# Assessment on teaching/learning methods

By

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Pondicherry Institute of Medical Sciences

October 2026

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## Introduction

This report summarises the assessment by III year UG medical students on teaching/ learning and assessment methods of Community medicine and Forensic medicine department. A five point Likert scale (very bad, bad, satisfactory, good, excellent) was used to rate various aspects of teaching/learning methods of these departments. The responses were obtained from 117 students through Google form. The respondents were divided in to three groups based on their Internal Assessment (IA). This report is based on students whose IA was between 35 and 50%. There were 68 students in community medicine as well as in Forensic medicine whose IA falls in this. Comments and suggestions provided by them were given in Appendix. Responses were analysed and presented as bar charts.

## Results

## Teaching Learning

### I. Quality of teaching

#### 1. Arousal of interest

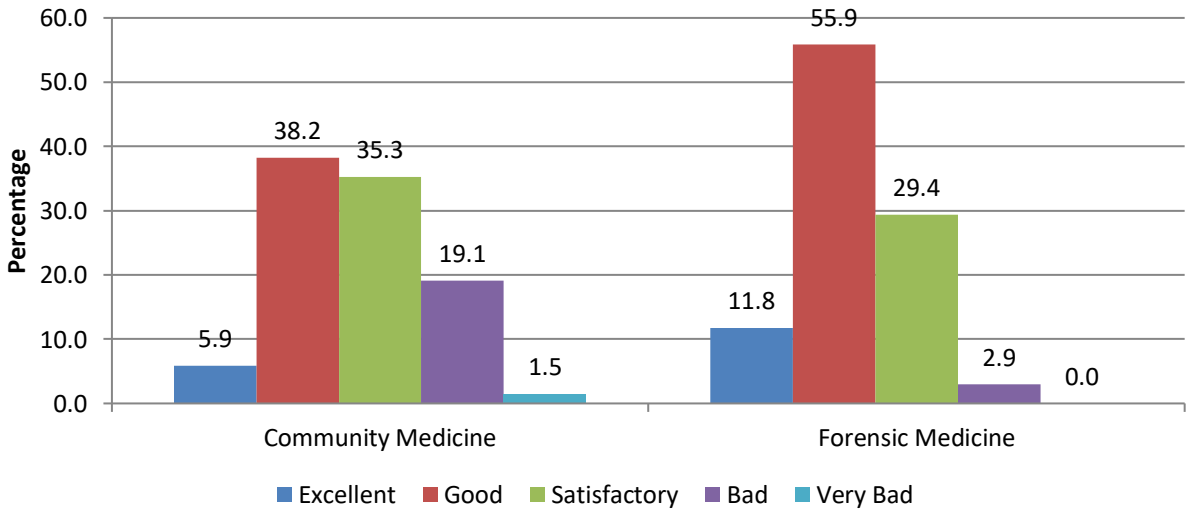



Figure 1. Distribution of responses by department on Arousal of interest by the faculties

