

Assessment on teaching/learning methods

By

Final Year MBBS students (2016 batch) - 2021

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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 88 responders. However response of one person was omitted for analysis as the person not responded to more than 40% of items. 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

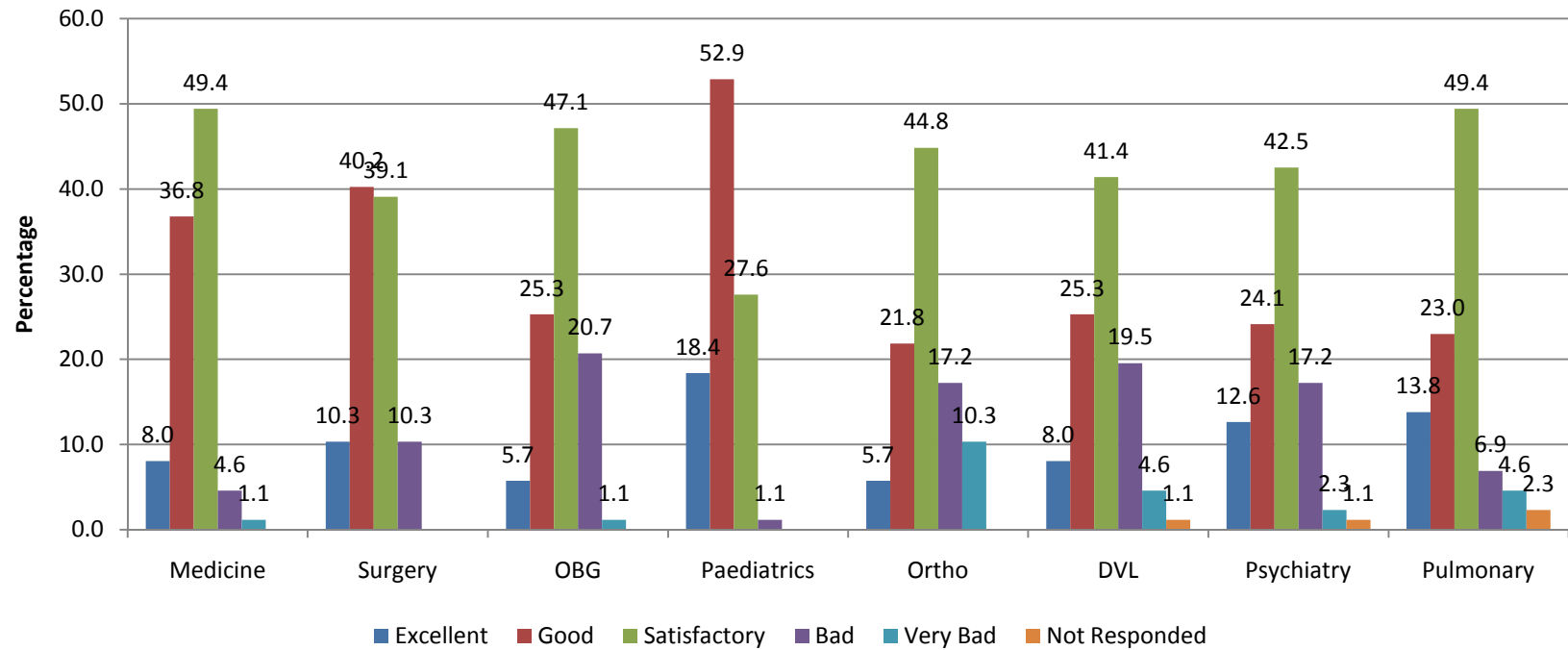


Figure 1. Distribution of responses on clarity of theory classes taken

ii. Stimulating

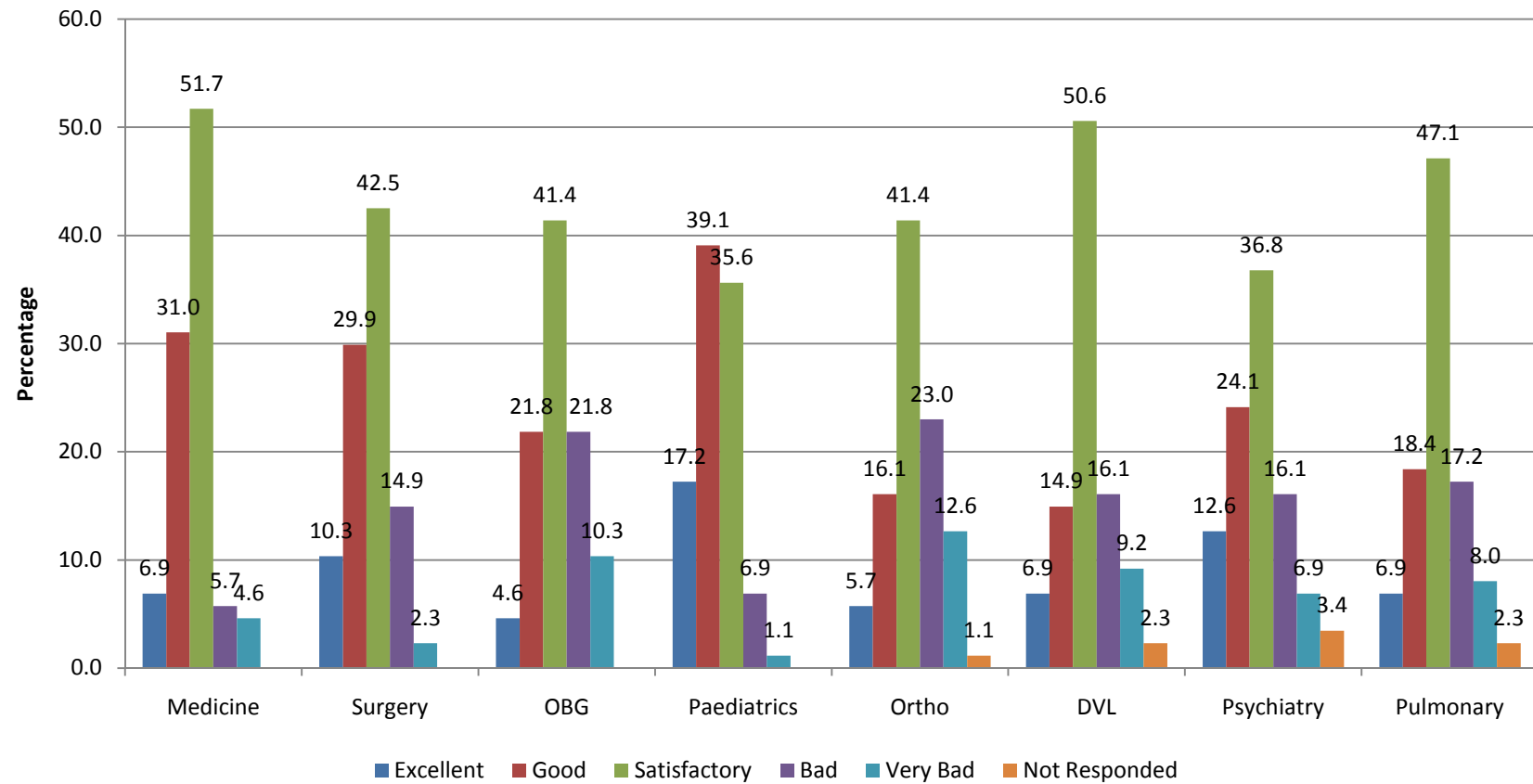


Figure 2. Distribution of responses in stimulating theory classes

iii. Interaction

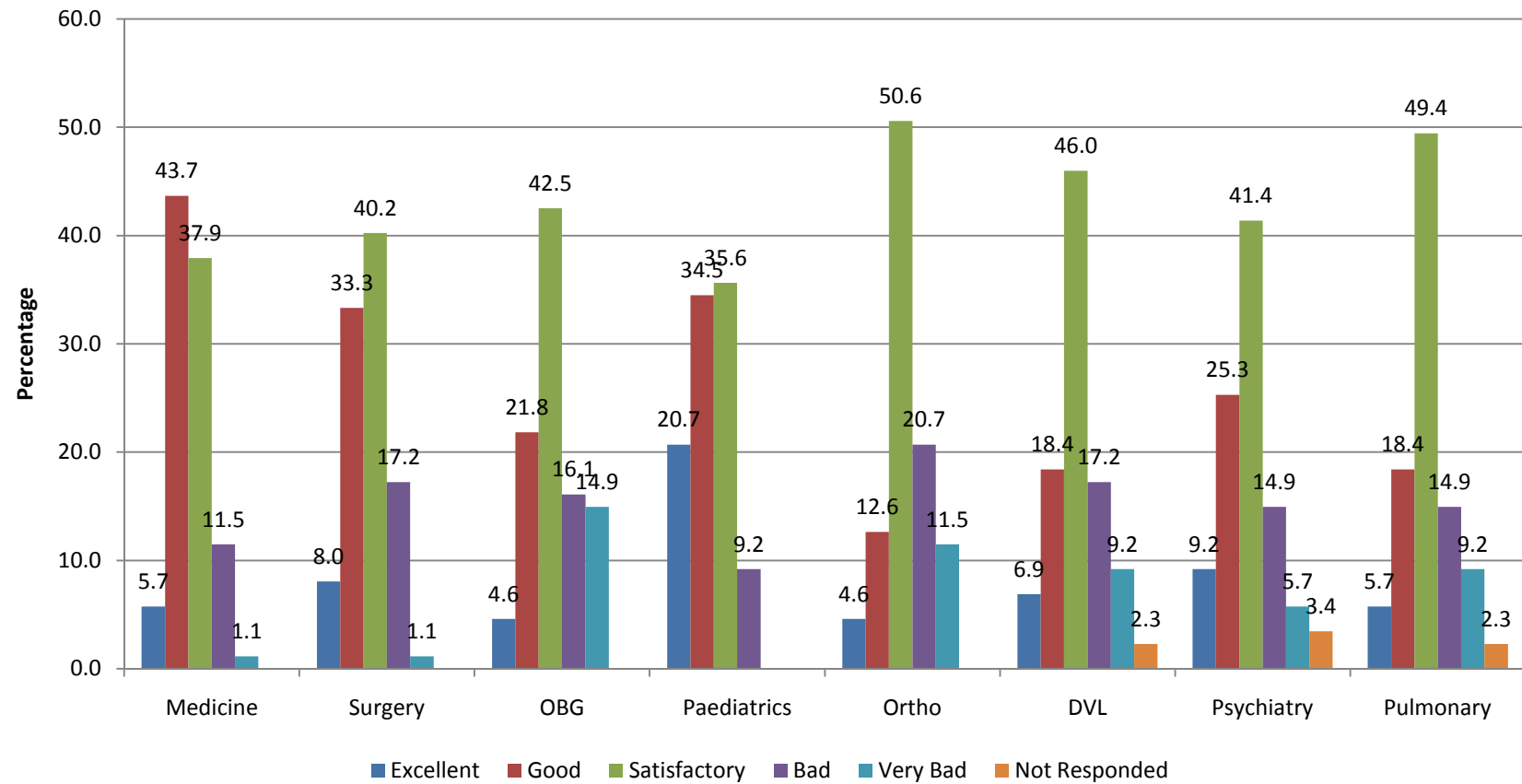


Figure 3. Distribution of responses on interaction during theory classes

2. Visual aids

i. Relevance

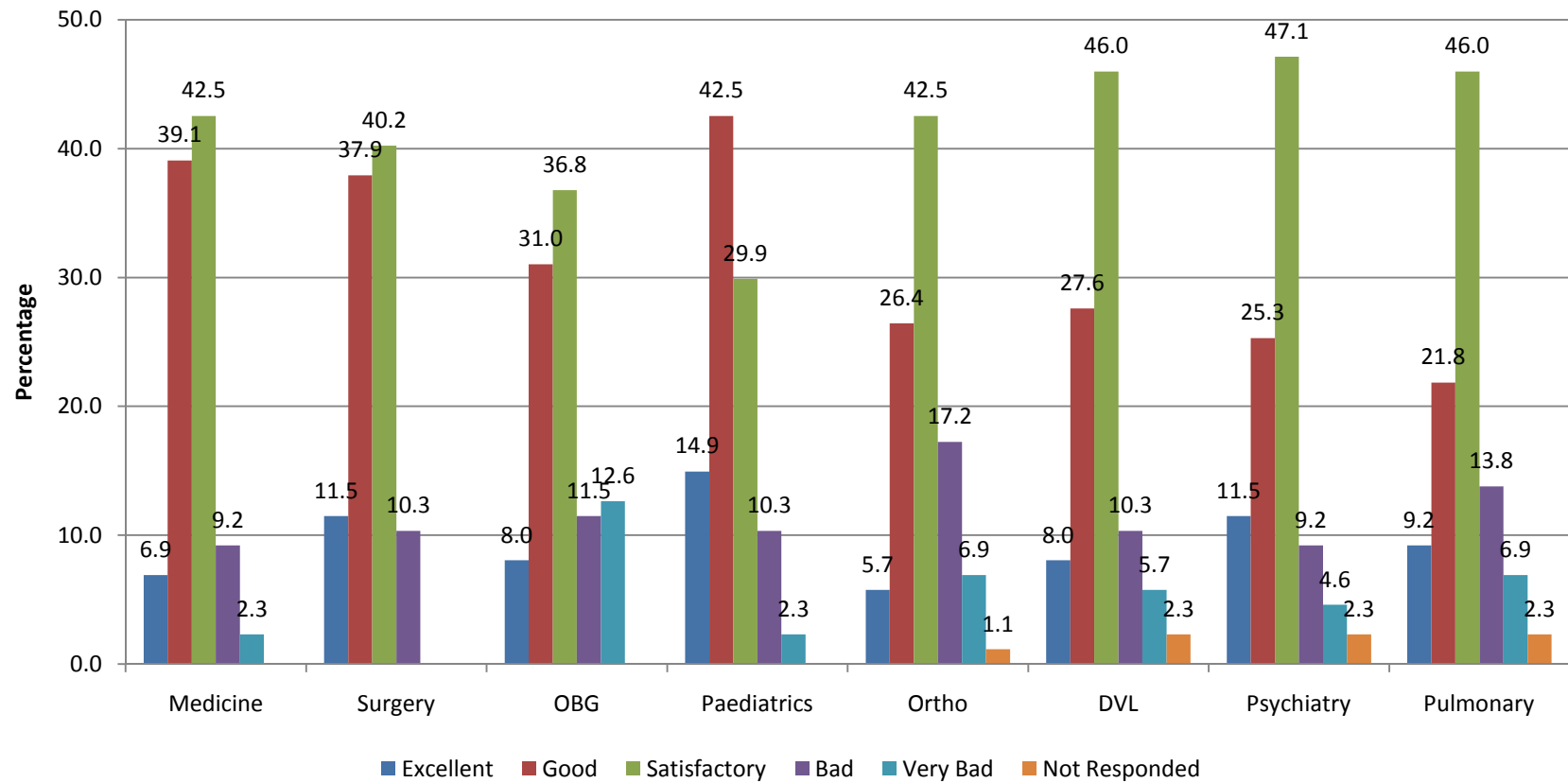


Figure 4. Distribution of responses on relevance of visual aids for theory classes

