

Assessment on teaching/learning methods

By

Final Year MBBS students – 2026 (Batch B)

Pondicherry Institute of Medical Sciences

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## Introduction

This report provides summary of assessment by final year MBBS students on teaching/learning methods in PIMS. A Google form was used to get responses on 29 items relating to teaching/learning methods that were adopted in the following seven departments: General medicine, General surgery, OBG, Paediatrics, Orthopedics, ENT, and Ophthalmology. A five point Likert scale (very bad, bad, satisfactory, good, excellent) was used to rate the items. There were 86 responders. The respondents were divided in to three groups based on their Internal Assessment (IA). This report is based on students whose IA was between 40 and 50%. Among the responders there were 38 such students and this report is based on their responses. The responses were analysed and presented as bar charts. Suggestions provided by them for the improvement were given in Appendix.

## Results

### A. Teaching/learning

#### 1. Arousal of Interest

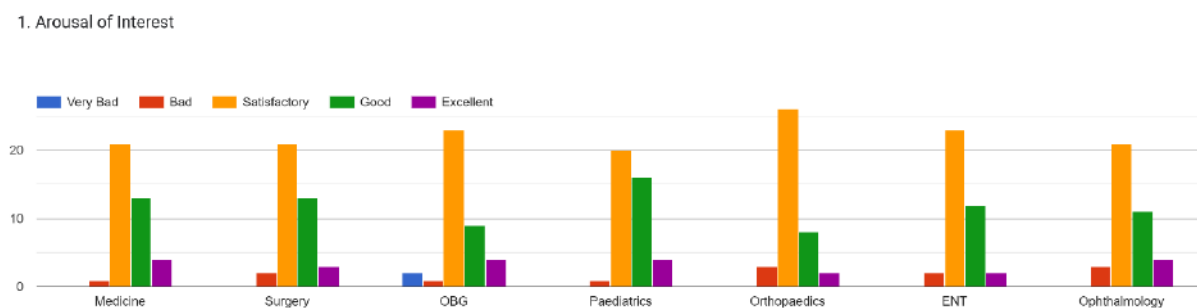


Figure 1. Distribution of responses on arousal of interest

## 2. Clarity of Communication

2. Clarity of Communication

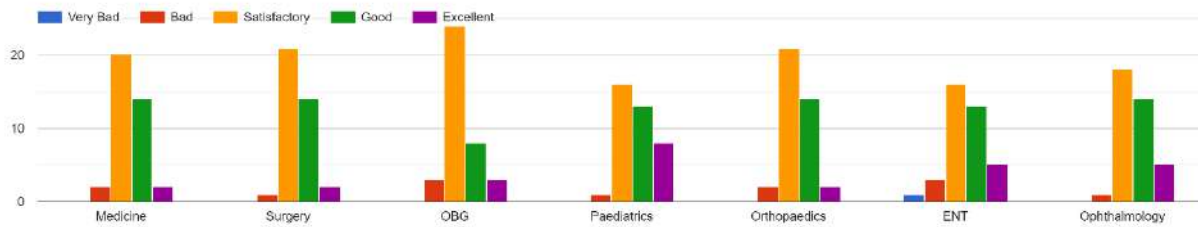


Figure 2. Distribution of responses on Clarity of Communication

## 3. Adequate Interaction

3. Adequate Interaction

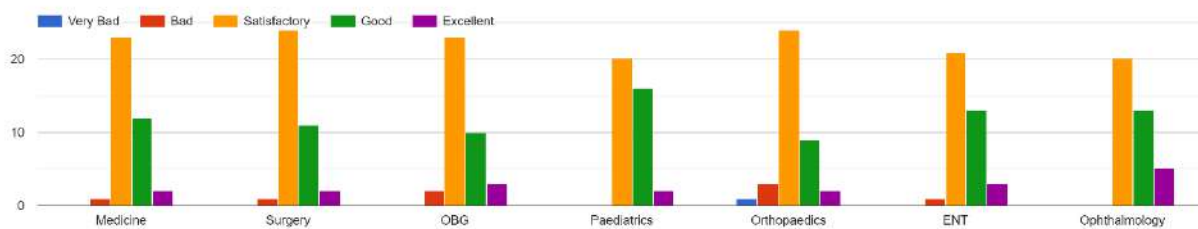


Figure 3. Distribution of responses on Adequate Interaction

## 4. Approachability

4. Approachability

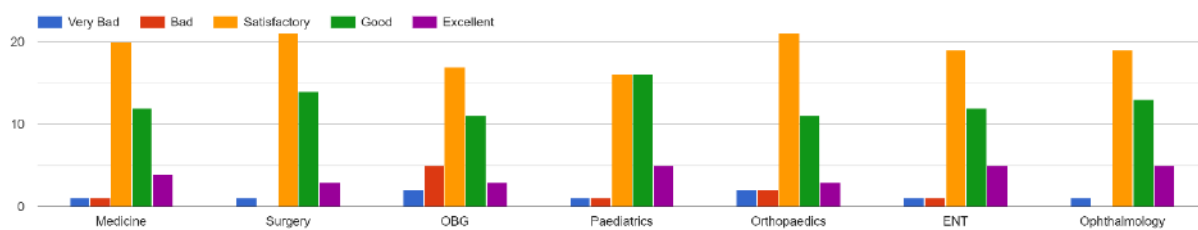


Figure 4. Distribution of responses on Approachability

## 5. Punctuality - Starting on time

5. Punctuality - Starting on time

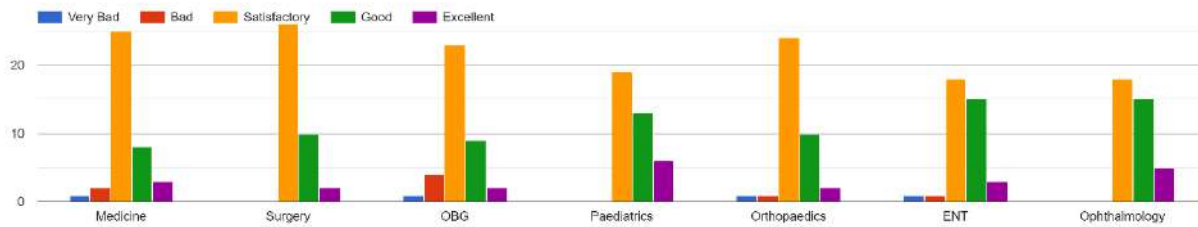


Figure 5. Distribution of responses on Punctuality - Starting on time

## 6. Punctuality - Ending on time

6. Punctuality - Ending on time

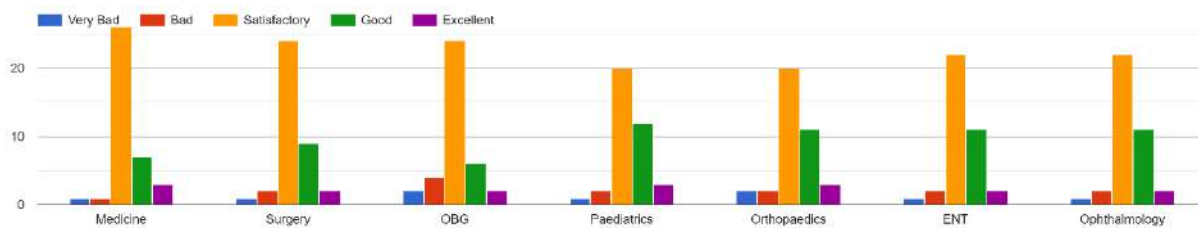


Figure 6. Distribution of responses on Punctuality - Ending on time

## 7. Visual aids - Appropriate

7. Visual aids - Appropriate