**2. Clarity of communication**

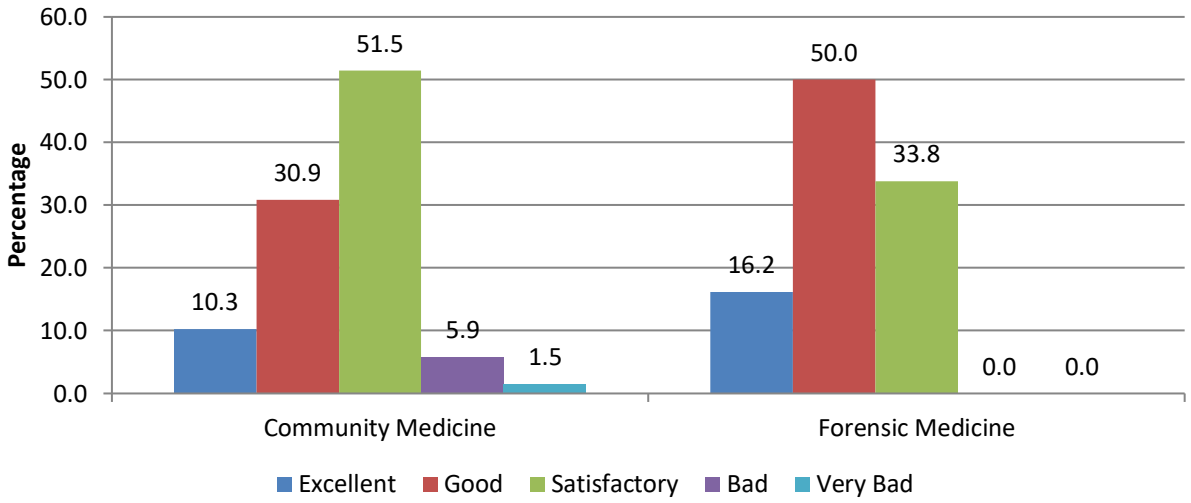



Figure 2. Distribution of responses by department on Clarity of communication by faculties

**3. Adequate interaction**

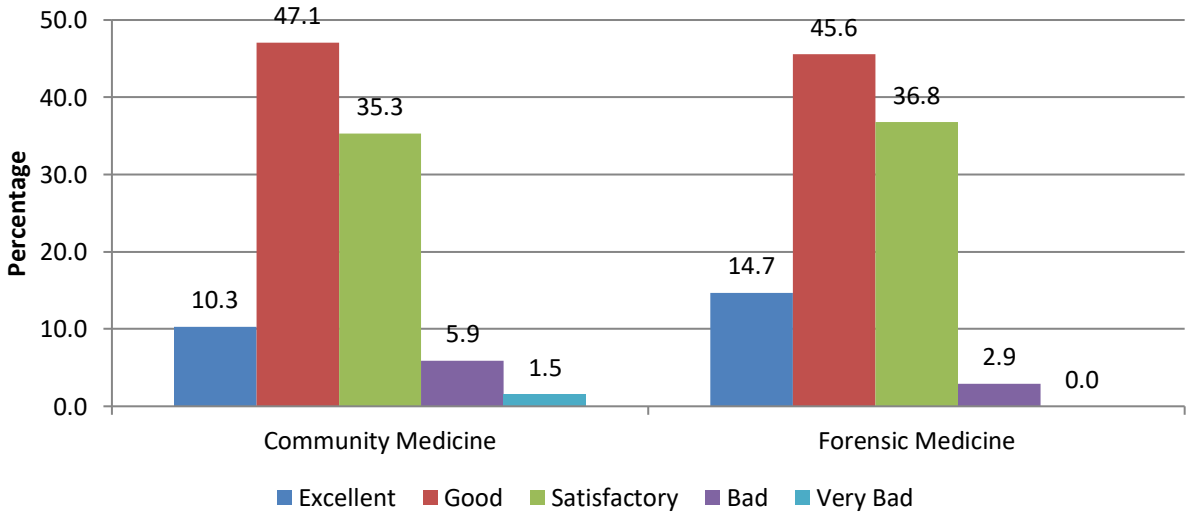



Figure 3. Distribution of responses by department on Adequate interaction by faculties