ii. Adequacy

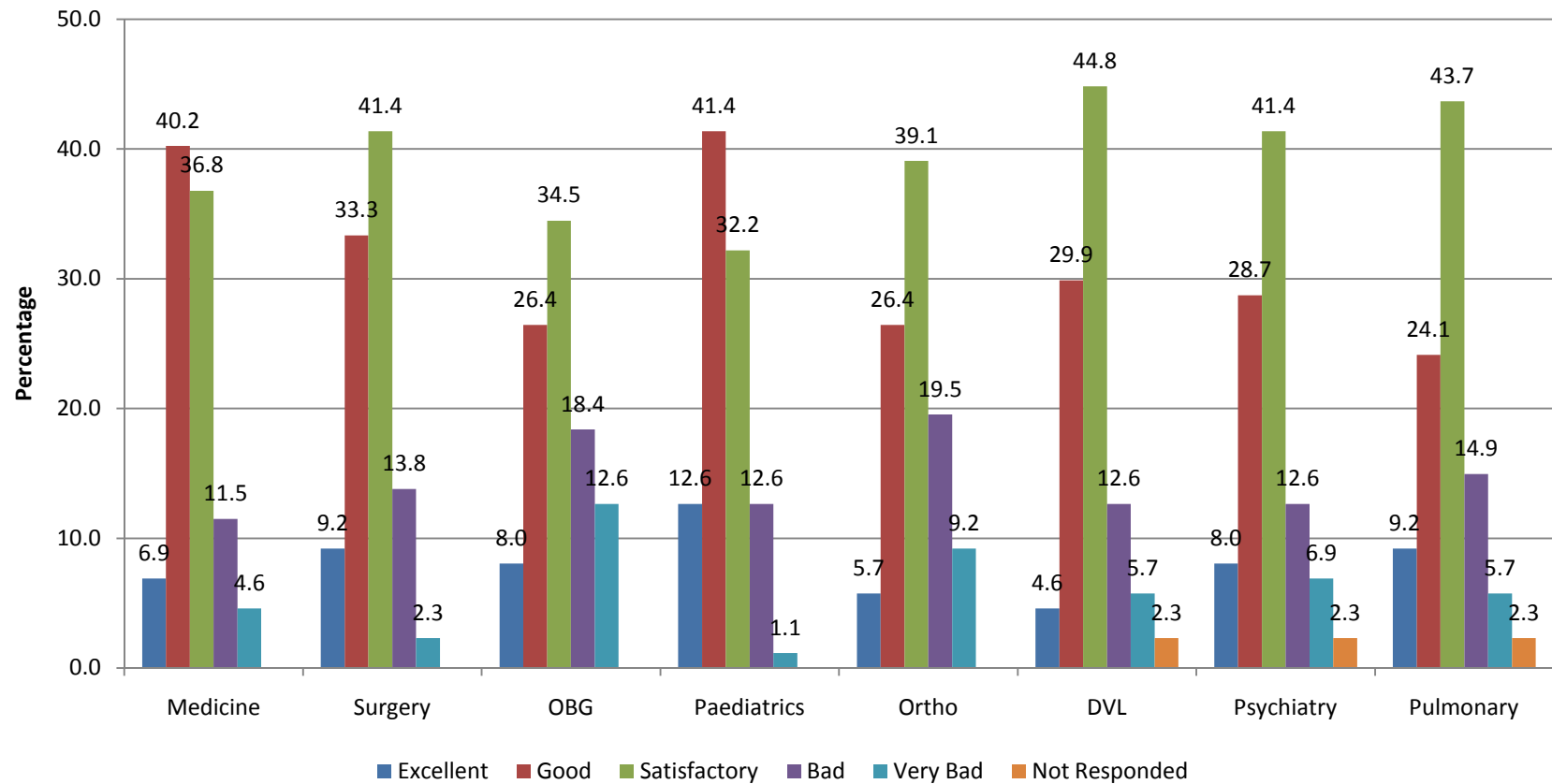


Figure 5. Distribution of responses on adequacy of visual aids for theory classes