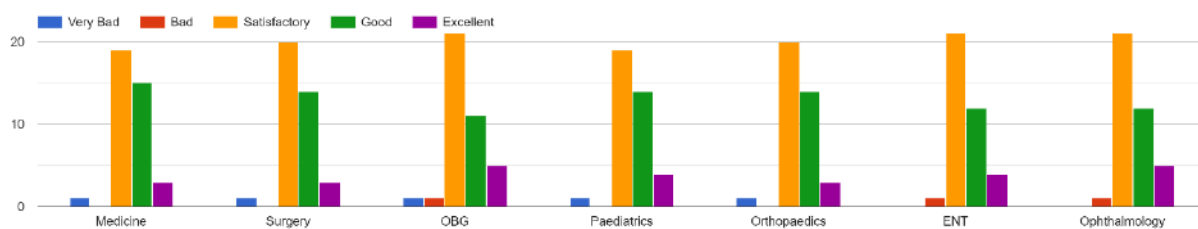


Figure 7. Distribution of responses on Visual aids - Appropriate

## 8. Visual aids - Clarity

8. Visual aids - Clarity

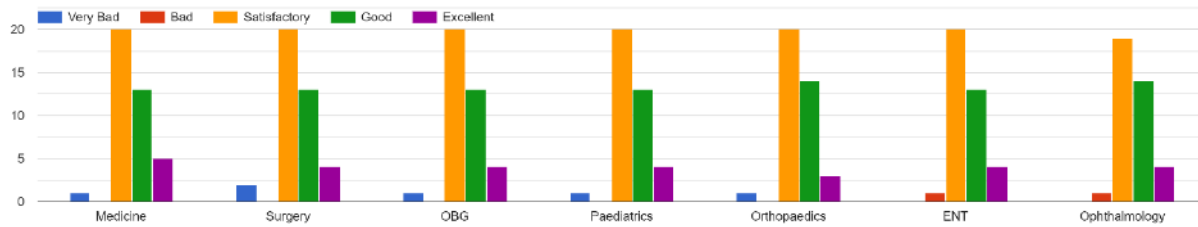


Figure 8. Distribution of responses on Visual aids – Clarity

## B. Clinics

### 1. Opportunity for Hands on Training

1. Opportunity for Hands on Training

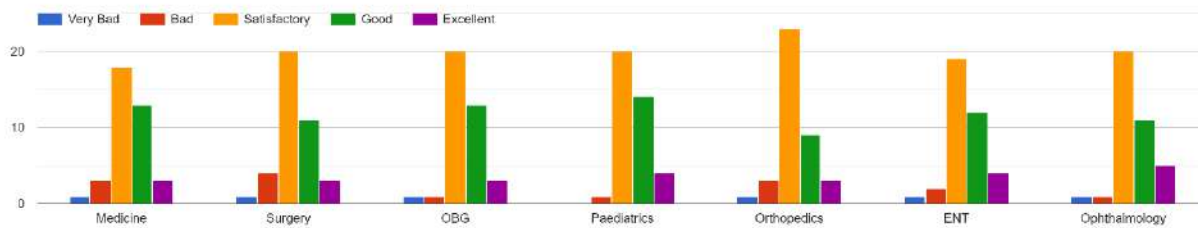


Figure 9. Distribution of responses on Opportunity for Hands on Training

### 2. History taking

2. History taking

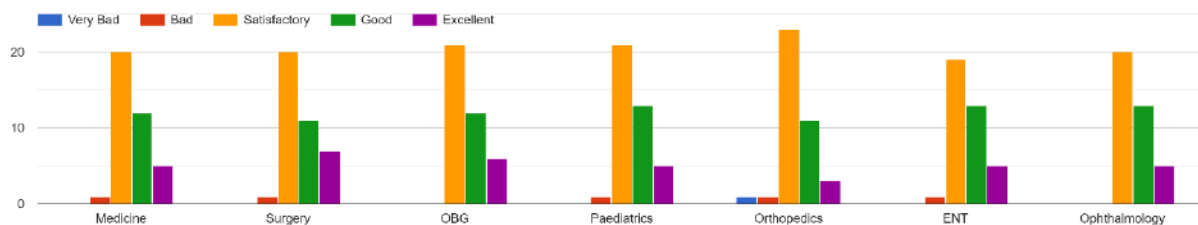


Figure 10. Distribution of responses on History taking

### 3. Physical examination

3. Physical examination

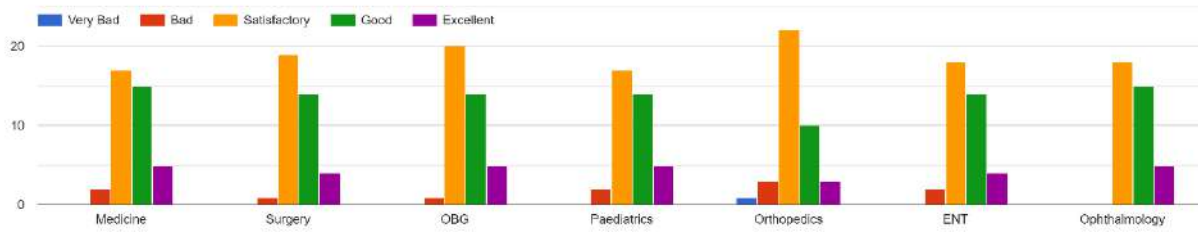


Figure 11. Distribution of responses on Physical examination

### 4. Formulation of clinical diagnosis and differentials

4. Formulation of clinical diagnosis and differentials

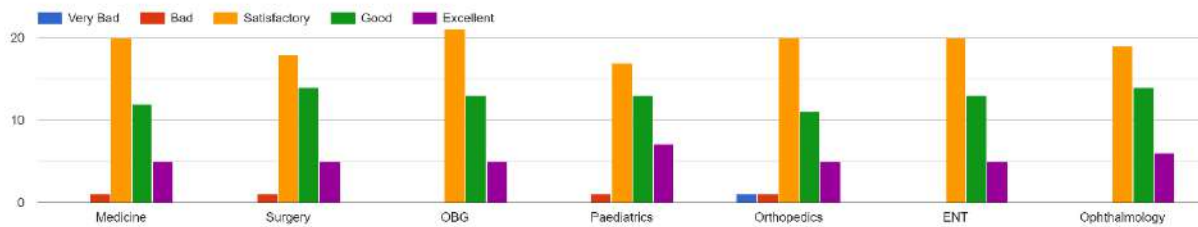


Figure 12. Distribution of responses on Formulation of clinical diagnosis and differentials

