

Assessment on teaching/learning methods

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Pondicherry Institute of Medical Sciences

March, 2018

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## Introduction

This report summarises the assessment by 2<sup>nd</sup> year UG students on the departments involved in the second year curriculum (i.e., Pharmacology, Pathology, Microbiology and Forensic Medicine). A five point Likert scale (very bad, bad, satisfactory, good, excellent) was used to rate various aspects of teaching/learning of those departments. There were 21 items in the questionnaire and 111 responded. Responses obtained from the students were analysed and results were presented as bar charts. Suggestions and comments by students for the improvement were given in Appendix.

## Results

### 1. Faculty

#### Quality of Teaching

##### i. Arousal of Interest

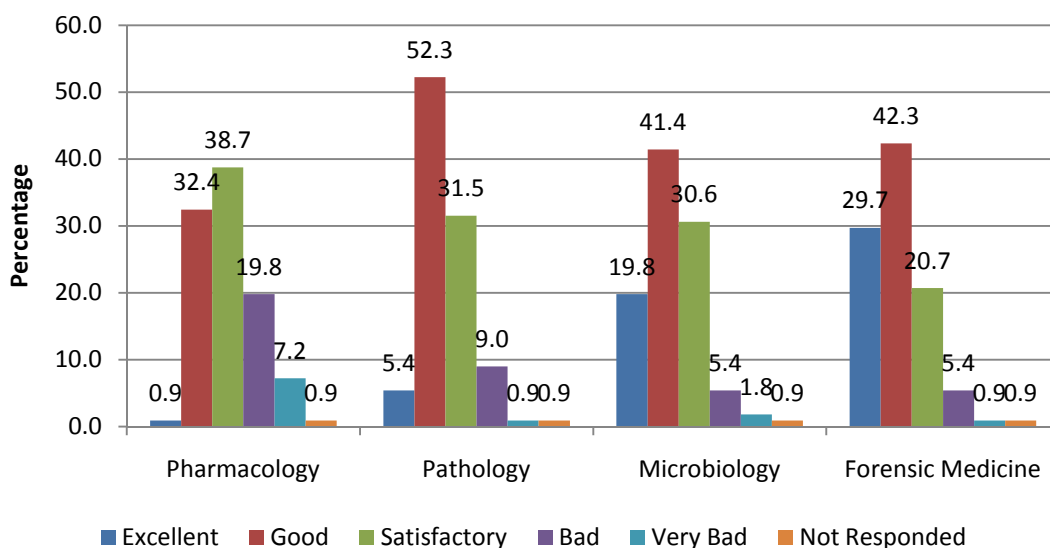


Fig . Department wise distribution of responses on Arousal of Interest by the Faculties

## ii. Clarity of Communication

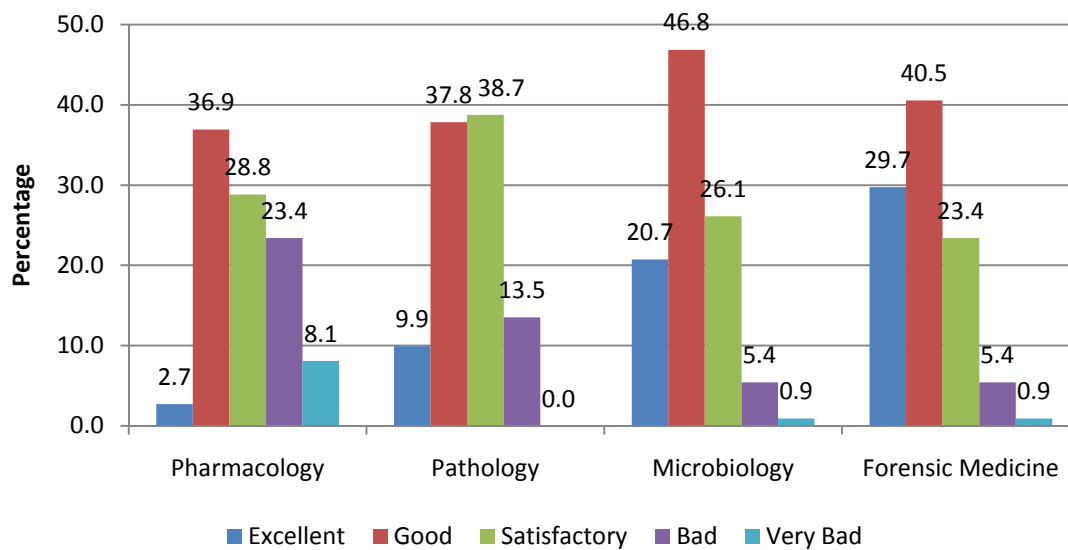


Fig . Department wise distribution of responses on Clarity of Communication by Faculties

