BACHELOR OF MEDICINE, BACHELOR OF SURGERY

(MBBS)

FEEDBACK MECHANISM (GUIDEBOOK)

FOR THE YEAR 2026

Department of Medical Education

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PREFACE:

In our unwavering pursuit of academic excellence and commitment to upholding the highest standards in medical education, the Frontier Medical and Dental College, Abbottabad, introduces the "Feedback Mechanism (Guidebook)." This guide is designed to serve as a compass in our ongoing journey to enhance the teaching and learning experience within our integrated curriculum. It highlights the significance of module evaluation, detailing why and how we collect feedback to foster positive change and improvement. Rooted in principles of transparency and accountability, this guide underscores our dedication to sharing outcomes, leveraging technology, and maintaining confidentiality. We extend our deepest gratitude to our faculty and students whose steadfast dedication fuels our mission to inspire, innovate, and elevate medical education.

INTRODUCTION

Frontier Medical & Dental College (FMDC), Abbottabad, is committed to excellence in medical education, fostering a culture of academic quality, innovation, and continuous improvement. The successful implementation of an integrated, outcome-based MBBS curriculum has strengthened our commitment to ensuring that educational experiences remain relevant, effective, and aligned with the evolving needs of students, the healthcare system, and society. Central to this commitment is a robust curriculum evaluation process that supports the continuous enhancement of teaching, learning, assessment, and overall educational quality.

This Feedback Mechanism Guidebook reflects FMDC's dedication to cultivating a learner-centered and quality-driven educational environment. In an era of rapid advancements in medical science, healthcare delivery, and educational methodologies, continuous evaluation and stakeholder feedback are essential for maintaining curricular relevance and effectiveness. The guidebook provides a structured framework for collecting, analyzing, and utilizing feedback from students, faculty, and other stakeholders to inform evidence-based decision-making and drive continuous quality improvement.

Through this mechanism, FMDC reaffirms its commitment to accountability, transparency, and excellence in medical education. The insights generated through systematic feedback and evaluation will contribute to strengthening curriculum implementation, enhancing teaching effectiveness, improving student learning experiences, and ensuring that the MBBS program continues to meet the standards of the Pakistan Medical and Dental Council (PMDC), Bahria University, and international best practices in medical education.

POLICY OF THE FEEDBACK MECHANISM

2.1 Purpose

The purpose of this policy is to establish a comprehensive and systematic framework for the evaluation of modules, blocks, courses, and educational activities within the MBBS program at Frontier Medical & Dental College (FMDC), Abbottabad. The policy aims to promote continuous quality improvement by evaluating the effectiveness of teaching, learning, assessment, curriculum implementation, and educational support systems, thereby enhancing student learning outcomes and the overall educational experience.

2.2 Scope

This policy applies to all curriculum evaluation activities conducted within the MBBS program at FMDC. It encompasses the evaluation of teaching and learning processes, assessment practices, educational resources, clinical training, student support services, and curriculum implementation. The policy involves all relevant stakeholders, including students, faculty members, administrative staff, academic committees, and affiliated clinical training sites.

2.3 Policy Guidelines

1. Standardized Evaluation Framework

A structured and standardized evaluation system shall be implemented to ensure consistency, reliability, and comprehensiveness in the collection and analysis of educational data across all modules and academic years.

2. Transparency and Accountability

The evaluation process shall be conducted transparently, with clear procedures for data collection, analysis, reporting, and action planning to promote accountability and stakeholder trust.

3. Confidentiality and Anonymity

All feedback and evaluation data shall be treated confidentially. Anonymous participation shall be facilitated wherever appropriate to encourage honest, constructive, and unbiased feedback.

4. Timely Feedback and Response

Evaluation activities shall be conducted according to an approved schedule, and findings shall be communicated promptly to relevant stakeholders to support timely corrective and developmental actions.

5. Continuous Quality Improvement

Evaluation findings shall be utilized to inform evidence-based improvements in curriculum design, teaching practices, assessment strategies, learning resources, and student support services.

6. Ethical and Professional Conduct

All evaluation activities shall be conducted in accordance with principles of fairness, integrity, professionalism, and respect for all stakeholders.

2.4 Responsibilities

Academic Council

The Academic Council shall provide overall oversight of curriculum evaluation activities, approve evaluation policies and schedules, and review major recommendations arising from evaluation reports.