### 5. Interpretation of results

5. Interpretation of results

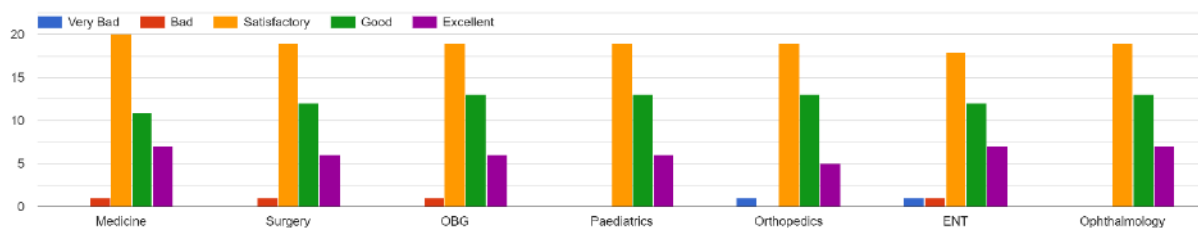


Figure 13. Distribution of responses on Interpretation of results

## 6. Small group discussion

6. Small group discussion

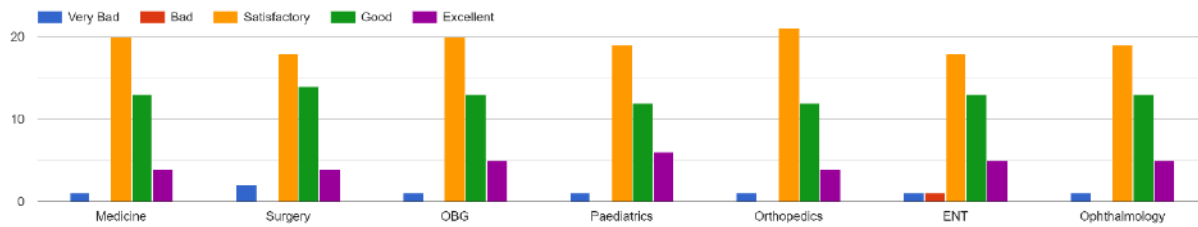


Figure 14. Distribution of responses on Small group discussion

## 7. Adequate utilisation of postings time

7. Adequate utilisation of postings time

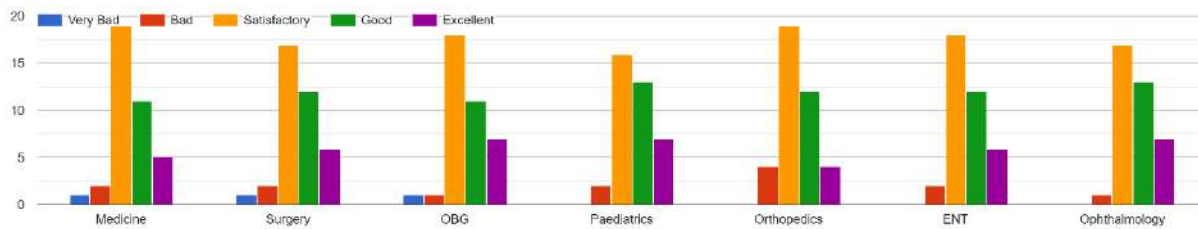


Figure 15. Distribution of responses on adequate utilisation of postings time

