

Assessment on teaching/learning methods

By

Final Year MBBS students - 2025

Pondicherry Institute of Medical Sciences

July, 2025

Contents

Introduction	4
Results	5
A. Theory classes	5
1. Overall Quality	5
i. Clarity.....	5
ii. Stimulating	6
iii. Interaction.....	7
2. Visual aids.....	8
i. Relevance	8
ii. Adequacy.....	9
3. Punctuality.....	10
i. Starting on time.....	10
ii. Ending on time.....	11
4. Approachability	12
i. During classes.....	12
ii. After classes.....	13
5. Use of innovative methods.....	14
B. Clinics	15
1. Clinical skills training	15
i. History taking	15
ii. Physical examination	16
iii. Formulation of clinical diagnosis & Differential diagnosis	17
iv. Rationale of investigations	18
v. Interpretation of results	19
vi. Management steps.....	20
2. Adequate utilization of posting time.....	21
3. Case variety	22
4. Number of cases	23
C. Assessments	24

1. End of posting	24
i. OSCE.....	24
ii. Assessment of clinical skills.....	25
iii. Assessment of cases discussed	26
iv. Feedback after the assessment	27
2. Internal Assessment – Coverage of syllabus.....	28
i. Full portions covered	28
ii. University pattern followed	29
iii. Testing of analytical skills.....	30
3. Internal Assessment – Conduct of exam.....	31
i. Seating arrangements	31
ii. Adequacy of supervision.....	32
4. Valuation	33
i. Fairness.....	33
ii. Discussion	34
iii. Feedback.....	35
Appendix	Error! Bookmark not defined.

Introduction

This report provides summary of assessment by final year MBBS students on teaching/learning methods in PIMS. A questionnaire was used to get responses on 31 items relating to teaching/learning methods that were adopted in the following eight departments: General medicine, General surgery, OBG, Paediatrics, Orthopedics, DVL, Psychiatry and Pulmonary Medicine. A five point Likert scale (very bad, bad, satisfactory, good, excellent) was used to rate the items. The responses were grouped into 3 major categories as Theory classes, Clinics, and Assessments. There were 125 responders. One was omitted from analysis due to incomplete response of more than 50% of item. The responses were analysed and presented as bar charts. Suggestions provided by them for the improvement were given in Appendix.

Results

A. Theory classes

1. Overall Quality

i. Clarity

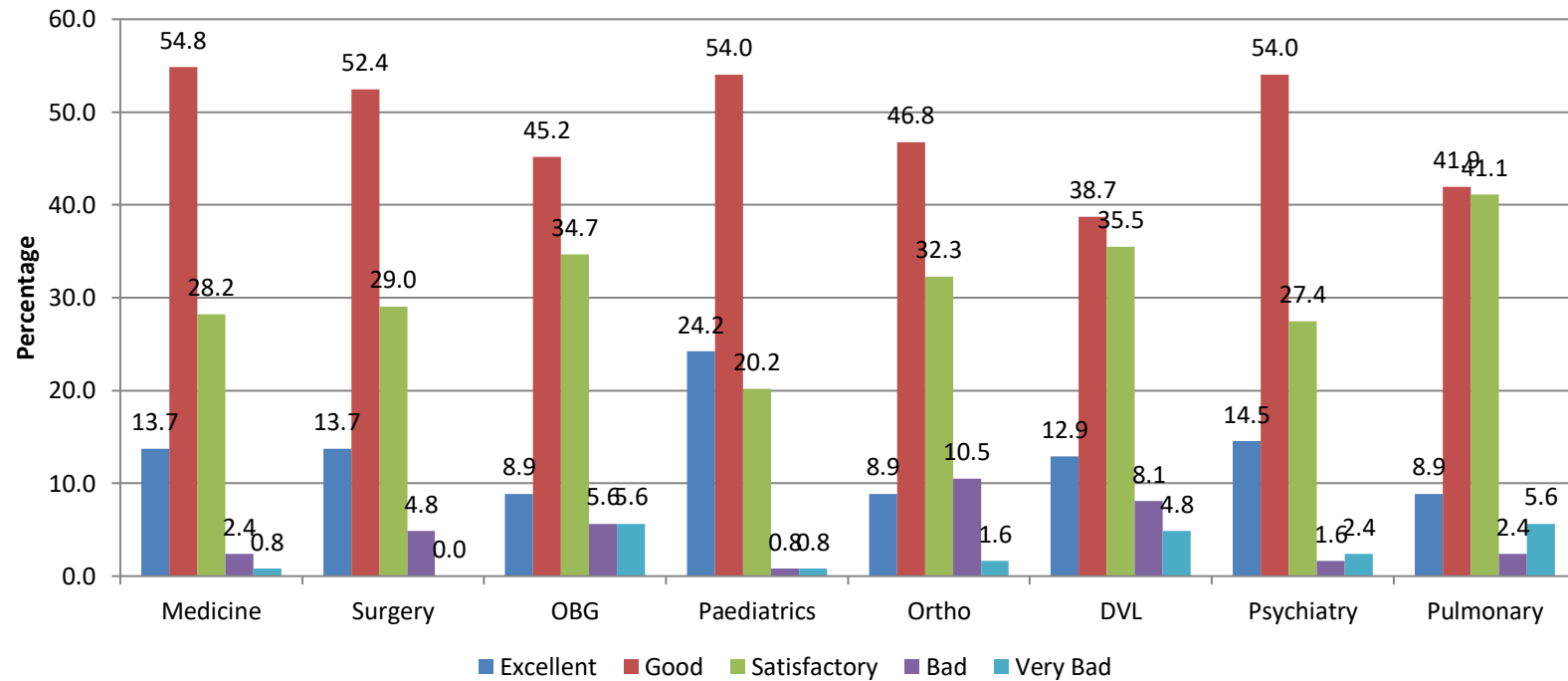


Figure 1. Distribution of responses on clarity of theory classes taken

ii. Stimulating

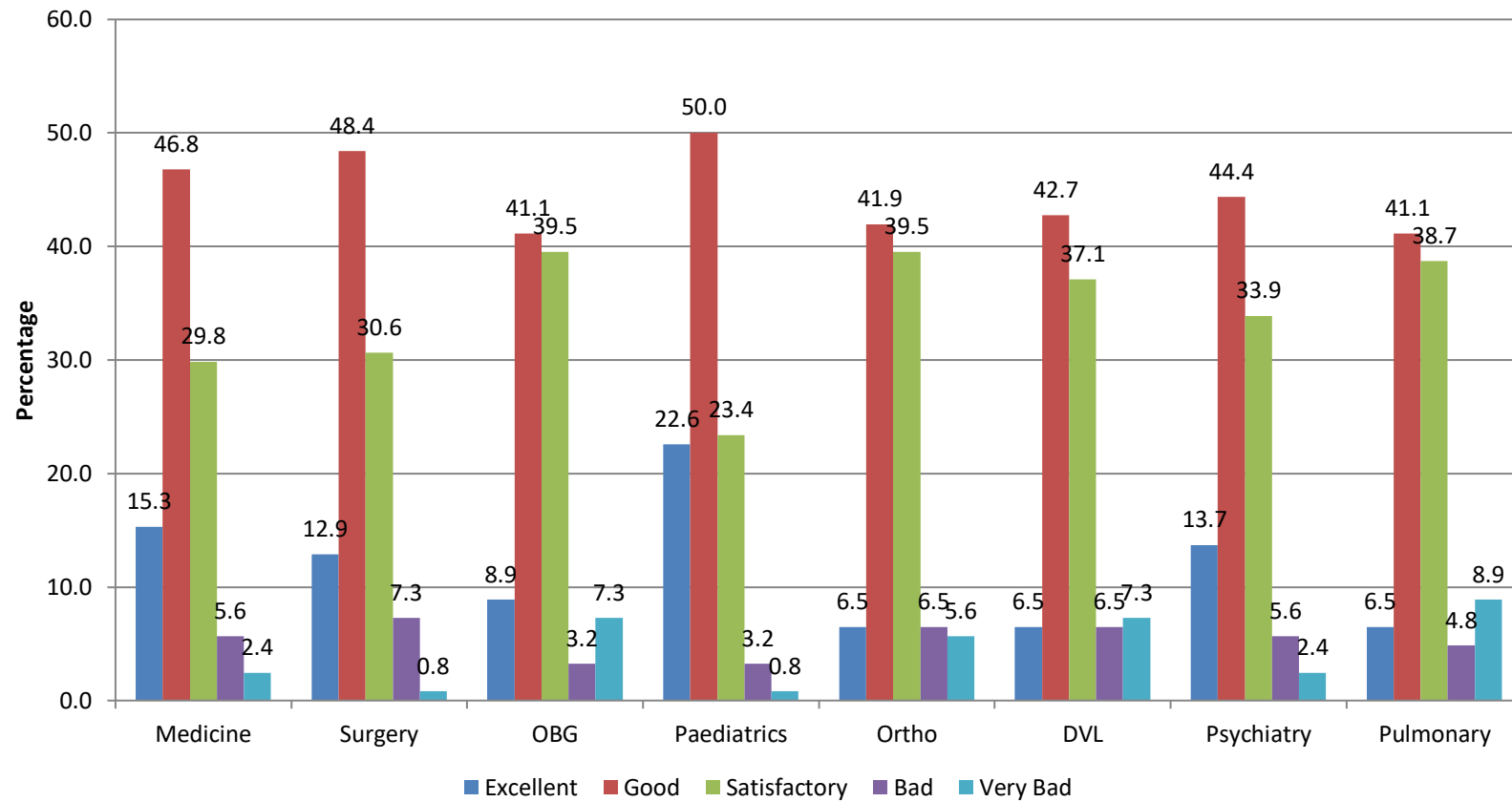


Figure 2. Distribution of responses in stimulating theory classes

iii. Interaction

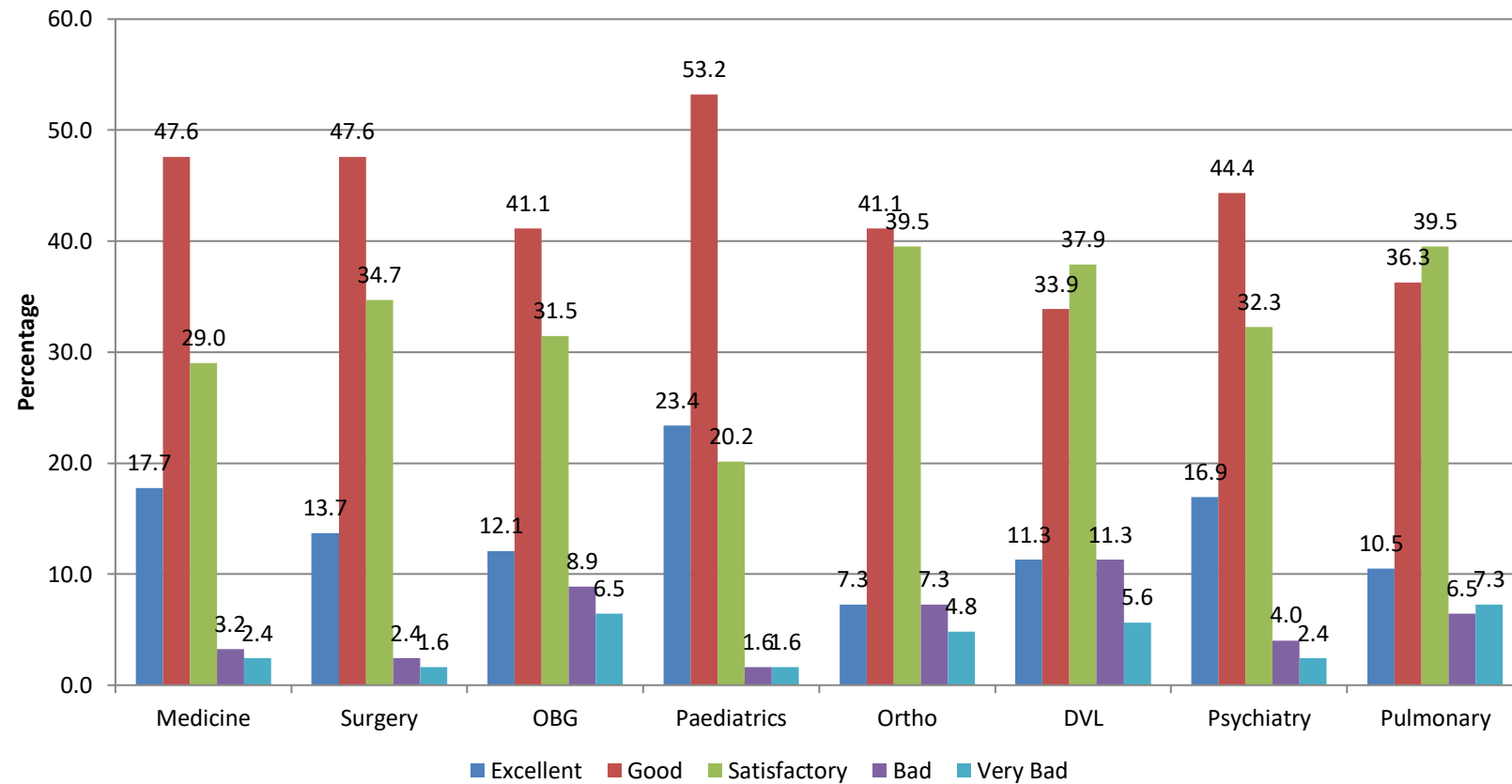


Figure 3. Distribution of responses on interaction during theory classes

2. Visual aids

i. Relevance

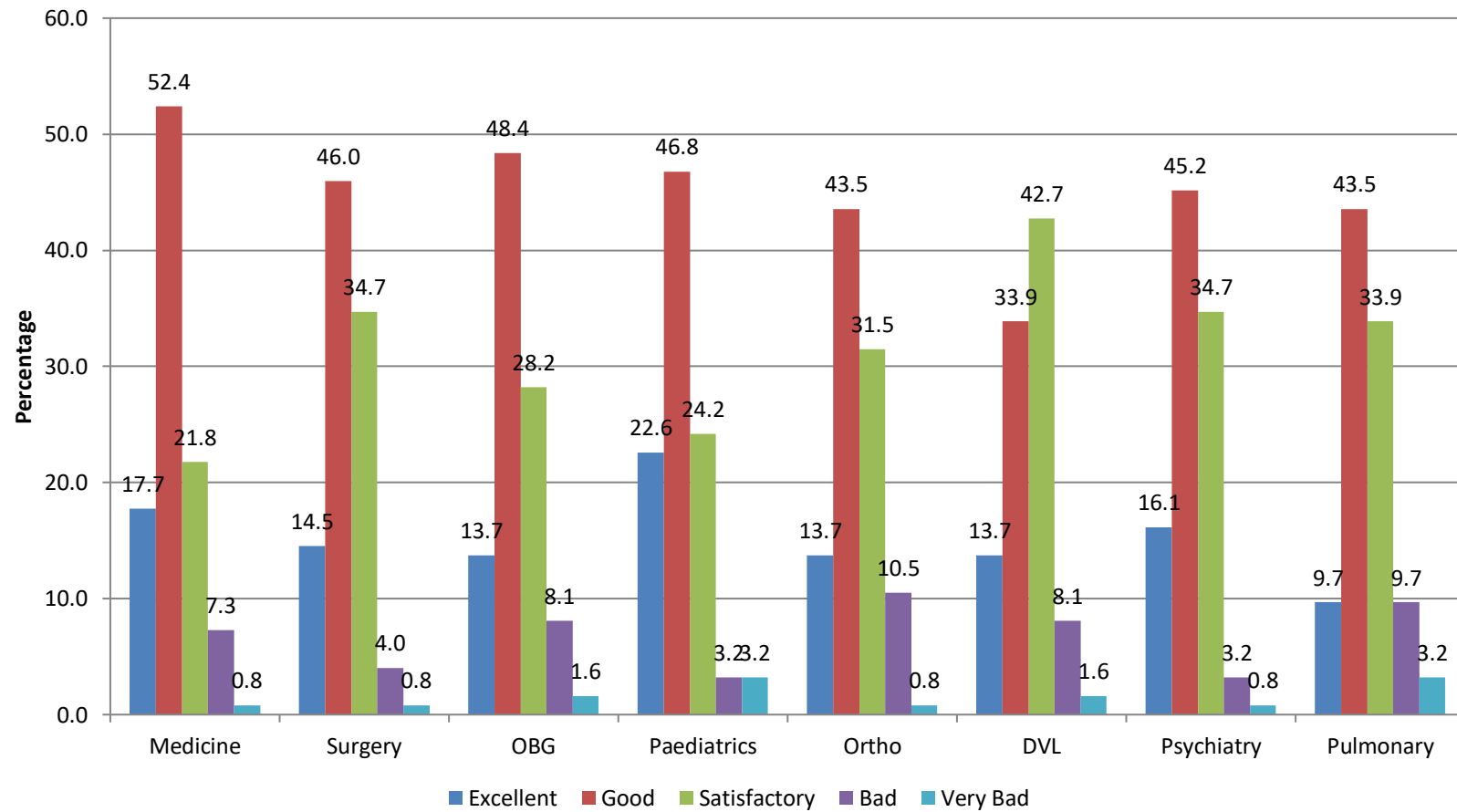


Figure 4. Distribution of responses on relevance of visual aids for theory classes