3. Punctuality

i. Starting on time

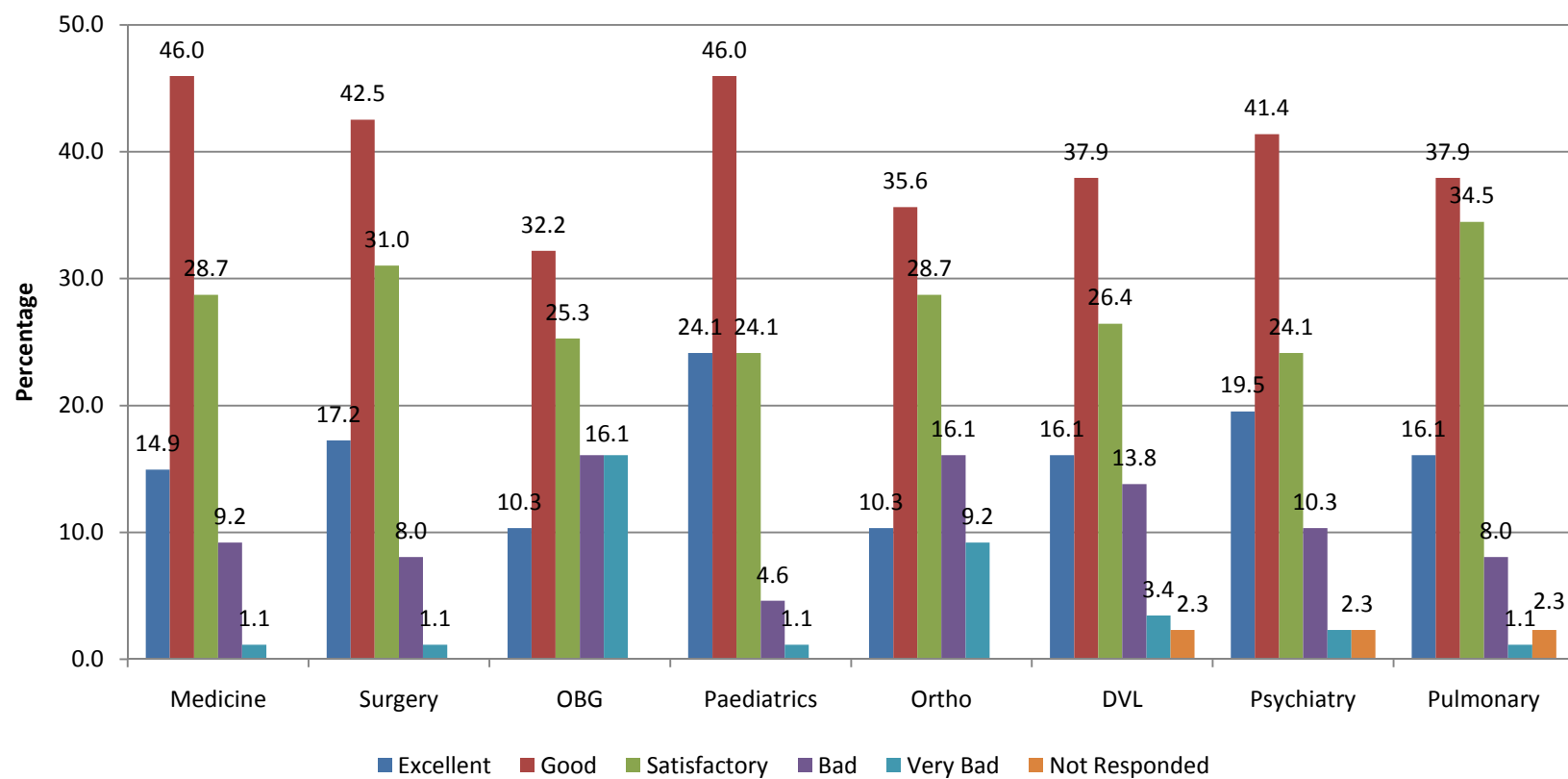


Figure 6. Distribution of responses on starting time of theory classes

ii. Ending on time

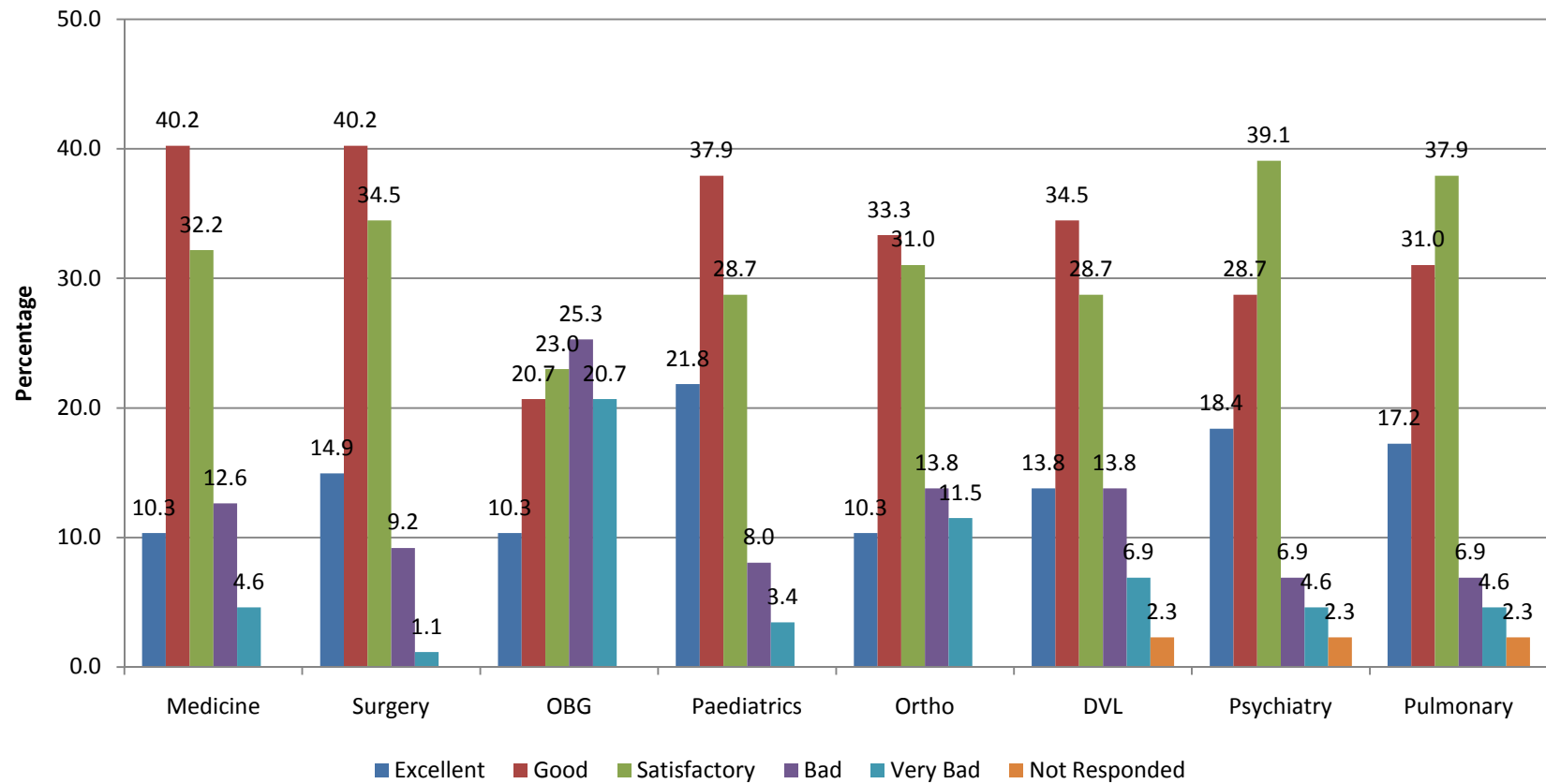


Figure 7. Distribution of responses on ending time of theory classes

4. Approachability

i. During classes

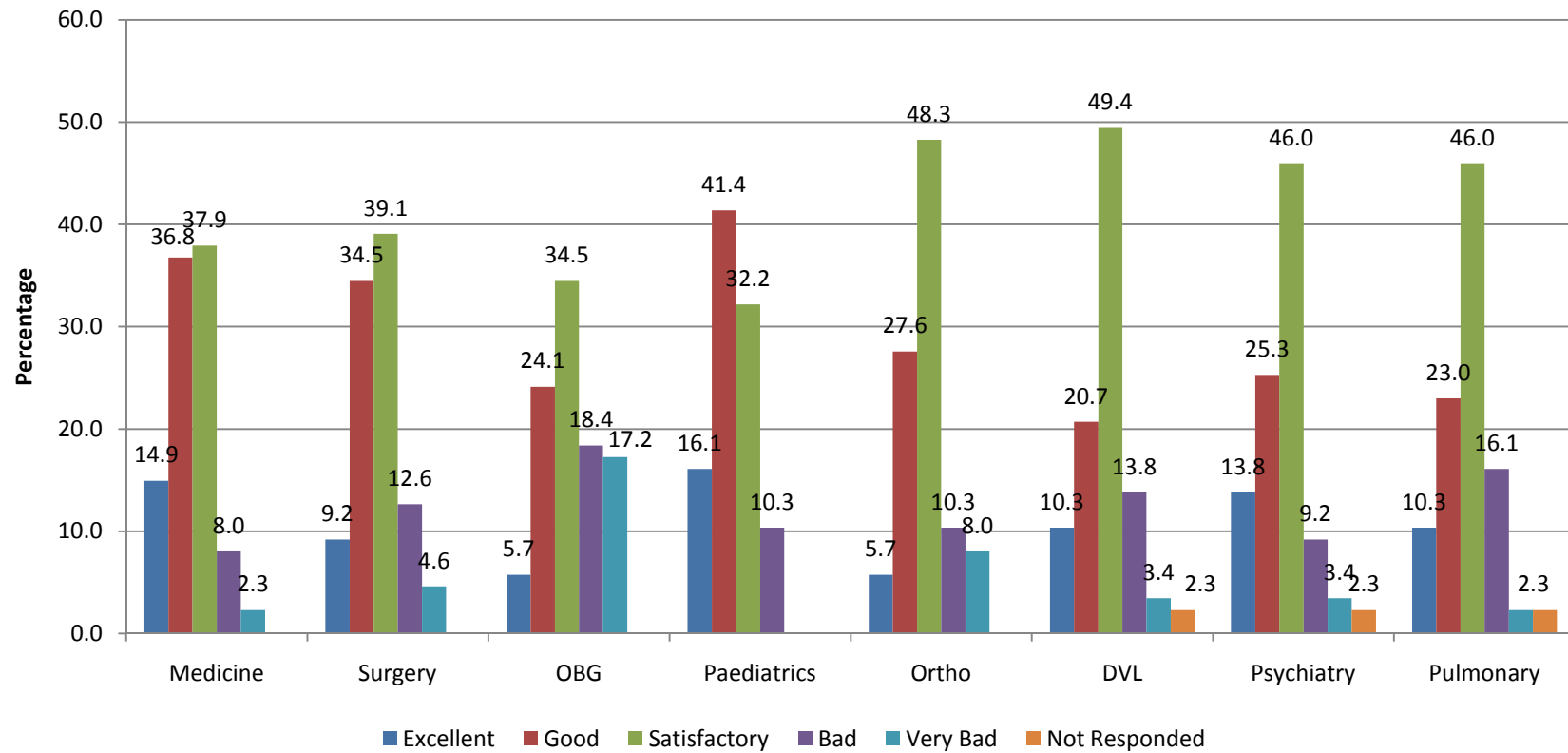


Figure 8. Distribution of responses on approachability during theory classes

ii. After classes

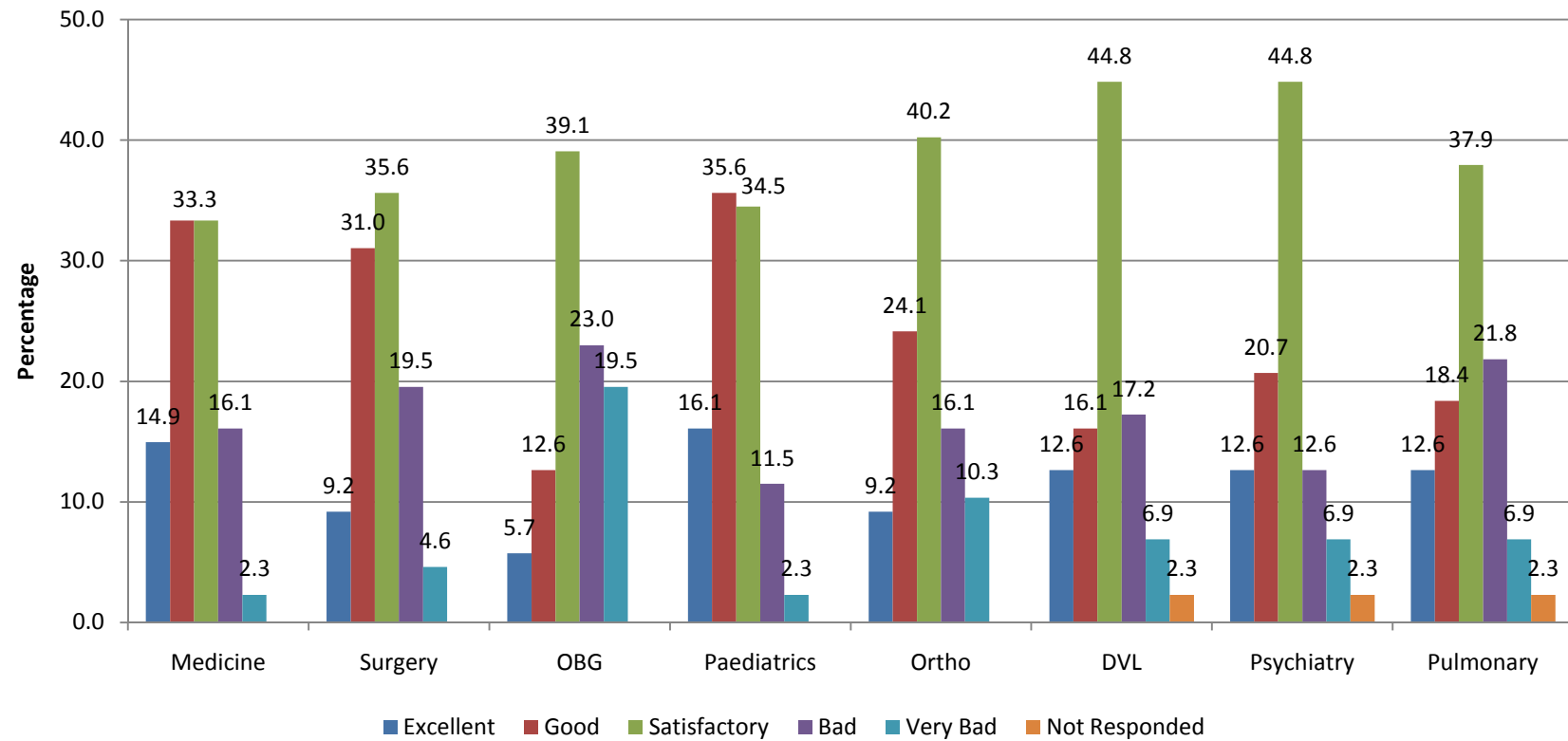


Figure 9. Distribution of responses on after theory classes approachability

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

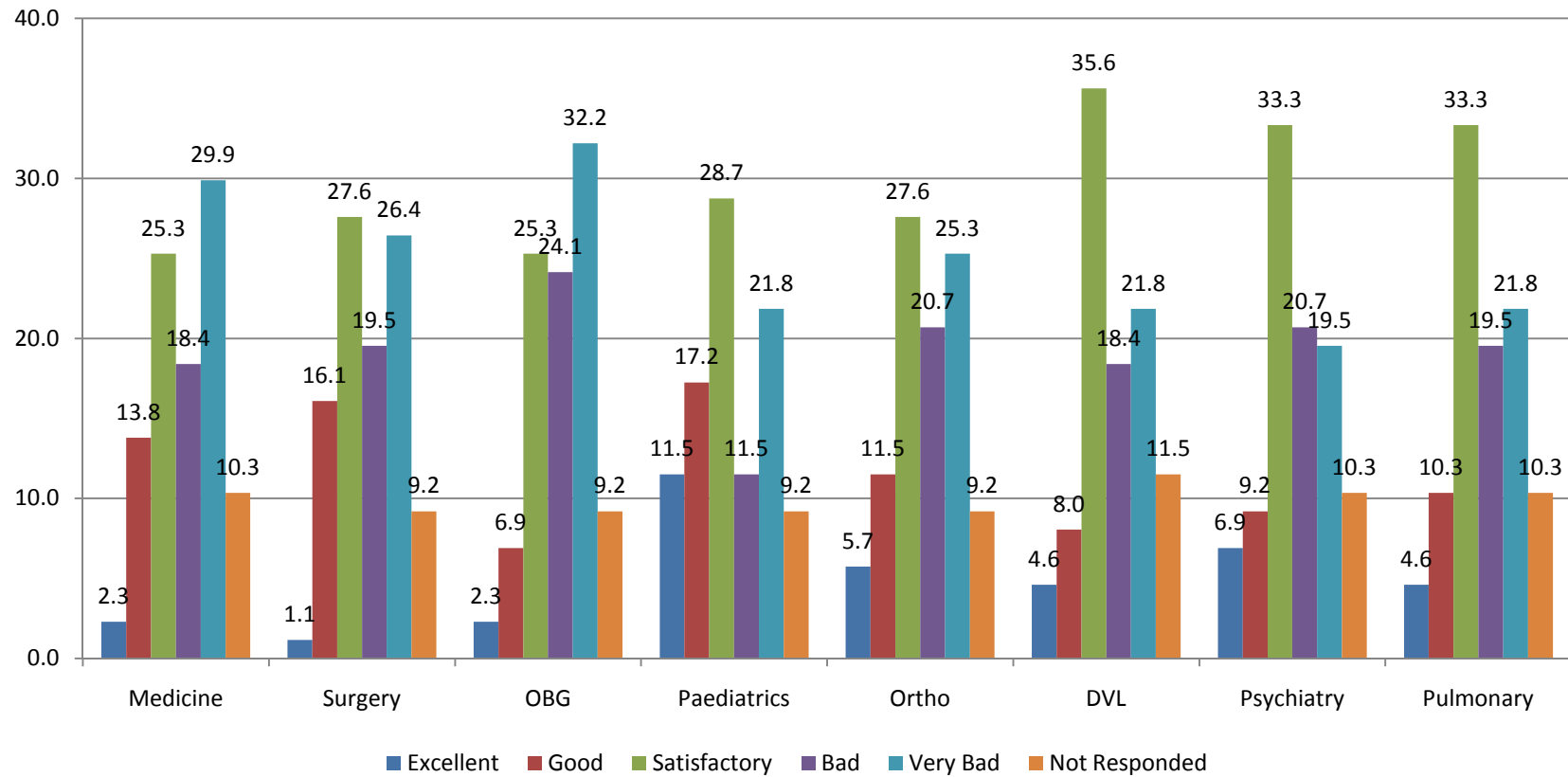


Figure 10. Distribution of responses on use of innovative methods during theory classes

B. Clinics

1. Clinical skills training

i. History taking

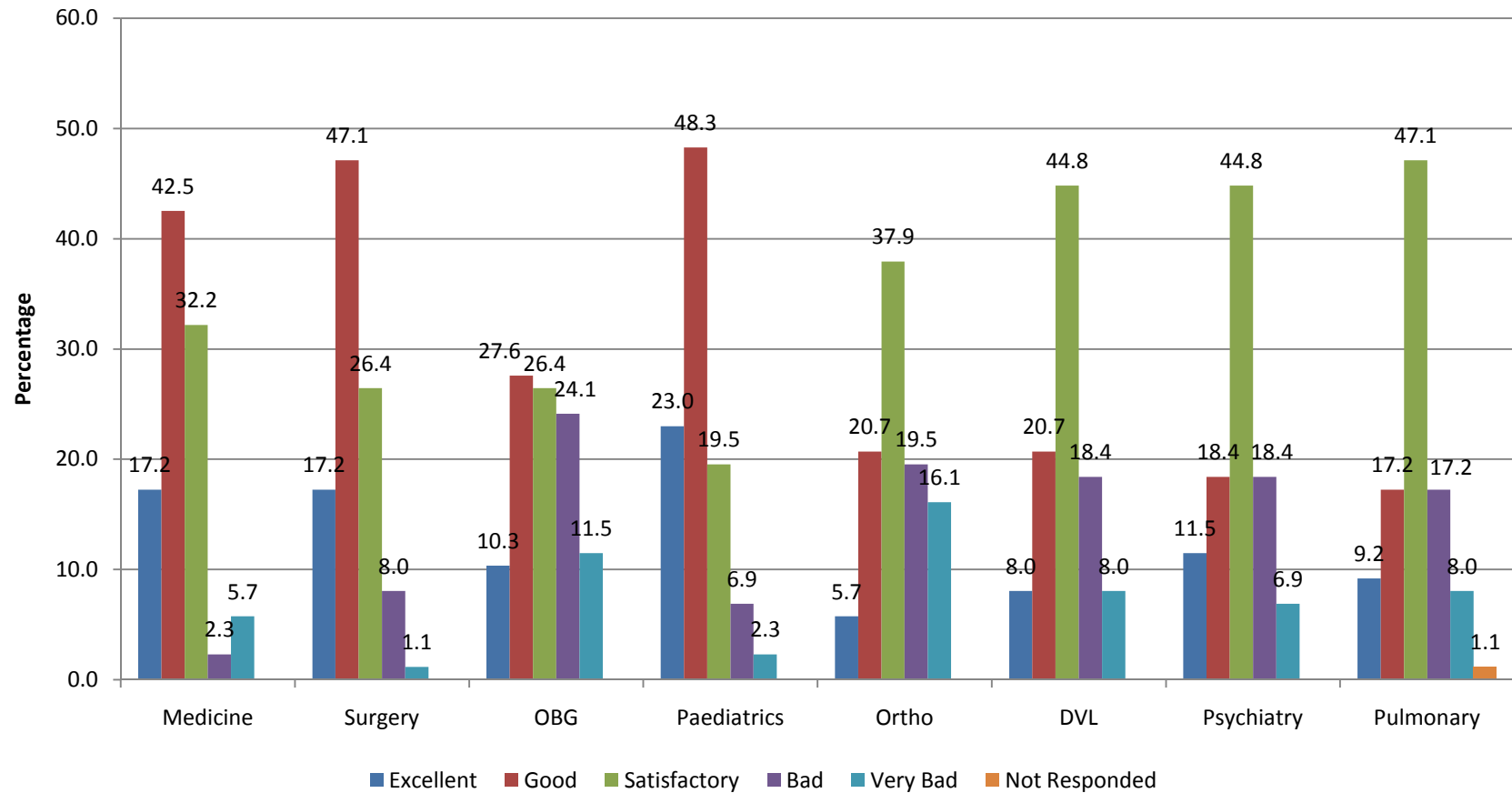


Figure 11. Distribution of responses on history taking during clinical skill training

ii. Physical examination

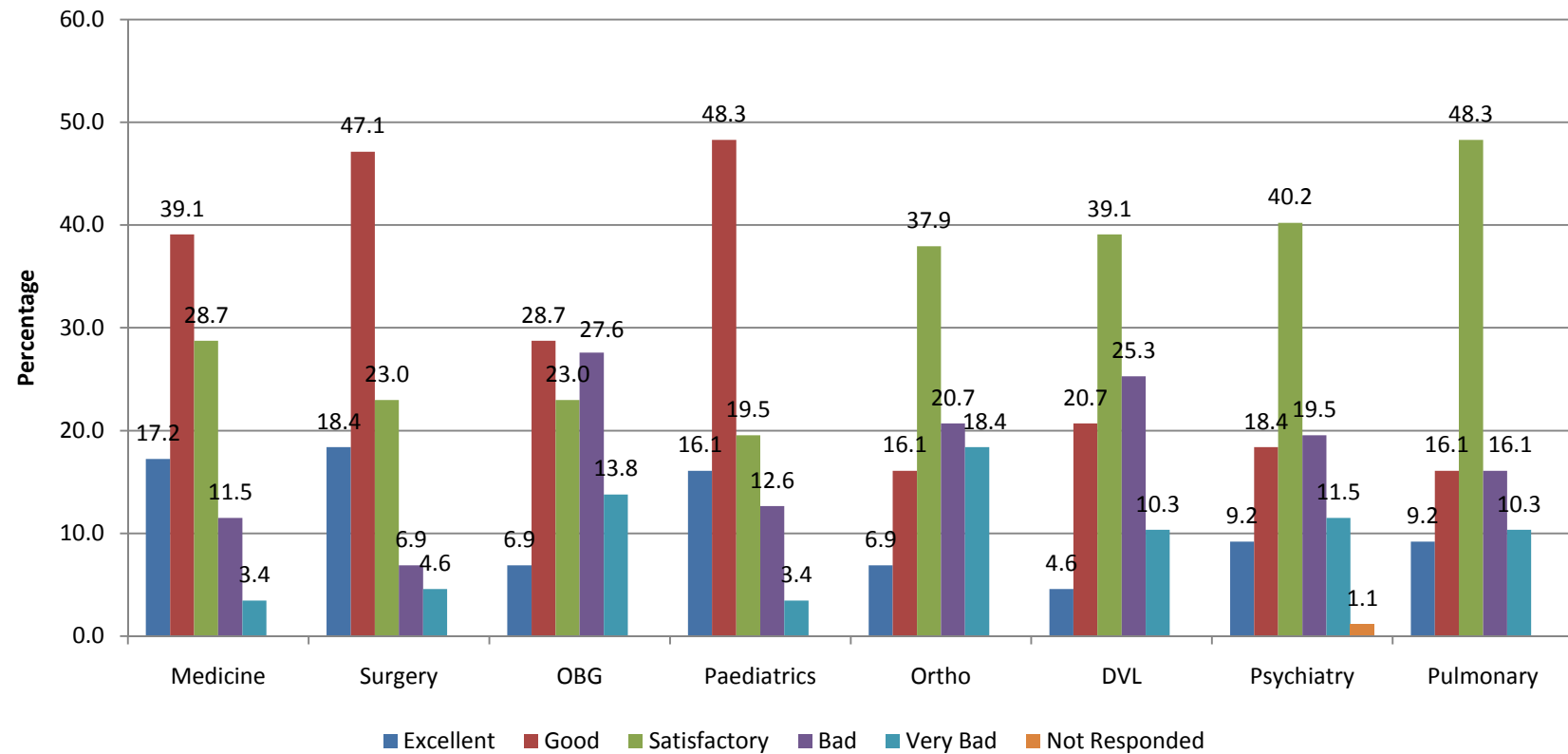


Figure 12. Distribution of responses on physical examination during clinical skill training