## 8. Number of cases

8. Number of cases

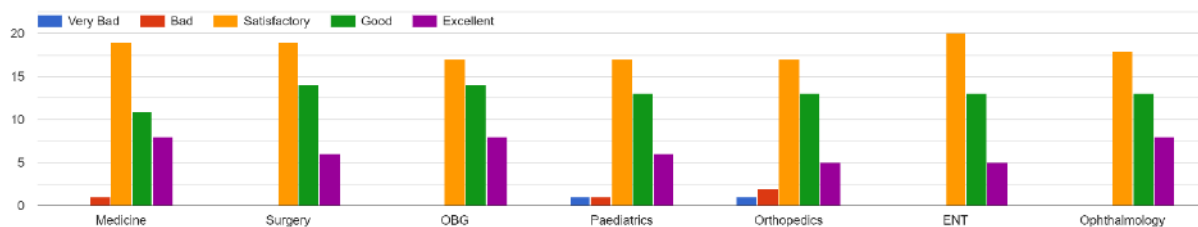


Figure 16. Distribution of responses on Number of cases

## 9. Variety of cases

9. Variety of cases

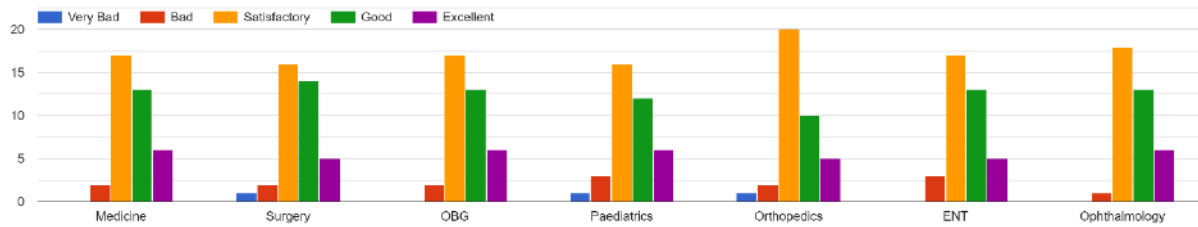


Figure 17. Distribution of responses on Variety of cases

## C. ASSESSMENTS

### 1. Coverage of Syllabus: Full portions covered

1. Coverage of Syllabus: Full portions covered

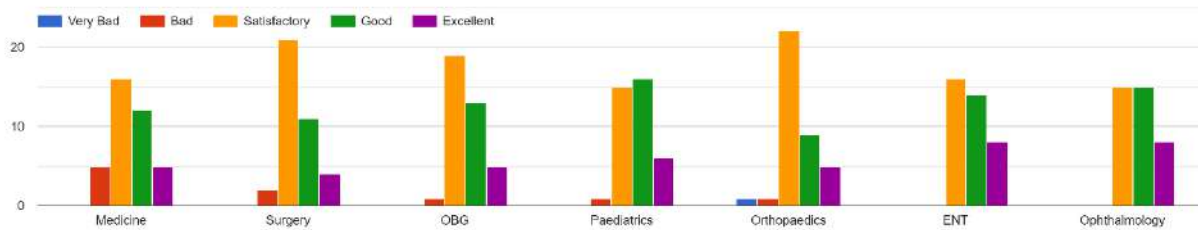


Figure 18. Distribution of responses on Coverage of Syllabus: Full portions covered

