

Assessment on teaching/learning methods

By

Final Year MBBS students – 2013 Batch

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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 32 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 77 responders. However, due to more than 50% incomplete response, two was omitted from analysis. Thus responses of 75 students 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

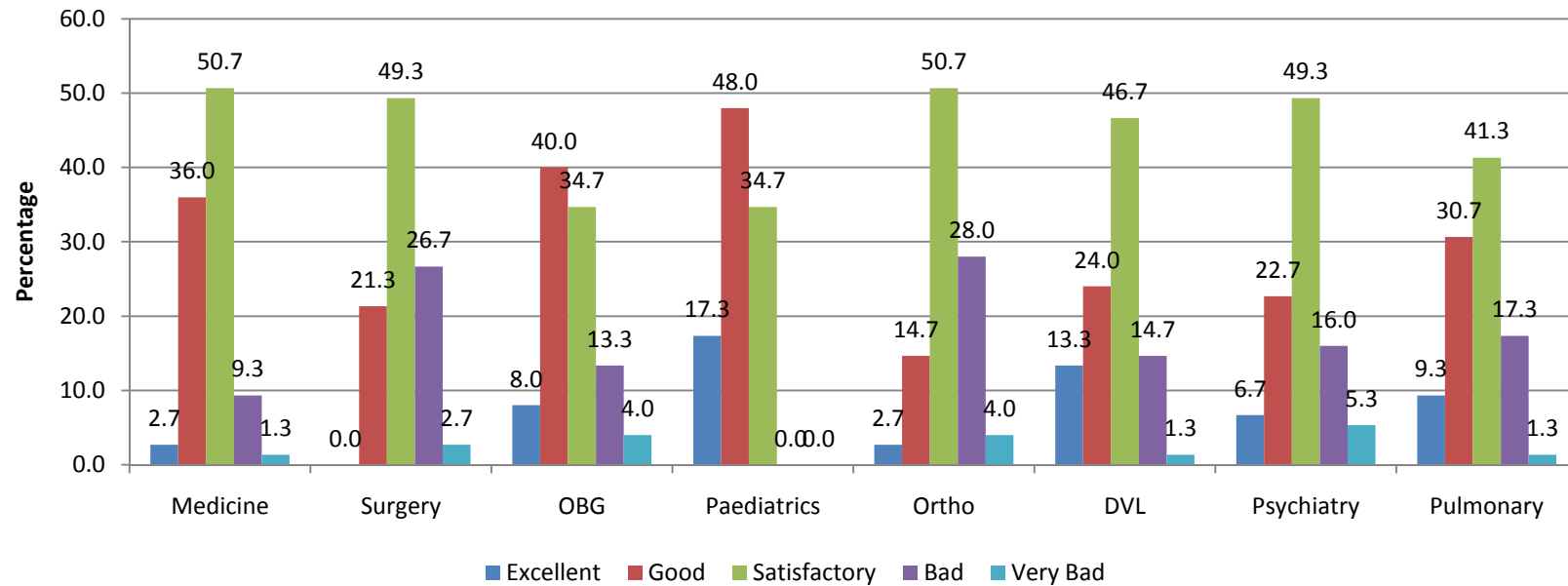


Fig. Distribution of responses on clarity of theory classes taken

ii. Stimulating

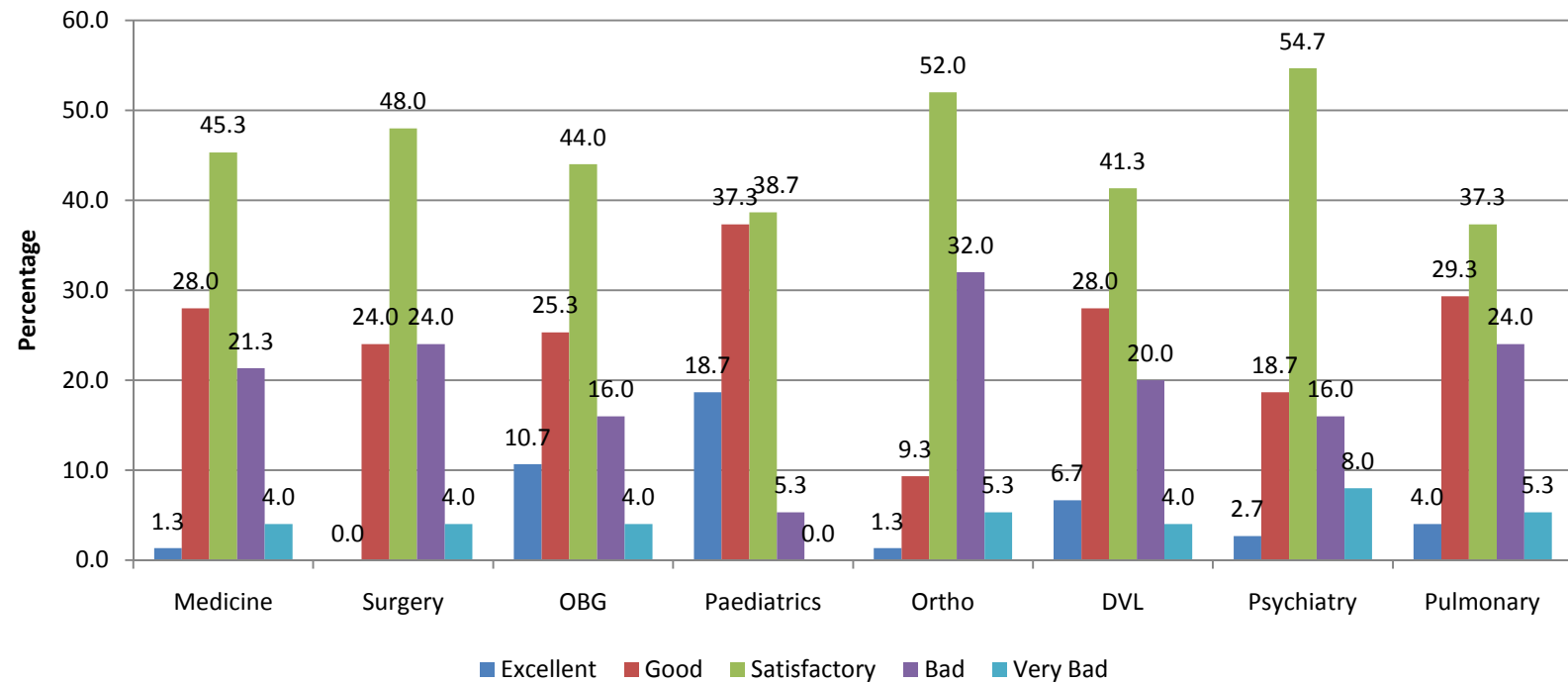


Fig. Distribution of responses in stimulating theory classes

iii. Interaction

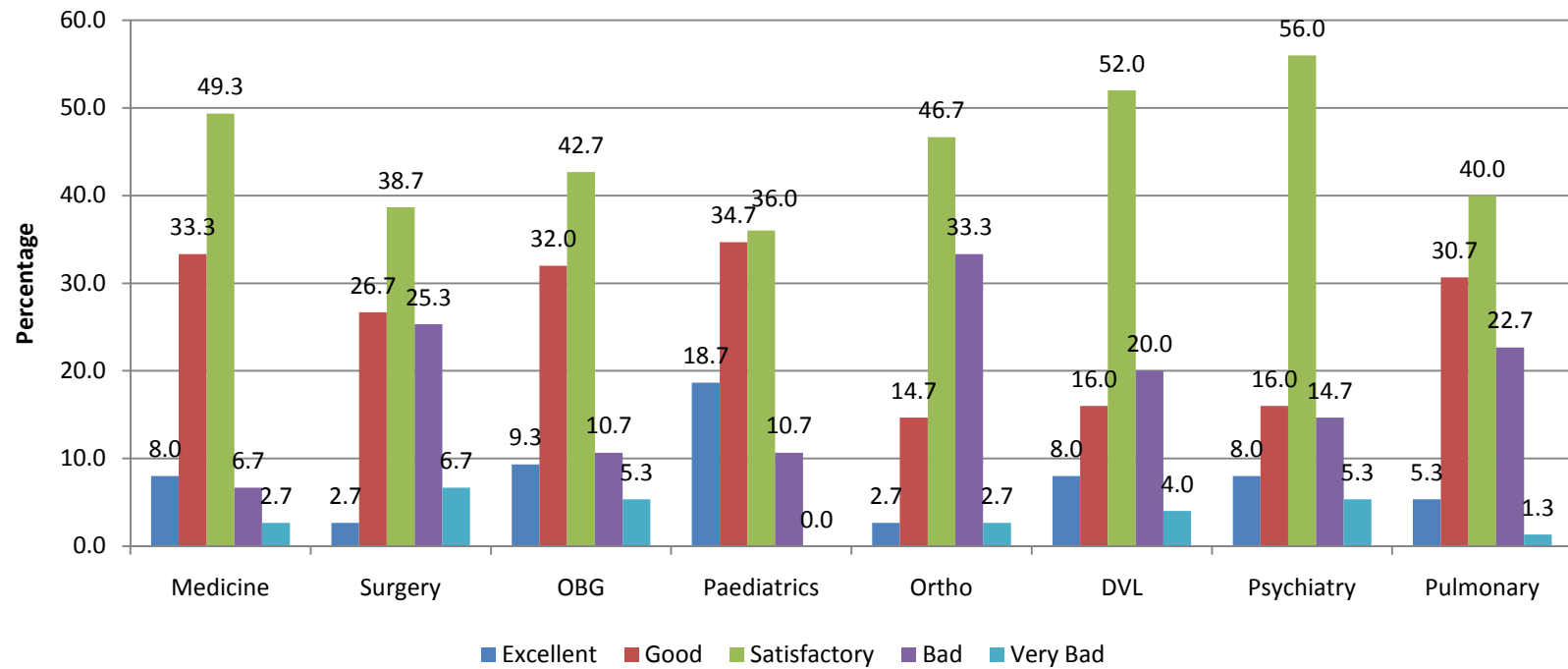