iii. Formulation of clinical diagnosis & Differential diagnosis

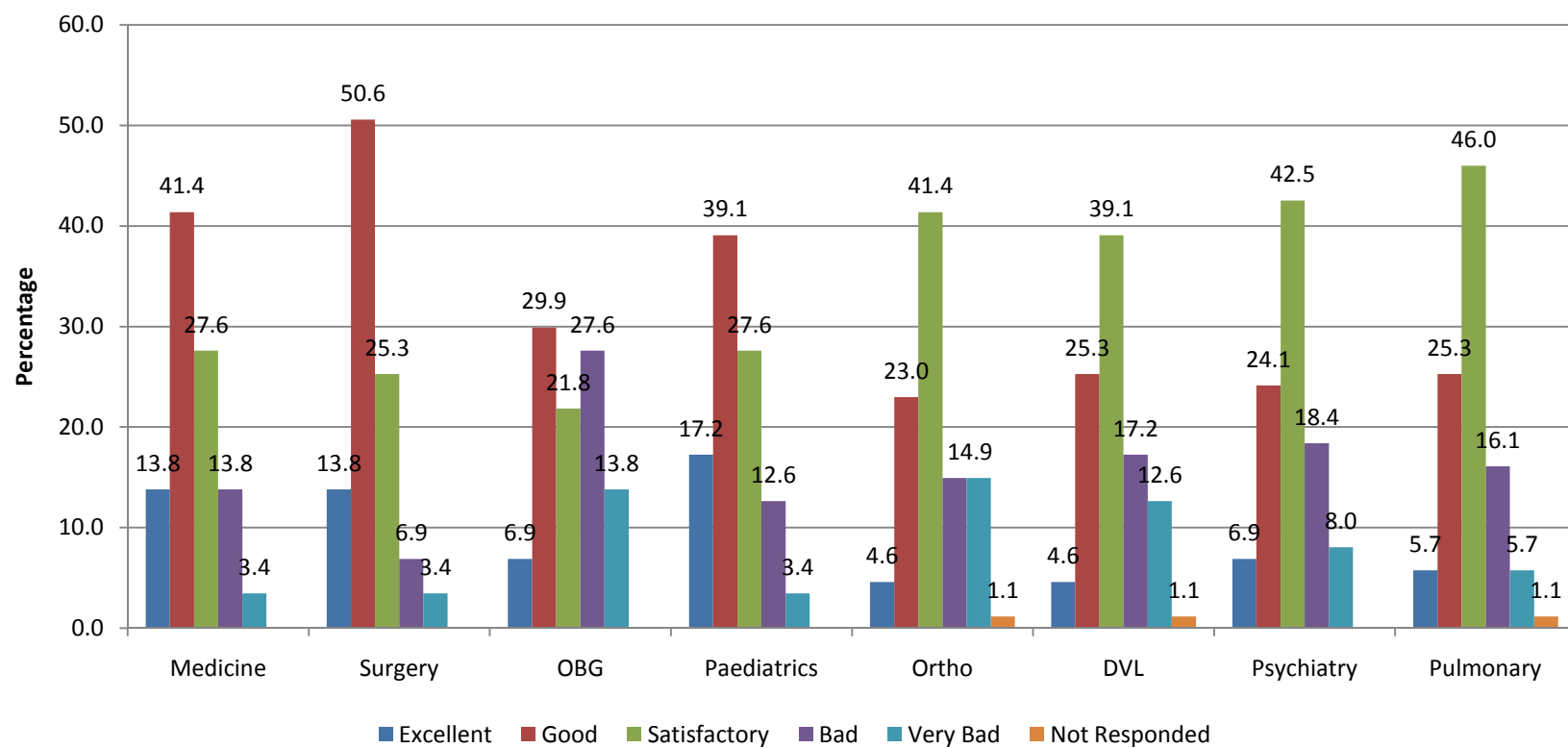


Figure 13. Distribution of responses on Formulation of clinical diagnosis & Differential diagnosis during clinical skill training

iv. Rationale of investigations

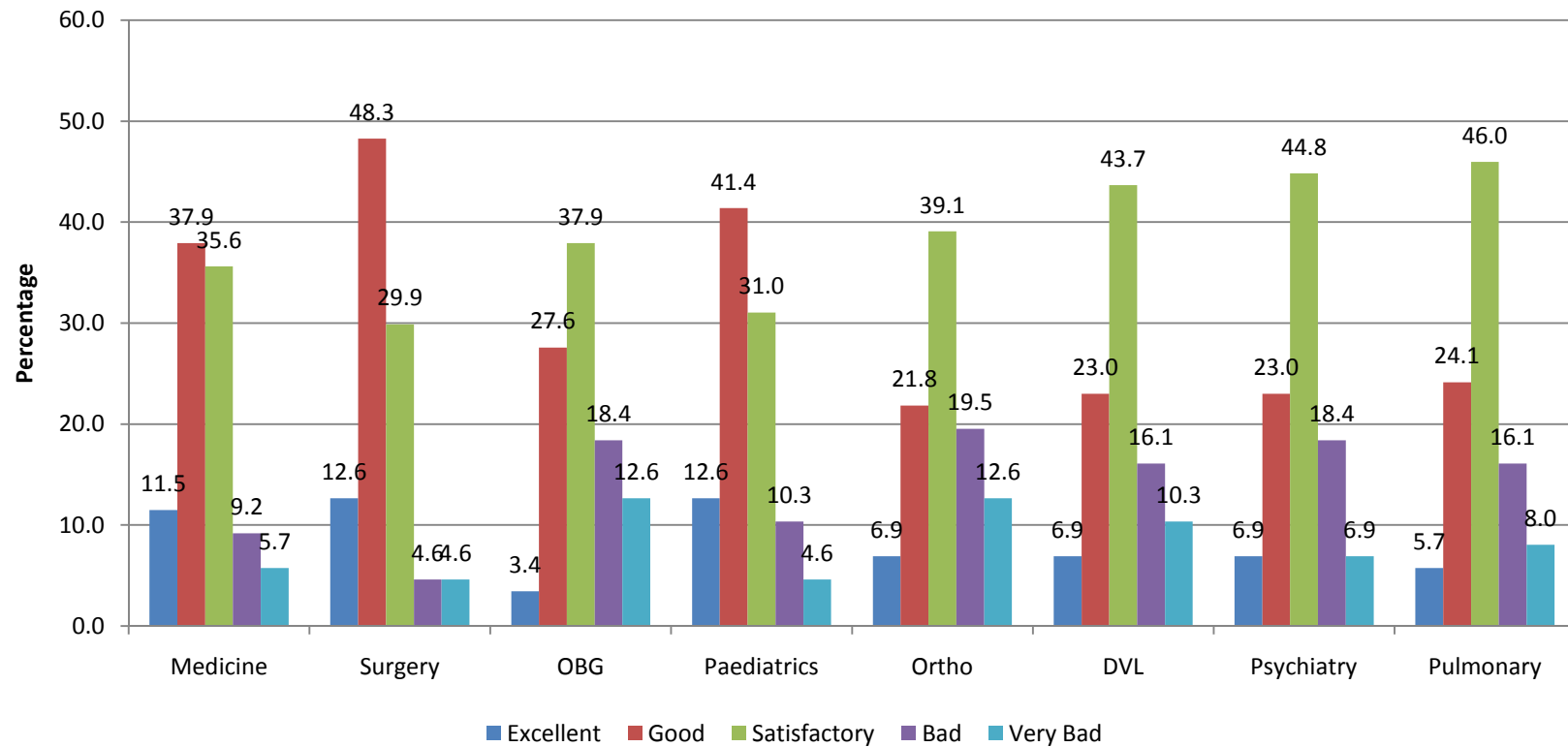


Figure 14. Distribution of responses on rationale of investigations during clinical skill training

v. Interpretation of results

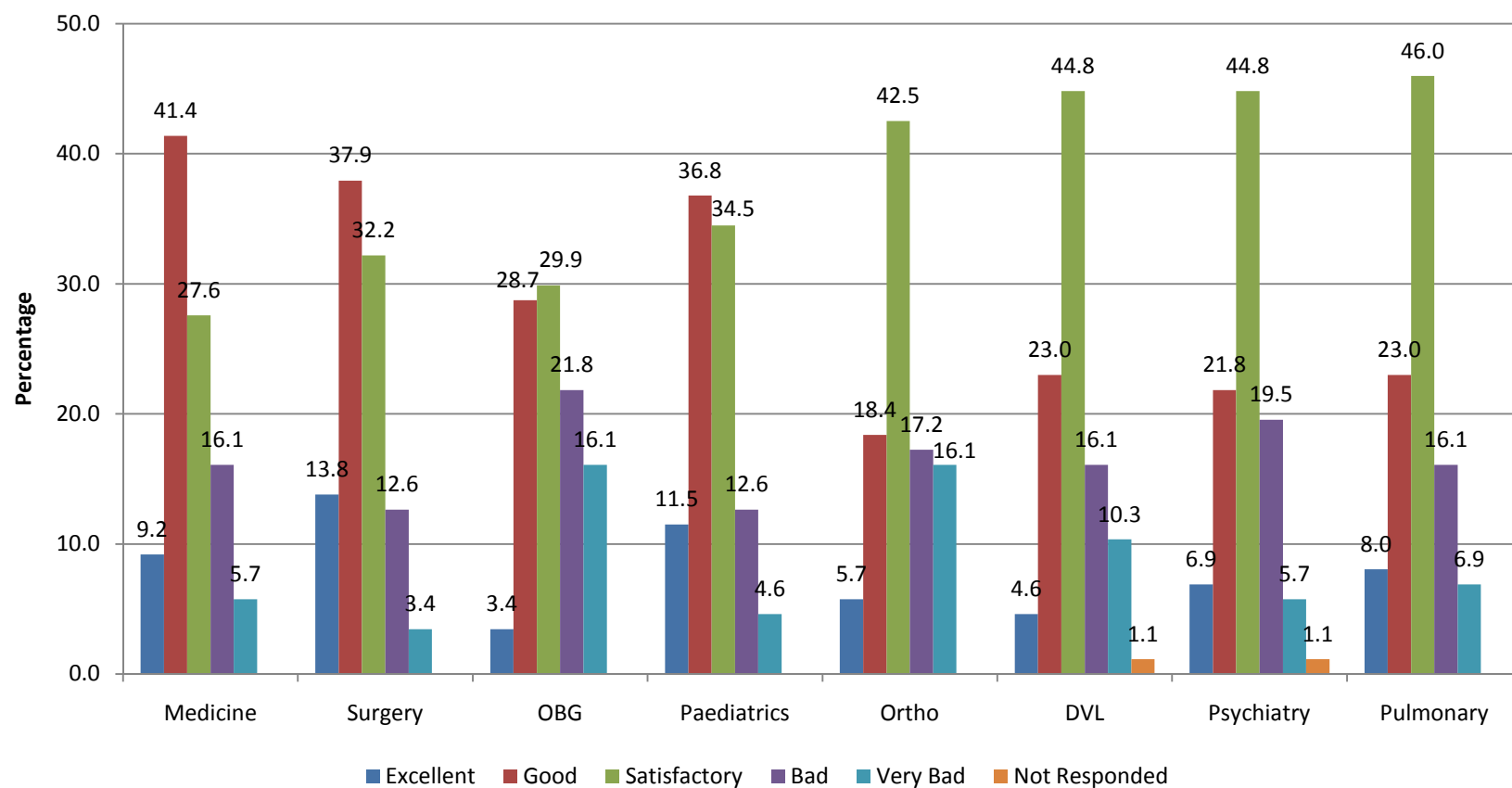


Figure 15. Distribution of responses on Interpretation of results during clinical skill training

vi. Management steps

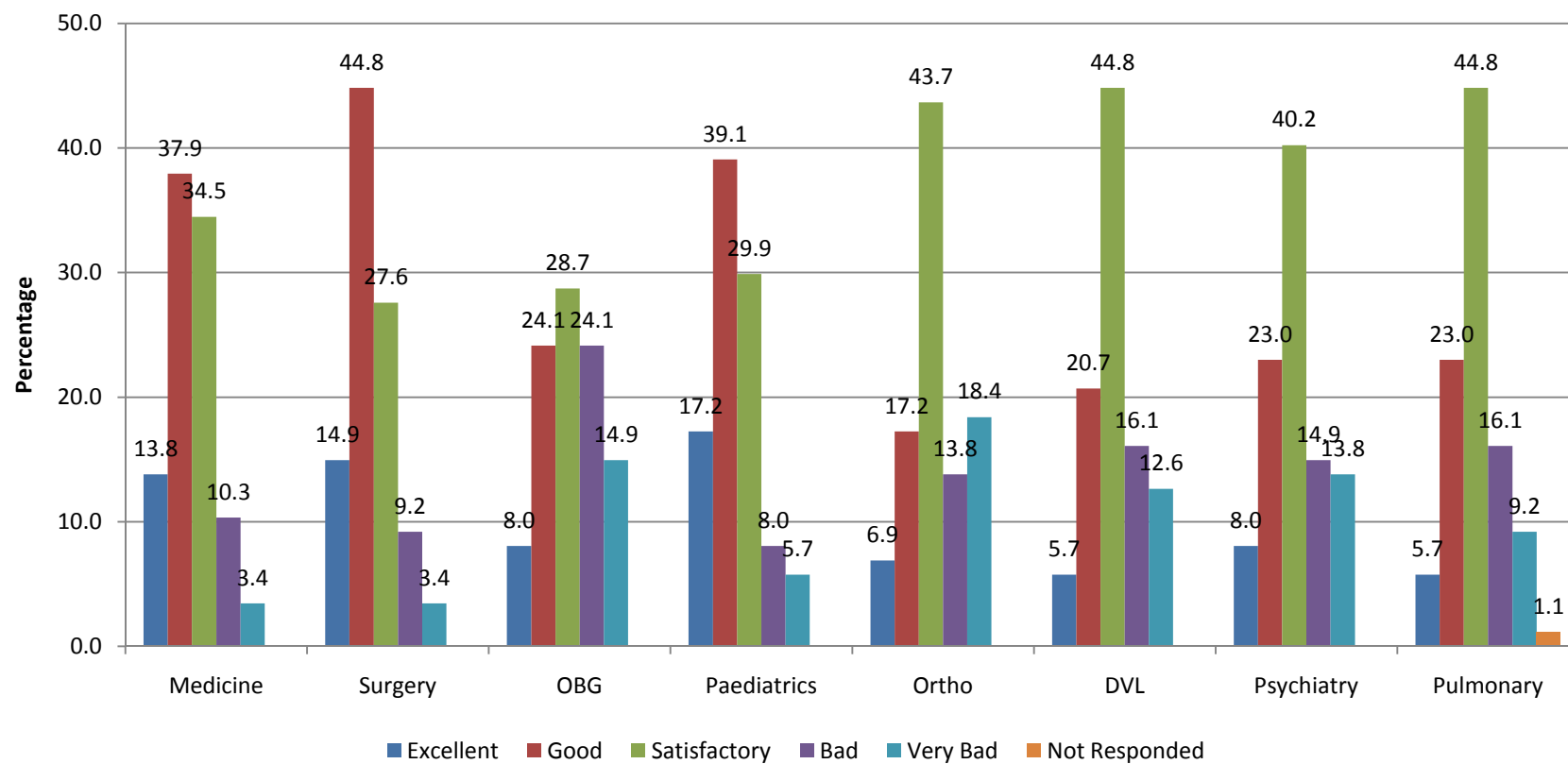


Figure 16. Distribution of responses on management steps during clinical skill training