Module Planning Committee

The Module Planning Committee shall be responsible for planning, coordinating, implementing, monitoring, and reviewing all feedback activities. The Committee shall analyze evaluation findings, prepare reports, and recommend quality improvement initiatives. The Director Medical Education shall serve as the focal person for the Committee.

Department of Medical Education (DME)

The Department of Medical Education shall facilitate evaluation processes, manage data analysis and reporting, maintain evaluation records, and support the implementation of improvement plans.

Information Technology (IT) Department

The IT Department shall provide technical support for electronic feedback systems, ensure secure data management, and facilitate the collection, storage, and retrieval of evaluation data.

Faculty Members, Students, and Other Stakeholders

Faculty members shall actively support evaluation activities, encourage meaningful participation, and contribute to quality improvement initiatives. Students and other stakeholders are expected to provide honest, constructive, and professional feedback to support the enhancement of educational quality.

KEY OBJECTIVES OF FEEDBACK MECHANISMS

1. Quality Enhancement: Use stakeholder feedback to continuously improve teaching, assessment, curriculum, and student support.
2. Ethical Practice: Ensure integrity, fairness, transparency, and confidentiality while respecting participant rights.
3. Inclusive Participation: Provide equitable, accessible feedback opportunities for students, faculty, and staff.
4. Timely Resolution: Quickly identify strengths and gaps to enable prompt corrective and developmental actions.
5. Transparency & Accountability: Openly communicate findings and decisions to build institutional trust.
6. Reflective Practice: Foster self-reflection and evidence-based professional development among faculty and students.
7. Evidence-Informed Decisions: Generate reliable data to guide curriculum review, policy, planning, and resource allocation.
8. Student-Centered Learning: Ensure student perspectives shape learning environments and support systems throughout the MBBS program.

TIMEFRAME OF MODULE FEEDBACK: A GLIMPSE OF LITERATURE

The timing of evaluation depends on resources, the novelty of the curriculum, and areas needing evaluation. For a modular curriculum, it is advised to start broadly and narrow down to specific areas. Mid-module evaluation is impactful as it addresses student concerns and suggests improvements. End-of-module evaluation provides valuable data for teachers to reflect on the entire module and plan future iterations. Combining mid and end-of-module evaluations is also effective, though end-module evaluation is strongly recommended here.

Areas to Explore

Feedback should be uniform across various module aspects. When a module is new, general issues should be explored, while later evaluations should address specific issues. Key areas include:

- Module content (topics, difficulty, usefulness, appropriateness).
- Timetabling and module structure (organization, management).
- Teaching methods and approaches (style, specialists, formative teaching).
- Resources and equipment (rooms, IT, library, specialist equipment).
- Assessment (fairness, support, preparation activities).

PUBLICATION AND DISSEMINATION OF RESULTS

Results from module evaluations, along with actions taken in response, will be published and disseminated to promote transparency and accountability. This fosters trust and encourages active participation.

DIGITAL PLATFORM AND FEEDBACK COLLECTION

The College will utilize its official Learning Management System (LMS) for online feedback collection. Feedback forms will be triggered after each module, with results from previous modules displayed upon submission. The standardized feedback form will be available on the official website and LMS, with QR codes displayed in the college. Additionally, links to feedback forms will be shared by the IT Expert at the prescribed times.

SCHEDULES OF FEEDBACK

Feedback schedules will be finalized through the chairperson of the Module Planning Committee and concerned faculty, following approval from the Academic Council. The annual feedback calendar will then be implemented.

10.1 Tools for Feedback

The College prioritizes well-established feedback instruments and questionnaires that align with quality assurance standards set by Khyber Medical University, Peshawar, and the Higher Education Commission (HEC) of Pakistan. Updated feedback forms are attached as annexures.

10.2 Places or Processes to be Evaluated

Feedback will be gathered at the following occasions:

1. **End of Module Student Feedback:** Collected at the end of each block to assess the teaching and learning process.
2. **End of Module Teacher Feedback:** Collected from teachers at the end of each block to evaluate their perspective on the process.
3. **End of Module Assessment Feedback:** Gathered immediately after assessments to capture students' insights.
4. **Skill Lab Feedback:** Obtained at the end of each skill lab session.
5. **QEC Feedback:** Collected according to guidelines from QEC of Khyber Medical College/HEC.
6. **Hospital Internship/Rotation Feedback:** Solicited at the end of each department rotation during internships.

