

Assessment by First Year Students
Batch 2024 (Group C)

Pondicherry Institute of Medical Sciences

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Introduction

This report summarise the assessment by UG students on teaching/learning methods/procedures adopted by the departments which involved in the first year curriculum (i.e., Anatomy, Biochemistry and Physiology). Responses were obtained on completion of their first year course by Google form (without any identification details of the participant). A five point Likert scale (very bad, bad, satisfactory, good, and excellent) was used to rate 20 items. Responses obtained from 125 students were analysed and presented. The respondents were divided in to three groups based on their IA. This report is based on 60 students whose IA was more than 60%. Comments and suggestions provided by these students were given in Appendix.

Results

1. Quality of Teaching

i. Arousal of Interest

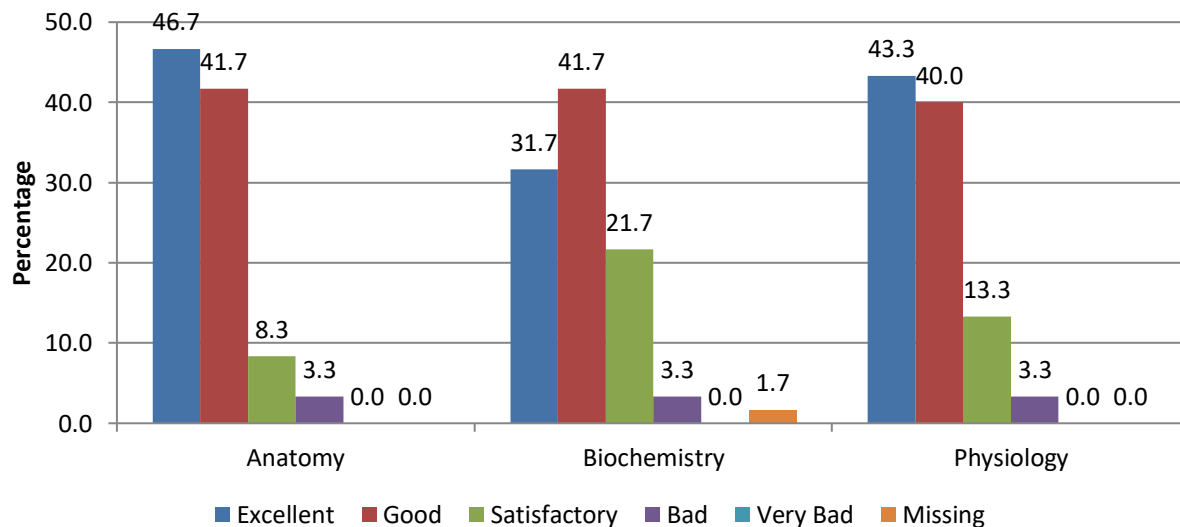


Figure 1. Distribution of responses by department on Arousal of Interest by the Faculties

ii. Clarity of Communication



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

iii. Adequate Interaction



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

2. Approachability

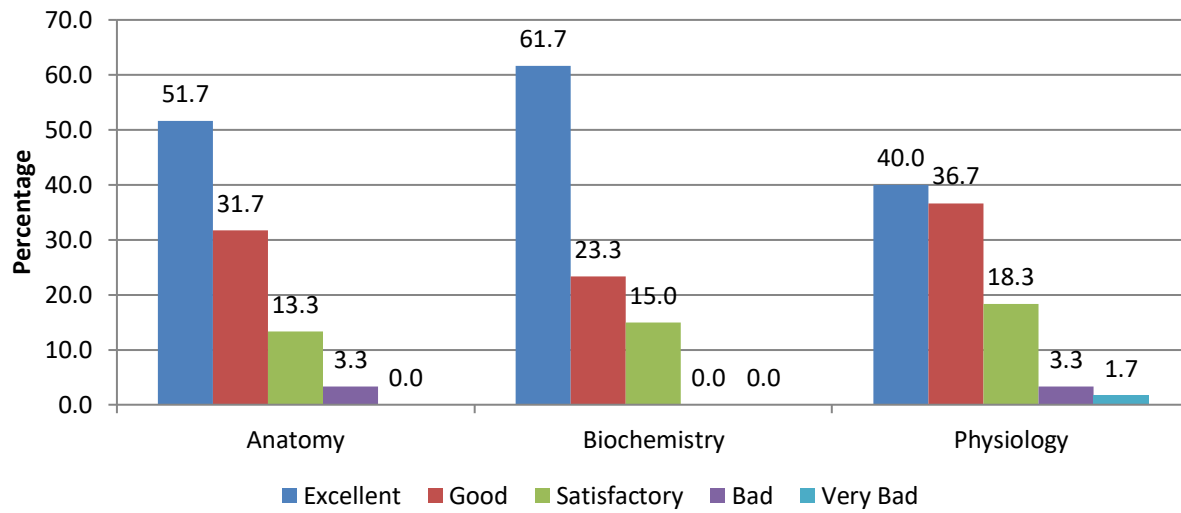


Figure 4. Distribution of responses by department on Approachability to Faculties