ii. Adequacy

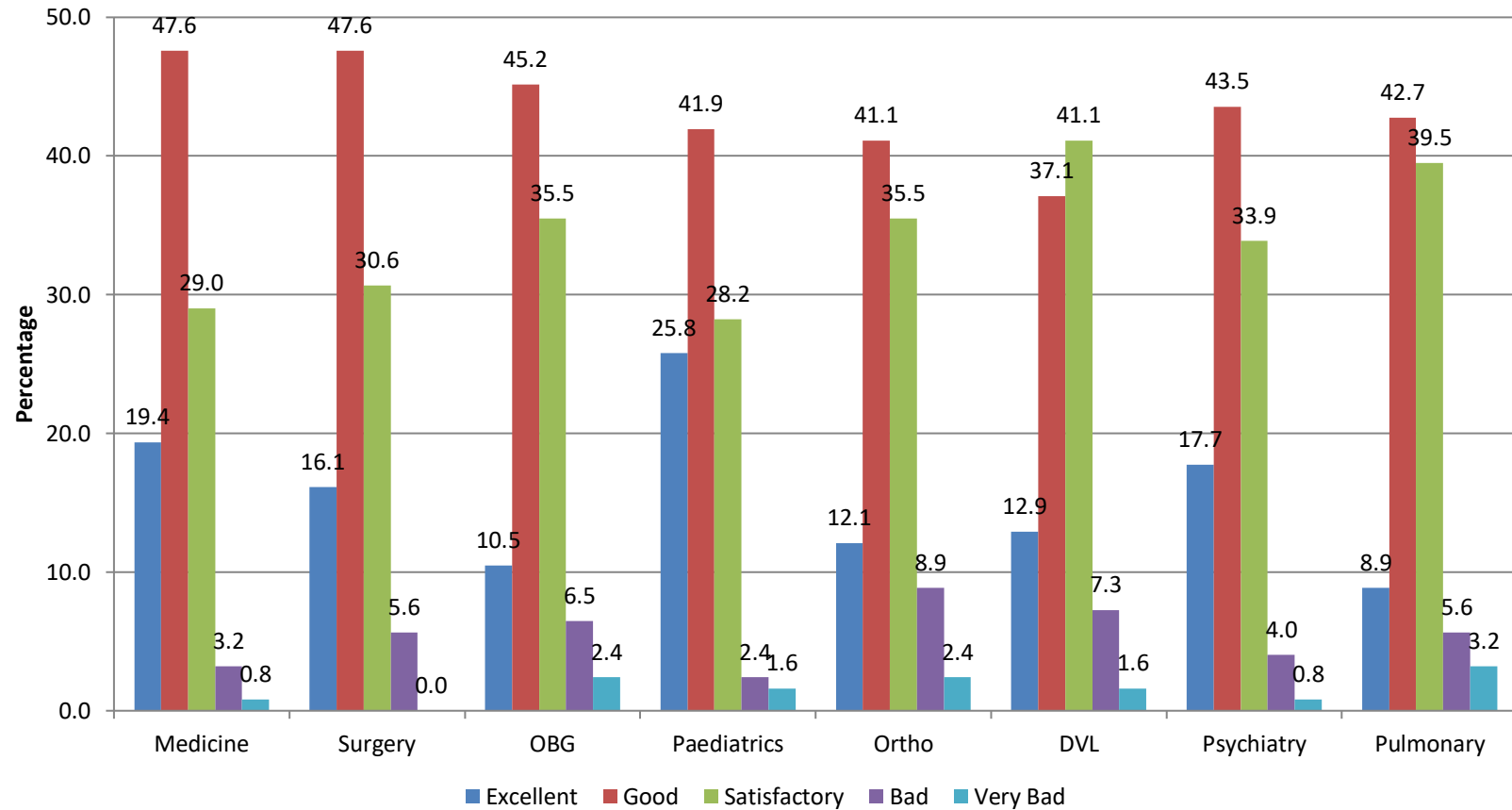


Figure 5. Distribution of responses on adequacy of visual aids for theory classes