Fig. Distribution of responses on interaction during theory classes

2. Visual aids

i. Relevance

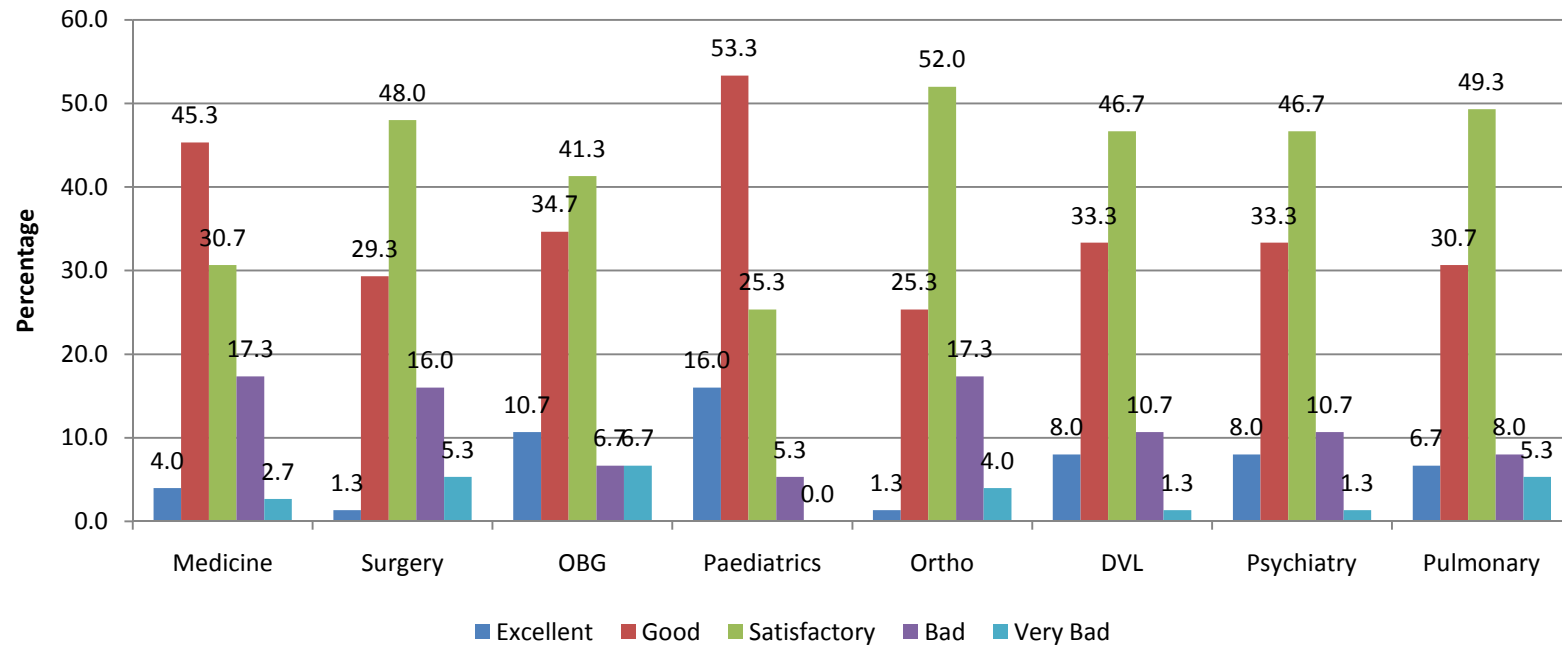


Fig. Distribution of responses on relevance of visual aids for theory classes

ii. Adequacy

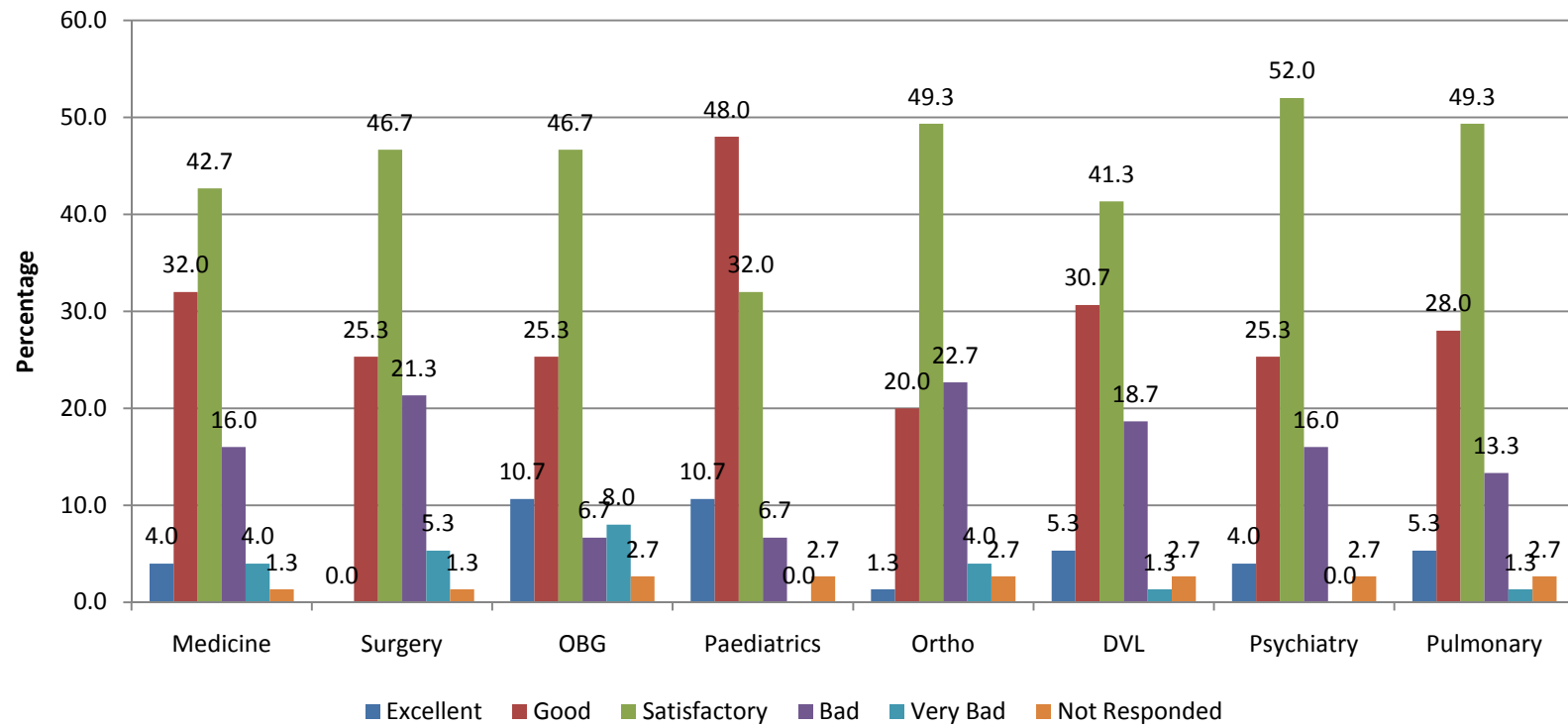


Fig. Distribution of responses on adequacy of visual aids for theory classes

3. Punctuality

i. Starting on time

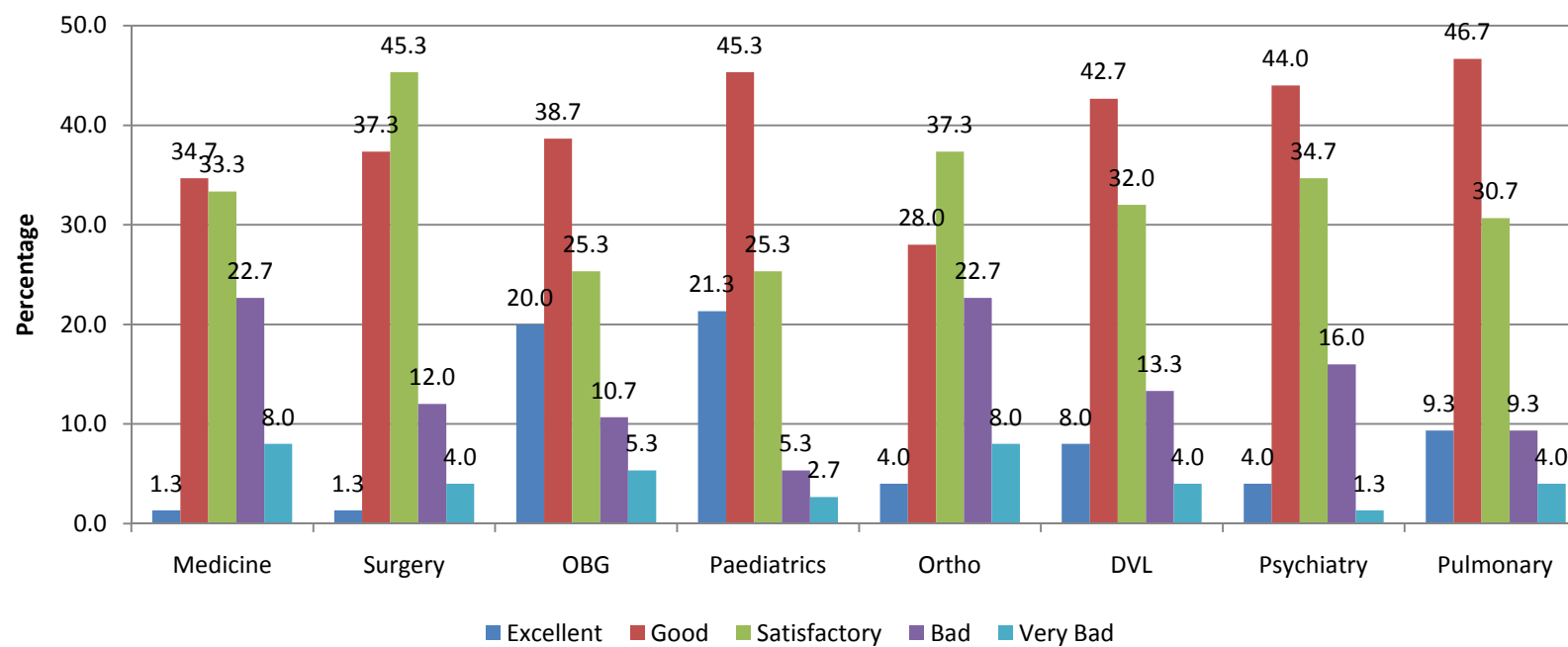


Fig. Distribution of responses on starting time of theory classes

ii. Ending on time

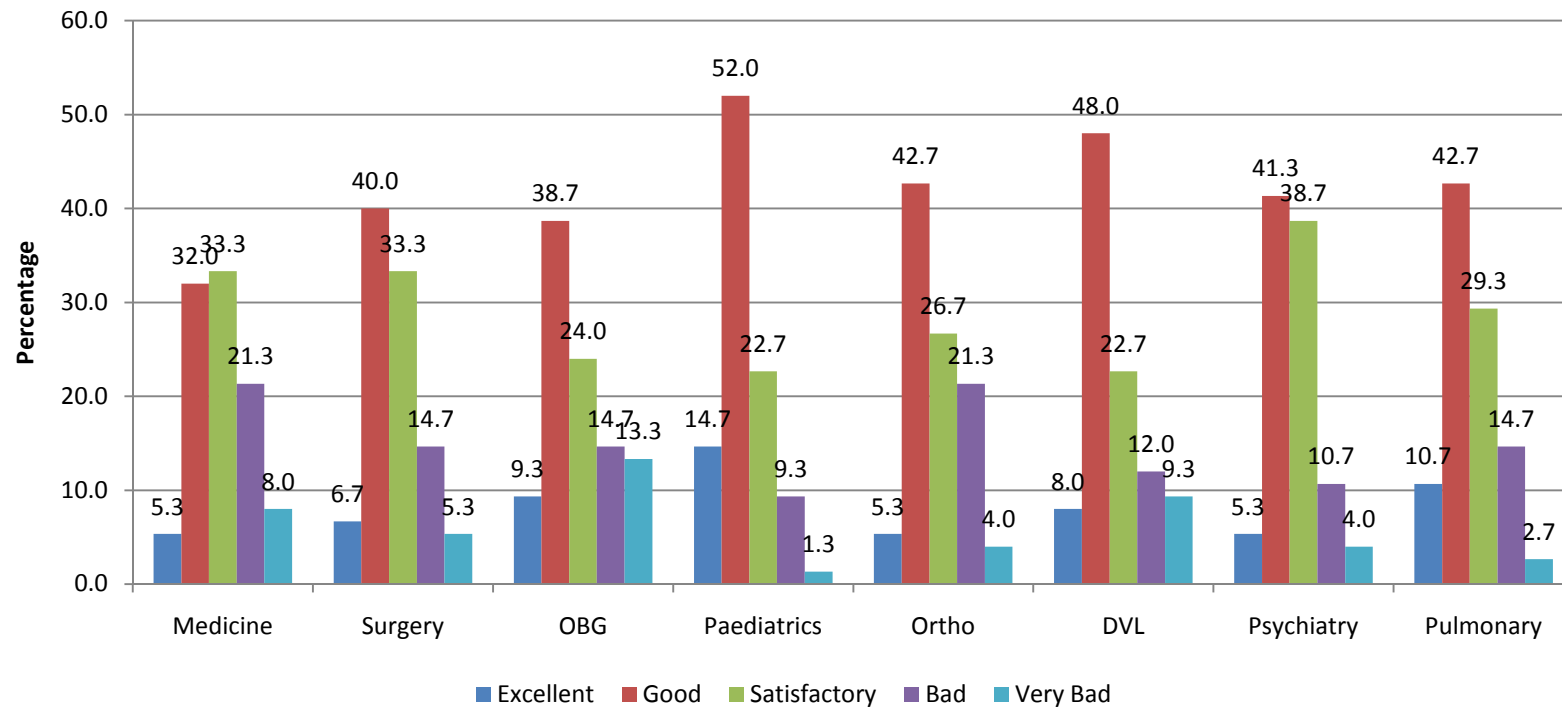


Fig. Distribution of responses on ending time of theory classes

4. Approachability

i. During classes

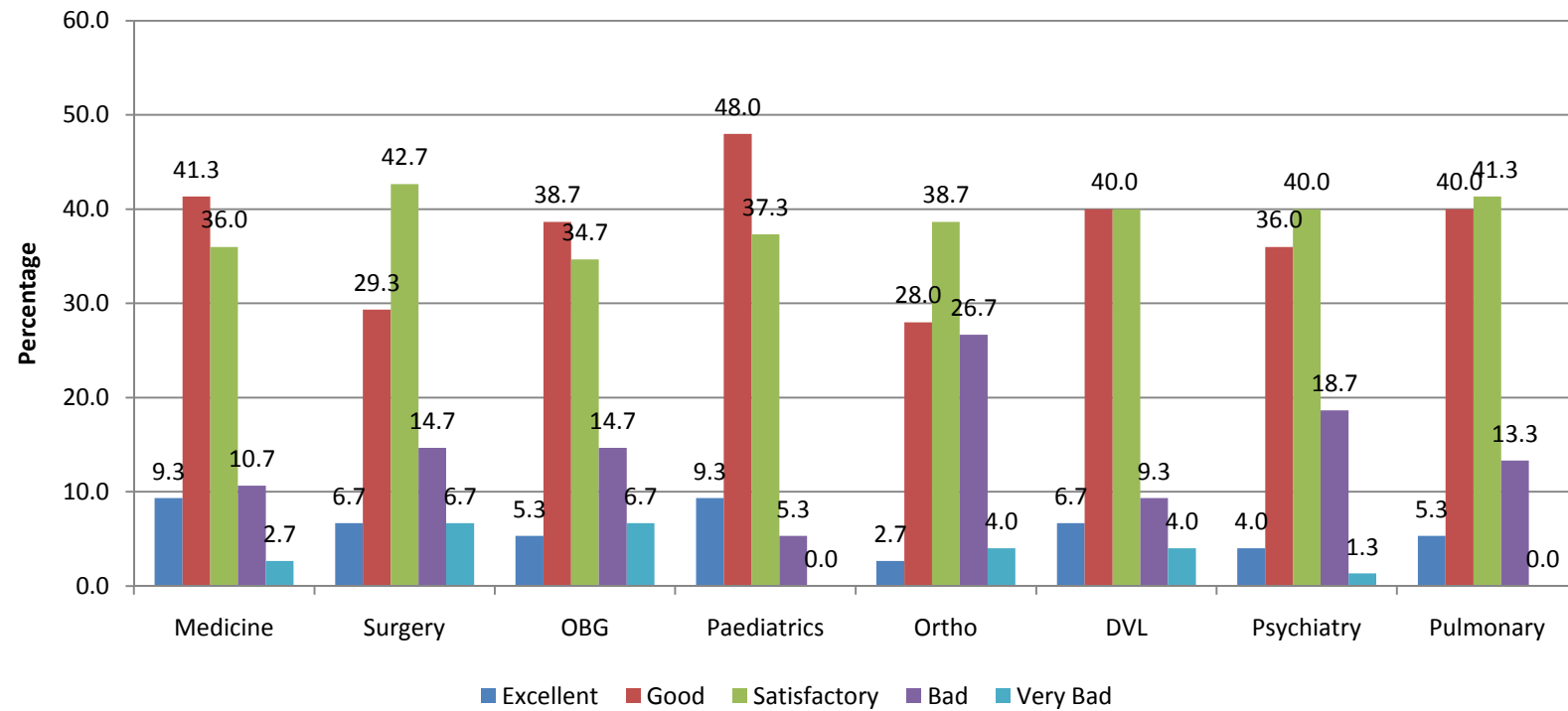