3. Punctuality

i. Starting on Time

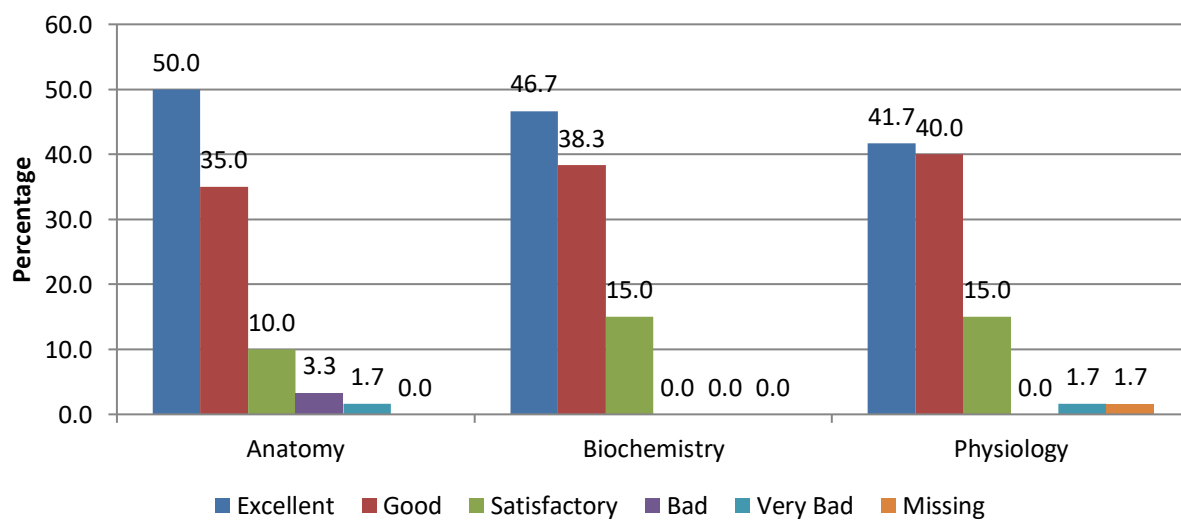


Figure 5. Distribution of responses by department on Starting on Time (punctuality)

ii. Ending on Time

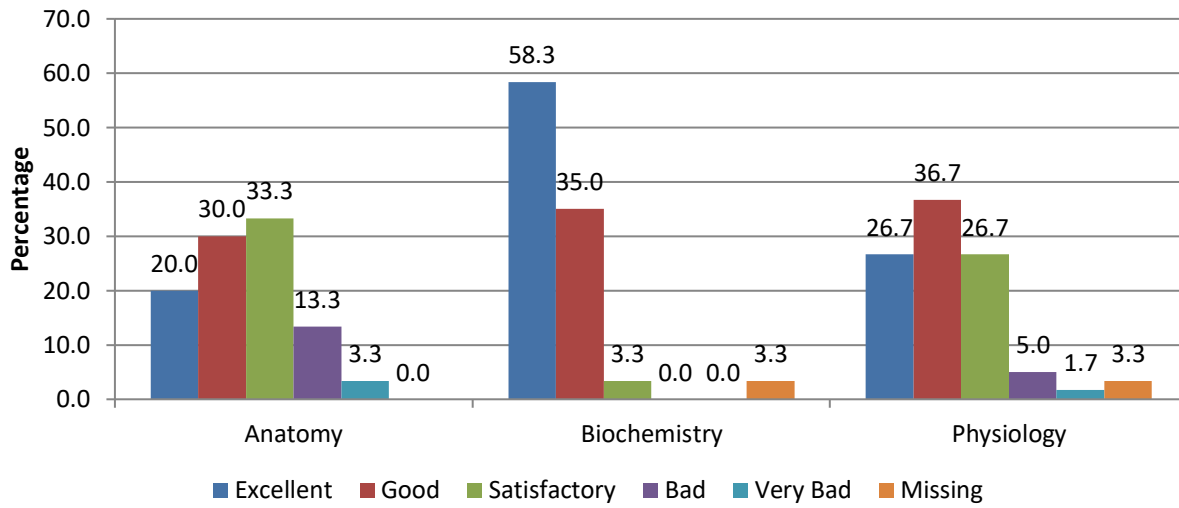


Figure 6. Distribution of responses by department on Ending on Time (punctuality)

