

Assessment by First Year Students
Batch 2021

Pondicherry Institute of Medical Sciences

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Contents

Introduction	4
Results	4
1. Quality of Teaching	4
i. Arousal of Interest	4
ii. Clarity of Communication.....	5
iii. Adequate Interaction.....	5
2. Approachability	6
3. Punctuality	6
i. Starting on Time	6
ii. Ending on Time	7
4. Visual aids.....	7
i. Appropriate Material.....	7
ii. Clarity	8
iii. Pictorial representation	8
5. Practical Training	9
i. Opportunity for hands on training	9
ii. Small Group Discussion	9
iii. Clinical relevance	10
6. Internal Assessment.....	10
a. Coverage of Syllabus	10
i. Full portions covered	10
ii. University pattern followed.....	11
iii. Analytical Skills Tested	11
b. Conduct of Exam.....	12
i. Question Paper Given	12
ii. Seating.....	12
iii. Adequate Supervision	13
c. Valuation	13
i. Fair Valuation.....	13

ii. Discussion	14
iii. Feedback after Valuation	14
Appendix	15

Introduction

This report summarise the assessment by UG students on teaching/learning methods/procedures adopted by the departments which involved in the first year curriculum (i.e., Anatomy, Physiology and Biochemistry). Responses were obtained on completion of their first year course using a questionnaire (without any identification details of the participant). A five point Likert scale (very bad, bad, satisfactory, good, and excellent) was used to rate 21 items. Responses obtained from 104 students were analysed and presented as bar charts. Comments and suggestions provided by students were given in Appendix.

Results

1. Quality of Teaching

i. Arousal of Interest

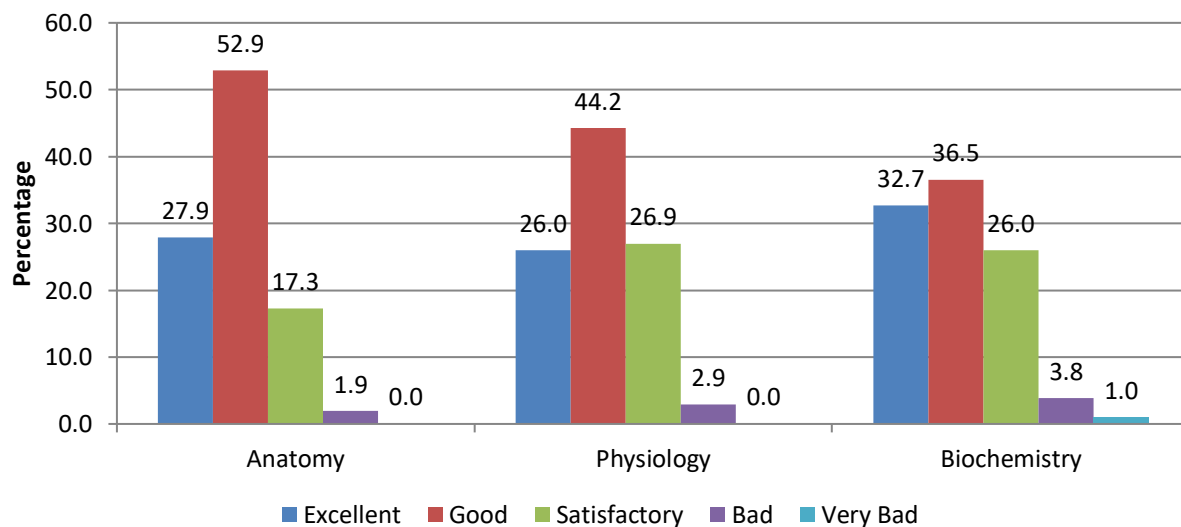


Figure 1. Distribution of responses by department on Arousal of Interest by the Faculties

ii. Clarity of Communication

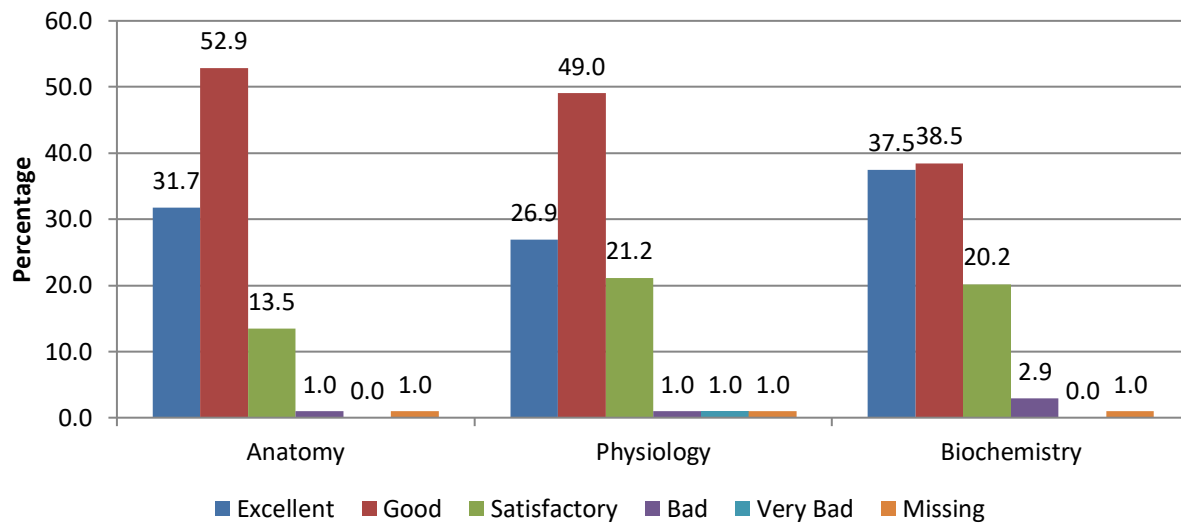


Figure 2. Distribution of responses by department on Clarity of Communication by the Faculties