Fig. Distribution of responses on approachability during theory classes

ii. After classes

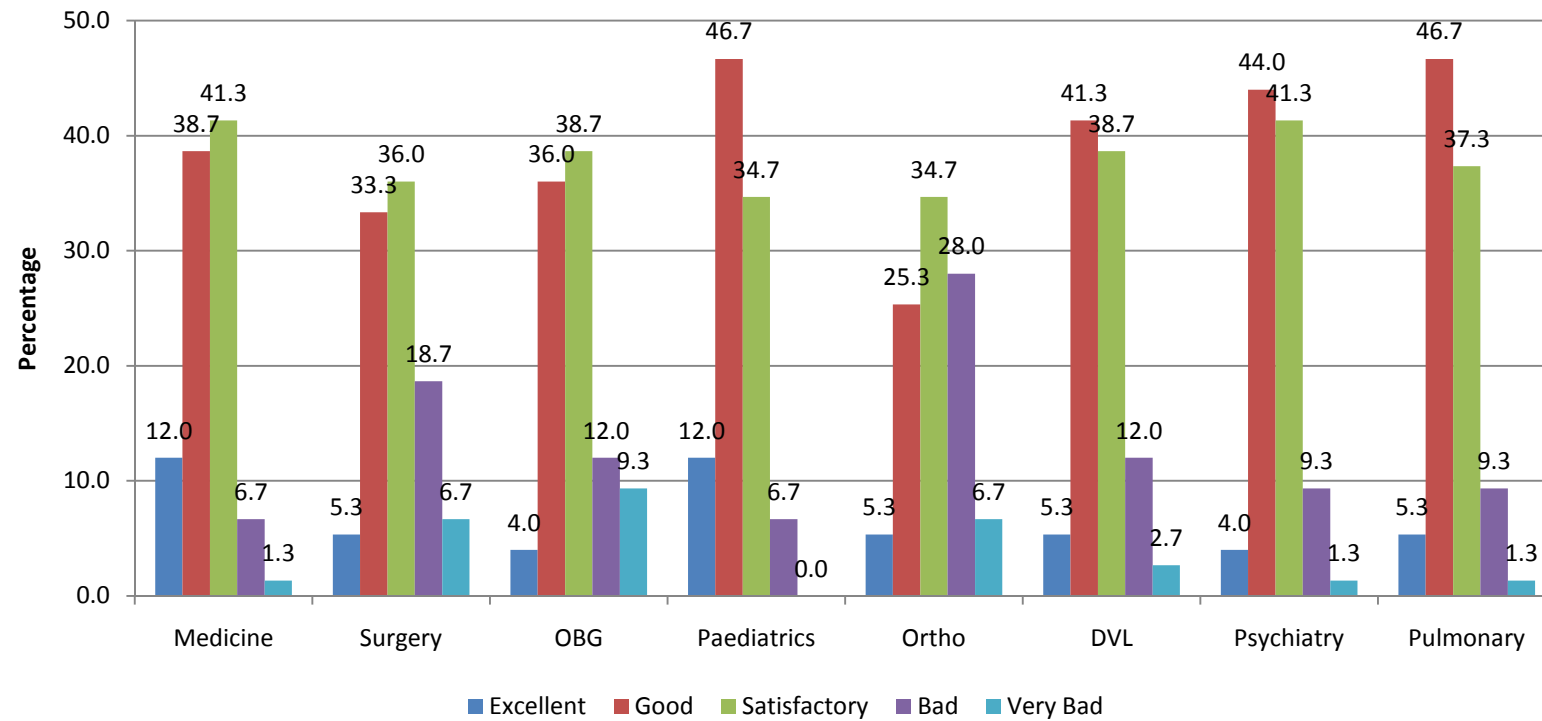


Fig. Distribution of responses on after theory classes approachability

5. Use of innovative methods (viz., clickers)

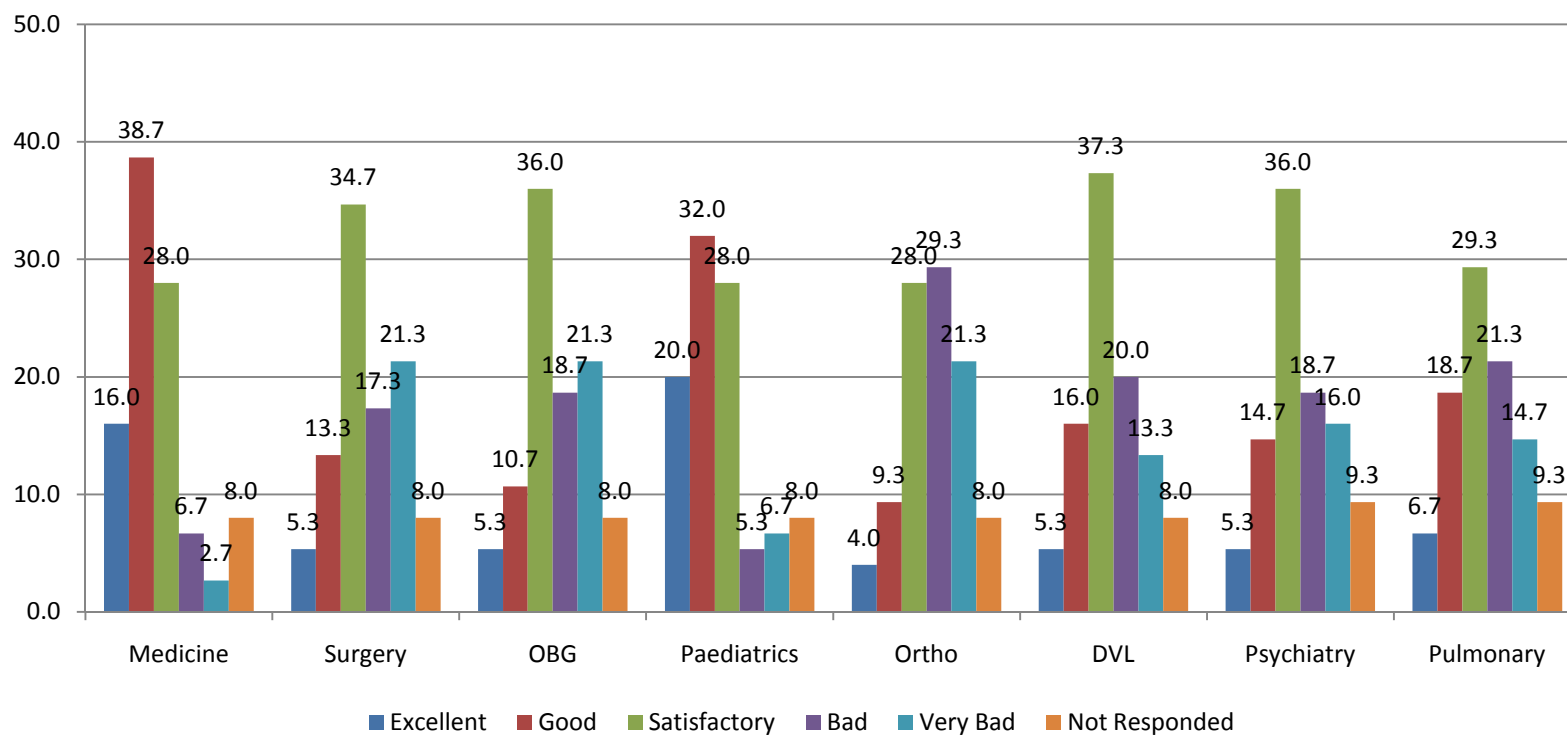


Fig. Distribution of responses on use of innovative methods during theory classes

B. Clinics

1. Clinical skills training

i. History taking

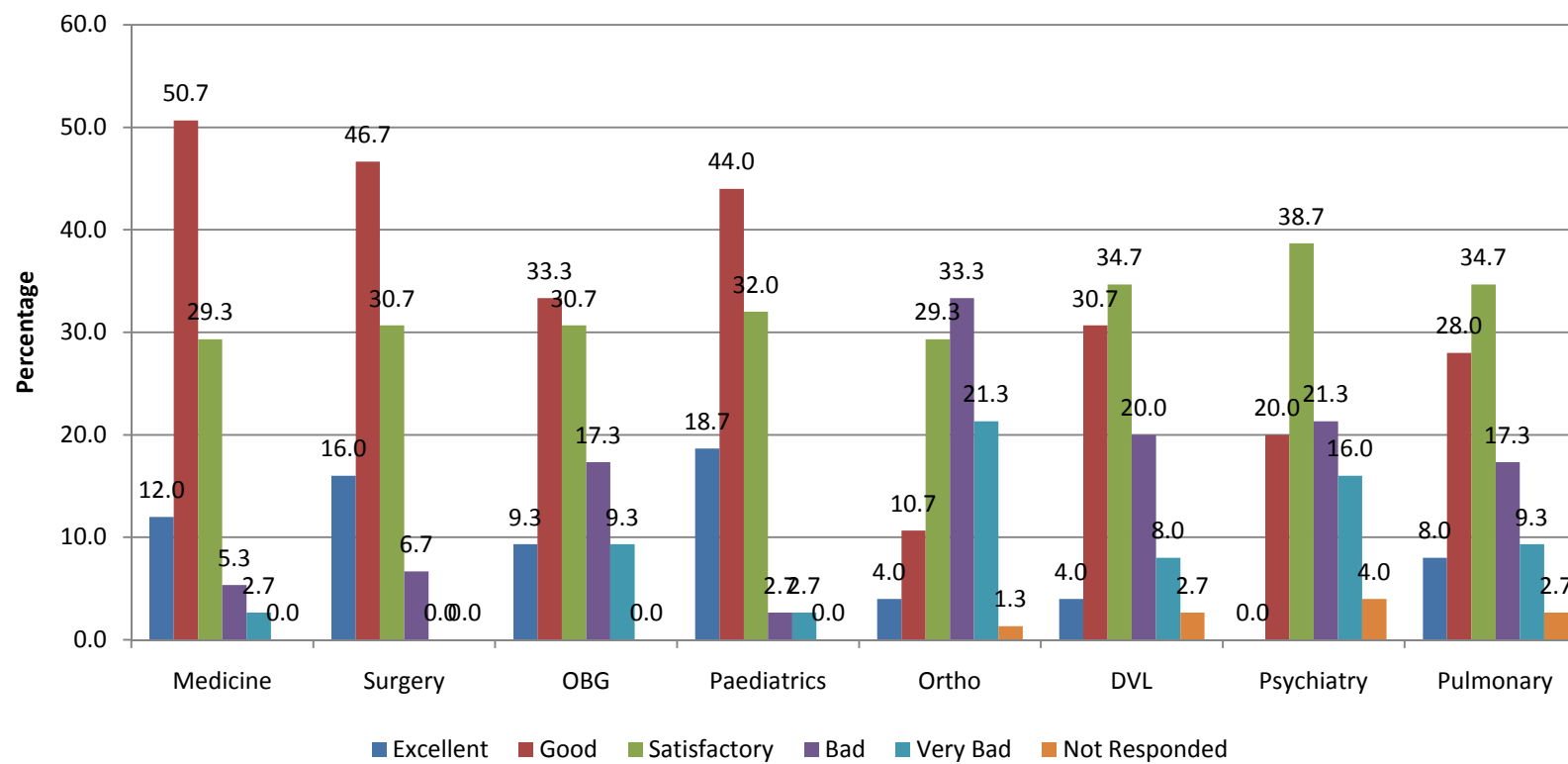


Fig. Distribution of responses on history taking during clinical skill training

ii. Physical examination

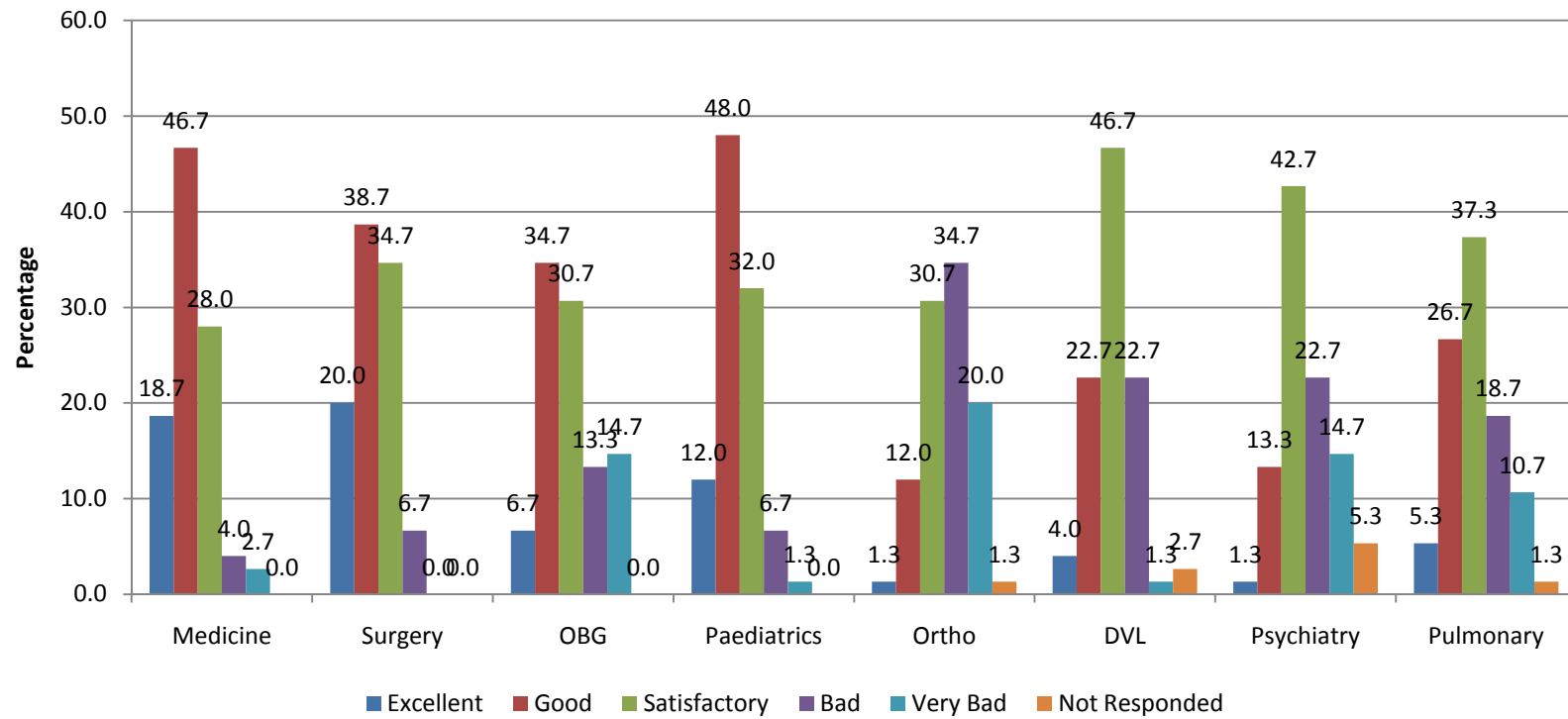


Fig. Distribution of responses on physical examination during clinical skill training