4. Visual aids

i. Appropriate Material

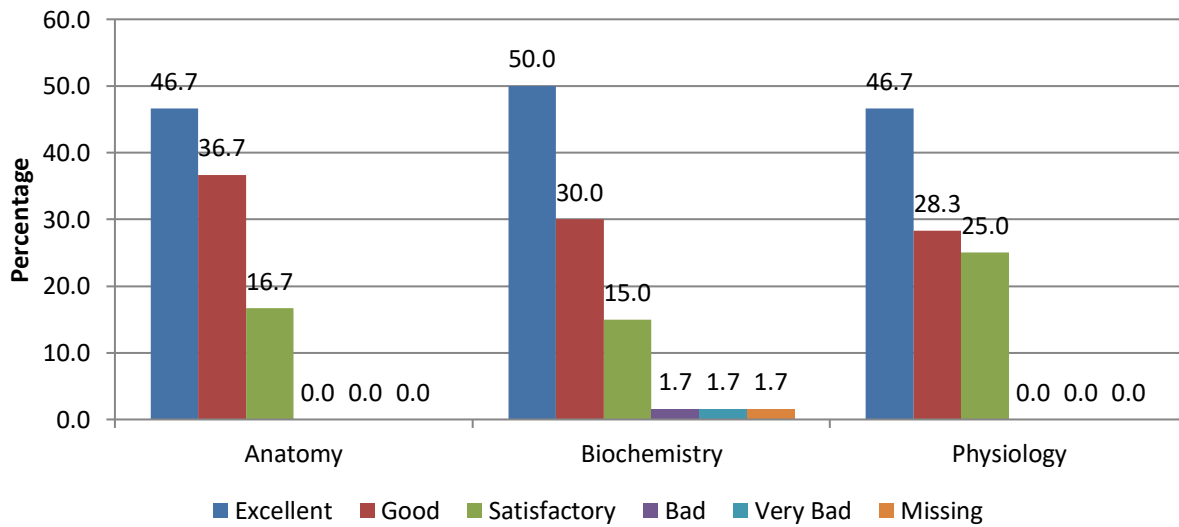


Figure 7. Distribution of responses by department on Appropriate Material for Visual aids

