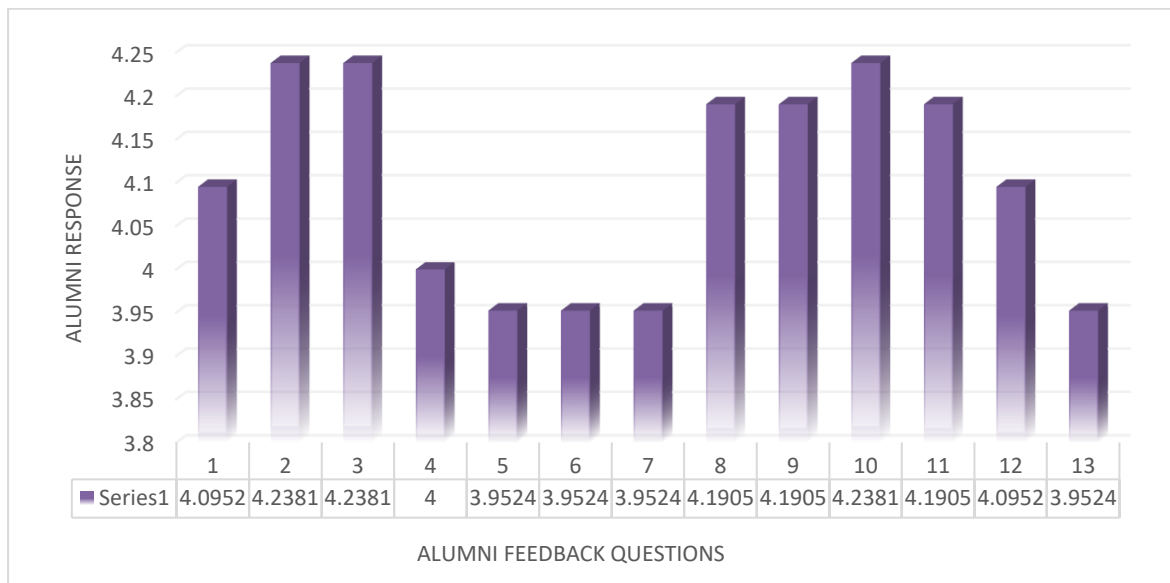


ALUMNI STUDENT FEEDBACK FOR YEAR 2023-24



| Q.No | 1 | 2 | 3 | 4 | 5 |
|------|---|---|---|----|---|
| 1 | 0 | 0 | 5 | 9 | 7 |
| 2 | 0 | 0 | 4 | 8 | 9 |
| 3 | 0 | 0 | 4 | 8 | 9 |
| 4 | 0 | 0 | 5 | 11 | 5 |
| 5 | 0 | 0 | 8 | 6 | 7 |
| 6 | 0 | 0 | 6 | 10 | 5 |
| 7 | 0 | 0 | 8 | 6 | 7 |
| 8 | 0 | 0 | 5 | 7 | 9 |
| 9 | 0 | 0 | 3 | 11 | 7 |
| 10 | 0 | 0 | 3 | 10 | 8 |
| 11 | 0 | 0 | 4 | 9 | 8 |
| 12 | 0 | 0 | 4 | 11 | 6 |
| 13 | 0 | 0 | 6 | 10 | 5 |
| 14 | 0 | 0 | 0 | 0 | 0 |
| 15 | 0 | 0 | 0 | 0 | 0 |

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1. OBSERVATIONS BASED ON STUDENT FEEDBACK QUESTIONNAIRE RESPONSES

- **Clinical Postings at CHC and PHC:** Students responded positively to their clinical postings at **Community Health Centers (CHC)** and **Primary Health Centers (PHC)**. These experiences provided essential exposure to community healthcare, improving their practical skills and understanding of patient management. However, some students expressed the need for better coordination and more structured learning objectives during the postings.
- **Value-Added Courses:** While students acknowledged the importance of **value-added courses**, many pointed out that enrollment remains low due to insufficient awareness and motivation. Some students were unclear about the specific benefits these courses provide for career development and academic growth.
- **Specialized Neuro Labs:** The introduction of **specialized neuro labs** was highly appreciated by students, particularly those in health science and neurology-related programs. However, they mentioned that the labs need further enhancements, including access to more advanced technologies and equipment to support in-depth learning and research.

2. SUGGESTIONS RECEIVED FROM STUDENTS

- **Clinical Postings:** Students suggested increasing the **structure and guidance** provided during clinical postings. They proposed more **pre-posting briefings** and **post-posting reflections** to align their fieldwork with theoretical knowledge. Additionally, they requested the involvement of senior faculty or specialists to provide hands-on mentorship at these healthcare centers.
- **Value-Added Courses:** Students recommended more **awareness programs** to highlight the advantages of value-added courses, such as better career prospects and skill development. They suggested conducting **information sessions** and showcasing successful case studies of alumni who benefited from these courses.
- **Specialized Neuro Labs:** Students urged the institution to further **upgrade the neuro labs**, with more cutting-edge equipment and

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tools. They also suggested organizing **workshops** and **guest lectures** by neuro experts to complement the practical learning in these labs.

3. SUGGESTED ACTIONS

- **Clinical Postings:**
 - Establish a more structured framework for clinical postings at CHCs and PHCs, including **clear learning objectives** and **faculty-supervised mentoring**.
 - Organize **pre- and post-clinical discussions** to help students reflect on their experiences, ensuring they can bridge theory with practice.
- **Value-Added Courses:**
 - Launch a dedicated **promotion campaign** for value-added courses, focusing on their practical benefits. Use **testimonials, alumni talks, and workshops** to motivate students to enroll.
 - Provide **incentives** such as certificates or academic credits to encourage greater participation.
- **Specialized Neuro Labs:**
 - Upgrade the specialized neuro labs with more **advanced tools and equipment**, ensuring that students gain exposure to modern neuro-diagnostic and treatment technologies.
 - Introduce **seminars and workshops** hosted by neurology professionals, to give students practical insights and industry knowledge.

