

Assessment on teaching/learning methods

By

Final Year MBBS students - 2025

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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 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

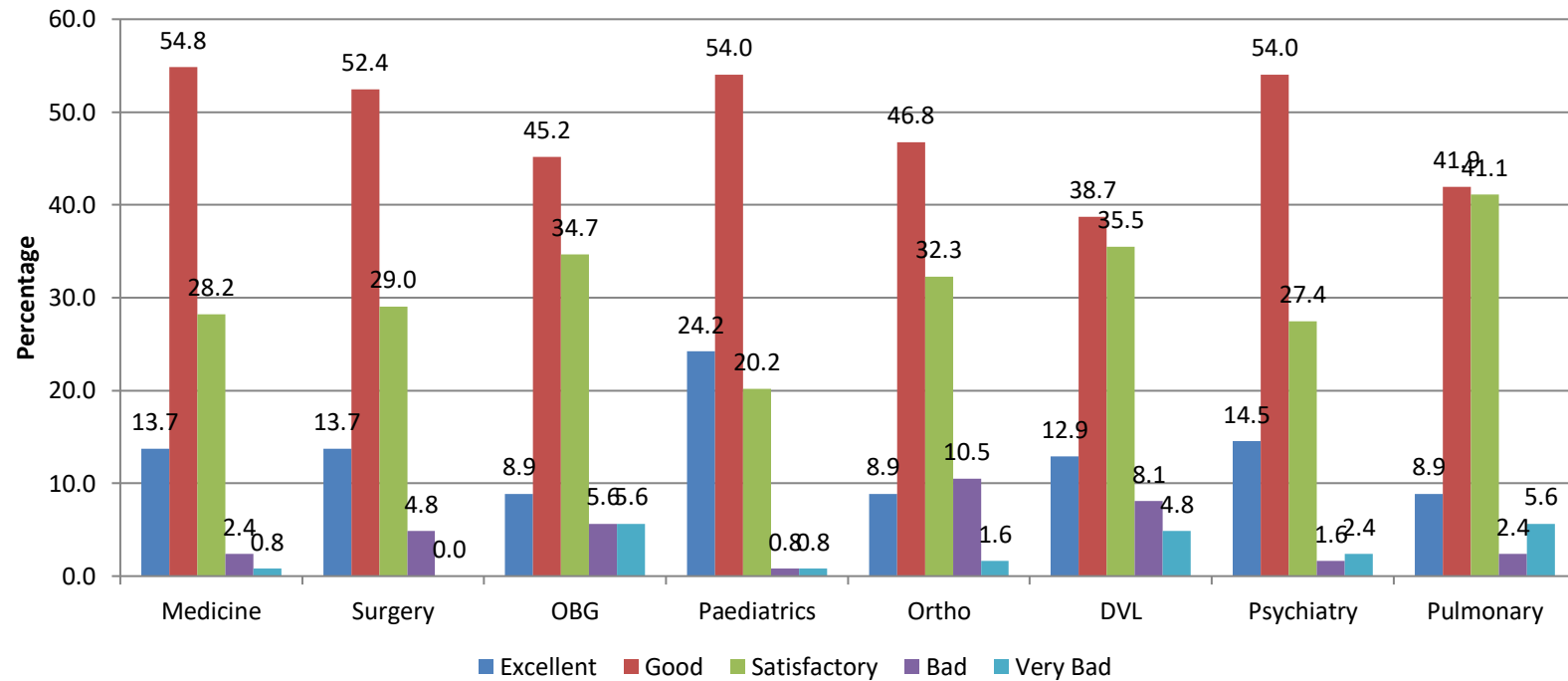


Figure 1. Distribution of responses on clarity of theory classes taken

## ii. Stimulating

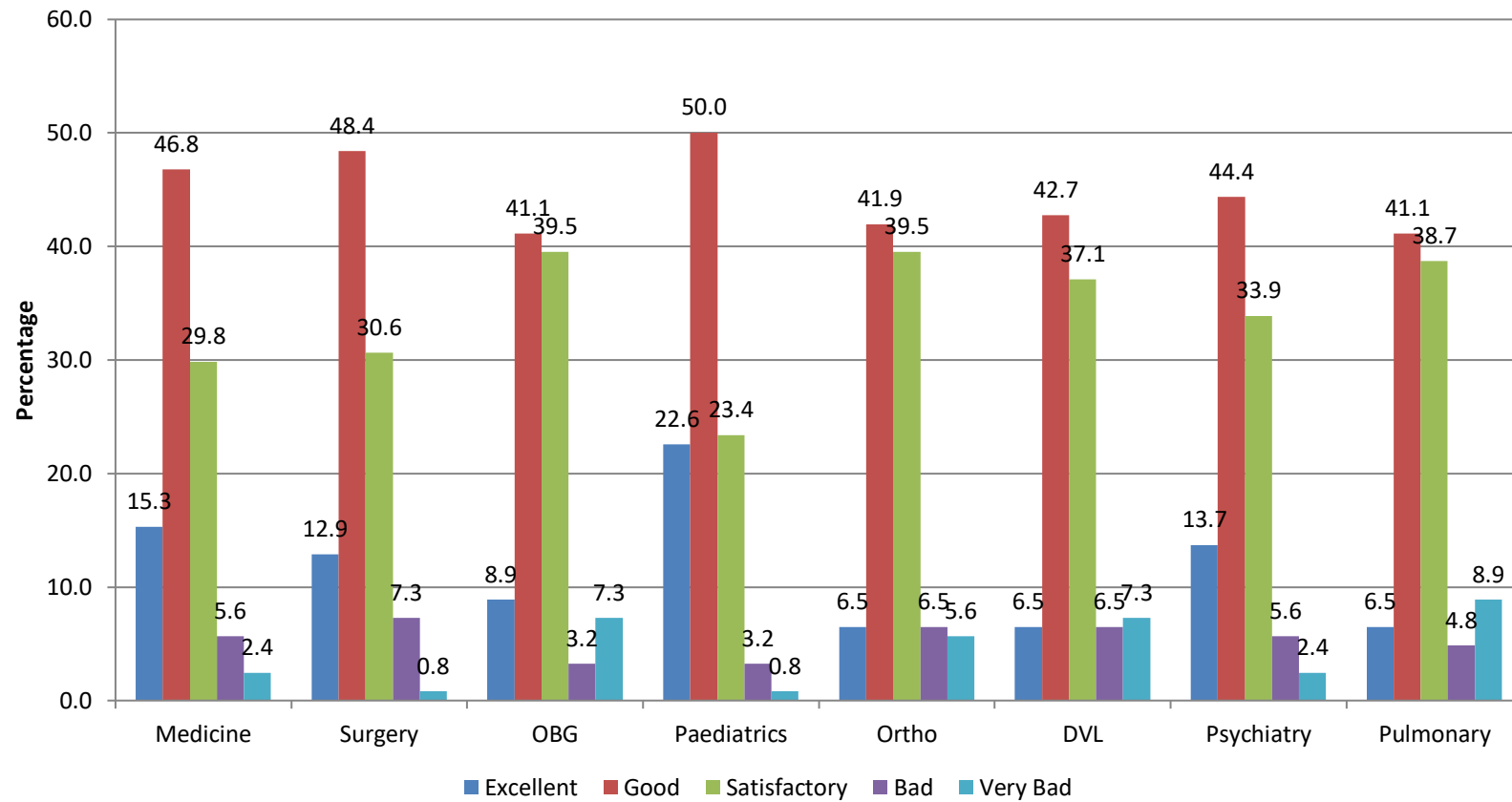


Figure 2. Distribution of responses in stimulating theory classes

### iii. Interaction

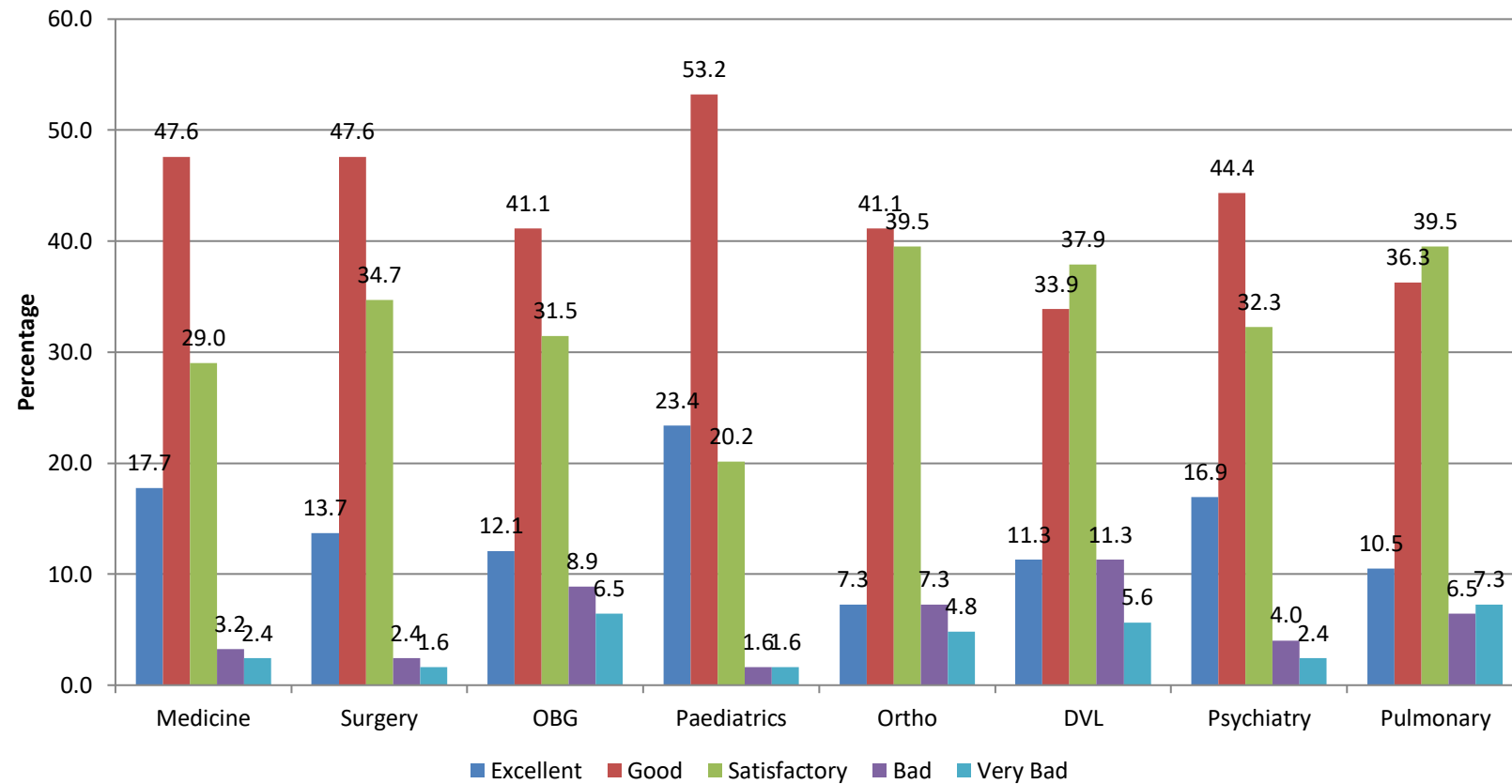


Figure 3. Distribution of responses on interaction during theory classes

## 2. Visual aids

### i. Relevance

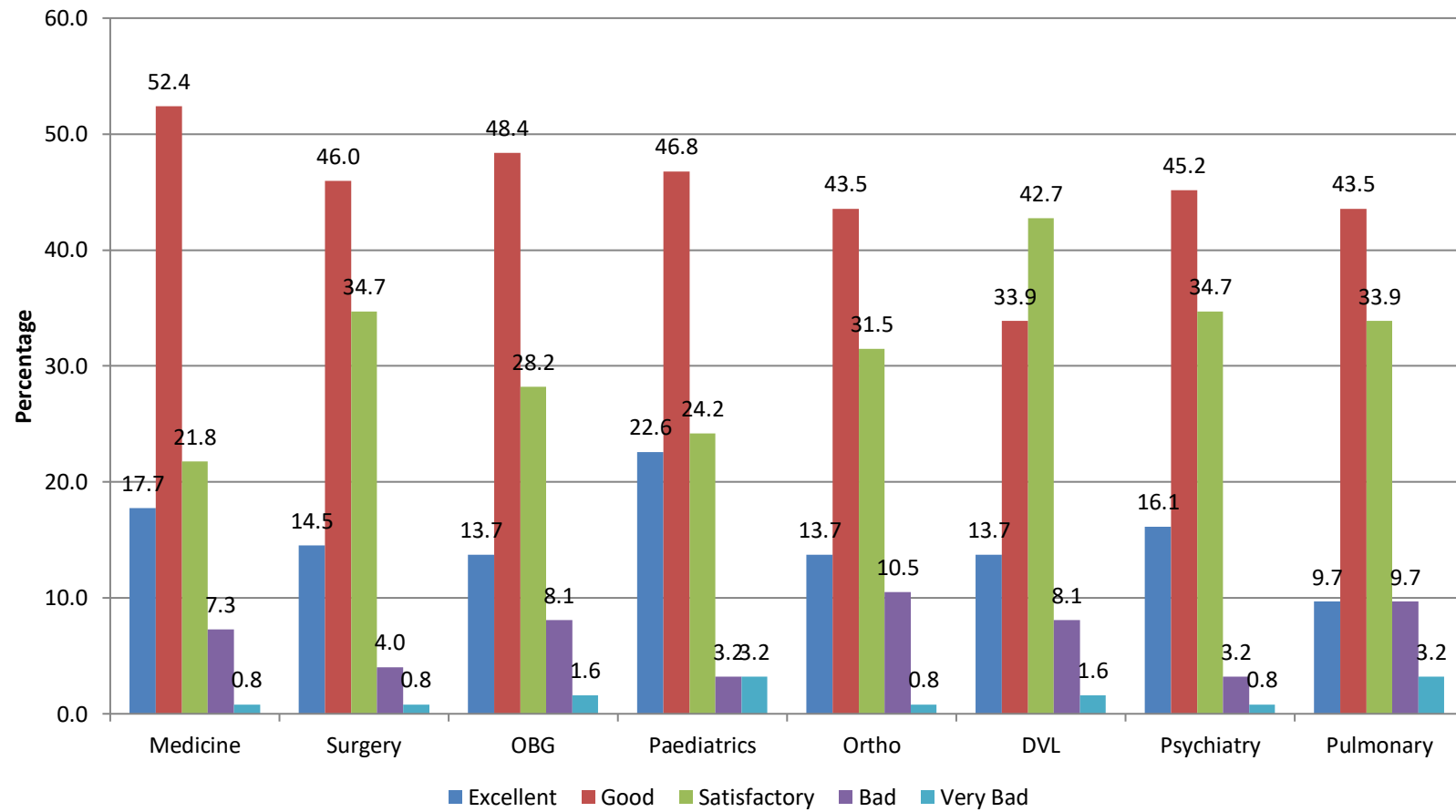


Figure 4. Distribution of responses on relevance of visual aids for theory classes