ii. Clarity

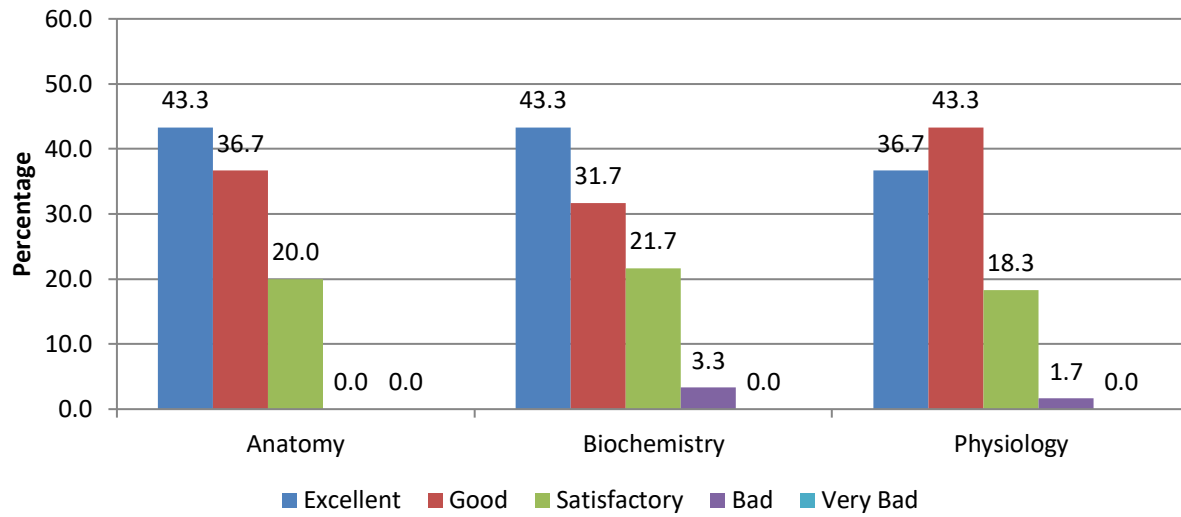


Figure 8. Distribution of responses by department on Clarity of Material

iii. Pictorial representation

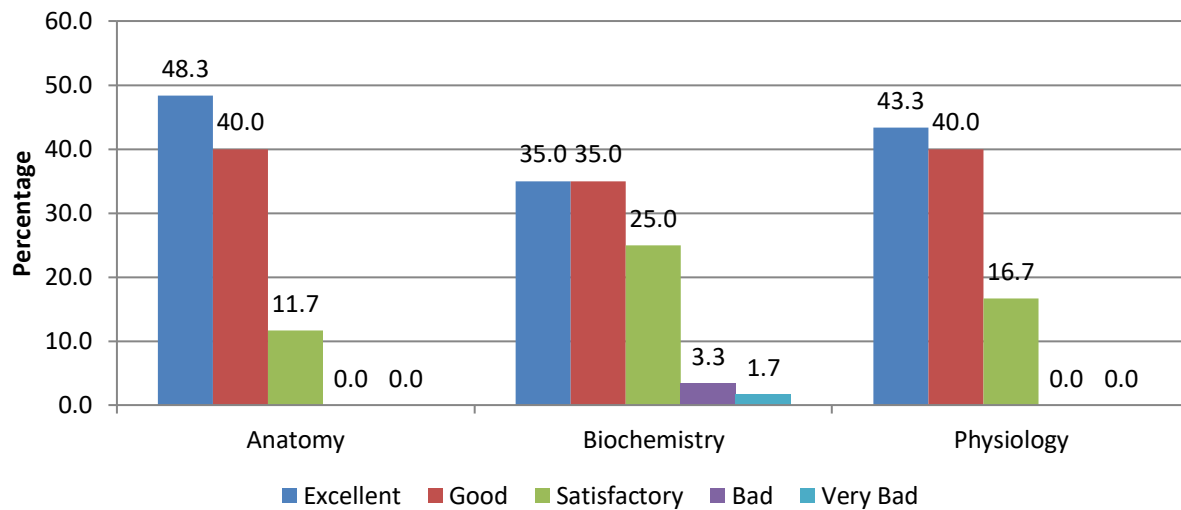


Figure 9. Distribution of responses by department on Pictorial representation of Visual Aids

5. Practical Training

i. Opportunity for hands on training

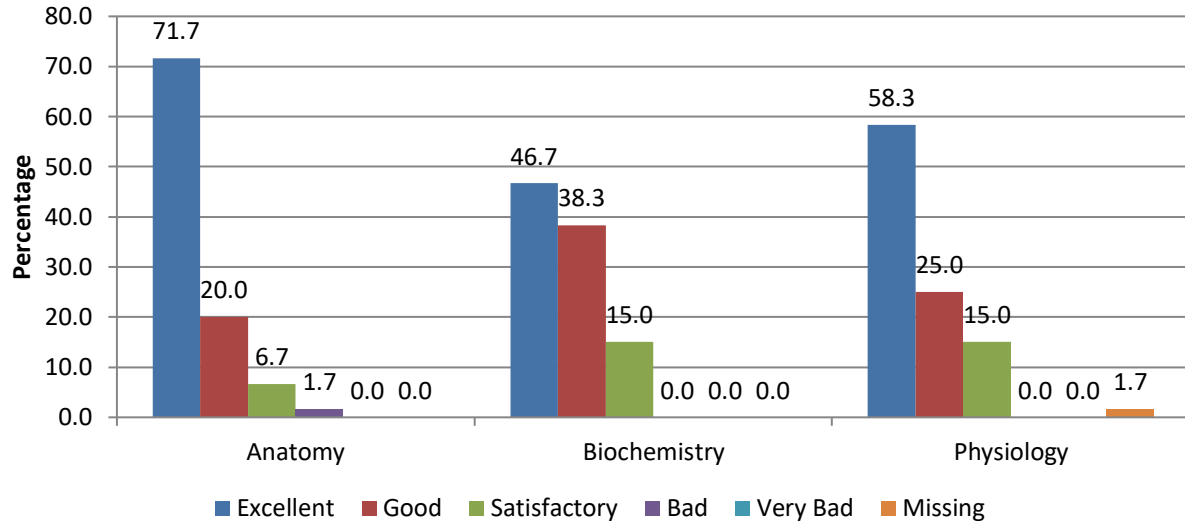


Figure 10. Distribution of responses by department on Opportunity for hands on Training