iii. Formulation of clinical diagnosis & Differential diagnosis

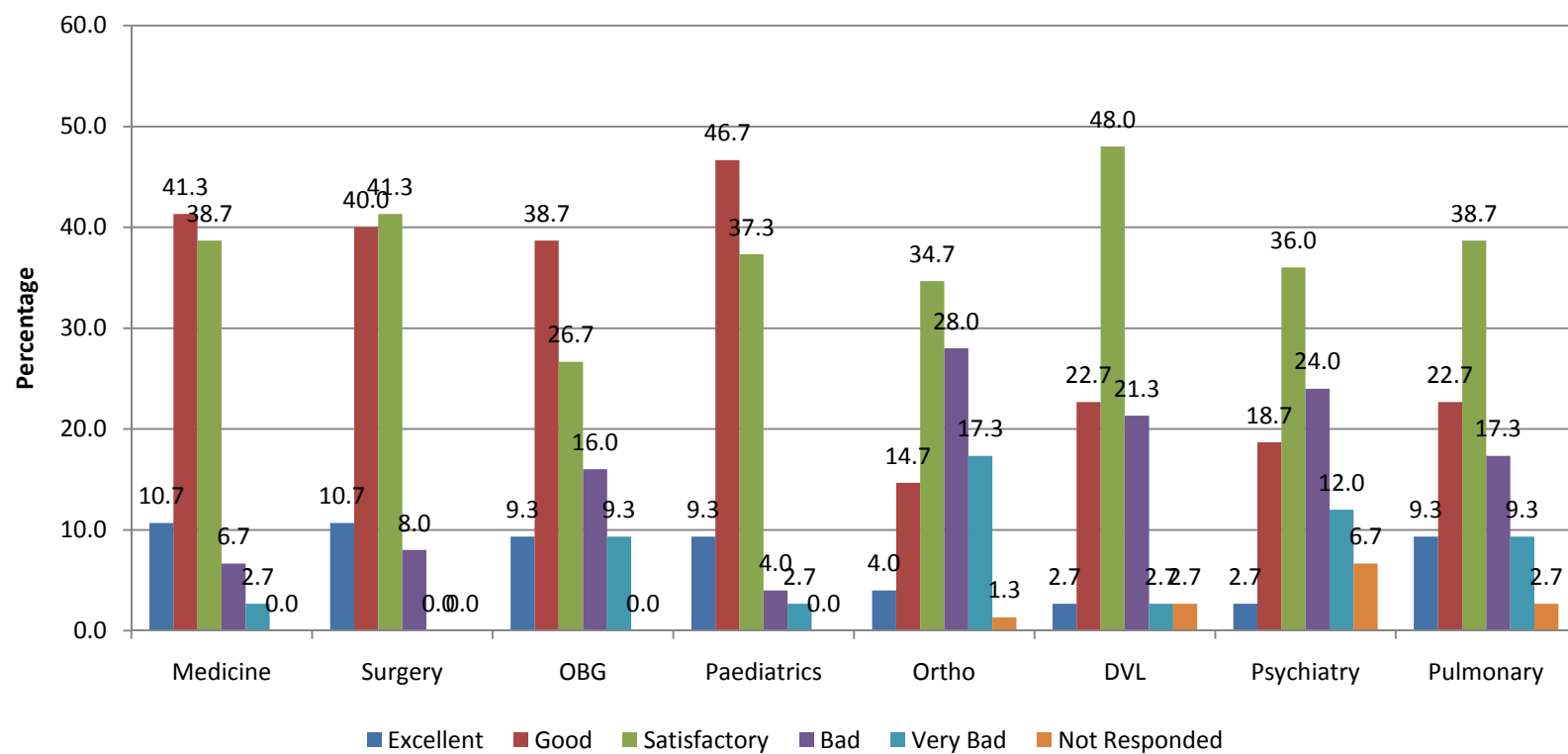


Fig. Distribution of responses on Formulation of clinical diagnosis & Differential diagnosis during clinical skill training

iv. Rationale of investigations

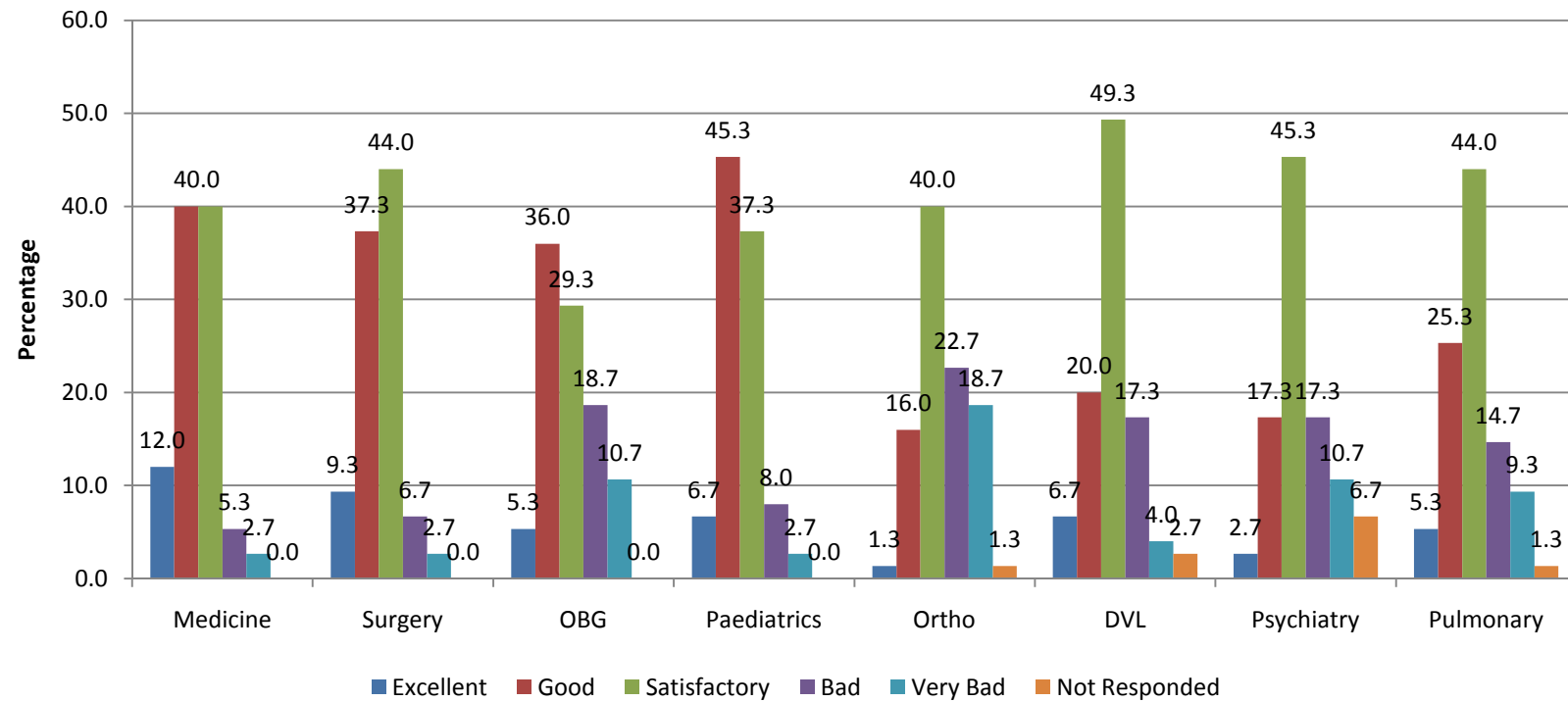


Fig. Distribution of responses on rationale of investigations during clinical skill training

v. Interpretation of results

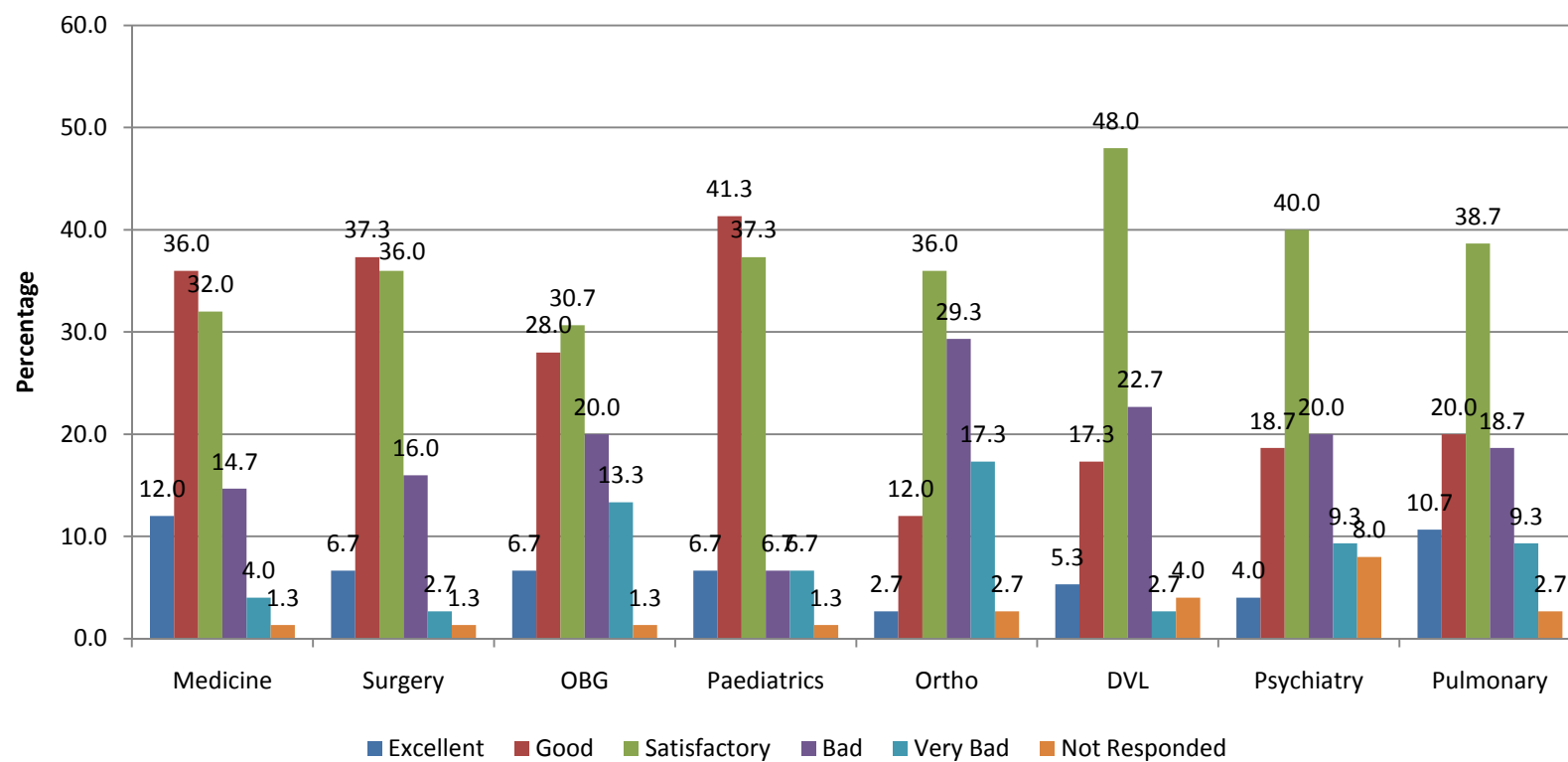


Fig. Distribution of responses on Interpretation of results during clinical skill training

vi. Management steps

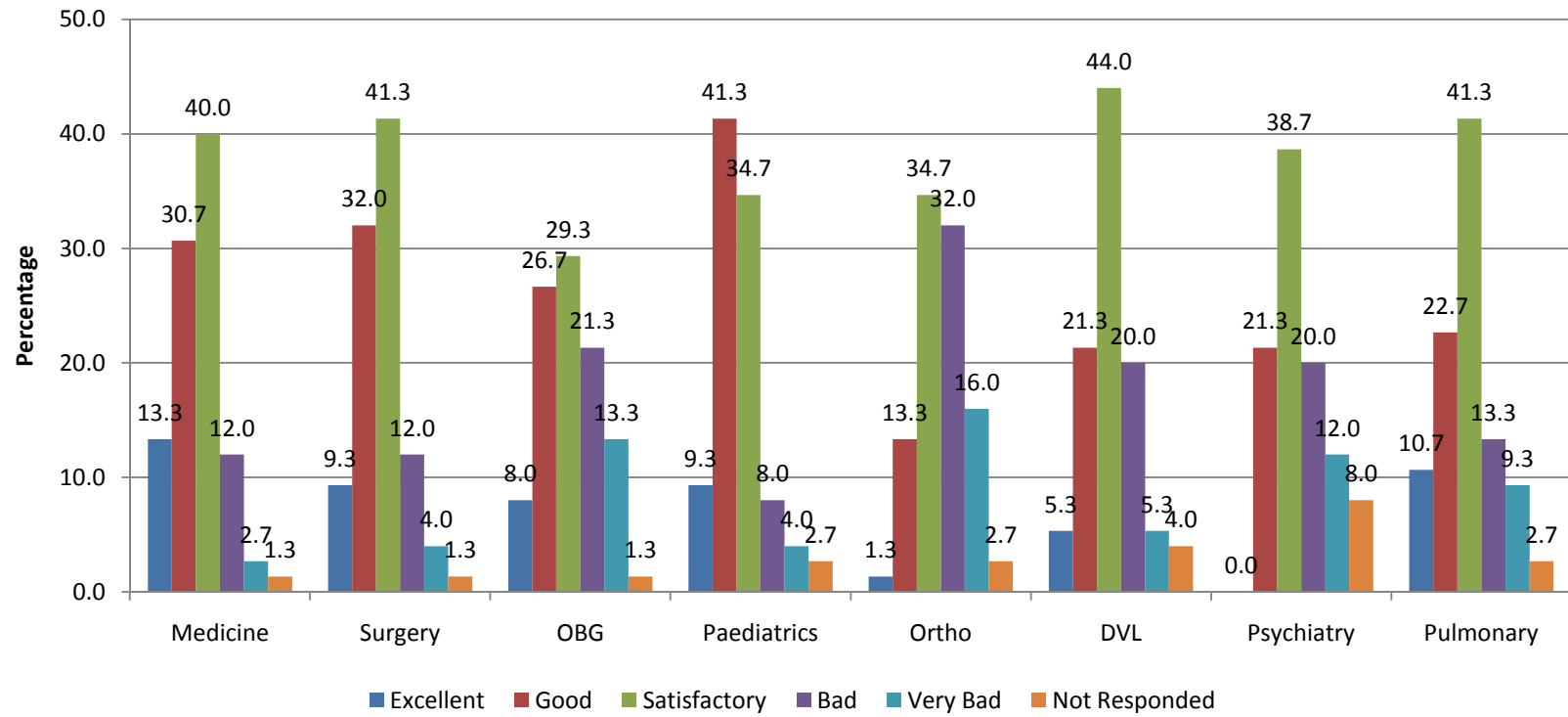


Fig. Distribution of responses on management steps during clinical skill training