## ii. Adequacy

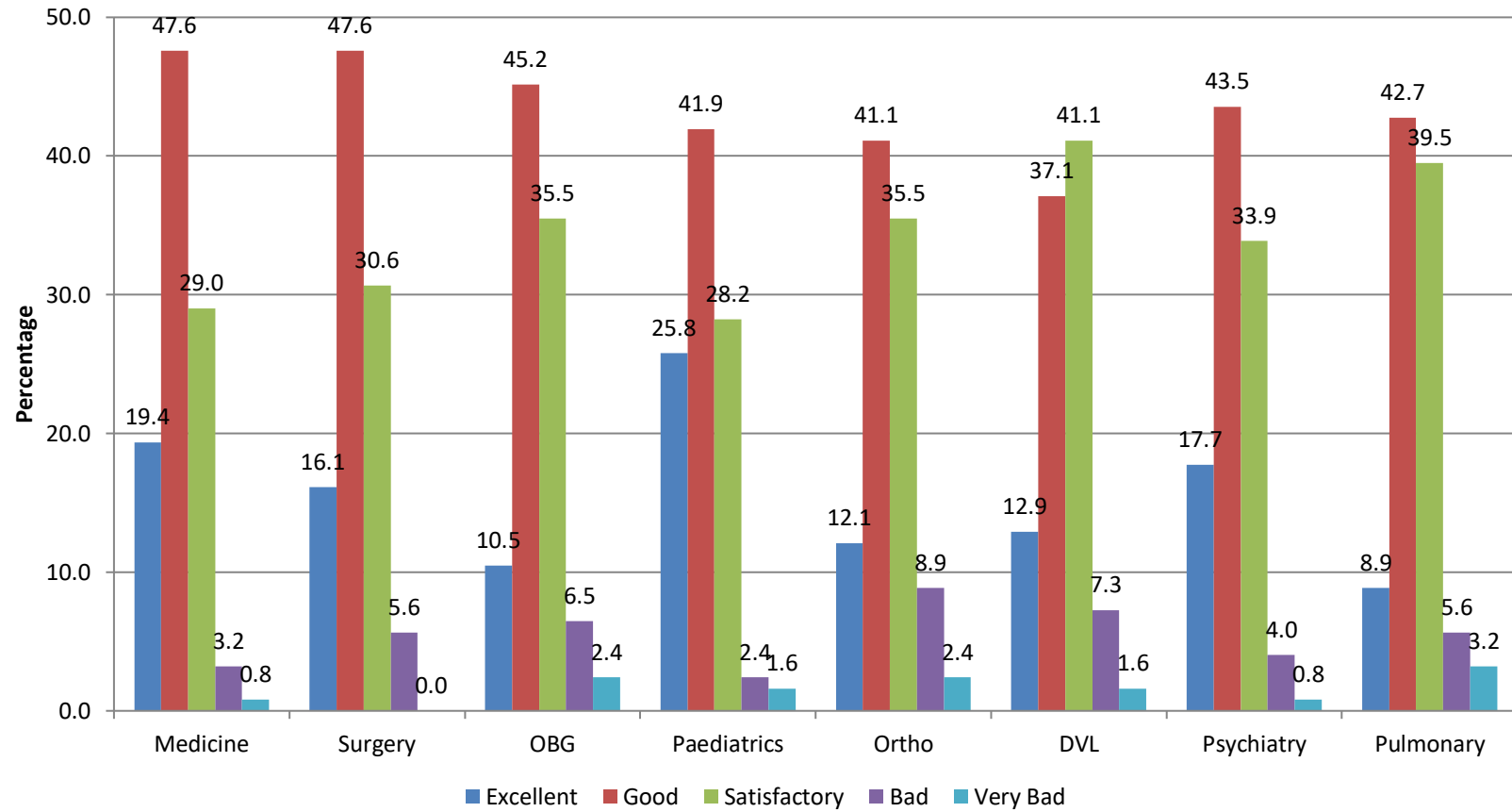


Figure 5. Distribution of responses on adequacy of visual aids for theory classes