3. Punctuality

i. Starting on time

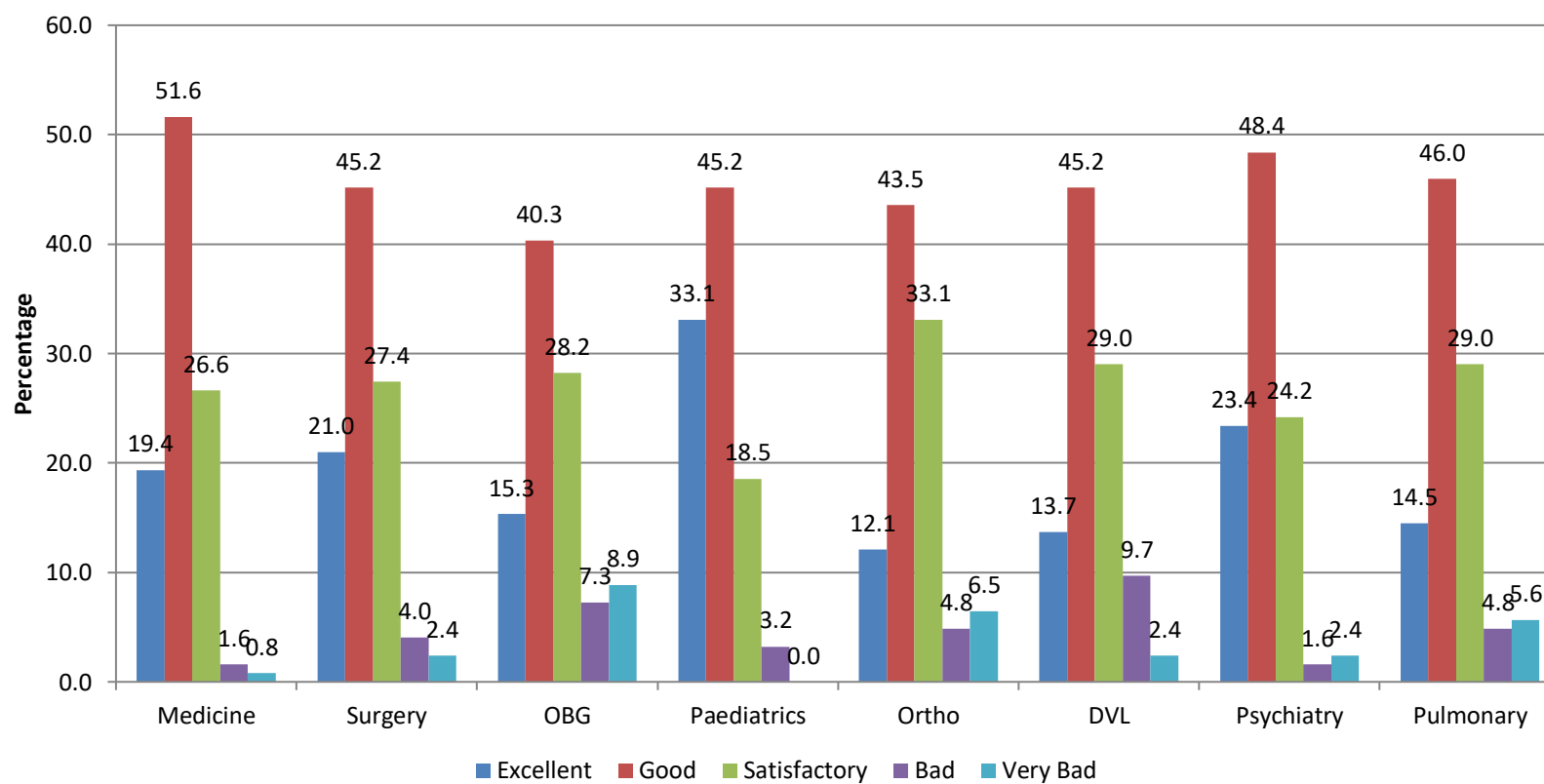


Figure 6. Distribution of responses on starting time of theory classes

ii. Ending on time

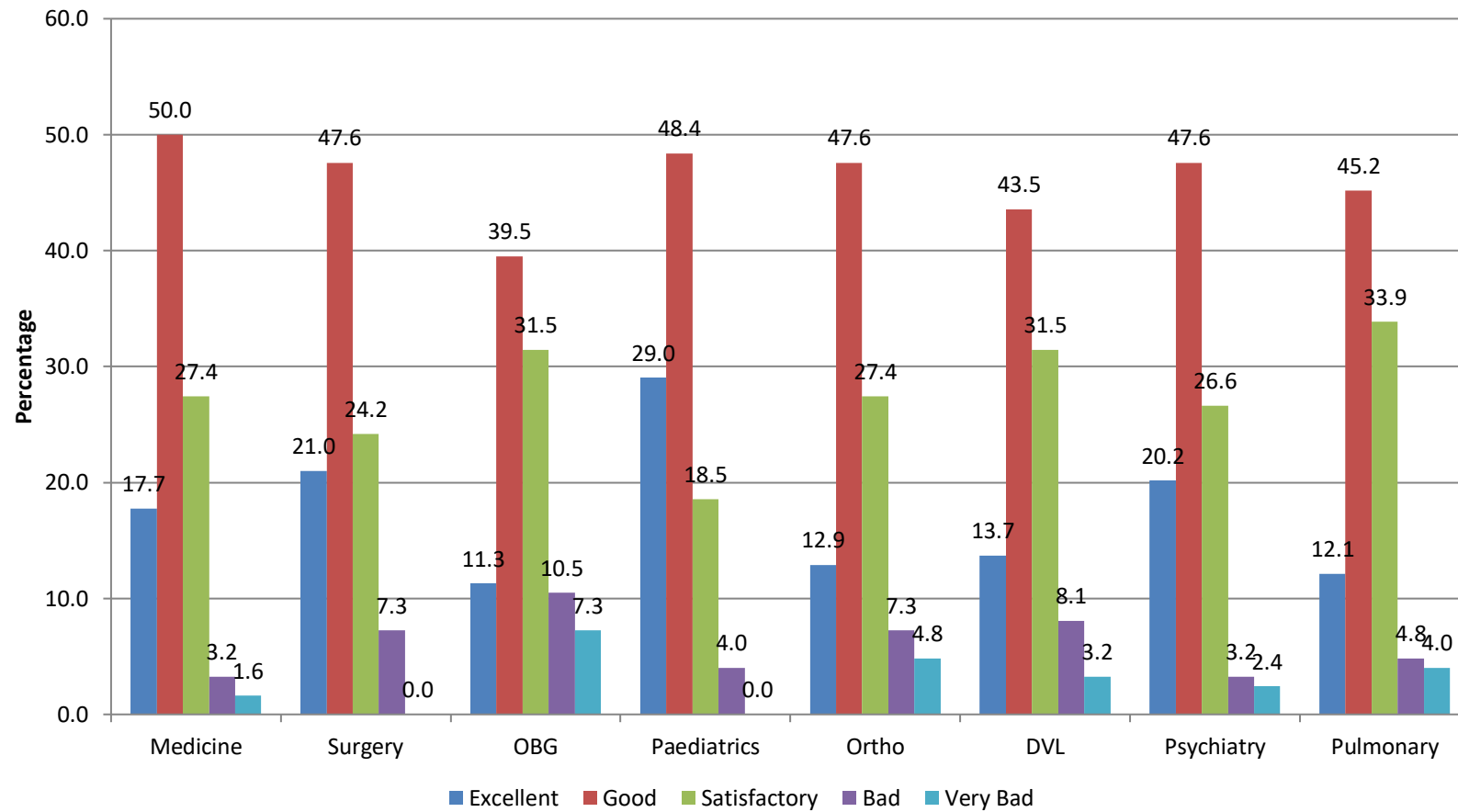


Figure 7. Distribution of responses on ending time of theory classes

4. Approachability

i. During classes

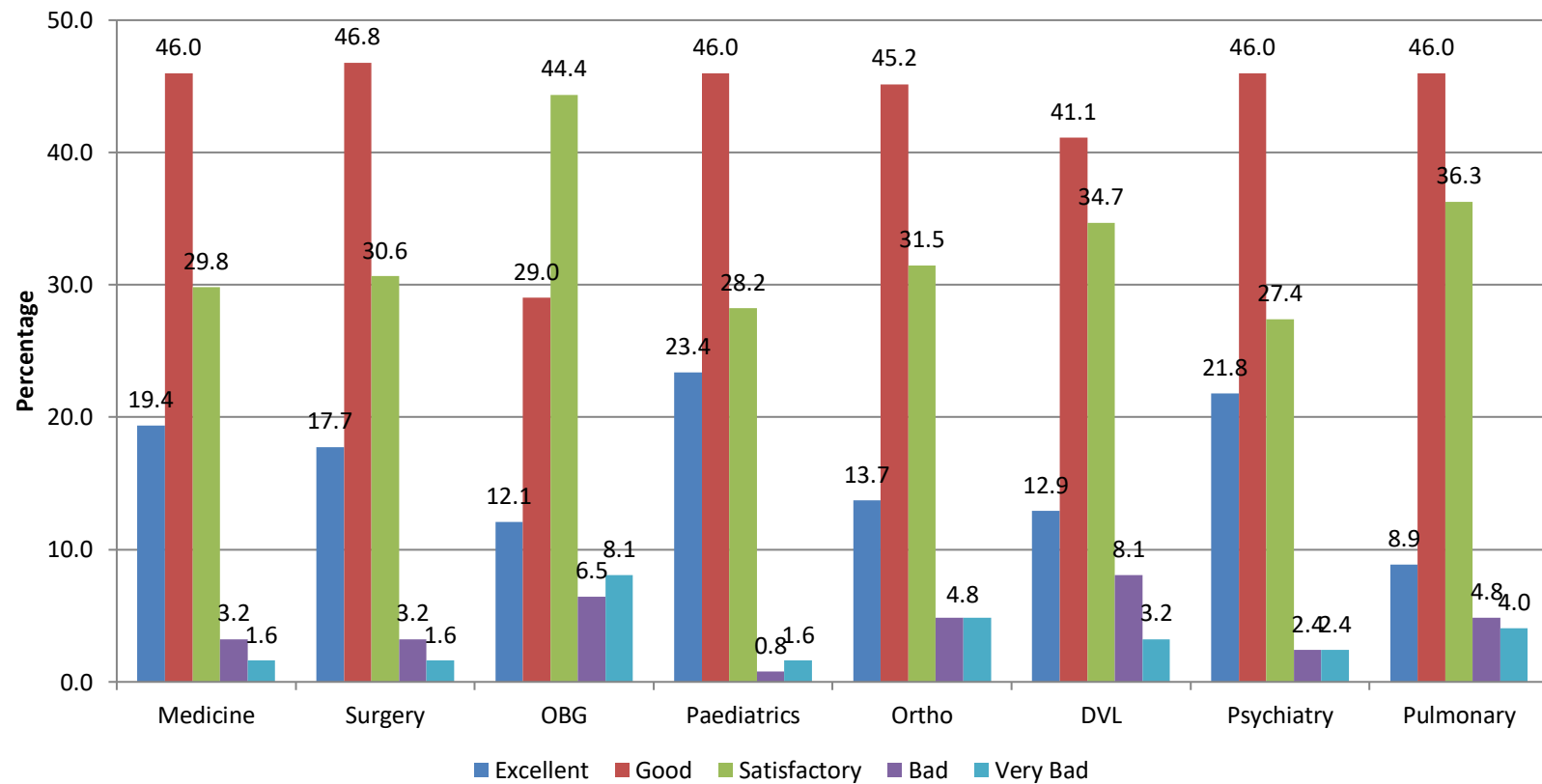


Figure 8. Distribution of responses on approachability during theory classes

ii. After classes

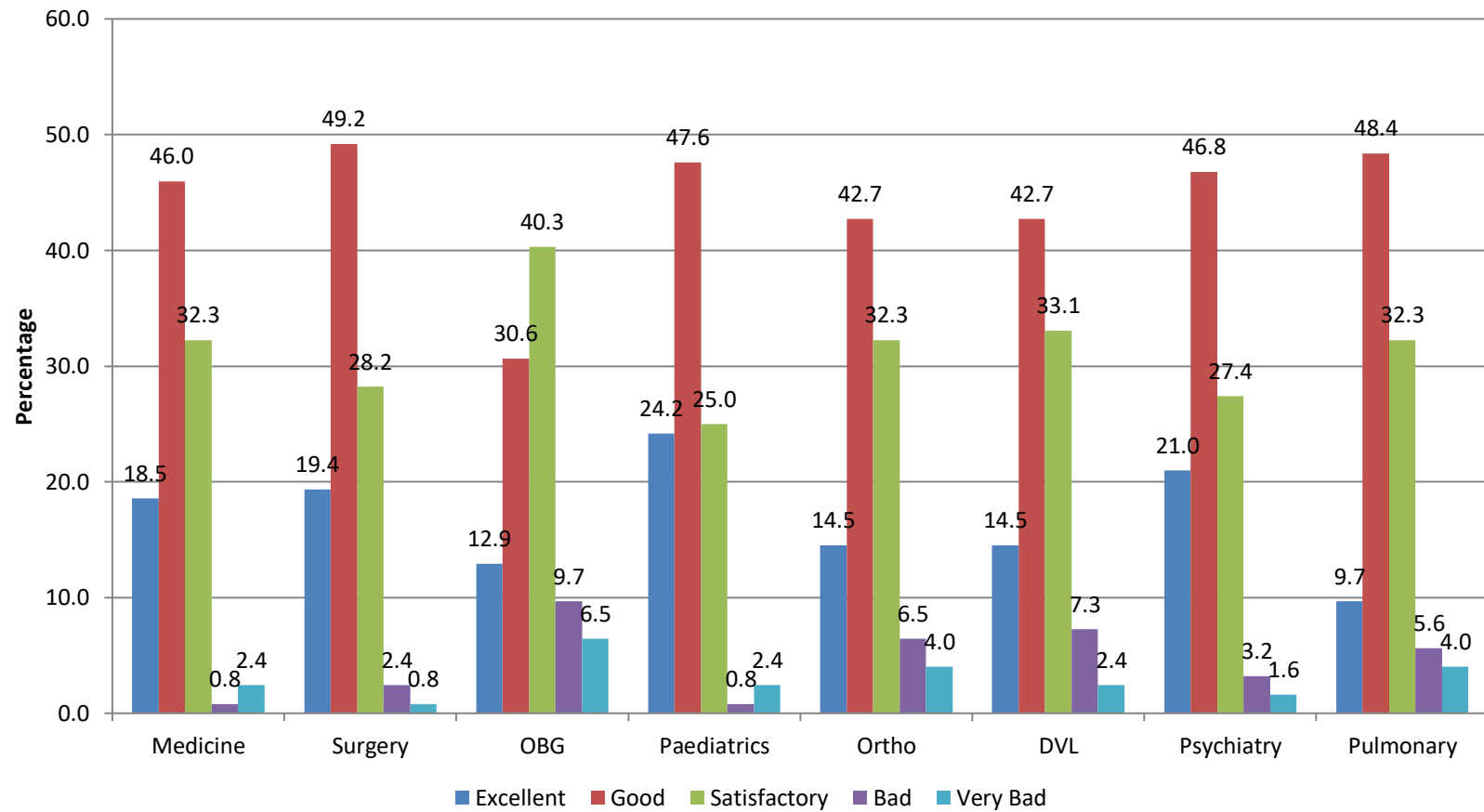


Figure 9. Distribution of responses on after theory classes approachability

5. Use of innovative methods

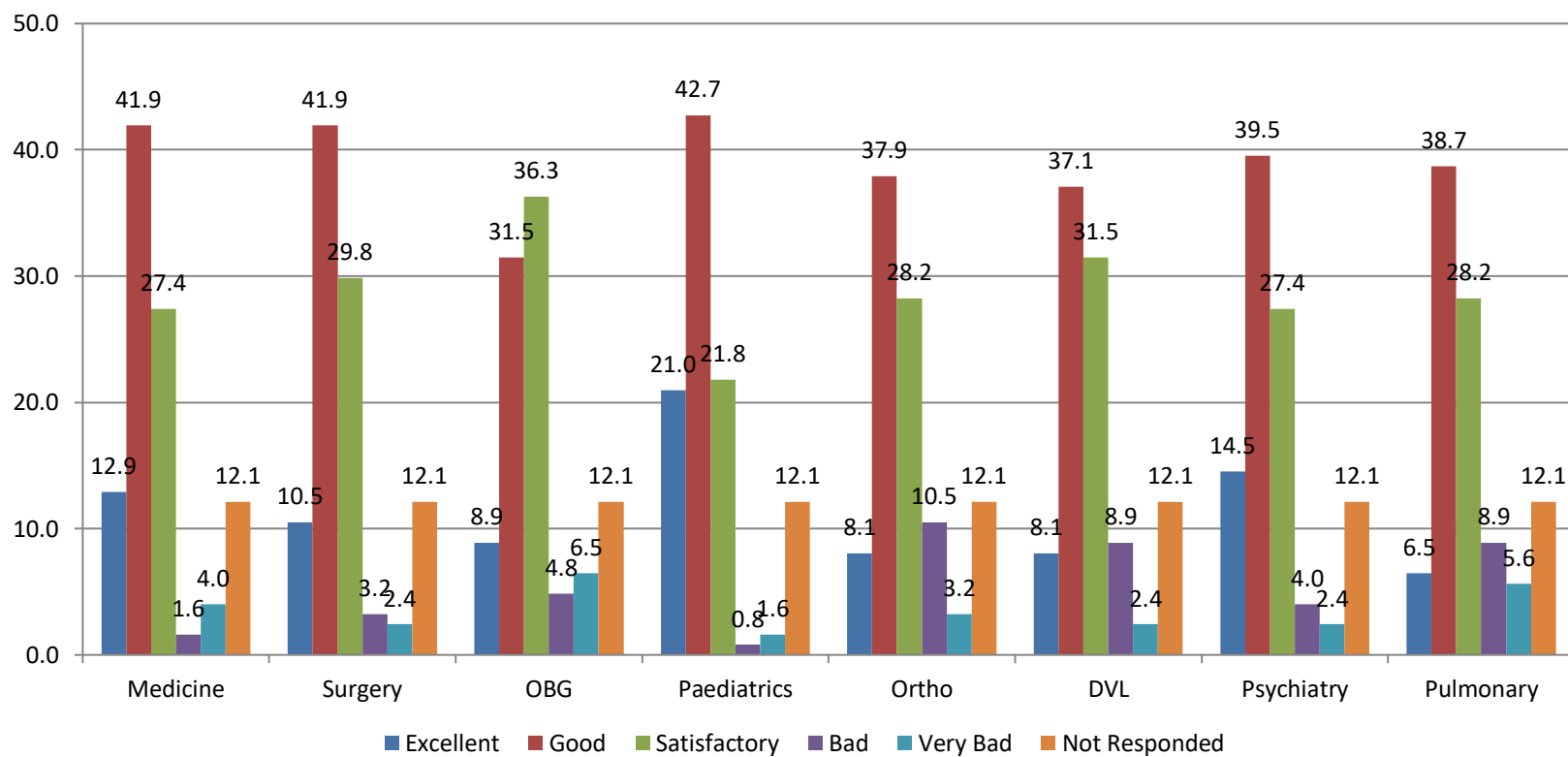


Figure 10. Distribution of responses on use of innovative methods during theory classes

B. Clinics

1. Clinical skills training

i. History taking

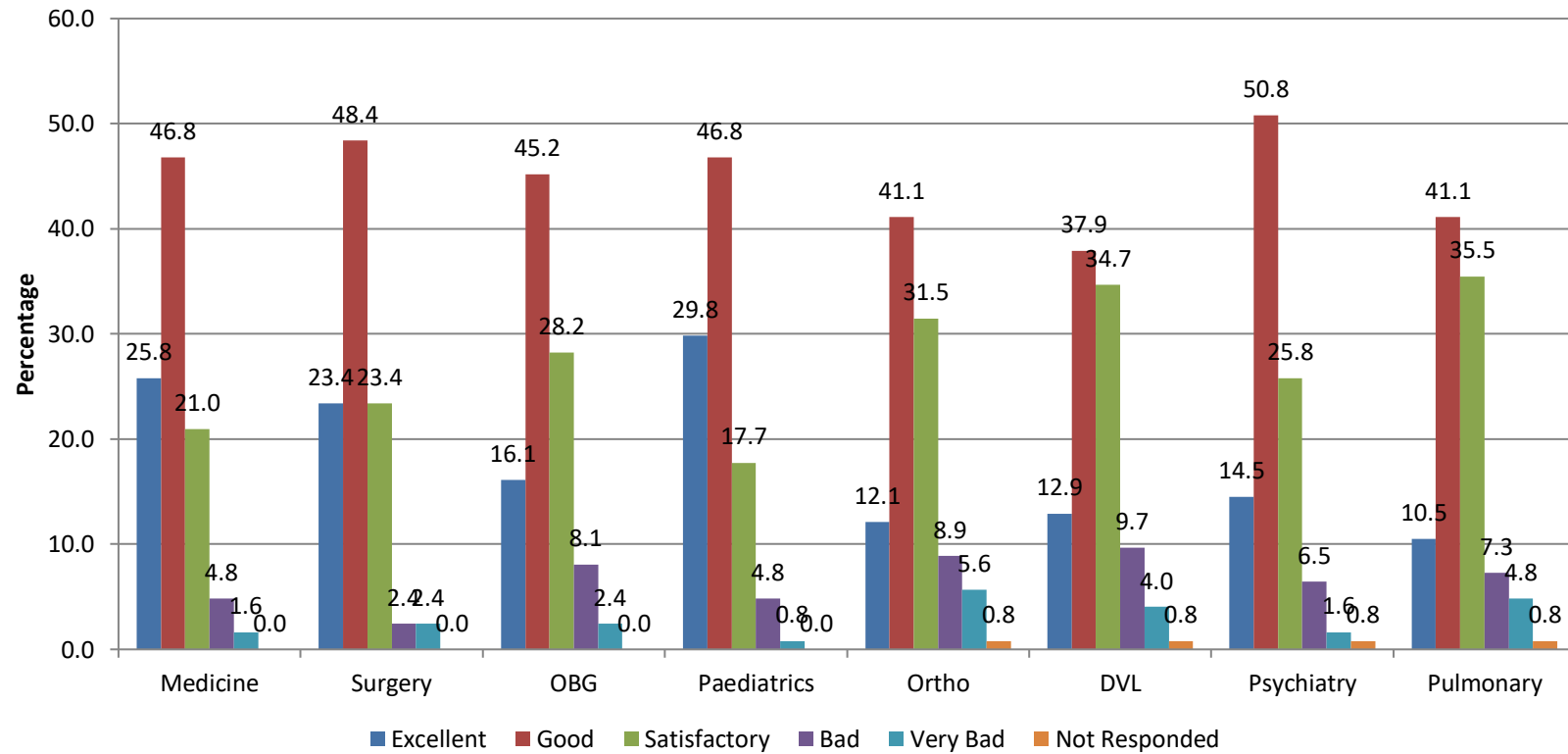


Figure 11. Distribution of responses on history taking during clinical skill training