iii. Adequate Interaction

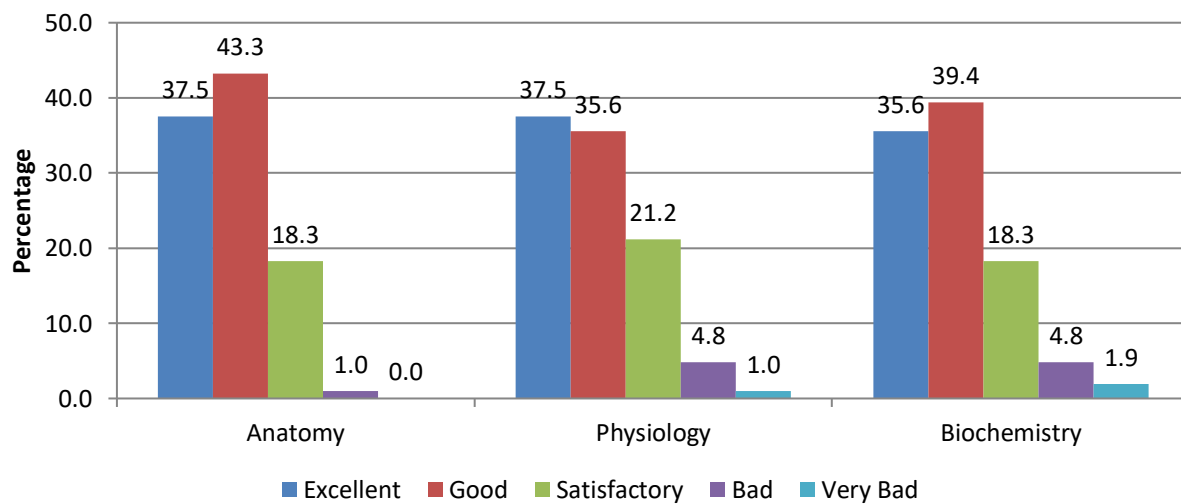


Figure 3. Distribution of responses by department on Adequate Interaction by the Faculties

2. Approachability

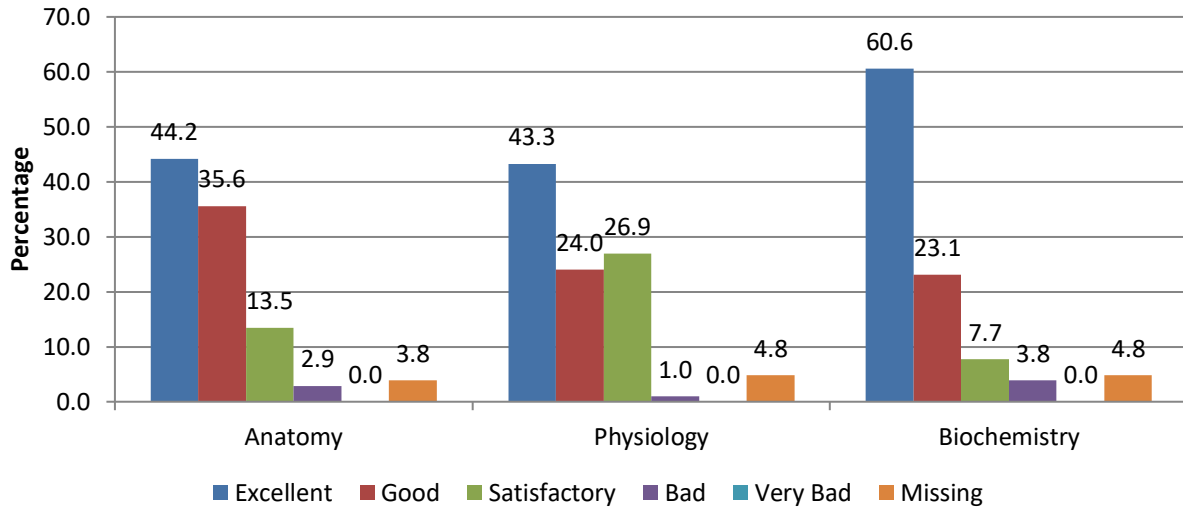


Figure 4. Distribution of responses by department on Approachability to Faculties

3. Punctuality

i. Starting on Time

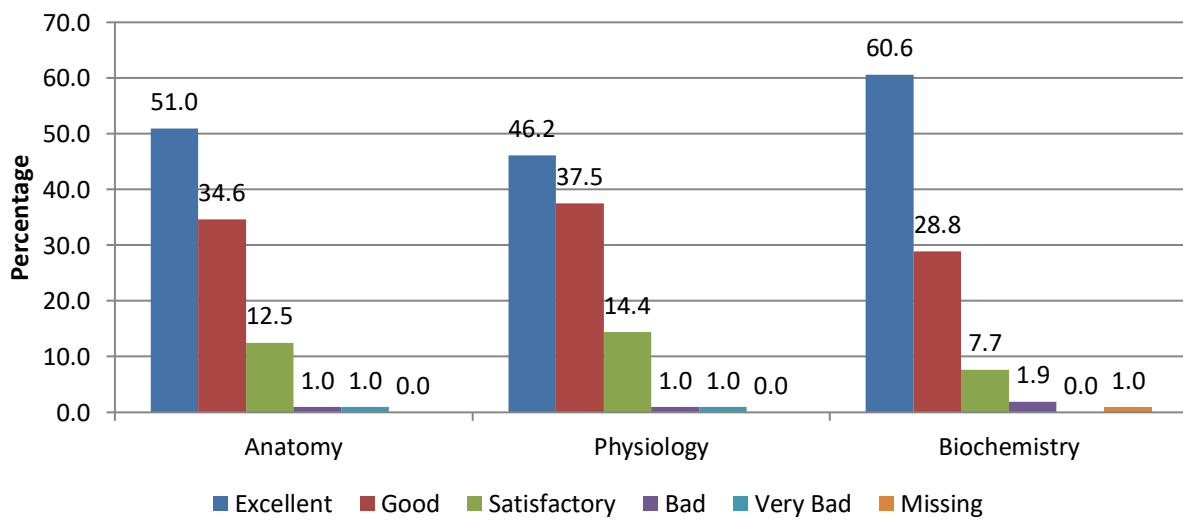


Figure 5. Distribution of responses by department on Starting on Time (punctuality)