## iii. Adequate Interaction

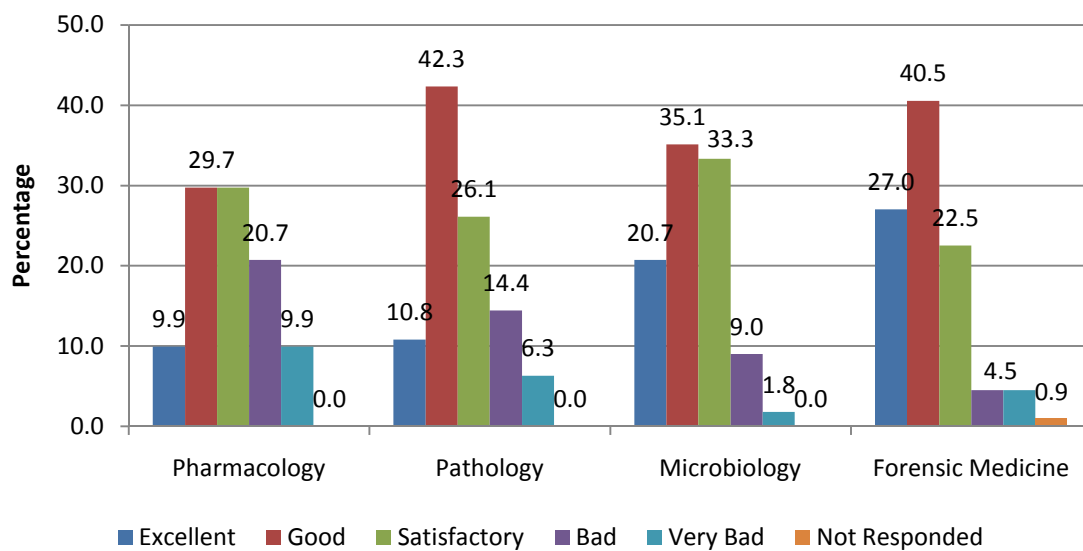


Fig . Department wise distribution of responses on Adequate Interaction by Faculties

## 2. Approachability

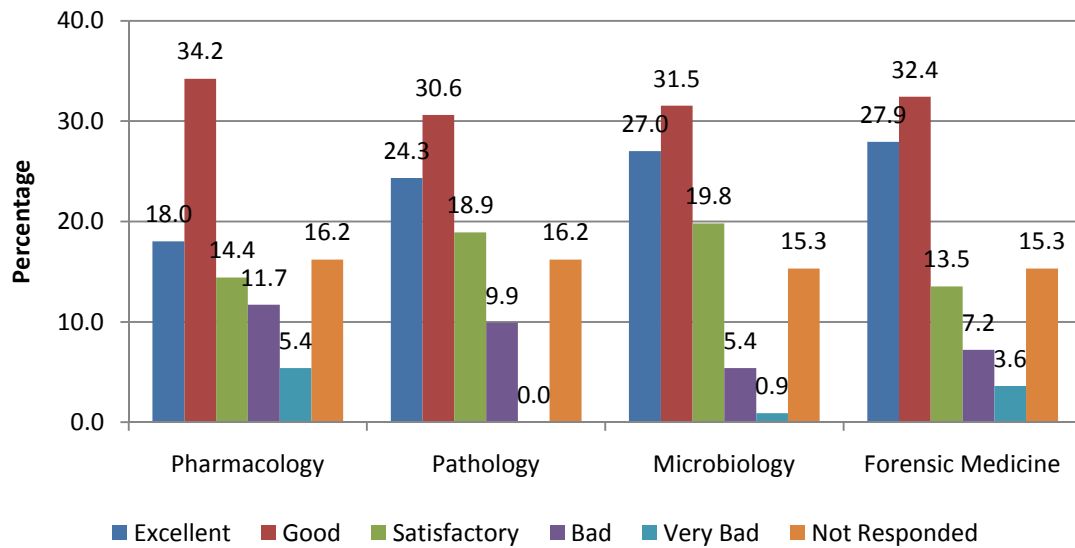


Fig . Department wise distribution of responses on Approachability of Faculties

## 3. Punctuality

### i. Starting on Time

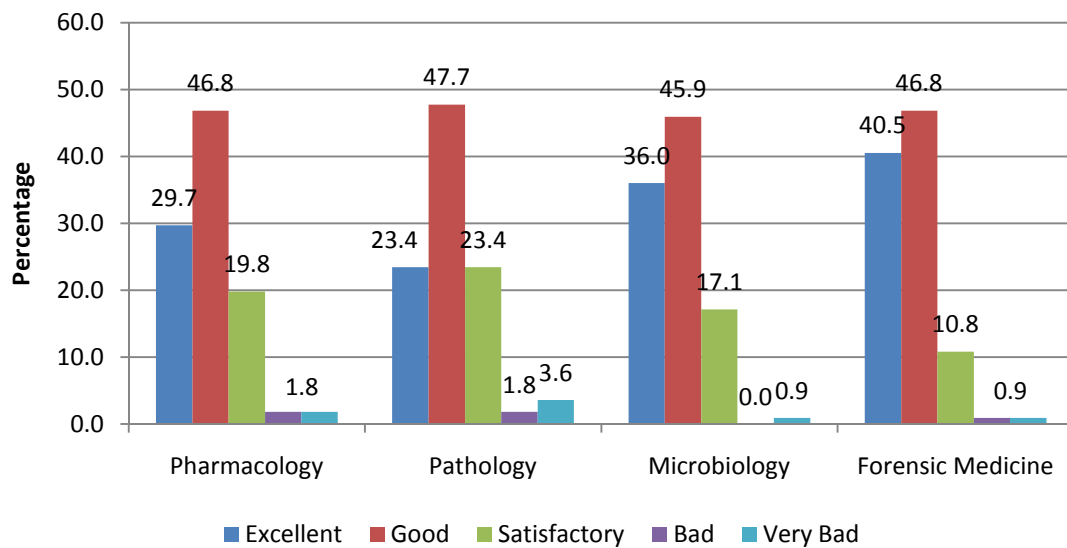


Fig . Department wise distribution of responses on Starting on Time (punctuality)

