

Assessment on teaching/learning methods

By

III Year MBBS Students, 2022-23 Batch (Group C)

Pondicherry Institute of Medical Sciences

March 2026

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Introduction

This report summarises the assessment by III year UG medical students on teaching/learning methods of Community medicine and Forensic medicine department. A five point Likert scale (very bad, bad, satisfactory, good, excellent) was used to rate various aspects of teaching/learning methods of these departments. The responses were obtained from 128 students through Google form. The respondents were divided in to three groups based on their Internal Assessment (IA). This report is based on students whose IA was more than 50%. There were 25 such students in community medicine and 26 in forensic medicine. Comments and suggestions provided by them were given in Appendix. Responses were analysed and presented as bar charts.

Results

I. Quality of Teaching

1. Arousal of Interest

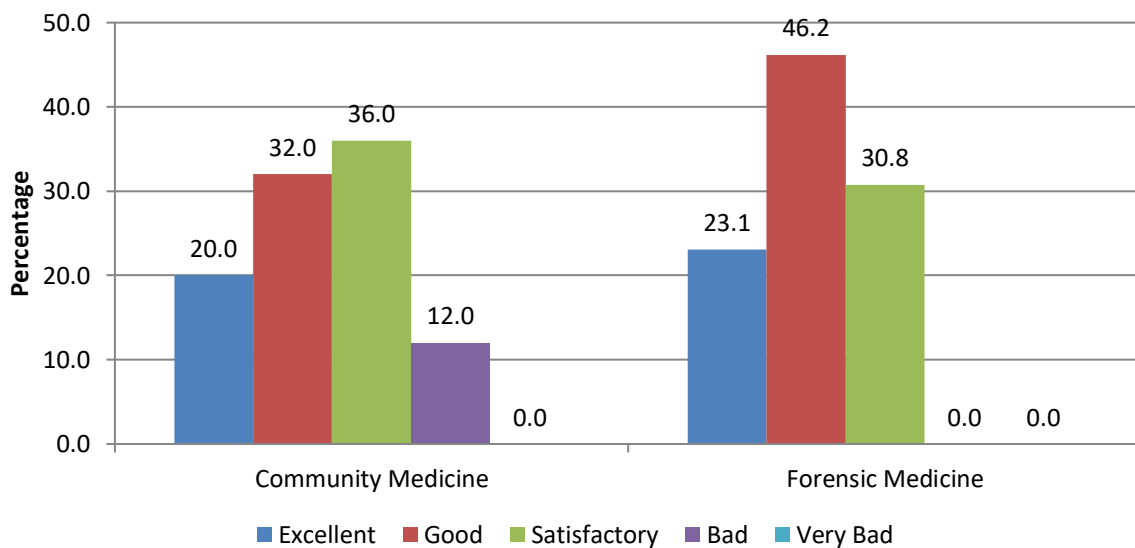


Figure 1. Distribution of responses by department on Arousal of Interest by the Faculties

2. Clarity of Communication

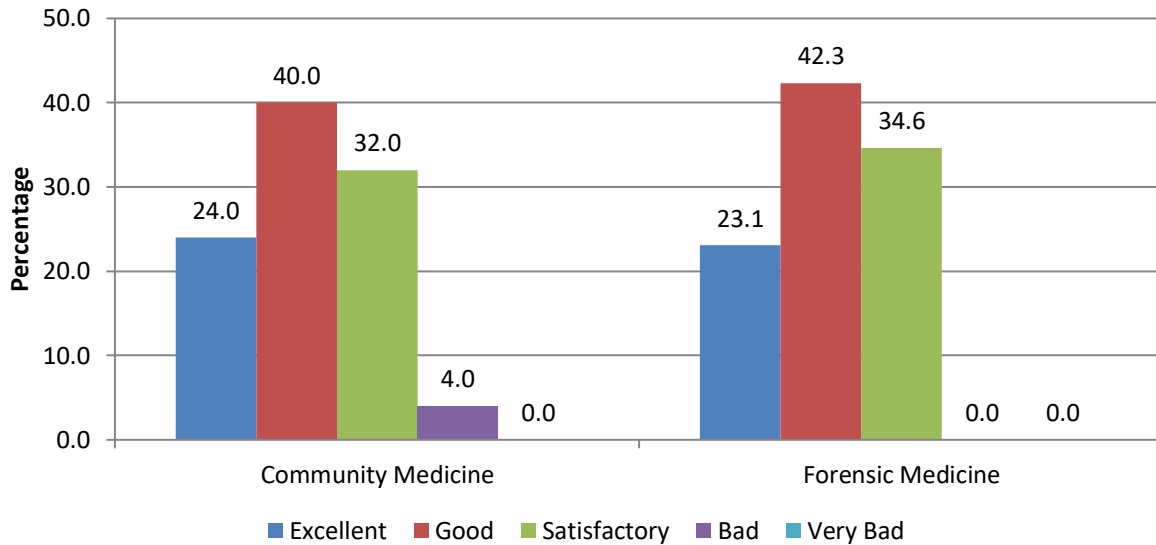


Figure 2. Distribution of responses by department on Clarity of Communication by Faculties

3. Adequate Interaction

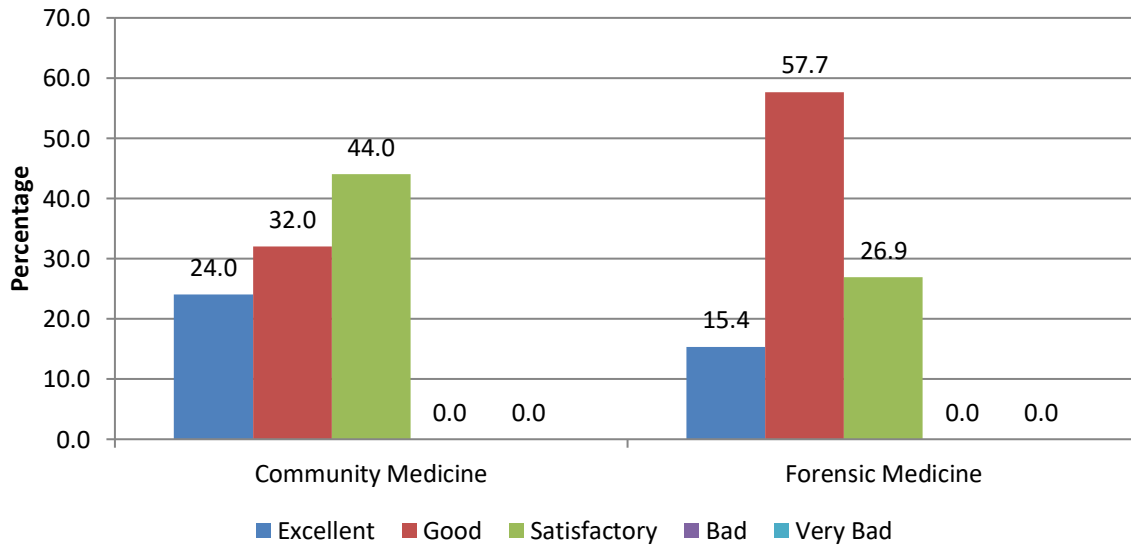


Figure 3. Distribution of responses by department on Adequate Interaction by Faculties

4. Approachability



Figure 4. Distribution of responses by department on Approachability of Faculties

