responses; mean across eight items = 4.29.
- Semester II: 142 responses; mean across eight items = 4.37.
- Semester III: 4 responses; mean across eight items = 4.00.
- Semester IV: 12 responses; mean across eight items = 4.21.
- Semester VIII: 14 responses; mean across eight items = 4.26.

7. Suggested Institutional Action

- Maintain the teaching and learning practices reflected in the consistently high ratings.
- Review the response distribution for Questions 1 and 6, which have relatively lower 4–5 proportions than the other items, to identify any specific aspect that can be strengthened.
- Where possible, collect brief qualitative comments alongside the numerical ratings in future feedback cycles; these can help explain the reasons behind lower ratings.
- Standardize programme and course labels in the feedback form/database to improve future analysis and longitudinal comparison.

8. Conclusion

The student feedback dataset demonstrates a strongly positive overall response pattern, with an overall mean of 4.32/5 and approximately 78.1% of all item-level responses rated 4 or 5. The findings support continuation of the existing strengths while using targeted review and qualitative feedback to identify opportunities for further improvement.

2 Faculty feedback report on curriculum

Introduction

Dr Balasaheb Vikhe Patil Rural Medical College is well known medical institute in medical education across Maharashtra and India and follows curriculum given by National Medical Council (NMC). We are having faculty as per norms, well qualified and well experienced. Faculty are most important stake holder for us and their feedback on curriculum, suggestion and opinion is always important for us for continuous improvement in curriculum planning, revision and implementation to improve our self as renowned educational institute in Medicine continuously and give best graduates & postgraduates.

Every year we are obtaining curriculum feedback on Syllabus and Co-Curricular Aspects to upgrade medical curriculum with changing trends to create competent professionals.

Methodology

Feedback for academic year 2025-2026 was collected online by using FB form on university portal & its data base.

Faculty feedback on curriculum of 7 items on Likert scale. The 8th item consists of qualitative response of faculty related to Curriculum and Co-Curricular Aspects. Each question carried 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 by the faculty was assessed by taking averages.

The Questionnaire

S.N.	Questions
1	Relevance of Curriculum / Syllabus Their revision and update periodically
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship
4	Curricular Enrichment through Value Added Programmes / Training / Workshops to enhance Skills, competence and Professionation
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programmes

6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum
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.
	Suggestion/Opinion(if Any).....

FACULTY FEEDBACK REPORT

1. Executive Summary

The faculty feedback dataset contains 103 responses. The overall mean across the seven scored feedback items (Q1–Q7) is 4.36/5. **The item means range from 4.24 to 4.44, indicating generally positive faculty perceptions.** Written feedback was provided by 43 respondents.

Among the written comments, approximately 25 of 43 (58%) explicitly indicated no suggestion, no concern, or that the programme was satisfactory. The remaining comments provide constructive suggestions mainly around competency-based training, NEP-aligned implementation, skills-laboratory/model training, interdisciplinary and community exposure, student wellbeing, curriculum stability, and attendance systems.

2. Response Profile

Category	Responses	Percentage
Total faculty responses	103	100.0%
UG curriculum feedback	58	56.3%
PG curriculum feedback	45	43.7%

Reported teaching/academic experience of faculty ranged from 0 to 38 years, with a mean of 15.0 years and a median of 13 years.

3. Quantitative Feedback Analysis

Feedback item	Mean / 5	Median	Minimum	Maximum
Q1	4.44	5	2	5
Q2	4.31	4	2	5
Q3	4.36	5	2	5
Q4	4.38	5	2	5

Q5	4.42	5	2	5
Q6	4.24	4	2	5
Q7	4.41	5	3	5

Across all 721 scored observations, the response distribution was: 371 ratings of 5, 258 ratings of 4, 76 ratings of 3, and 16 ratings of 2. Thus, 87.2% of scored responses were 4 or 5.