### 4. Approachability

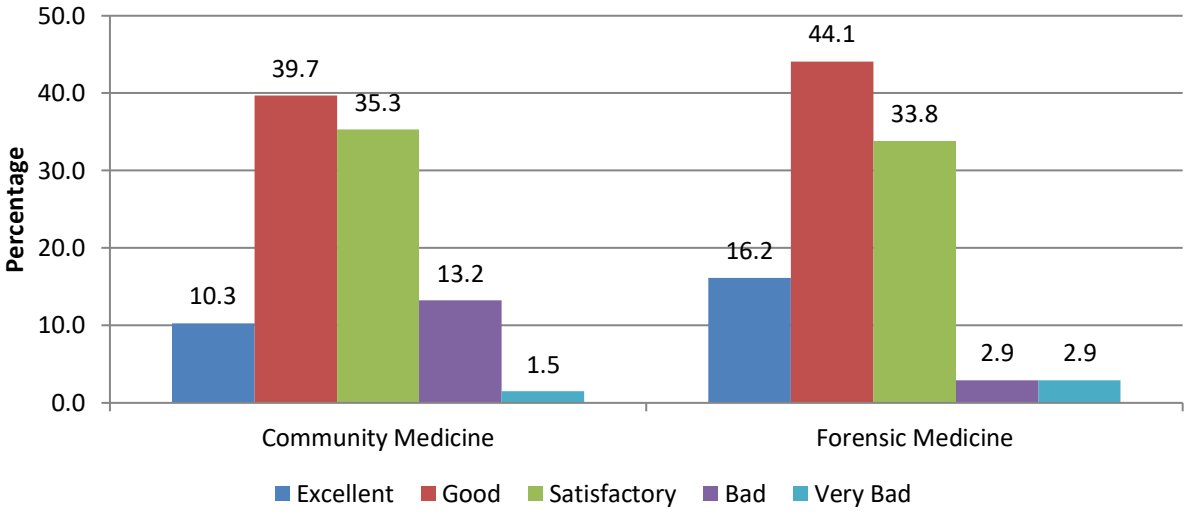



Figure 4. Distribution of responses by department on Approachability of faculties

## II. Punctuality

### 1. Starting and ending on time

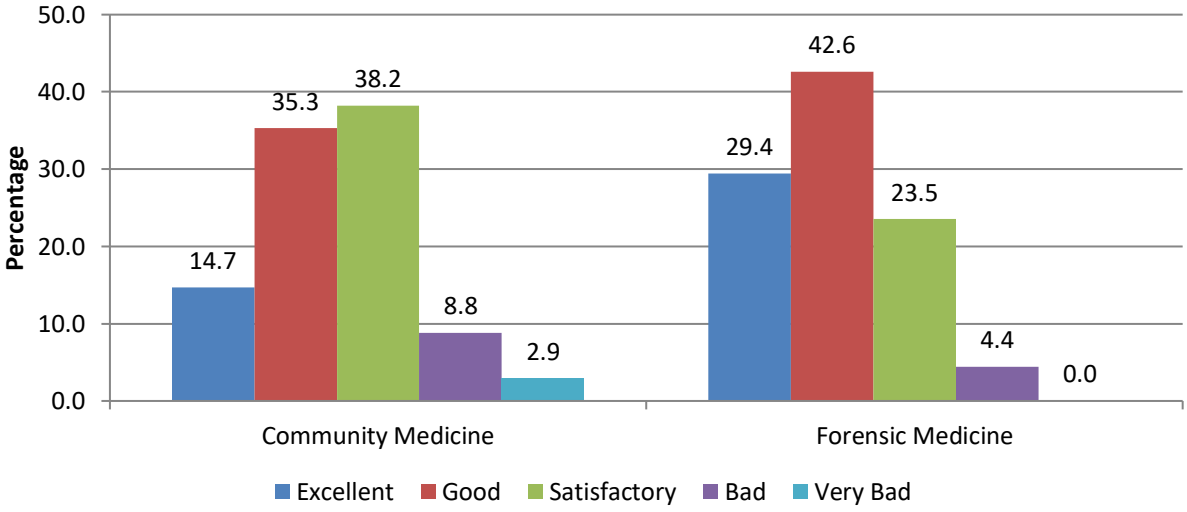



Figure 5. Distribution of responses by department on Starting and ending on time (punctuality)

