



**BHARATI VIDYAPEETH (Deemed To Be University)
SCHOOL OF PHYSIOTHERAPY, SANGLI**

TEACHER FEEDBACK ANALYSIS (YEAR 2022-23)

Teacher feedback play an important role in enrichment of learning and better teaching learning outcome. Bharti Vidyapeeth (deemed to be university) School of Physiotherapy, Sangli has taken online feedback from all faculty members of academic year 2022-23 on various aspects of curriculum. Total of 8 faculty members gave the feedback.

Applicability or relevance of the curriculum to real life situations and patients & local developmental needs was rated as excellent by 50 % teachers, good by 50% of teachers.

Rating given by teachers with respect to weightage of curriculum given to skill development, entrepreneurship development and Employability was 25 % as excellent, 62.50 % as good, 12.50 % as fair and 0% as poor.

50 % teachers responded excellent to weightage given to project based learning, whereas 37.50 % rated good, 12.50% rated fair and 0% rated poor weightage given to project based learning.

Weightage given to theory, practical and field work component was rated excellent by 75%, good by 12.50%, average by 12.50% and poor by 0% teachers

When Fulfilment of Programme / Course outcomes was analysed, 87.50 % rated it to be excellent ,12.50 % rated it to be good, 0 % rated it to be average and 0 % rated it to be poor.

50 % rated excellent, 50 % rated good, 0 % rated average and 0% rated poor to weightage of curriculum given to learning values including knowledge, concepts, manual skills, analytical abilities and broadening perspectives.

Weightage given to ethics, communication, counselling was rated excellent by 50 %, good by 50%, average by 37.50 % and poor by 0 % of teachers

Rating given by teachers with respect to Quality, Clarity and relevance of textual reading / Reference material / Study material was 43.59 % as excellent,46.15 % as good, 12.82 % as fair and 0 % as poor.

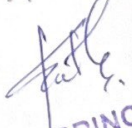
50% responded excellent, 50% responded good, that the curriculum created of interest to pursue higher education/specialization.

The overall rating to the curriculum was 62.50% as excellent and 37.50 % as good.

Aim and objectives are well defined in excellent way was the response of 87.50% teachers and good way was the response of remaining 12.50% teachers.

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Departmental level subject expert committee meetings are held for reviewing the syllabus, 62.50% responded excellent, 25% responded good and 12.50% responded poor.

87.50% responded excellent, 12.50% responded as good for the Board of Studies (BOS) is taking care to ensure the current relevance of the program being offered

When freedom to contribute ideas on curriculum design and development was analysed, 62.50% teachers responded excellent and 37.50 teachers responded as good.

For the question about the system followed by the university for design and development of curriculum was effective, 62.50% responded excellent, 25% responded good and 12.50 % responded as average.

The curriculum has been updated from time to time got a response as excellent from 62.50% teachers, good from 25% and average from 25% of the teachers.

When analysis of representation from business and industry in UG/ PG Boards of studies helping in designing and improving the courses was done, 50% responded with excellent, 25% responded with good and 25% responded with average rating.

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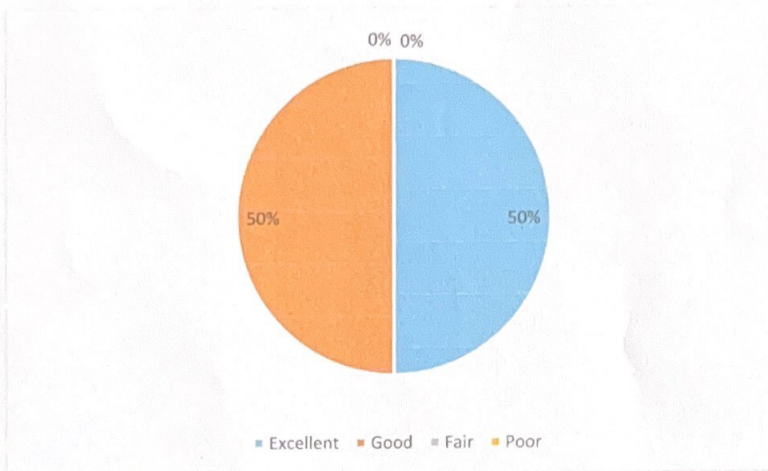


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TEACHER FEEDBACK ON CURRICULUM (YEAR 2022-23)

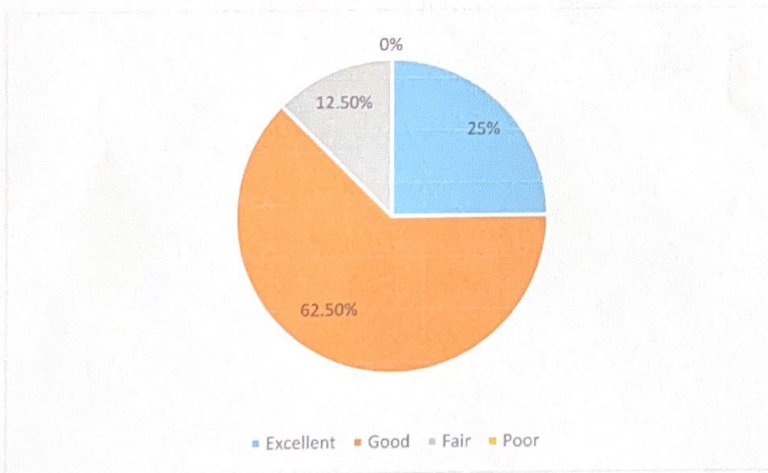
QUESTION 1:

Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country)



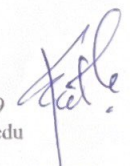
QUESTION 2:

Weightage given to Skill development / Entrepreneurship development / Employability



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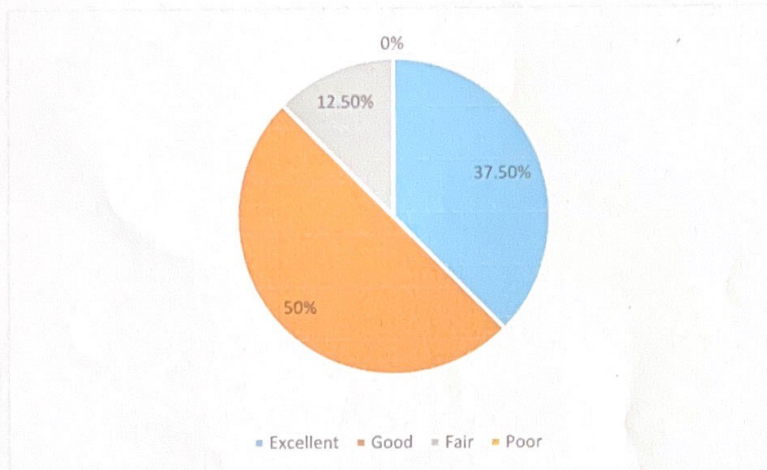