4. Key Themes from Written Feedback

Theme	Indicative comments / focus	No. of mentions*
Competency-based education / skills training	Strict competency implementation; more elaborate model/skills training; progression from knowledge to capability.	4
Interdisciplinary, community and soft-skill development	Interdisciplinary learning, community-based experiences and structured soft-skill training.	2
Student wellbeing / stress management	Stress-management activities incorporated into the curriculum.	1
Use of simulation / presentations / practical exposure	Greater use of skills laboratories, simulations, presentations and field exposure.	1
Administrative / attendance support	Biometric attendance suggested as a faculty-support measure, particularly for UG classes.	1

*Mentions are based on keyword/theme identification in the written comments; one comment may contribute to more than one theme.

5. Strengths Identified

- **Overall faculty ratings are positive, with an aggregate mean of 4.36/5.**
- **A large majority of scored responses fall in the 4–5 range.**
- Several respondents explicitly described the curriculum/programme as very good, satisfactory, progressive, or aligned with norms.
- Faculty comments recognize the shift toward competency- and capability-based education, practical exposure, simulation and field learning.

6. Areas for Consideration / Improvement

- Strengthen competency-based education through structured skills-laboratory practice, model-based training and simulation.
- Expand interdisciplinary learning, community-based experiences and soft-skill development where appropriate.
- Consider incorporating student stress-management and wellbeing activities within the academic framework.

- Maintain reasonable curriculum stability and communicate changes clearly to minimize implementation confusion.
- Evaluate the feasibility of biometric attendance or other appropriate attendance-management mechanisms, particularly for UG programmes.

7. Suggested Action Plan

Priority area	Suggested action	Indicative responsibility	Review indicator
Competency & skills	Schedule additional skills-lab, model and simulation-based sessions.	Departments / Skills Lab	Session records & competency checklists
Interdisciplinary & community learning	Increase structured interdisciplinary and field/community exposure.	Programme Coordinators	Activities and participation documented
Student wellbeing	Explore inclusion of stress-management/wellbeing activities.	Student Support / Departments	Activities conducted and feedback obtained
Curriculum communication	Use planned communication for curriculum revisions and implementation.	Academic Administration	Faculty/student communication records
Attendance	Assess feasibility of biometric or equivalent attendance systems.	Administration / IT	Feasibility review and implementation report

8. Conclusion

The faculty feedback reflects a generally positive assessment of the curriculum/programmes, with an overall quantitative mean of 4.36/5. The written responses contain relatively few concerns and are predominantly constructive.

The main opportunities identified are to strengthen competency-based and practical learning, expand interdisciplinary/community/soft-skill components, address student wellbeing, maintain curriculum continuity, and consider improved attendance systems. These findings can be used by the concerned academic committees for action planning and periodic review.

3. Professionals' feedback on curriculum

Introduction

Dr Balasaheb Vikhe Patil Rural Medical College is well known medical college in medical education across Maharashtra and India and follows curriculum given by NMC. We are obtaining feedback on various stakeholder i.e. students, faculty, alumni, employers and professionals. Professionals are most important stake holder for us and their feedback on curriculum, suggestion and opinion is always important for us for continuous improvement in curriculum planning, revision and implementation to improve ourselves as renowned educational institute in medicine continuously to give best medical graduate & postgraduates.

Every year we are obtaining curriculum feedback from professionals on Syllabus and Co-Curricular Aspects to upgrade medical curriculum with changing trends to create competent professionals.

For the present academic year 2025-2026 we obtained feedback from various professionals across India for our Medical UG & PG courses.

Methodology

Feedback for academic year 2025-2026 was collected online by using University portal & its database. Professionals feedback on curriculum of 9 items on Likert scale and 10th item consist of qualitative response of alumni related to Curriculum and Co-Curricular Aspects. Each question carried 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.

The Questionnaire

S. N	Questions
1	Syllabus is suitable for the course
2	Curriculum developed and implemented has relevance to the local, regional, national and global health care needs.
3	Programme outcome of syllabus is well defined and clear.
4	Course outcome of syllabus is well defined and clear.
5	The courses have well balanced in theory and practical
6	Curriculum focus on competency /employability/entrepreneurship / skill development
	Academic flexibility in curriculum which provides opportunity for students to

7	pursue their interest.
8	How do you rates student's knowledge about soft skills, procedural skill, professionalism, communication skill required for profession.
9	Periodical syllabus revision as per changing health care needs.
10	Suggestion/Opinion(if Any).....