### 3. Punctuality

#### i. Starting on time

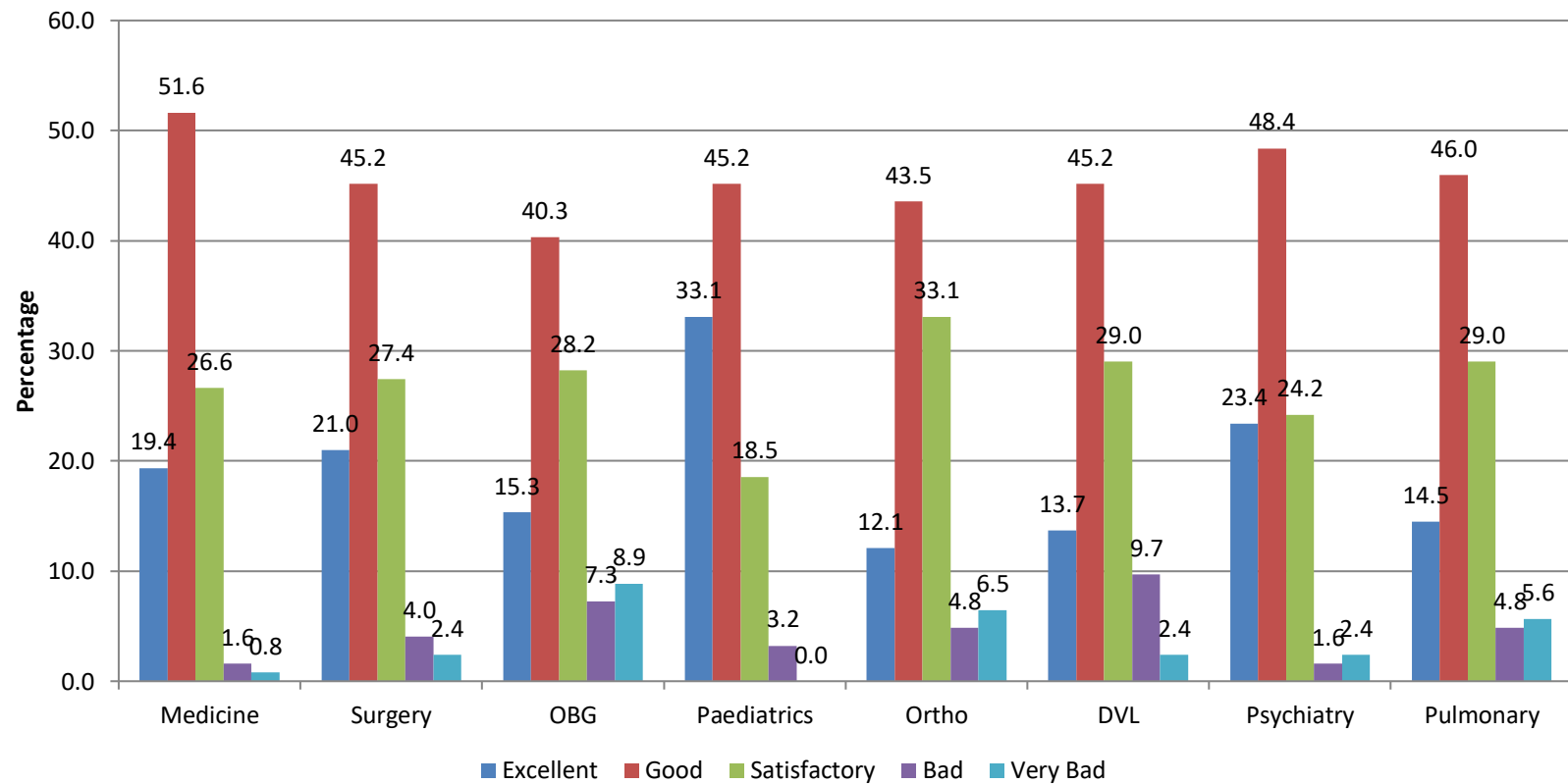


Figure 6. Distribution of responses on starting time of theory classes

## ii. Ending on time

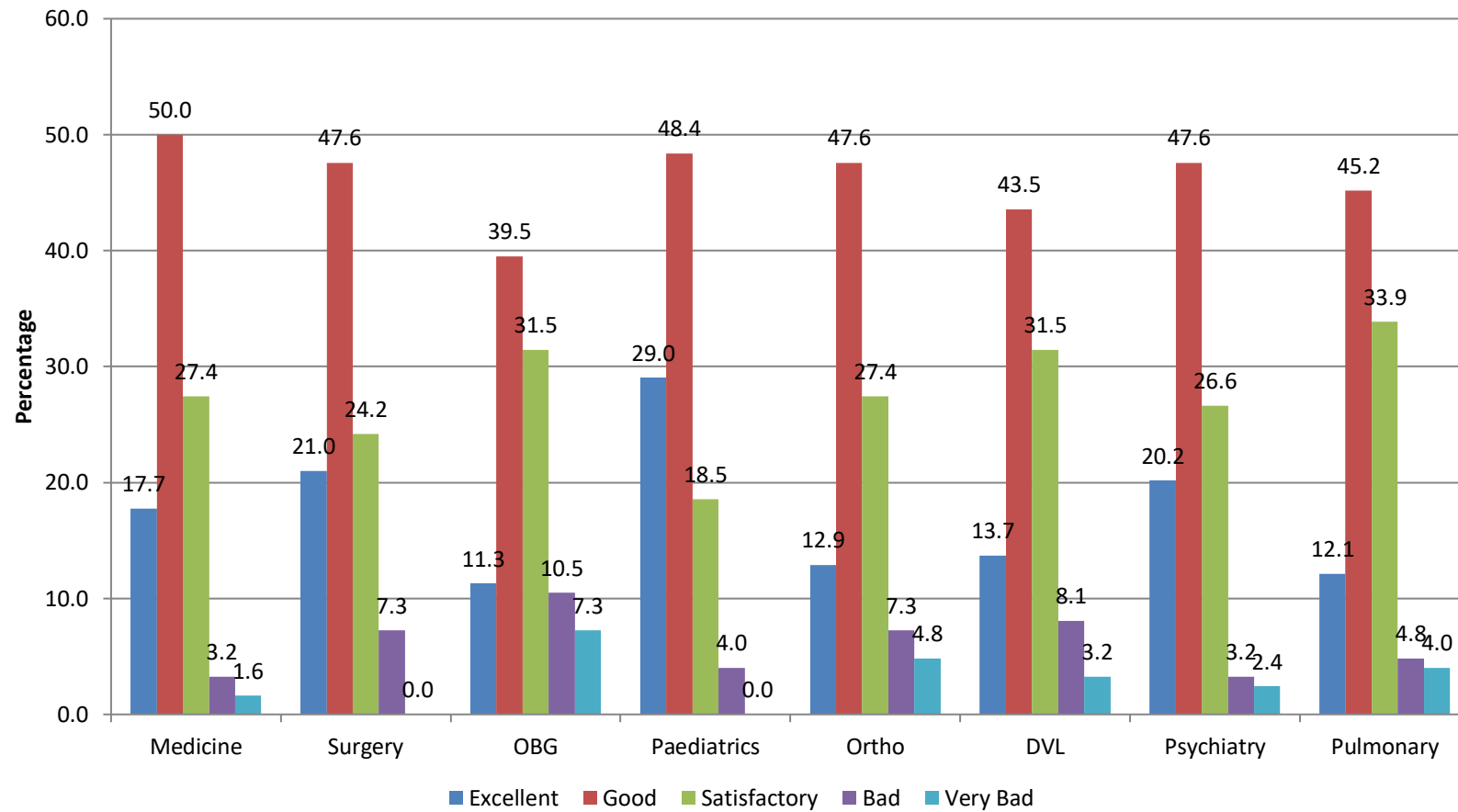


Figure 7. Distribution of responses on ending time of theory classes

## 4. Approachability

### i. During classes

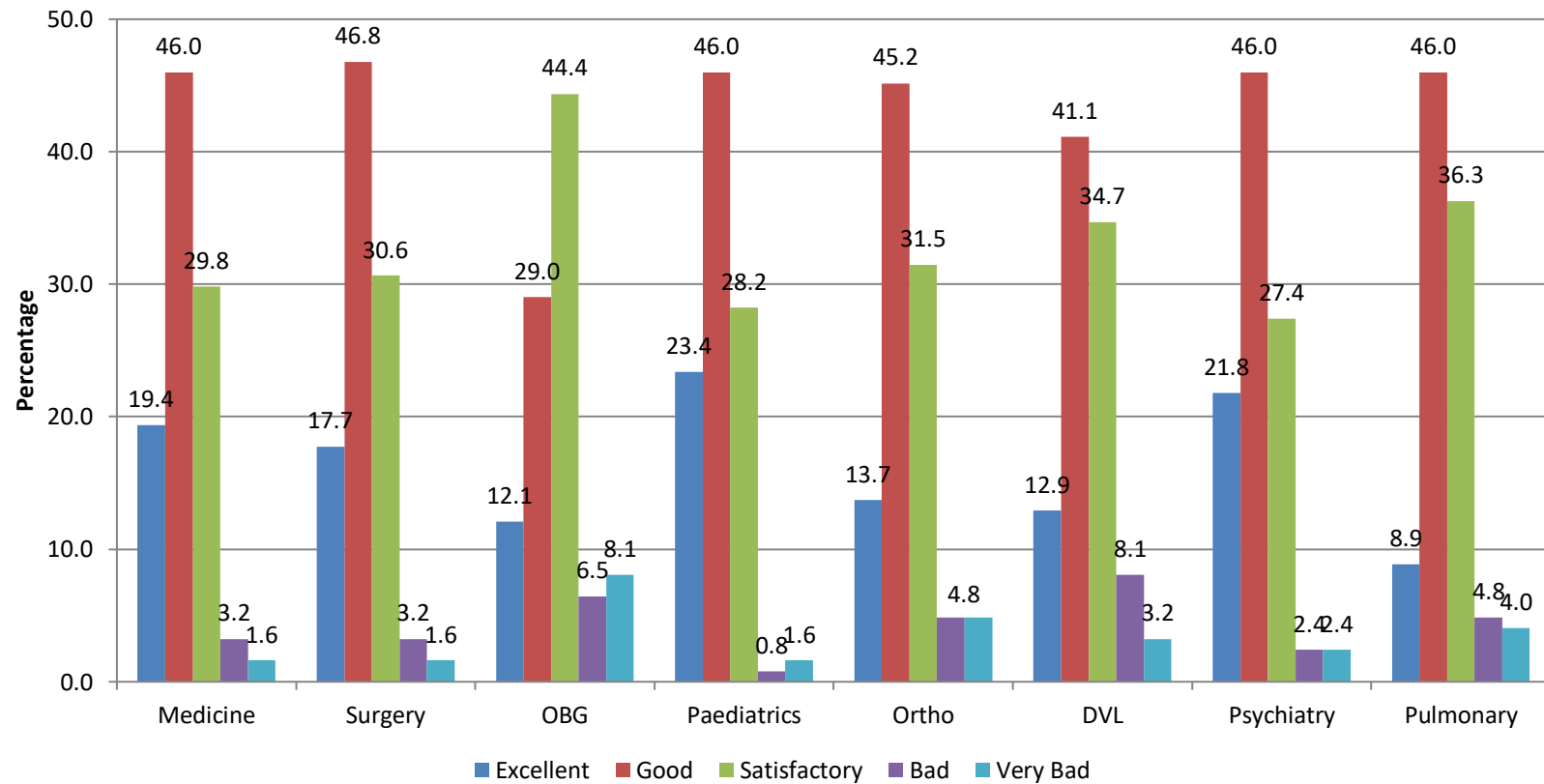


Figure 8. Distribution of responses on approachability during theory classes

## ii. After classes

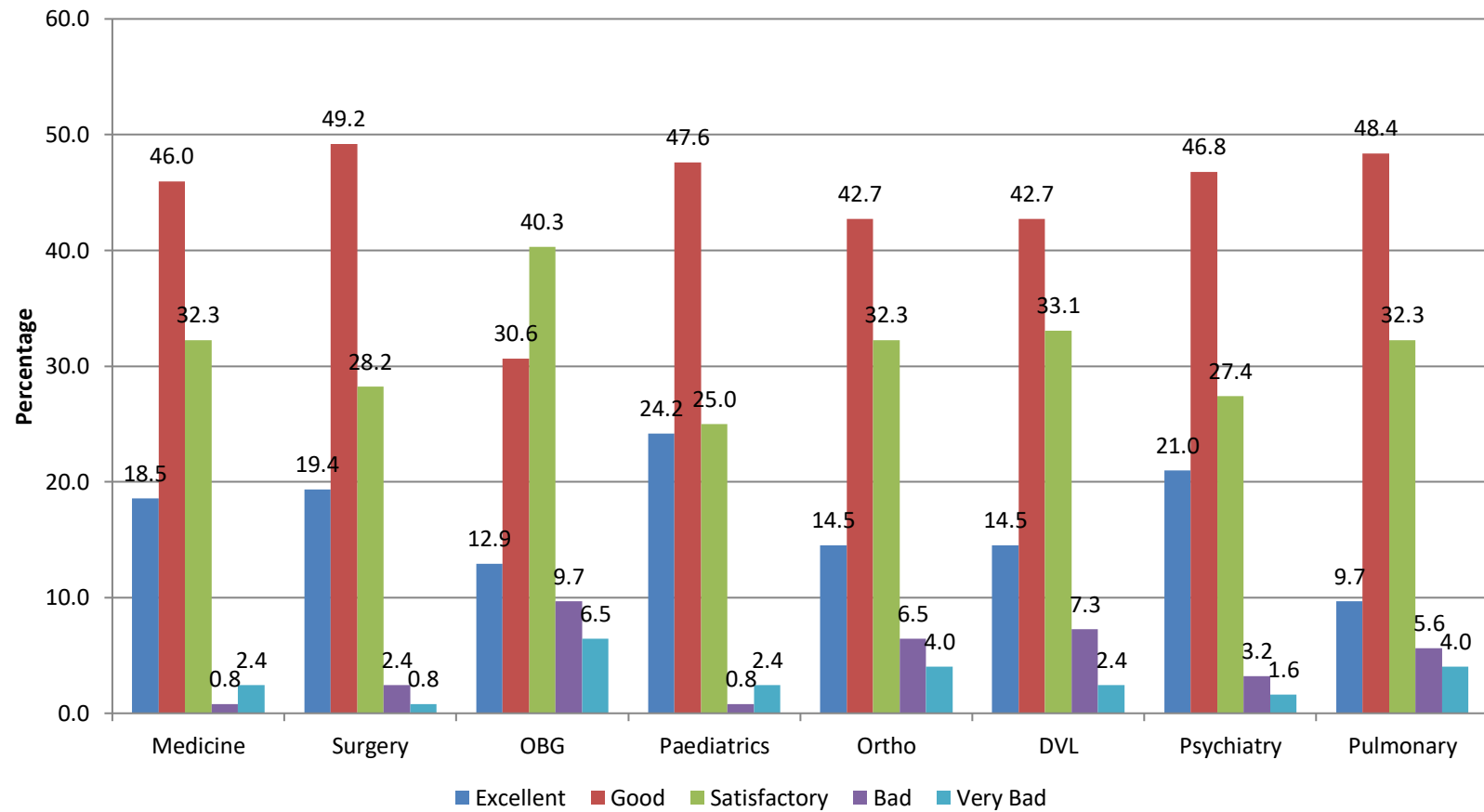


Figure 9. Distribution of responses on after theory classes approachability

## 5. Use of innovative methods

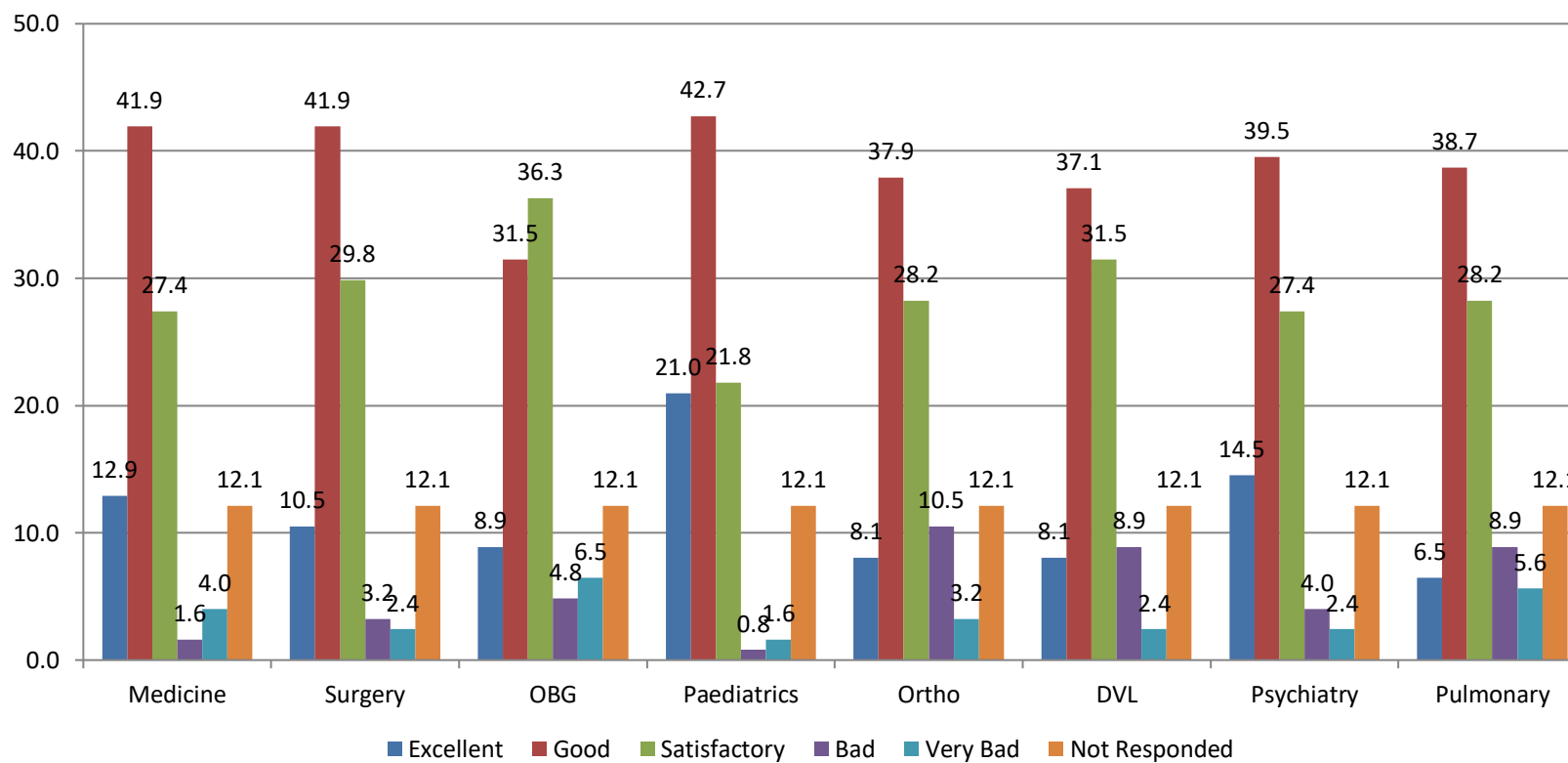


Figure 10. Distribution of responses on use of innovative methods during theory classes

## B. Clinics

### 1. Clinical skills training

#### i. History taking

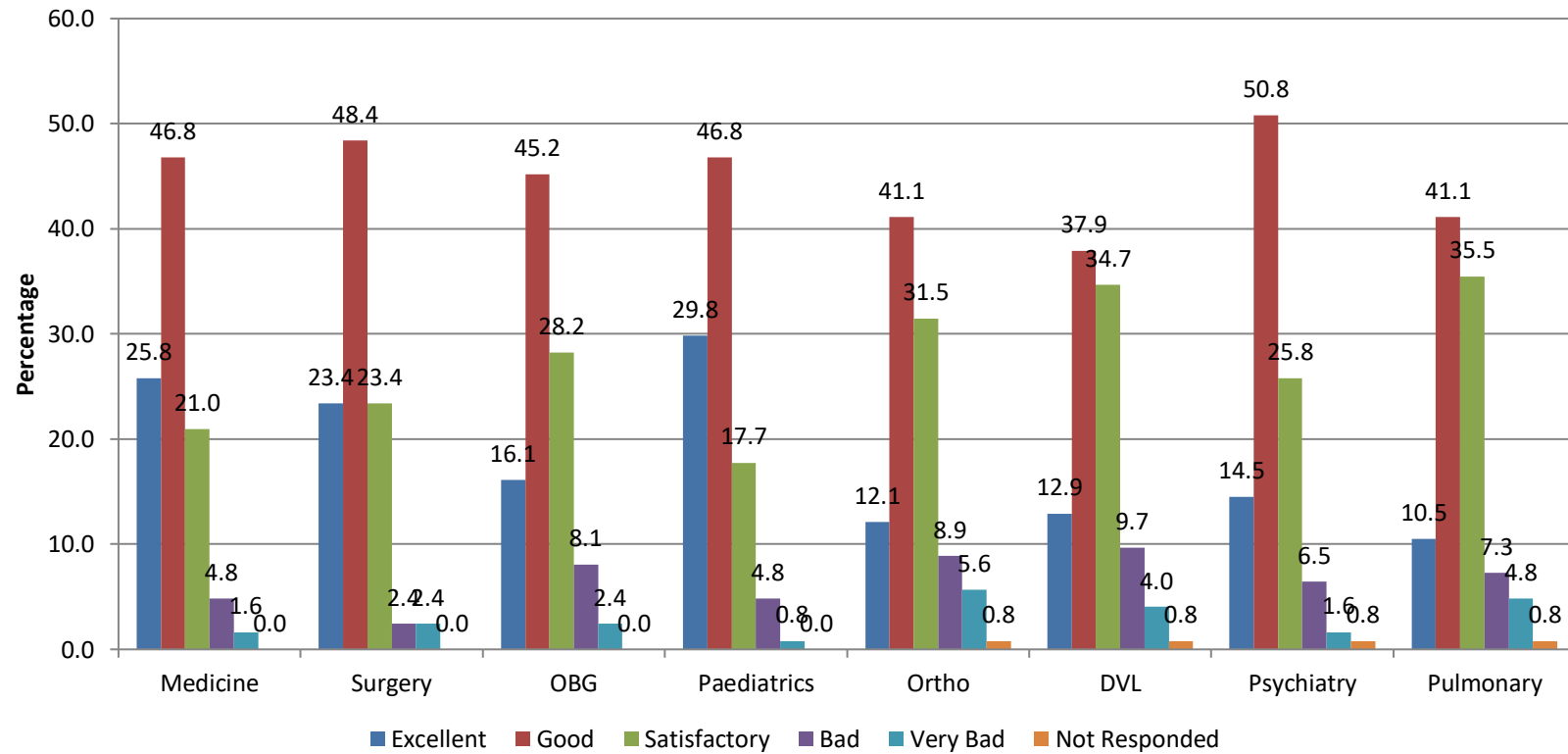


Figure 11. Distribution of responses on history taking during clinical skill training

## ii. Physical examination

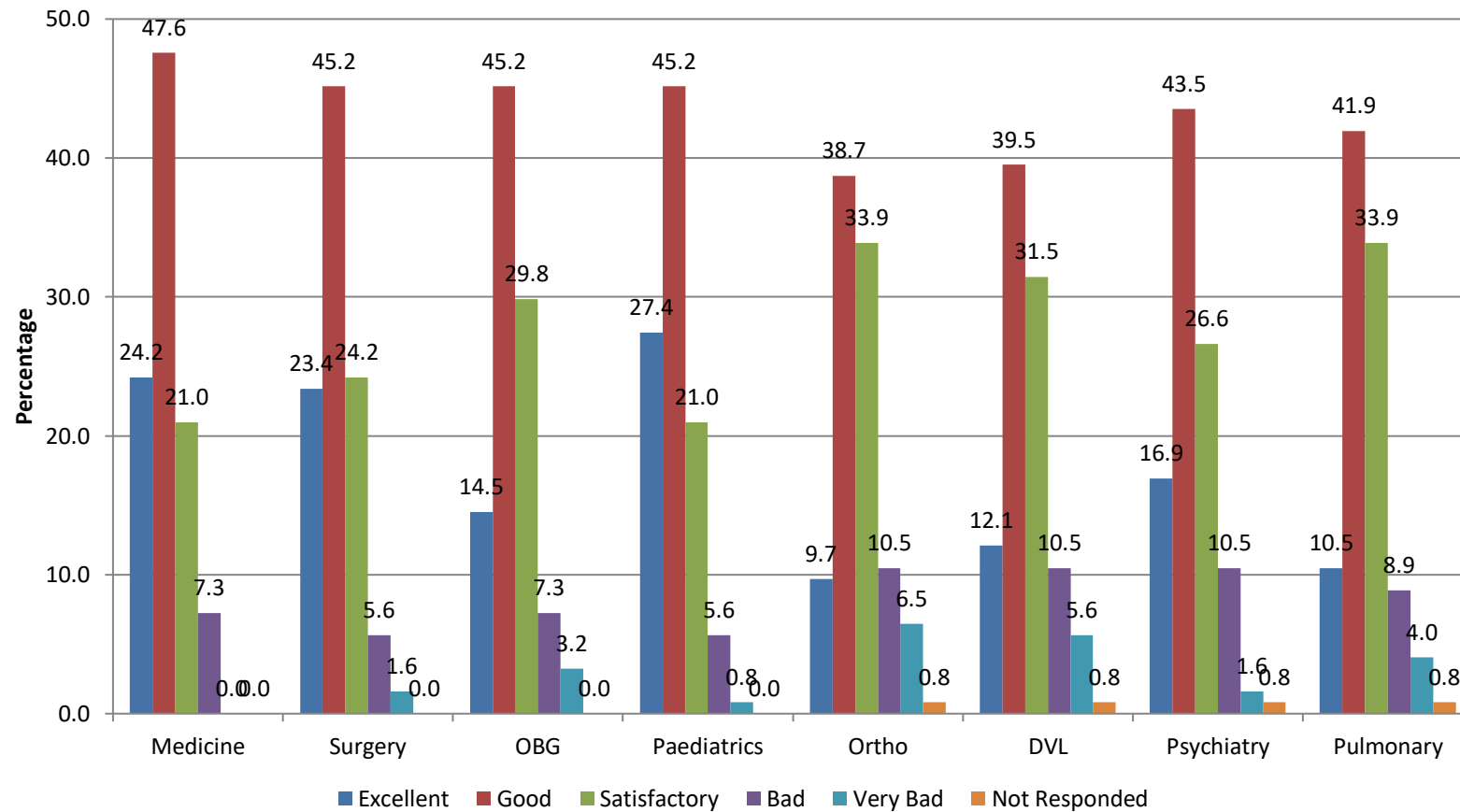


Figure 12. Distribution of responses on physical examination during clinical skill training



