



PRAVARA INSTITUTE OF MEDICAL SCIENCES
(DEEMED TO BE UNIVERSITY)

School of Public Health and Social Medicine

Loni Bk

Feedback Report 2025-2026

Internal Quality Assurance Cell



Index

SN	Content	Page No.
1	Students Feedback Report	7 – 10
2.	Faculty Feedback Report	11 – 13
3.	Alumni Feedback Report	14
4.	Employer Feedback Report	15
5.	Professional Feedback Report	16



Students Feedback Report

Introduction:

The **School of Public Health and Social Medicine (SPHSM)**, formerly known as the **Centre for Social Medicine**, was established in **2001** under the aegis of the Pravara Medical Trust (PMT) and Pravara Institute of Medical Sciences (PIMS). Since its inception, the School has been committed to addressing the **multidisciplinary and multidimensional health and developmental needs of underserved, vulnerable, and marginalized populations**, with particular emphasis on rural communities, tribal populations, and urban slum populations.

The School adopts a **holistic, community-oriented approach** that integrates education, research, vocational and skill-based training, community-oriented healthcare, and developmental interventions. Its activities are designed to bridge the interface between academic knowledge and community needs, thereby promoting the development of health professionals who are responsive to the social, cultural, economic, environmental, and health determinants affecting diverse populations.

A distinctive feature of SPHSM is its emphasis on **interdisciplinary and collaborative education**. The School works closely with various academic, clinical, and research programmes within the university, including **Medicine, Dentistry, Nursing, Physiotherapy, Medical Biotechnology, Pharmacy, and other Allied Health Sciences disciplines**. Such collaboration facilitates exposure to multiple professional perspectives and strengthens the integration of public health principles into health sciences education. Through this approach, the School has developed and implemented its distinctive pedagogy of “**Community-Oriented Professional Medical and Health Sciences Education**,” which seeks to connect classroom learning, field-based experience, community engagement, research, and professional practice.

Since **2005**, SPHSM has been recognized by the **Ministry of Human Resource Development (MHRD) and the University Grants Commission (UGC), Government of India**, as a **Constituent Unit of Pravara Institute of Medical Sciences – Deemed to be University (PIMS-DU)**. The School offers academic programmes in **Public Health and Social Medicine under the Faculty of Allied Health Sciences** and follows the curriculum and academic framework prescribed by the University Grants Commission and applicable regulatory and academic requirements. Over the years, SPHSM has established itself as a centre for education, training, research, and community-oriented practice in **Public Health and Social Medicine**, serving learners from Maharashtra and other parts of India.

Student Feedback as an Integral Component of Academic Quality Improvement

At SPHSM, **students are regarded as important stakeholders in the academic process**. Their learning experiences, perceptions, suggestions, and constructive feedback provide valuable inputs for evaluating the effectiveness and relevance of academic programmes. Student feedback is therefore viewed not merely as an assessment of teaching and learning, but as an important component of the School’s **continuous quality improvement and academic review process**.



The curriculum of a professional programme must remain responsive to changing health priorities, advances in knowledge and technology, emerging professional competencies, evolving healthcare systems, and the expectations of society. Accordingly, regular feedback from students provides an opportunity to identify areas of strength as well as areas where curriculum content, teaching-learning processes, practical exposure, field experiences, co-curricular activities, assessment practices, and other academic components may be further strengthened.

SPHSM therefore undertakes **annual student feedback on curriculum and co-curricular components** as part of its systematic academic review process. Feedback is sought on the relevance, adequacy, organization, and applicability of the syllabus and on the extent to which academic and co-curricular activities contribute to students' professional development. The information generated through this process is considered as an important input for **curriculum review, curriculum enrichment, academic planning, and enhancement of teaching-learning practices**.

The feedback process also provides students with a structured opportunity to express their **opinions, suggestions, expectations, and perceived areas for improvement**. This promotes a participatory academic environment in which students are encouraged to contribute to the ongoing development of their educational programmes. Such an approach is consistent with the broader objective of developing programmes that are learner-centred, professionally relevant, community-responsive, and aligned with contemporary public health and healthcare requirements.