2. Adequate utilization of posting time

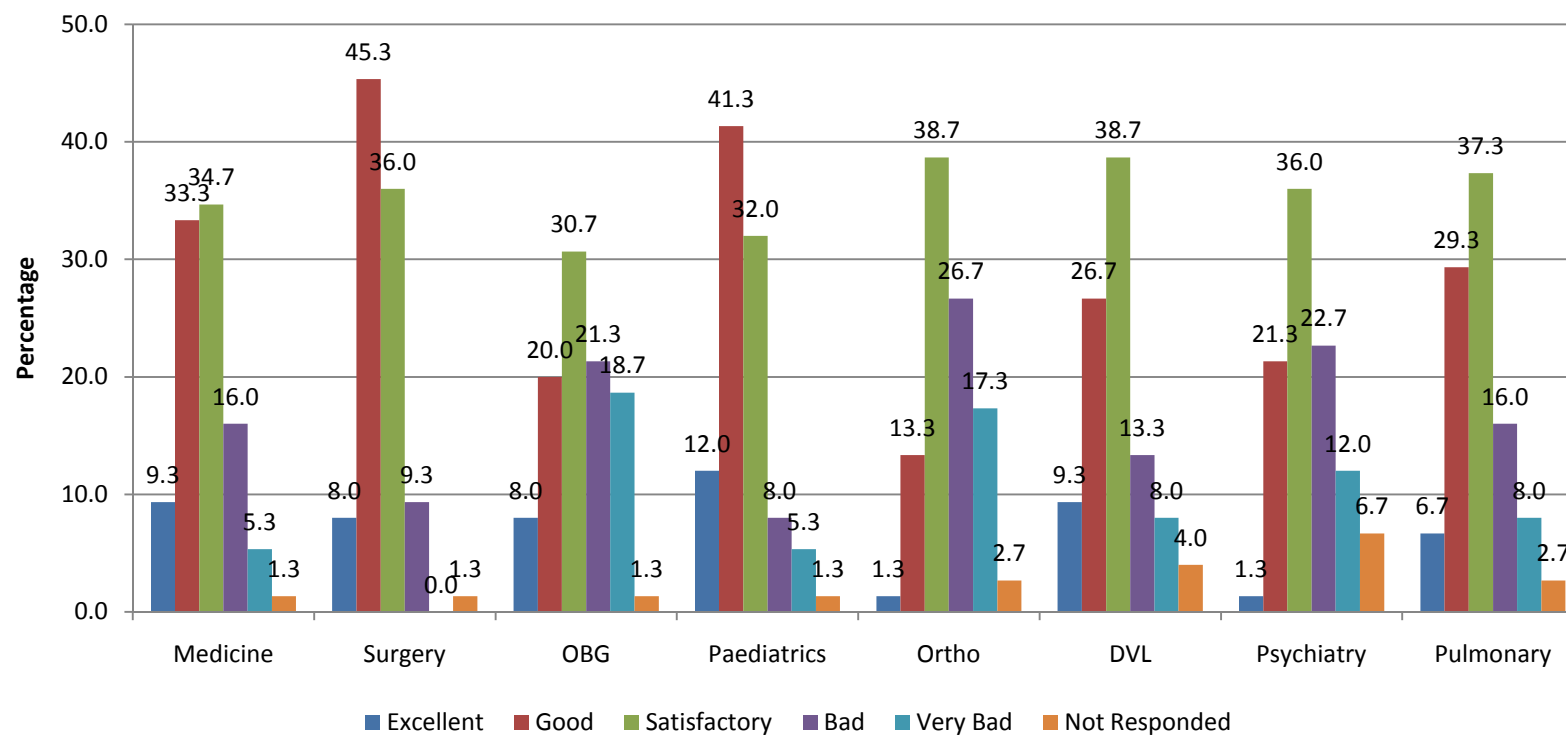


Fig. Distribution of responses on adequate utilization of posting time during clinical skill training

3. Case variety

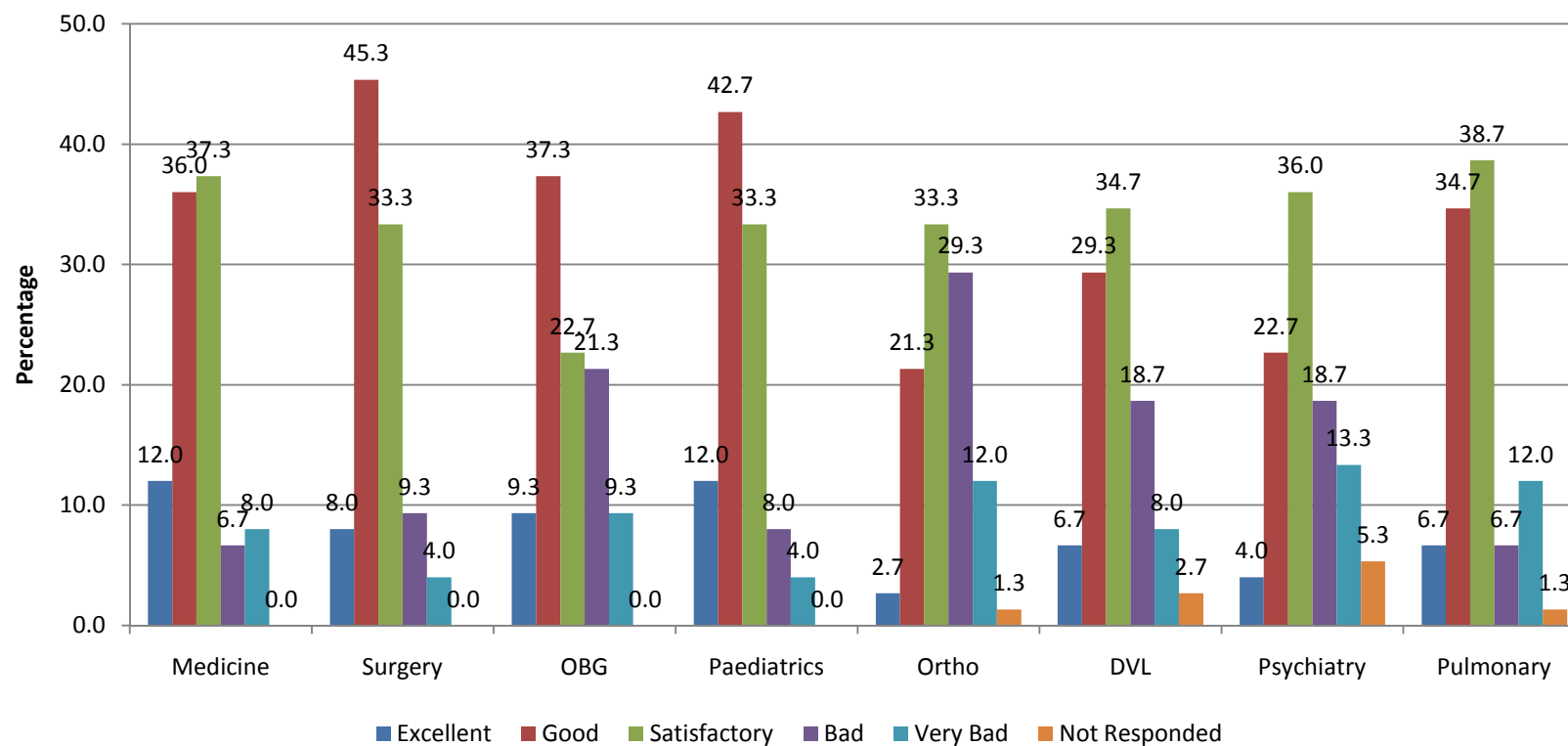


Fig. Distribution of responses on variety of cases seen during clinical skill training

4. Number of cases

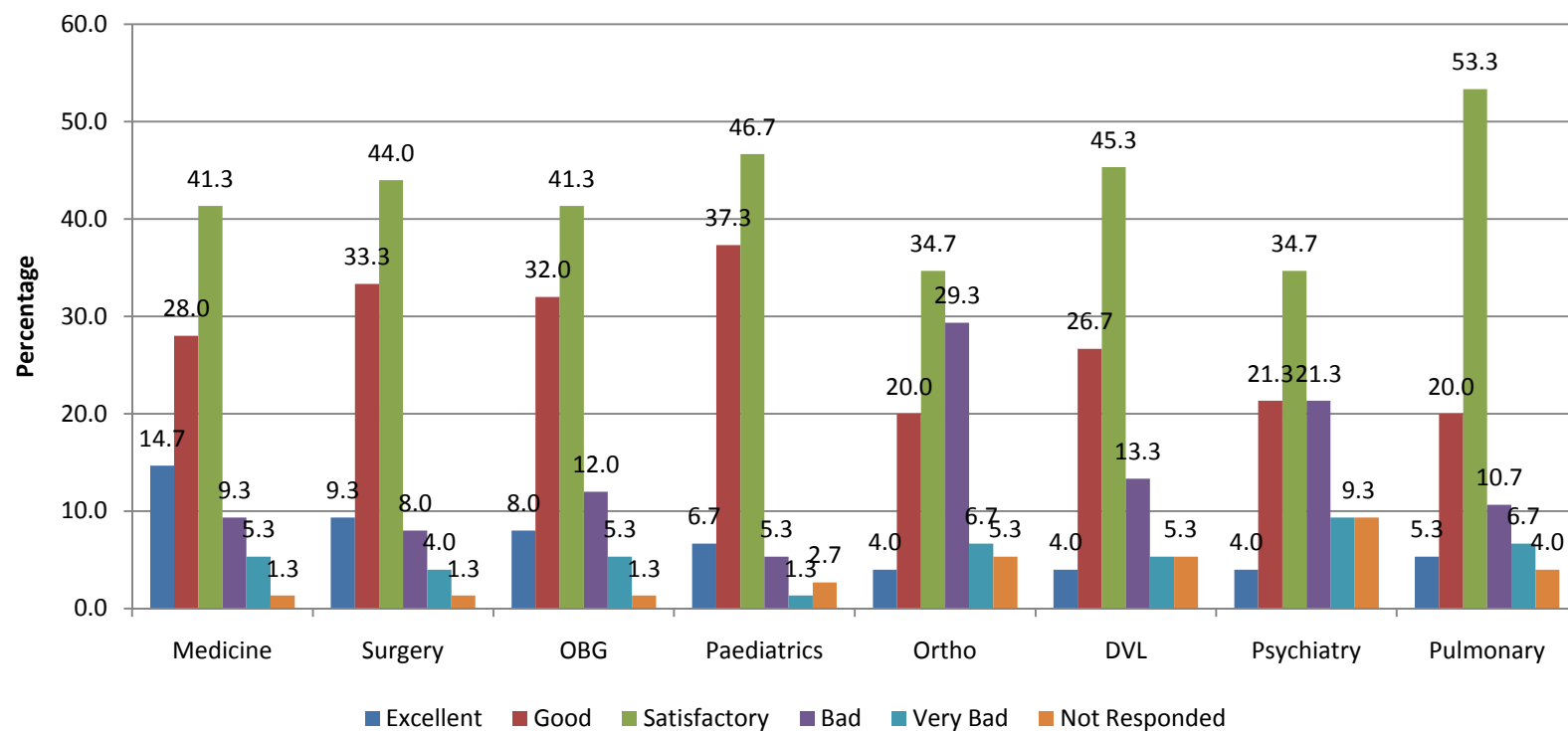


Fig. Distribution of responses on number of cases seen during clinical skill training