### 2. Coverage of Syllabus: University pattern followed

2. Coverage of Syllabus: University pattern followed

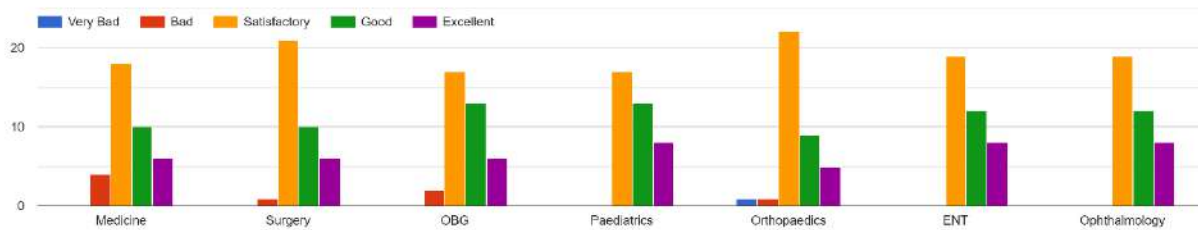


Figure 19. Distribution of responses on Coverage of Syllabus: University pattern followed

### 3. Coverage of syllabus: Testing of analytical skills

3. Coverage of syllabus: Testing of analytical skills

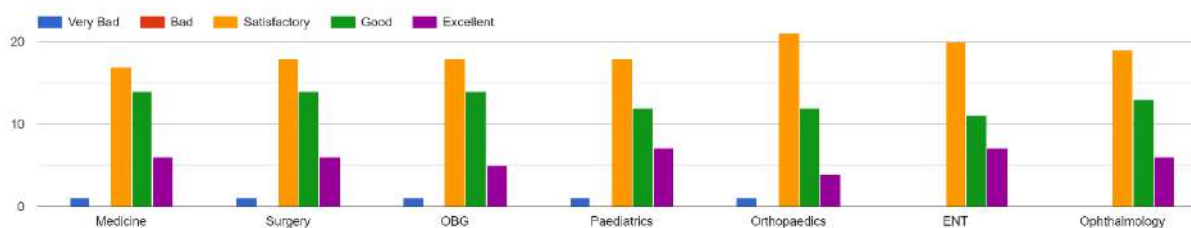


Figure 20. Distribution of responses on Coverage of syllabus: Testing of analytical skills