II. Punctuality

1. Starting on Time

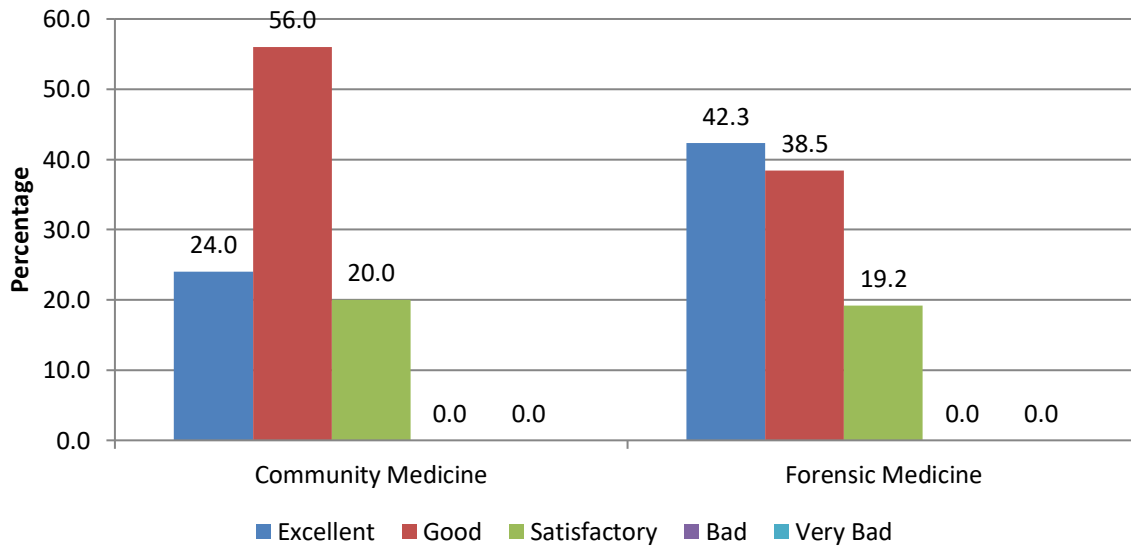


Figure 5. Distribution of responses by department on Starting on Time (punctuality)

2. Ending on Time



Figure 6. Distribution of responses by department on Ending on Time (punctuality)

III. Visual aids

1. Appropriate use of Visual aids

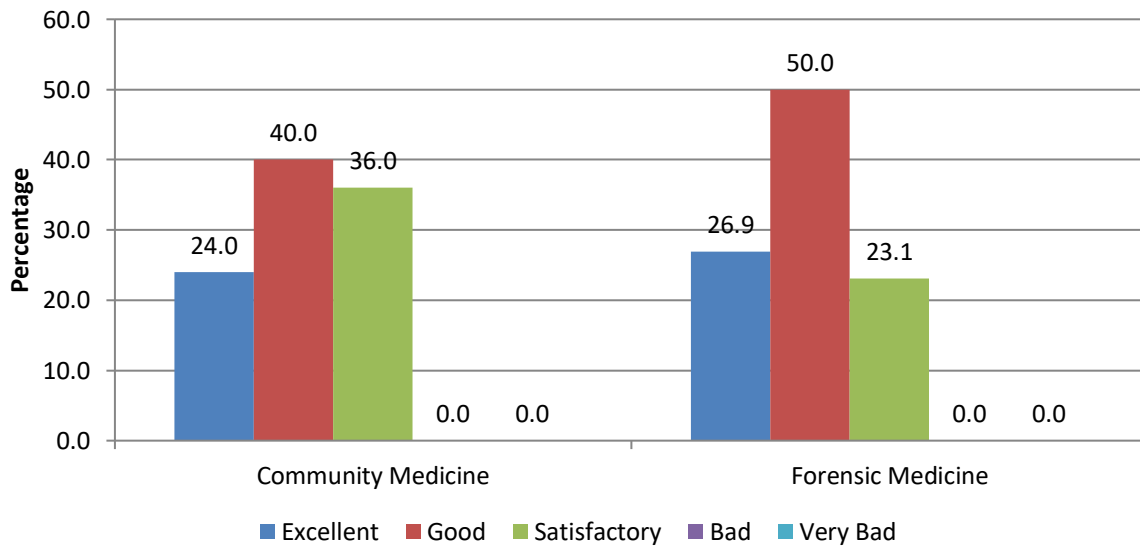


Figure 7. Distribution of responses by department on Appropriate use of visual aids

2. Clarity of visual aids

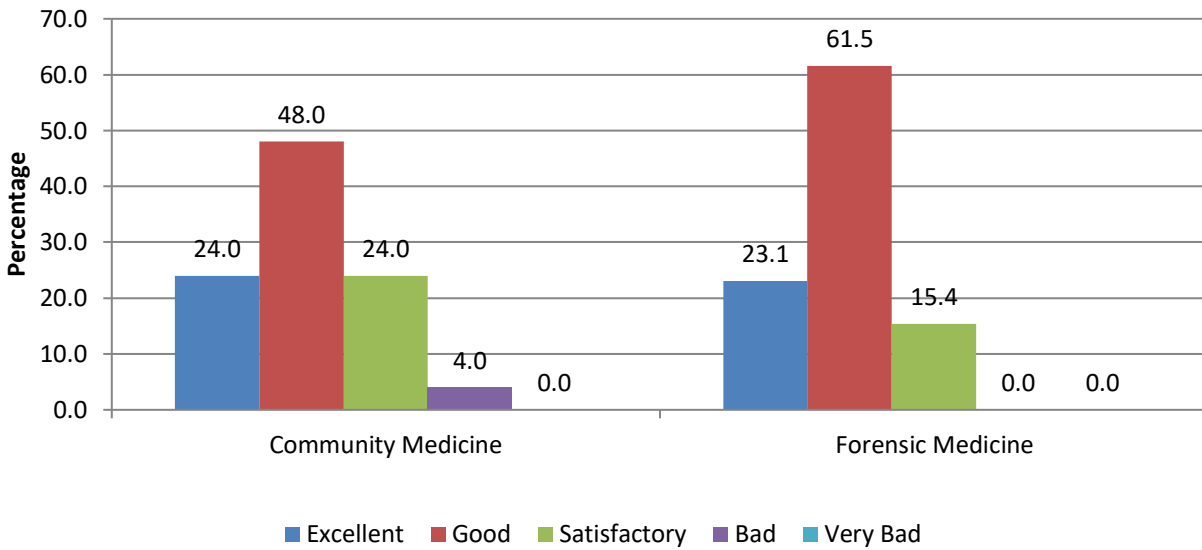


Figure 8. Distribution of responses by department on Clarity of Visual Aids

3. Pictorial representation

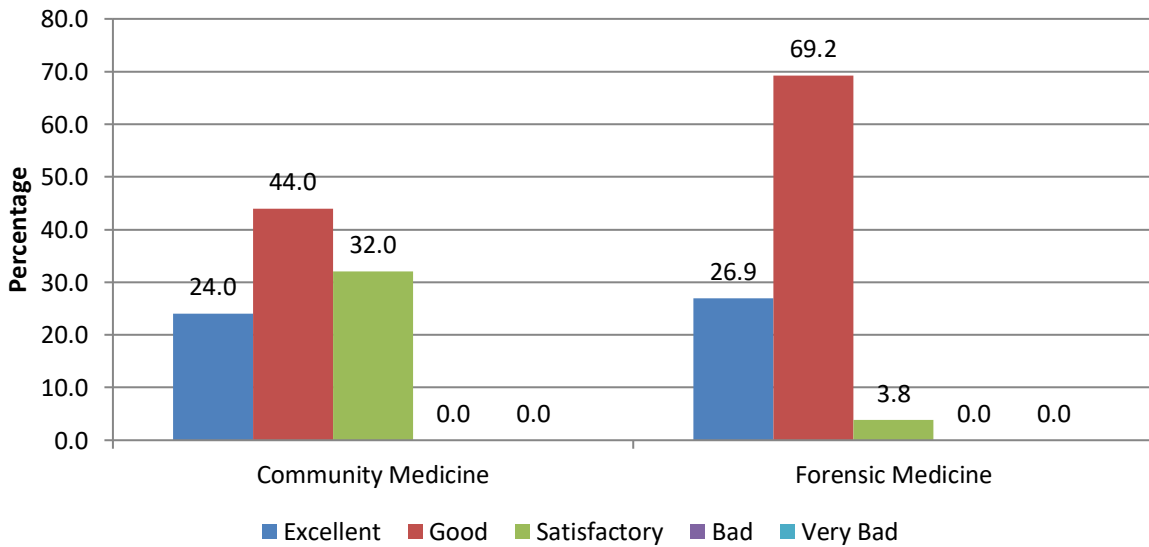


Figure 9. Distribution of responses by department on Pictorial representation of Visual Aids