2. Adequate utilization of posting time

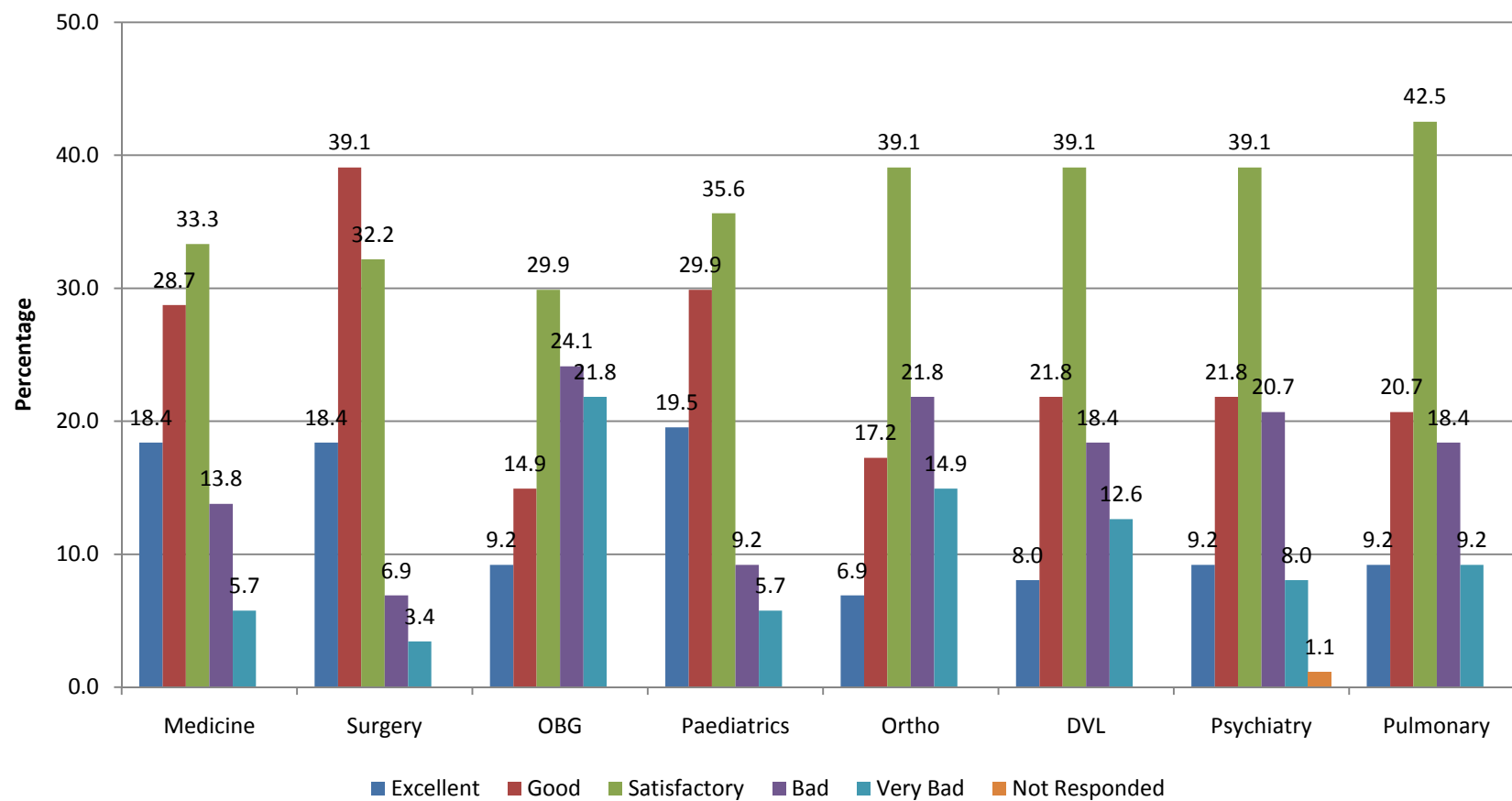


Figure 17. Distribution of responses on adequate utilization of posting time during clinical skill training

3. Case variety

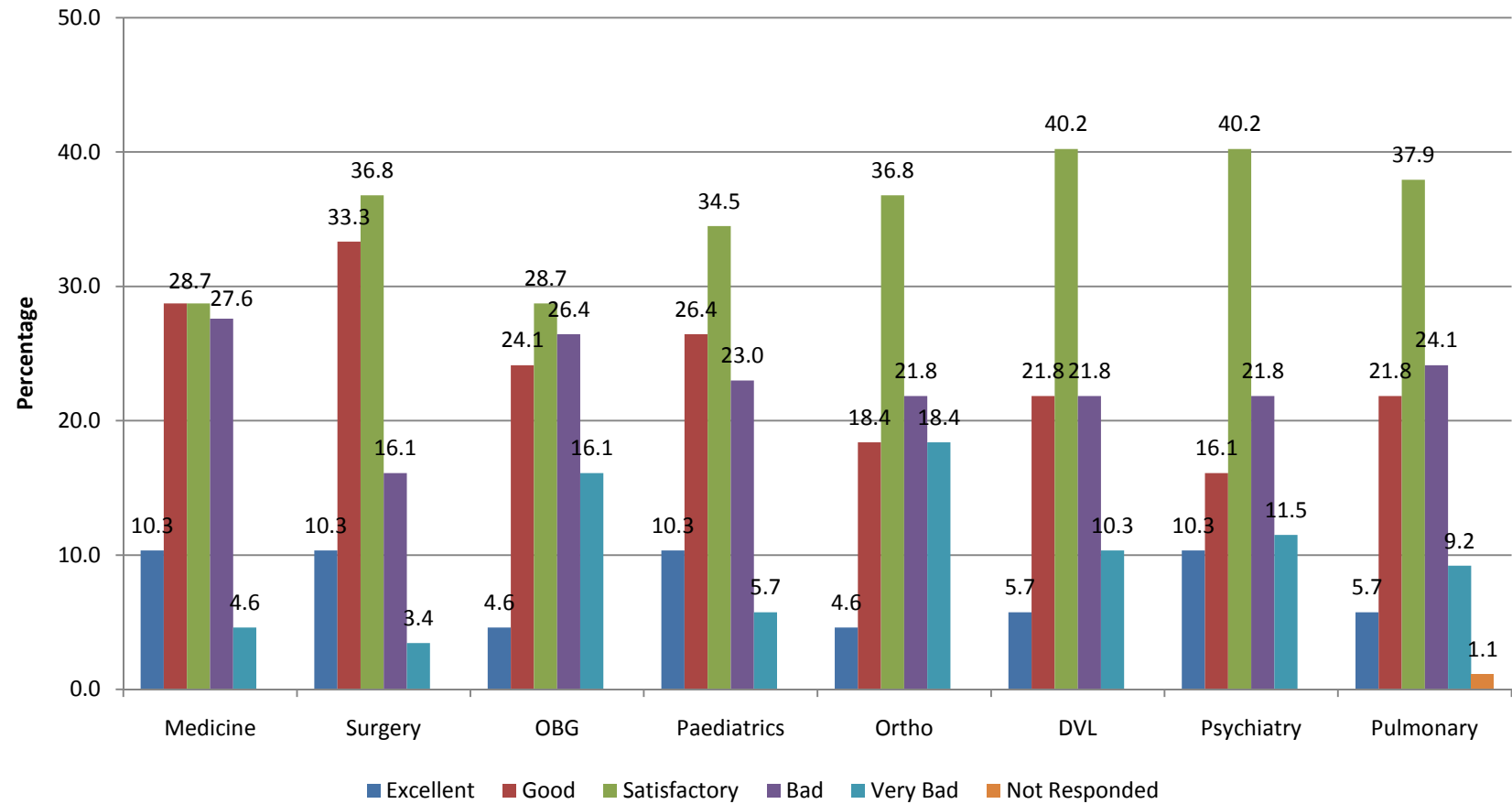


Figure 18. Distribution of responses on variety of cases seen during clinical skill training

4. Number of cases

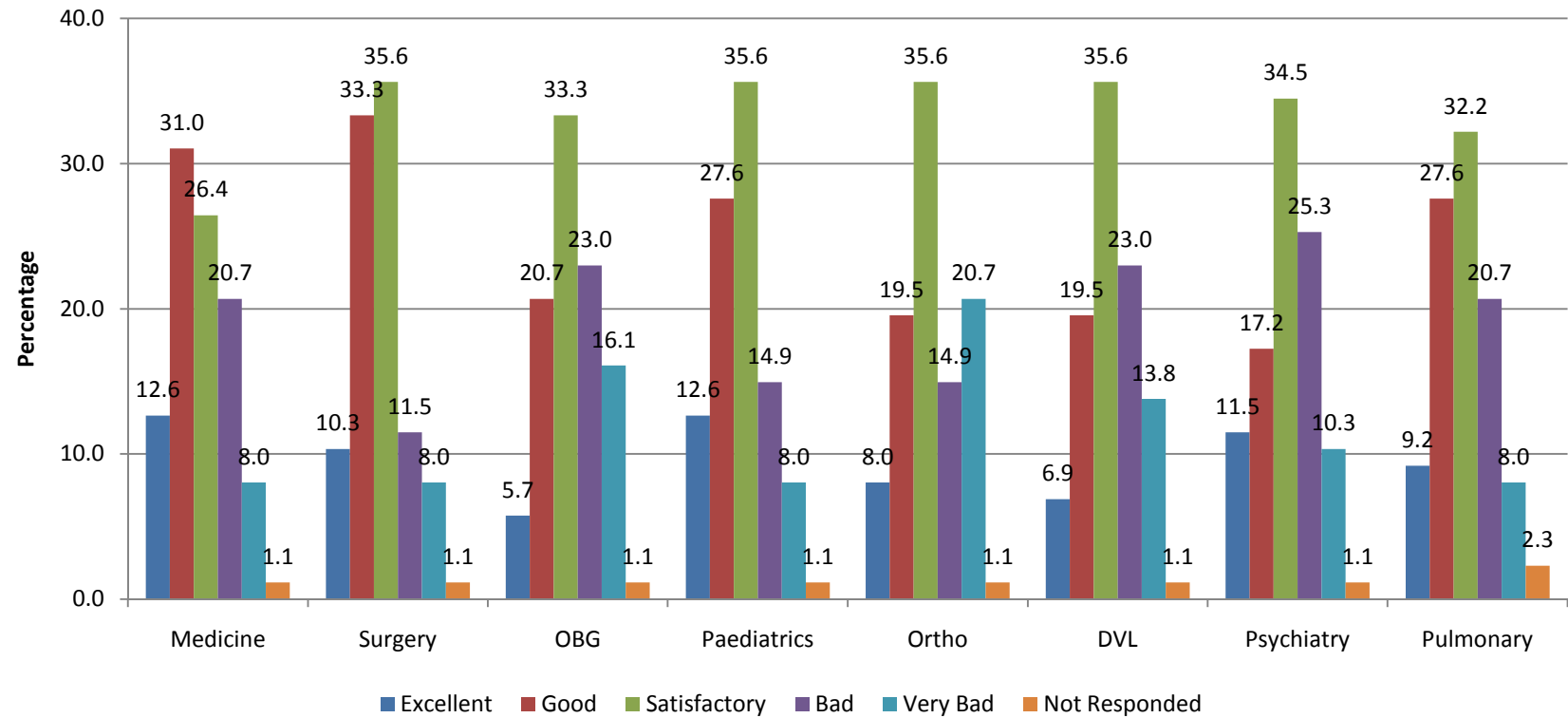


Figure 19. Distribution of responses on number of cases seen during clinical skill training