PROFESSIONAL FEEDBACK REPORT

1. Executive Summary

A total of 3 professional respondents provided feedback. Across the 9 completed rating questions, 27 individual ratings were available. The overall mean rating was 4.56/5, and 96.3% of responses were positive (rating 4 or 5). Question 10 was not completed by any respondent and was therefore excluded from the quantitative analysis.

2. Respondent Profile

Parameter	Finding
Number of respondents	3
Faculty	Medical (3/3; 100%)
Designation	Professor/HOD (2); Associate Professor (1)
Experience	12–35 years; mean 22.3 years
Curriculum feedback	UG: 2; PG: 1
Programme recorded	MBBS (2/3); MD/MS (1/3)

3. Question-wise Feedback Analysis

Question	Responses	Mean Rating / 5	Positive Rating (4–5)
Q1	3	5.00	100.0%
Q2	3	4.67	100.0%
Q3	3	4.67	100.0%
Q4	3	4.33	100.0%
Q5	3	4.67	100.0%
Q6	3	4.33	100.0%
Q7	3	4.67	100.0%
Q8	3	4.67	100.0%

Q9	3	4.00	66.7%
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Overall mean rating: 4.56/5. Overall positive response rate: 96.3%.

4. Rating Distribution

Rating	Number of Responses	Percentage
1	0	0.0%
2	0	0.0%
3	1	3.7%
4	10	37.0%
5	16	59.3%

5. Key Findings

- **The overall feedback was favorable, with an average rating of 4.56/5 across completed items.**
- 96.3% of all completed ratings were in the positive range (4 or 5).
- The majority of ratings were 4 or 5, indicating generally favorable professional feedback.
- Q1, Q2, Q3, Q5, Q7 and Q8 received the highest mean rating (where applicable based on the recorded data).
- Q9 had the lowest mean rating (4.00/5) and had a 66.7% positive rating; this item may be considered for closer review.

6. Recommendations

- Make feedback as integral part of examination software so that it can be submitted online after Theory/Practical evaluation is completed by respective examiners(Professional)
- Continue the curriculum components that received consistently high ratings.
- Collect feedback from a larger and more diverse group of professionals in subsequent cycles to improve representativeness.
- Where possible, retain item-specific comments alongside numerical ratings to support targeted curriculum improvement.

7. Conclusion

The professional feedback dataset indicates generally favourable perceptions of the curriculum/programme, with an overall mean score of 4.56/5 and 96.3% positive ratings across the 9 completed questions. The findings support continuation of well-rated areas while highlighting the lower-rated item(s) for focused review. Because the number of respondents is small (n=3), these results should be interpreted as feedback from the participating professionals rather than as a statistically representative estimate of all stakeholders.

4. Alumni Feedback on Curriculum

Introduction

Dr. Balasaheb Vikhe Patil Rural Medical College, Loni has a registered alumni association and every year they organize various educational activities of alumni. Our alumni after graduation/postgraduation/doctorate and are working across the globe and serving various reputed and renowned organization on various capacities in clinical and educational setups.

Their suggestion and opinion are always important for us for continuous improvement in curriculum planning, revision and implementation to improve ourselves as an educational institute.

Every year we are obtaining curriculum feedback on Syllabus and Co-Curricular Aspects from our Alumni to upgrade curriculum with changing trends and create competent professionals.

Methodology

Feedback for academic year 2025-2026 was collected online by using FB form on our university portal & its data base.

Alumni feedback format consists of total 9 items on Likert scale and 10th item consists of qualitative response of alumni related to Curriculum and Co-Curricular Aspects. Each question carried 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 by the students was assessed by taking averages.