C. Assessments

1. End of posting

i. OSCE

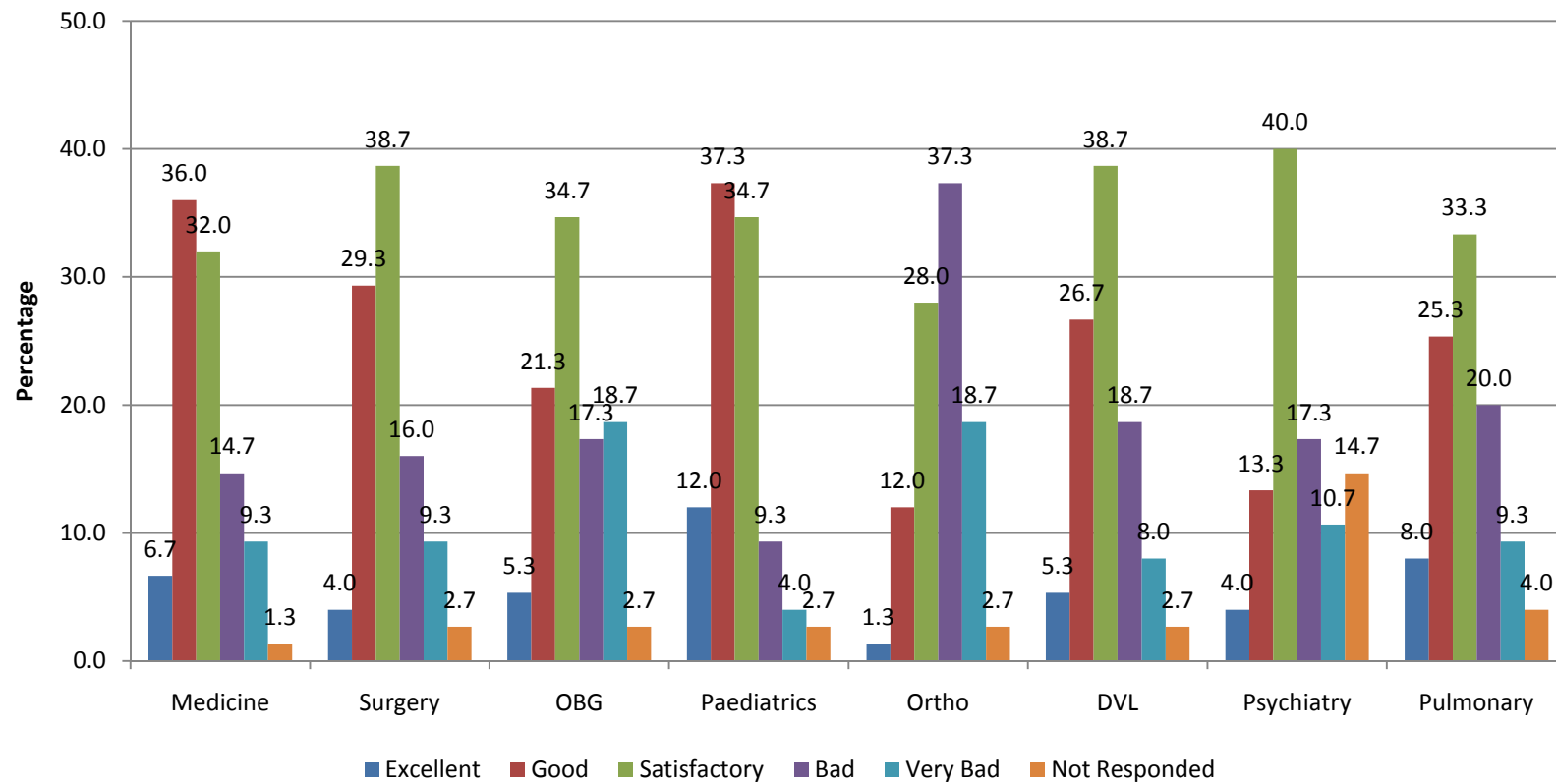


Fig. Distribution of responses on OSCE assessment at the end of posting

ii. Assessment of clinical skills

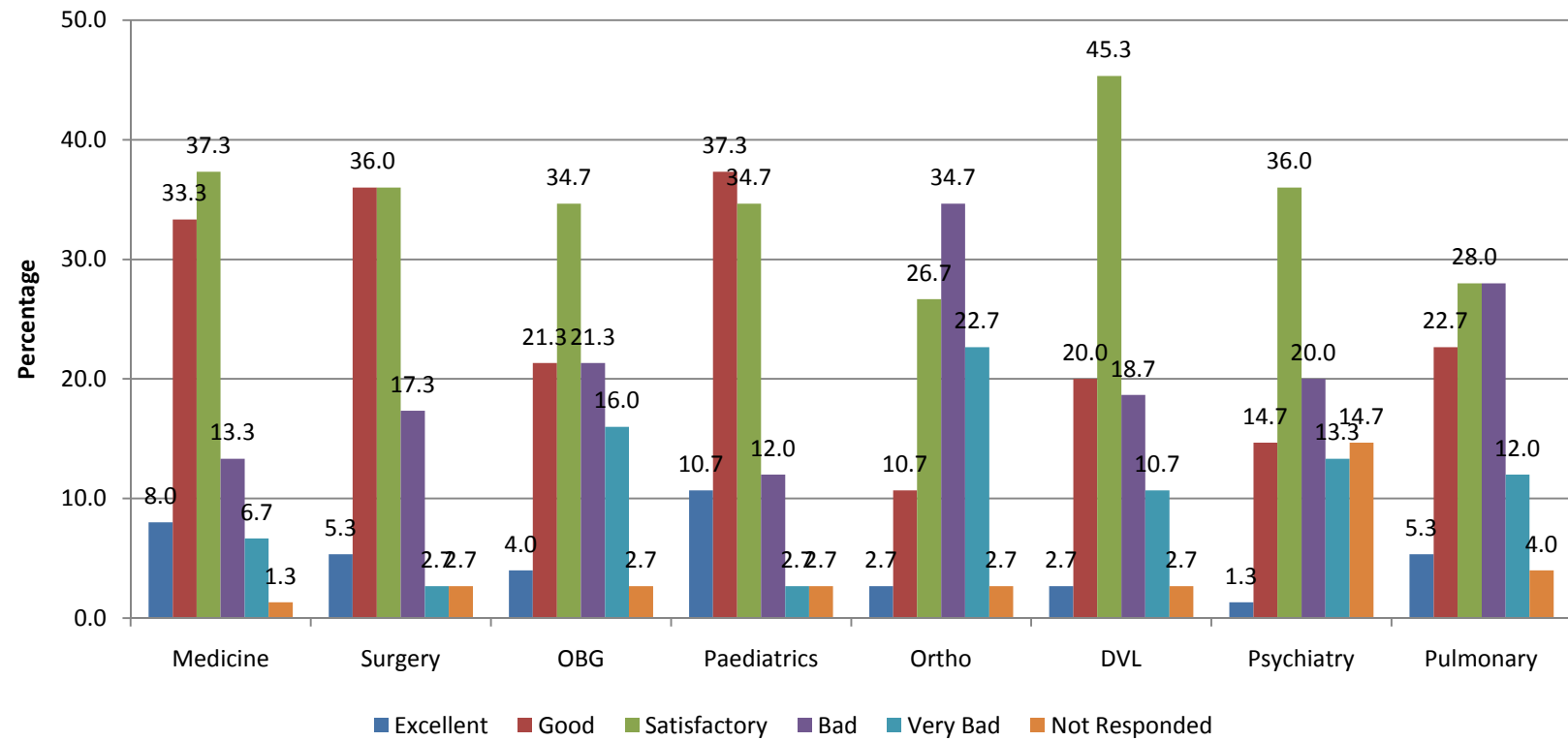


Fig. Distribution of responses on clinical skills Assessment

iii. Assessment of cases discussed

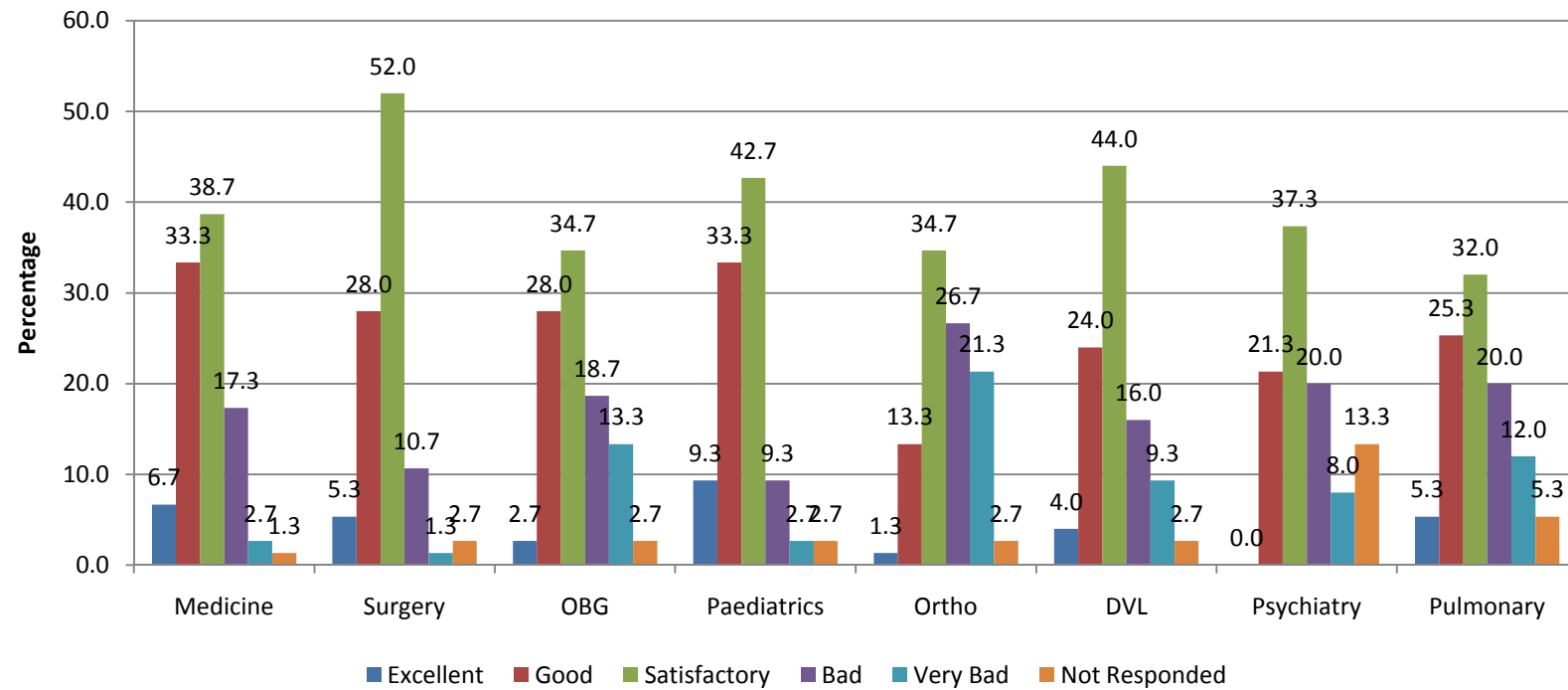


Fig. Distribution of responses on cases discussed during posting

iv. Feedback after the assessment

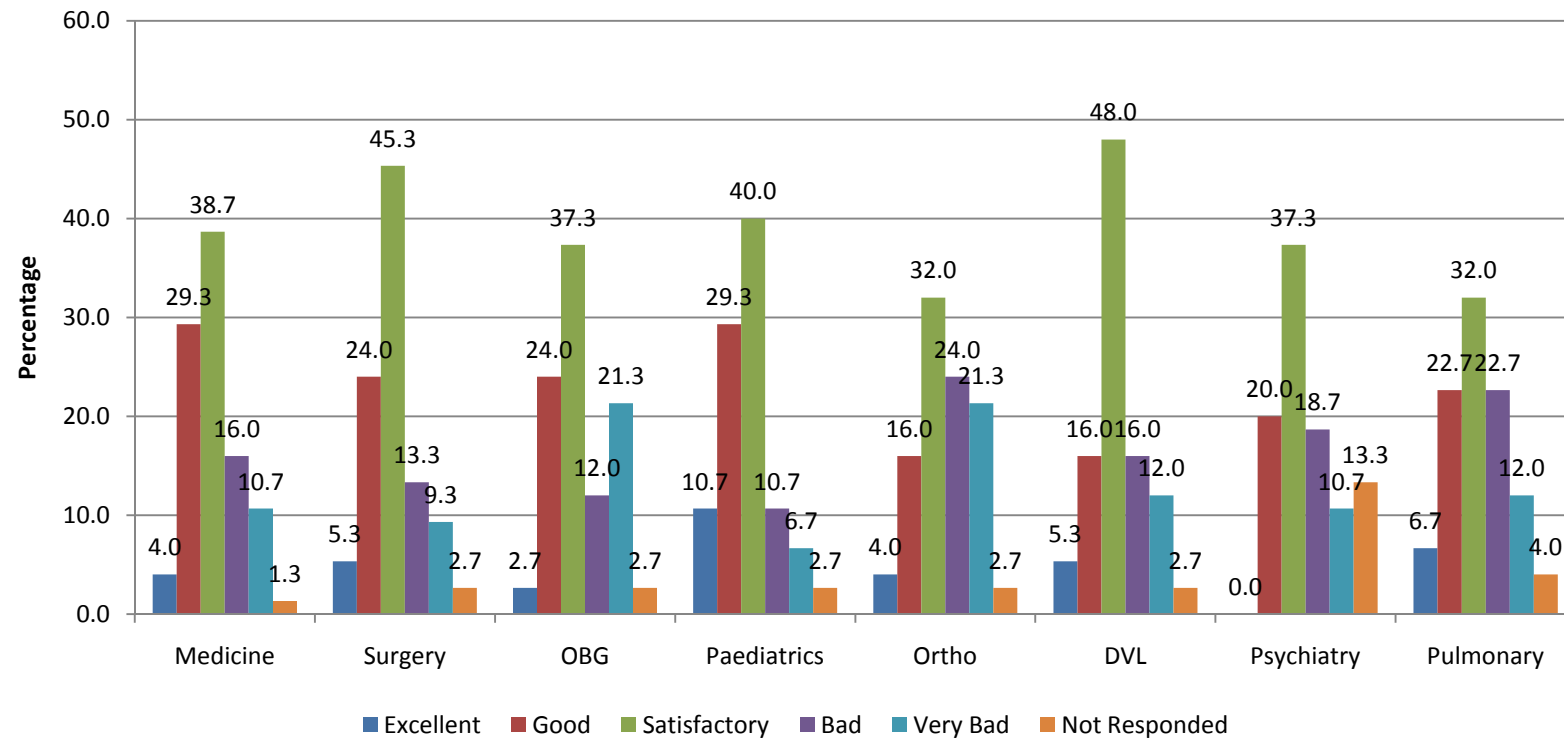


Fig. Distribution of responses on Feedback after the assessment

2. Internal Assessment – Coverage of syllabus

i. Portions covered

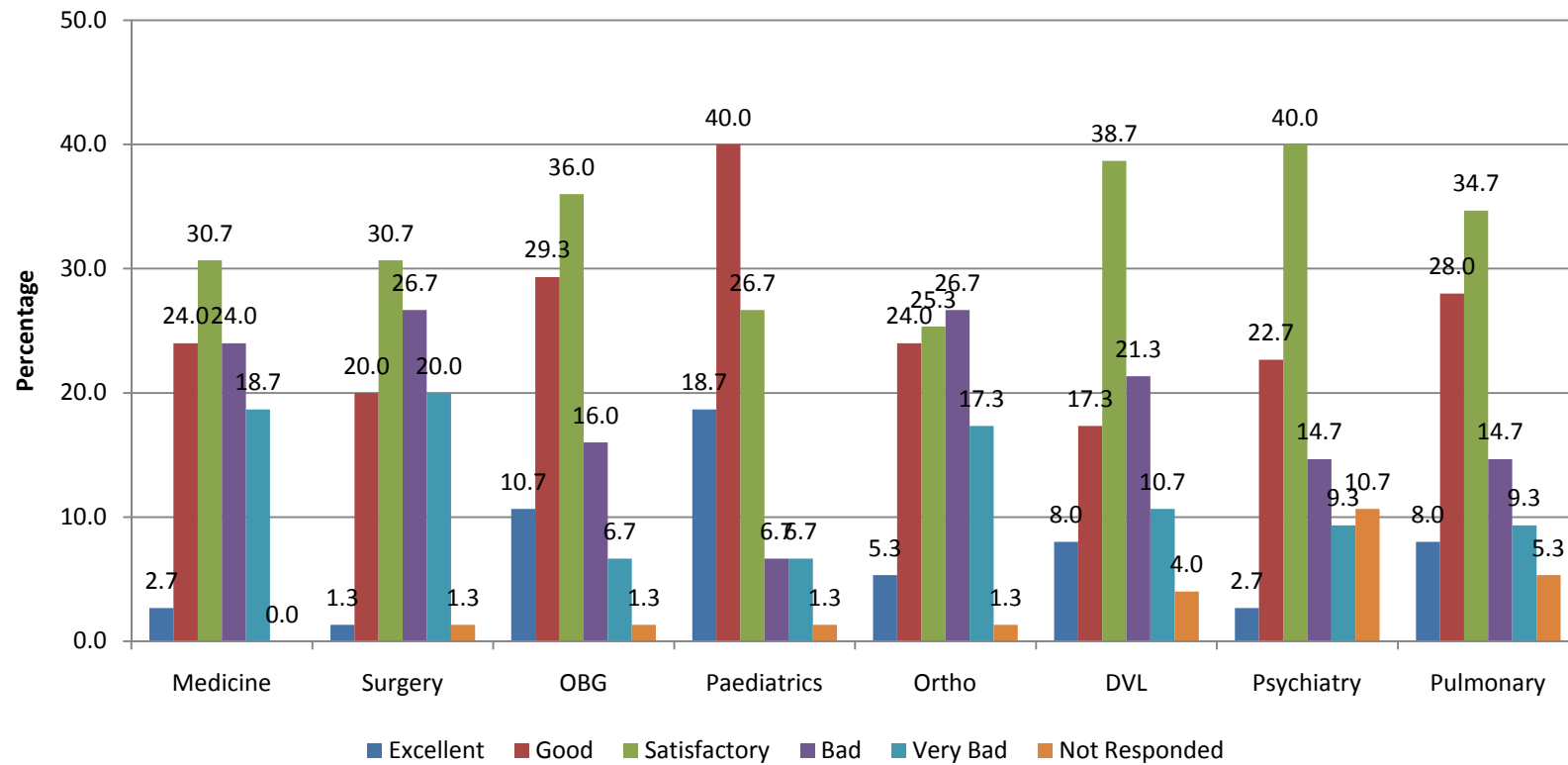