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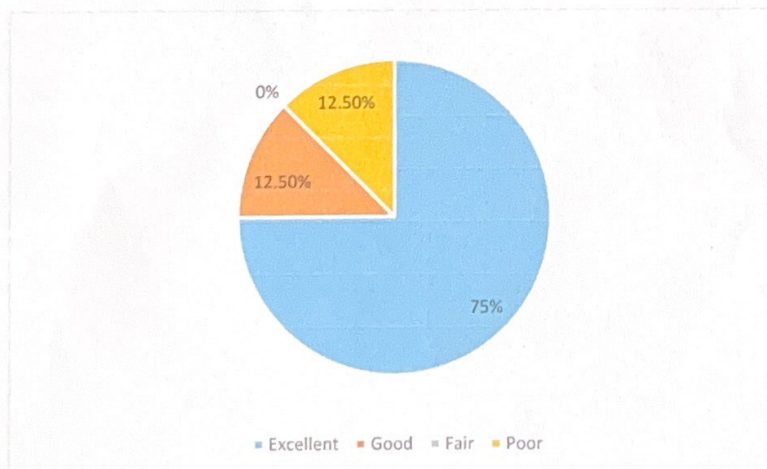
QUESTION 3:

Weightage given to Project based learning



QUESTION 4:

Weightage given to theory, practical and field work component



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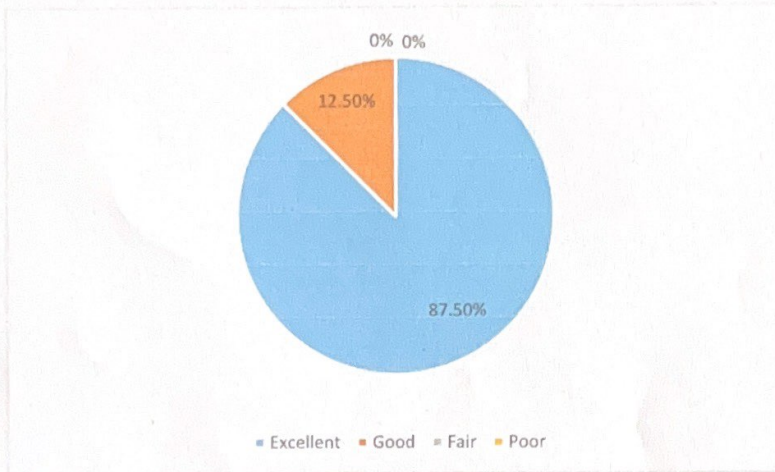
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QUESTION 5:


Fulfilment of Programme / Course outcomes



QUESTION 6:

Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)




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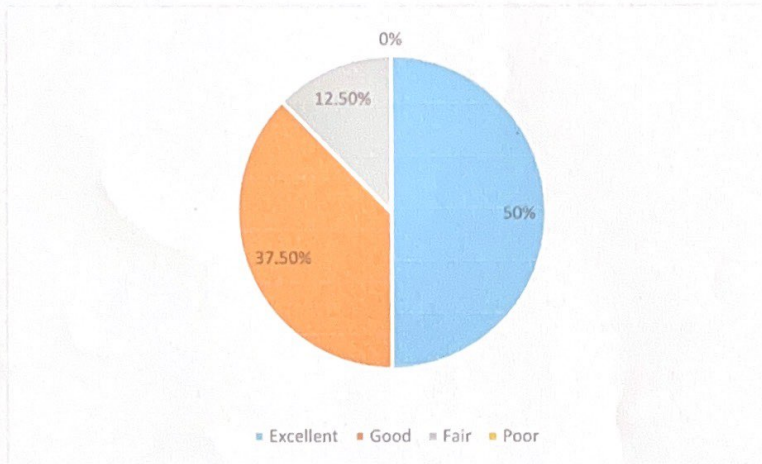
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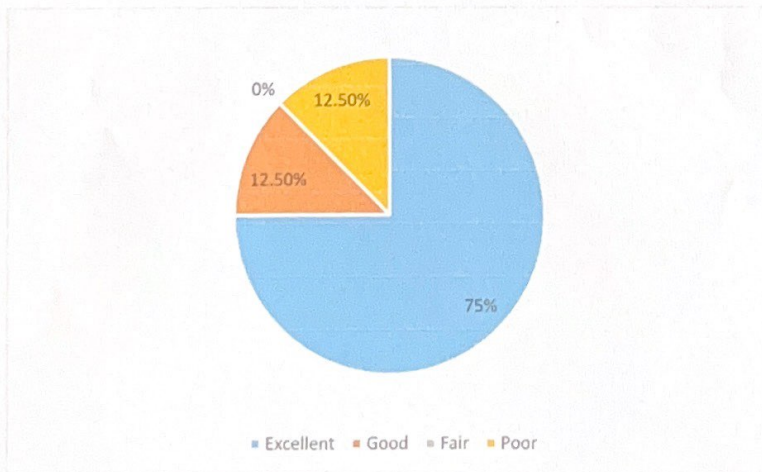
QUESTION 7:

Weightage given to ethics, communication, counselling




QUESTION 8:

Quality, Clarity and relevance of textual reading / Reference material / Study material



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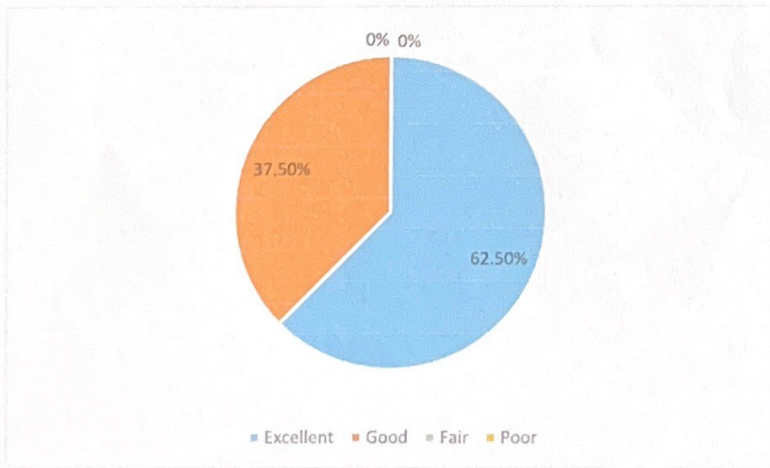
QUESTION 9:

Creation of interest to pursue higher education/specialization



QUESTION 10:

Overall rating



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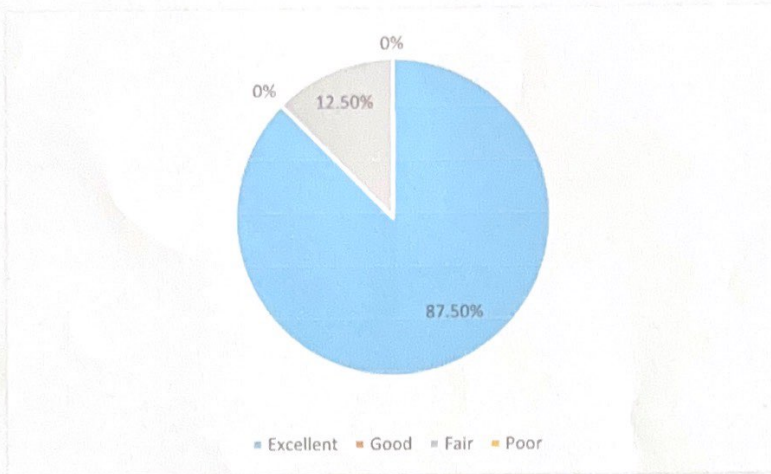
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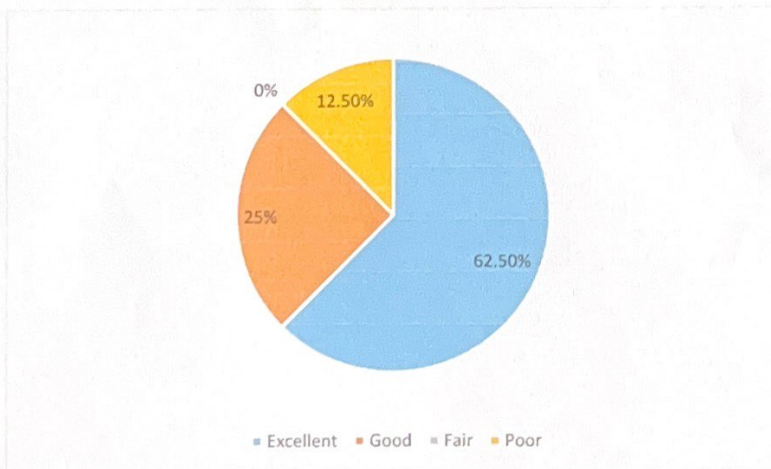
QUESTION 11:

Aims and objectives of the syllabi are well defined



QUESTION 12:

Departmental level subject expert committee meetings are held for reviewing the syllabus



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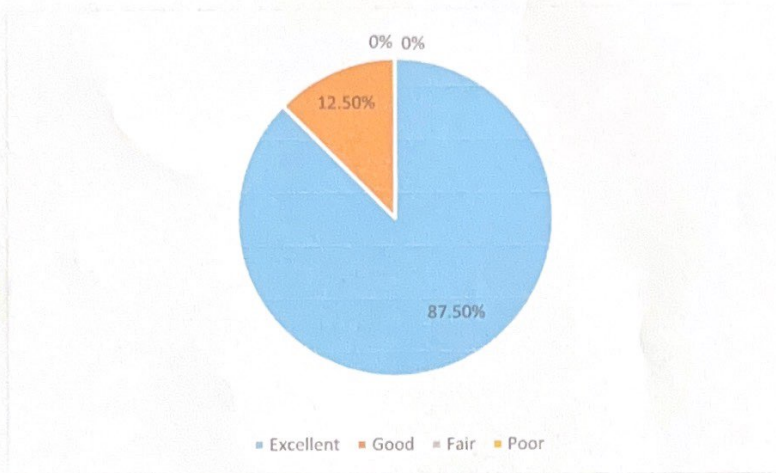
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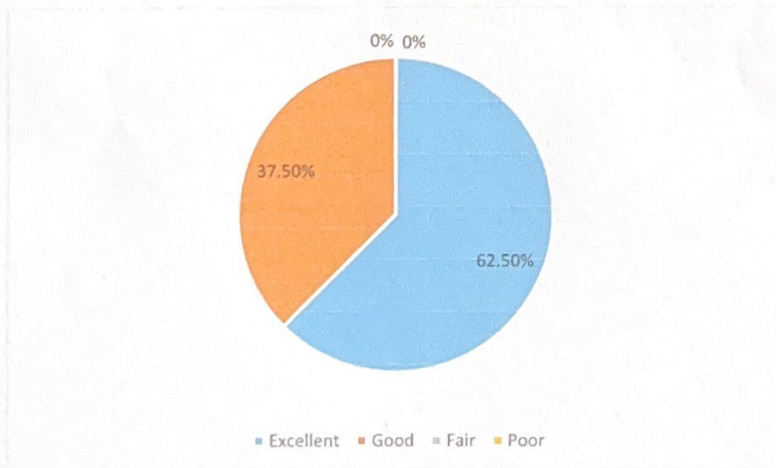
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QUESTION 13:

The Board of Studies (BOS) is taking care to ensure the current relevance of the program being offered



QUESTION 14: I am given enough freedom to contribute my ideas on curriculum design and development



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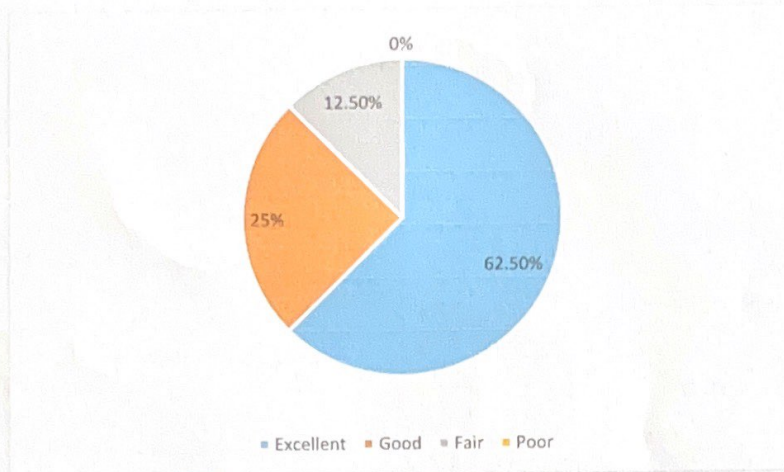
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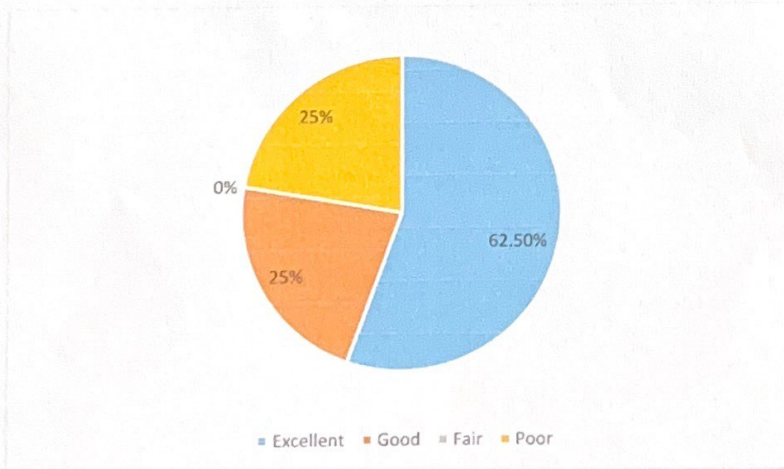