ii. Ending on Time

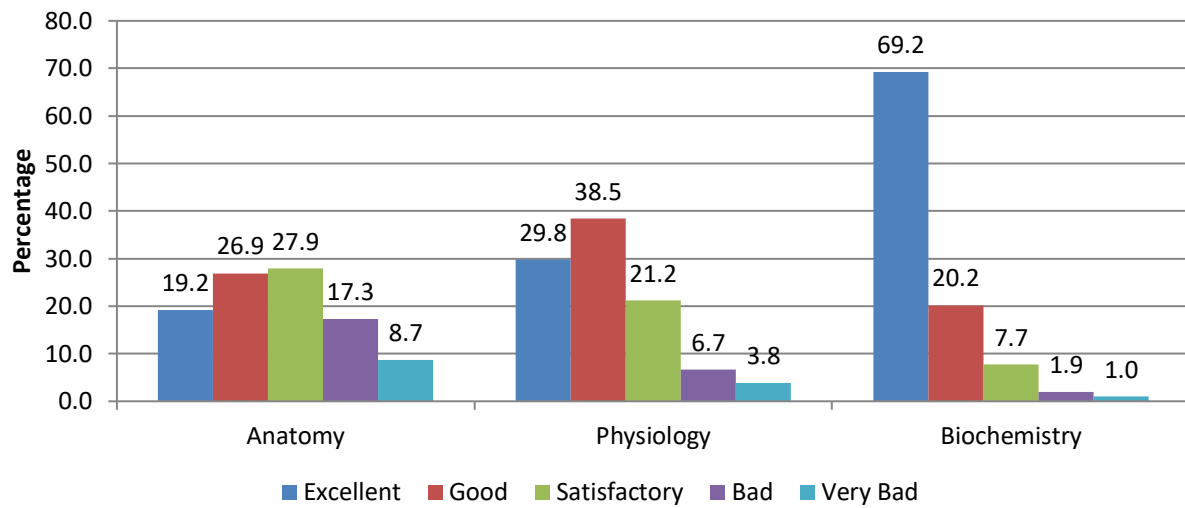


Figure 6. Distribution of responses by department on Ending on Time (punctuality)

4. Visual aids

i. Appropriate Material

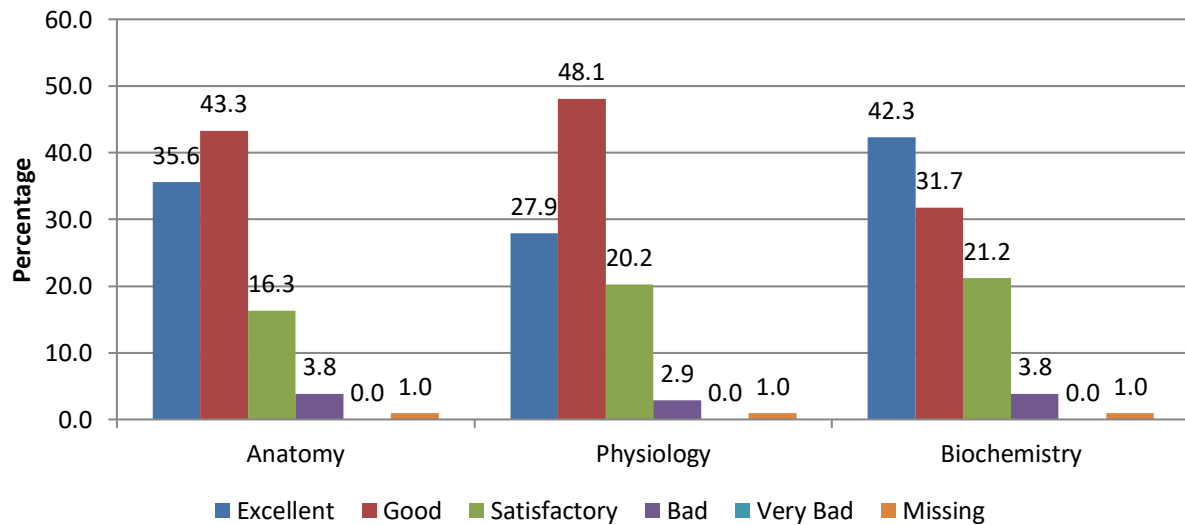


Figure 7. Distribution of responses by department on Appropriate Material for Visual aids