ii. Physical examination

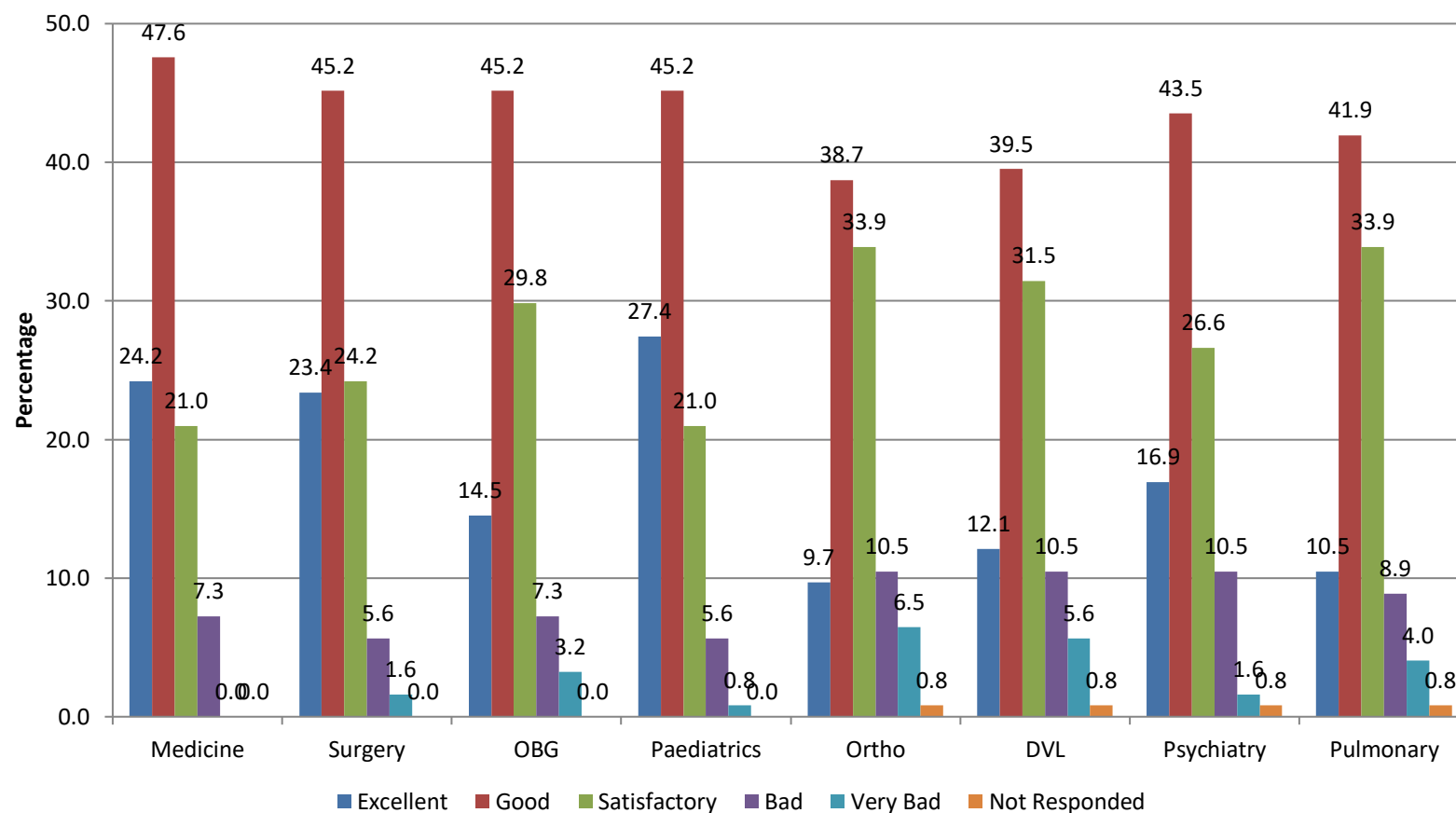


Figure 12. Distribution of responses on physical examination during clinical skill training

iii. Formulation of clinical diagnosis & Differential diagnosis

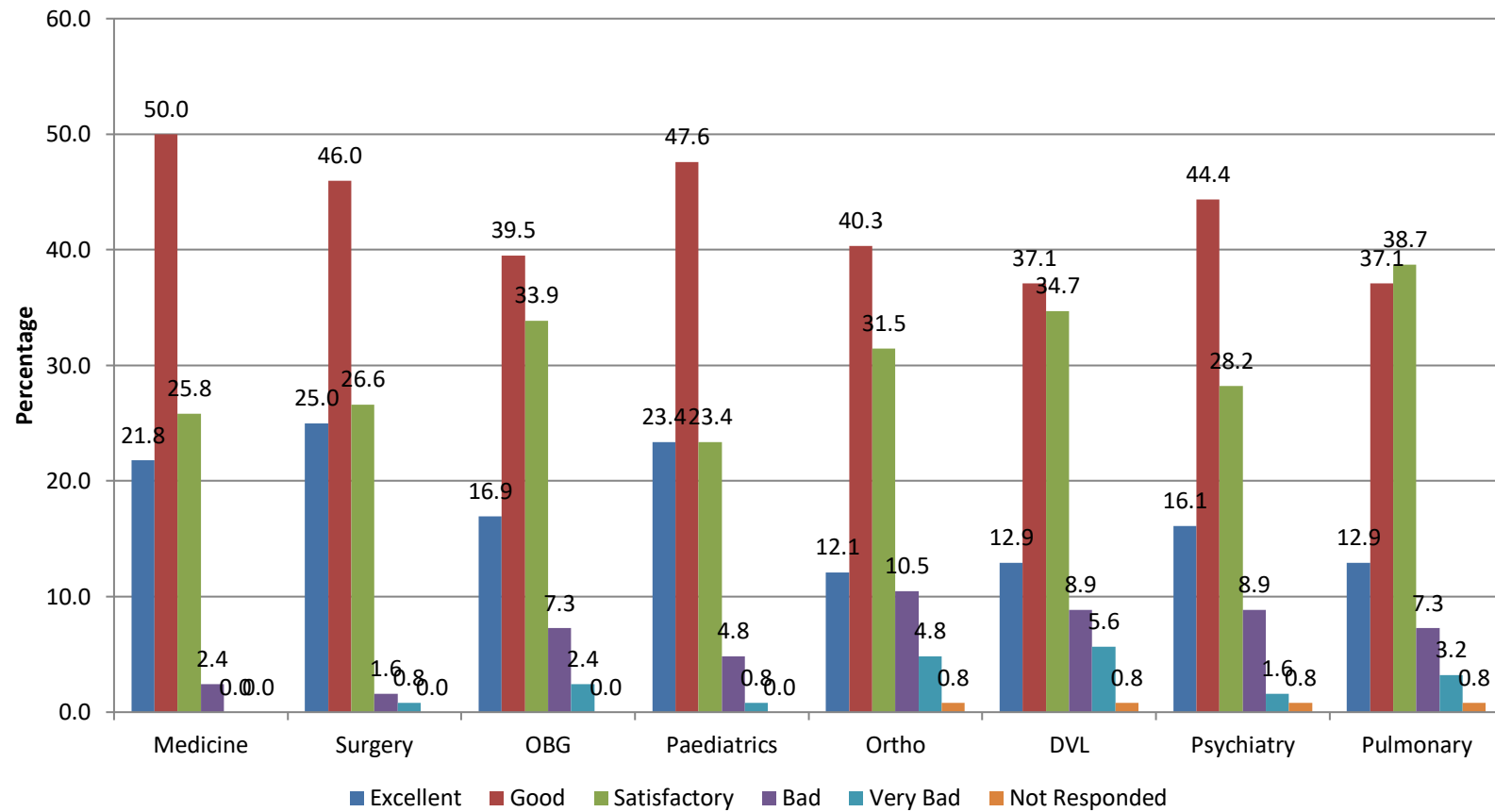


Figure 13. Distribution of responses on Formulation of clinical diagnosis & Differential diagnosis during clinical skill training

iv. Rationale of investigations

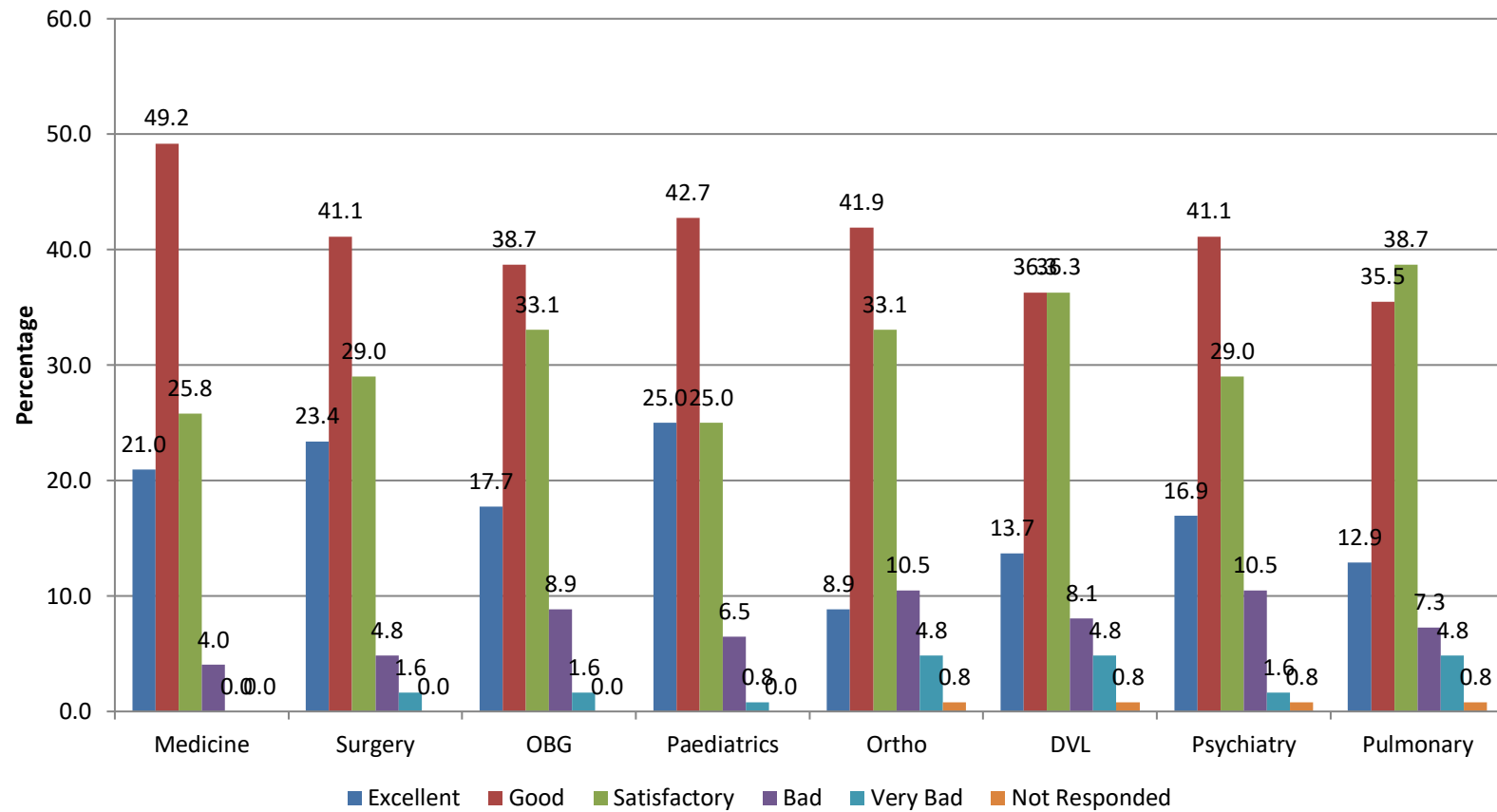


Figure 14. Distribution of responses on rationale of investigations during clinical skill training

v. Interpretation of results

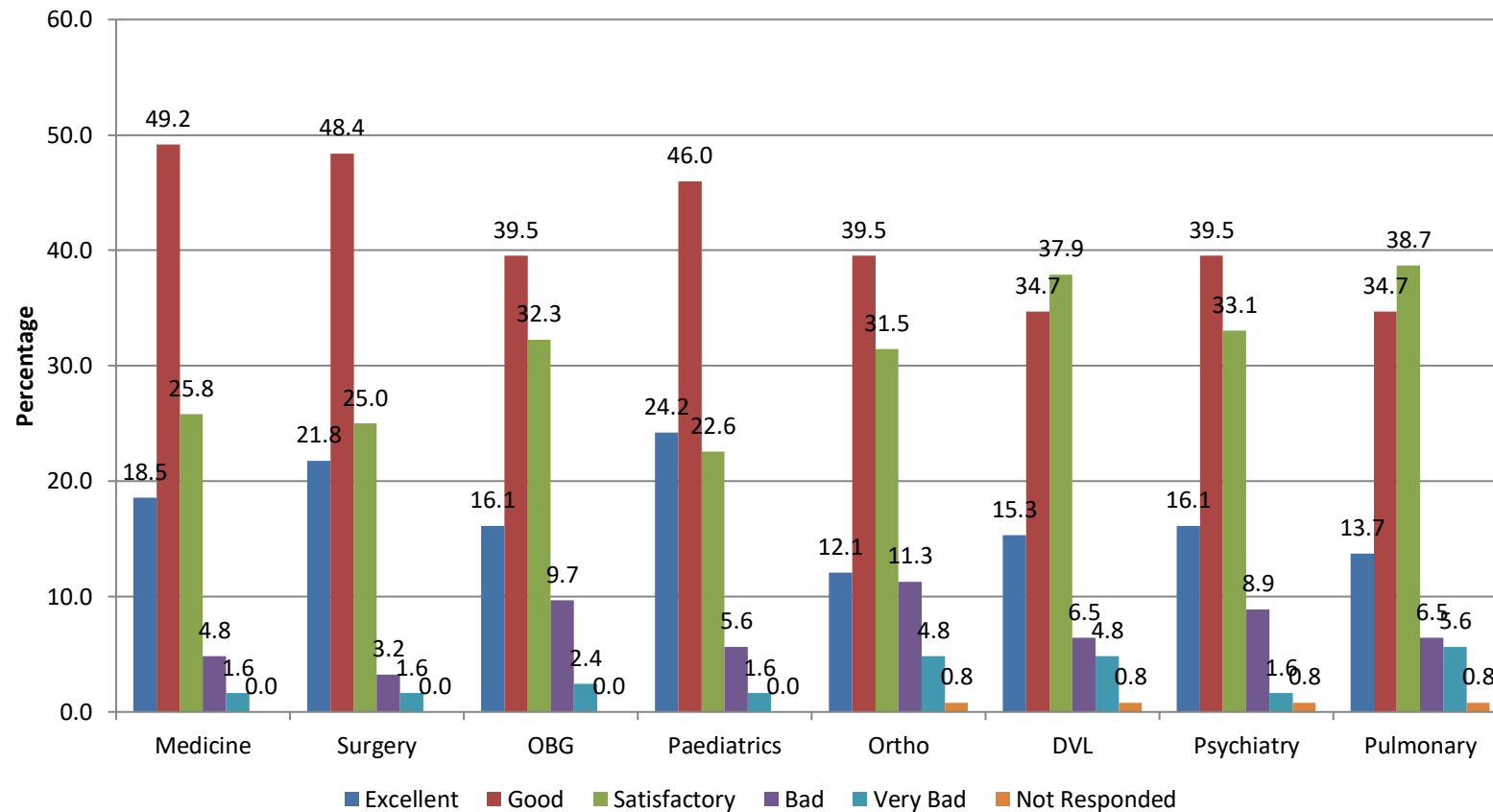


Figure 15. Distribution of responses on Interpretation of results during clinical skill training