### iii. Formulation of clinical diagnosis & Differential diagnosis

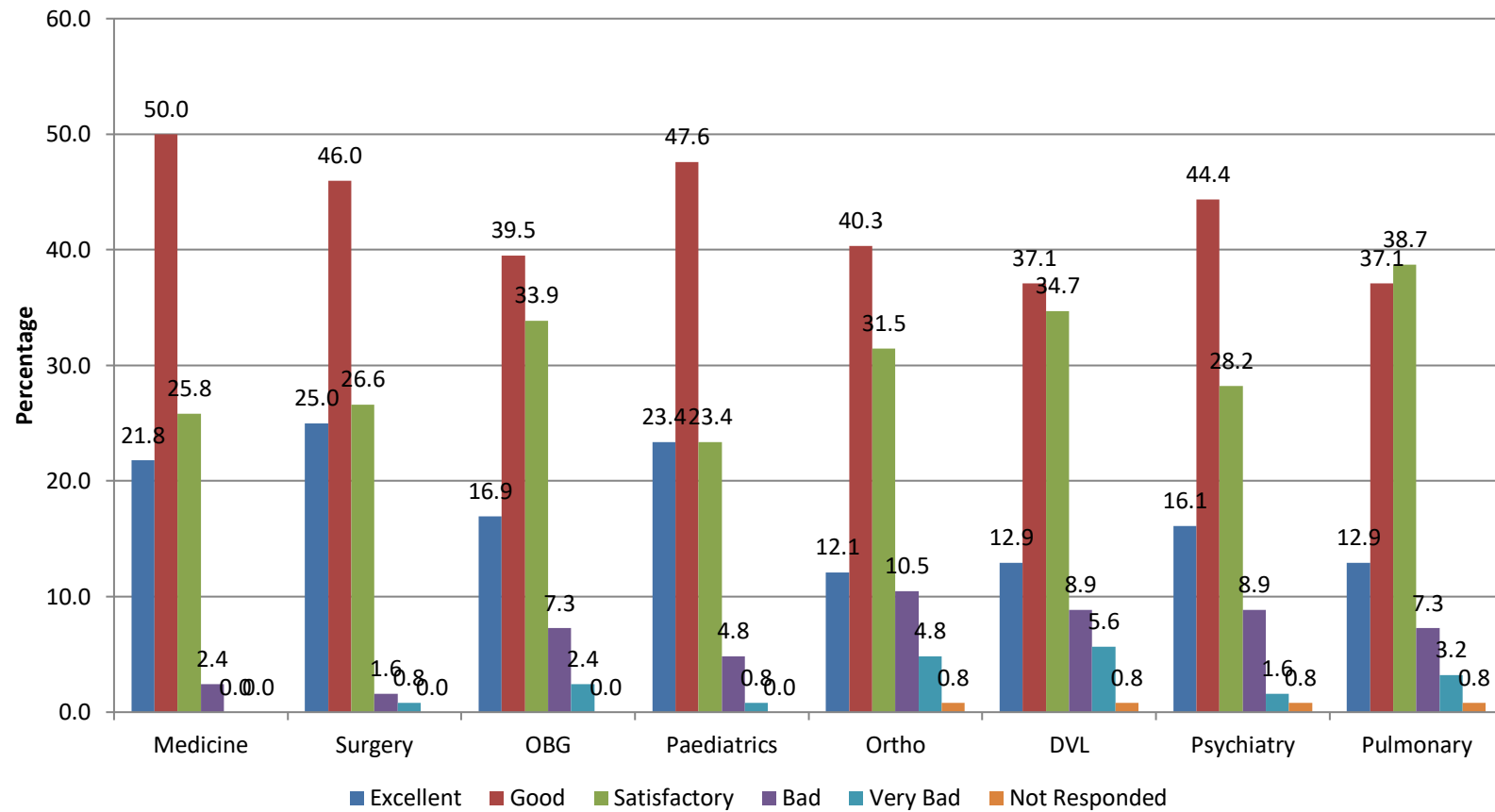


Figure 13. Distribution of responses on Formulation of clinical diagnosis & Differential diagnosis during clinical skill training

#### iv. Rationale of investigations

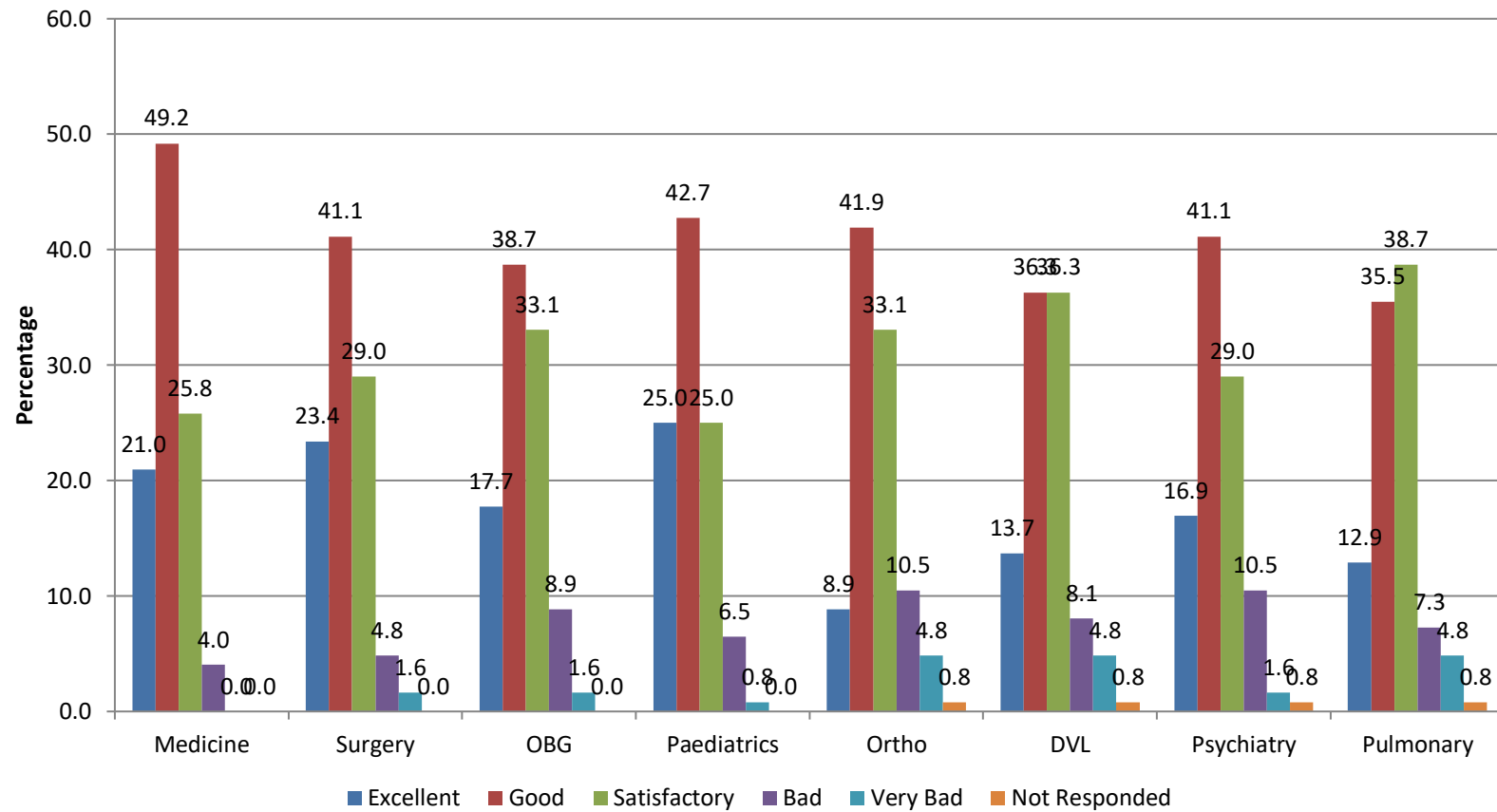


Figure 14. Distribution of responses on rationale of investigations during clinical skill training

## v. Interpretation of results

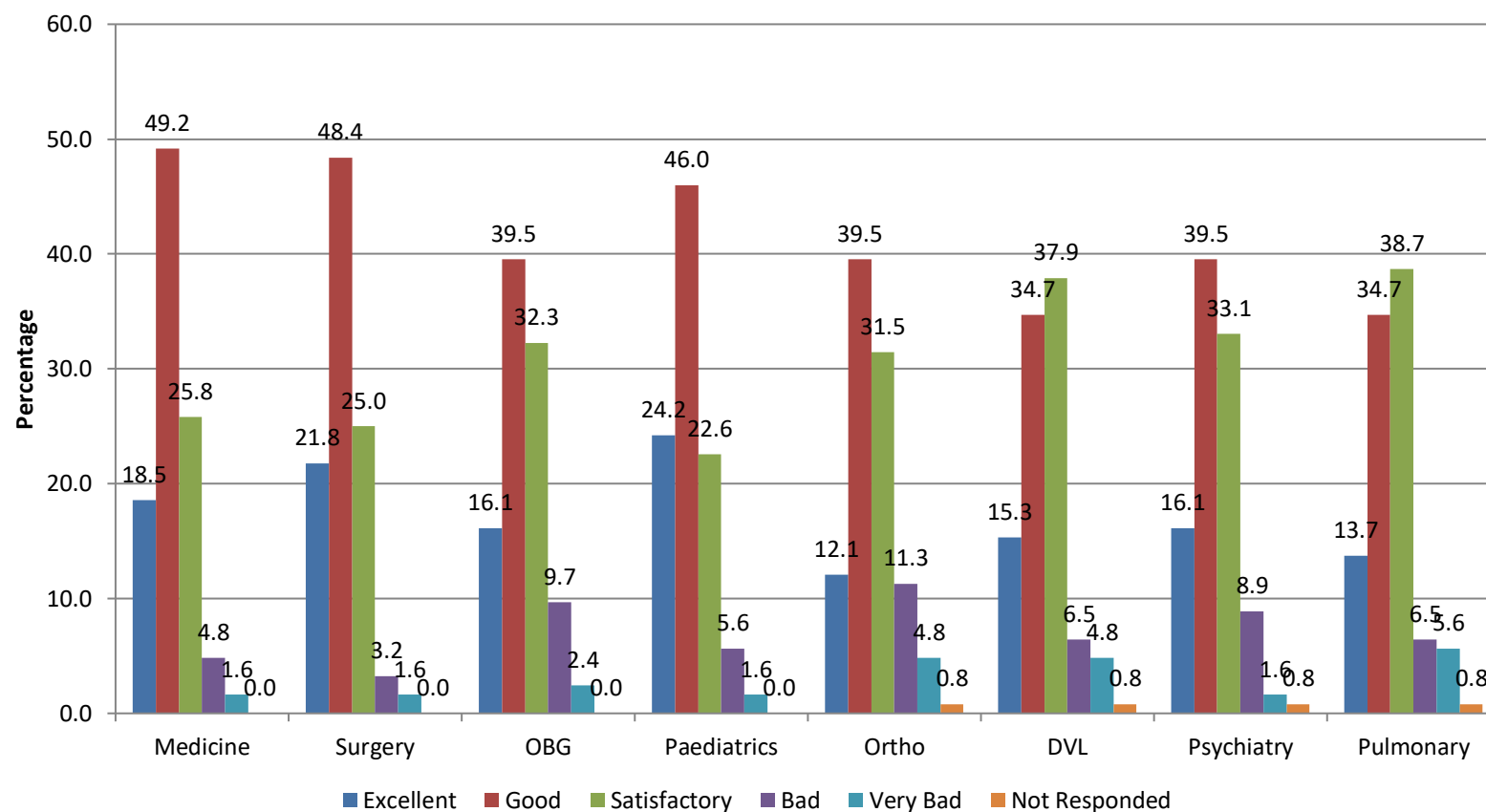


Figure 15. Distribution of responses on Interpretation of results during clinical skill training

## vi. Management steps

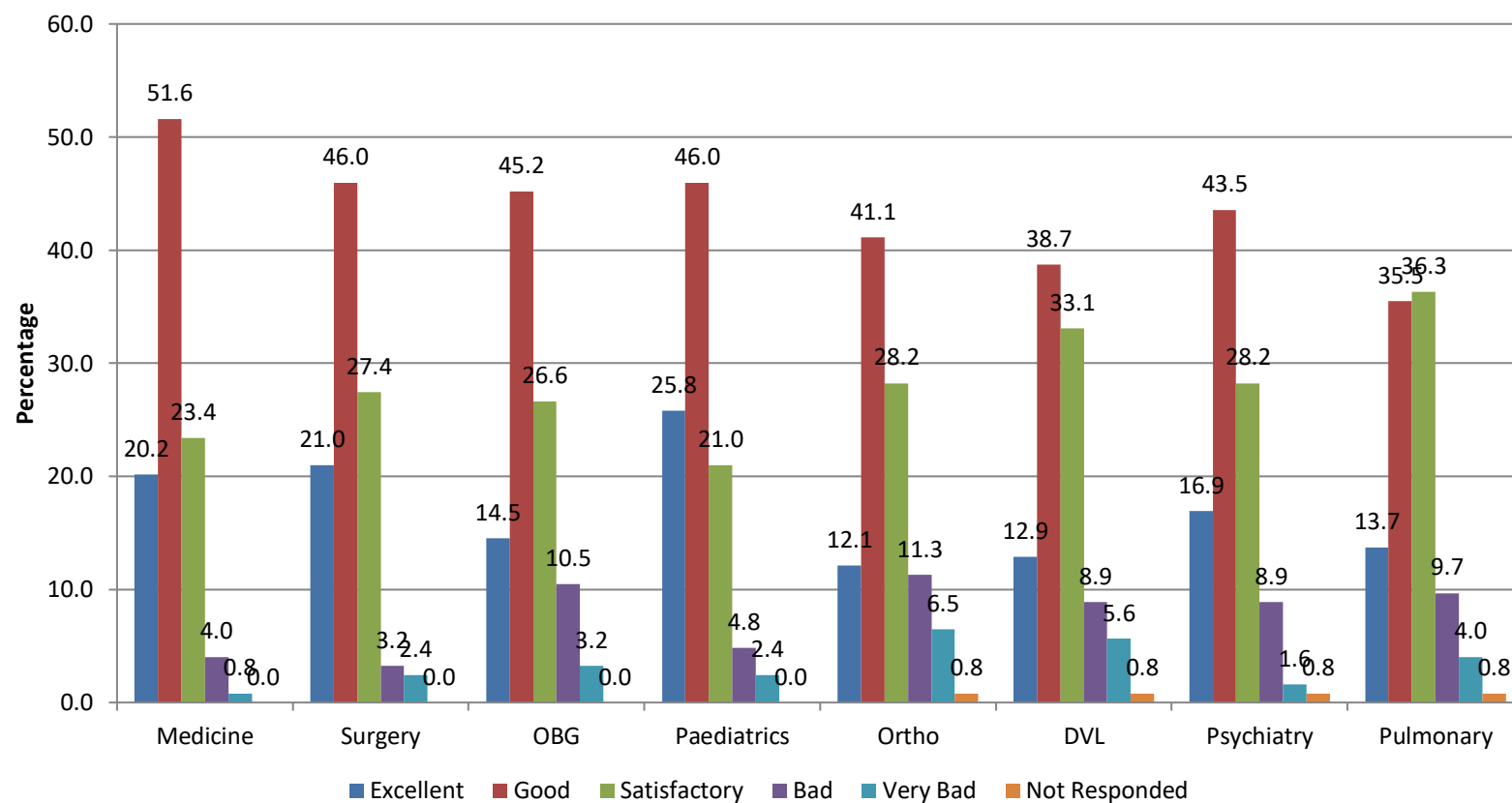


Figure 16. Distribution of responses on management steps during clinical skill training