### 4. End of postings: OSCE

4. End of postings: OSCE

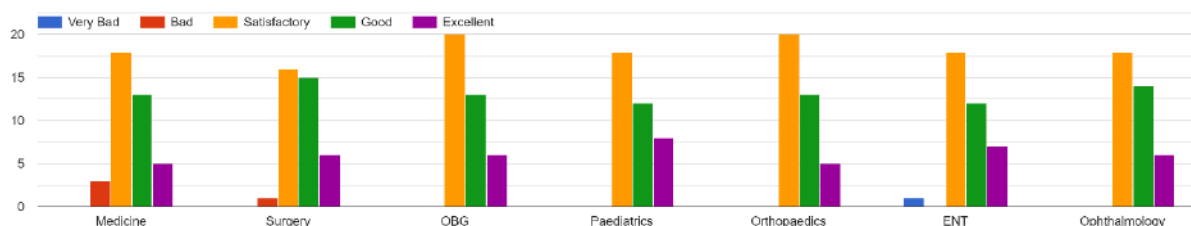


Figure 21. Distribution of responses on End of postings: OSCE

### 5. End of postings: Assessment of clinical skills

5. End of postings: Assessment of clinical skills

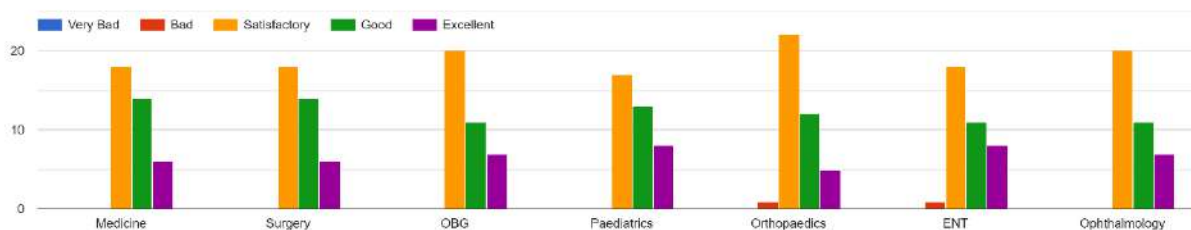


Figure 22. Distribution of responses on End of postings: Assessment of clinical skills

## 6. End of postings: Assessment of cases discussed

6. End of postings: Assessment of cases discussed

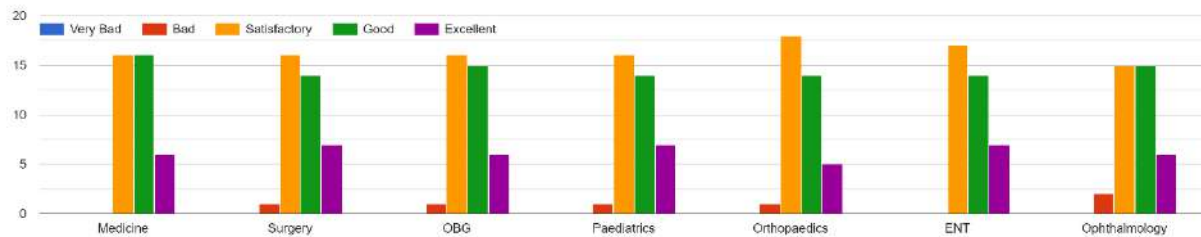


Figure 23. Distribution of responses on End of postings: Assessment of cases discussed