CONFIDENTIALITY AND ANONYMITY:

11.1 Feedback collected through the module evaluation process will be treated with the utmost confidentiality. Students and faculty will have the option to provide anonymous feedback to encourage honest and candid responses. It is important to note that access to the submitted feedback shall only be granted to the Director of DME and the institute's executives.

CONTINUOUS IMPROVEMENT:

12.1 Module evaluation is an ongoing and iterative process at FMDC. Feedback data will be analyzed regularly to identify areas for improvement and areas of success. The college will implement action plans based on feedback to address concerns and enhance the overall educational experience.

STANDARD OPERATING PROCEDURES

13. Standard Operating Procedures (SOPs)

13.1 Module Feedback Review and Utilization

Module evaluation is conducted at the end of each module to obtain systematic feedback regarding teaching, learning, assessment, educational resources, and overall module effectiveness. The purpose of this process is to identify strengths, address challenges, and support evidence-informed improvements in curriculum implementation.

The module evaluation process shall include:

- Collection of student feedback using approved evaluation instruments.
- Compilation and analysis of quantitative and qualitative data by the Department of Medical Education.
- Preparation of module evaluation reports highlighting key findings and recommendations.
- Submission of evaluation reports for review through the established academic governance structure.

13.2 Review by the MPC

The MPC serves as the principal academic forum for reviewing module implementation and evaluating the effectiveness of educational activities. Feedback collected from students and faculty forms an important component of the evidence reviewed by the Committee.

The MPC shall:

- Review module evaluation reports and assessment outcomes.
- Identify areas requiring improvement in module delivery.
- Consider stakeholder feedback during module review discussions.
- Recommend appropriate corrective and developmental measures.
- Document recommendations in official meeting minutes and module review reports.

13.3 Department of Medical Education

The Department of Medical Education is responsible for coordinating and facilitating the feedback process across all modules. The Department ensures that feedback activities are conducted in a standardized, reliable, and confidential manner.

The DME shall:

- Develop and maintain evaluation tools and feedback forms.
- Coordinate administration of student and faculty feedback.
- Analyze and interpret evaluation data.
- Prepare evaluation reports for academic committees.
- Maintain records of evaluation findings and action plans.
- Monitor follow-up actions arising from feedback.

13.4 Information Technology (IT) Department

The Information Technology Department provides technical support for the collection, storage, and management of feedback data. The Department ensures that electronic feedback systems remain functional, secure, and accessible throughout the evaluation process.

The IT Department shall:

- Maintain online feedback platforms and databases.
- Ensure secure handling and storage of evaluation data.
- Facilitate access to feedback portals according to approved schedules.
- Provide technical assistance during feedback activities.
- Restrict data access to authorized personnel only.

13.5 Responsibilities of Students

Student participation is an essential component of the feedback mechanism. Constructive feedback provides valuable insights into the effectiveness of educational activities and contributes directly to curriculum improvement.

Students are expected to:

- Complete feedback forms within the specified timelines.
- Provide honest, objective, and constructive feedback.
- Maintain professionalism while expressing concerns or suggestions.
- Avoid inappropriate, offensive, or discriminatory comments.
- Participate responsibly in institutional quality improvement initiatives.

13.6 Confidentiality and Ethical Conduct

The integrity of the feedback process depends upon maintaining confidentiality, anonymity, and ethical conduct. All stakeholders involved in feedback collection, analysis, and reporting must adhere to established ethical principles.

The feedback mechanism shall ensure:

- Protection of participant confidentiality.
- Anonymous submission of feedback where applicable.
- Fair and unbiased analysis of evaluation data.
- Secure handling and storage of information.
- Appropriate use of feedback solely for educational improvement purposes.

13.7 Communication and Follow-Up

The effectiveness of feedback depends not only on data collection but also on the implementation of meaningful actions. Evaluation findings should therefore be communicated appropriately and used to guide educational improvement.

Follow-up activities may include:

- Sharing summarized findings with relevant stakeholders.
- Developing corrective and developmental action plans.
- Monitoring implementation of approved recommendations.
- Reviewing outcomes during subsequent module evaluations.
- Documenting improvements resulting from stakeholder feedback.

13.8 Continuous Quality Improvement

The feedback mechanism forms an integral component of FMDC's quality assurance system. Information generated through module evaluations supports continuous monitoring, review, and enhancement of the MBBS curriculum.