## ii. Ending on Time

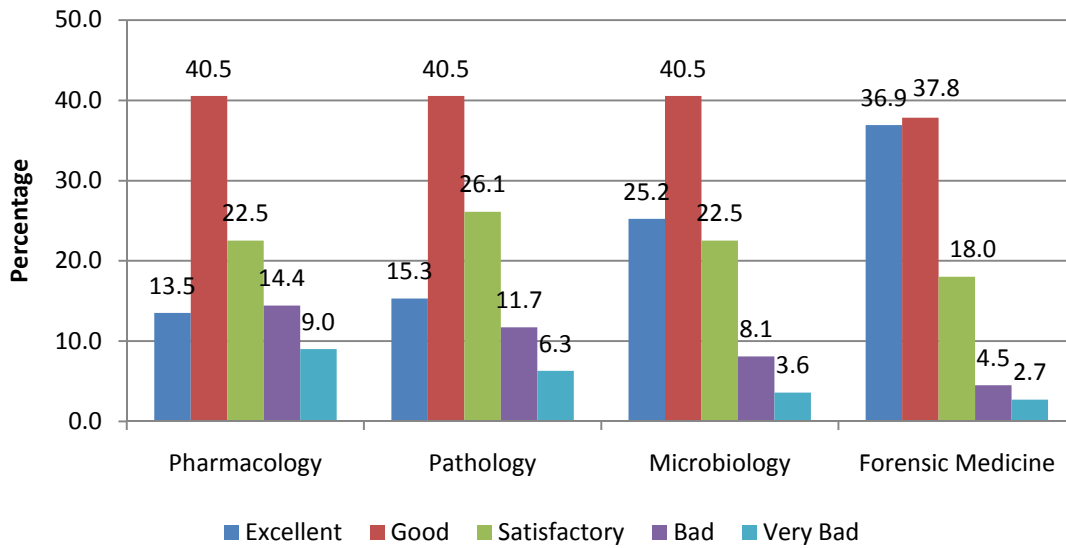


Fig . Department wise distribution of responses on Ending on Time (punctuality)