vi. Management steps

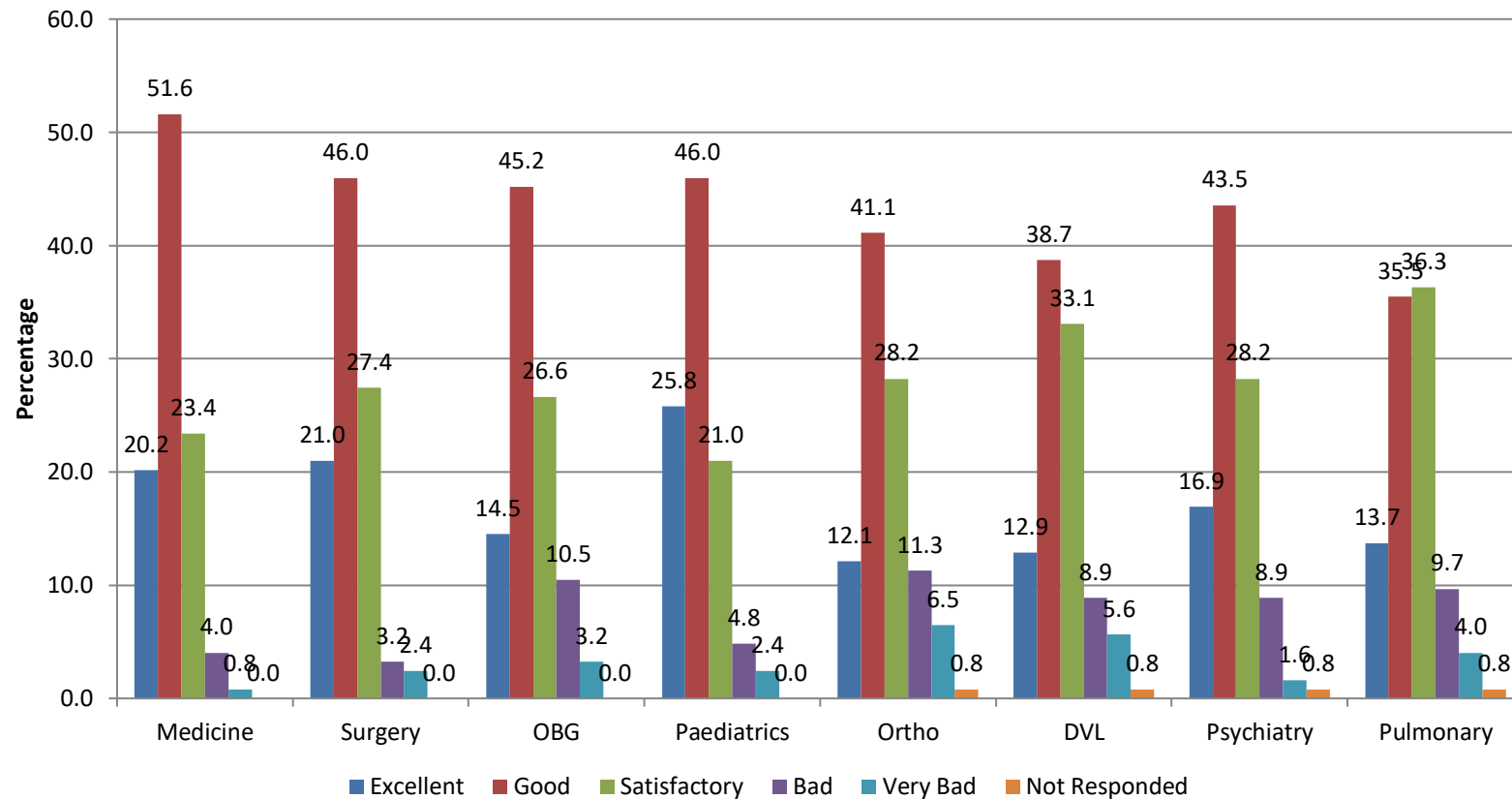


Figure 16. Distribution of responses on management steps during clinical skill training

2. Adequate utilization of posting time

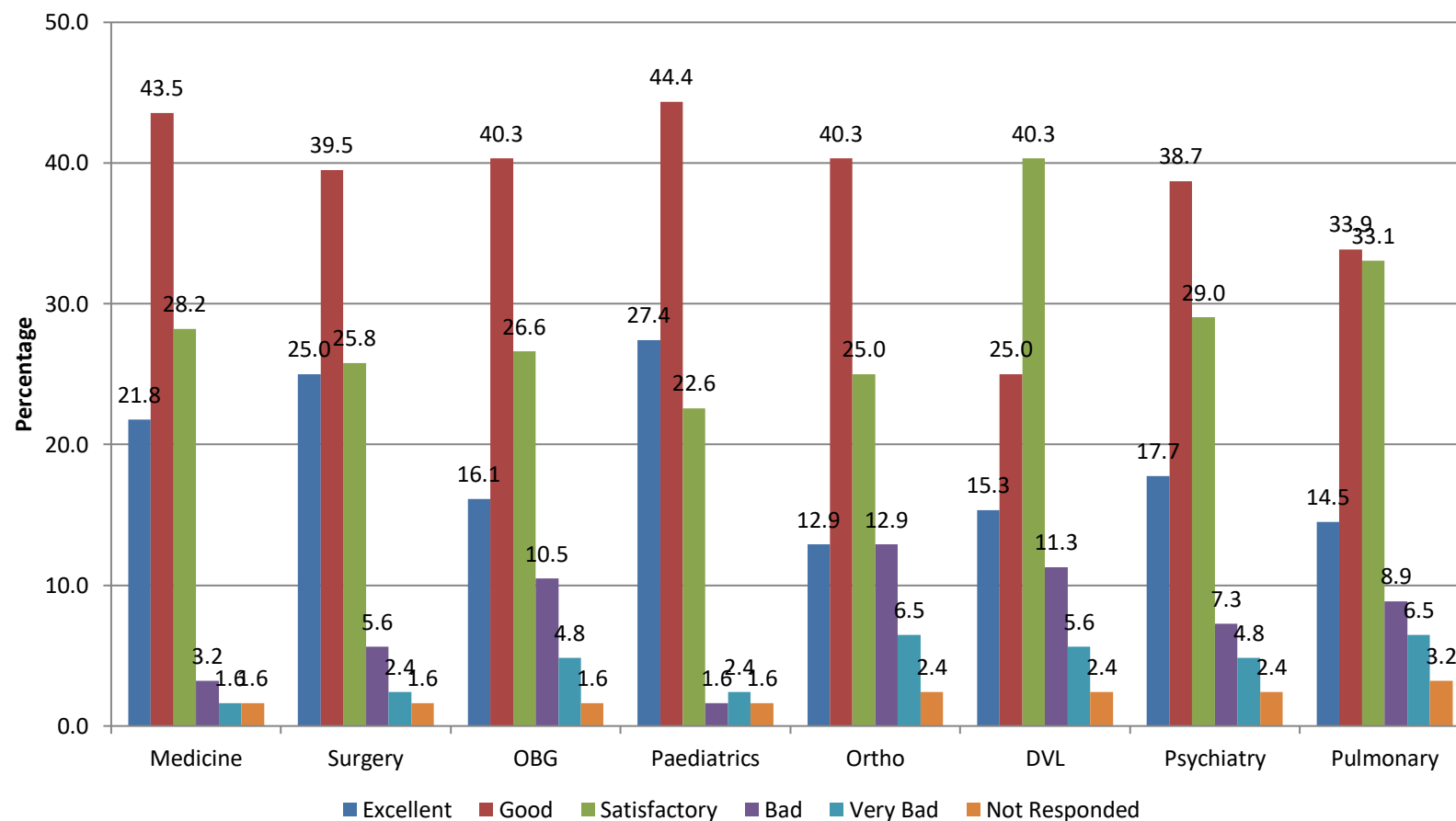


Figure 17. Distribution of responses on adequate utilization of posting time during clinical skill training

3. Case variety

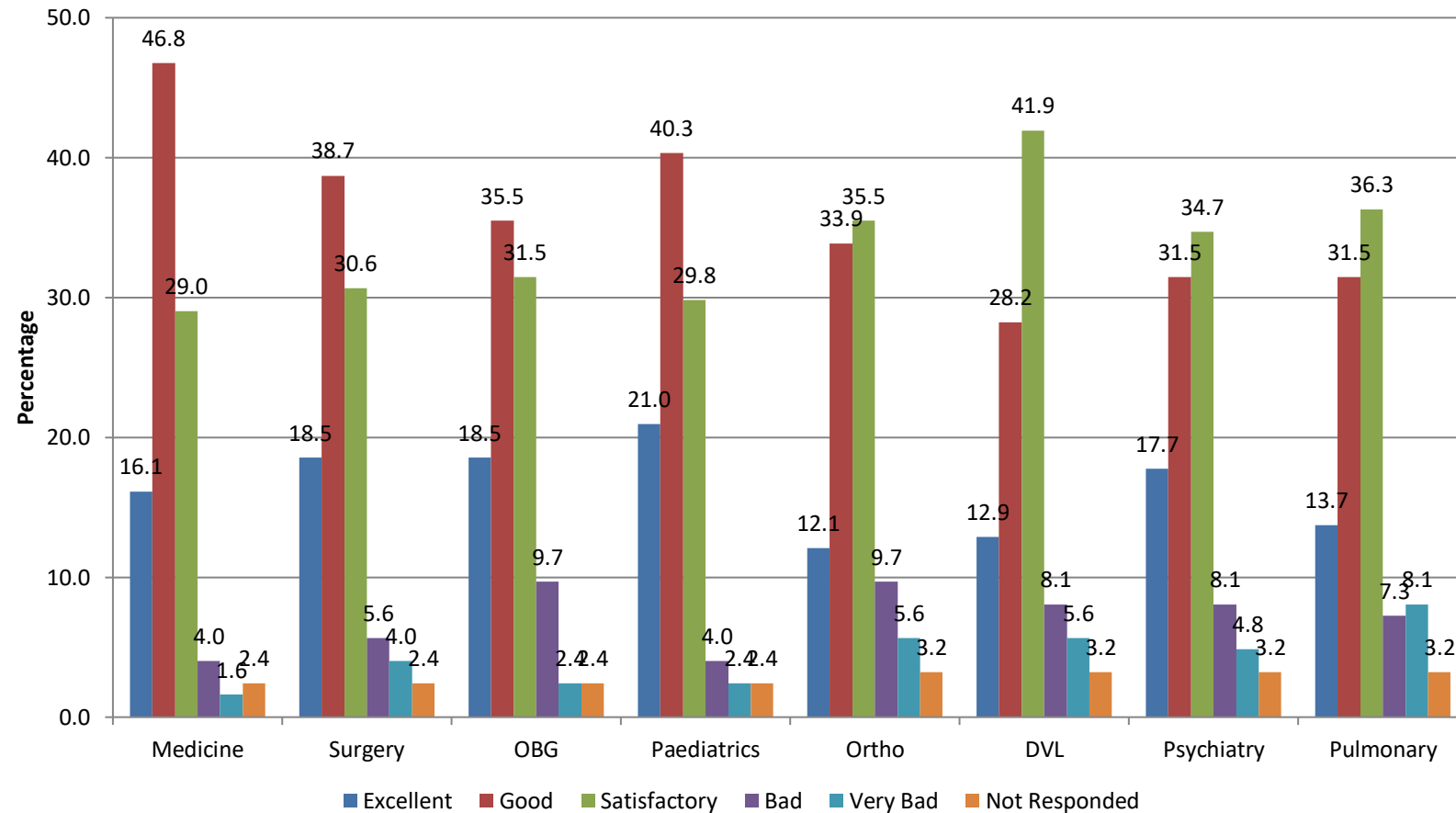


Figure 18. Distribution of responses on variety of cases seen during clinical skill training

4. Number of cases

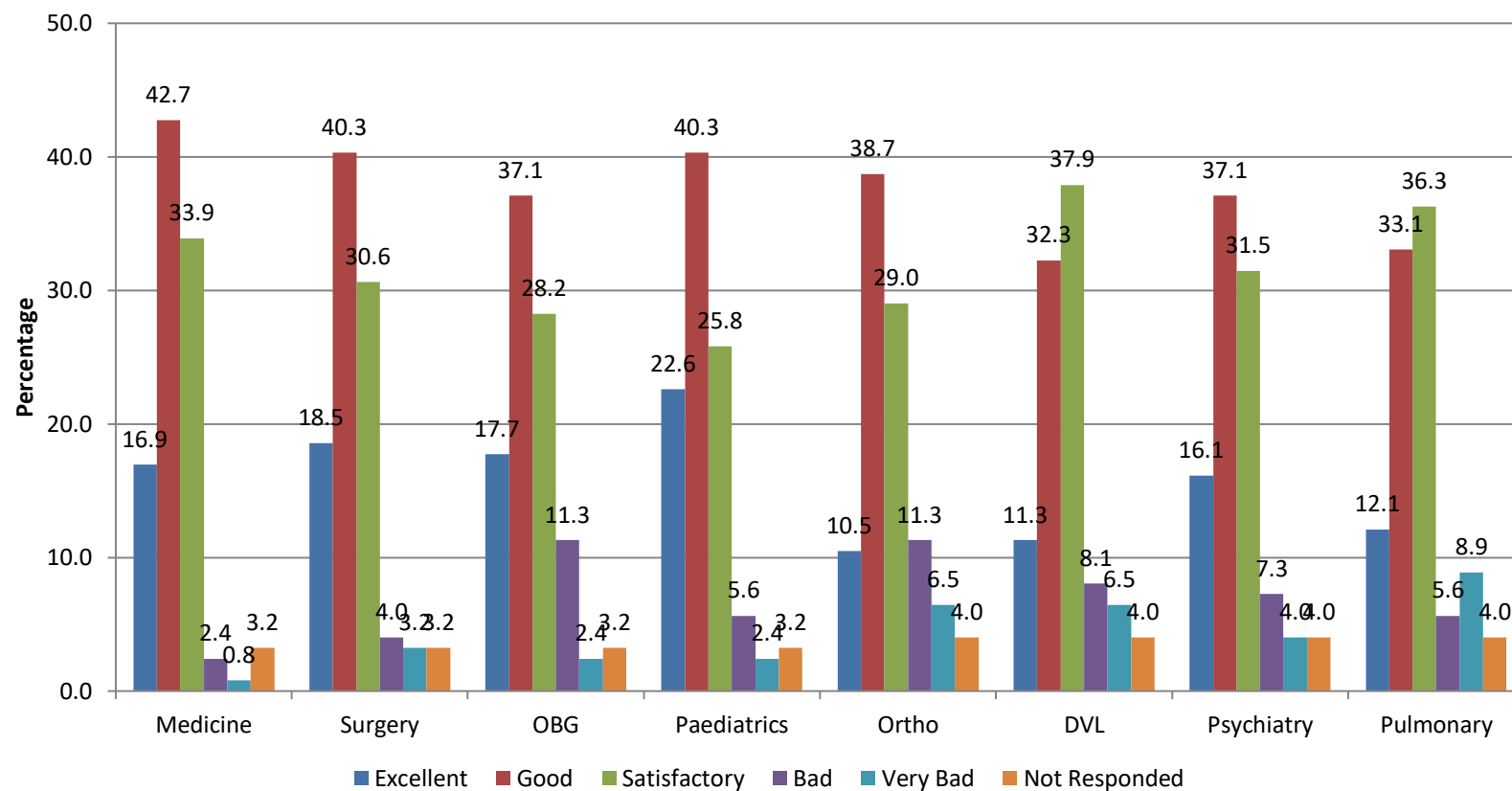


Figure 19. Distribution of responses on number of cases seen during clinical skill training