Feedback data shall be utilized to:

- Improve teaching and learning practices.
- Enhance assessment quality and fairness.
- Strengthen module organization and integration.
- Support faculty development initiatives.
- Promote evidence-based curriculum review and improvement.

13.5 Ethical Violations

Any action that compromises the integrity, confidentiality, fairness, or intended purpose of the feedback process shall be considered an ethical violation.

Examples of violations include:

- Breach of confidentiality or anonymity.
- Unauthorized access to evaluation data.
- Manipulation, alteration, or misrepresentation of feedback findings.
- Discriminatory or biased conduct during evaluation activities.
- Retaliation against individuals providing feedback.
- Misuse of evaluation data for purposes unrelated to educational quality improvement.
- Obstruction of stakeholder participation in evaluation activities.
- Unprofessional conduct that undermines the credibility of the evaluation process.

13.7 Appeals

Individuals affected by decisions arising from evaluation-related investigations shall have the right to seek review through the institution's established grievance and appeals procedures.

13.8 Record Management

The Department of Medical Education shall maintain records related to evaluation activities, investigation outcomes, recommendations, and corrective actions. Records shall be stored securely and managed in accordance with institutional policies on confidentiality and data protection.

13.9 Review of the Feedback Mechanism

The feedback mechanism shall be reviewed periodically to ensure continued effectiveness, relevance, and alignment with PMDC standards, institutional requirements, and emerging best practices in medical education. Necessary revisions shall be recommended through the appropriate academic governance channels.

13.10 Ethical Standards for Data Handling and Use

All feedback data shall be managed in a manner that protects participant confidentiality and preserves the integrity of the evaluation process.

Accordingly:

- Feedback information shall be treated as confidential.
- Evaluation data shall be stored securely and accessed only by authorized personnel.
- Feedback findings shall be reported accurately and without manipulation.

- Information obtained through evaluation activities shall be used solely for educational quality assurance and improvement.
- No stakeholder shall be subjected to retaliation for providing honest feedback.
- Participants shall be informed about the purpose and use of evaluation data prior to participation.

FEEDBACK QUESTIONNAIRE:

As recommended by global and accrediting bodies, the DME has meticulously developed feedback questionnaires/proformas to collect data from faculty and students during the 2025 academic session. These questionnaires are provided below as annexes.

A.1: MODULE EVALUATION PROFORMA

(To be filled by each student at the end of each Module)

Module Name: _____ Year: _____ Date: _____

Instructions: Please read each statement carefully and tick (✓) the box that best reflects your experience during this Module. This evaluation focuses on the overall Module structure, resources, and organization.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

S.No.	Question	1	2	3	4	5
SECTION A: COURSE CONTENT AND DESIGN						
1	The topics covered in this Module were relevant to our overall understanding of the subject.					
2	The depth of content was appropriate for our current year of study.					
3	The sequence in which topics were presented made logical sense and helped build understanding step by step.					
4	There was good integration between different subjects taught in this Module.					
5	The workload during this Module was manageable and well-distributed throughout.					
SECTION B: LEARNING RESOURCES AND MATERIALS						
6	The study guide provided was useful in navigating the Module.					
7	Recommended textbooks and reading materials were easily accessible.					
8	Online resources (videos, links, LMS content) were useful for learning.					
9	Laboratory facilities and equipment were adequate and well-maintained.					
10	Additional learning resources (supplementary readings, SGDs, tutorials) enhanced my understanding.					
SECTION C: LEARNING ENVIRONMENT						
11	The learning environment was respectful and inclusive for all students.					
12	Teaching methods accommodated different learning styles.					
13	The overall atmosphere in the Module was conducive to learning.					
SECTION D: OVERALL MODULE FEEDBACK						
14	Overall, I am satisfied with the content and organization of this Module.					
15	I feel that I have gained a good understanding of the subjects covered in this Module.					
16	On a scale of 1=best to 5=poor, I would rate this Module overall as:					

SECTION E: YOUR SUGGESTIONS FOR IMPROVEMENT

Q 1. What were the strengths of this Module? What did you find most helpful for your learning?

_____

_____

Q 2. What changes or improvements would you suggest to make this Module better?

_____

_____

Q 3. Were there any specific topics that were not covered well or need more attention?

_____

_____

Q 4. Any other comments or feedback you would like to share?