## 4. Visual aids

### i. Appropriation

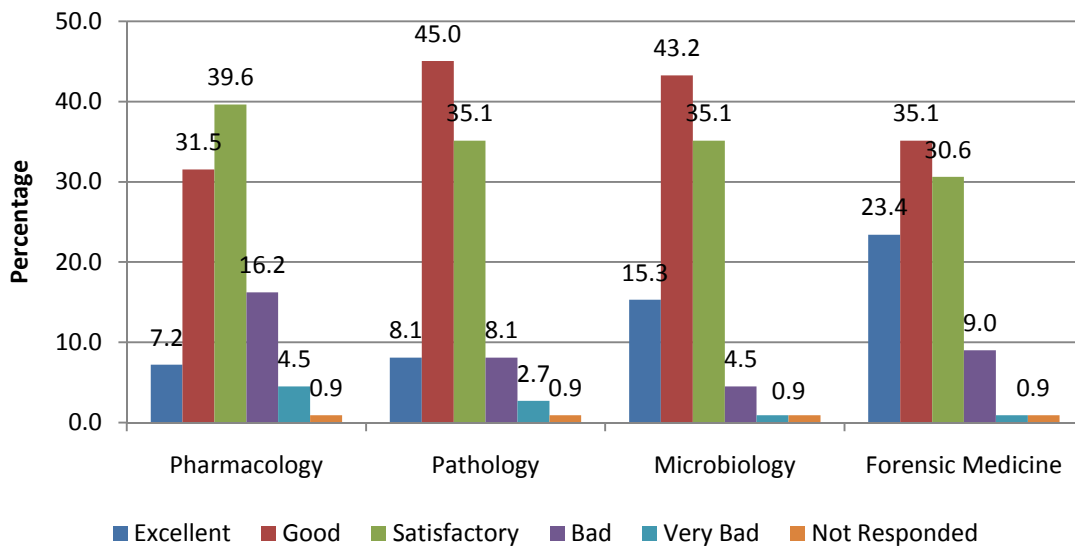


Fig . Department wise distribution of responses on Appropriate Material

## ii. Clarity

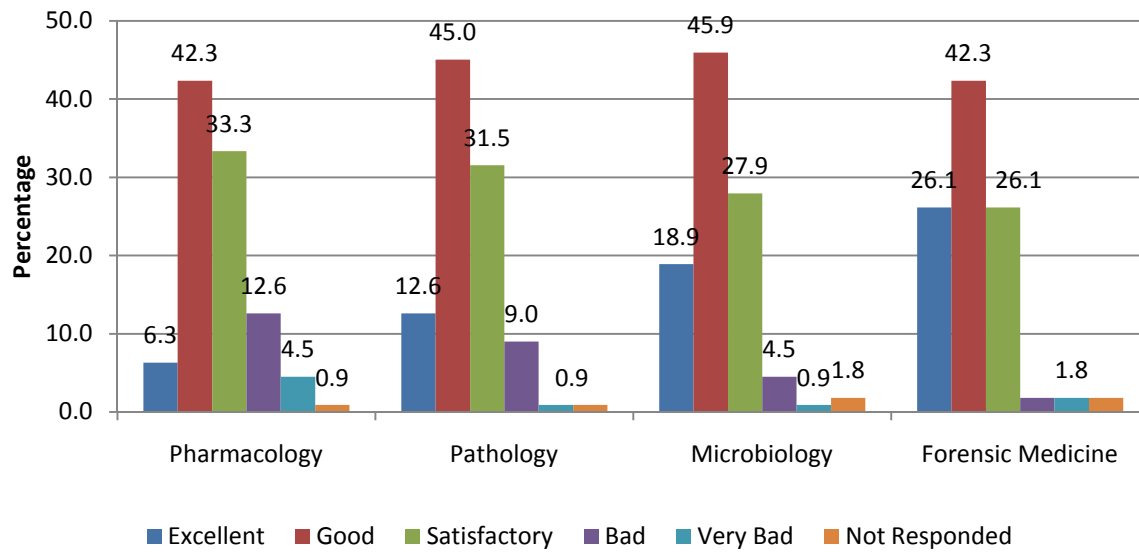


Fig . Department wise distribution of responses on Clarity of Visual Aids

## iii. Pictorial representation

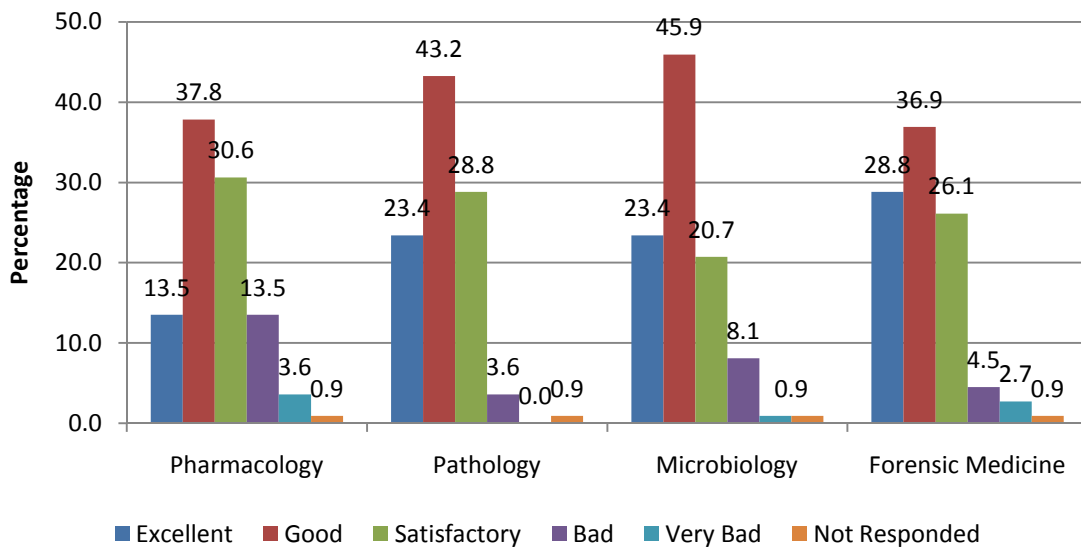


Fig . Department wise distribution of responses on Pictorial representation of Visual Aids



## 5. Practical Training

### i. Opportunity for hands on training

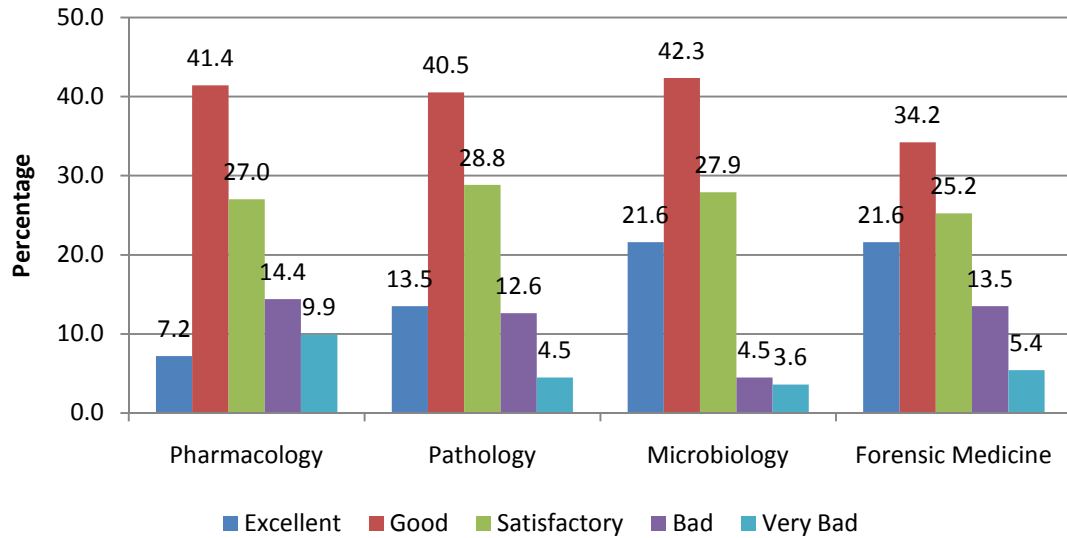


Fig . Department wise distribution of responses on Opportunity for hands on training