Student Feedback for the Academic Year 2025–2026

For the **academic year 2025–2026**, student feedback on the **syllabus and co-curricular components** was obtained from learners enrolled in the academic programmes offered through SPHSM. The feedback covered students from the following programmes:

1. **Master of Public Health (MPH)**
2. **Master of Social Work (MSW-H)**
3. **Post Graduate Diploma in Hospital and Healthcare Management (PGDHHM)**
4. **Diploma in Optometry and Ophthalmic Assistant (D.O. & O.A.)**

The feedback collected from students provides an important source of evidence for reviewing the academic experience across these programmes. It enables the School to understand students' perceptions regarding the relevance and adequacy of curricular content, the contribution of academic and co-curricular activities to professional competencies, and areas where further improvement or enrichment may be appropriate.

The annual feedback exercise is consequently viewed as a **structured mechanism for stakeholder participation and continuous academic improvement**. The observations and suggestions received from students are considered during the academic review process and may inform appropriate modifications, enrichment activities, teaching-learning strategies, practical and field-based exposure, and other measures aimed at strengthening programme quality.

Through this systematic process of **feedback, review, reflection, and improvement**,



SPHSM continues to strengthen its commitment to academic excellence and to the preparation of **competent, socially responsible, community-oriented, and professionally capable public health and allied health professionals** who can respond effectively to the changing health and developmental needs of society.

Methodology for Collection and Analysis of Student Feedback

For the **academic year 2025–2026**, student feedback on the curriculum was collected through an **online feedback mechanism made available through the official PIMS-DU website**. The online mode was adopted to facilitate convenient, systematic, and accessible participation by students enrolled in the various academic programmes of the School of Public Health and Social Medicine (SPHSM).

The feedback questionnaire was designed to obtain students' perceptions regarding the **quality, relevance, adequacy, organization, and overall effectiveness of the curriculum**. The structured questionnaire consisted of **eight items related to the curriculum**. Each item was assessed using a **five-point Likert scale**, enabling students to indicate their level of satisfaction or perception regarding the respective curricular component.

For each of the eight statements/items, students were provided with the following five response options:

Response Category Assigned Score

Poor	1
Average	2
Good	3
Very Good	4
Excellent	5

The five-point scale provided a graded measure of students' perceptions, with a **higher score representing a more favourable assessment of the curriculum**. The use of a uniform scoring system across all eight items facilitated quantitative summarization and comparison of feedback.

In addition to the structured Likert-scale questions, an **open-ended opinion and suggestion box** was provided at the end of the questionnaire. This section enabled students to provide qualitative feedback in their own words, including comments, observations, suggestions, and recommendations regarding the curriculum and related academic experiences. The open-ended component was intended to complement the quantitative responses and provide an opportunity for students to highlight issues or suggestions that may not have been fully captured through the structured questions.



Data Analysis

The responses obtained through the online feedback system were compiled and analyzed systematically. For each of the eight curriculum-related items, the responses were assigned numerical scores ranging from **1 to 5** according to the Likert-scale categories. The **average (mean) score** for each item was calculated to obtain an overall measure of students' perception of that particular curricular component.

The mean score was calculated by summing the scores obtained from all respondents for a particular item and dividing the total by the number of valid responses received for that item. The resulting mean scores were used to assess the overall perception of students and to identify areas receiving relatively higher or lower ratings.

An **overall curriculum feedback score** was also derived by considering the average scores across the eight items. Thus, the analysis provided both **item-wise feedback** and an **overall assessment of the curriculum**, allowing the School to identify areas of strength and areas that may require further review or enhancement.

The qualitative responses provided through the open-ended opinion/suggestion section were reviewed separately. Relevant observations and constructive suggestions were considered as supplementary inputs to the quantitative findings and may be incorporated into the academic review and curriculum improvement process, wherever appropriate.

Interpretation of Feedback

The feedback obtained through this process serves as an important **student stakeholder input for continuous academic quality improvement**. The quantitative mean scores provide a structured indication of students' overall perceptions, while the qualitative comments provide contextual information and specific suggestions for improvement.

The findings of the annual feedback exercise are therefore considered during the School's academic review process to support **curriculum enrichment, improvement in teaching-learning practices, strengthening of co-curricular and academic activities, and alignment of educational programmes with the evolving professional and societal requirements**.