Fig. Distribution of responses on portions covered for internal assessment

ii. University pattern followed

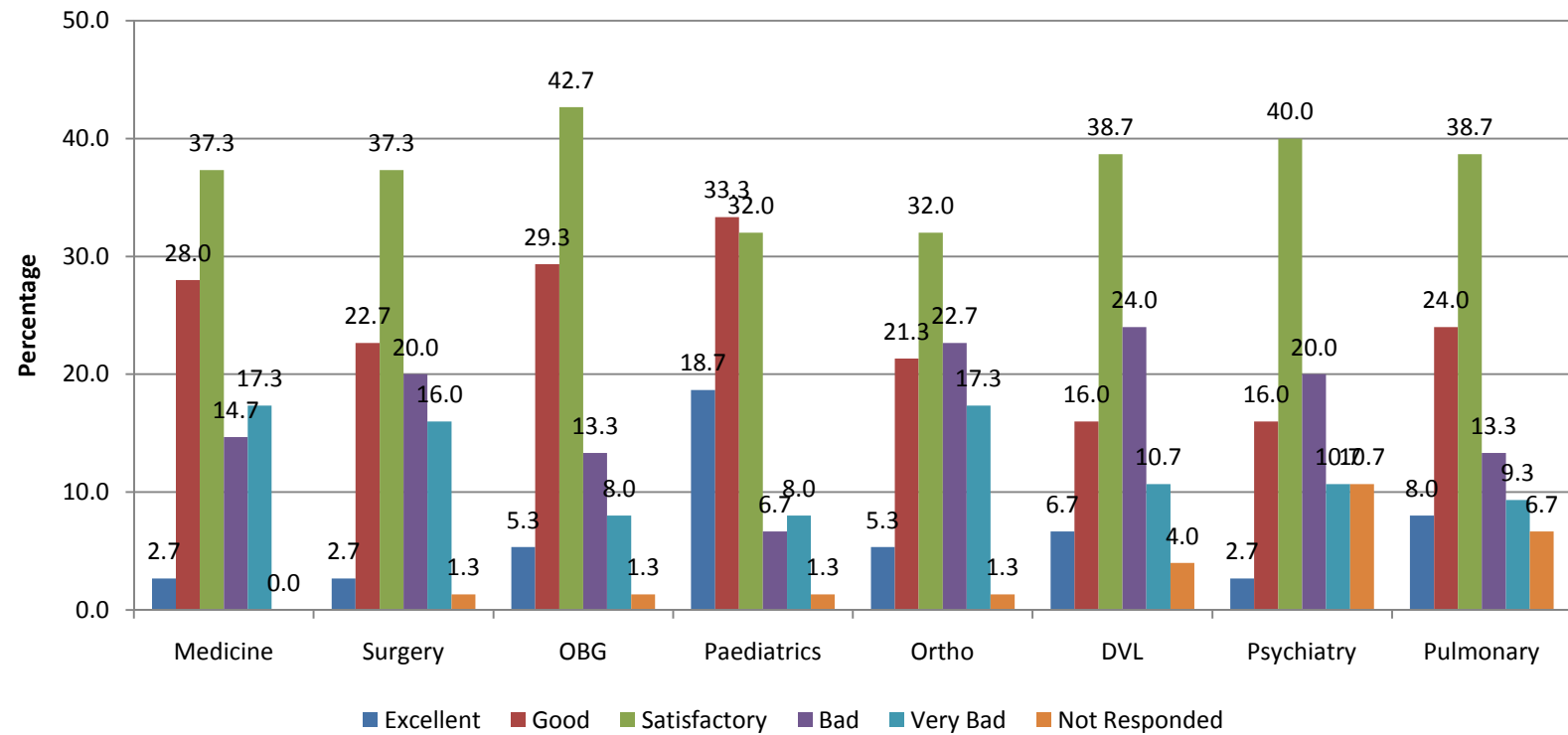


Fig. Distribution of responses on University pattern followed in exam for internal assessment

iii. Testing of analytical skills

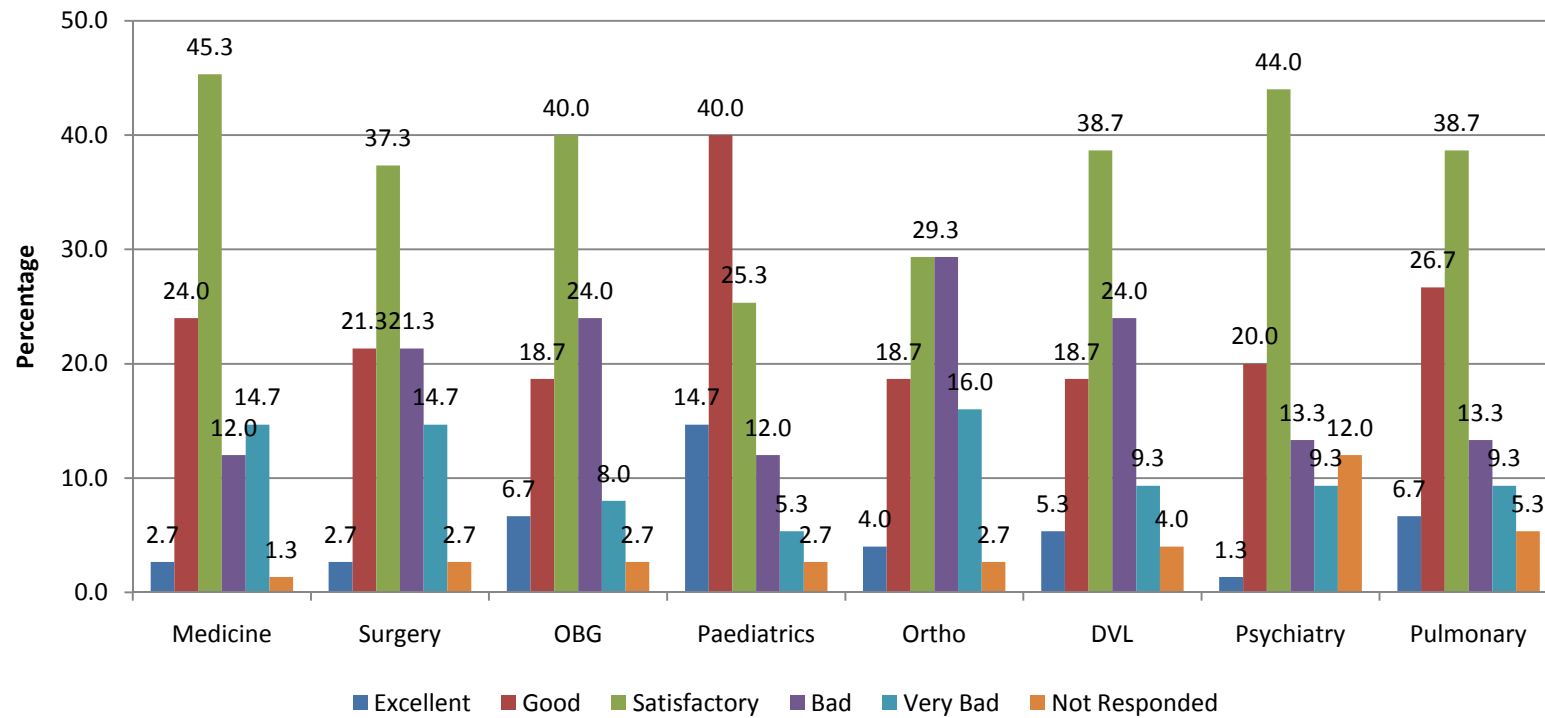


Fig. Distribution of responses on analytical skill test for internal assessment

3. Internal Assessment – Conduct of exam

i. Question paper given

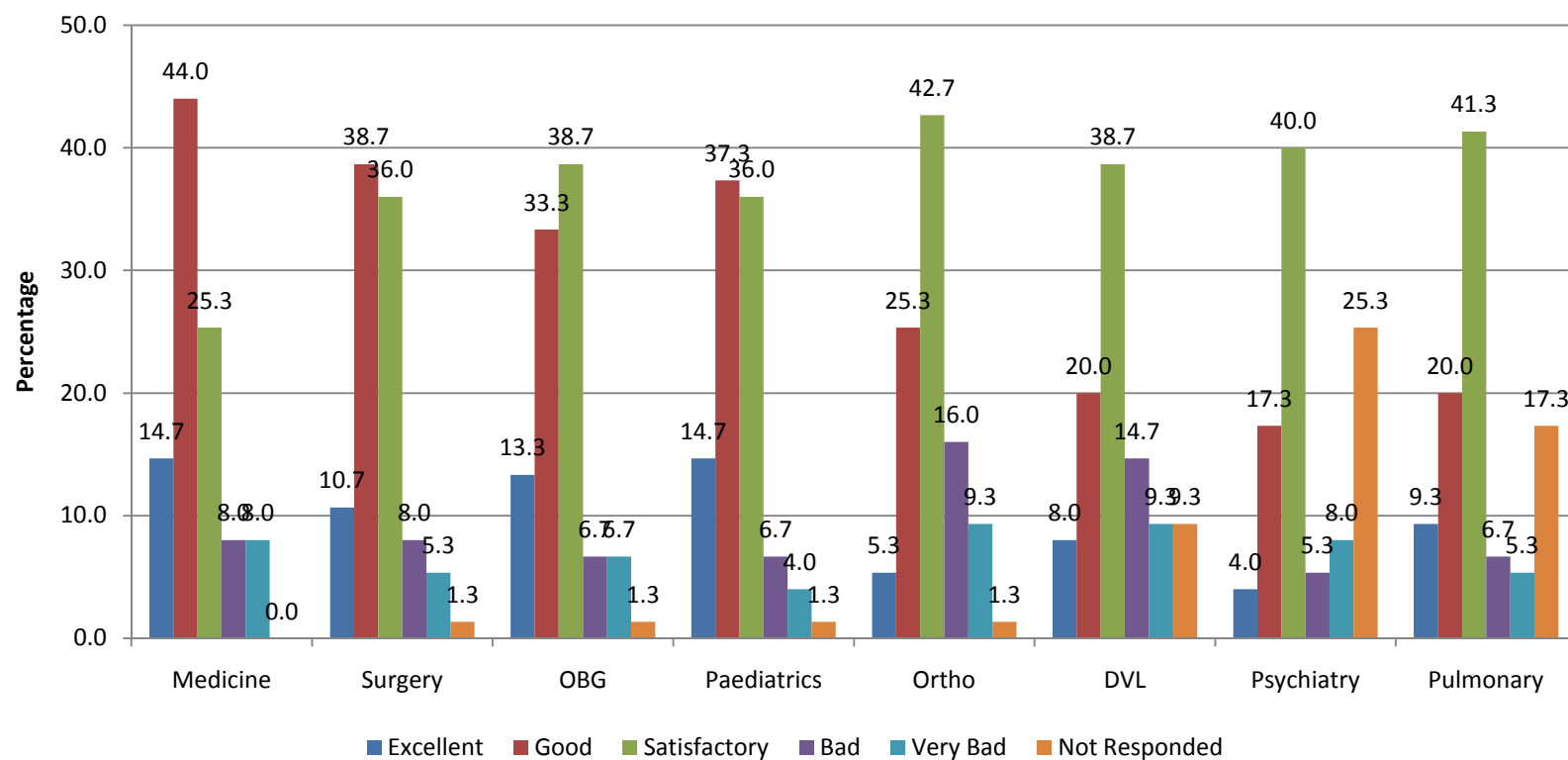


Fig. Distribution of responses on Question paper given in exams for internal assessment

ii. Seating arrangements

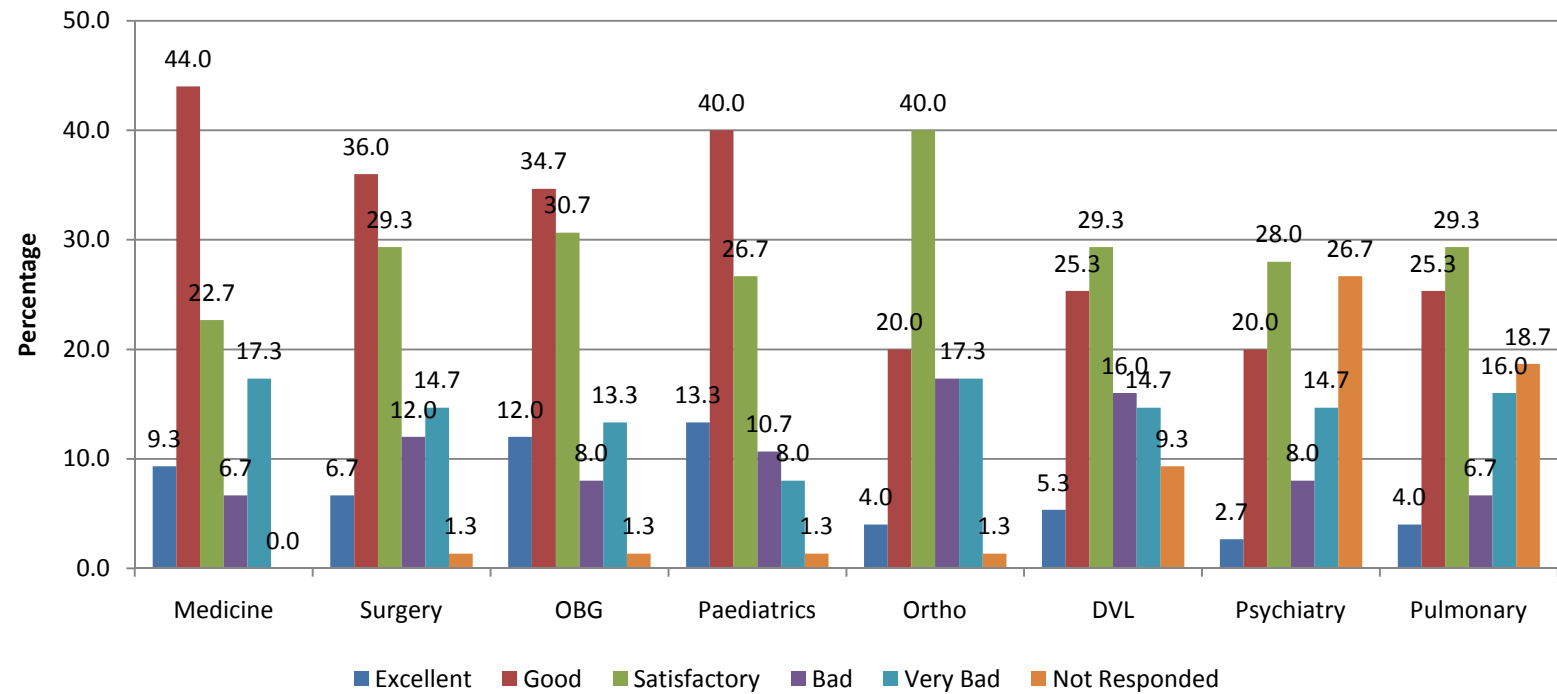


Fig. Distribution of responses on seating arrangement in exams for internal assessment