ii. Small Group Discussion

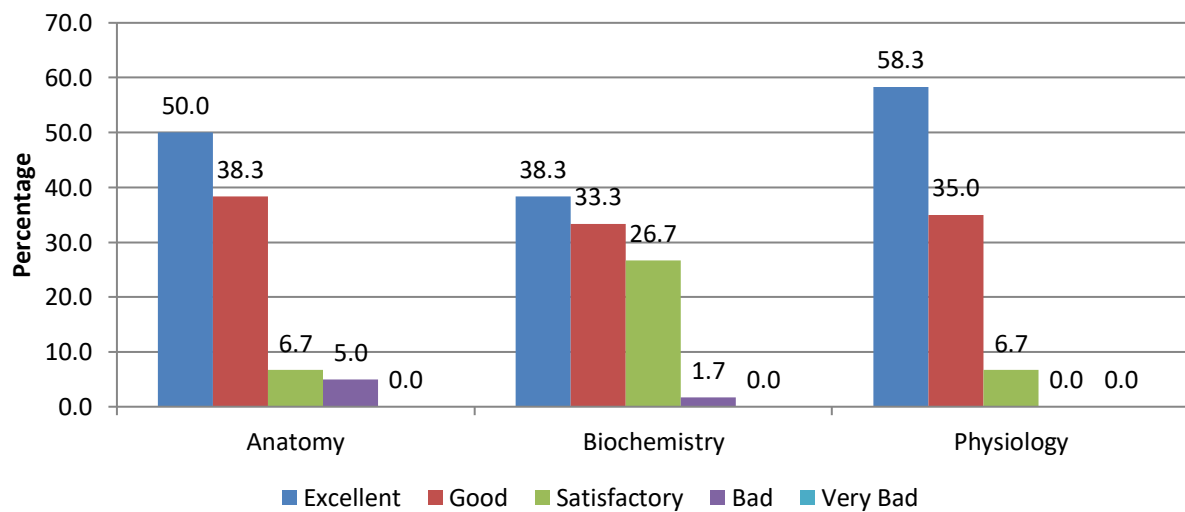


Figure 11. Distribution of responses by department on Small Group Discussion

iii. Clinical relevance

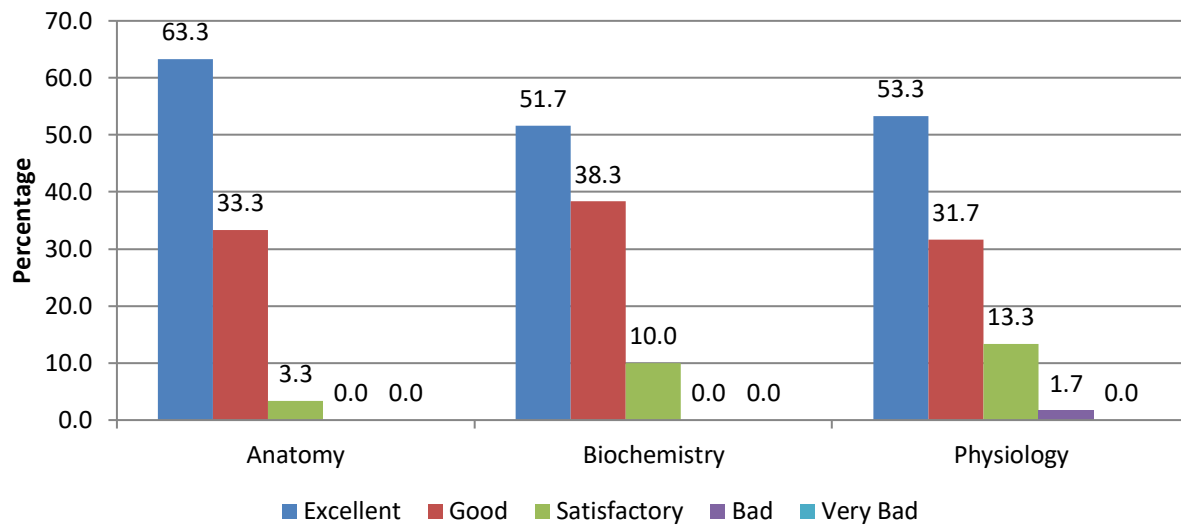


Figure 12. Distribution of responses by department on Clinical relevance in Practical Training