### ii. Small group discussion

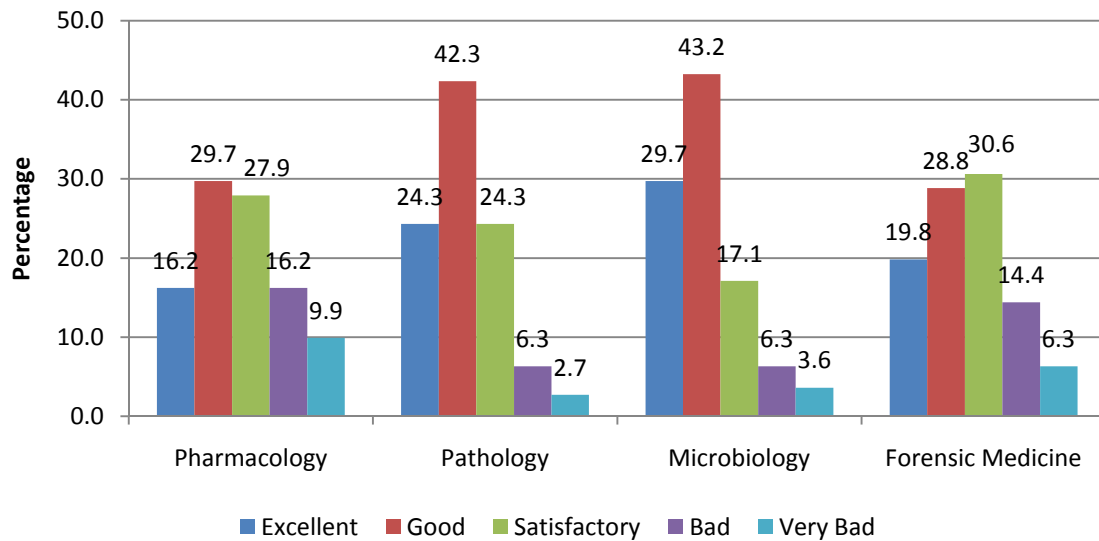


Fig . Department wise distribution of responses on Small group discussion

### iii. Clinical Relevance

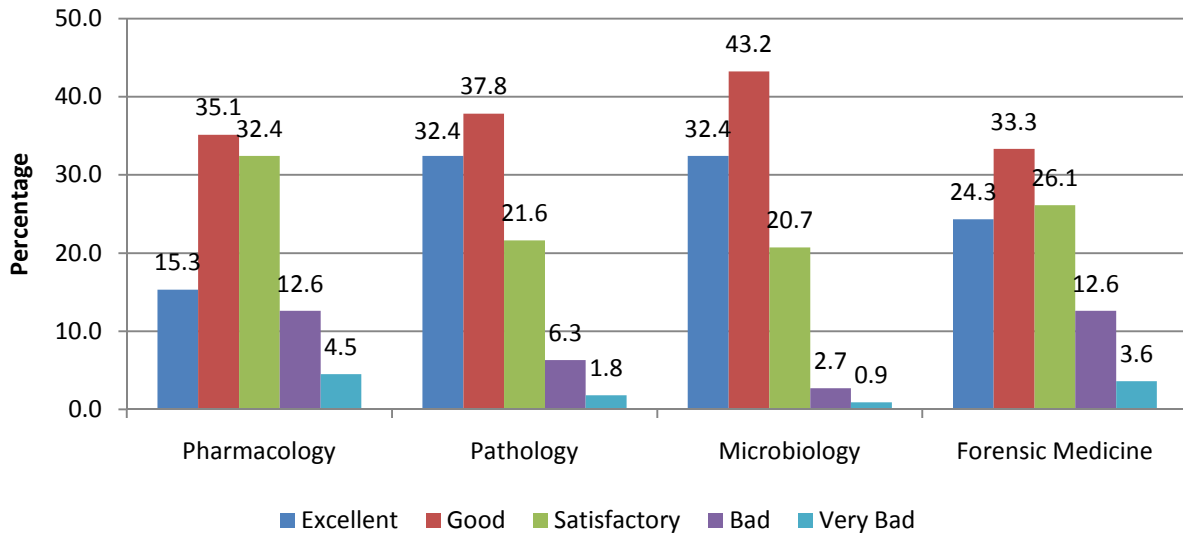


Fig . Department wise distribution of responses on Clinical Relevance

## 6. Internal Assessment

### a. Coverage of Syllabus

#### i. Full portions covered

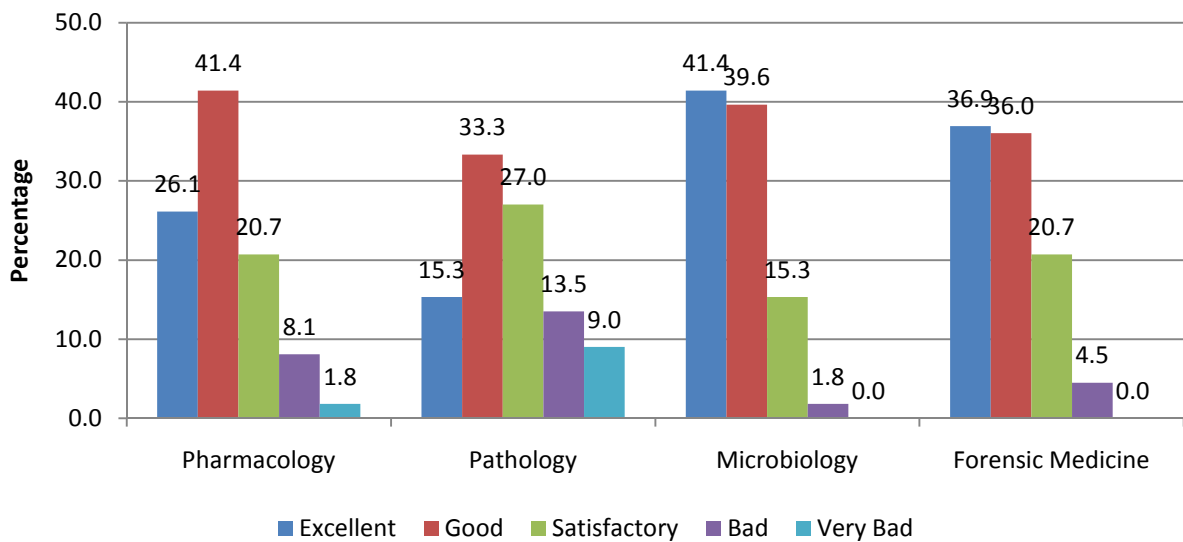


Fig . Department wise distribution of responses on Full portions covered