The systematic collection, analysis, and consideration of student feedback demonstrate the School's commitment to a **learner-centred, participatory, and continuous quality improvement approach to curriculum development and implementation**.



Student's Feedback On Curriculum

Table 1: Master of Public Health Students Feedback (N = 10)

SN	Items	Mean
1.	The contents of each lesson were as per my prospects	4.64
2.	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.73
3.	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.82
4.	Curriculum reflects the mission, vision and objectives of the University	4.91
5.	The curriculum addresses the emerging needs of the society	4.82
6.	Curricular Planning, Evaluation and Assessment system of the programmes	4.64
7.	The structure of the curriculum is conducive to facilitate effective transaction of the syllabi	4.82
8.	The curriculum is suitable for the programmes offered	4.64
	Overall mean score	4.75

The MPH student feedback on the curriculum was **highly positive**, with an overall mean score of **4.75 out of 5.00**, indicating a very high level of satisfaction with the curriculum and its implementation. The highest mean score (**4.91**) was observed for the extent to which the curriculum reflects the **mission, vision, and objectives of the University**, followed by **4.82** for curricular focus on knowledge, skills, competencies, attitudes, communication, employability and entrepreneurship, and for addressing emerging societal needs. All eight parameters received mean scores between **4.64 and 4.91**, demonstrating consistently favourable student perceptions across curriculum planning, design, delivery, assessment, structure, and programme suitability. Overall, the findings indicate that the curriculum is perceived by students as **relevant, well-structured, professionally oriented, and aligned with institutional and societal needs**.



Table 2: Master of Social Work Students Feedback (N = 17)

SN	Items	Mean
1.	The contents of each lesson were as per my prospects	4.71
2.	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.59
3.	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.71
4.	Curriculum reflects the mission, vision and objectives of the University	4.76
5.	The curriculum addresses the emerging needs of the society	4.59
6.	Curricular Planning, Evaluation and Assessment system of the programmes	4.82
7.	The structure of the curriculum is conducive to facilitate effective transaction of the syllabi	4.88
8.	The curriculum is suitable for the programmes offered	4.76
	Overall mean score	4.73

The feedback from **17 Master of Social Work (MSW) students** was highly positive, with an **overall mean score of 4.73 out of 5.00**, indicating a very high level of satisfaction with the curriculum. The highest score (**4.88**) was reported for the curriculum structure facilitating effective transaction of the syllabus, followed by **4.82** for curricular planning, evaluation and assessment. Overall, the findings indicate that students perceived the MSW curriculum as **well-structured, relevant, professionally oriented, and aligned with institutional objectives and programme requirements**.



**Table 3: Diploma in Optometry and Ophthalmic Assistant Students Feedback
(N = 9)**

SN	Items	Mean
1.	The contents of each lesson were as per my prospects	4.89
2.	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.78
3.	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.89
4.	Curriculum reflects the mission, vision and objectives of the University	5.00
5.	The curriculum addresses the emerging needs of the society	4.89
6.	Curricular Planning, Evaluation and Assessment system of the programmes	4.78
7.	The structure of the curriculum is conducive to facilitate effective transaction of the syllabi	5.00
8.	The curriculum is suitable for the programmes offered	5.00
	Overall mean score	4.90

The feedback from **9 Diploma in Optometry and Ophthalmic Assistant students** was exceptionally positive, with an **overall mean score of 4.90 out of 5.00**. The highest scores (**5.00**) were recorded for alignment with the University's mission, vision and objectives, curriculum structure, and suitability of the programme, while all other parameters also received very high ratings (4.78–4.89). Overall, the findings indicate **excellent student satisfaction and strong perceived relevance, structure, and professional suitability of the curriculum**.