IV. Practical Training

1. Opportunity for hands on training



Figure 10. Distribution of responses by department on Opportunity for hands on training

2. Small group discussion

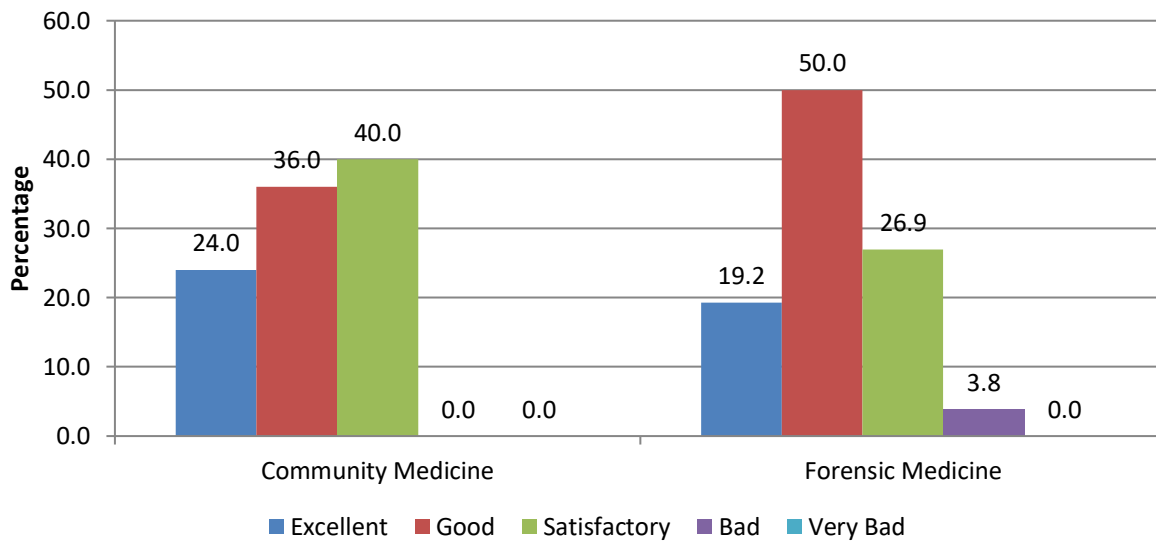


Figure 11. Distribution of responses by department on Small group discussion

3. Clinical relevance

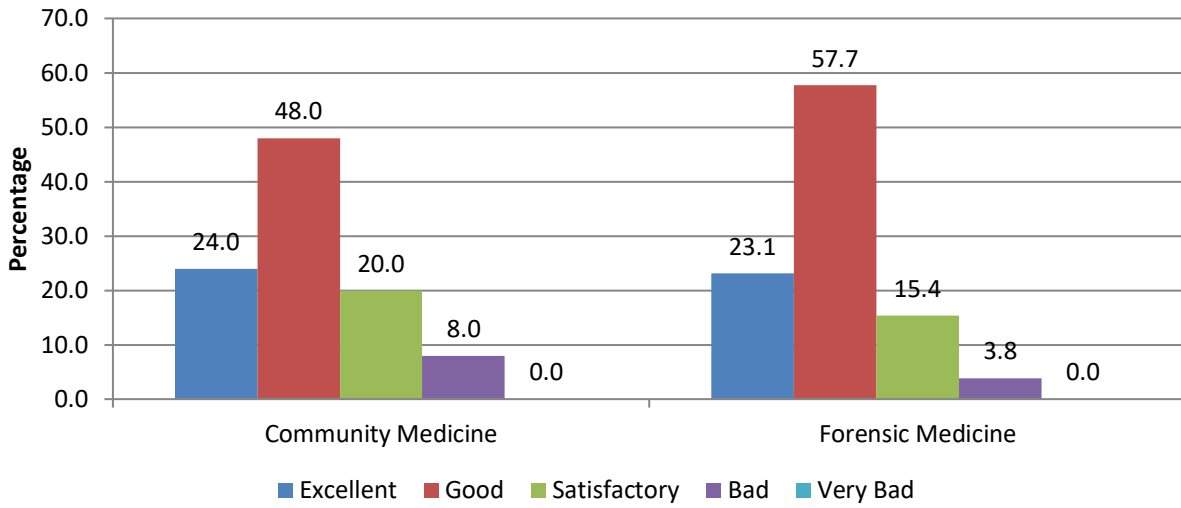


Figure 12. Distribution of responses by department on Clinical Relevance during practical training

V. Clinical Training

1. Number of cases

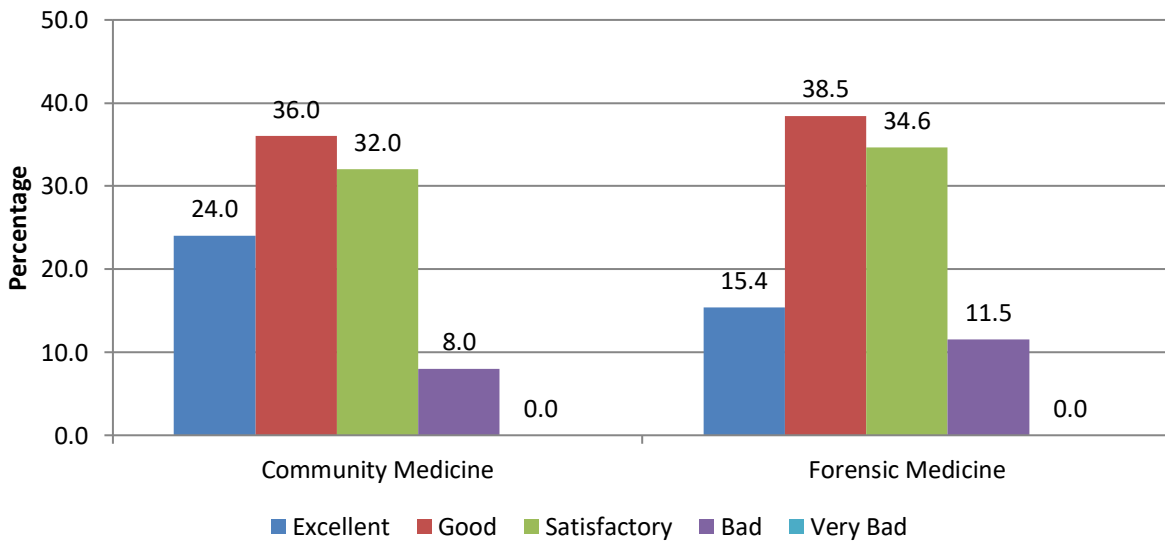


Figure 13. Distribution of responses by department on Number of Cases seen in Clinical Training