## ii. University pattern followed

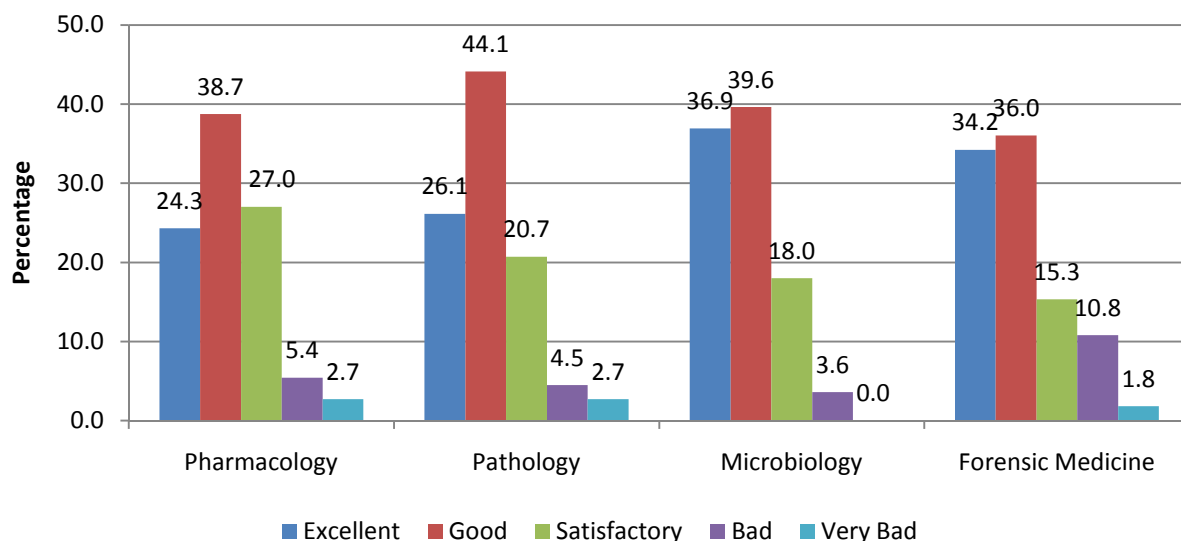


Fig . Department wise distribution of responses on University pattern followed in the Coverage of Syllabus

## iii. Analytical skills tested

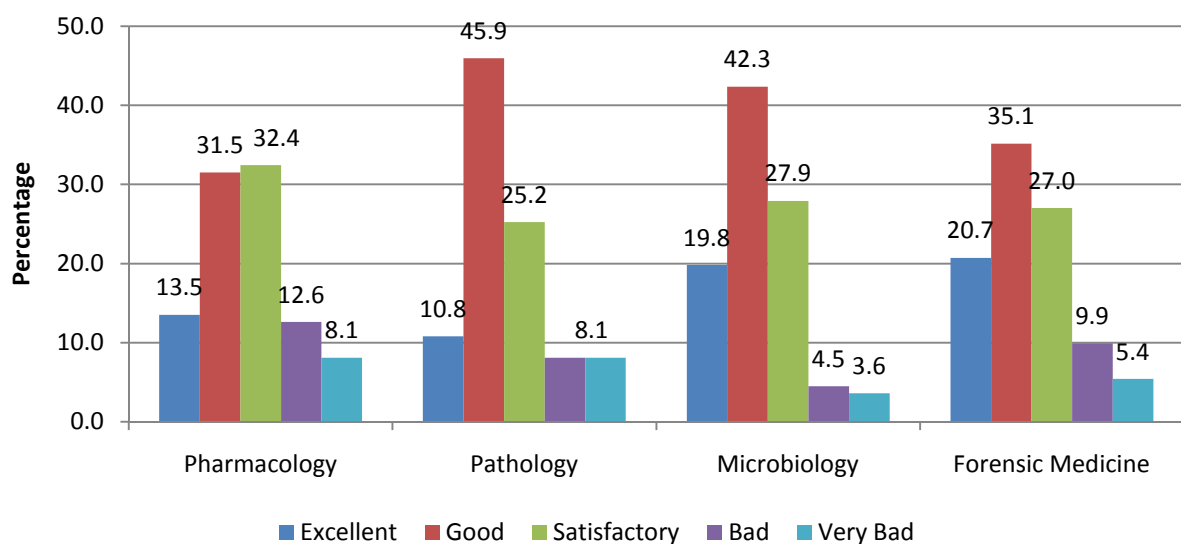


Fig . Department wise distribution of responses on Analytical skills tested in the Coverage of Syllabus

## b. Conduct of Exam

### i. Question Paper Given

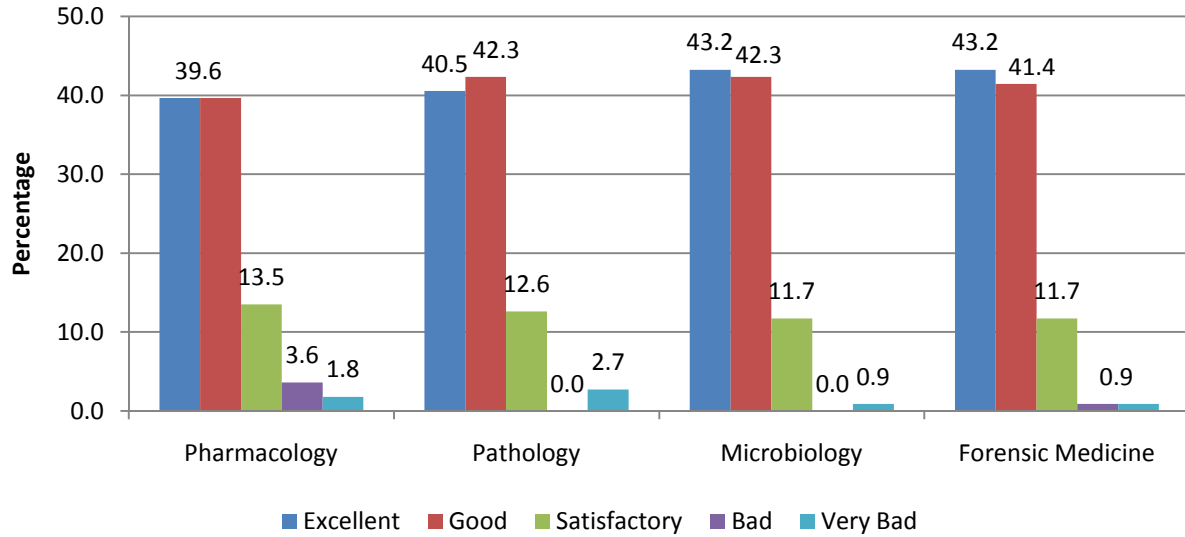


Fig . Department wise distribution of responses on Question Paper Given in conduct of exam