## 2. Adequate utilization of posting time

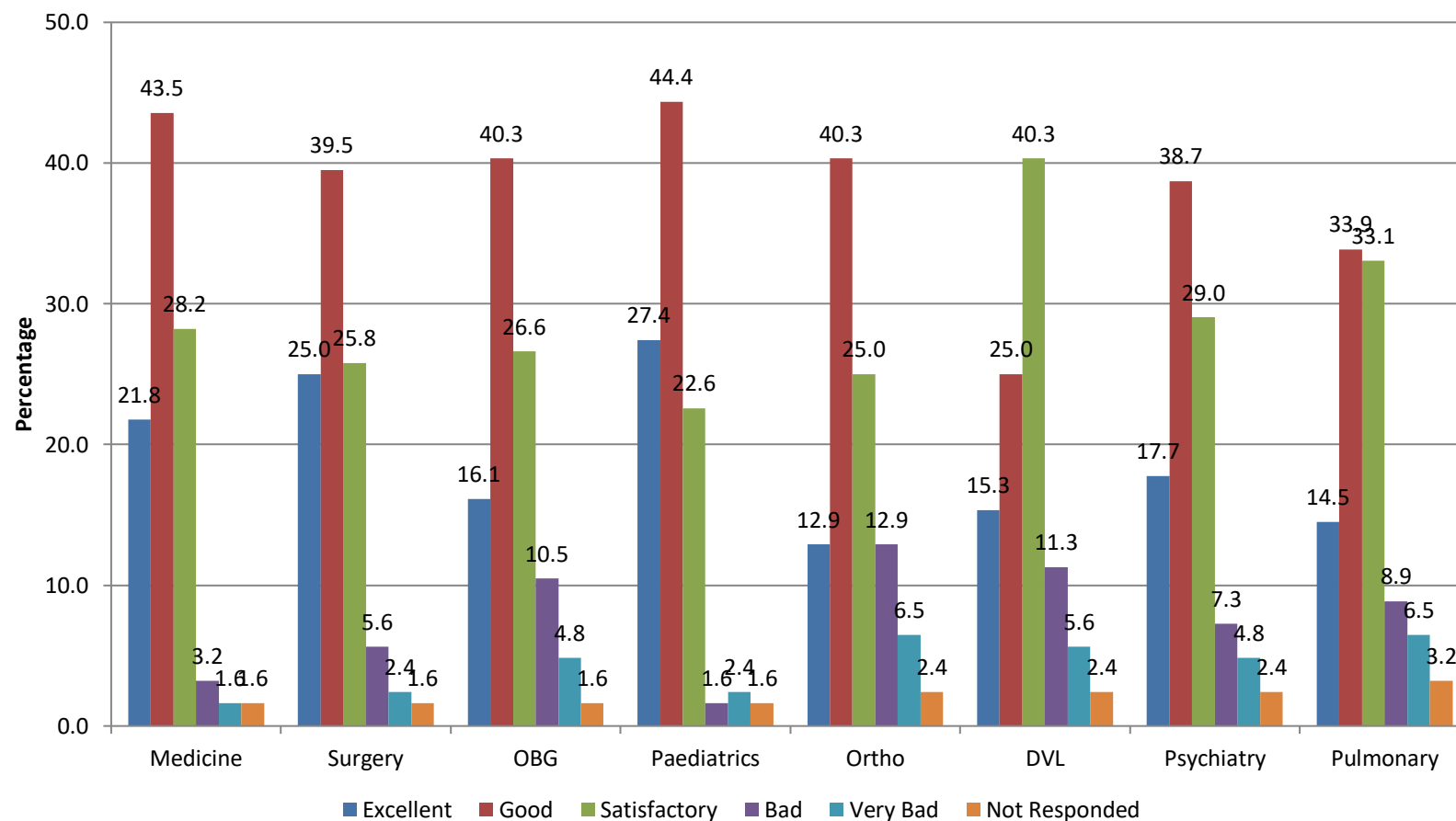


Figure 17. Distribution of responses on adequate utilization of posting time during clinical skill training

### 3. Case variety

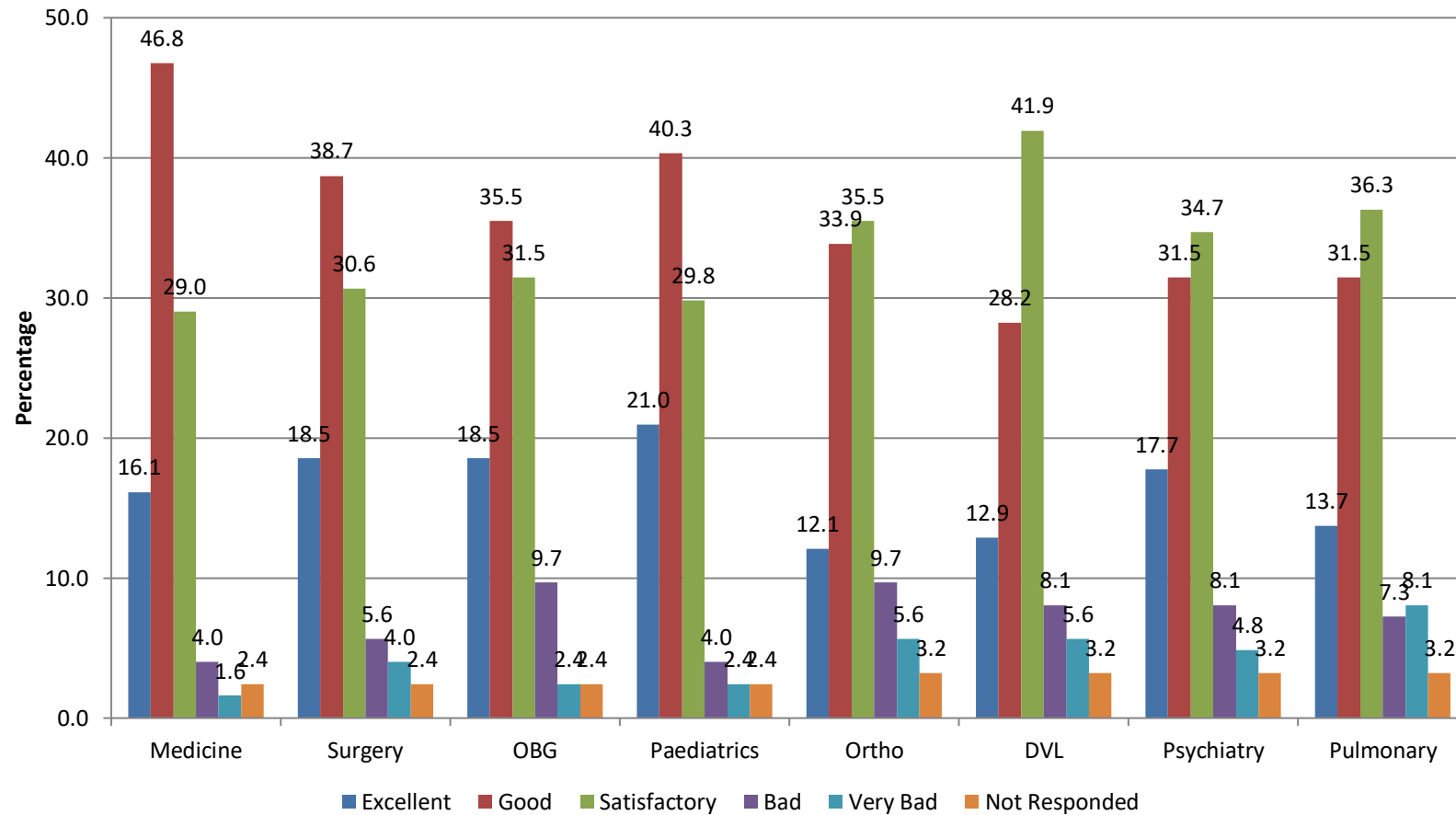


Figure 18. Distribution of responses on variety of cases seen during clinical skill training

#### 4. Number of cases

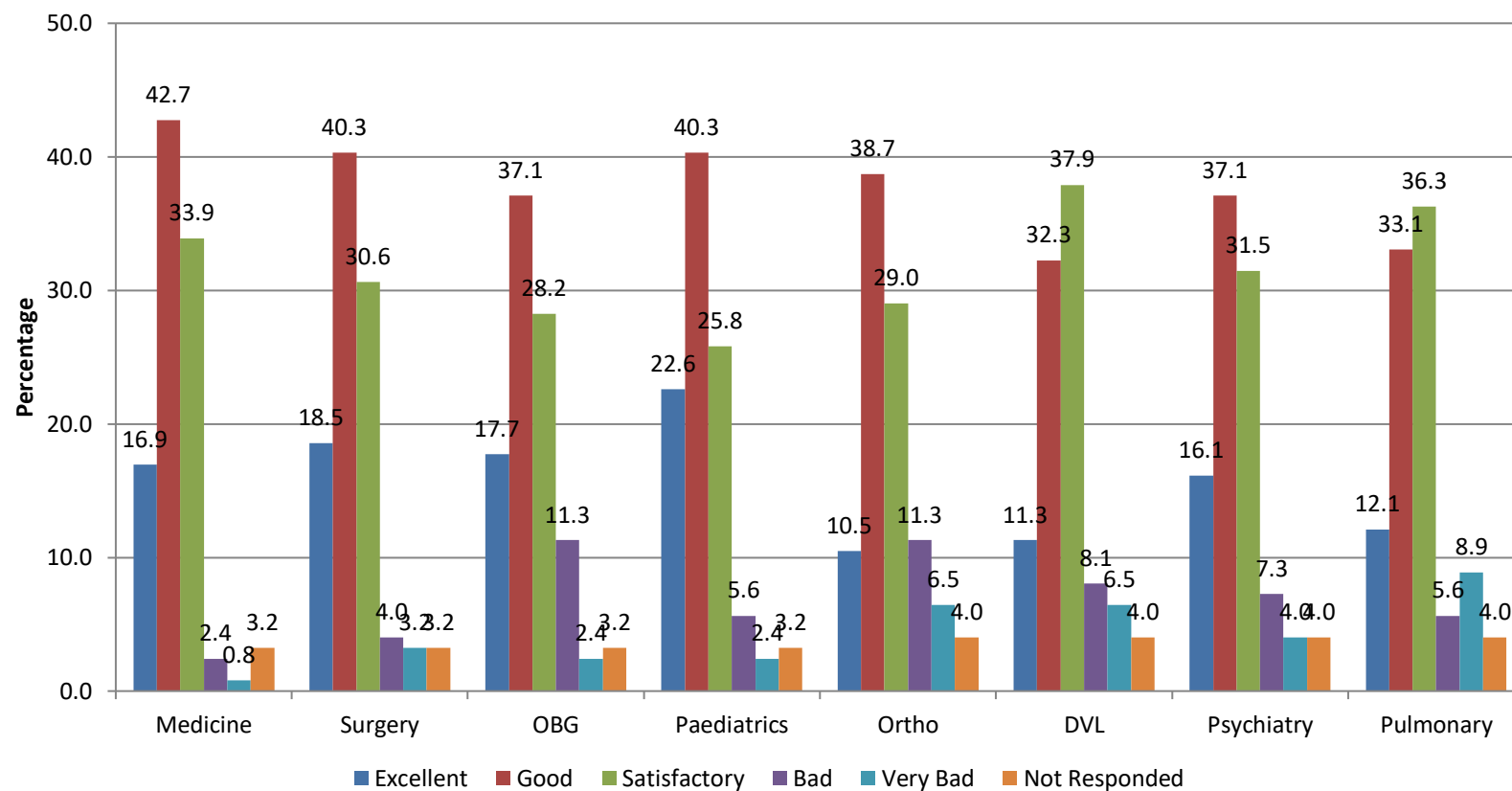


Figure 19. Distribution of responses on number of cases seen during clinical skill training