**Table 4: Post Graduate Diploma in Hospital and Healthcare Management
Students Feedback (N = 6)**

SN	Items	Mean
1.	The contents of each lesson were as per my prospects	4.33
2.	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programmes	4.67
3.	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.67
4.	Curriculum reflects the mission, vision and objectives of the University	4.67
5.	The curriculum addresses the emerging needs of the society	4.50
6.	Curricular Planning, Evaluation and Assessment system of the programmes	4.50
7.	The structure of the curriculum is conducive to facilitate effective transaction of the syllabi	4.83
8.	The curriculum is suitable for the programmes offered	4.67
	Overall mean score	4.60

The feedback from **6 Post Graduate Diploma in Hospital and Healthcare Management (PGDHHM) students** was highly positive, with an **overall mean score of 4.60 out of 5.00**. The highest rating (**4.83**) was observed for the curriculum structure facilitating effective transaction of the syllabus, while other parameters ranged from **4.33 to 4.67**, indicating consistently favourable perceptions. Overall, students perceived the curriculum as **relevant, well-structured, professionally appropriate, and aligned with institutional and programme objectives**, while the comparatively lower score for lesson content provides a potential area for further academic review and enrichment.



Feedback on Curriculum by Faculty for Academic Year

Table 5: Faculty Feedback {MPH} (N = 3)

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically The contents of each lesson were as per my prospects	5.00
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programs	5.00
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	5.00
4	Curricular Enrichment through Value Added Programs / Training /Workshops to enhance Skills, competence and Professionalism	5.00
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programs	5.00
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	5.00
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.	5.00
	Overall mean score	5.00

The feedback from **MPH faculty members** was unanimously positive, with an **overall mean score of 5.00 out of 5.00** across all seven parameters. All aspects, including curriculum relevance and periodic revision, curricular planning and delivery, competency development, value-added programmes, orientation, integration of contemporary public health themes, and co-curricular and scholarly activities, received the **maximum rating of 5.00**. These findings reflect a strong faculty perception that the MPH curriculum is **comprehensive, relevant, professionally oriented, and supportive of holistic student development**.



Feedback on Curriculum by Faculty for Academic Year

Table 6: Faculty Feedback {MSW (H)} (N = 4)

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically The contents of each lesson were as per my prospects	5.00
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programs	5.00
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	5.00
4	Curricular Enrichment through Value Added Programs / Training /Workshops to enhance Skills, competence and Professionalism	5.00
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programs	5.00
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	5.00
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.	5.00
	Overall mean score	5.00

The feedback from **4 MSW (H) faculty members** was unanimously positive, with an **overall mean score of 5.00 out of 5.00** across all seven parameters. Faculty members awarded the maximum score for curriculum relevance and periodic revision, curricular planning and delivery, competency development, value-added activities, student orientation, integration of contemporary and socially relevant themes, and co-curricular and scholarly activities. Overall, the findings demonstrate a **strong faculty perception of the MSW curriculum as comprehensive, relevant, professionally oriented, and conducive to holistic student development.**



Feedback on Curriculum by Faculty for Academic Year

Table 7: Faculty Feedback {PGDHHM} (N = 2)

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically The contents of each lesson were as per my prospects	5.00
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programs	5.00
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	5.00
4	Curricular Enrichment through Value Added Programs / Training /Workshops to enhance Skills, competence and Professionalism	5.00
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programs	5.00
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	5.00
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.	5.00
	Overall mean score	5.00

The feedback from **PGDHHM faculty members** was unanimously positive, with an **overall mean score of 5.00 out of 5.00** across all seven parameters. All aspects, including curriculum relevance and periodic revision, curricular planning and delivery, competency development, value-added programmes, orientation, integration of contemporary and socially relevant themes, and co-curricular and scholarly activities, received the **maximum rating of 5.00**. Overall, the findings indicate that faculty members perceive the PGDHHM curriculum as **comprehensive, relevant, professionally appropriate, and supportive of effective teaching, learning, and student competency development**.