6. Internal Assessment

a. Coverage of Syllabus

i. Full portions covered

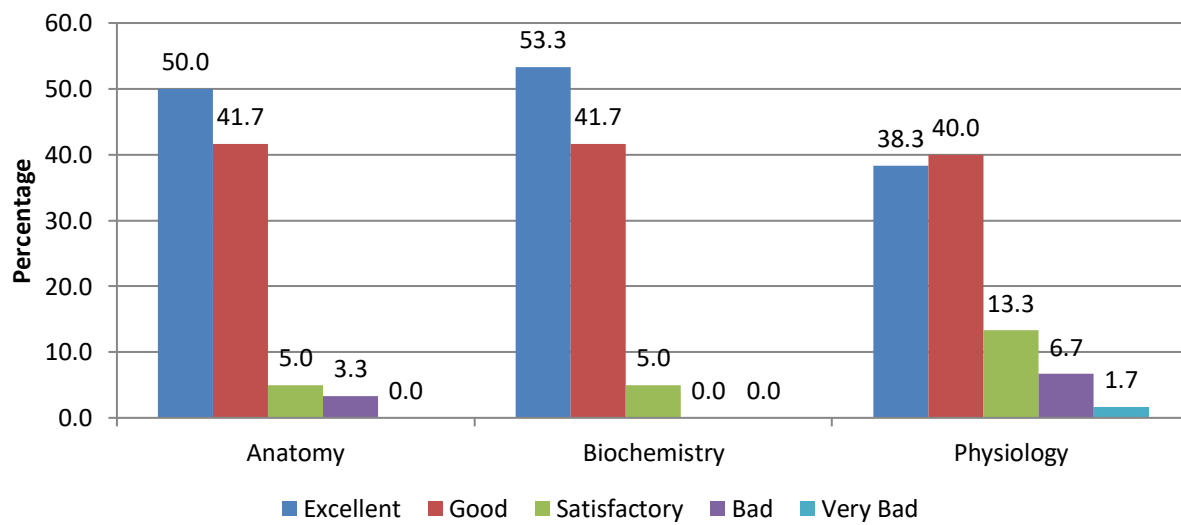


Figure 13. Distribution of responses by department on full portions covered for the Internal Assessment

ii. University pattern followed

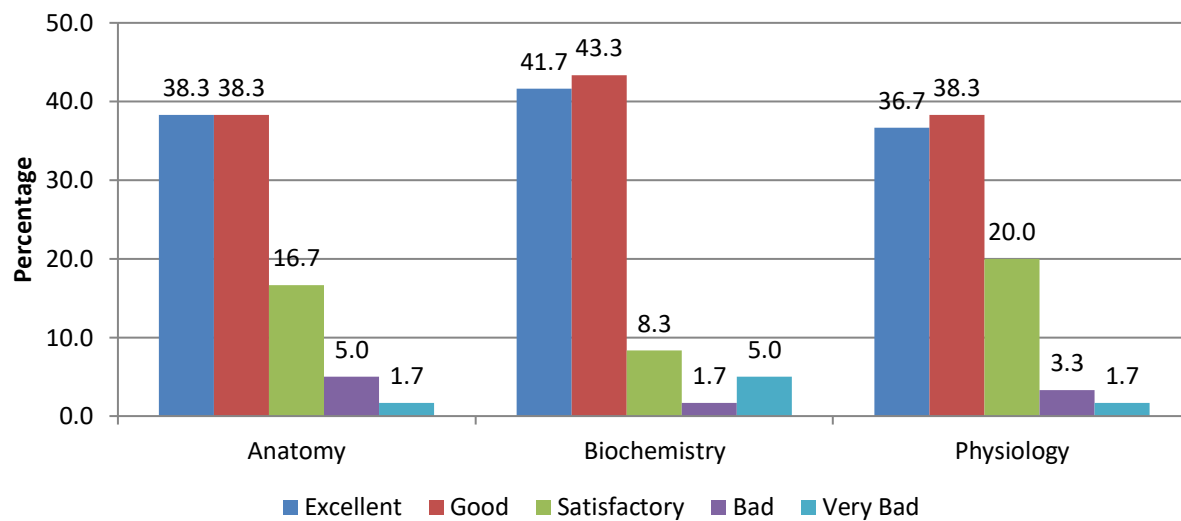


Figure 14. Distribution of responses by department on University pattern followed for the Internal Assessment