2. Variety of cases

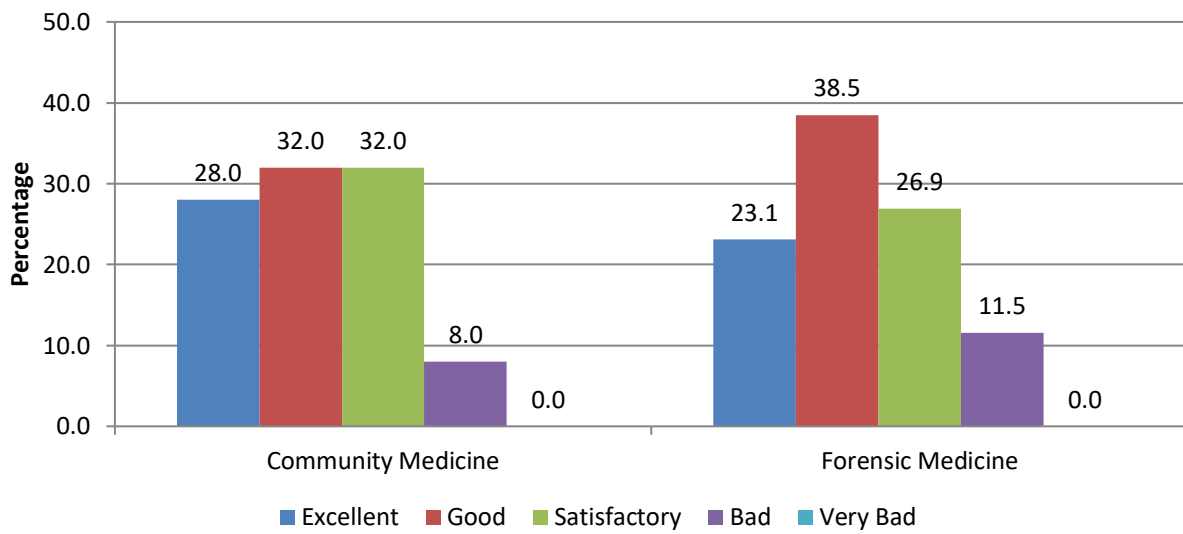


Figure 14. Distribution of responses by department on Variety of Cases seen in Clinical Training

VI. Skill training

1. History Taking

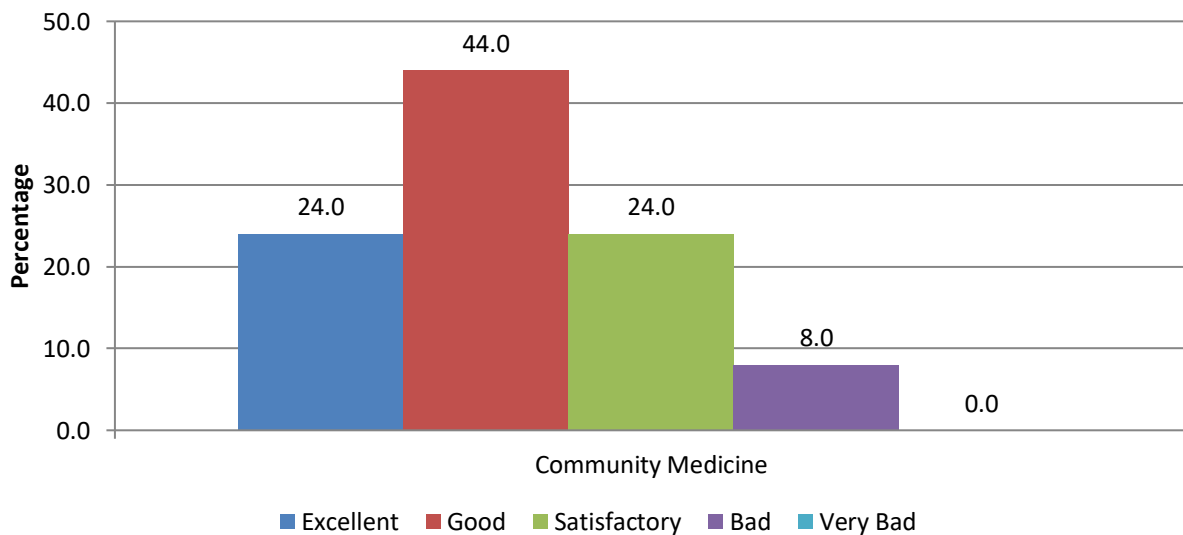


Figure 15. Distribution of responses on History Taking in Skill Training

2. Physical examinations

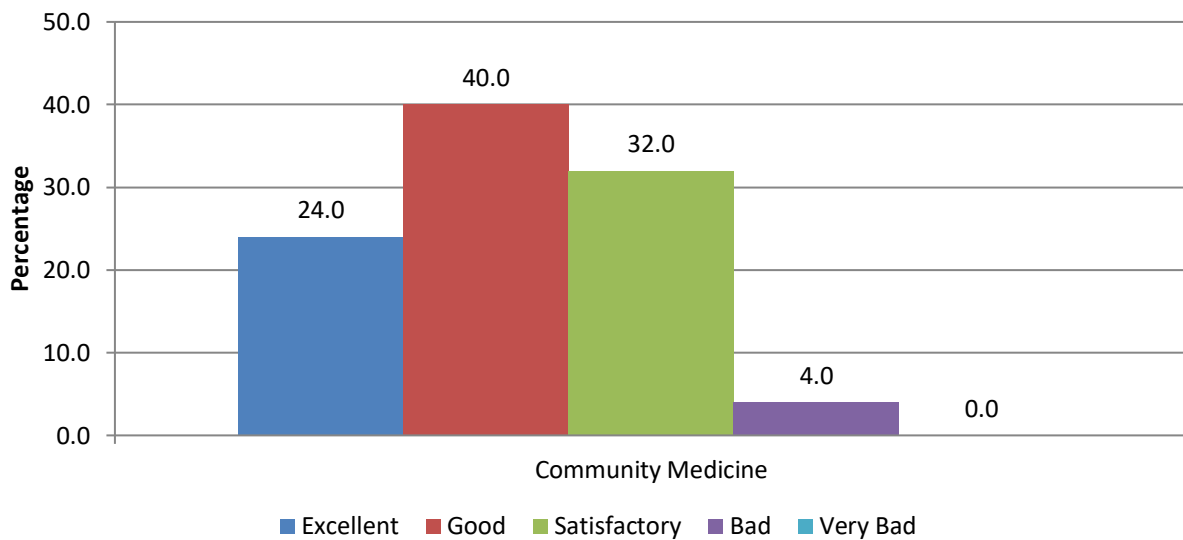


Figure 16. Distribution of responses on Physical Examinations in Skill Training

3. Interpretation of Results

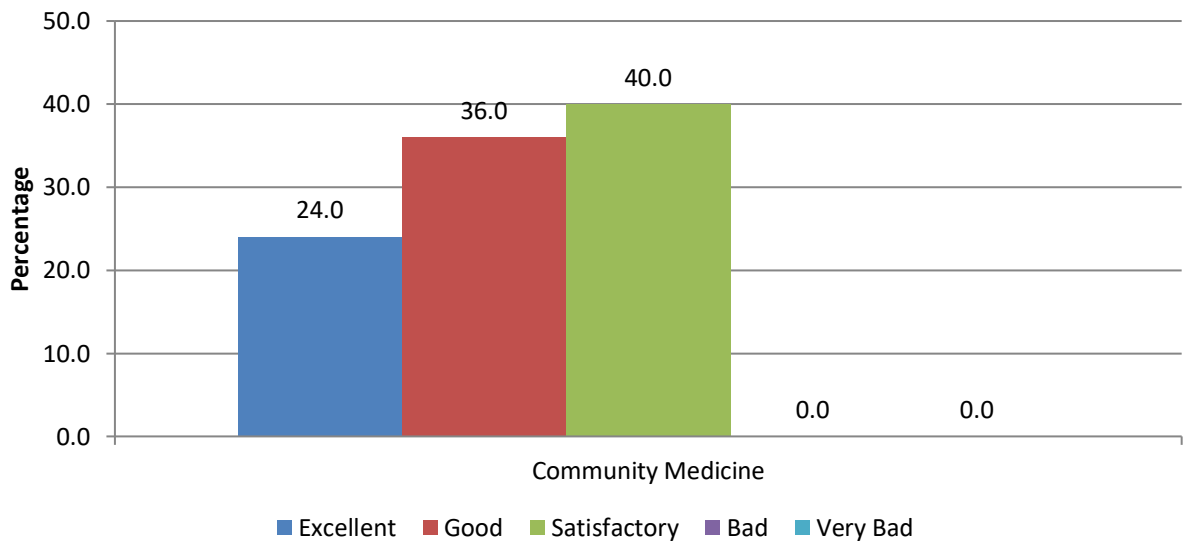


Figure 17. Distribution of responses on Interpretation of Results in Skill Training