ii. Clarity

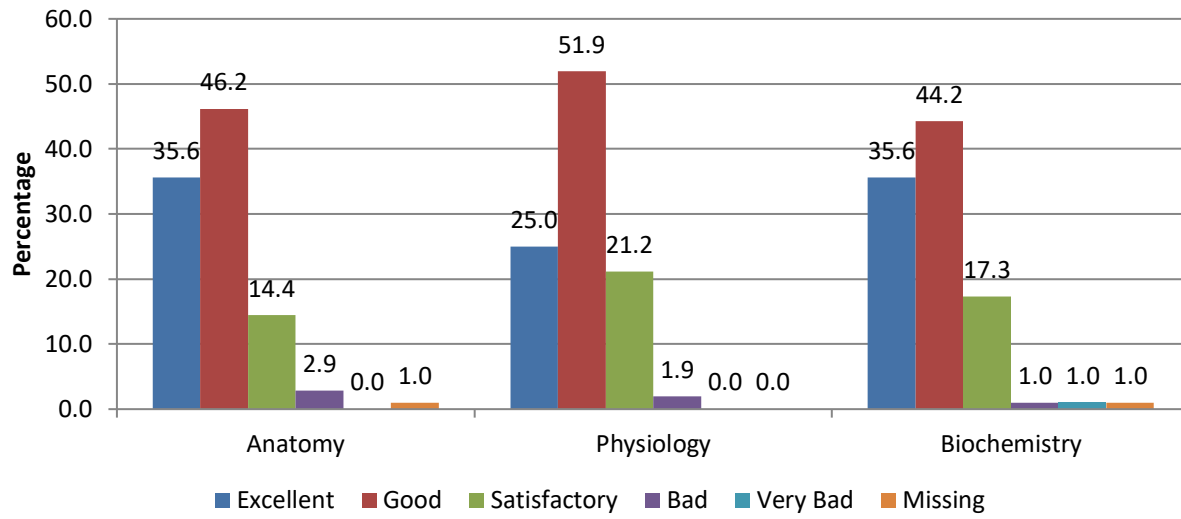


Figure 8. Distribution of responses by department on Clarity of Material

iii. Pictorial representation

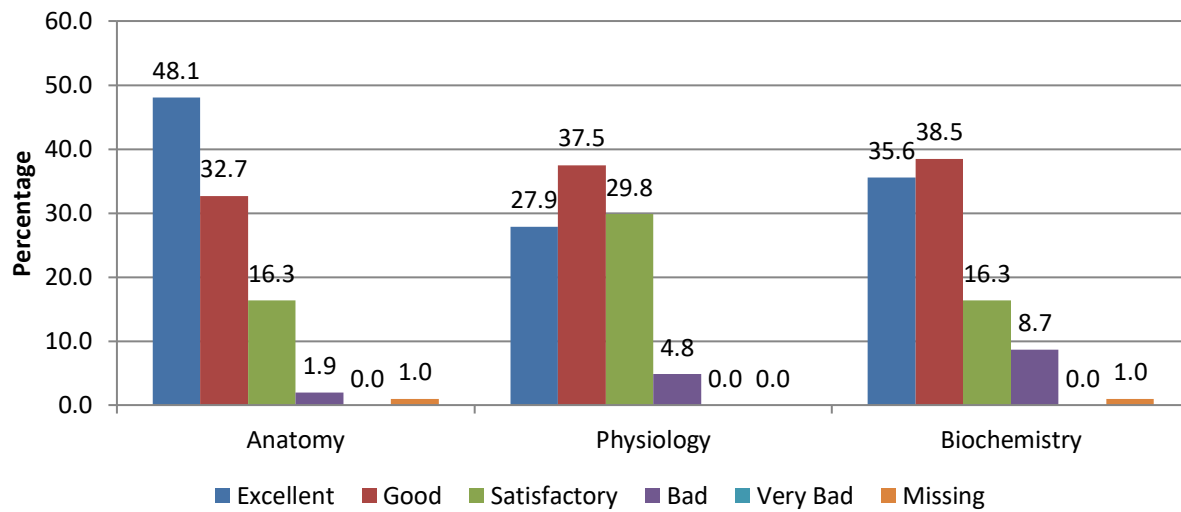


Figure 9. Distribution of responses by department on Pictorial representation of Visual Aids

5. Practical Training

i. Opportunity for hands on training



Figure 10. Distribution of responses by department on Opportunity for hands on Training