### ii. Seating

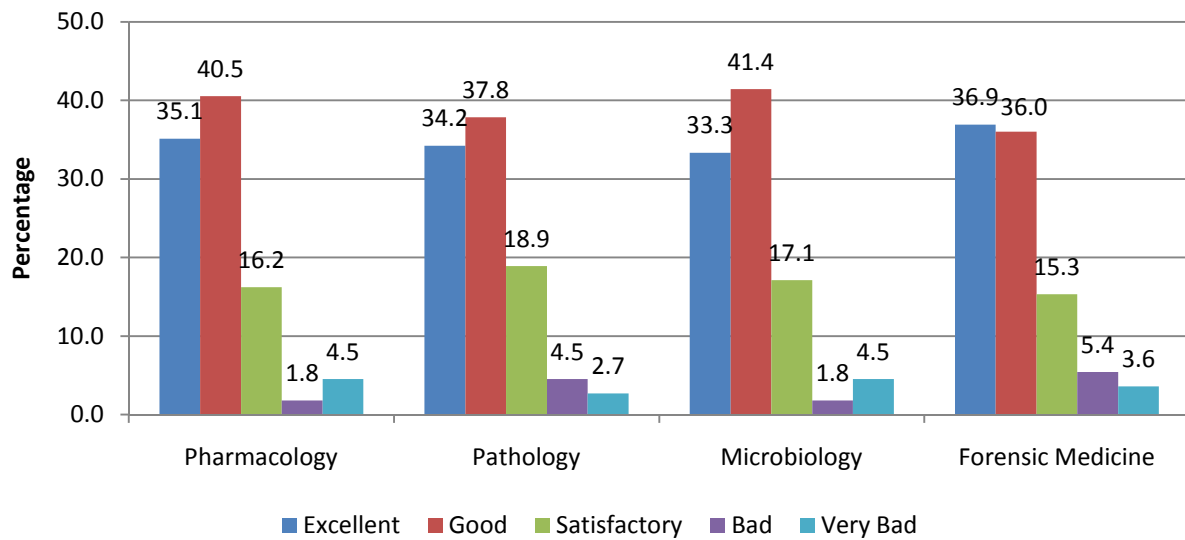


Fig . Department wise distribution of responses on Seating in conduct of exam

### iii. Adequate Supervision

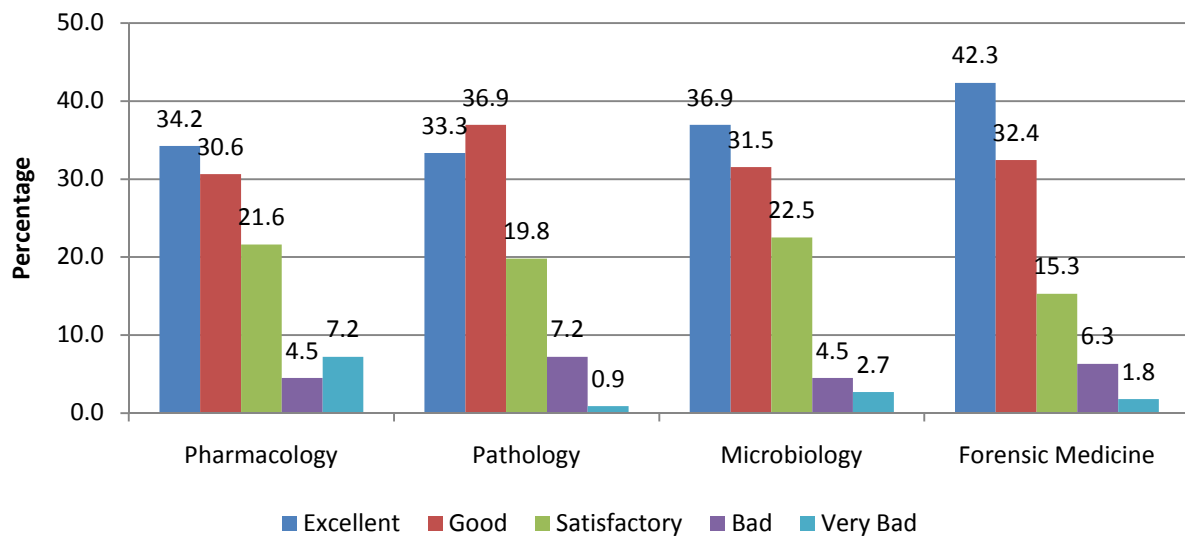


Fig . Department wise distribution of responses on Adequate Supervision in conduct of exam