4. Formulation of diagnosis/D.D

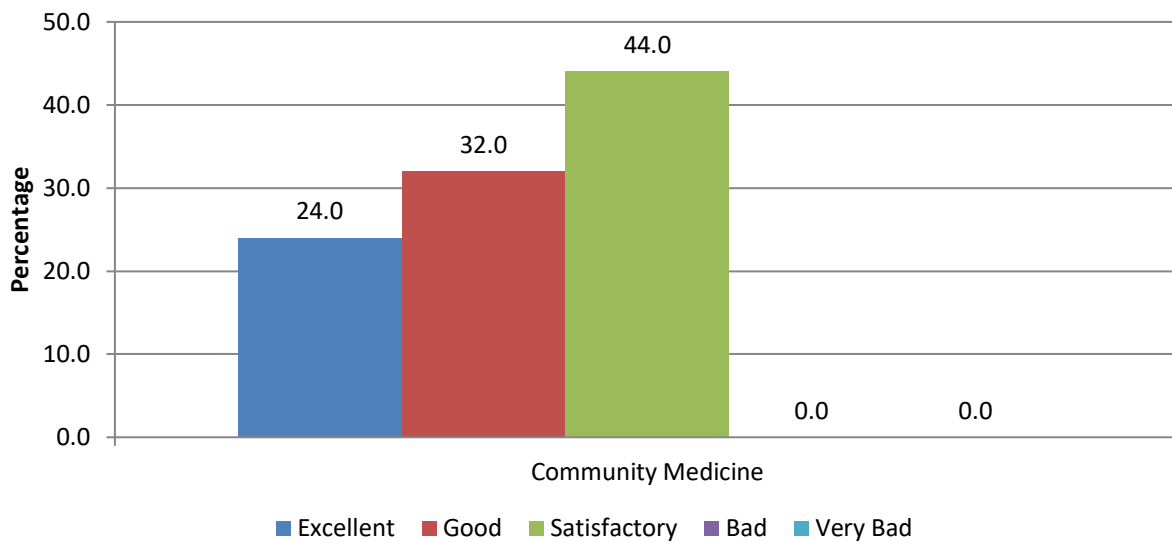


Figure 18. Distribution of responses on Formulation of diagnosis/D.D in Skill Training

5. Adequate Utilisation of the Posting Time

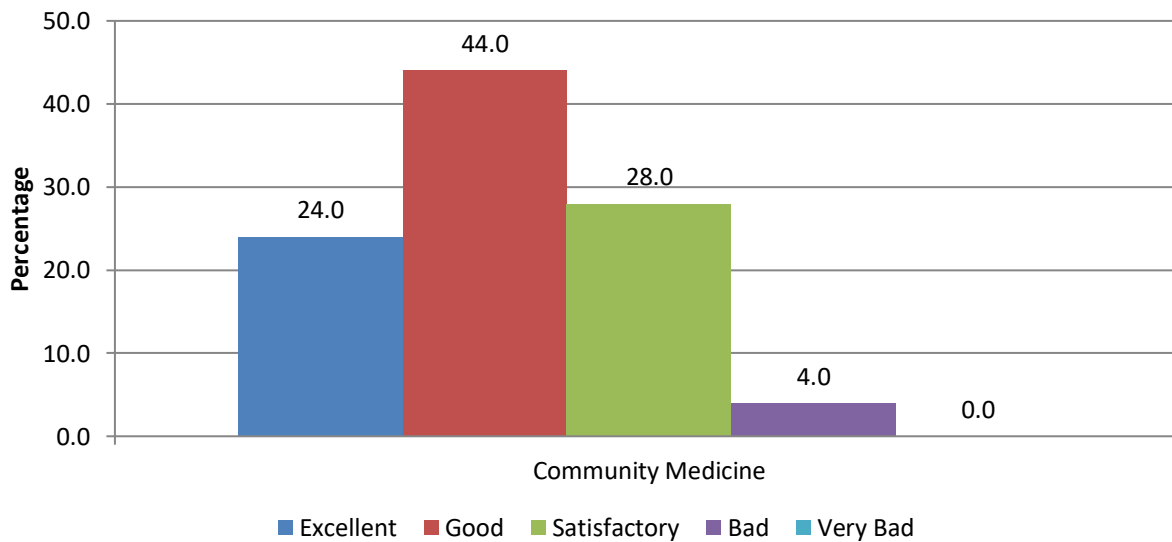


Figure 19. Distribution of responses on Adequate Utilisation of the Posting Time in Skill Training