## C. Assessments

### 1. End of posting

#### i. OSCE

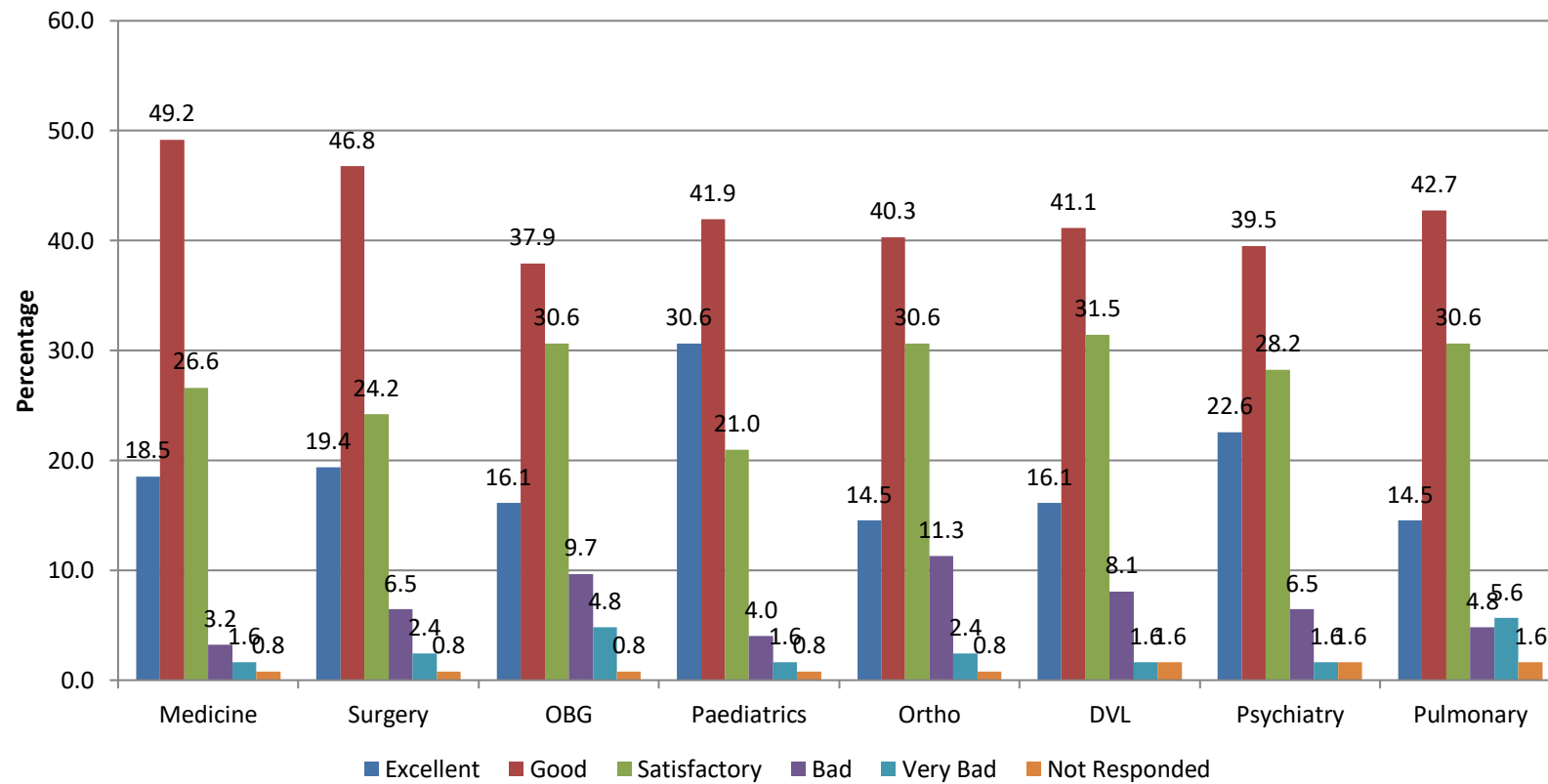


Figure 20. Distribution of responses on OSCE assessment at the end of posting



## ii. Assessment of clinical skills

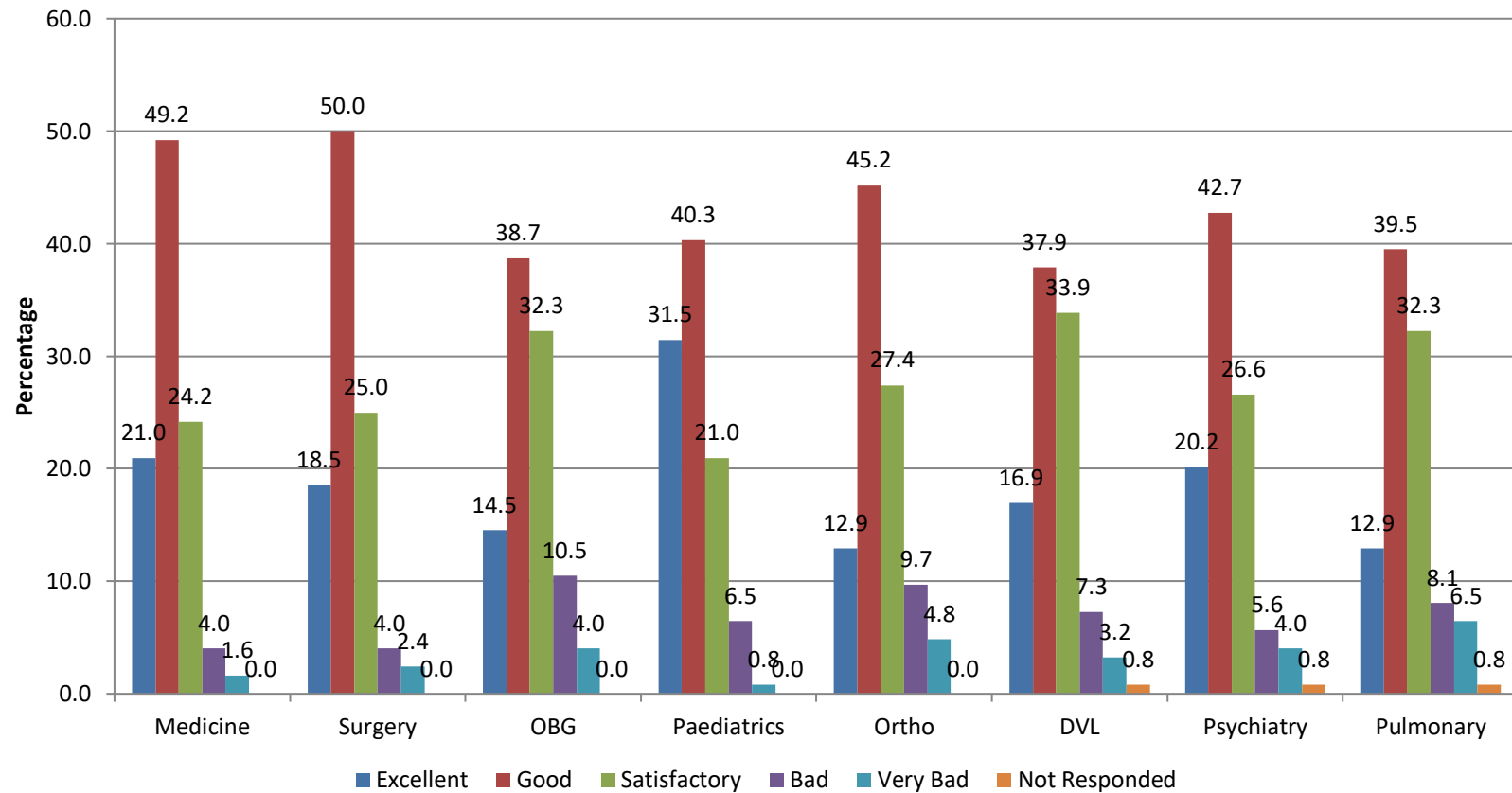


Figure 21. Distribution of responses on clinical skills Assessment

### iii. Assessment of cases discussed

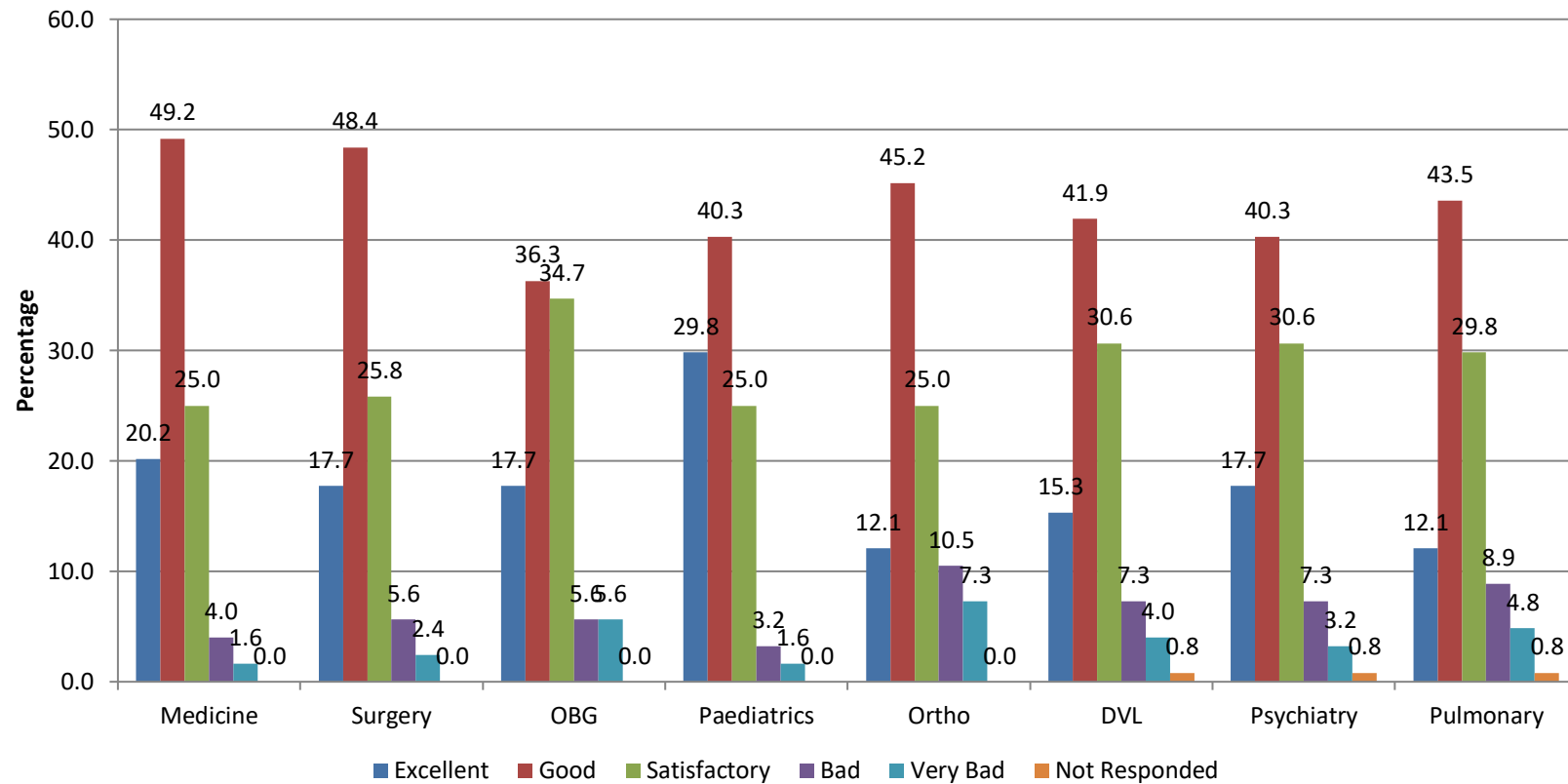


Figure 22. Distribution of responses on cases discussed during posting

#### iv. Feedback after the assessment

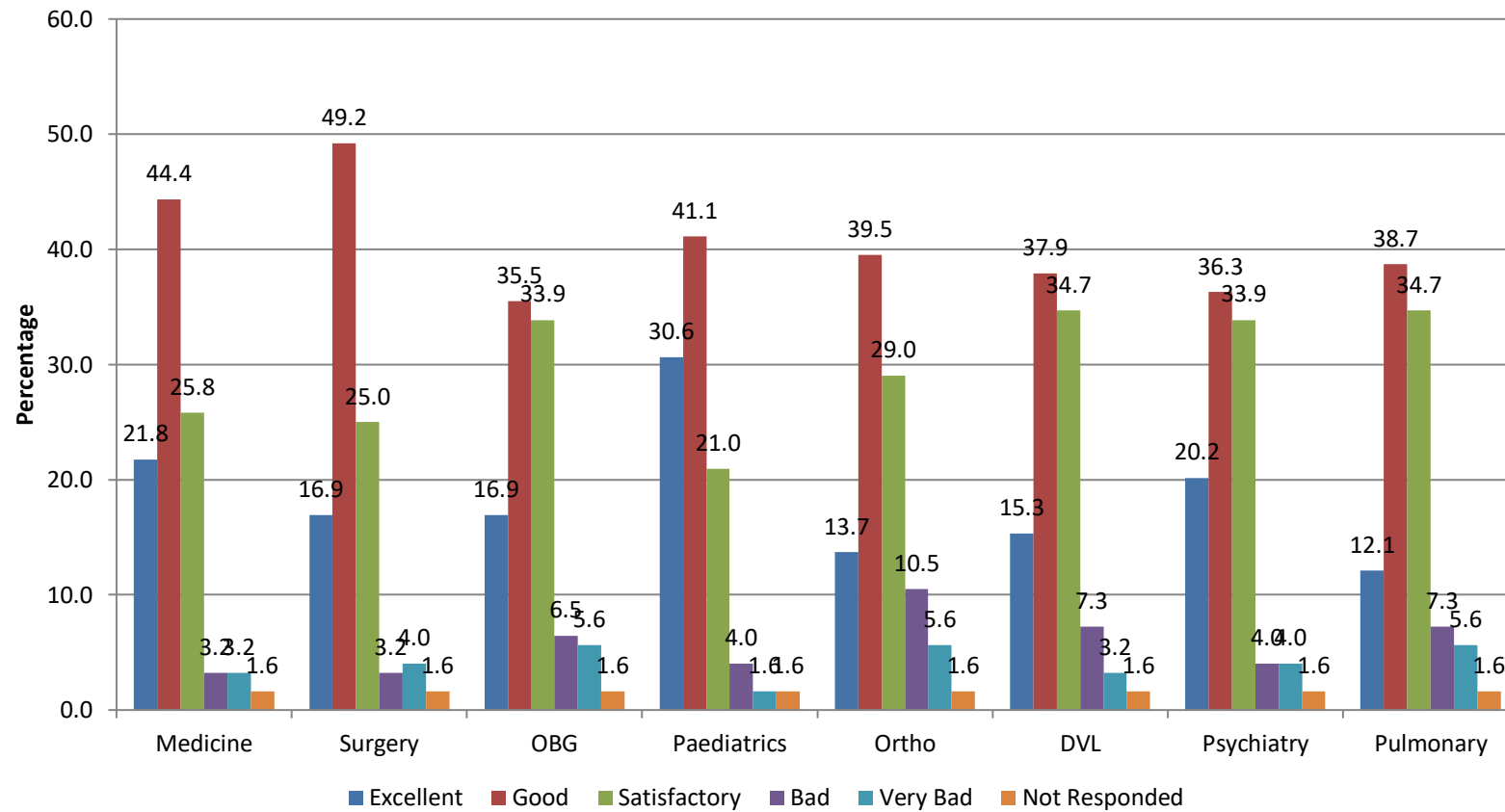


Figure 23. Distribution of responses on Feedback after the assessment

## 2. Internal Assessment – Coverage of syllabus

### i. Full portions covered

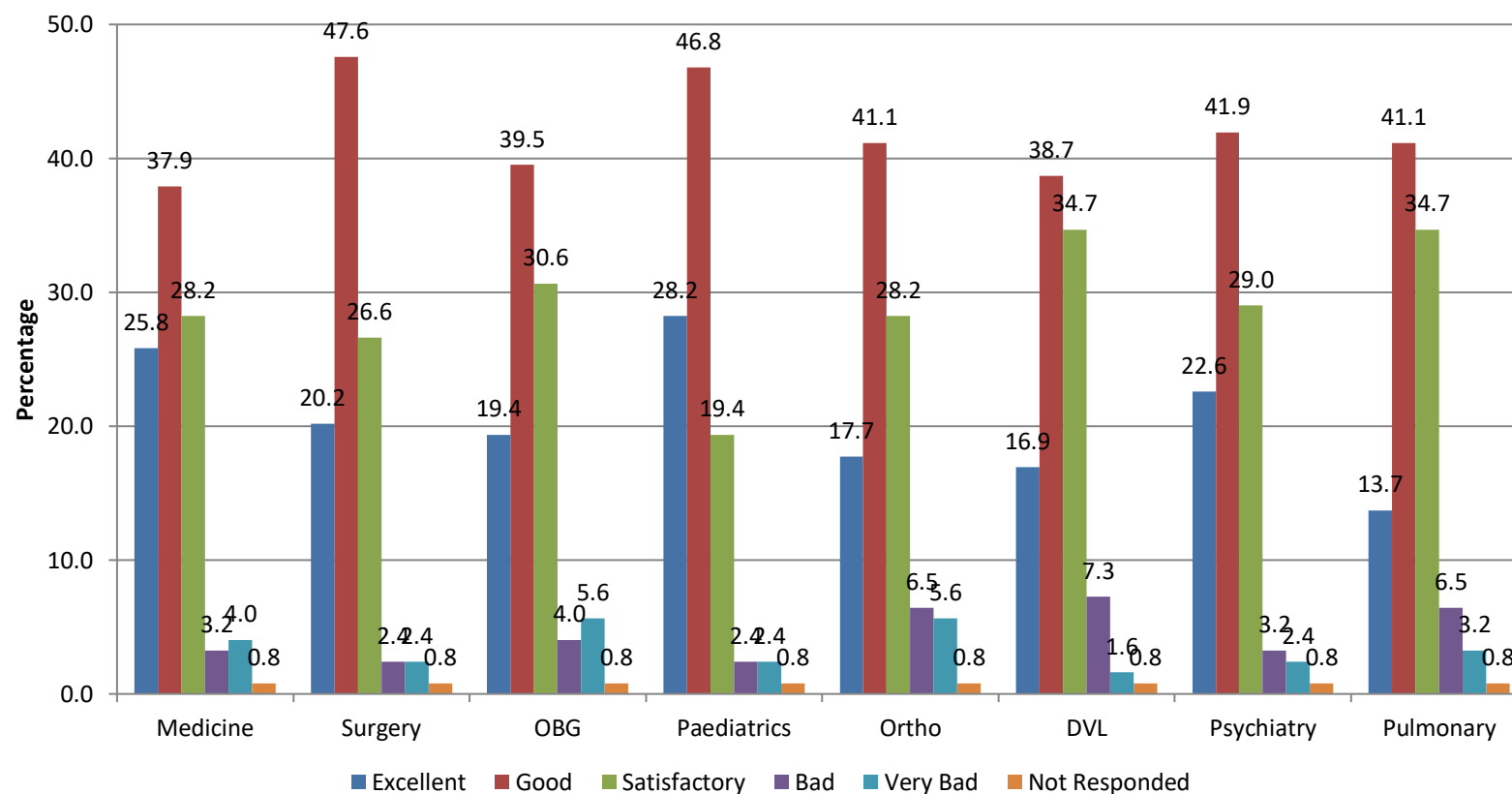