C. Assessments

1. End of posting

i. OSCE

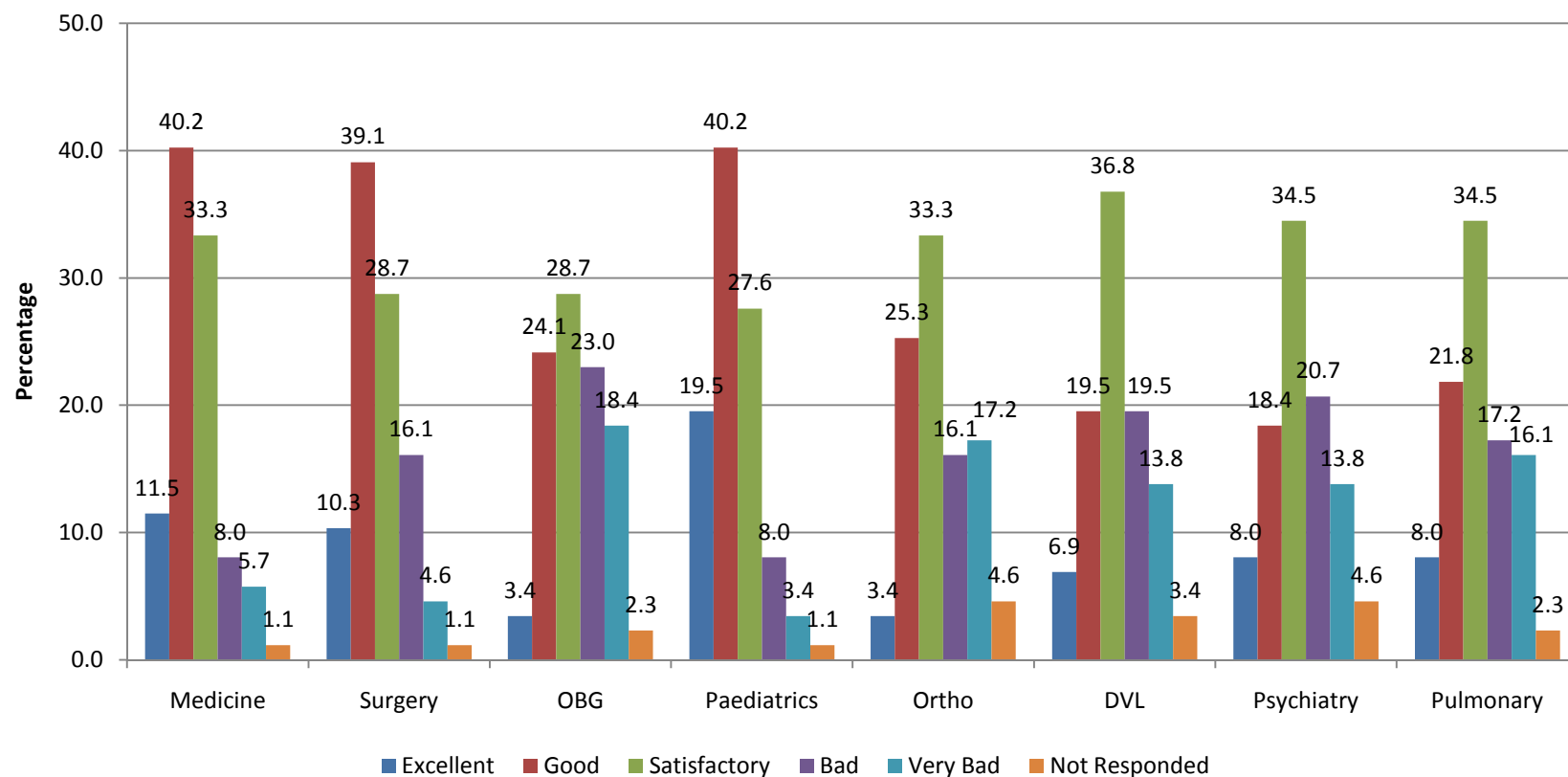


Figure 20. Distribution of responses on OSCE assessment at the end of posting

ii. Assessment of clinical skills

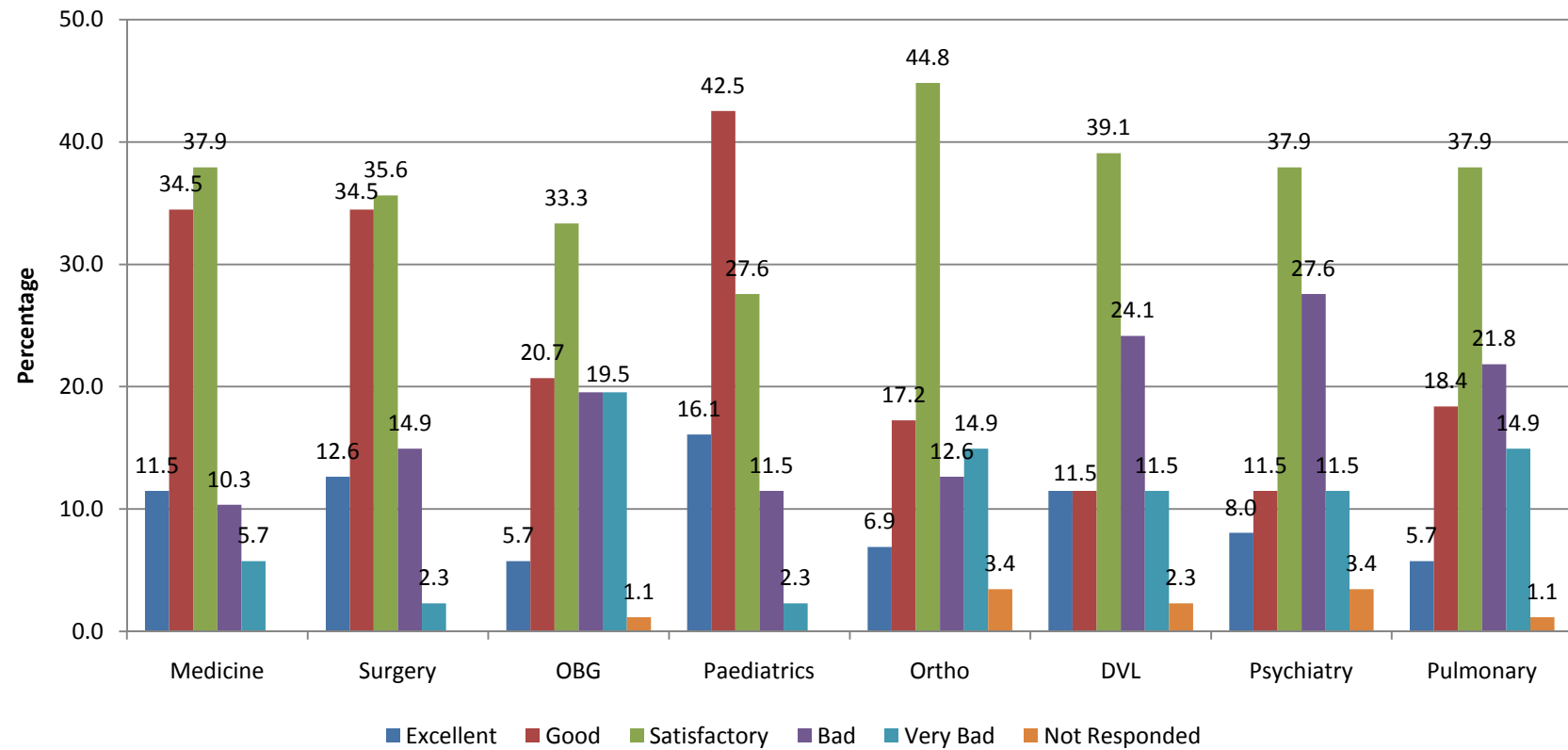


Figure 21. Distribution of responses on clinical skills Assessment

iii. Assessment of cases discussed

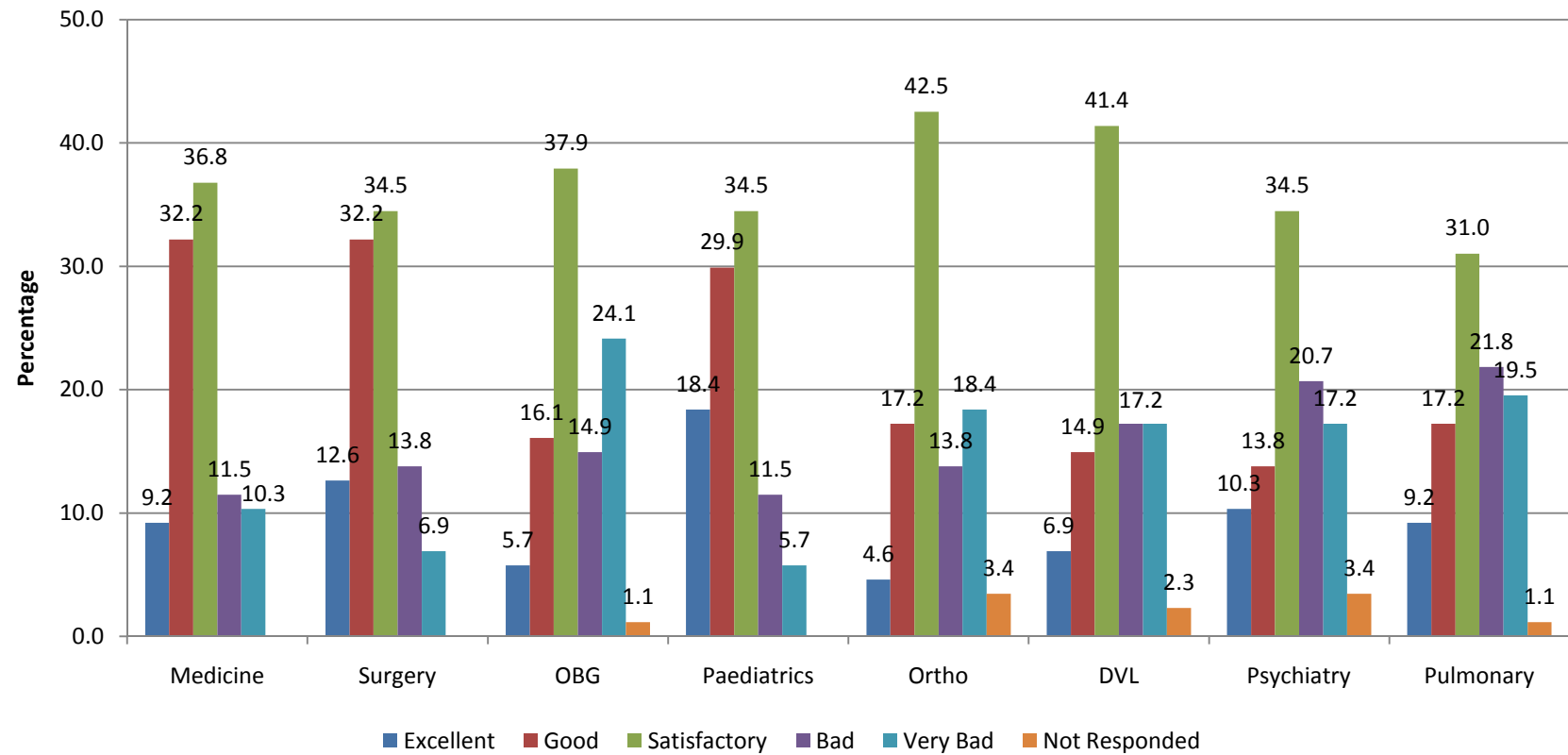


Figure 22. Distribution of responses on cases discussed during posting

iv. Feedback after the assessment

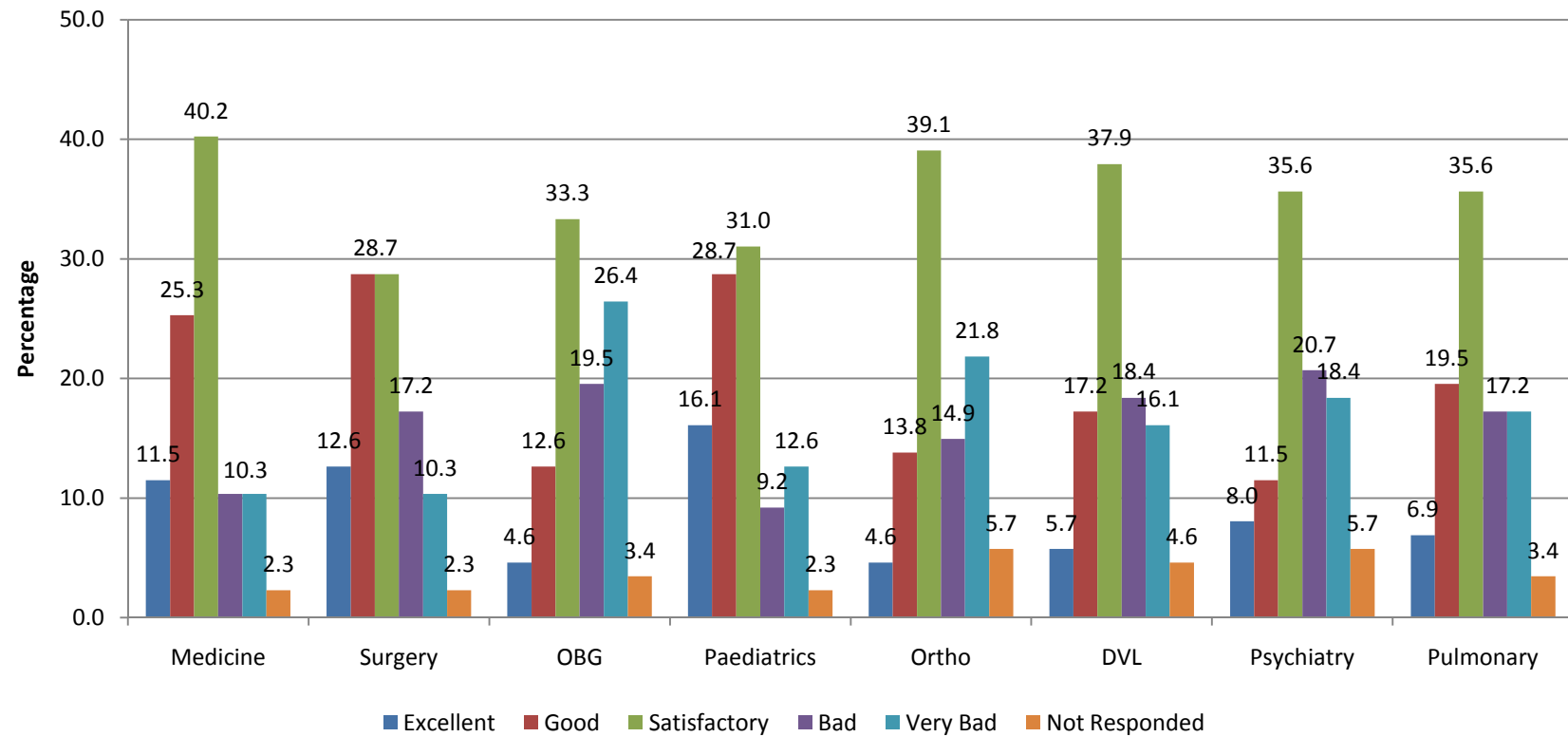


Figure 23. Distribution of responses on Feedback after the assessment

2. Internal Assessment – Coverage of syllabus

i. Portions covered

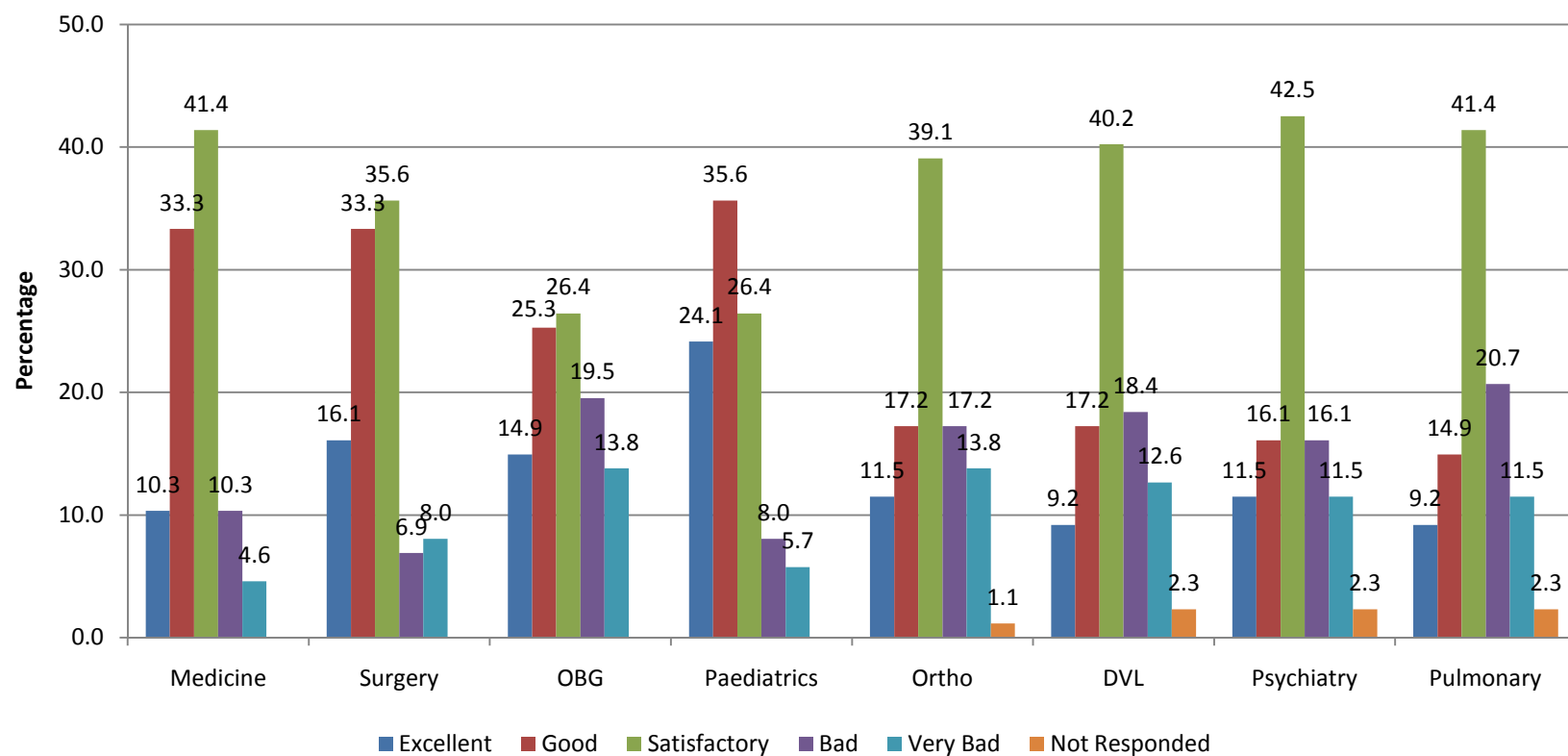