ii. Adequacy of supervision

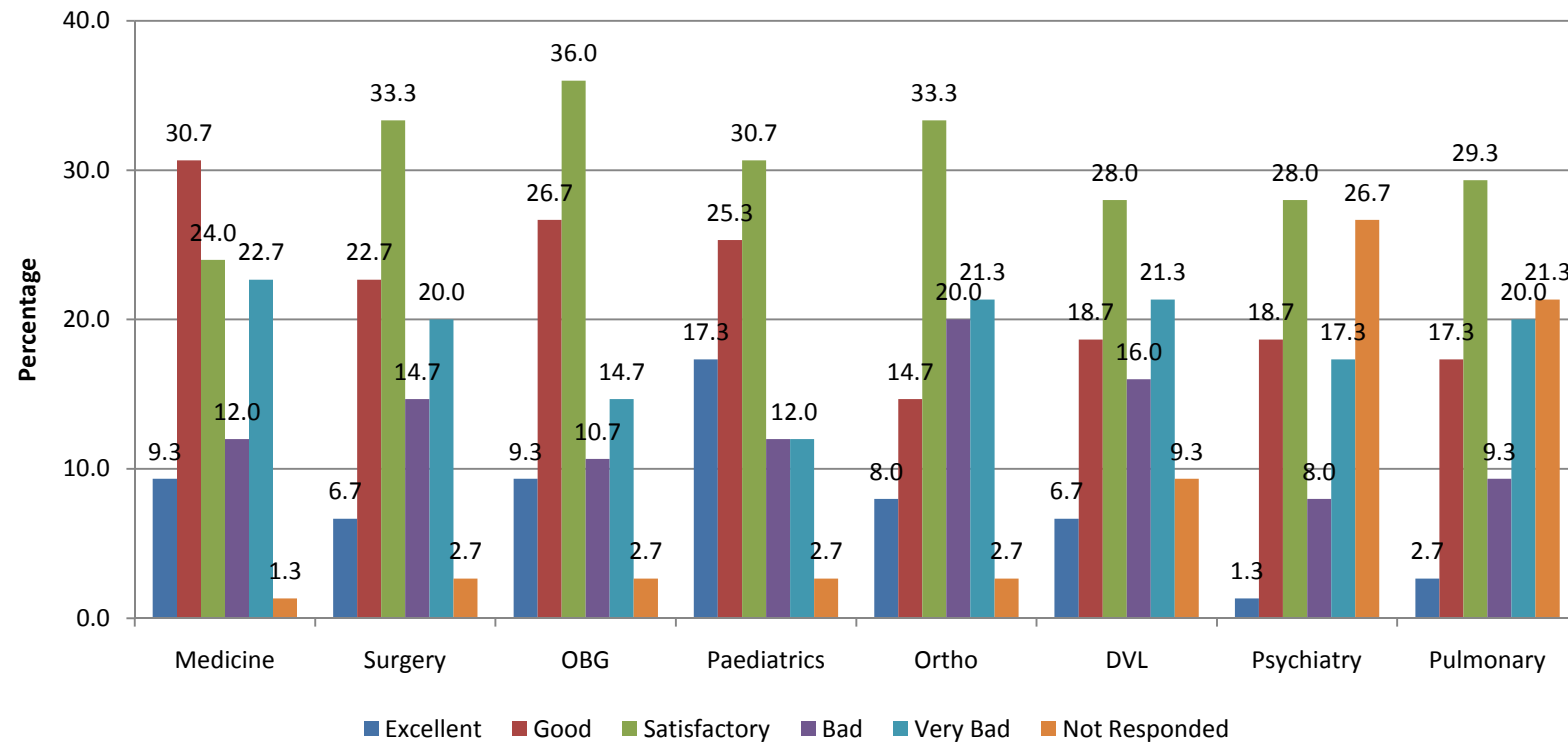


Fig. Distribution of responses on Adequacy of supervision in exams for internal assessment

4. Valuation

i. Fairness

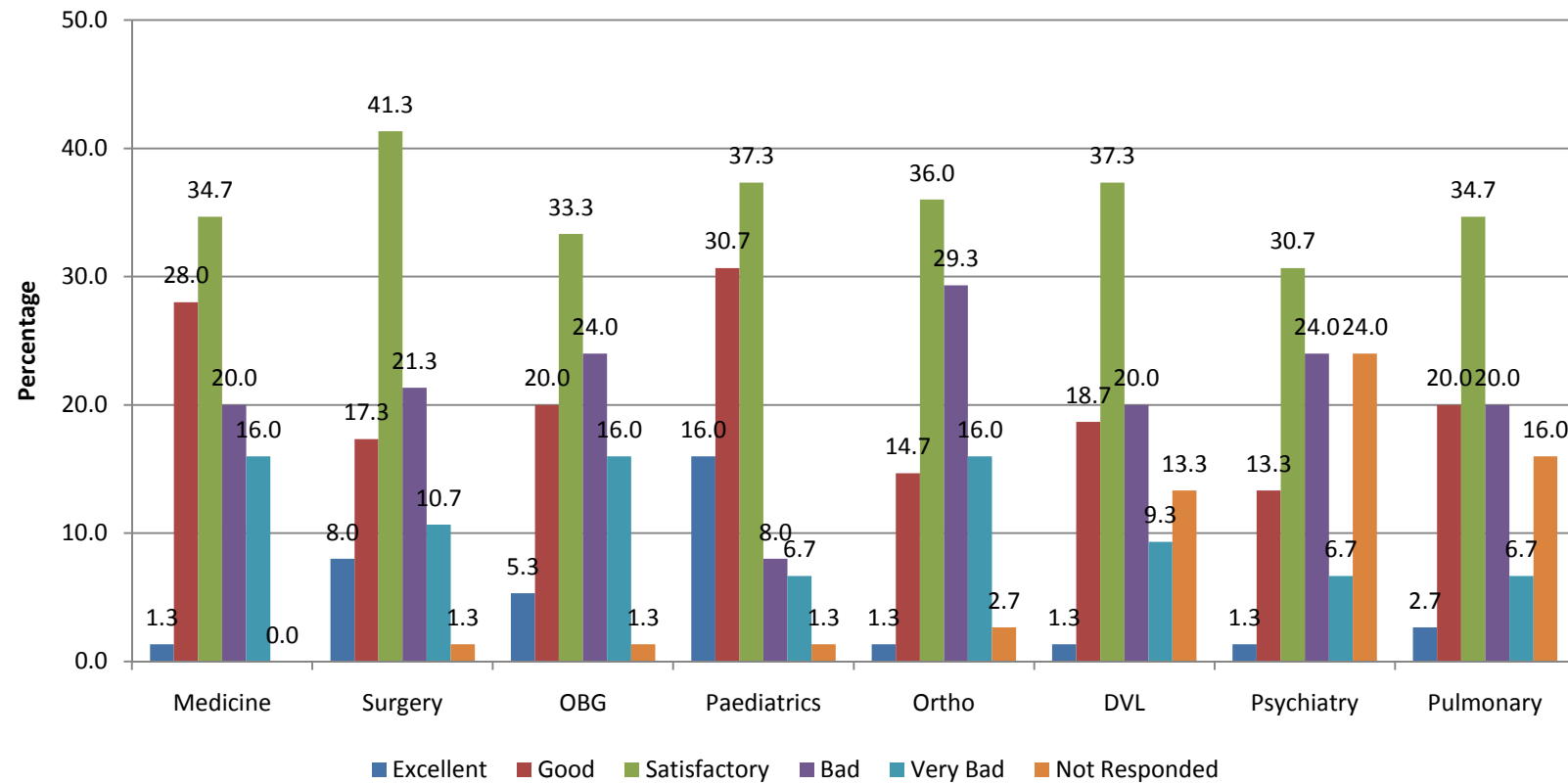


Fig. Distribution of responses on Fairness in valuations

ii. Discussion

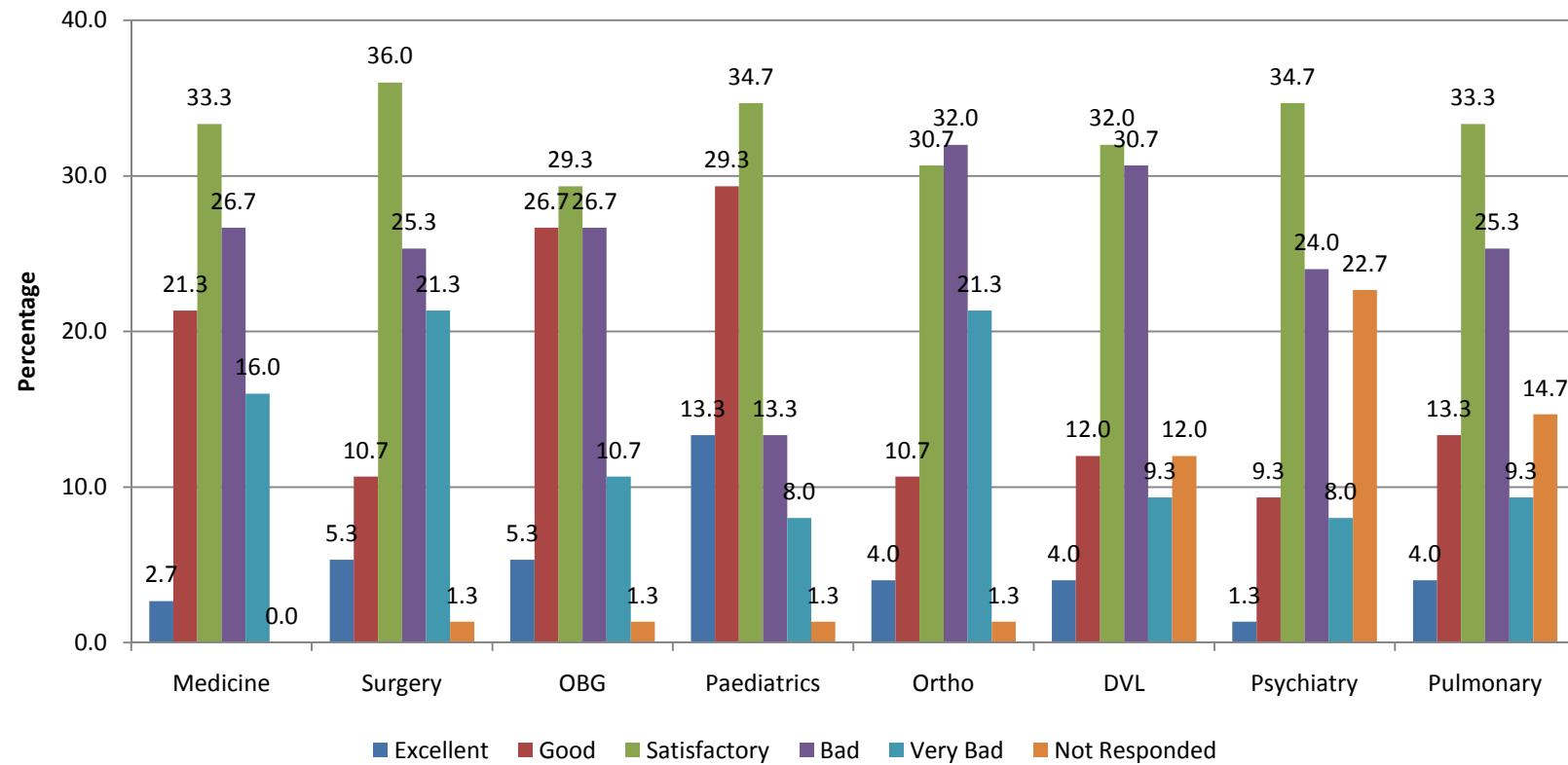


Fig. Distribution of responses on Discussion in valuation

iii. Feedback

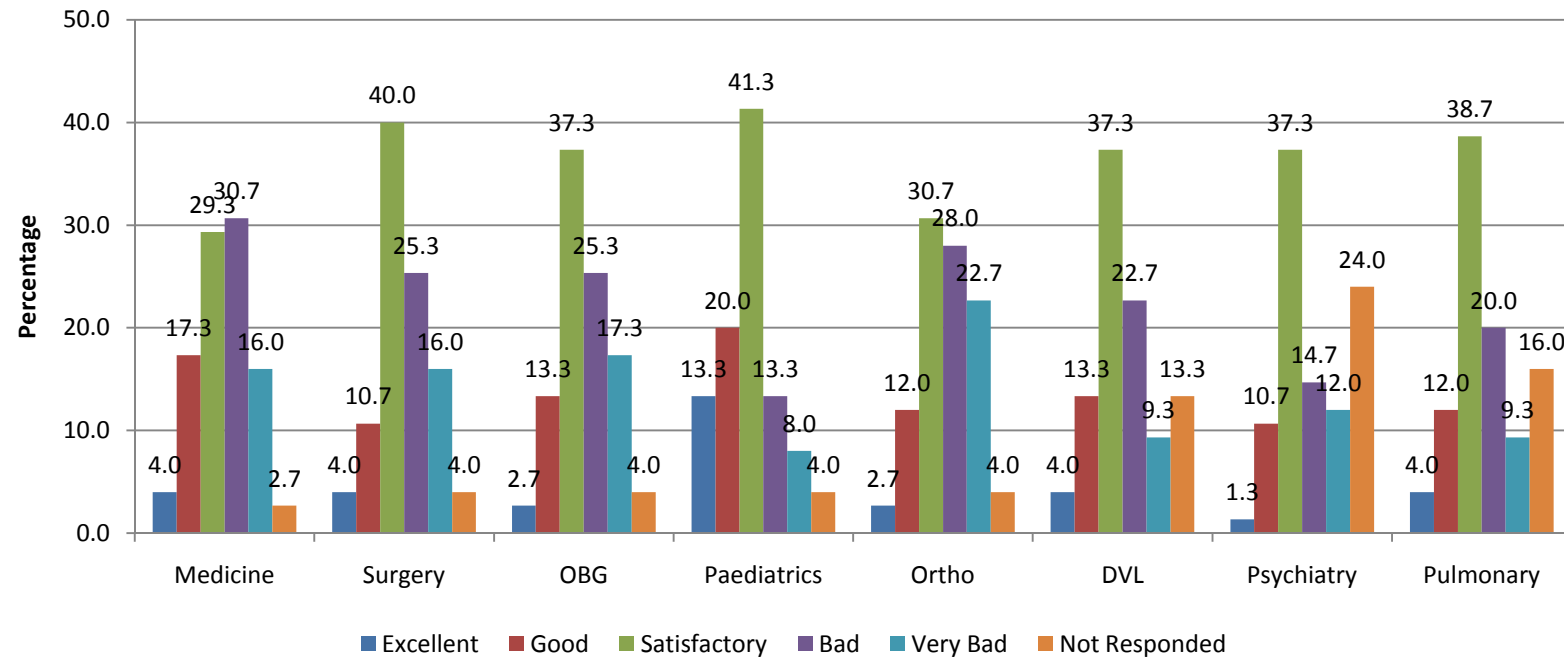


Fig. Distribution of responses on Feedback in the valuation