## 7. Feedback given

7. Feedback given

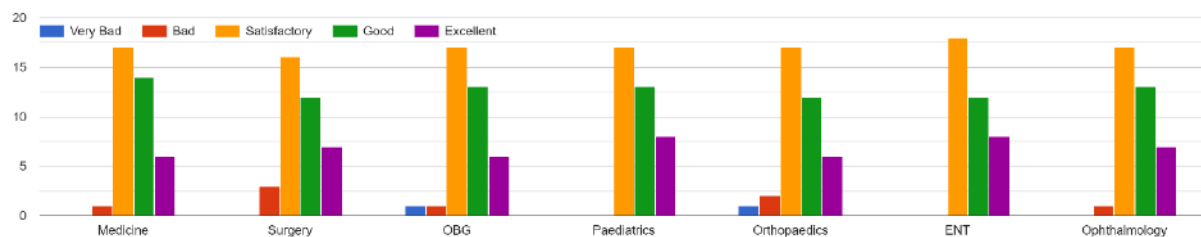


Figure 24. Distribution of responses on Feedback given

## 8. Seating arrangement

8. Seating arrangement

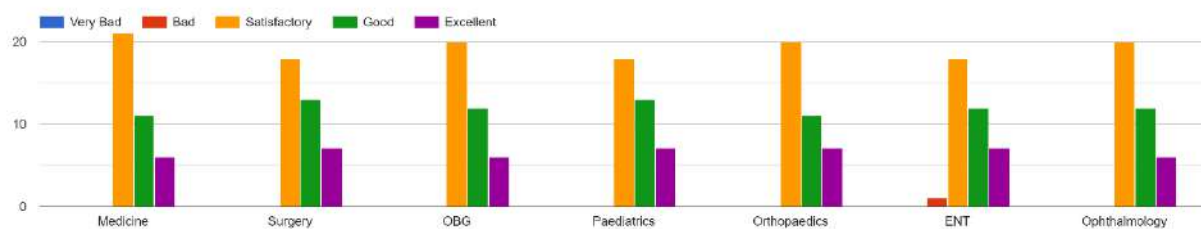


Figure 25. Distribution of responses on seating arrangement

## 9. Adequate supervision

9. Adequate supervision

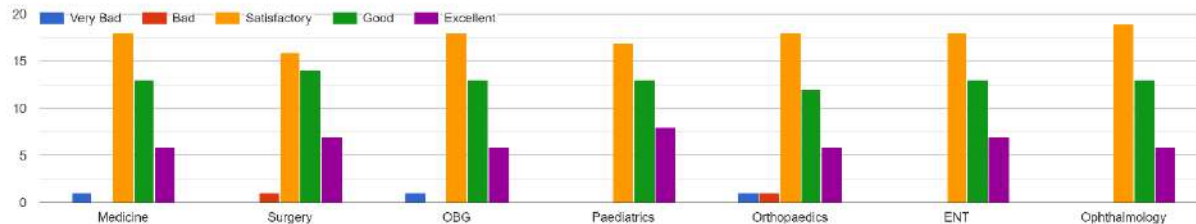


Figure 26. Distribution of responses on adequate supervision

## D. VALUATION

### 1. Fairness of valuation

1. Fairness of valuation

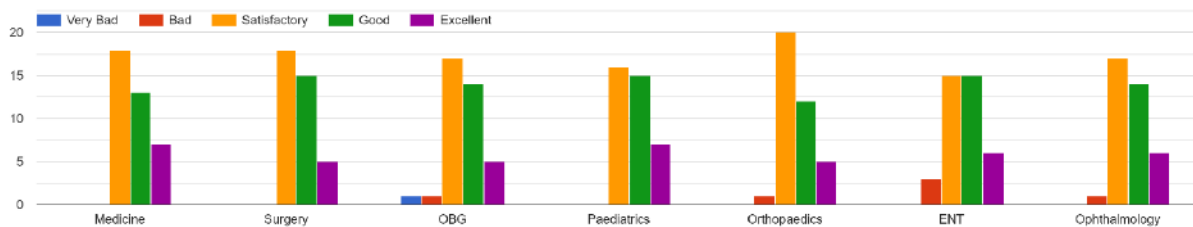


Figure 27. Distribution of responses on Fairness of valuation

### 2. Discussion

2. Discussion

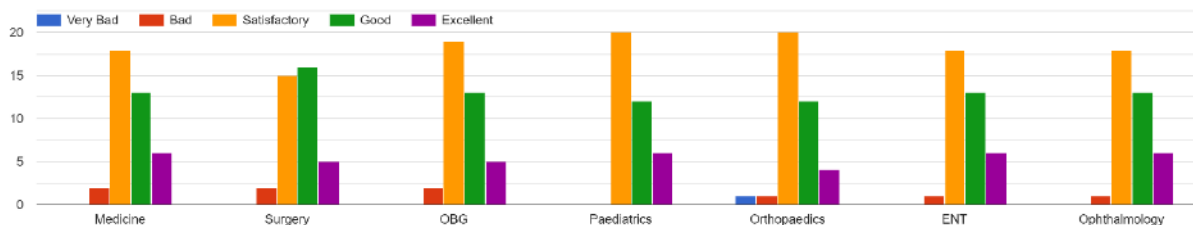


Figure 28. Distribution of responses on Discussion

### 3. Feedback

3. Feedback

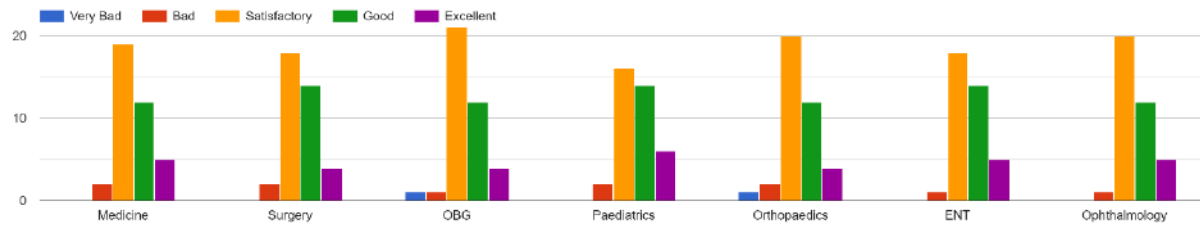


Figure 29. Distribution of responses on Feedback