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QUESTION 15: The system followed by the university for design a and development of curriculum is effective



QUESTION 16: The curriculum has been updated from time to time



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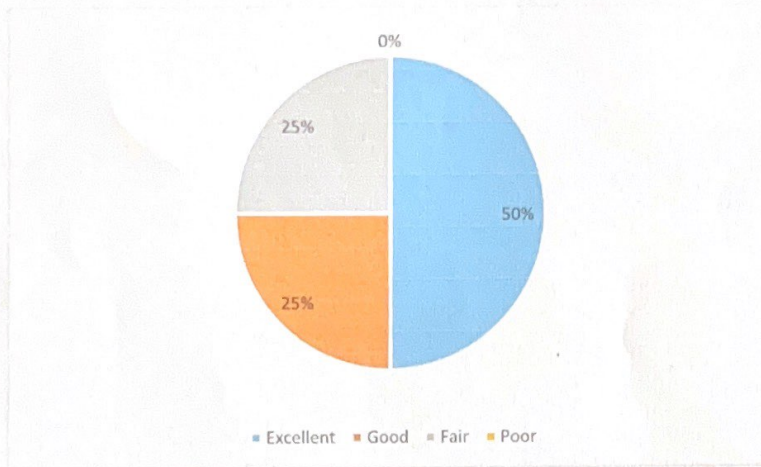
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QUESTION 17:

Representation from business and industry in UG/ PG Boards of studies is helpful in designing and improving the courses



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ACTION TAKEN REPORT (YEAR 2022-23)

BVDU, School of Physiotherapy, Sangli collected feedback on curriculum aspect and courses from different stakeholders such as students and teachers. Once the feedback was analysed, valuable suggestions were considered and necessary actions were taken and executed.

Faculty feedback and action taken report

Sr. no	Suggestions	Action taken
1.	Installation of teaching aid for the faculty	Smart board installed and used effectively by all teachers


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II YEAR BPT_H STUDENT FEEDBACK ANALYSIS (YEAR 2022-23)

Student's feedback play an important role in enrichment of learning and better teaching learning outcome. Bharti Vidyapeeth (deemed to be university) School of Physiotherapy, Sangli has taken online feedback from students of academic year 2022-23 on various aspects of curriculum. Total of 38 students gave the feedback.

Applicability or relevance of the curriculum to real life situations and patients & local developmental needs was rated as excellent by 46.15 % students, good by 43.59% of students, fair by 10.26% of the students and poor by 0 % of the students.

Rating given by students with respect to weightage of curriculum given to skill development, entrepreneurship development and Employability was 30.77 % as excellent, 58.97% as good, 10.26 % as fair and 0% as poor.

43.59 % students responded excellent to weightage given to project based learning, whereas 48.72% rated good, 7.69% rated fair and 0% rated poor weightage given to project based learning.

Weightage given to theory, practical and field work component was rated excellent by 38.46 %, good by 51.28 %, average by 10.26 % and poor by 0% students

When Fulfilment of Programme / Course outcomes was analysed, 46.15 % rated it to be excellent, 53.85 % rated it to be good, 5.13 % rated it to be average and 0 % rated it to be poor.

41.03 % rated excellent, 53.85 % rated good, 5.13 % rated average and 0% rated poor to weightage of curriculum given to learning values including knowledge, concepts, manual skills, analytical abilities and broadening perspectives.

Weightage given to ethics, communication, counselling was rated excellent by 43.59 %, good by 48.72%, average by 7.69 % and poor by 0 % of students

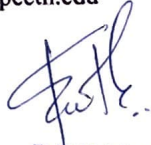
Rating given by students with respect to Quality, Clarity and relevance of textual reading / Reference material / Study material was 43.59 % as excellent, 46.15 % as good, 12.82 % as fair and 0 % as poor.

43.59 % responded excellent, 46.15 % responded good, 10.26% responded fair and 0% responded poor, that the curriculum created of interest to pursue higher education/specialization.

The overall rating to the curriculum was 33.33% as excellent, 66.67 % as good, 5.13 % as average and 0% as poor.

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48.72 % responded that excellent orientation programme was conducted for students 43.59 % said that it was good, 15.38 % said that it was average and 0% said that it was poor.

For curriculum introduction in the beginning of academic year, 46.15 % students responded excellent, 46.15 % responded good, 12.82 % responded average and 0 % students responded poor.

53.85 % responded excellent, 43.59 % responded good, 12.82 % responded average and 0% responded poor that information regarding the rules and regulations with regards to internal assessment, examinations and changes if any due to pandemic were informed.

Use of centric methods of teaching by teachers was analyzed where 56.41 % students gave excellent as a feedback, 48.72 % gave good as a feedback, 5.13 % gave average as a feedback and 0% gave poor as a feedback.


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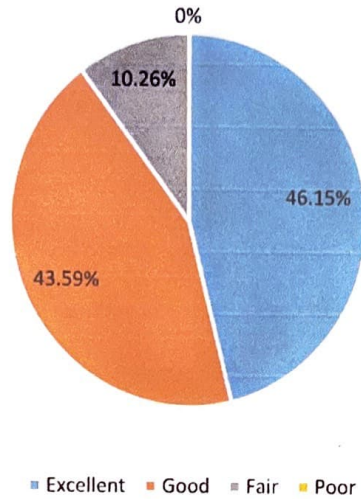


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II YEAR BPT_H STUDENT FEEDBACK ON CURRICULUM (YEAR 2022-23)

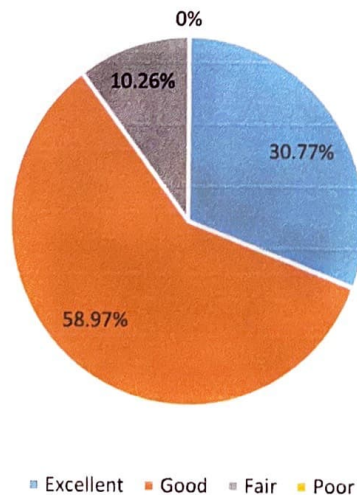
QUESTION 1:

Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country)



QUESTION 2:

Weightage given to Skill development / Entrepreneurship development / Employability



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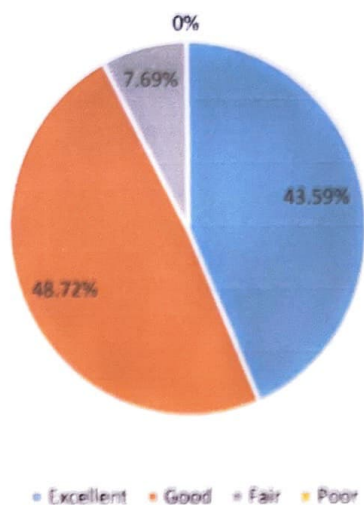

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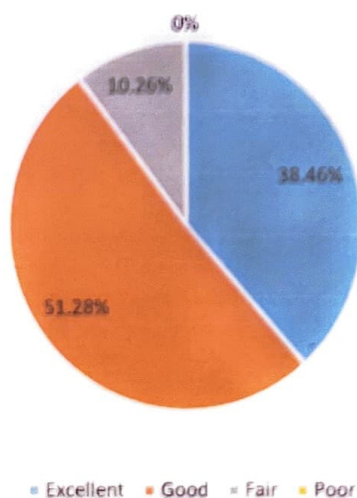
QUESTION 3:

Weightage given to Project based learning




QUESTION 4:

Weightage given to theory, practical and field work component



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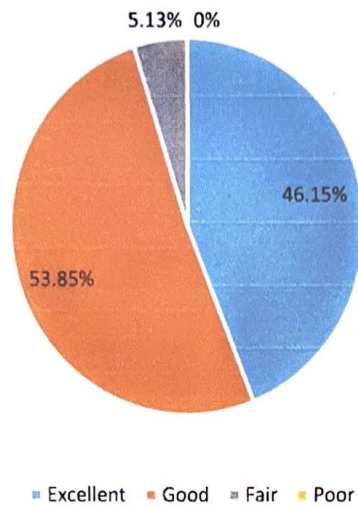

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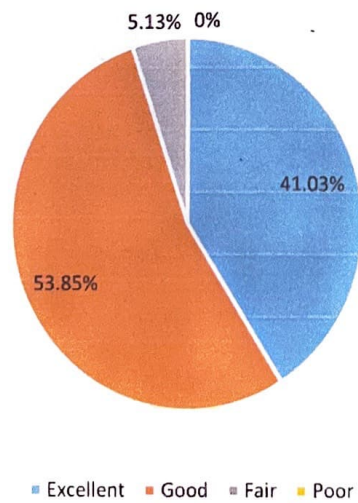
QUESTION 5:

Fulfilment of Programme / Course outcomes



QUESTION 6:

Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)



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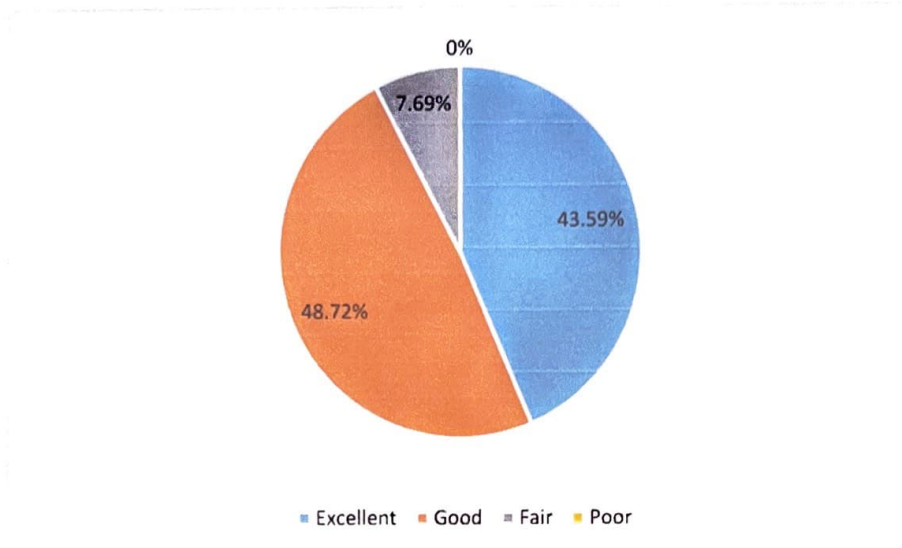

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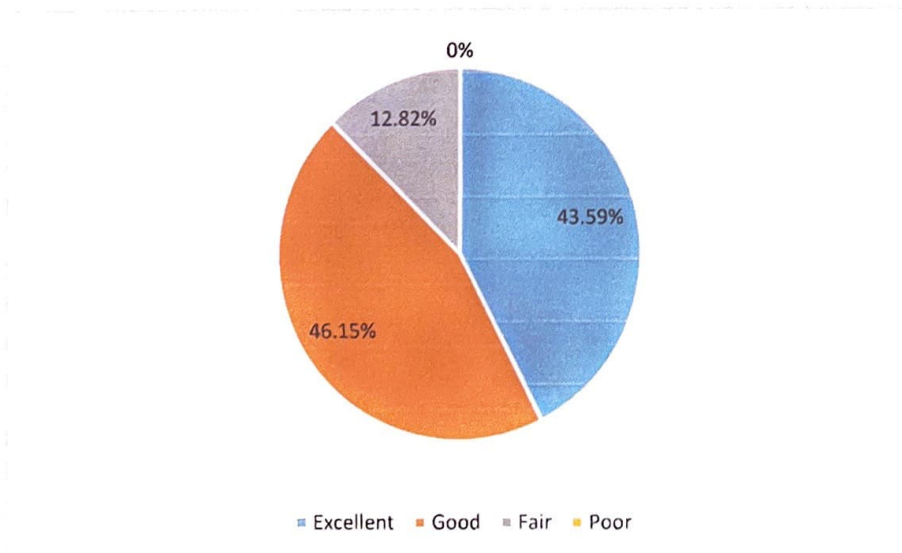
QUESTION 7:

Weightage given to ethics, communication, counselling



QUESTION 8:

Quality, Clarity and relevance of textual reading / Reference material / Study material