ii. Small Group Discussion

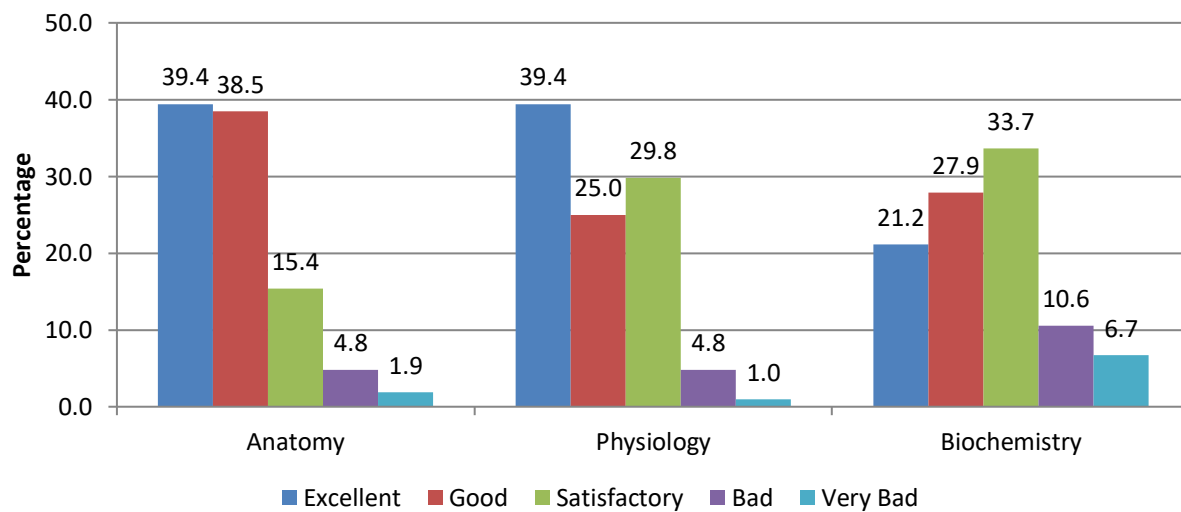


Figure 11. Distribution of responses by department on Small Group Discussion

iii. Clinical relevance

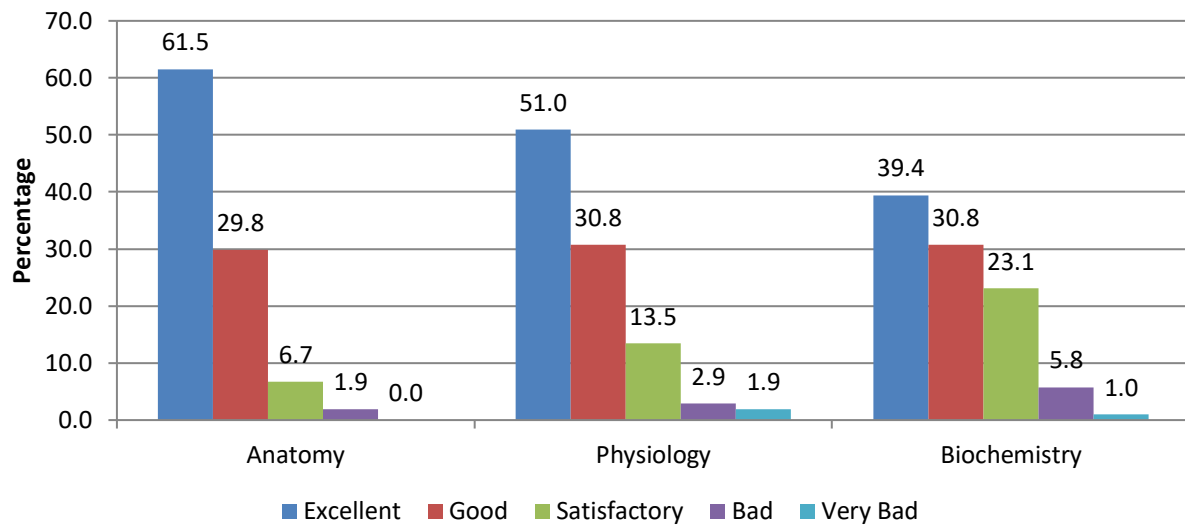


Figure 12. Distribution of responses by department on Clinical relevance in Practical Training

6. Internal Assessment

a. Coverage of Syllabus

i. Full portions covered

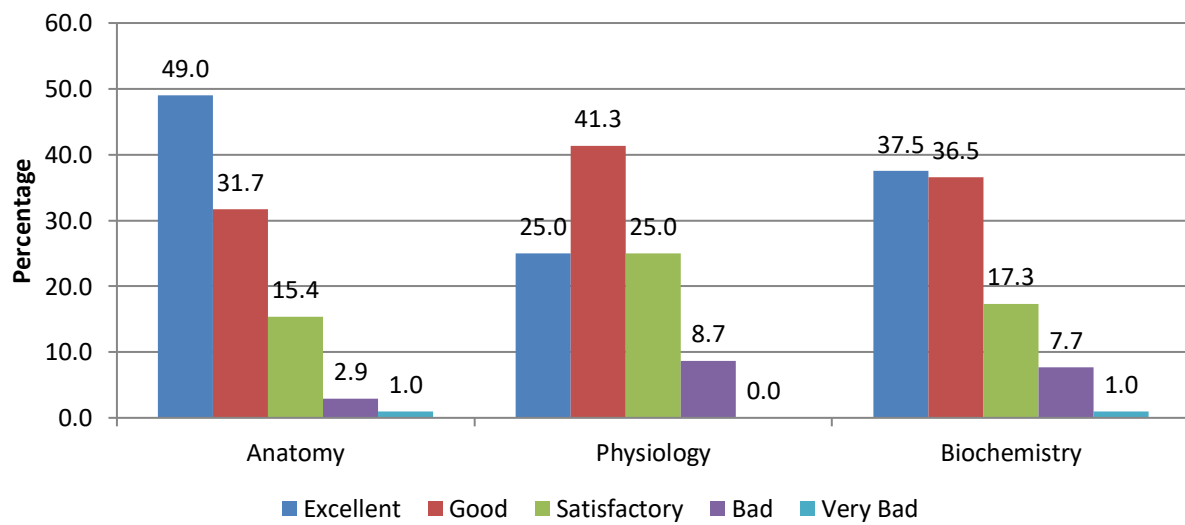


Figure 13. Distribution of responses by department on full portions covered for the Internal Assessment

ii. University pattern followed

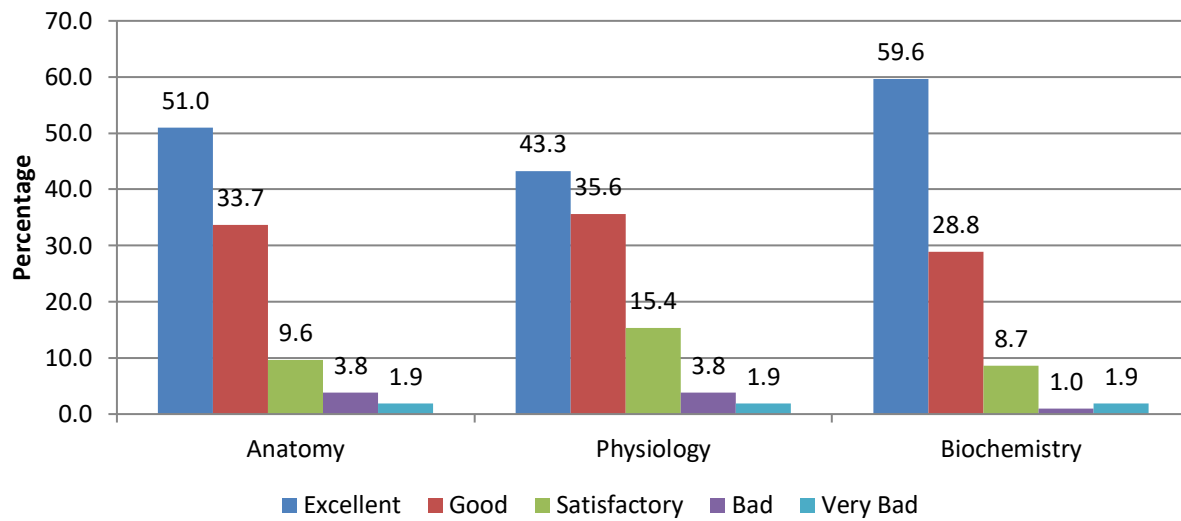


Figure 14. Distribution of responses by department on University pattern followed for the Internal Assessment