Feedback on Curriculum by Alumni for Academic Year

**Table 8: Alumni Students Feedback {MPH, MSW (H) and D. Opt. & O.A.}
(N = 8)**

SN	Items	Mean
1	Relevance of Curriculum / Syllabus Their revision and update periodically The contents of each lesson were as per my prospects	5.00
2	Curricular Planning, Design, Development, Transaction and Delivery in their Academic Programs	5.00
3	Curricular Focus on Knowledge, Skills, Competence, Attitude, Communication Skill, Employability and Entrepreneurship	4.50
4	Curricular Enrichment through Value Added Programs / Training /Workshops to enhance Skills, competence and Professionalism	5.00
5	Orientation towards Syllabus / Curriculum (Content / Delivery/ Transaction / Evaluation) through Foundation / Induction / Orientation Programs	4.88
6	Coverage of relevant and important topics like Environment, Climate Change, Demography, Health Determinants, Human Rights, Values and Ethics in the curriculum	4.75
7	Scope for Co- Curricular Activities and Beyond curriculum scholarly Activities. Transaction Like Guest Lecture / Seminar / Assignments / Research / Group Discussion/ Field work / Internship / Community	5.00
	Overall mean score	4.88

The feedback from **alumni of the MPH, MSW (H), and Diploma in Optometry and Ophthalmic Assistant programmes** was highly positive, with an **overall mean score of 4.88 out of 5.00**. Alumni awarded the maximum score (5.00) for curriculum relevance and periodic revision, curricular planning and delivery, value-added programmes, and co-curricular and scholarly activities, while all remaining parameters also received very high ratings ranging from **4.50 to 4.88**. Overall, the findings indicate that alumni perceive the curriculum as **relevant, well-planned, professionally enriching, and supportive of competency development and holistic professional preparation**.



Feedback on Curriculum by Employer for Academic Year

Table 9: Employer Feedback (N=5)

SN	Items	Mean
1	Performance of our graduate	4.20
2	Adoption of new technology as per requirement	4.40
3	Leadership abilities	4.20
4	Professional abilities	4.60
5	Ethical practice	4.40
6	Communication skills	4.80
7	Developing practical solutions to workplace problems	4.80
8.	Working as part of a team	4.40
9.	Creative in response to workplace challenges	4.40
10..	Self-motivated and taking on appropriate level of responsibility	4.60
11.	Open to new ideas and learning new techniques	4.40
12.	Using technology and workplace equipment	4.80
13.	To contribute to the goal of the organization	4.80
	Overall mean score	4.52

The feedback from **employers** was highly positive, with an **overall mean score of 4.52 out of 5.00**, indicating a strong level of satisfaction with the performance and professional competencies of the graduates. The highest ratings (**4.80**) were observed for **communication skills, developing practical solutions to workplace problems, use of technology and workplace equipment, and contribution to organizational goals**, while professional abilities and self-motivation also received strong ratings (4.60). Overall, the findings suggest that graduates demonstrate **good professional competence, workplace adaptability, communication, problem-solving ability, teamwork, ethical practice, and readiness to contribute effectively to organizational objectives**.



Feedback on Curriculum by Professionals for Academic Year 2025-26

Table 8: Professional Feedback (N=3)

SN	Items	Mean
1.	Syllabus is suitable for the course	5.00
2.	Curriculum developed and implemented has relevance to the local, regional, national and global health care needs.	5.00
3.	Programme outcome of syllabus is well defined and clear.	4.67
4.	Course outcome of syllabus is well defined and clear.	5.00
5.	The courses have well balanced in theory and practical	5.00
6.	Curriculum focus on competency /employability/entrepreneurship / skill development	4.67
7.	Academic flexibility in curriculum which provides opportunity for students to pursue their interest	5.00
8.	How do you rates student's knowledge about soft skills, procedural skill, professionalism, communication skill required for profession.	5.00
9.	Periodical syllabus revision as per changing health care needs.	4.33
	Overall mean score	4.85

The feedback from **3 professionals** was highly favourable, with an **overall mean score of 4.85 out of 5.00**, indicating strong confidence in the relevance and effectiveness of the curriculum. Most parameters received the maximum score of **5.00**, particularly syllabus suitability, alignment with local to global healthcare needs, clarity of course outcomes, theory–practical balance, academic flexibility, and students' professional and soft skills. The relatively lower ratings for **periodic syllabus revision (4.33)** and competency/employability/skill development (4.67) may provide useful areas for continued curriculum review and enrichment.

Feedback Coordinator

School of Public Health and Social Medicine
Pravara Institute of Medical Sciences - DU

Director

School of Public Health and Social Medicine
PIMS – DU