A.2: STUDENT EVALUATION OF TEACHING EFFECTIVENESS

(To be filled by the student at the nearly completion of each Module)

MBBS Year: _____Module: _____Module:_____Date: _____

For each statement, please select the response that best matches your experience in this instructor's sessions.

Name of Instructor: _____

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

	Question					
A. INSTRUCTOR PREPARATION & CONTENT DELIVERY (*These questions assess if the teaching is focused and well-prepared*)	The instructor was consistently well-prepared for the teaching sessions.					
	The instructor clearly stated the LOs at the beginning of the session(s).					
	The content covered was directly aligned with the stated LOs and study guide.					
	The instructor demonstrated expert knowledge of the subject matter.					
	The instructor completed the planned syllabus/content for this Module/module.					
B. CLARITY OF TEACHING & REDUCING COGNITIVE LOAD (*These questions assess if the teaching style helped or hindered your learning*)	The instructor explained concepts clearly and in an understandable manner.					
	Visual aids (e.g., PowerPoint slides) were clear, well-organized, and aided understanding (not text-heavy or confusing).					
	The instructor connected theoretical concepts to real-world clinical applications.					
	The instructor effectively simplified complex topics and built understanding step-by-step.					
	The teaching pace was appropriate, allowing time for thinking and note-taking.					
C. INTERACTION & RESPONSIVENESS (*These questions assess if the session was interactive as intended.*)	The instructor encouraged questions and interaction during the session.					
	The instructor was responsive and helpful when answering student questions.					
	The instructor was available for consultation outside of scheduled class times (e.g., office hours).					
	The teaching methods used (e.g., lectures, discussions) were engaging and held my attention.					
D. ASSESSMENT & FEEDBACK *(these questions assess if the teaching were aligned with assessment and feedback or not)*	The instructor provided clear criteria for assignments, presentations, and quizzes.					
	Assessments (quizzes, exams) fairly covered the material that was taught.					
	The instructor provided timely and constructive feedback on assessments that helped me improve.					
E. OVERALL IMPACT	This instructor's teaching increased my interest in the subject.					
	This instructor's teaching was effective in helping me learn and understand the course material.					
	Overall, I would recommend this instructor to other students.					

OPEN-ENDED FEEDBACK

Please provide specific examples. This feedback is used for faculty development.
What did this instructor do that was MOST EFFECTIVE for your learning? (e.g., specific examples, methods, or resources)

What is/are specific change(s) this instructor could make to SIGNIFICANTLY IMPROVE the learning experience? (e.g., "Follow the study guide LOs more closely," "Improve slide organization," "Incorporate pauses for questions," "Slow down during complex explanations")

Anything Else you want to share with us? Please feel free to comment

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A.3: MODULE ASSESSMENT FEEDBACK FORM

(To be filled by students at the end of each Module assessment)

MBBS Year: _____ **Module:** _____ **Date:** _____

Instructions: Please carefully evaluate each question and tick (✓) the box that best reflects your experience with the **assessments** in this Module.

S.N	Question	Option 1	Option 2	Option 3	Option 4	Option 5
ASSESSMENT ALIGNMENT AND QUALITY						
1	Overall, how satisfied are you with the assessments in this Module?	☐ Very Dissatisfied	☐ Dissatisfied	☐ Neutral	☐ Satisfied	☐ Very Satisfied
2	How well did the assessments align with what was taught in this Module?	☐ Not Aligned	☐ Slightly Aligned	☐ Moderately Aligned	☐ Well Aligned	☐ Perfectly Aligned
3	Was the difficulty level of the assessments appropriate for this Module?	☐ Too Easy	☐ Slightly Easy	☐ Just Right	☐ Slightly Difficult	☐ Too Difficult
4	Were the assessment methods (MCQs, SAQs, OSCEs, etc.) fair and effective in testing your knowledge?	☐ Very Poor	☐ Poor	☐ Fair	☐ Good	☐ Excellent
ASSESSMENT ADMINISTRATION						
5	Were the instructions for the assessments clear and easy to understand?	☐ Not Clear	☐ Slightly Clear	☐ Moderately Clear	☐ Clear	☐ Very Clear
6	Was the time provided for completing the assessments sufficient?	☐ Highly Insufficient	☐ Insufficient	☐ Adequate	☐ Sufficient	☐ More than Sufficient
FEEDBACK ON ASSESSMENTS						
7	Did you receive timely feedback on your assessment performance?	☐ Not at All	☐ Delayed	☐ Acceptable	☐ Timely	☐ Very Timely
8	Was the feedback helpful in identifying your mistakes and areas for improvement?	☐ Not Helpful	☐ Slightly Helpful	☐ Moderately Helpful	☐ Helpful	☐ Very Helpful
EFFECTIVENESS OF ASSESSMENT METHODS						
9	How effective were **MCQs** in this Module?	☐ Ineffective	☐ Somewhat Effective	☐ Effective	☐ Very Effective	☐ Extremely Effective
10	How effective were **SAQs** in this Module?	☐ Ineffective	☐ Somewhat Effective	☐ Effective	☐ Very Effective	☐ Extremely Effective
11	How effective were **OSPE/OSCE stations** in this Module?	☐ Ineffective	☐ Somewhat Effective	☐ Effective	☐ Very Effective	☐ Extremely Effective