Figure 24. Distribution of responses on portions covered for internal assessment

ii. University pattern followed

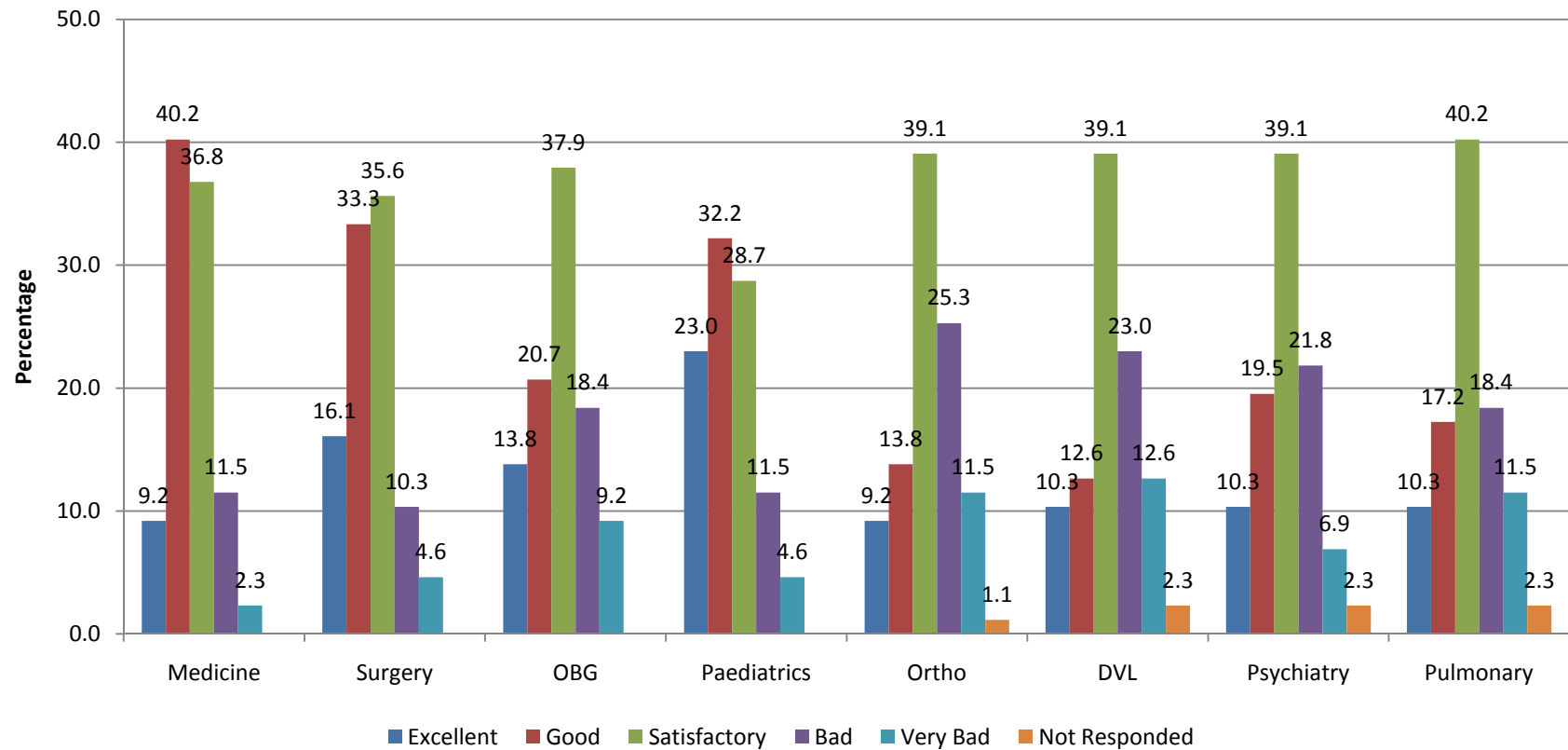


Figure 25. Distribution of responses on University pattern followed in exam for internal assessment

iii. Testing of analytical skills

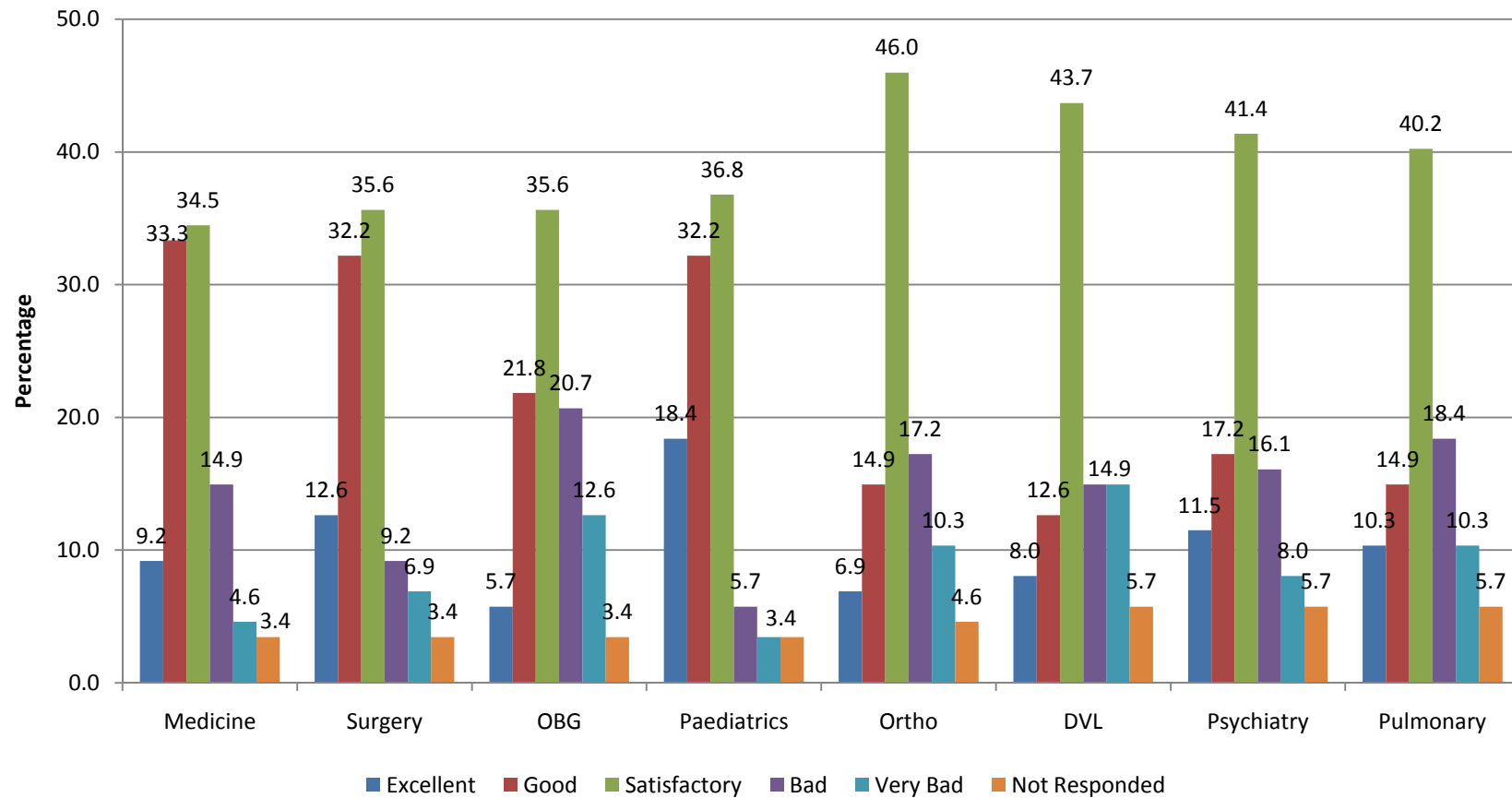


Figure 26. Distribution of responses on analytical skill test for internal assessment

3. Internal Assessment – Conduct of exam

i. Question paper given

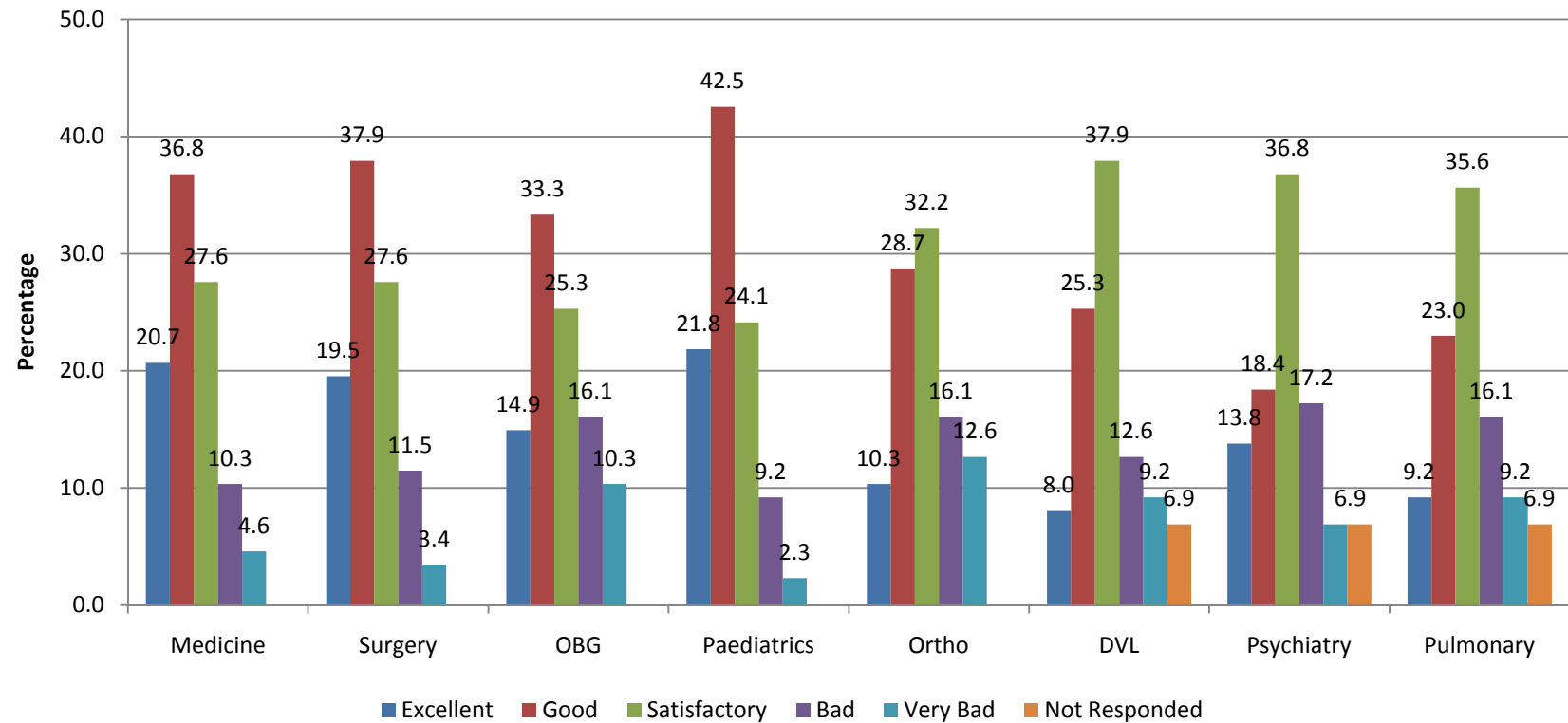


Figure 27. Distribution of responses on Question paper given in exams for internal assessment

ii. Seating arrangements

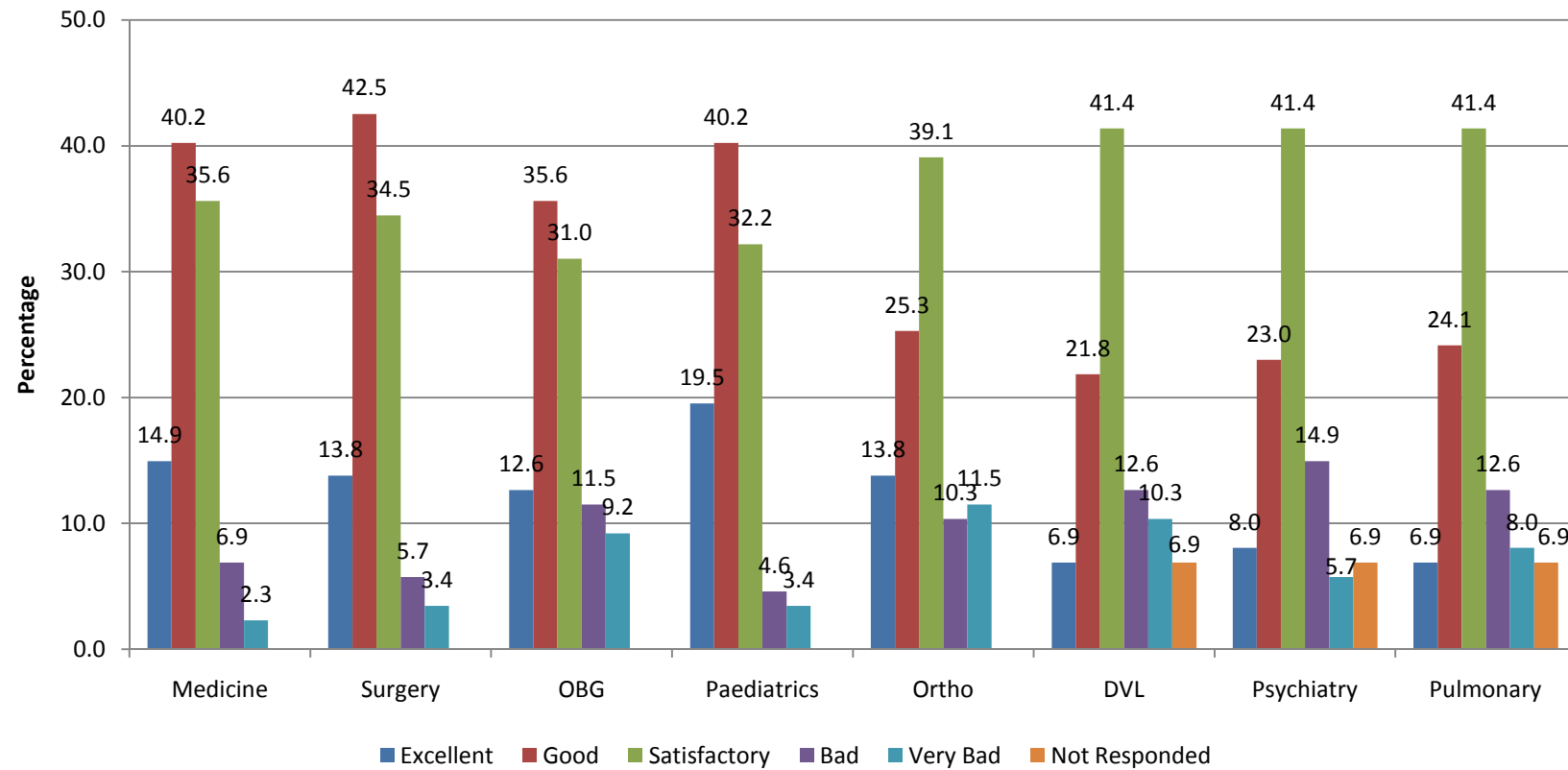


Figure 28. Distribution of responses on seating arrangement in exams for internal assessment