Figure 24. Distribution of responses on portions covered for internal assessment

## ii. University pattern followed

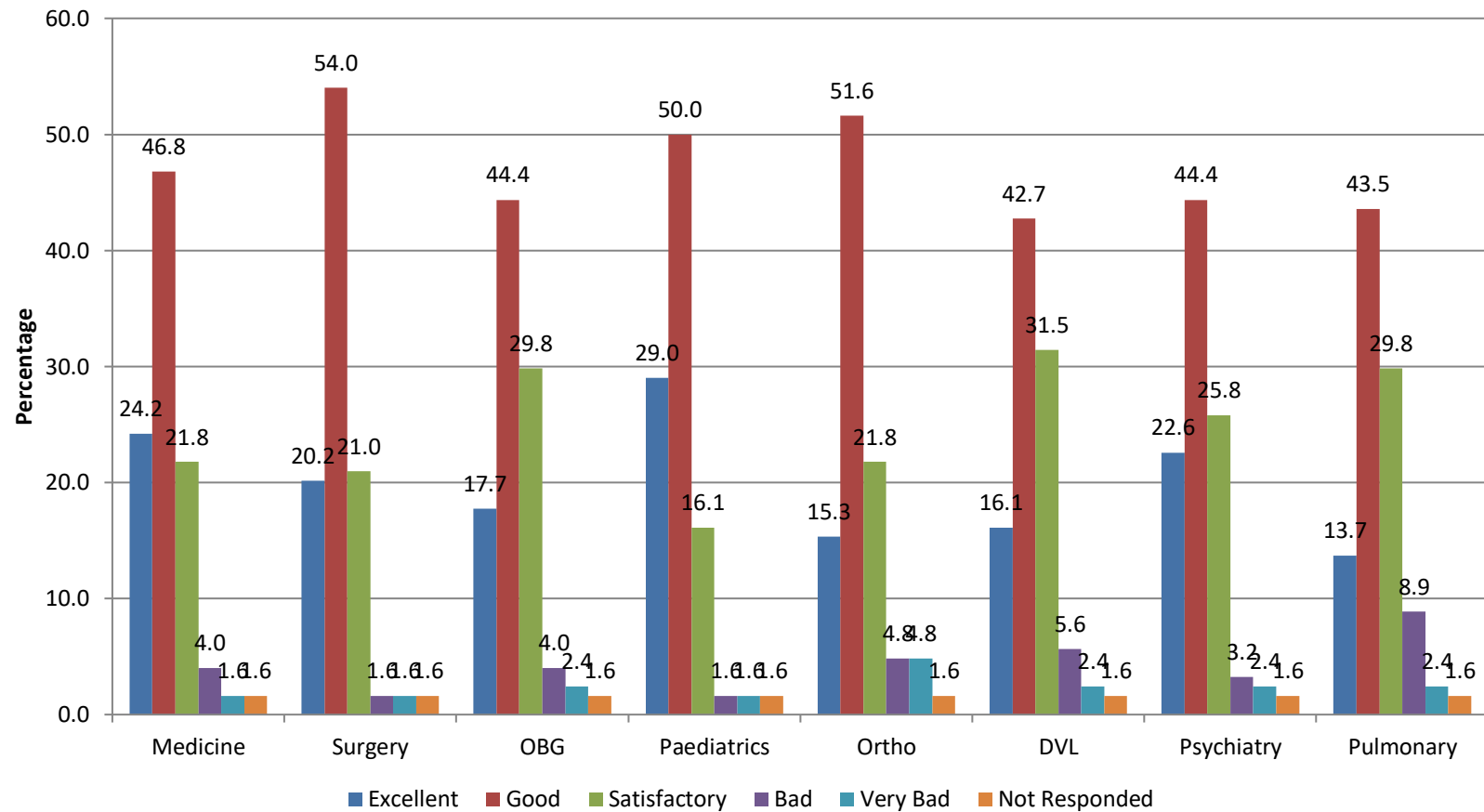


Figure 25. Distribution of responses on University pattern followed in exam for internal assessment

### iii. Testing of analytical skills

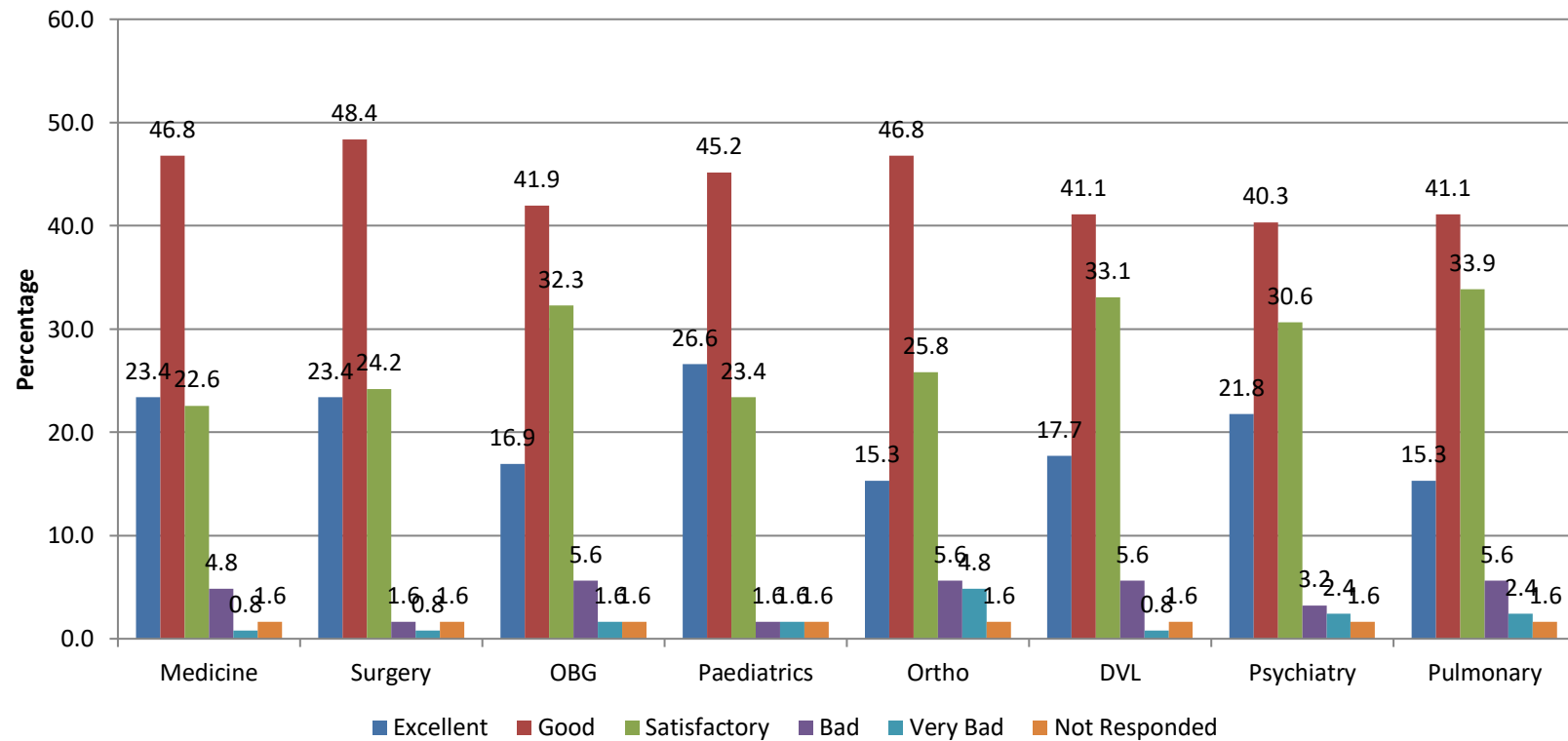


Figure 26. Distribution of responses on analytical skill test for internal assessment

### 3. Internal Assessment – Conduct of exam

#### i. Seating arrangements

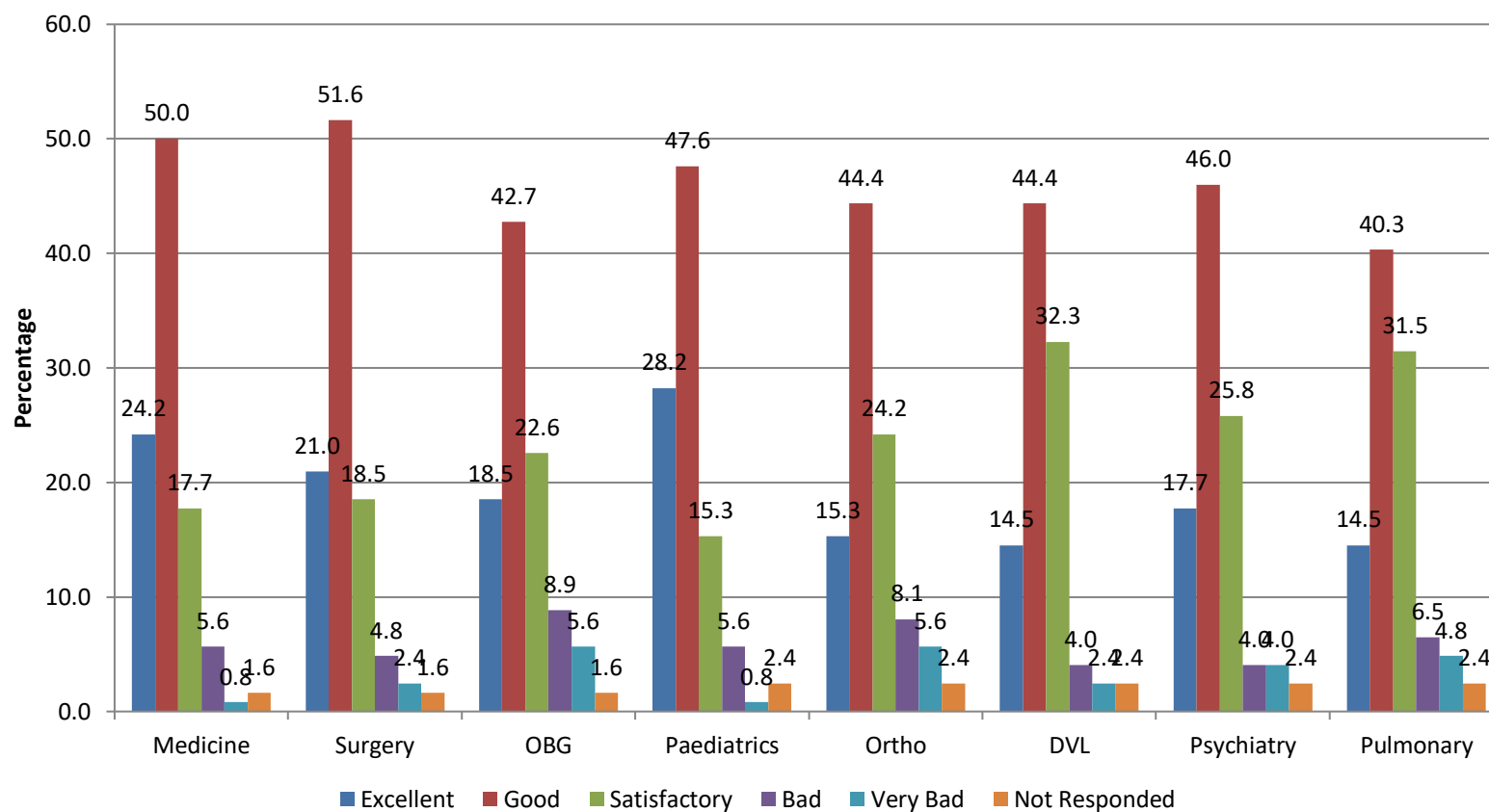


Figure 27. Distribution of responses on seating arrangement in exams for internal assessment