iii. Analytical Skills Tested

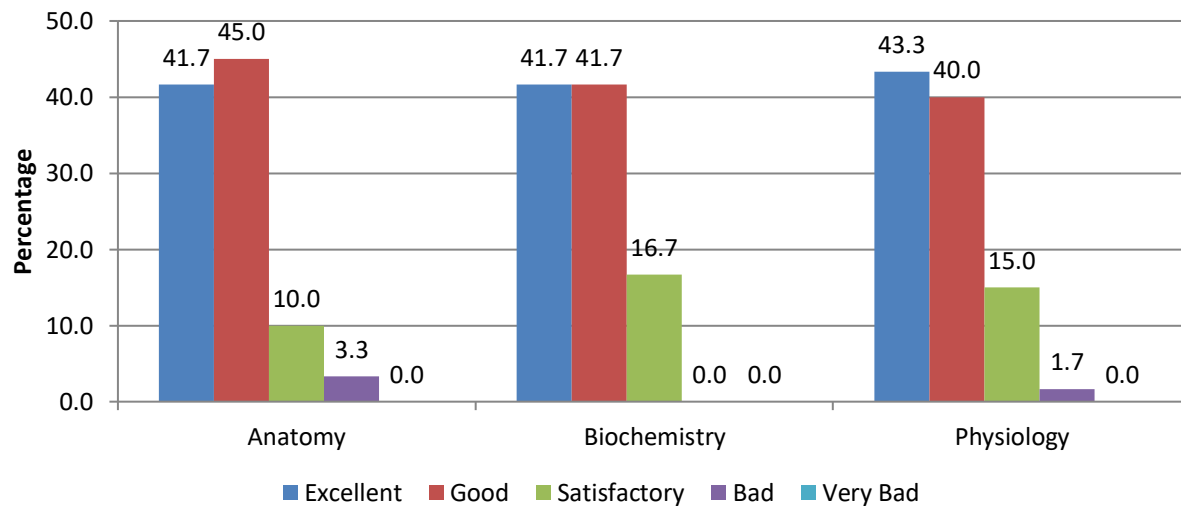


Figure 15. Distribution of responses by department on Analytical skills tested for the Internal Assessment

b. Conduct of Exam

i. Seating

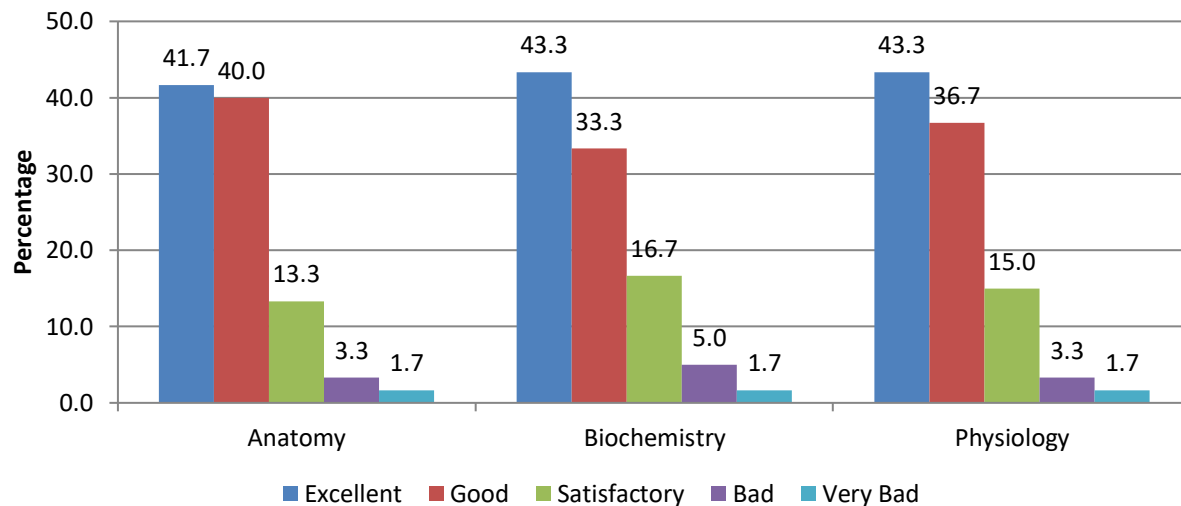


Figure 16. Distribution of responses by department on seating arrangement in Conduct of Examination