6. Small Group Discussion

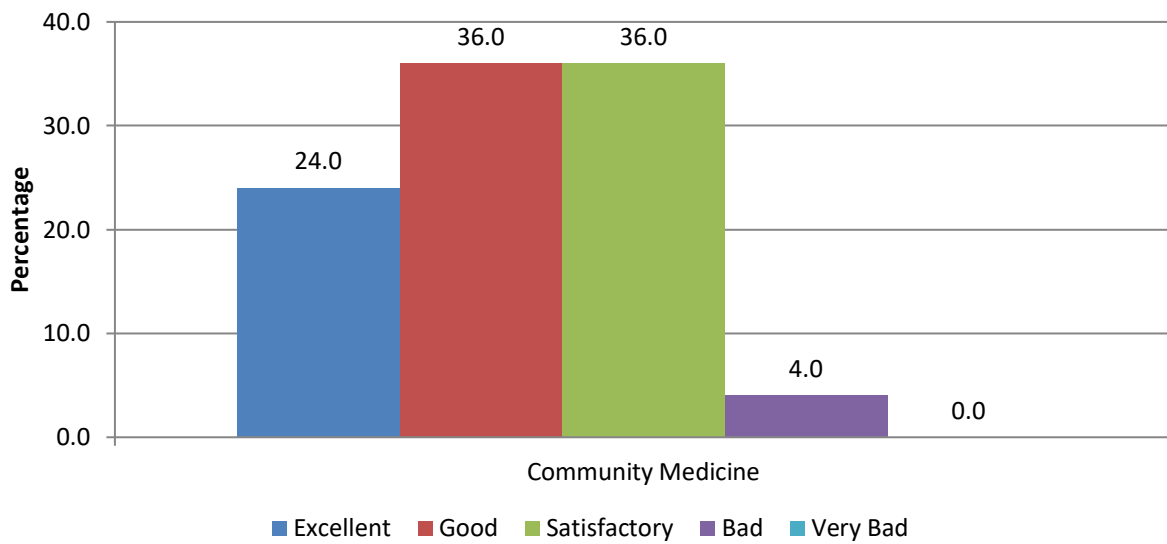


Figure 20. Distribution of responses on Small Group Discussion in Skill Training

VII. End of Posting Assessment

1. OSCE

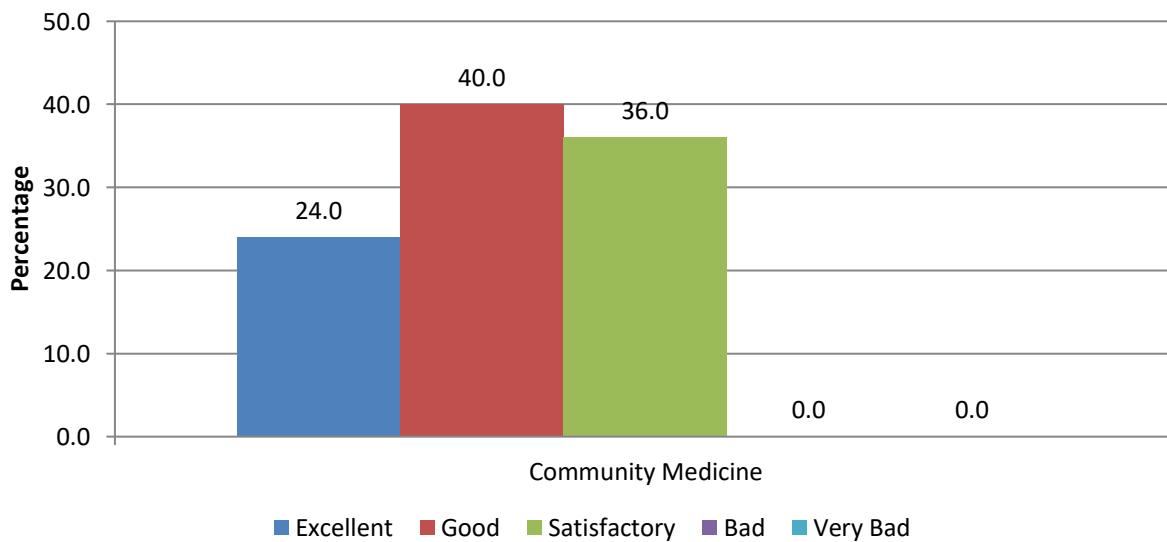


Figure 21. Distribution of responses on OSCE at the end of posting assessment

2. Assessment of Clinical skills

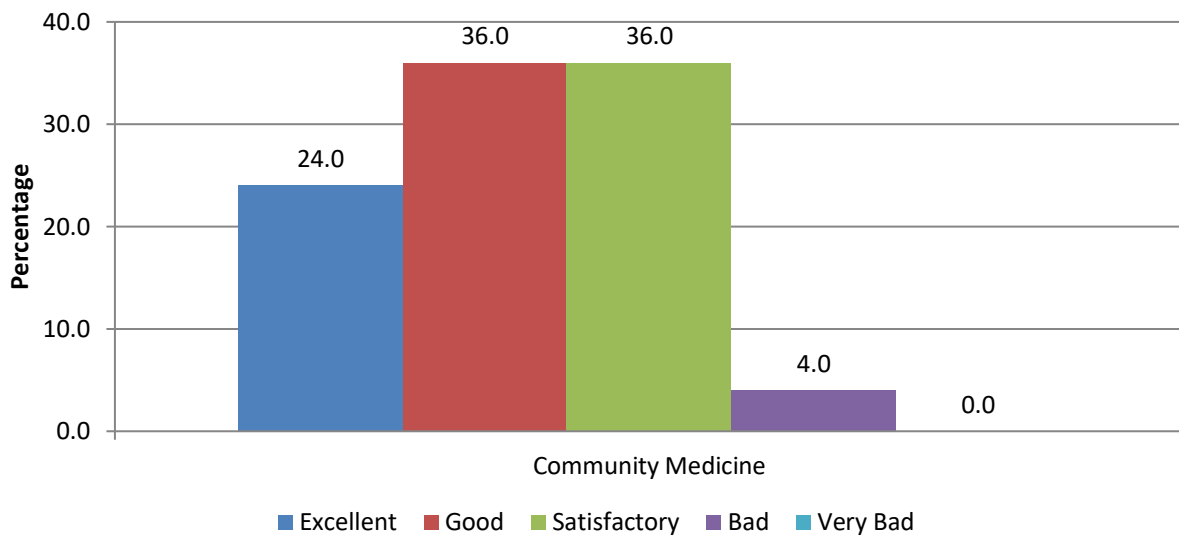


Figure 22. Distribution of responses on Assessment of Clinical skills

3. Assessment of Cases discussed

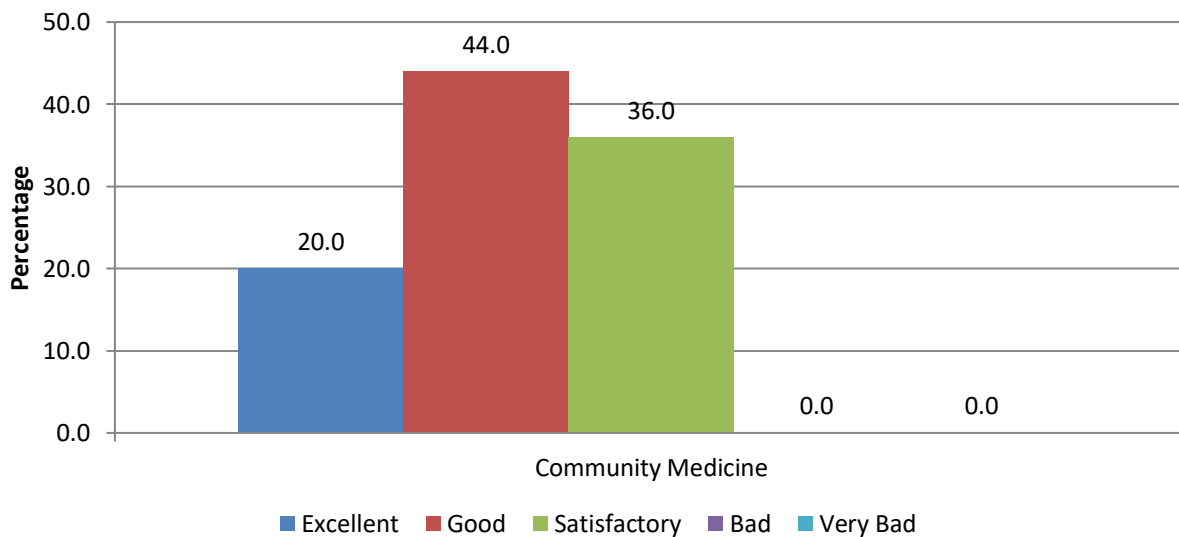


Figure 23. Distribution of responses on Assessment of Cases discussed

4. Feedback after the assessment