### c. Valuation

#### i. Fair Valuation

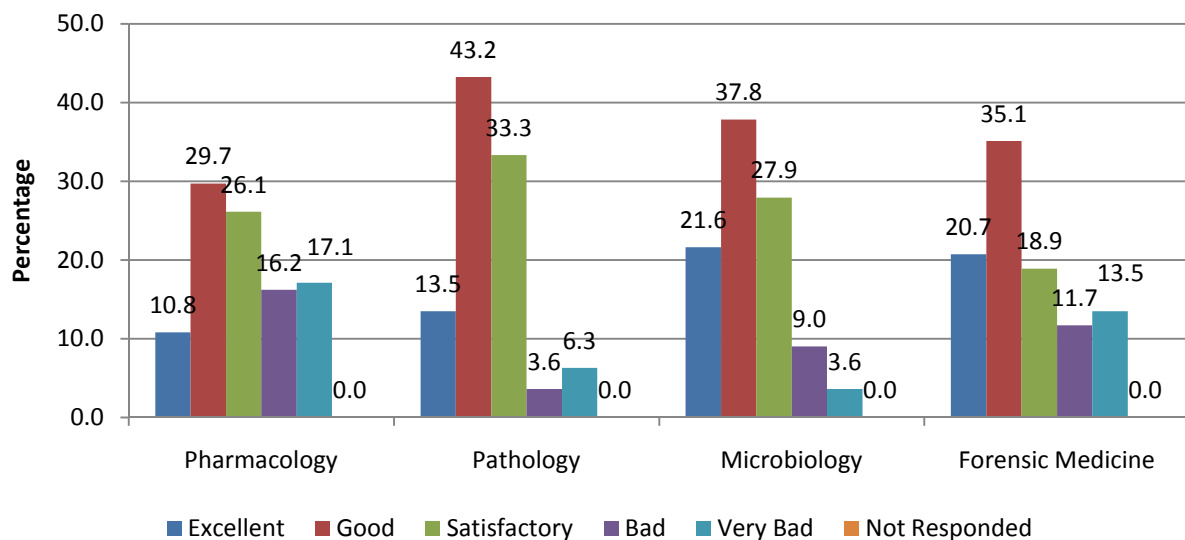


Fig . Department wise distribution of responses on Fair Valuation in Valuation

## ii. Discussion of Papers

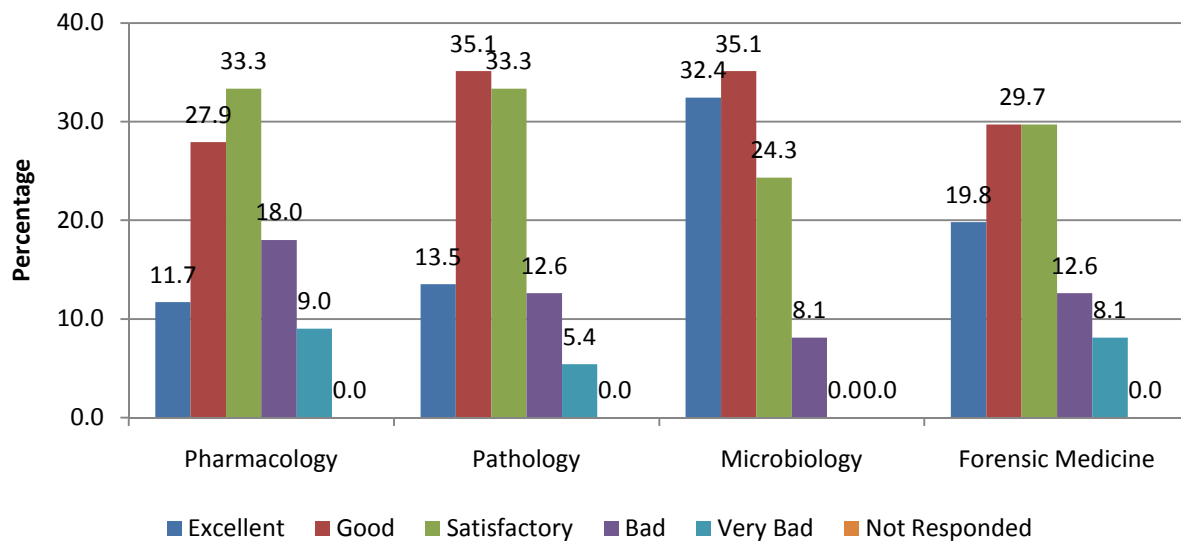


Fig . Department wise distribution of responses on Discussion of Papers in Valuation

## iii. Feedback after Valuation

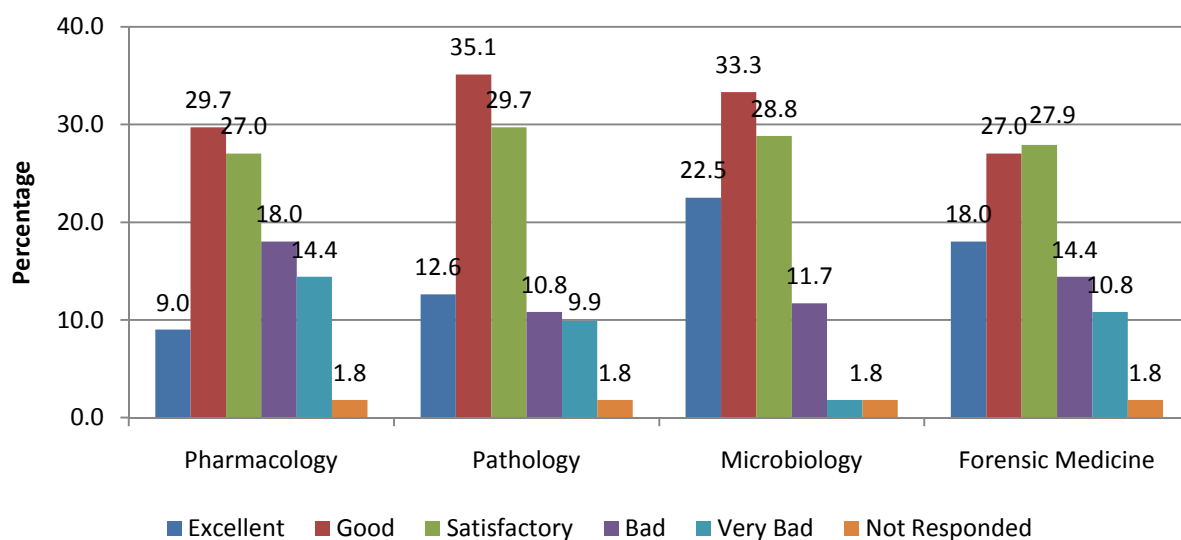


Fig . Department wise distribution of responses on Feedback after Valuation