ii. Adequacy of supervision

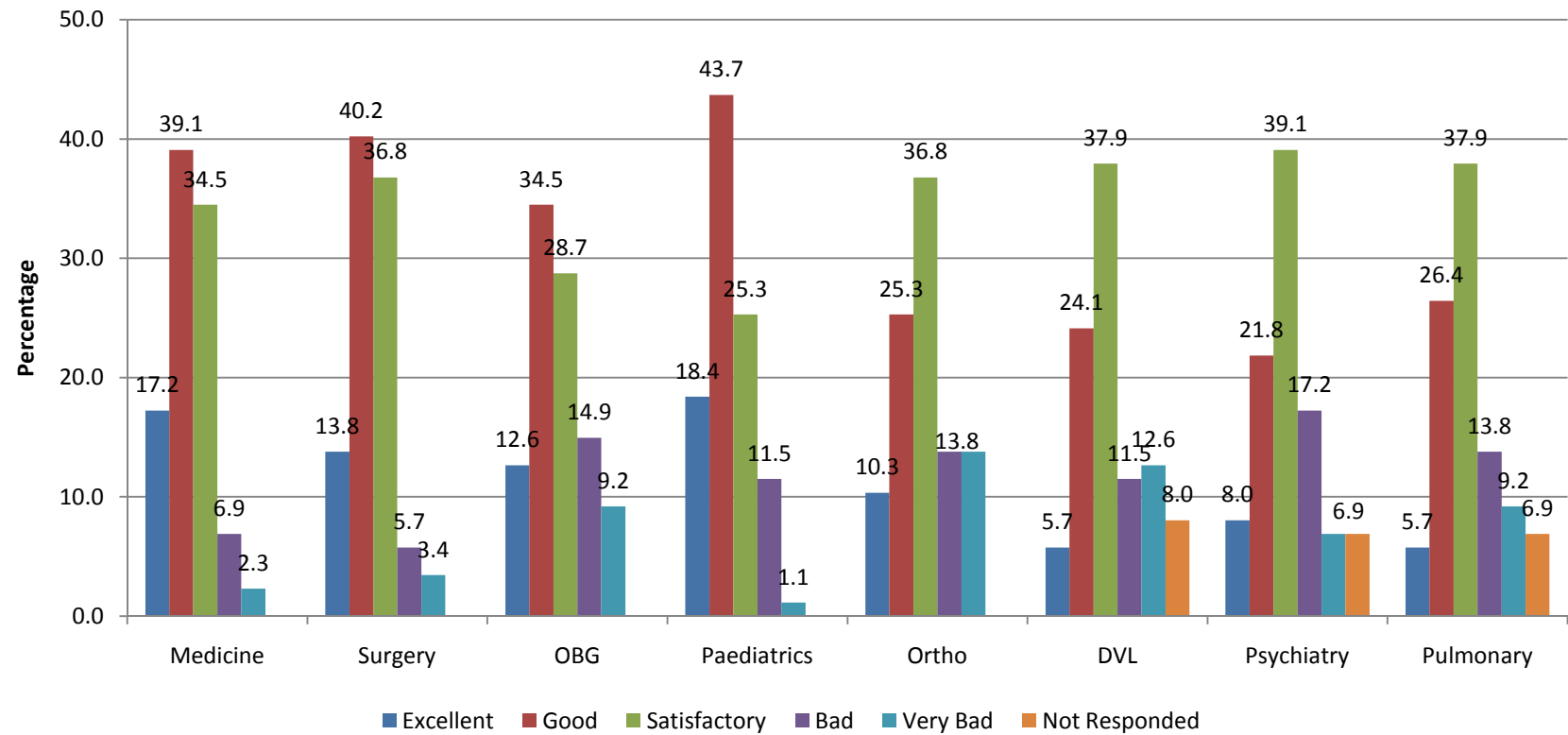


Figure 29. Distribution of responses on Adequacy of supervision in exams for internal assessment

4. Valuation

i. Fairness

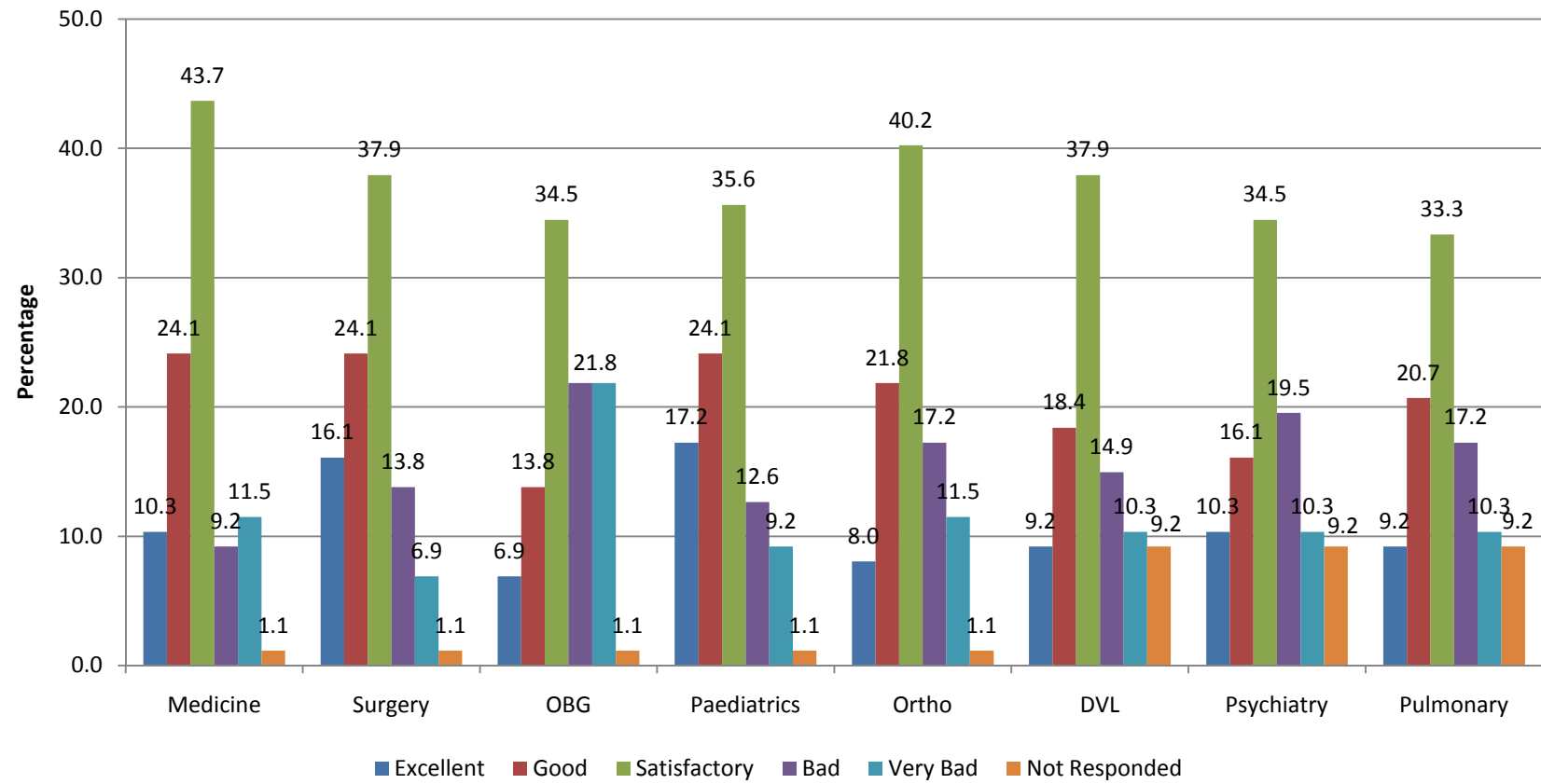


Figure 30. Distribution of responses on Fairness in valuations

ii. Discussion

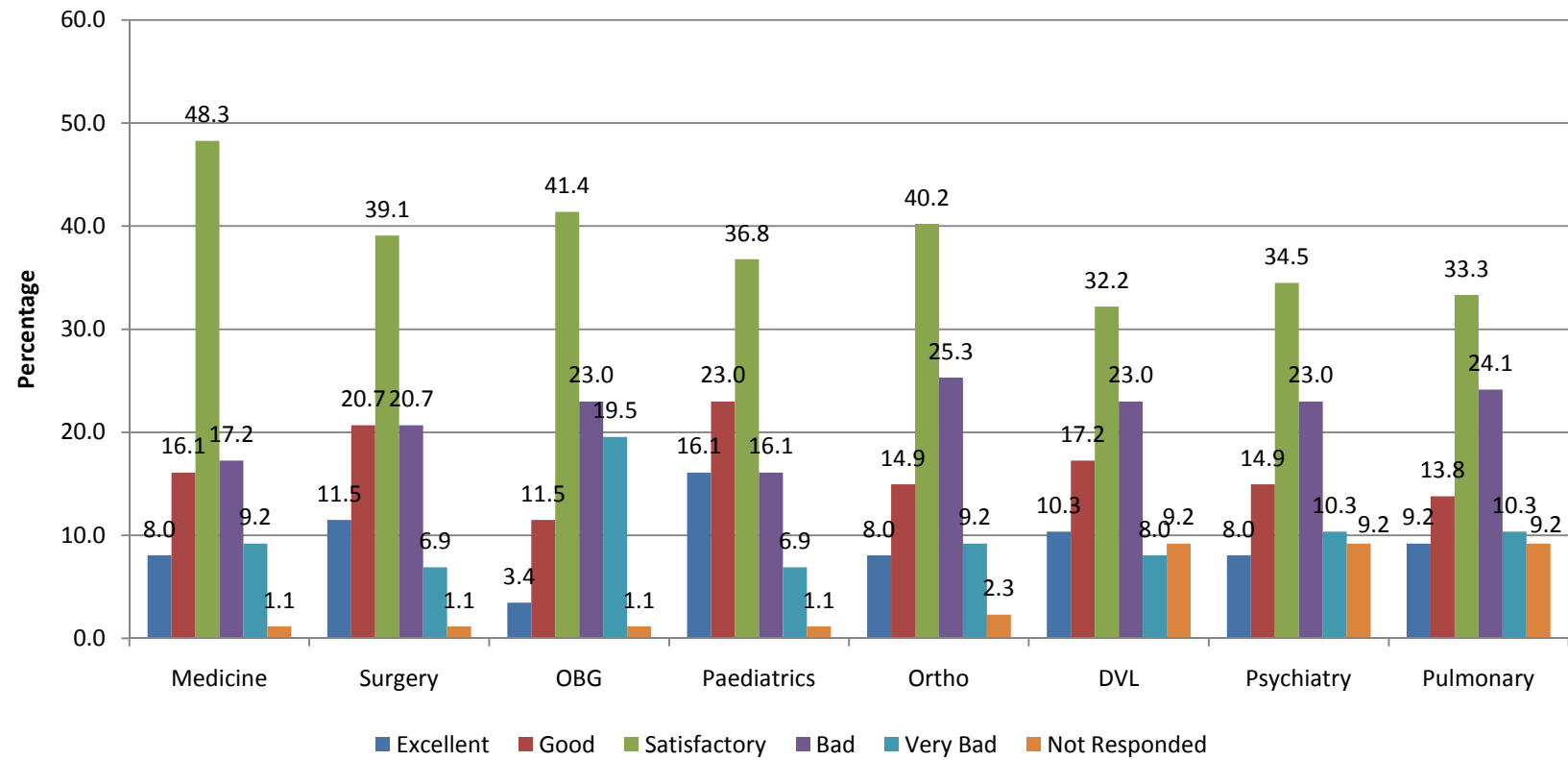


Figure 31. Distribution of responses on Discussion in valuation

iii. Feedback

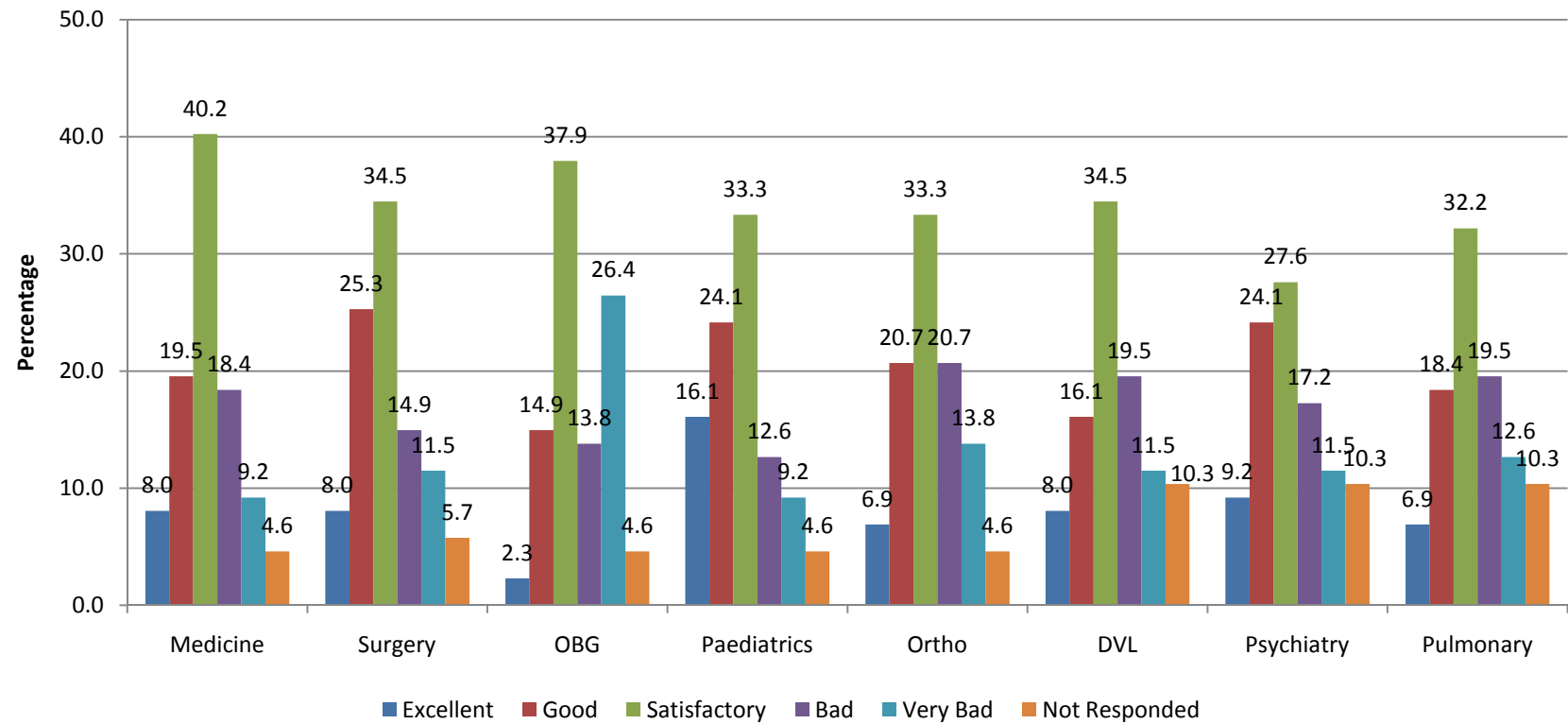


Figure 32. Distribution of responses on Feedback in the valuation