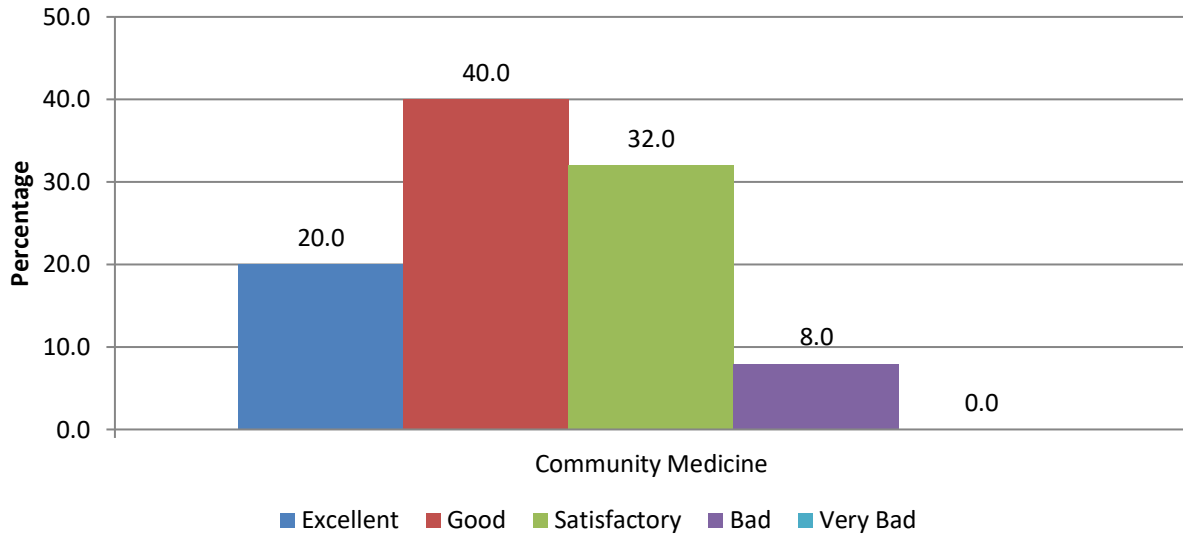


Figure 24. Distribution of responses on Feedback after assessment

VIII. Coverage of Syllabus

1. Full portions covered

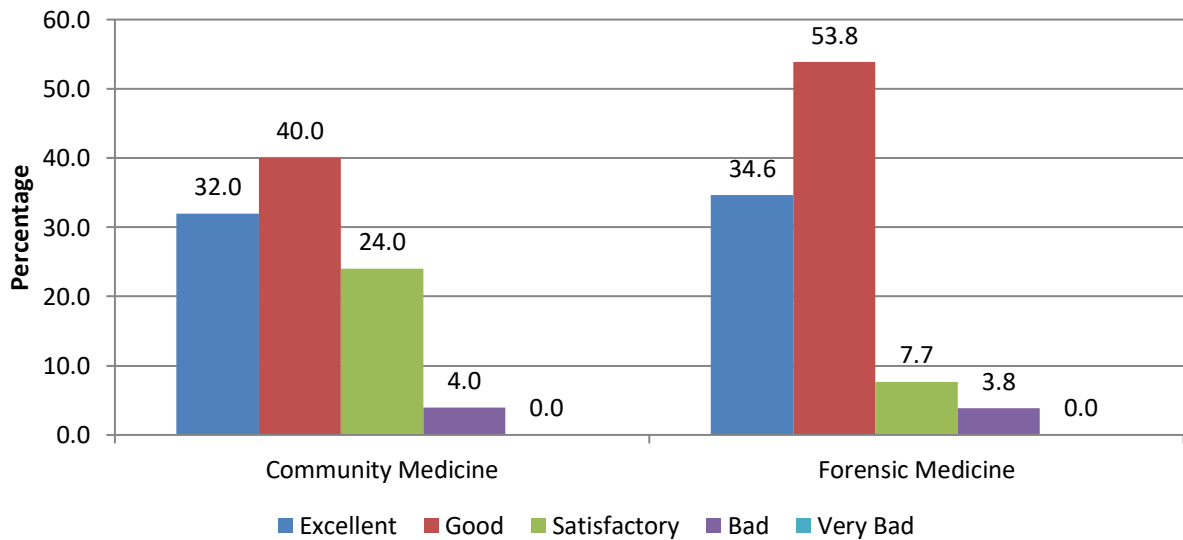


Figure 25. Distribution of responses by department on Full portions covered

2. University pattern followed

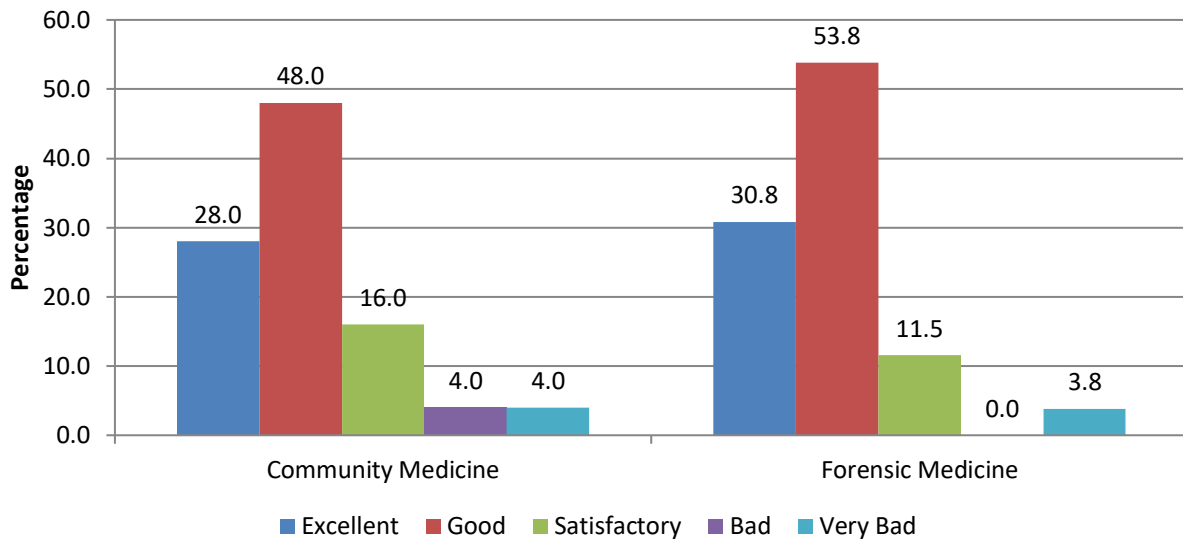


Figure 26. Distribution of responses by department on University pattern followed in the Coverage of Syllabus

3. Analytical skills tested

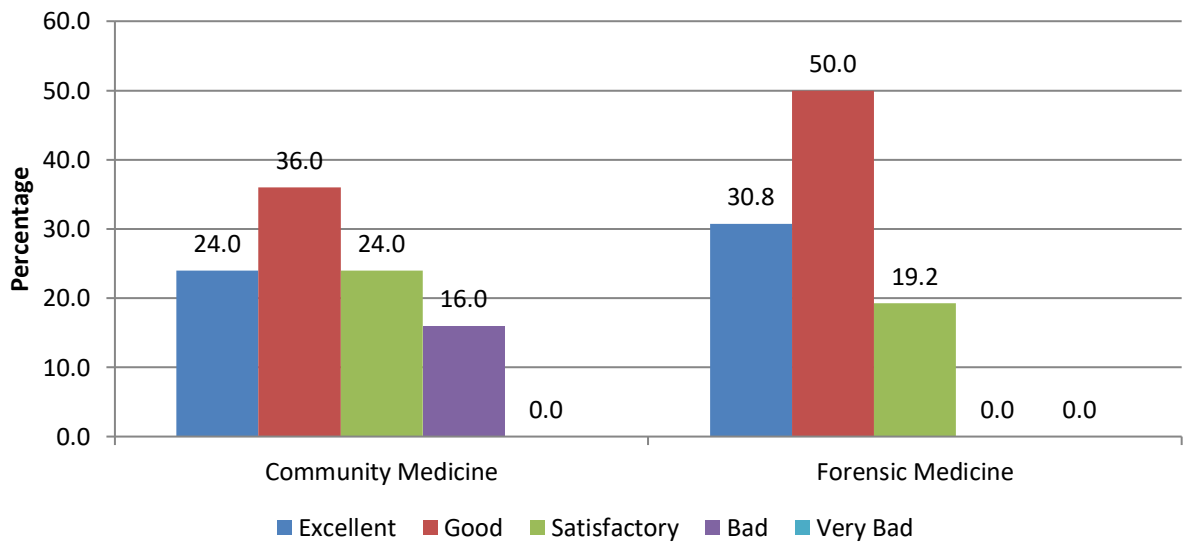


Figure 27. Distribution of responses by department on Analytical skills tested in the Coverage of Syllabus