C. Assessments

1. End of posting

i. OSCE

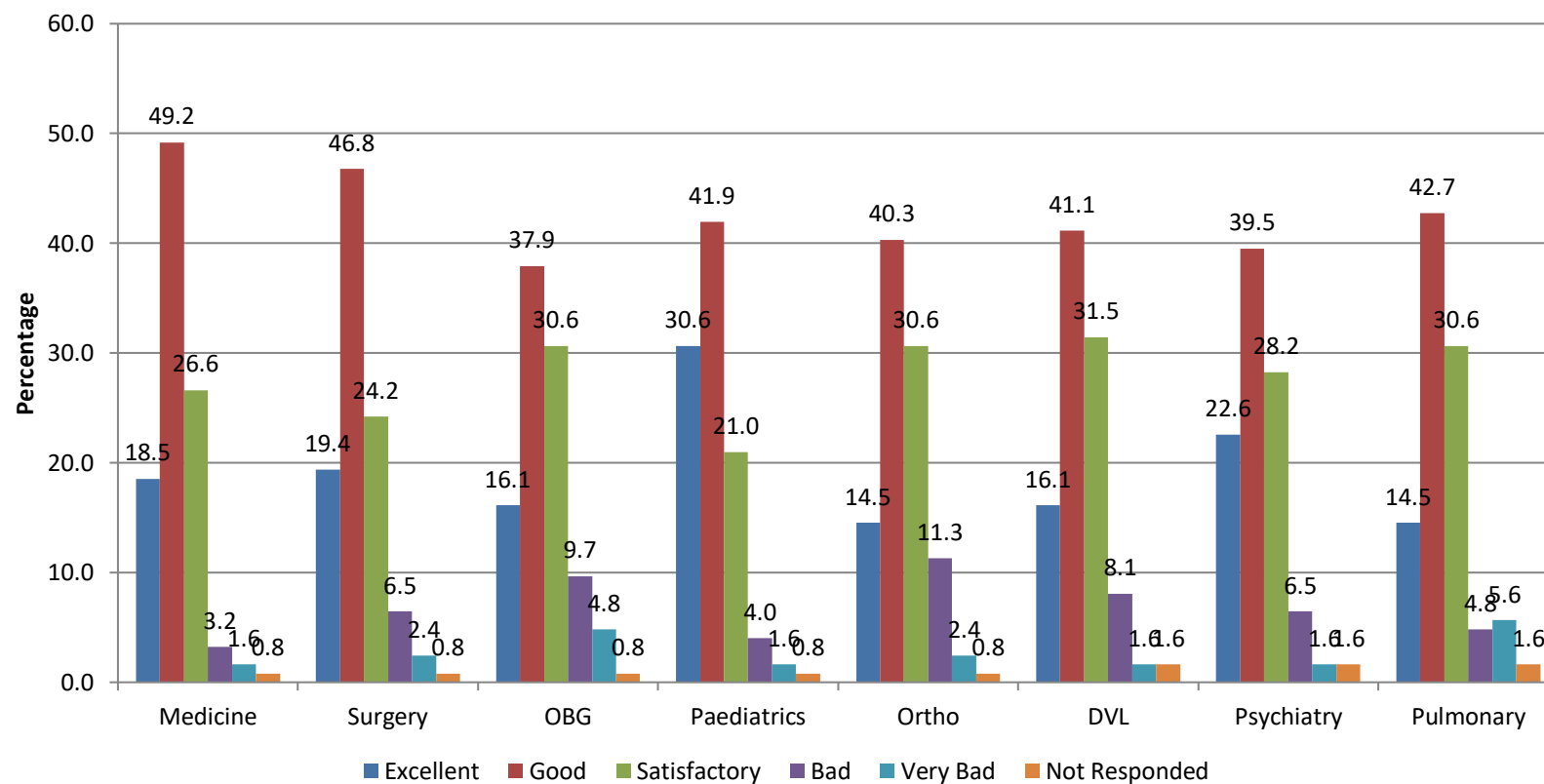


Figure 20. Distribution of responses on OSCE assessment at the end of posting

ii. Assessment of clinical skills

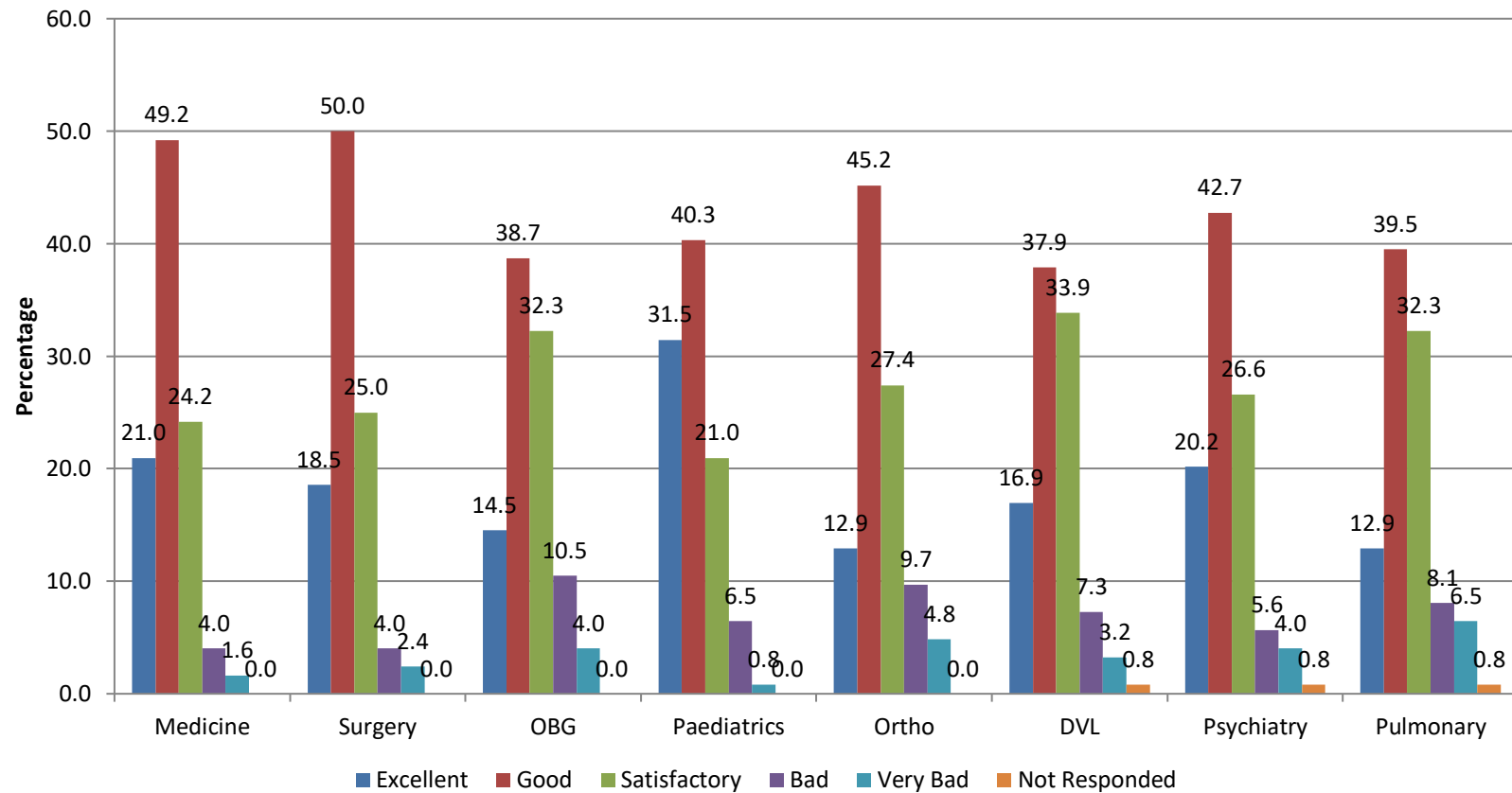


Figure 21. Distribution of responses on clinical skills Assessment

iii. Assessment of cases discussed

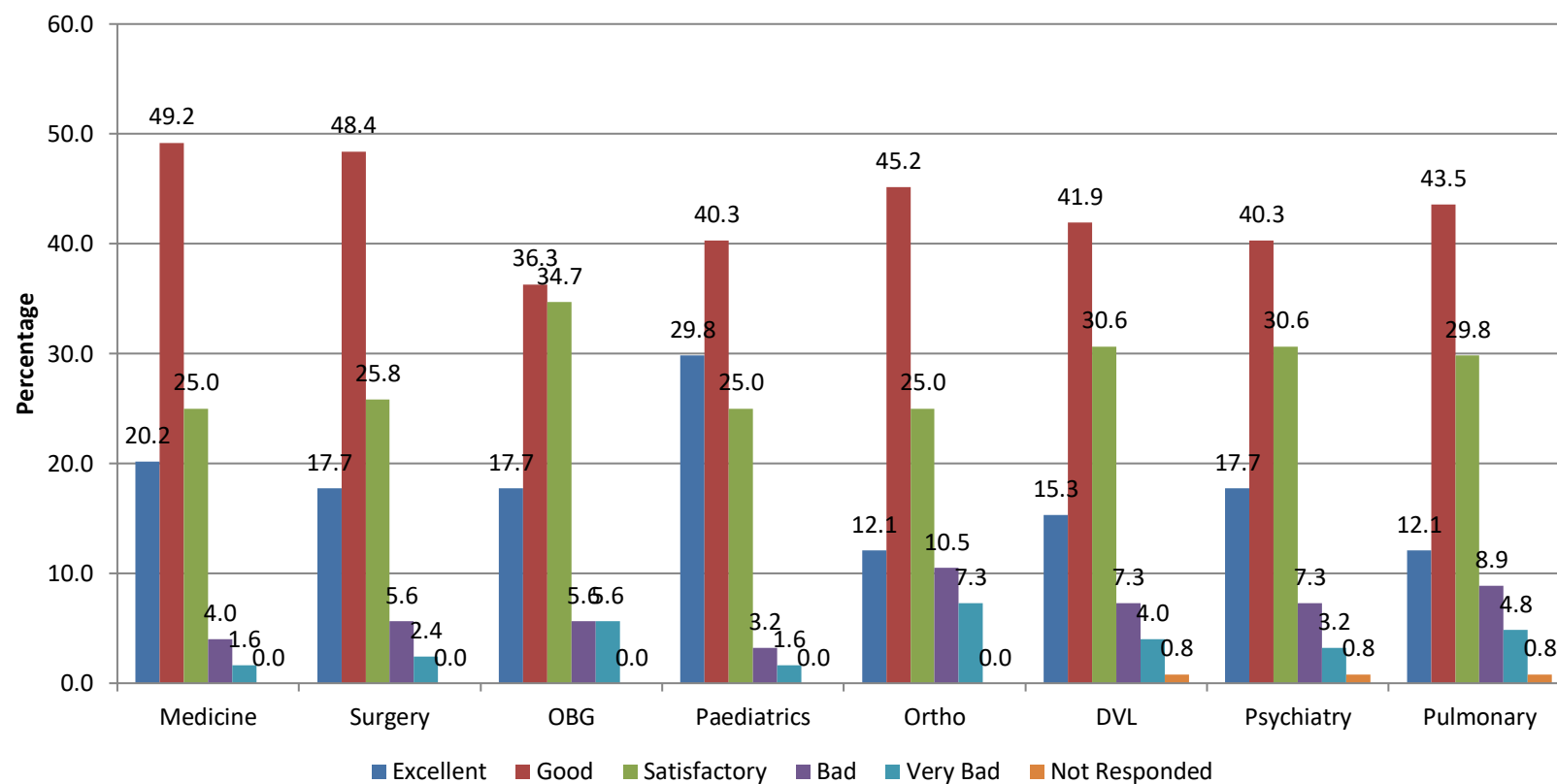


Figure 22. Distribution of responses on cases discussed during posting

iv. Feedback after the assessment

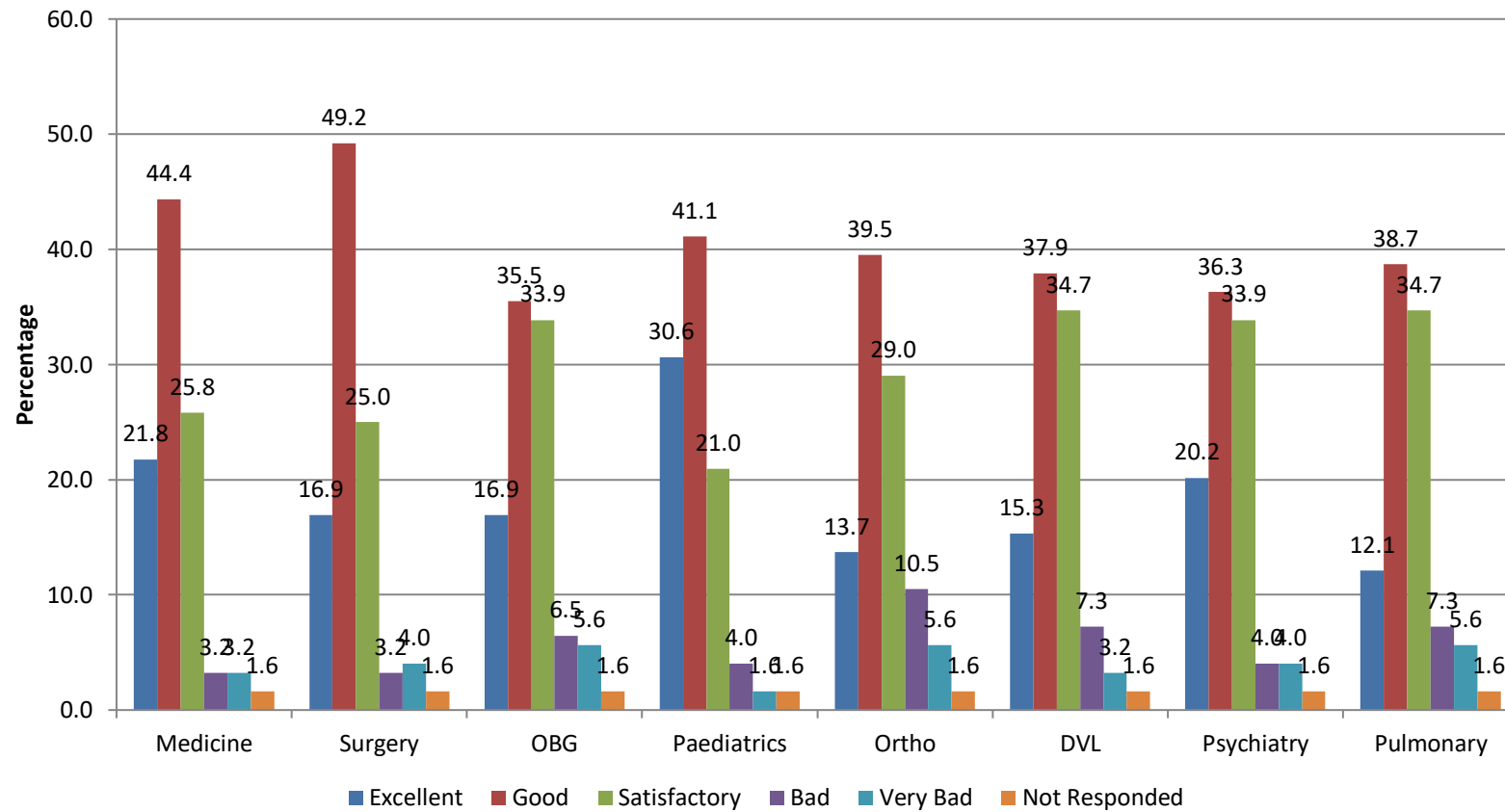


Figure 23. Distribution of responses on Feedback after the assessment

2. Internal Assessment – Coverage of syllabus

i. Full portions covered