Questionnaire

S.N.	Questions
1.	Relevance of Curriculum / Syllabus revision and update periodically
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship
4	Curricular Enrichment through Value Added Programmes / Training /Workshops to enhance Skills, competence and Professionation
5	Orientation towards Syllabus / Curriculum (Content / Delivery/Transaction / Evaluation) through Foundation / Induction / Orientation Programmes
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum

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
8	Clinical material and Learning Resources at Hospital, Learning Resources Community
9	Guidance, Mentorship, Peer Learning, hand holding
	Suggestion/Opinion(if Any).....

ALUMNI FEEDBACK REPORT

1. Executive Summary

The alumni feedback dataset contains **63 responses**. Seven quantitative feedback items were rated on a 1–5 scale. The combined mean score across all scored responses is **3.95/5**, and 65.8% of all recorded ratings were 4 or 5.

The item-level means are closely grouped between 3.89 and 4.00, indicating broadly positive feedback with some scope for improvement. Since the Excel sheet does not contain the wording of Questions 1–7, this report identifies them by question number rather than assigning an unverified meaning.

2. Respondent Profile

Category	Responses
Total alumni responses	63
PG respondents	36
UG respondents	27
Dr. Balasaheb Vikhe Patil Rural Medical College	60
School of Public Health and Social Medicine (SPHSM)	3

3. Quantitative Feedback Analysis

The table below summarizes the seven rating questions. “4–5 %” represents the proportion of respondents who selected either 4 or 5 for that item.

Item	Mean / 5	Median	4–5 %	Minimum	Maximum
Q1	3.97	4	65.1	1	5
Q2	3.97	4	66.7	2	5
Q3	3.98	4	68.3	2	5
Q4	4.0	4	65.1	2	5
Q5	3.92	4	65.1	1	5
Q6	3.89	4	65.1	1	5
Q7	3.9	4	65.1	1	5

Q4 has the highest mean score at 4.00/5. Q6 has the lowest mean score at 3.89/5. The difference between these two means is small (0.11 points), so the seven areas show a relatively consistent pattern.

4. Qualitative Feedback

9 respondents entered a written comment in Q8.

Some important suggestions were:

1. Arrange for a regular Alumni meets on large scale, where we can meet our professors and share our knowledge and experiences.
2. More regular activities of alumni association including grand meets.

5. Key Themes Identified

Alumni engagement: A respondent suggested organizing a meaningful alumni event where alumni can meet faculty and exchange knowledge and experiences.

Reach to alumni: The same feedback highlighted the importance of contacting a wider group of passed-out students when alumni activities are organized.

Positive/general feedback: Several respondents provided short positive or neutral comments such as “Good”, “No suggestion”, “Nil”, or “Not applicable”.

6. Suggested Action Areas

1. Consider conducting a structured alumni interaction/meet-up involving alumni and faculty, with advance outreach to improve participation.
2. Strengthen mechanisms for maintaining an updated alumni contact database so that communication can reach a broader group of passed-out students.
3. Continue collecting alumni feedback periodically so that trends can be compared across batches and years.

7. Conclusion

The alumni feedback shows an overall mean rating of 3.95/5 across the seven scored items. The responses indicate generally favourable feedback, while the written comments point to practical opportunities for stronger alumni engagement, broader alumni outreach, and greater emphasis on updated/practical clinical learning. These findings can be used as inputs for academic review and alumni engagement planning.

5. Employer's feedback report

Introduction:

Dr. Balasaheb Vikhe Patil Rural Medical College, Loni Bk. Our alumni after graduation are working across the globe and serving various reputed and renowned organization on various capacities in clinical and educational setups.

They work at various state government, military, corporate hospital sector and are owning their own health care facilities.

Employer's feedback about our alumni where they work is always important for us for continuous improvement in curriculum planning, revision and implementation to improve our self as an educational institute.

Methodology:

Feedback for academic year 2025-2026 was collected online by using FB form on university portal & its data base.

Employers feedback format consist total 13 items on Likert scale and 14th item consist of qualitative response of alumni related to Curriculum and Co-Curricular Aspects in terms of opinion and suggestions. Each question will carry 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 will be placed at the end.