ii. Adequate Supervision

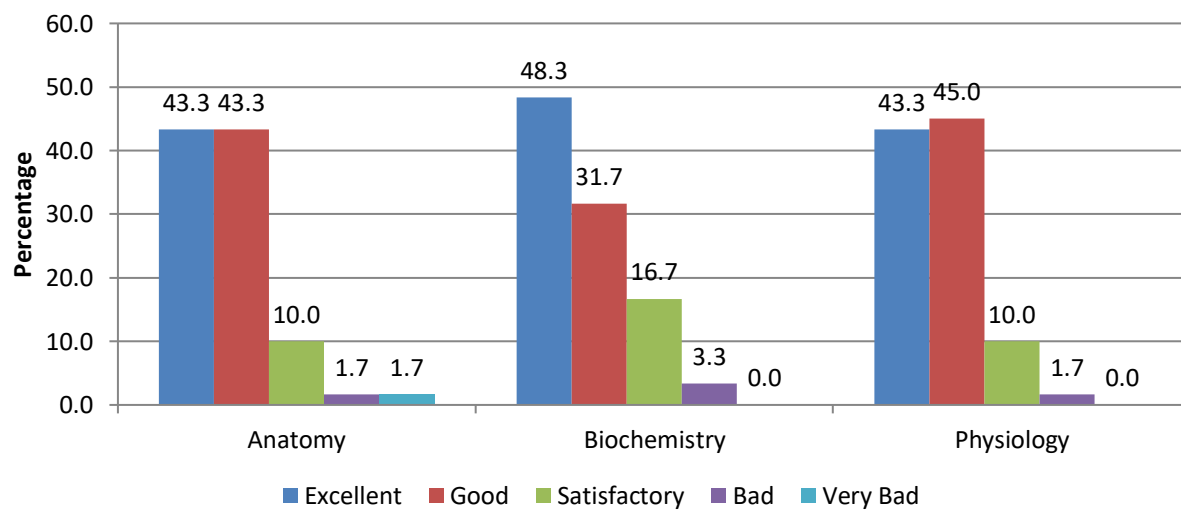


Figure 17. Distribution of responses by department on Adequate Supervision

c. Valuation

i. Fair Valuation

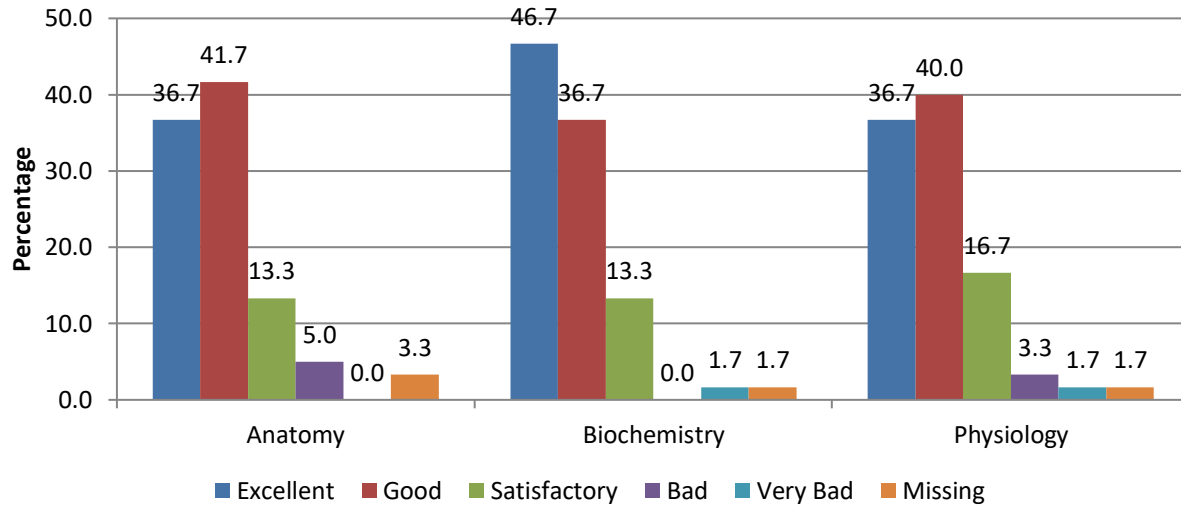


Figure 18. Distribution of responses by department on Fair Valuation in Valuation

ii. Discussion



Figure 19. Distribution of responses by department on Discussion of Papers after Valuation

iii. Feedback after Valuation

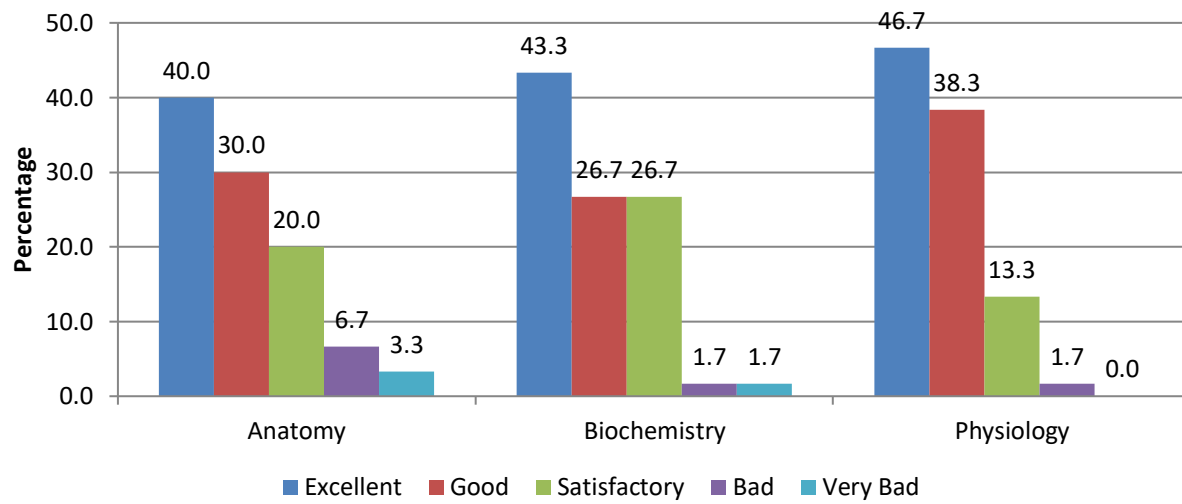


Figure 20. Distribution of responses by department on Feedback after Valuation