iii. Analytical Skills Tested

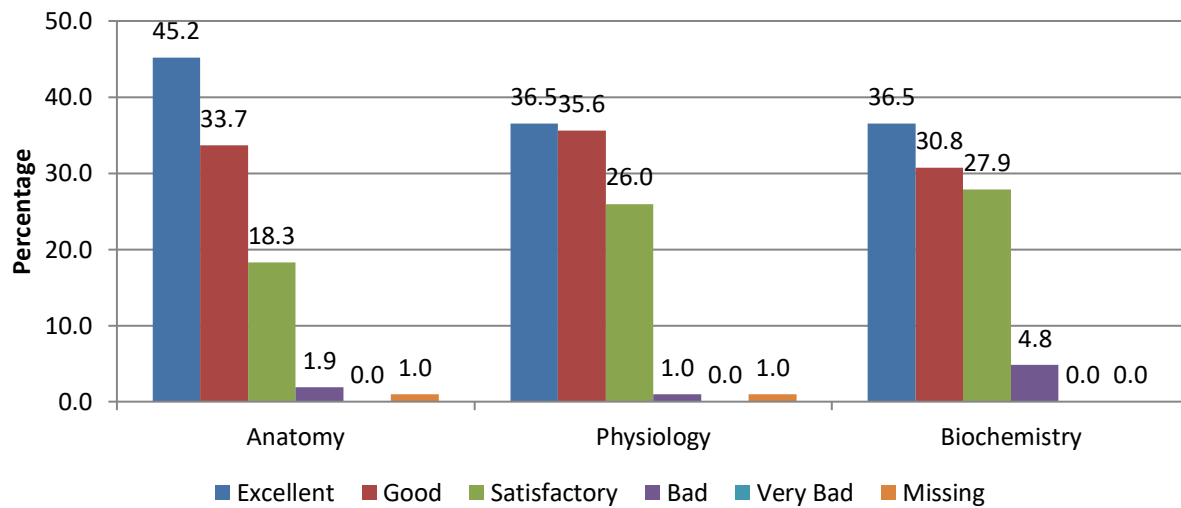


Figure 15. Distribution of responses by department on Analytical skills tested for the Internal Assessment

b. Conduct of Exam

i. Question Paper Given

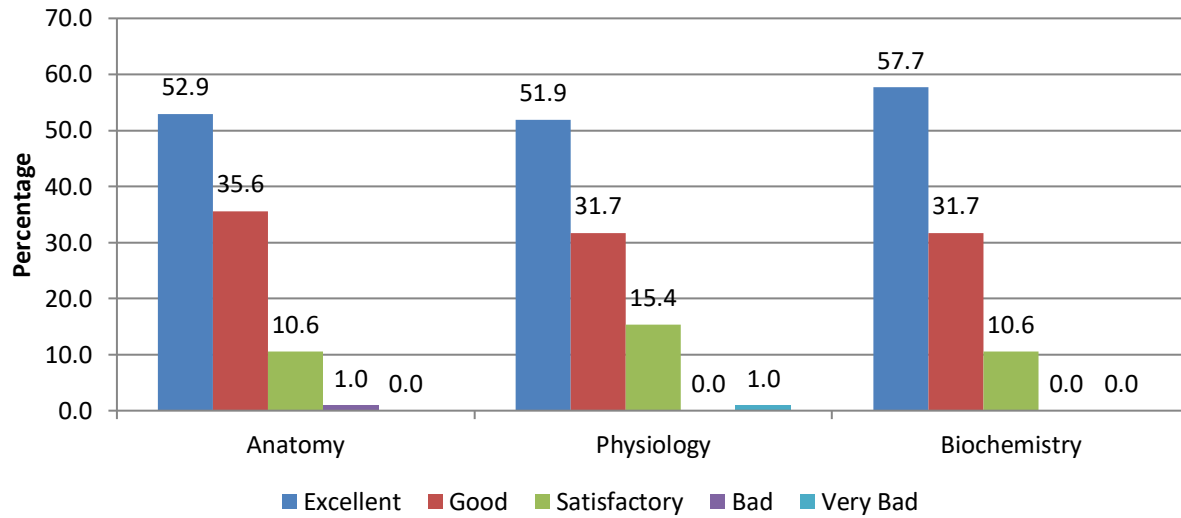


Figure 16. Distribution of responses by department on Question Paper Given in conduct of exam