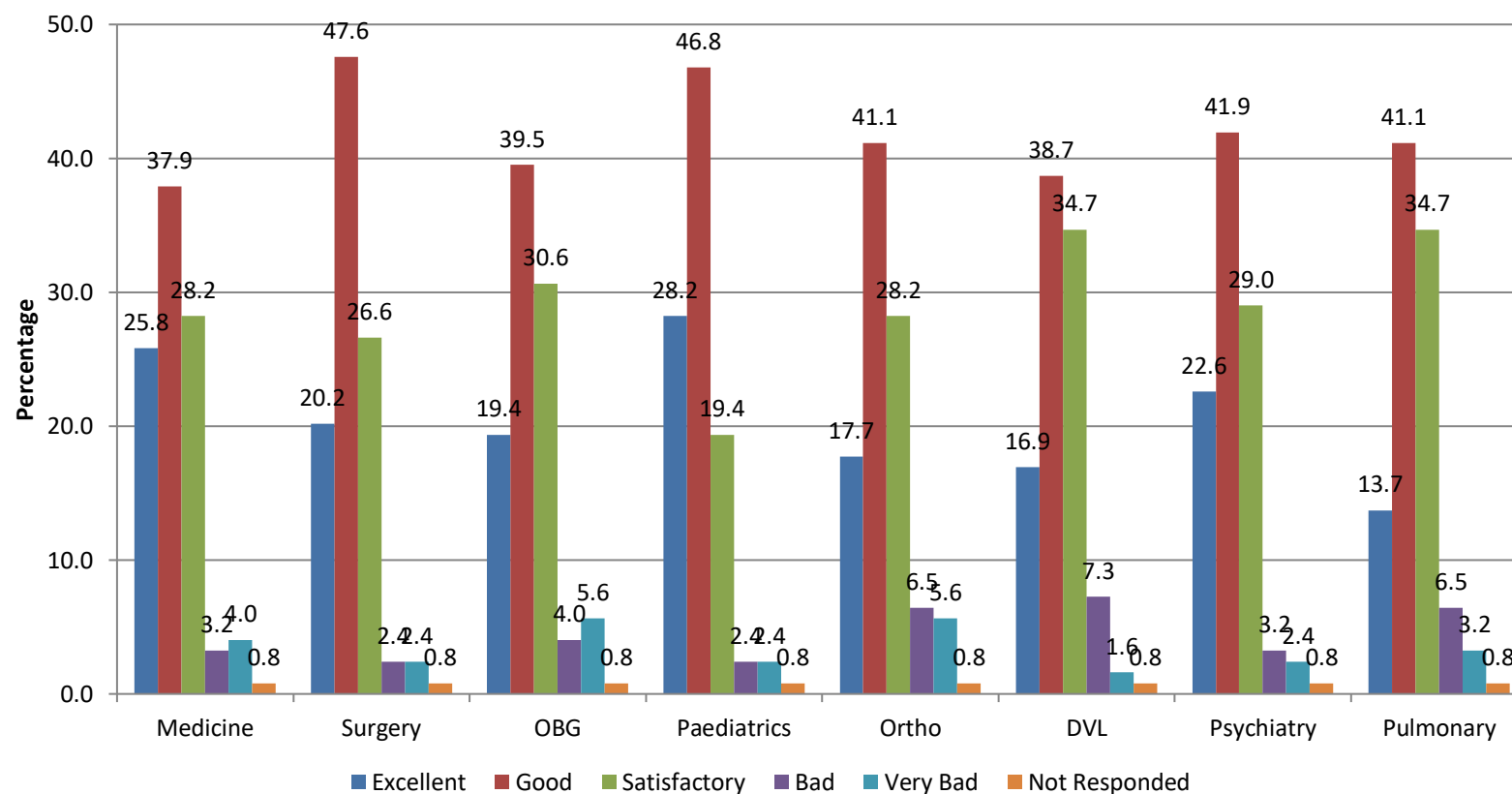


Figure 24. Distribution of responses on portions covered for internal assessment

ii. University pattern followed

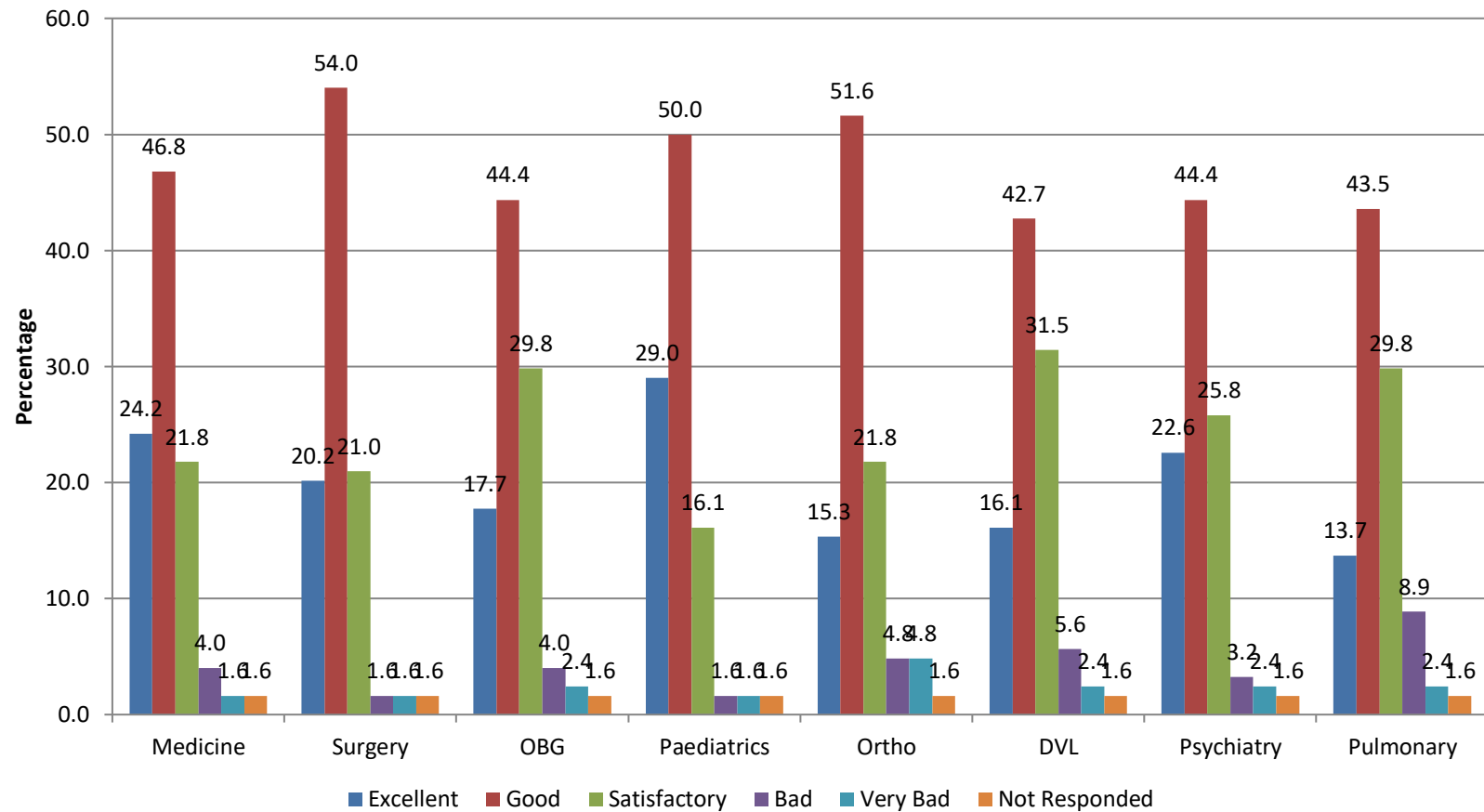


Figure 25. Distribution of responses on University pattern followed in exam for internal assessment

iii. Testing of analytical skills

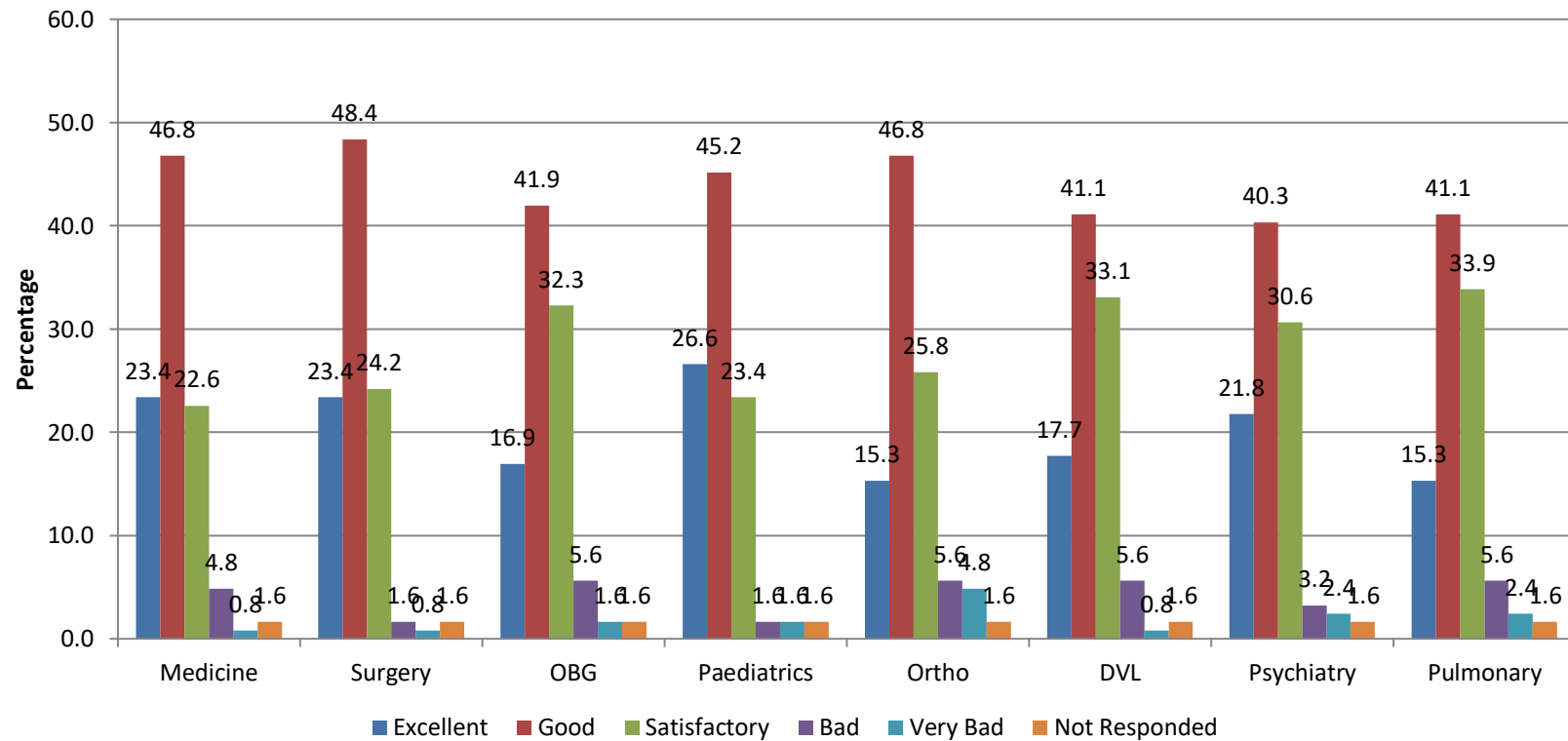


Figure 26. Distribution of responses on analytical skill test for internal assessment

3. Internal Assessment – Conduct of exam

i. Seating arrangements

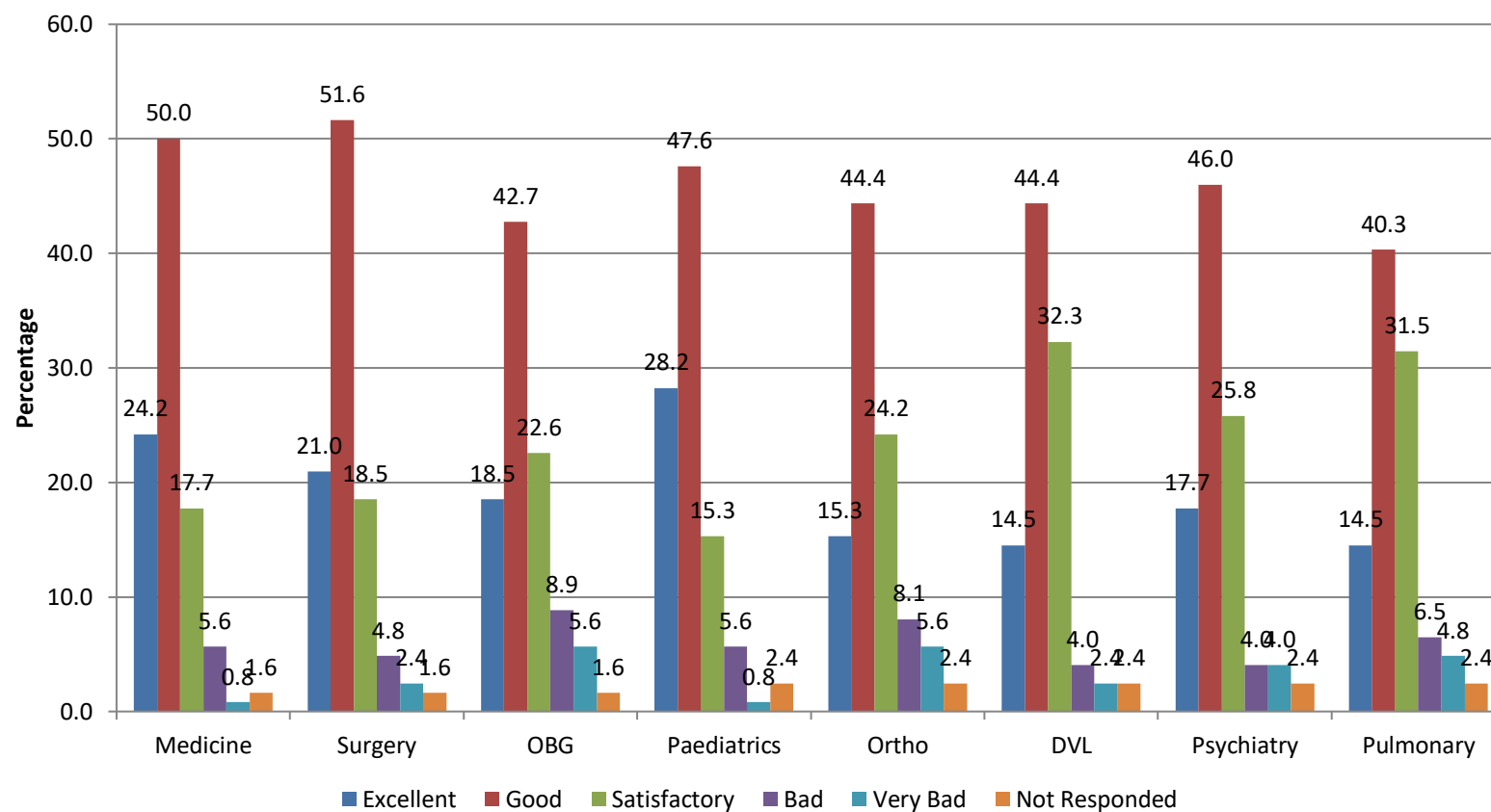


Figure 27. Distribution of responses on seating arrangement in exams for internal assessment