## ii. Adequacy of supervision

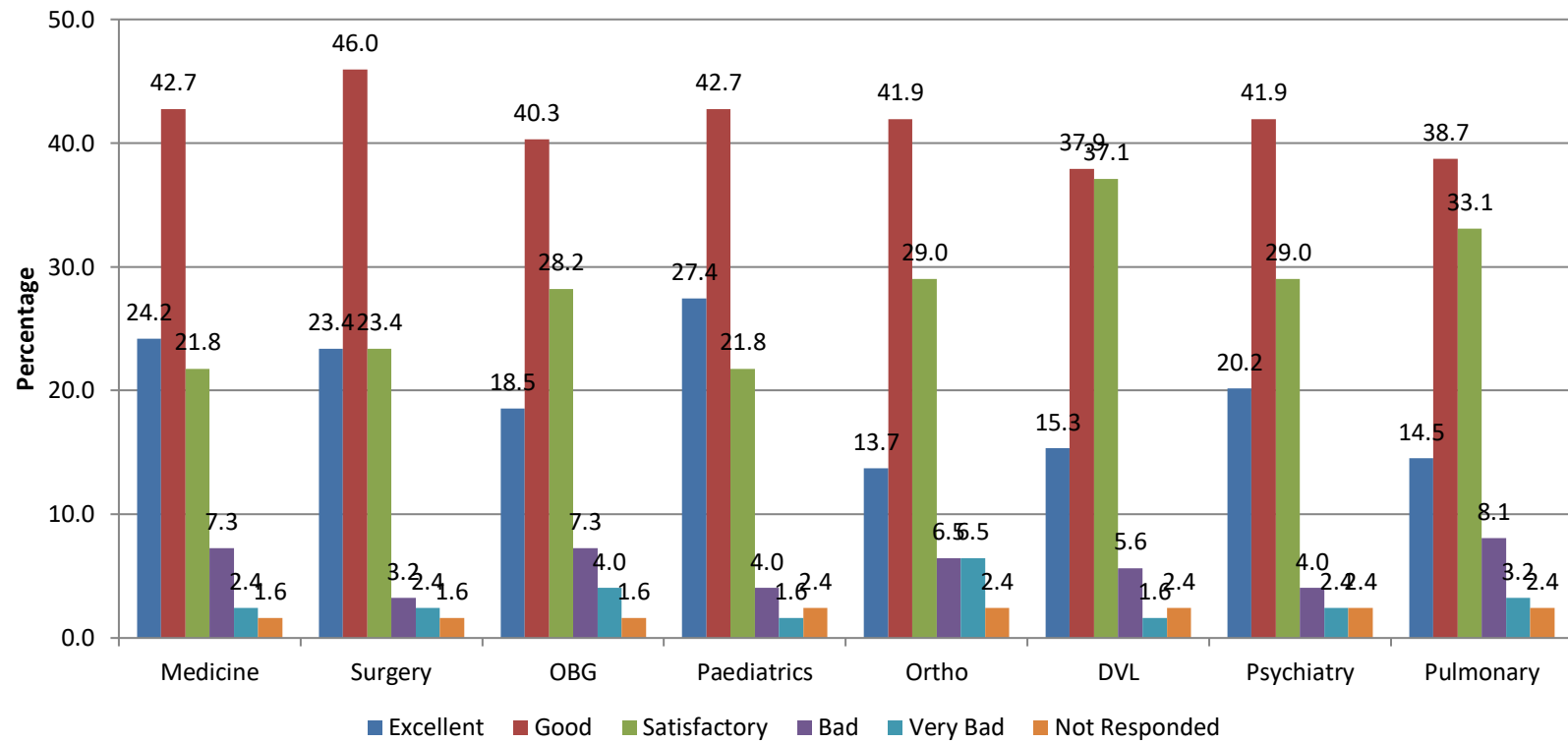


Figure 28. Distribution of responses on Adequacy of supervision in exams for internal assessment



## 4. Valuation

### i. Fairness

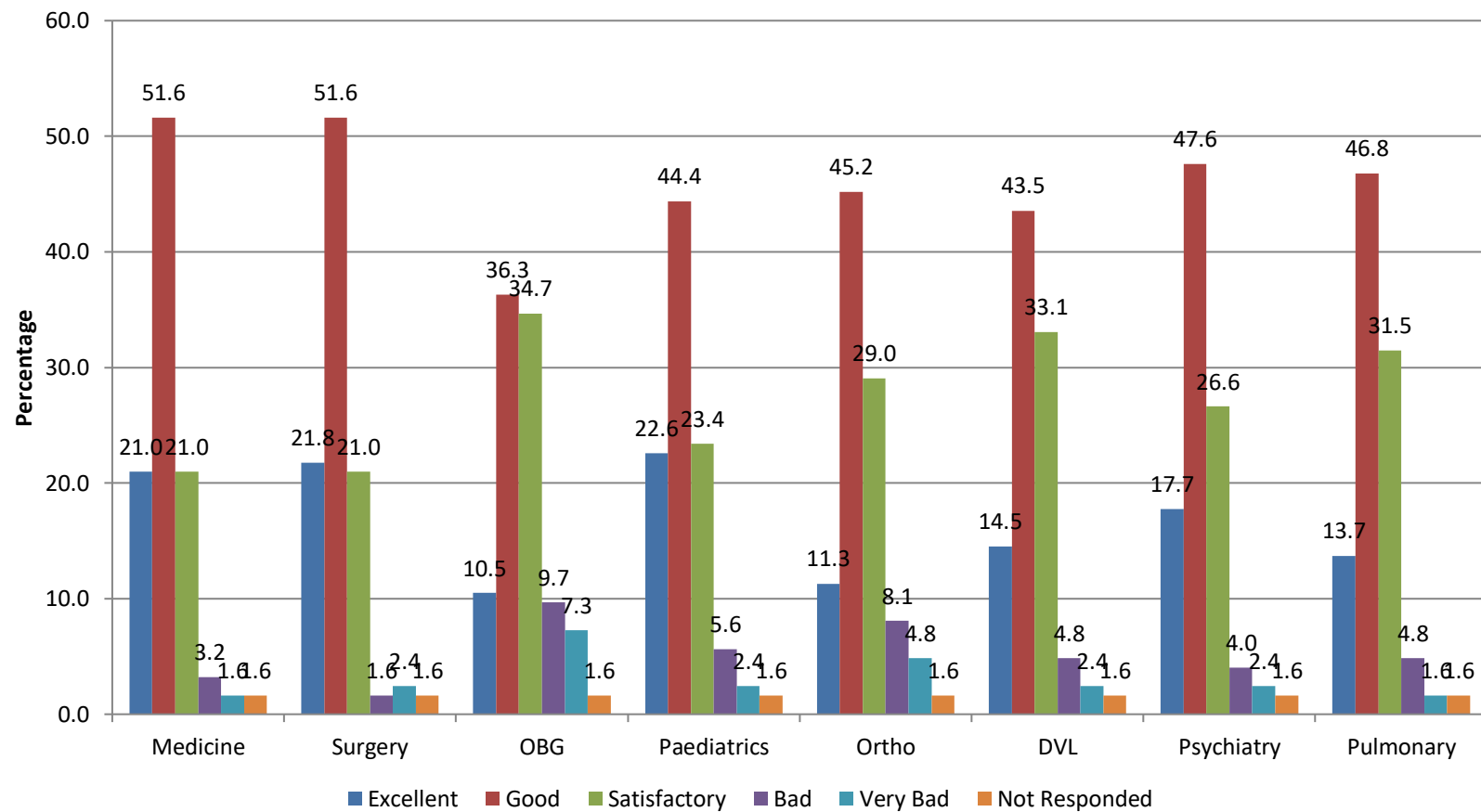


Figure 29. Distribution of responses on Fairness in valuations

## ii. Discussion

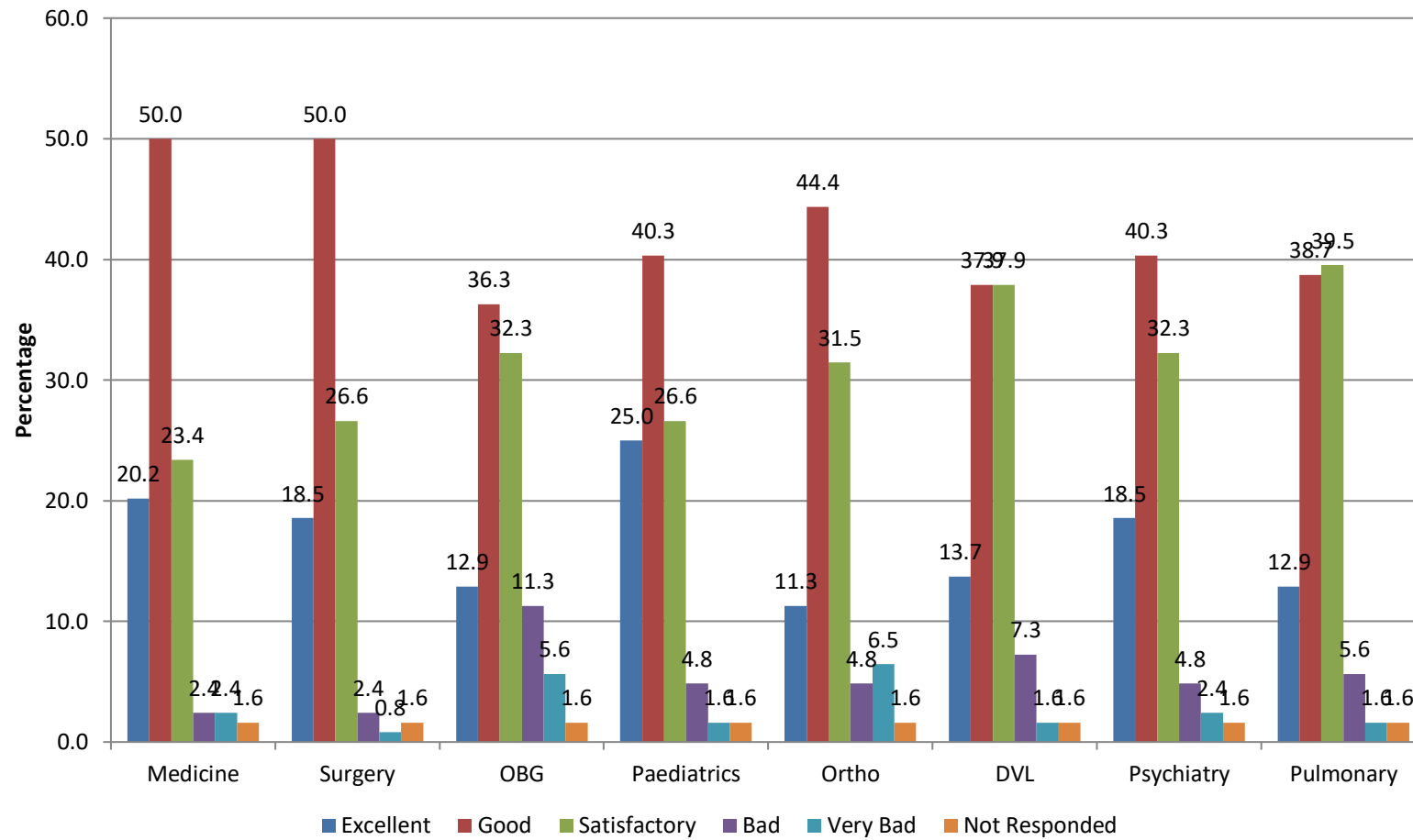


Figure 30. Distribution of responses on Discussion in valuation

### iii. Feedback

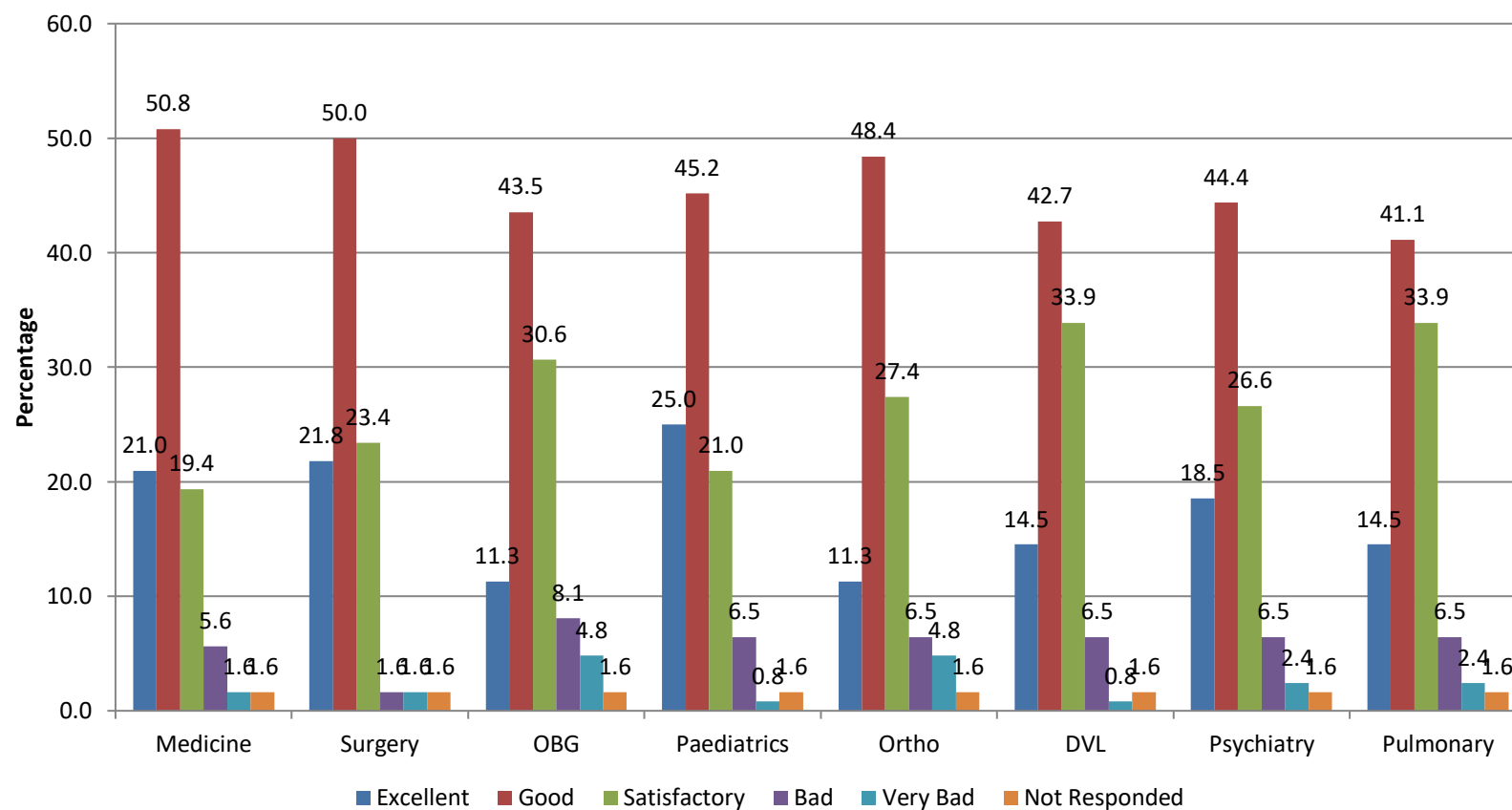


Figure 31. Distribution of responses on Feedback in the valuation