ii. Seating

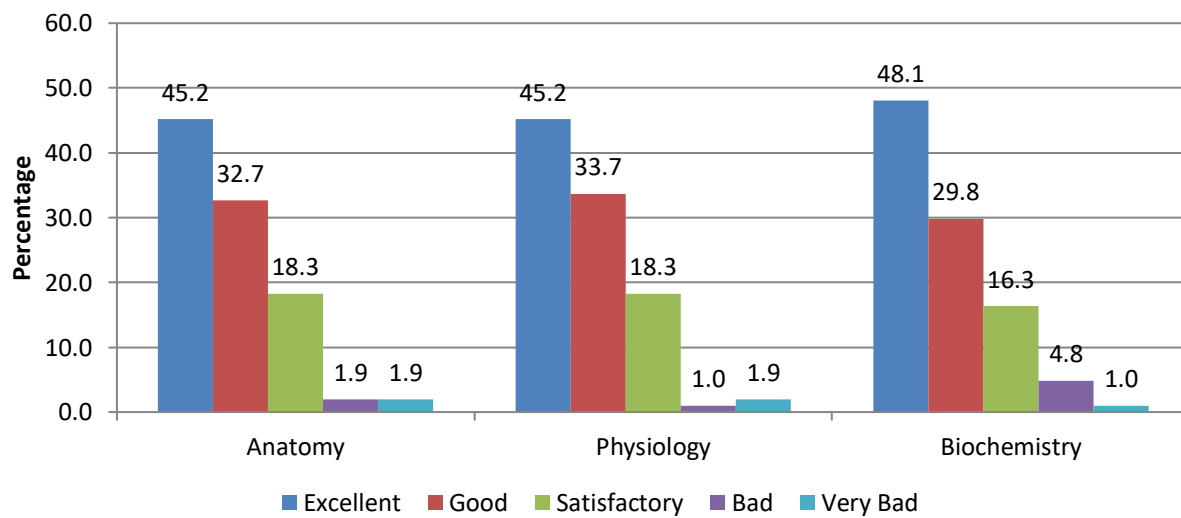


Figure 17. Distribution of responses by department on Seating in conduct of exam

iii. Adequate Supervision

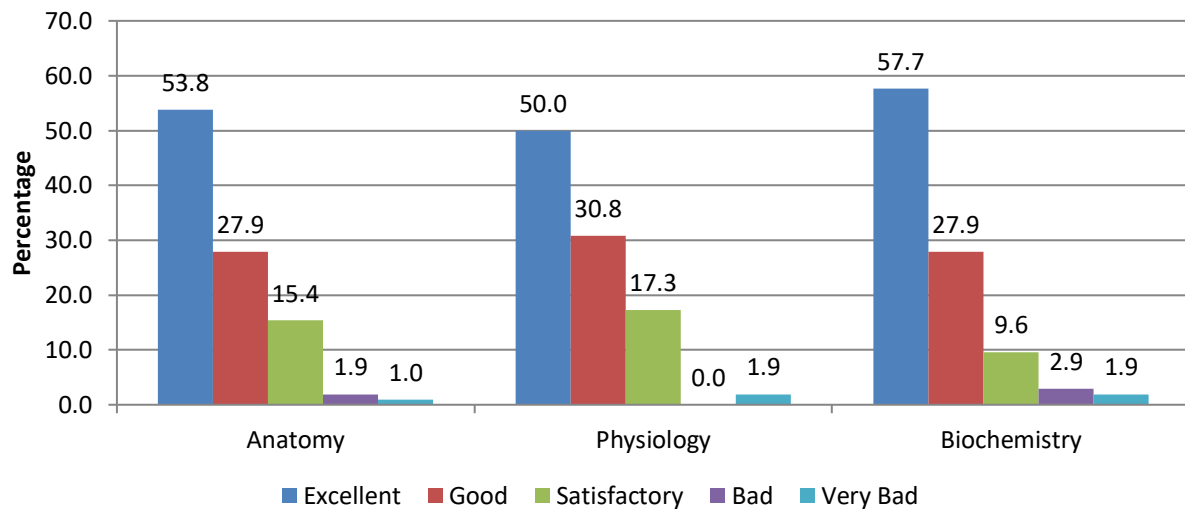


Figure 18. Distribution of responses by department on Adequate Supervision in conduct of exam

c. Valuation

i. Fair Valuation

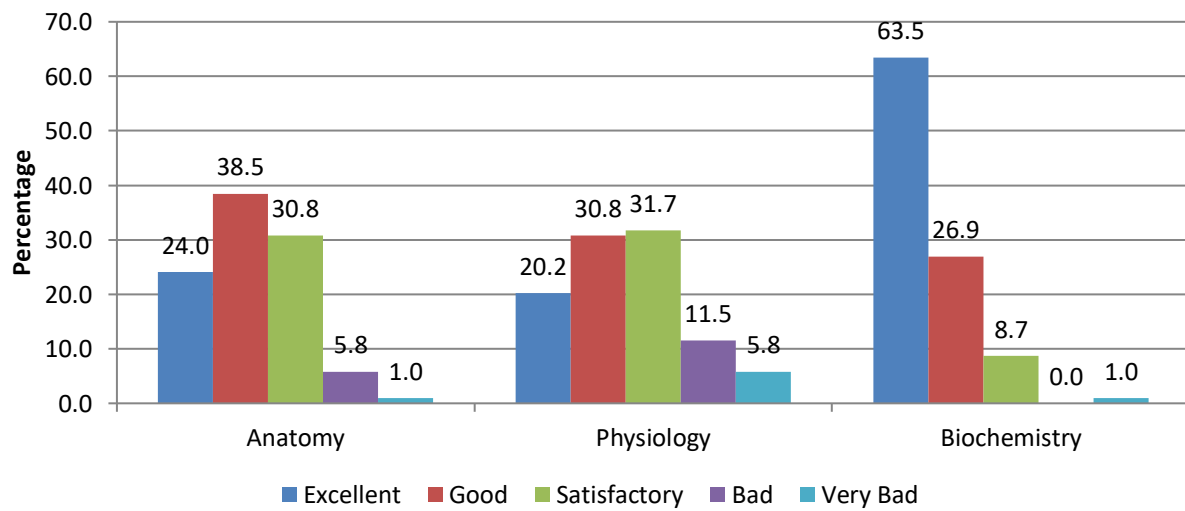


Figure 19. Distribution of responses by department on Fair Valuation in Valuation