ii. Adequacy of supervision

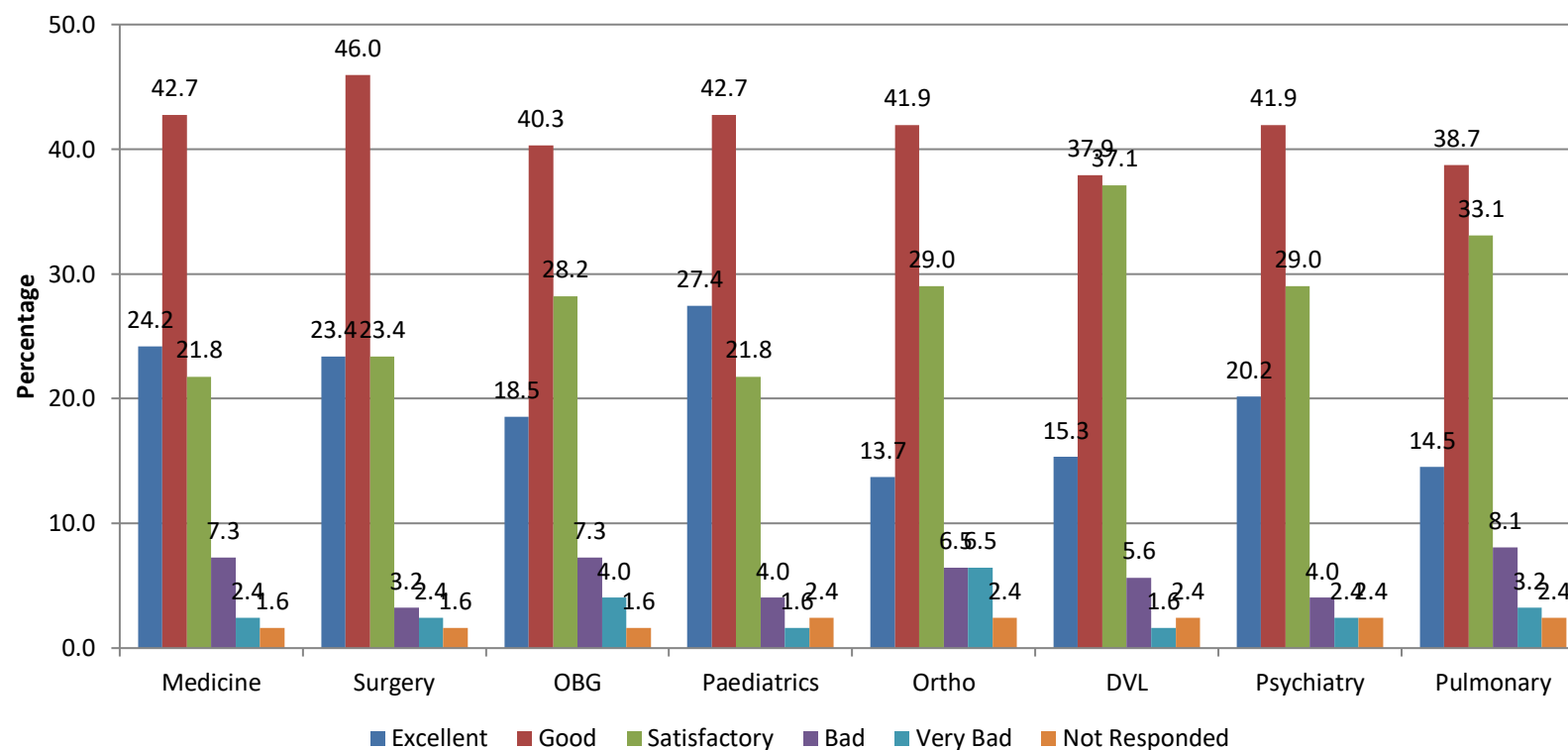


Figure 28. Distribution of responses on Adequacy of supervision in exams for internal assessment

4. Valuation

i. Fairness

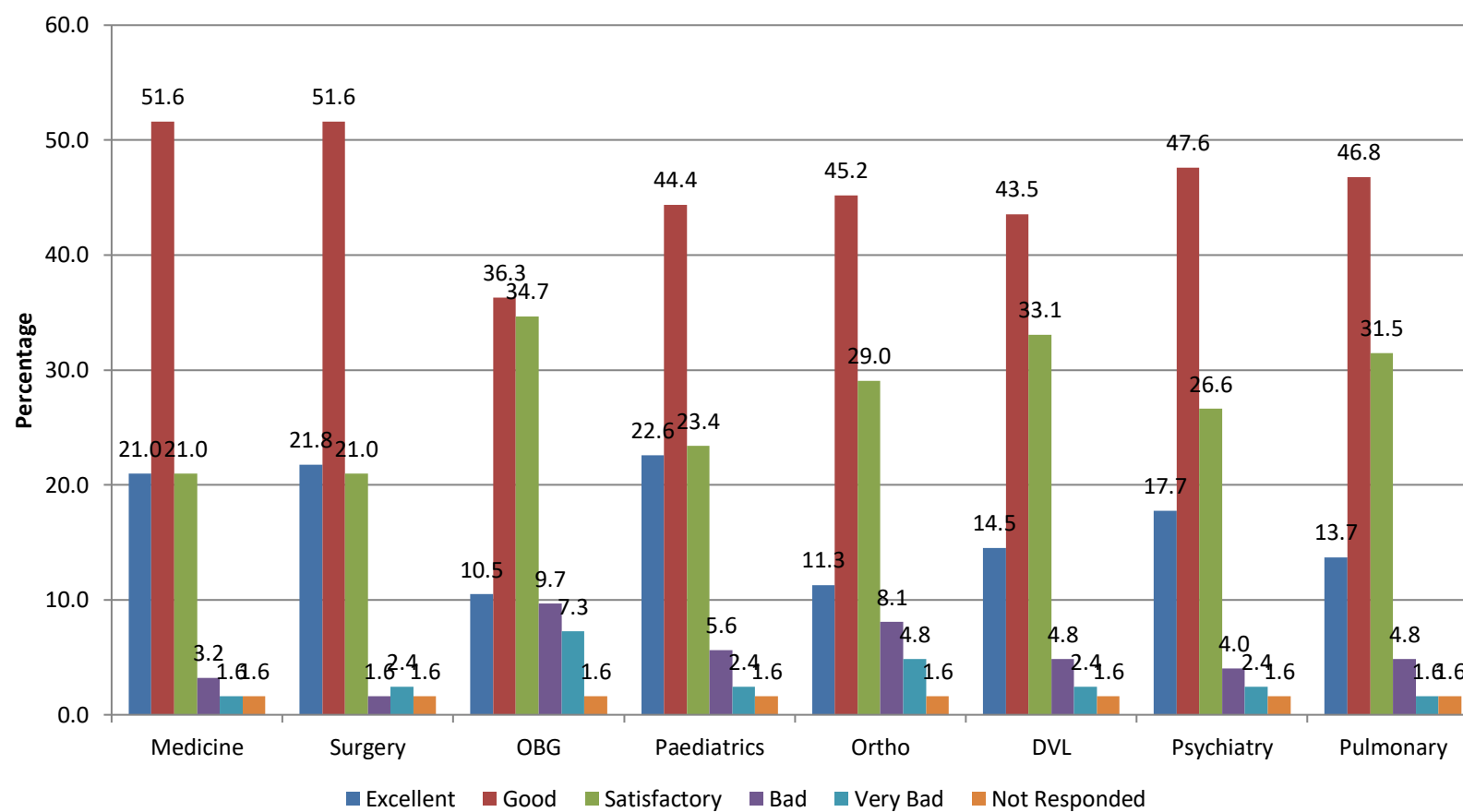


Figure 29. Distribution of responses on Fairness in valuations

ii. Discussion

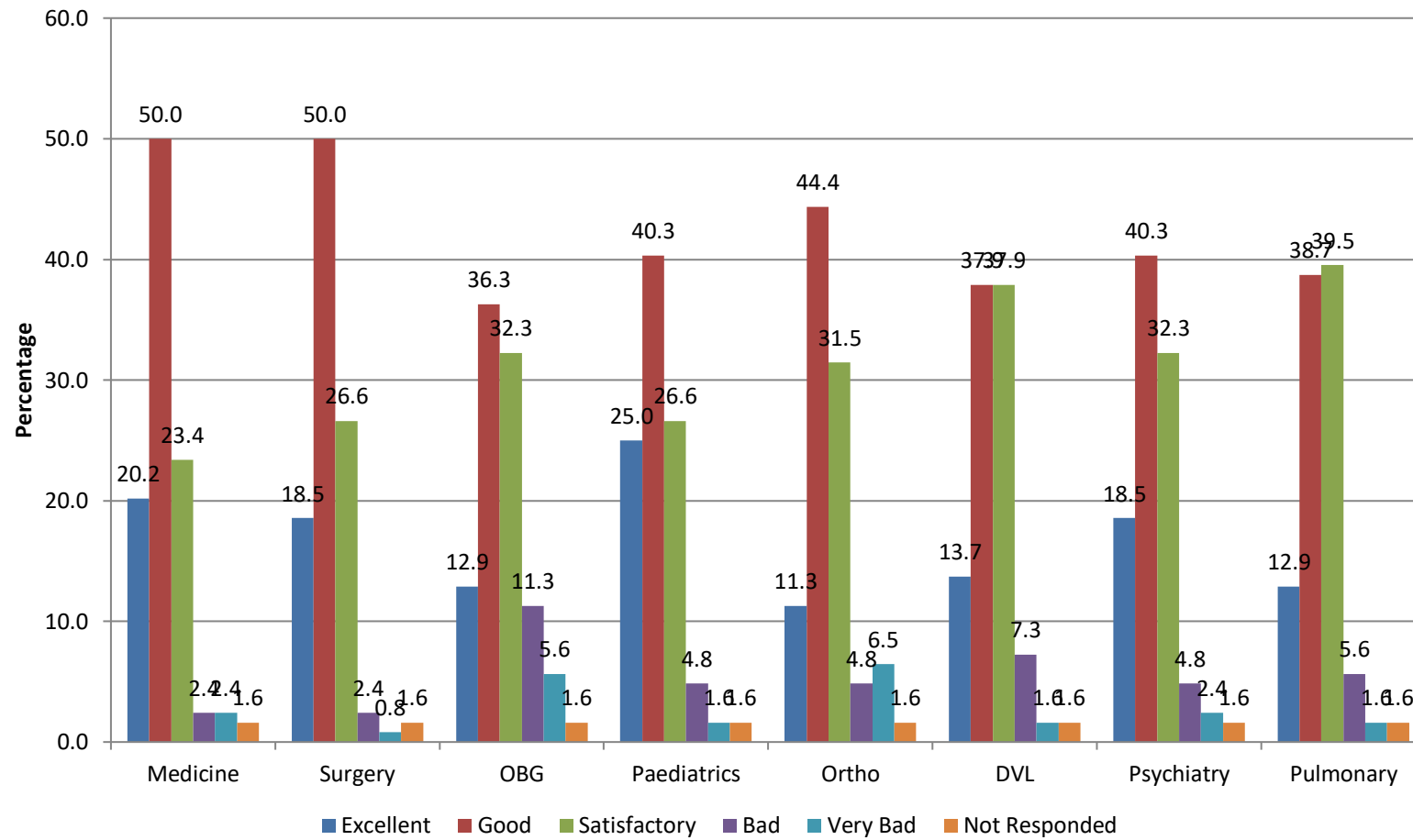


Figure 30. Distribution of responses on Discussion in valuation

iii. Feedback

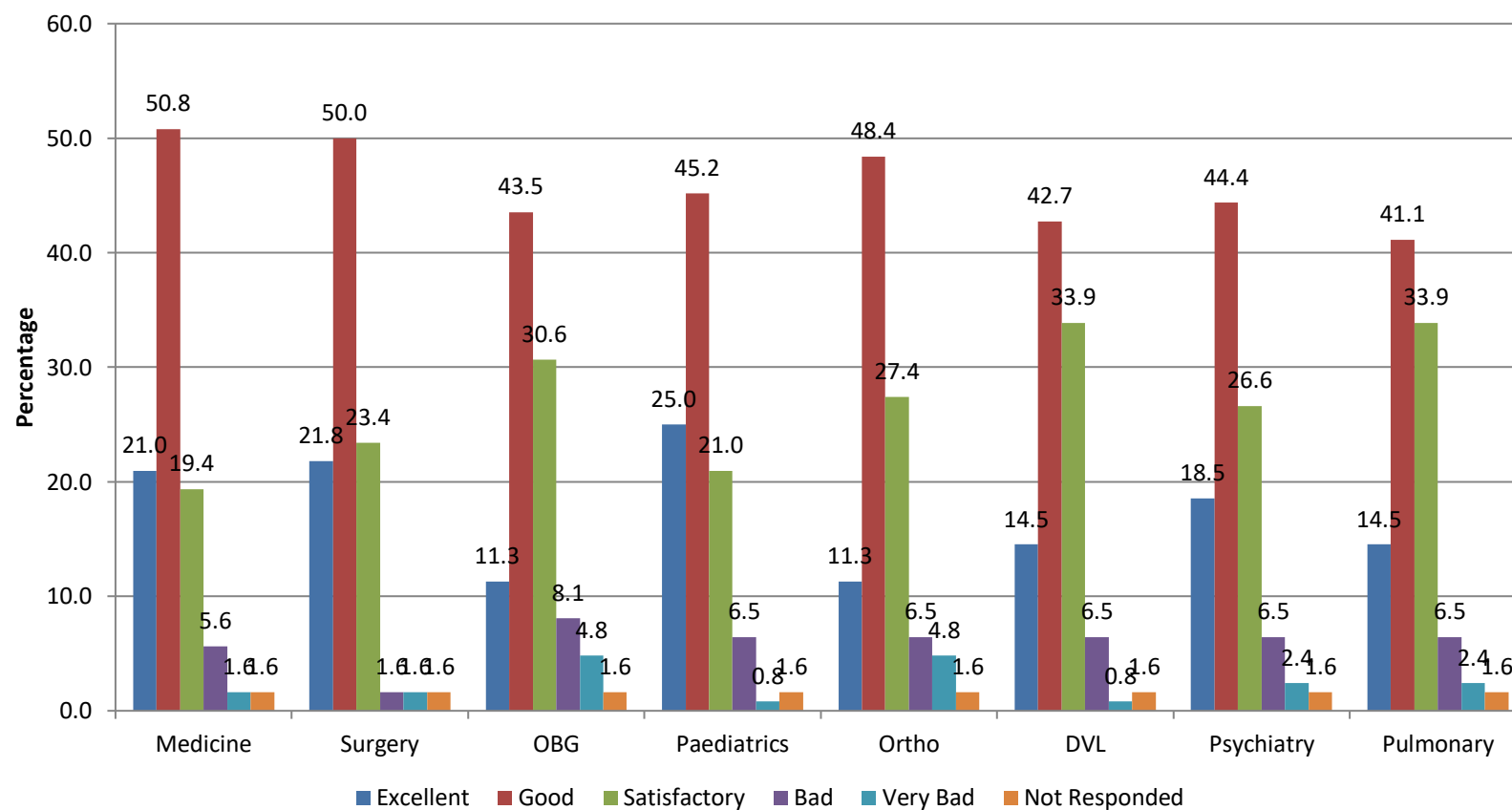


Figure 31. Distribution of responses on Feedback in the valuation