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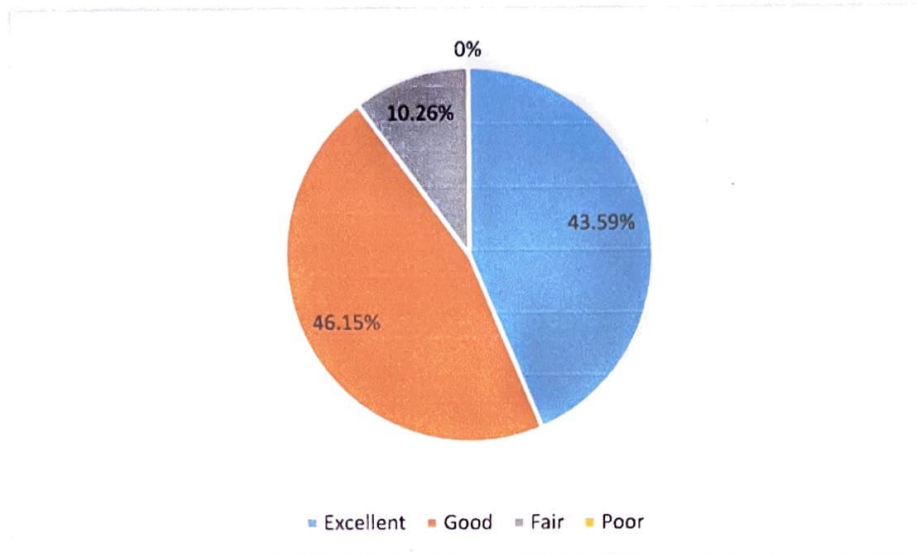

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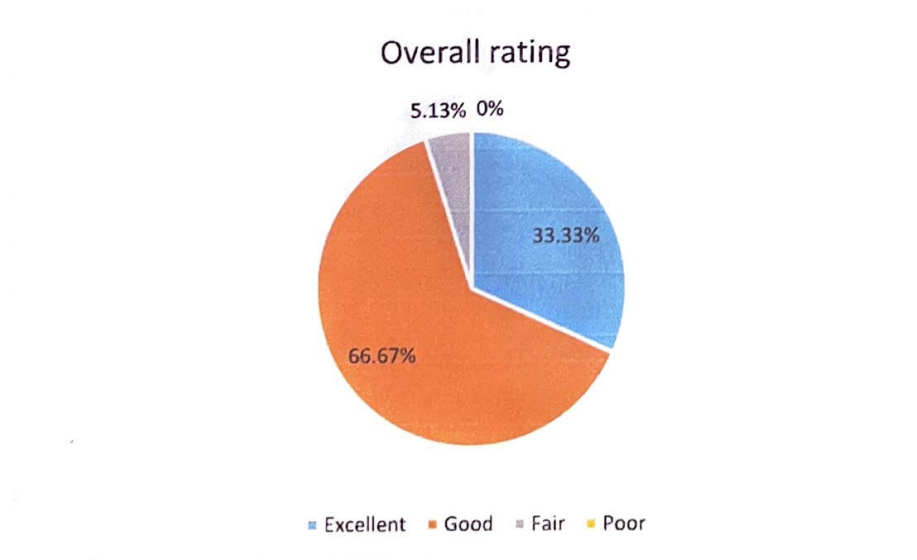
QUESTION 9:

Creation of interest to pursue higher education/specialization



QUESTION 10:

Overall rating



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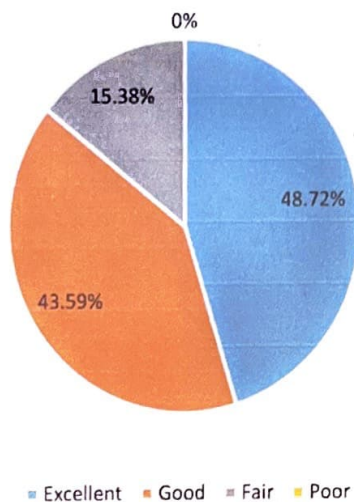

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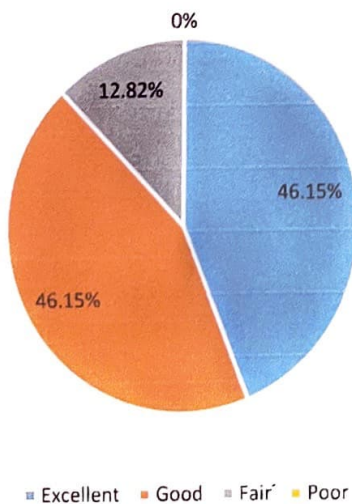
QUESTION 11:

Orientation programme conducted for students




QUESTION 12:

Introduction to curriculum was given in the beginning



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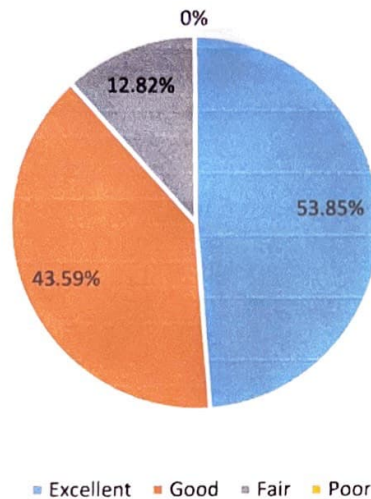

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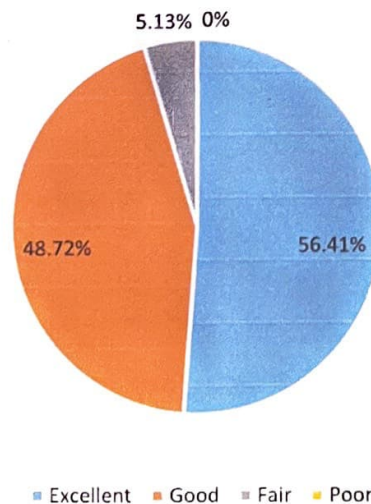
QUESTION 13:

Rules and regulations with regards to internal assessment, examinations and changes if any due to pandemic were informed




QUESTION 14:

Teachers use student centric methods, such as experiential learning, participative learning and problem based learning for enhancing learning experiences



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**BHARATI VIDYAPEETH (Deemed To Be University)
SCHOOL OF PHYSIOTHERAPY, SANGLI**

ACTION TAKEN REPORT (YEAR 2022-23)

BVDU, School of Physiotherapy, Sangli collected feedback on curriculum aspect and courses from different stakeholders such as students and teachers. Once the feedback was analysed, valuable suggestions were considered and necessary actions were taken and executed.