ii. Discussion

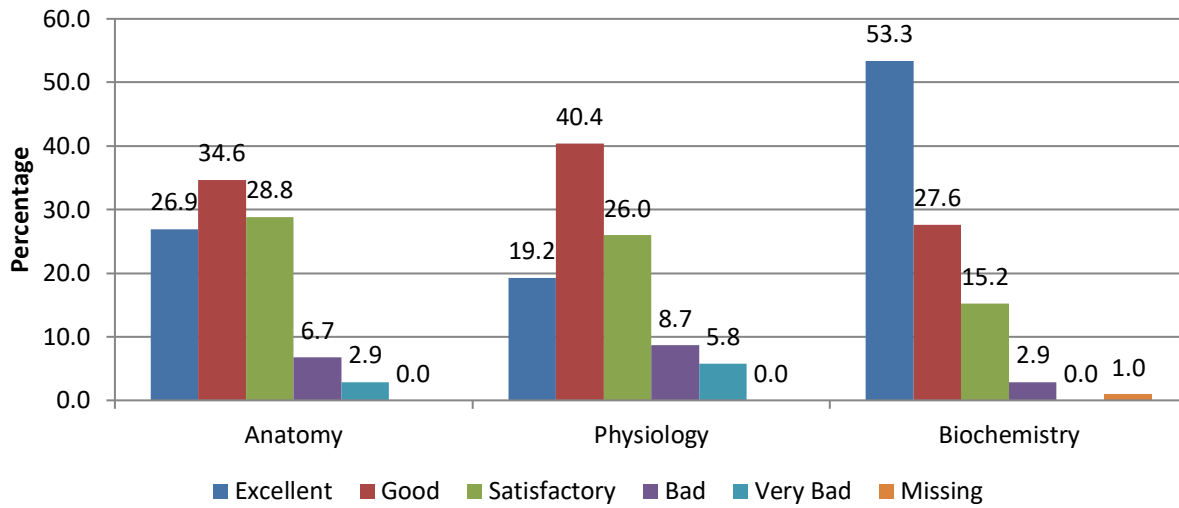


Figure 20. Distribution of responses by department on Discussion of Papers after Valuation

iii. Feedback after Valuation

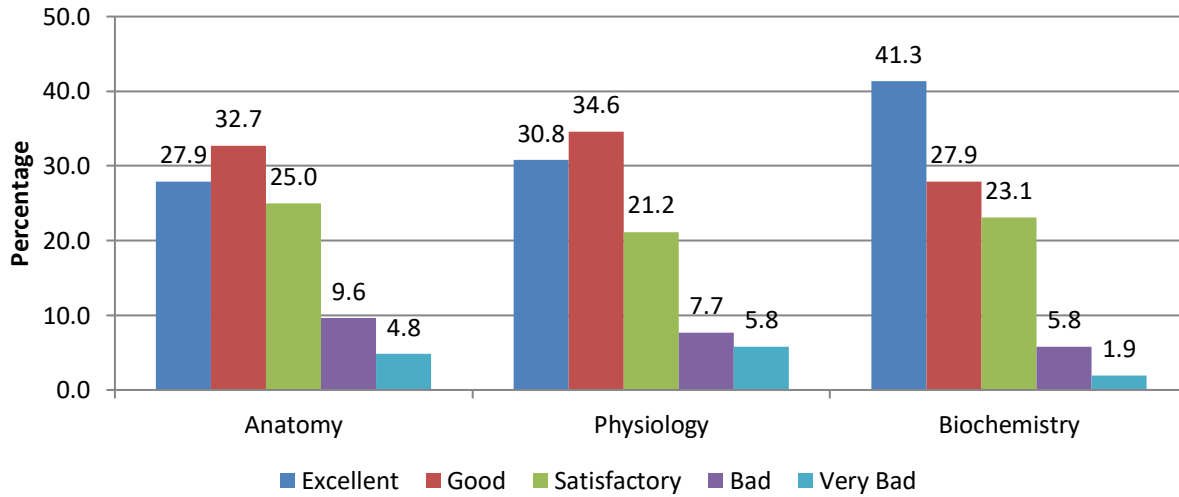


Figure 21. Distribution of responses by department on Feedback after Valuation

Appendix

Comments & Suggestions by First Year Students 2021-22 Batch

Note: Highlighted number in brackets after the sentence indicates number of individuals with similar comment/suggestion.

Anatomy

- It would have been better if there were more clinical correlations simultaneously while taking theory classes along with corresponding embryology theory.
- Half of the time it's very good when the theory is delt, but advices are boring.
- Allot adequate time for Osteology, embryology and surface marking.
- Good
- Best
- Good efforts are taken
- A separate test should be given for overall embryology.
- Anatomy daily seminars during dissection should be more effectively conducted.
- Embryology can be take alongside theory.
- Instead of letting us revise by ourselves in Anatomy a short revision of specimens by teachers will be helpful.

Physiology

- Physiology was really the best and my favorite department in first year. They really did their best to teach us and clarified all of our doubts.
- Difficult topics in Physiology should be taken a bit earlier and should not be pushed to the last.
- Very formal, wish they are more friendly by heart.
- Complete important chapters like CNS, special senses first.
- Good (2)
- Scared a little in the beginning but a good department
- Physiology department konjam pass panna nalla irukum.
- Can improve learning style in physiology.
- Kindly discuss MCQ's answer after every IA.
- Physiology can include more videos in seminar.

Biochemistry

- PPT's are very useful.
- Love the department, but wish the subject is dry.

- Make lecture classes more interesting.
- Good
- Best
- Should take things serious
- Cover the portion on time.
- Overall Biochemistry is good in teaching.
- Biochem paper can be bit tough and evaluation can be tougher in order to prepare us for the university (2). Since it made university paper hard.

General Comments

- More quizzes can be conducted.
- Please don't reduce our holidays from 2 weeks to 1 week.
- Super
- Very nice
- Reading slides as it is in PPT is not helping in any way.
- It would have been more helpful if portions were finished a bit earlier so we could have a small revision.
- Please practice Histo discussion for internals. Some may get anxiety.
- Portions should be covered well before university models.
- Model exam seating was good but there was no adequate supervision.
- All teachers should give feedback of exam and discuss the answers.
- Copying during exam should be strictly prohibited.
- Syllabus should be completed properly.
- Syllabus to be completed well planned and atleast 2 months prior to university exams.
- Cover the portion soon and give time to study and give more test. (2)
- Need to add clinical parts.
- Cover the portions priory and give self time for us to revise.
- Overall all 3 subjects staffs are very good.
- Please don't target the back benchers and the bench arrangement in our classroom is not sufficient.
- Open book test conducted during revision for few chapters was not very effective.
- More discussion after internal assessments
- No comments
- Please include revision by teachers, atleast a brief content of every specimen before asking us to do that on our own.
- Please keep inter batch event. (2)