SECTION B: YOUR SUGGESTIONS FOR IMPROVEMENT

12 What specific changes would improve future assessments?

_____

13 Any other comments or concerns regarding assessments?

_____

A.4: Hospital Training/Clinical Rotation Feedback Form

A.5: FACULTY MODULE FEEDBACK FORM
(To be filled by teacher/faculty at the end of each Module)

Module: _____ | Department: _____ | Date: _____

Role in this Module: ☐ Module Coordinator ☐ Lecturer ☐ Small Group Facilitator ☐ Clinical Instructor ☐ Lab Instructor
Instructions: Please rate the following aspects of this Module based on your teaching experience. Your honest feedback is essential for continuous quality improvement.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

S.N	Question	1	2	3	4	5
CURRICULUM AND CONTENT						
1	The learning objectives for this Module were clearly defined.	☐	☐	☐	☐	☐
2	The content I taught was appropriate for the students' year of study.	☐	☐	☐	☐	☐
3	The sequencing of topics was logical and helped students learn progressively.	☐	☐	☐	☐	☐
4	The allocated teaching hours were sufficient to cover the assigned content.	☐	☐	☐	☐	☐
TEACHING EXPERIENCE						
5	Students were attentive and actively participated during my sessions.	☐	☐	☐	☐	☐
6	I felt adequately prepared and supported to teach my assigned topics.	☐	☐	☐	☐	☐
7	There was good coordination among faculty teaching in this Module.	☐	☐	☐	☐	☐
ASSESSMENT						
8	The assessment methods aligned well with the learning objectives.	☐	☐	☐	☐	☐
9	The difficulty level of assessments was appropriate for students.	☐	☐	☐	☐	☐
10	Students received timely feedback on their assessment performance.	☐	☐	☐	☐	☐
RESOURCES AND ENVIRONMENT						
11	Teaching resources (AV aids, lab equipment, etc.) were adequate and functional.	☐	☐	☐	☐	☐
12	Administrative support for teaching activities was timely and effective.	☐	☐	☐	☐	☐
OVERALL ASSESSMENT						
13	Overall, I am satisfied with how this Module was organized and delivered.	☐	☐	☐	☐	☐
14	I feel that students achieved the intended learning outcomes of this Module.	☐	☐	☐	☐	☐

YOUR FEEDBACK FOR IMPROVEMENT
What worked well in this Module from a teaching perspective?

_____

What challenges did you face during this Module?

_____

What specific changes would improve future Modules?

_____

A.6: HOSPITAL ROTATION FEEDBACK FORM

(To be filled by students at end of hospital training)

MBBS Year: _____Module: _____ Module: _____

Date: _____

Rating Key : 1 = Unsatisfactory, , 2 = Good , 3 = Very Good, 4 = Excellent						
S.No	**Description**	**Rating Circle)**				**Comments (if any)**
1.	Students properly distributed in various batches	1	2	3	4	
2.	Timetable is circulated well in time	1	2	3	4	
3.	Transport facility available at proper timings	1	2	3	4	
4.	Teachers available in Ward	1	2	3	4	
5.	Teacher available in OPD	1	2	3	4	
6.	Patients available in ward /OPD	1	2	3	4	
7.	Clinical demonstration held regularly	1	2	3	4	
8.	Ward timing is sufficient	1	2	3	4	
9.	Overall satisfaction with hospital work	1	2	3	4	

ADDITIONAL COMMENTS:(IF ANY)

_____

_____

_____

_____

_____

_____

_____