II year BPTTh Student feedback and action taken report

Sr. no	Suggestions	Action taken
1.	Need for practical application of the topics.	Clinical posting hours have been introduced in the time table
2	Revision classed to be continued	Remedial classes provided in the time table

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BHARATI VIDYAPEETH (Deemed To Be University) SCHOOL OF PHYSIOTHERAPY, SANGLI

I YEAR BPT_H STUDENT FEEDBACK ANALYSIS (YEAR 2022-23)

Student's feedback play an important role in enrichment of learning and better teaching learning outcome. Bharti Vidyapeeth (deemed to be university) School of Physiotherapy, Sangli has taken online feedback from students of academic year 2022-23 on various aspects of curriculum. Total of 57 students gave the feedback.

Applicability or relevance of the curriculum to real life situations and patients & local developmental needs was rated as excellent by 41.07% students, good by 46.43% of students, fair by 12.50 % of the students and poor by 1.76% of the students.

Rating given by students with respect to weightage of curriculum given to skill development, entrepreneurship development and Employability was 30.36% as excellent, 58.93% as good, 10.71 % as fair and 1.79% as poor.

32.14% students responded excellent to weightage given to project based learning, whereas 50% rated good, 19.64% rated fair and 0% rated poor weightage given to project based learning.

Weightage given to theory, practical and field work component was rated excellent by 51.79%, good by 41.07%, average by 7.14% and poor by 1.79% students.

When Fulfilment of Programme / Course outcomes was analysed, 37.50% rated it to be excellent ,53.57% rated it to be good, 7.14% rated it to be average and 3.57 % rated it to be poor.

32.14 % rated excellent, 67.86% rated good, 3.57 % rated average and 0% rated poor to weightage of curriculum given to learning values including knowledge, concepts, manual skills, analytical abilities and broadening perspectives.


Weightage given to ethics, communication, counselling was rated excellent by 42.86%, good by 50%, average by 8.93% and poor by 1.79 % of students

Rating given by students with respect to Quality, Clarity and relevance of textual reading / Reference material / Study material was 39.29% as excellent,53.57 % as good, 8.93% as fair and 1.79% as poor.

44.46 % responded excellent, 51.79 % responded good, 7.14 % responded fair that the curriculum created of interest to pursue higher education/specialization.

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The overall rating to the curriculum was 46.43% as excellent, 44.64% as good, 10.71 % as average and 1.79% as poor.

41.07% responded that excellent orientation programme was conducted for students 44.64% said that it was good, 12.50% said that it was average and 5.36% said that it was poor.

For curriculum introduction in the beginning of academic year, 37.50% students responded excellent, 5.9 % responded good, 1.79% responded average and 5.7% students responded poor.

39.39% responded excellent, 58.93% responded good, 3.57% responded average and 1.79% responded poor that information regarding the rules and regulations with regards to internal assessment, examinations and changes if any due to pandemic were informed.

Use of centric methods of teaching by teachers was analyzed where 57.14% students gave excellent as a feedback, 39.29% gave good as a feedback, 3.75% gave average as a feedback and 3.75% gave poor as a feedback.


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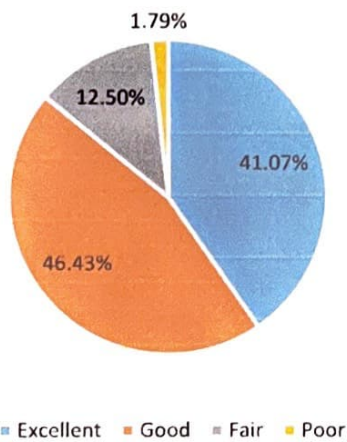


BHARATI VIDYAPEETH (Deemed To Be University) SCHOOL OF PHYSIOTHERAPY, SANGLI

I YEAR BPT_H STUDENT FEEDBACK ON CURRICULUM (YEAR 2022-23)

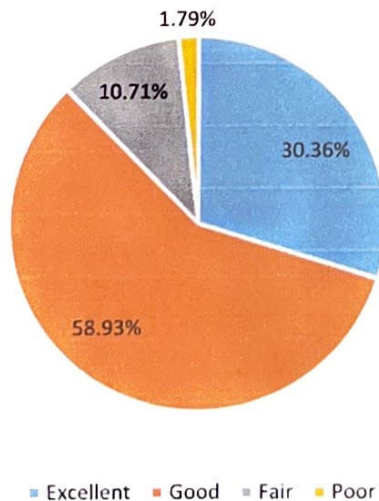
QUESTION 1:

Applicability/relevance to real life situations / Patients & local developmental needs (as per health / Current scenario of country)




QUESTION 2:

Weightage given to Skill development / Entrepreneurship development / Employability



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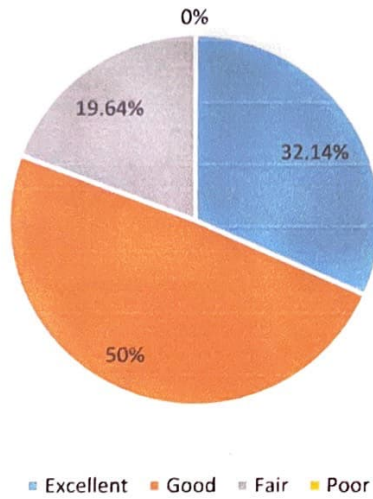

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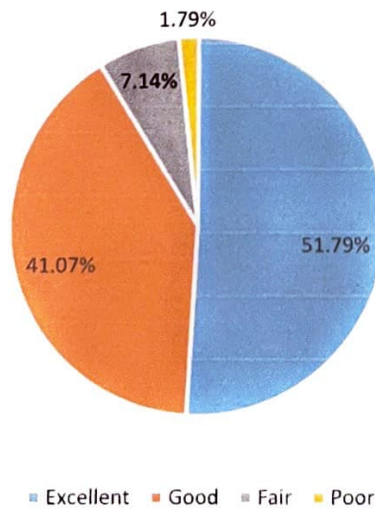
QUESTION 3:

Weightage given to Project based learning



QUESTION 4:

Weightage given to theory, practical and field work component



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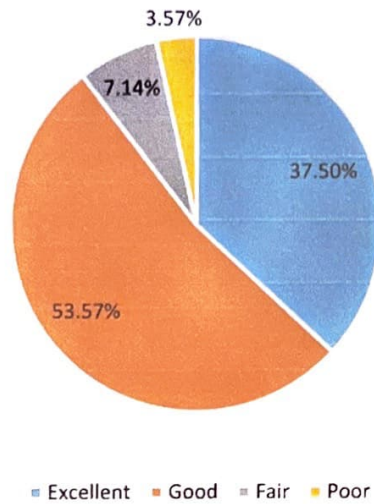
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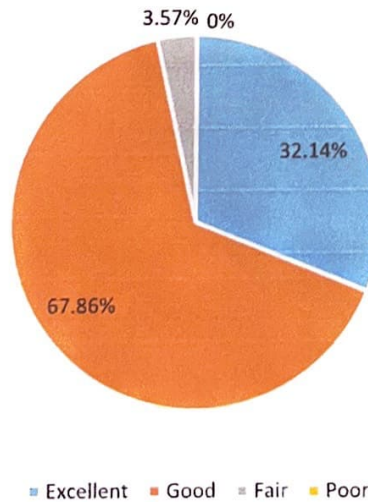
QUESTION 5:


Fulfilment of Programme / Course outcomes



QUESTION 6:

Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)




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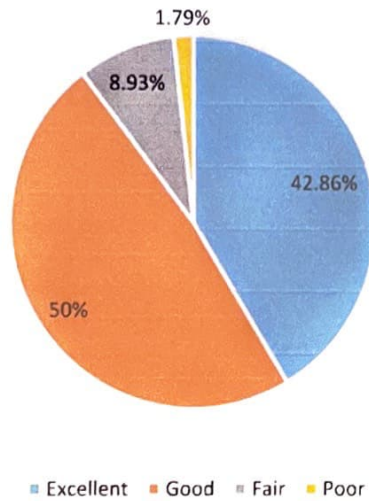
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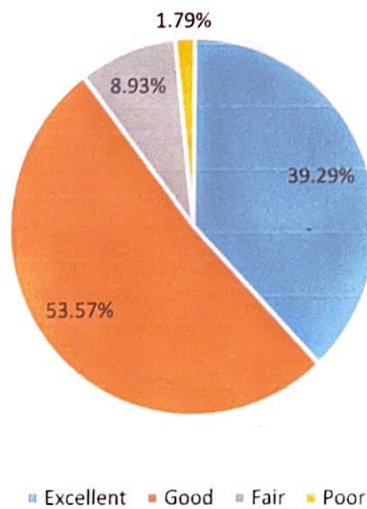
QUESTION 7:

Weightage given to ethics, communication, counselling



QUESTION 8:

Quality, Clarity and relevance of textual reading / Reference material / Study material



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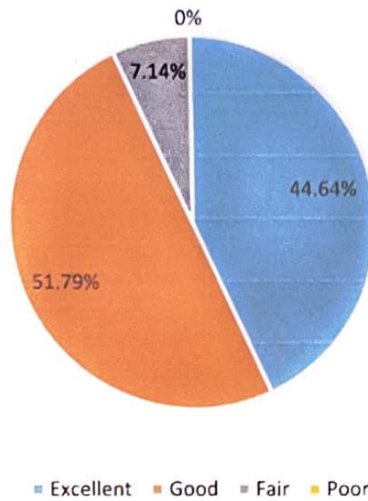

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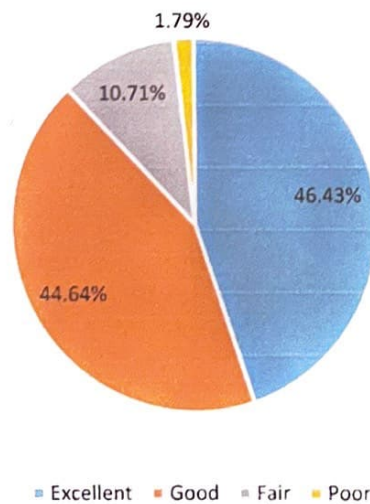
QUESTION 9:

Creation of interest to pursue higher education/specialization



QUESTION 10:

Overall rating



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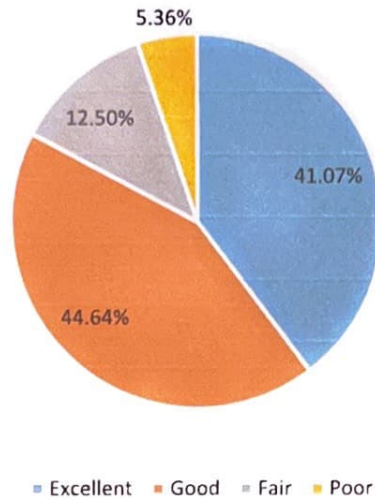
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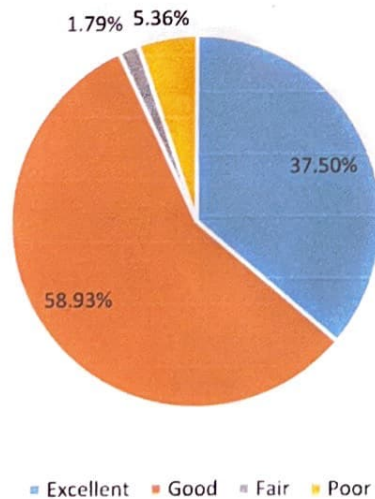
QUESTION 11:

Orientation programme conducted for students



QUESTION 12:

Introduction to curriculum was given in the beginning



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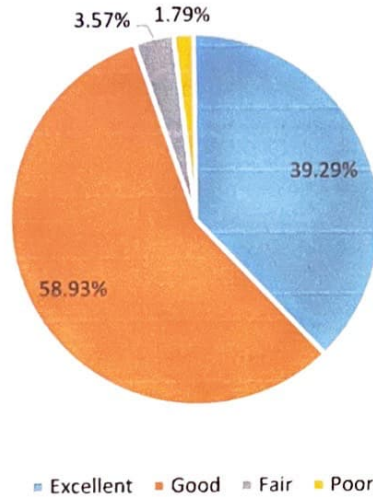
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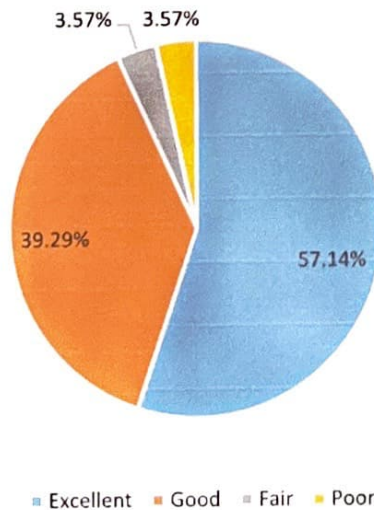
QUESTION 13:

Rules and regulations with regards to internal assessment, examinations and changes if any due to pandemic were informed




QUESTION 14:

Teachers use student centric methods, such as experiential learning, participative learning and problem based learning for enhancing learning experiences.



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ACTION TAKEN REPORT (YEAR 2022-23)

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Table 1: 1 year BPTTh Student feedback and action taken report

Sr. no	Suggestions	Action taken
1.	Enhance academic skills of the students	Seminars and groups discussions regarding curricular topics are been given
2.	Revision classed to be continued	Remedial classes provided in the time table

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