IX. Conduct of Exam

1. Seating

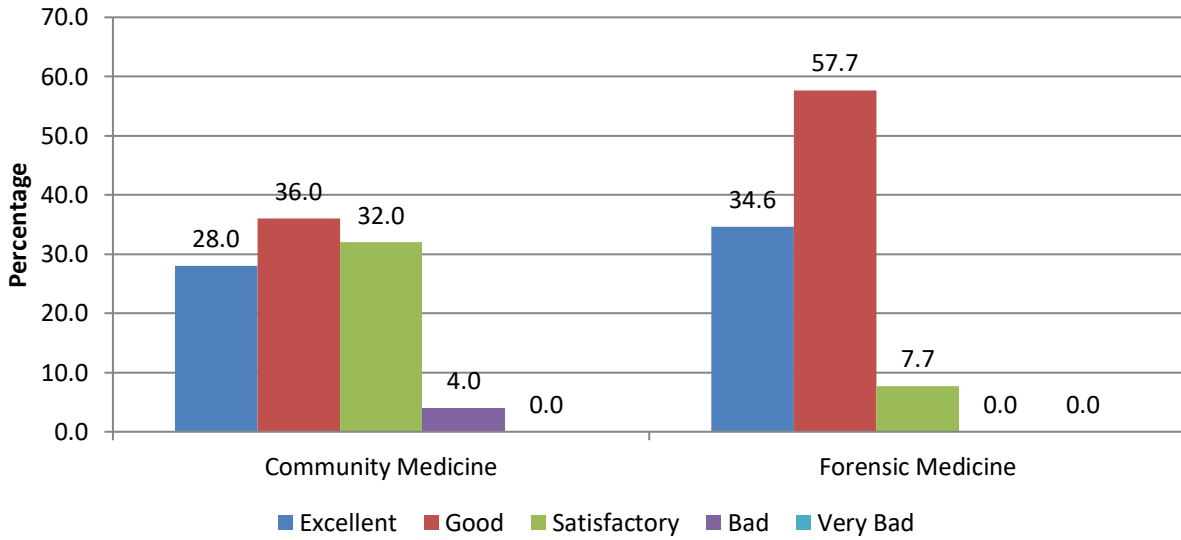


Figure 28. Distribution of responses by department on Seating in conduct of exam

2. Adequate Supervision

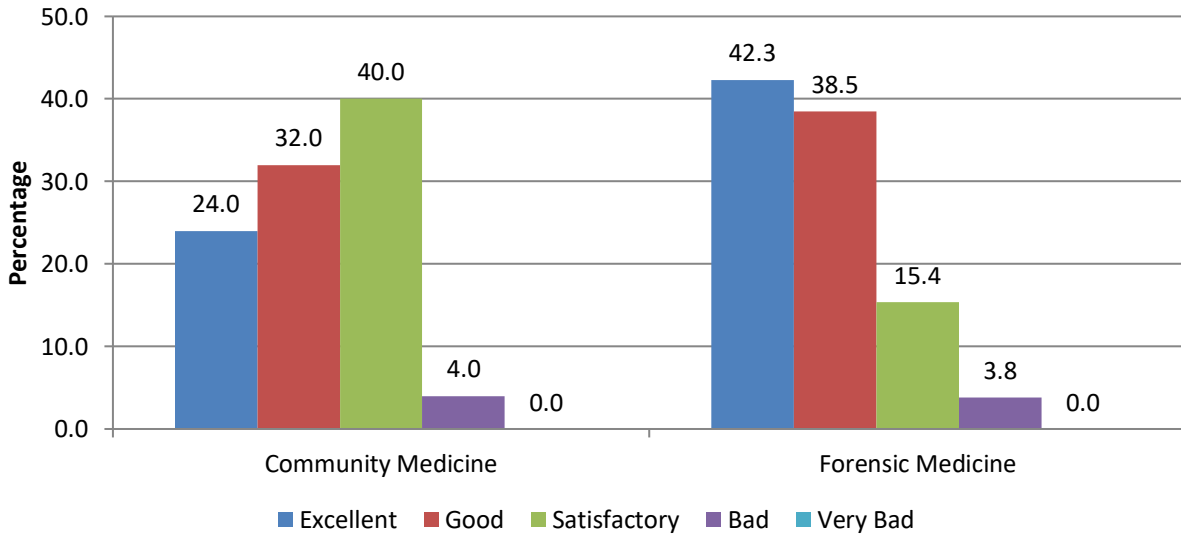


Figure 29. Distribution of responses by department on Adequate Supervision in conduct of exam

X. Valuation

1. Fair Valuation

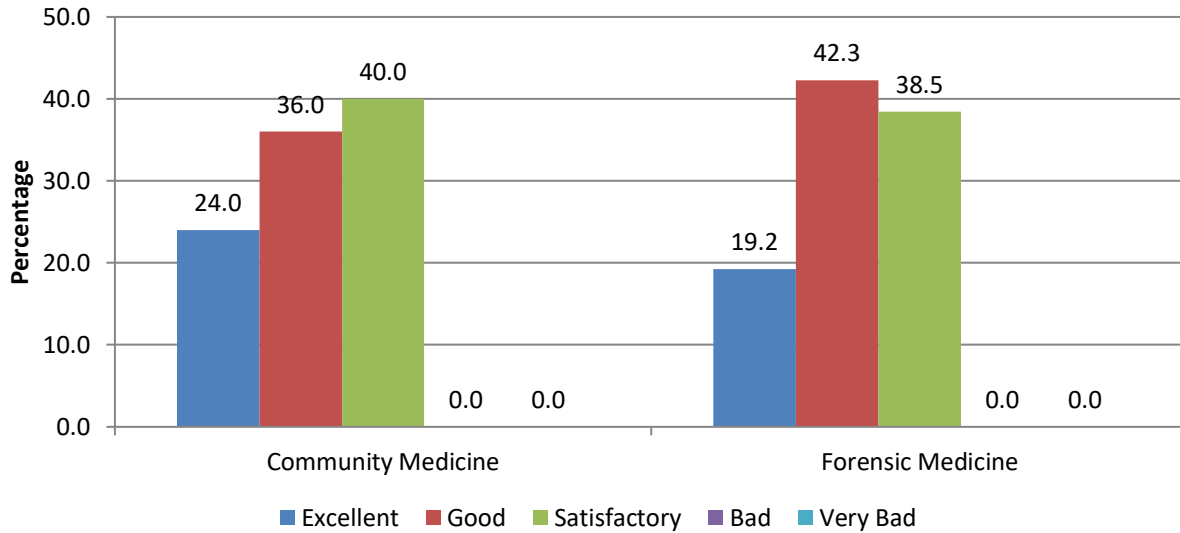


Figure 30. Distribution of responses by department on Fair Valuation in Valuation

2. Discussion of Papers

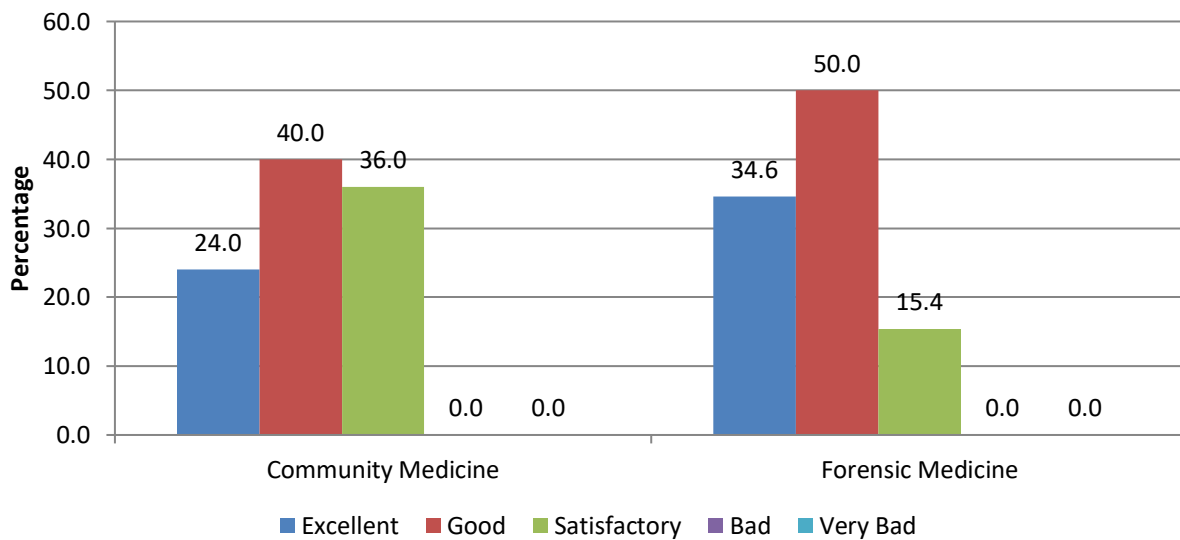


Figure 31. Distribution of responses by department on Discussion of Papers in Valuation

3. Feedback after Valuation



Figure32. Distribution of responses by department on Feedback after Valuation