The Questionnaire

S.N.	Questions
1	Performance of our graduate
2	Adoption of new technology as per requirement
3	Leadership abilities
4	Professional abilities
5	Ethical practice
6	Communication skill
7	Developing practical solution to work place problems
8	Working as part of a team

9	Creative in response to work place challenges
10	Self-motivated and taking appropriate level of responsibility
11	Open to new ideas & learning new techniques
12	Using technology & work place equipments
13	To contribute to the goal of the organization
	Suggestion/Opinion(if Any).....

EMPLOYER FEEDBACK REPORT

1. Executive Summary

The employer feedback dataset contains 6 respondents. Across the 78 completed rating observations, the overall mean rating was **4.72/5**. 98.7% of all recorded ratings were 4 or 5, and 75.6% were rated 5. **The results therefore show a predominantly positive assessment across the measured areas.**

2. Respondent Profile

Profile characteristic	Summary
Number of respondents	6
Institutions represented	2
Institutions	1. DVVPF's Medical College & Hospital , Vilad Ghat Ahilyanagar, DBVP State University 2. PCMC's PGI YC Memorial Hospital Pune
Designations represented	Professor; Asso professor, Assistant Professor, Senior resident;
Mean total experience	9.8 years
Total experience range	1–25 years

The respondent group includes research, teaching/academic, clinical and student-level roles, providing feedback from multiple professional contexts.

3. Question-wise Feedback Analysis

Question	Responses	Mean / 5	Median	Minimum	Maximum
Q1	6	4.67	5.0	4	5
Q2	6	4.67	5.0	4	5
Q3	6	4.83	5.0	4	5
Q4	6	5.00	5.0	5	5
Q5	6	4.67	5.0	4	5
Q6	6	5.00	5.0	5	5
Q7	6	4.83	5.0	4	5
Q8	6	4.50	4.5	4	5
Q9	6	4.83	5.0	4	5
Q10	6	4.67	5.0	4	5
Q11	6	4.00	4.5	1	5
Q12	6	4.83	5.0	4	5
Q13	6	4.83	5.0	4	5
Q14	0	N/A	N/A	N/A	N/A

Interpretation: Q4 and Q6 received the highest possible mean rating of 5.00. Q3, Q7, Q9, Q12 and Q13 also showed very high mean ratings (4.83). Q8 had a mean of 4.50. Q11 had the lowest mean (4.00) and the widest observed range (1–5), indicating greater variation among respondents for that particular feedback area.

4. Key Positive Findings

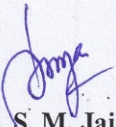
- **Overall feedback is strongly positive, with a mean rating of 4.72/5.**
- Most individual ratings fall in the 4–5 range, indicating consistently favorable responses.
- Q4 and Q6 achieved a full mean score of 5.00.
- Several additional questions achieved means of 4.83, showing broad agreement among respondents.
- The respondent group includes experienced professionals, with total experience ranging from 1 to 25 years.

6. Suggested Action Points

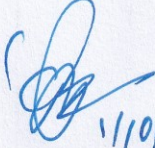
1. Review the exact wording and intended competency/area measured by Q11 and examine the reason for the single low rating.
2. Maintain the practices associated with the strongest-rated areas, particularly Q4 and Q6.
3. Review Q8 for possible opportunities to strengthen the relevant academic, professional or training process.
4. Continue periodic employer feedback collection so that trends can be compared across batches/years.
5. Ensure all feedback questions, including Q14, are completed or clearly marked as not applicable to improve completeness of future datasets.

7. Conclusion

The employer feedback results demonstrate an overall favourable response, with an aggregate mean of 4.72 / 5 across 78 completed ratings. The majority of feedback areas received high ratings, while Q11 and Q8 warrant closer review because they showed comparatively lower or more variable responses. Given the small sample size and the absence of Question 14 responses, the report should be used primarily for quality-improvement and curriculum/program review rather than broad statistical inference.



Dr. S. M. Jain
Coordinator Feedback
Dr. BVP RMC, Loni



11/01/26
Dr. Satish Mahajan
Dean
Dr. BVP RMC, Loni