## III. Visual aids

### 1. Appropriate use of visual aids

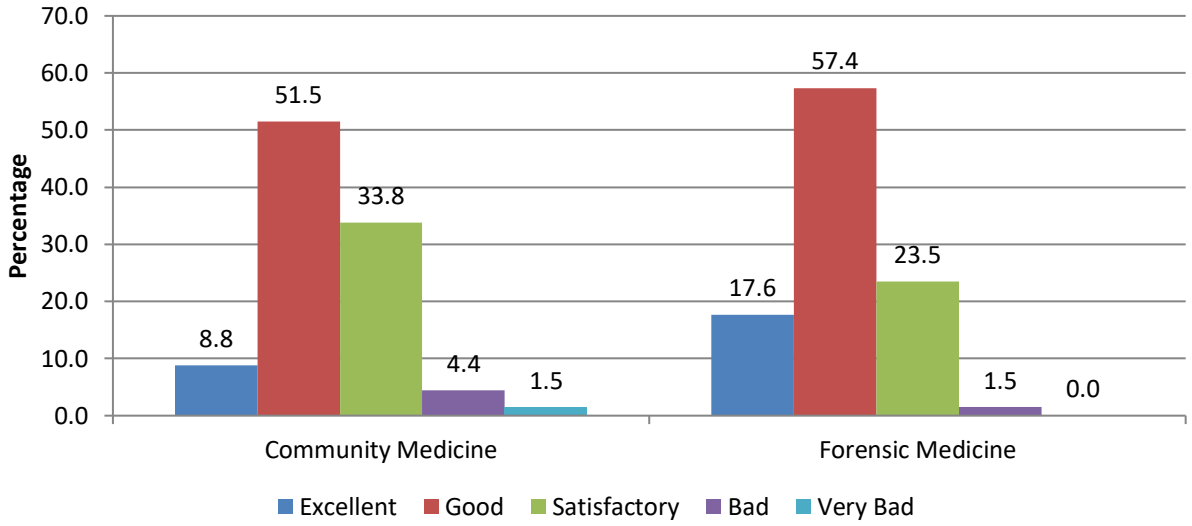



Figure 6. Distribution of responses by department on Appropriate use of visual aids

### 2. Clarity of visual aids

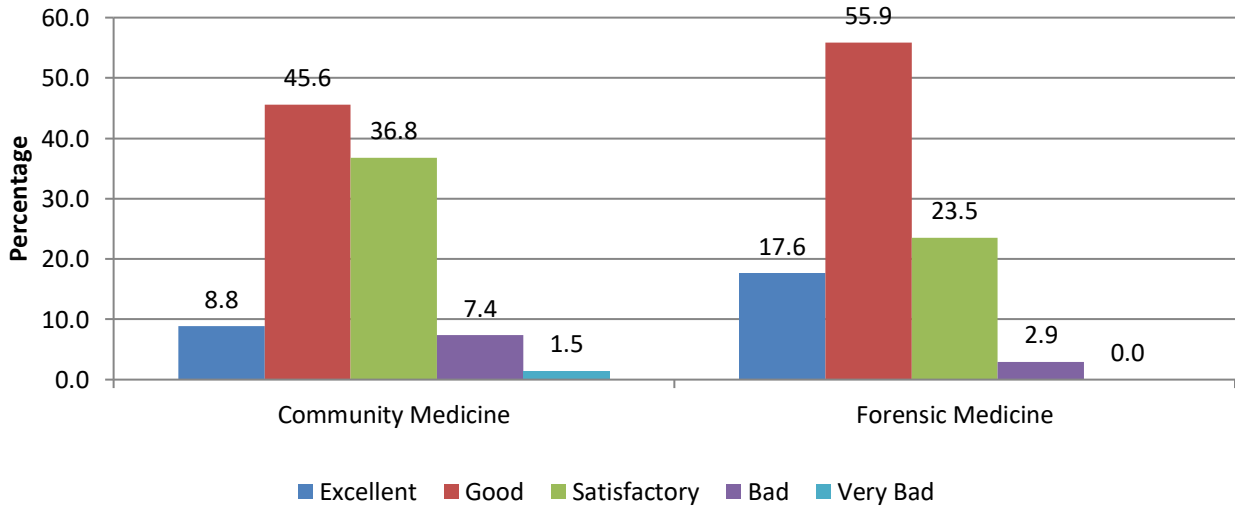



Figure 7. Distribution of responses by department on Clarity of visual aids

### 3. Pictorial representation

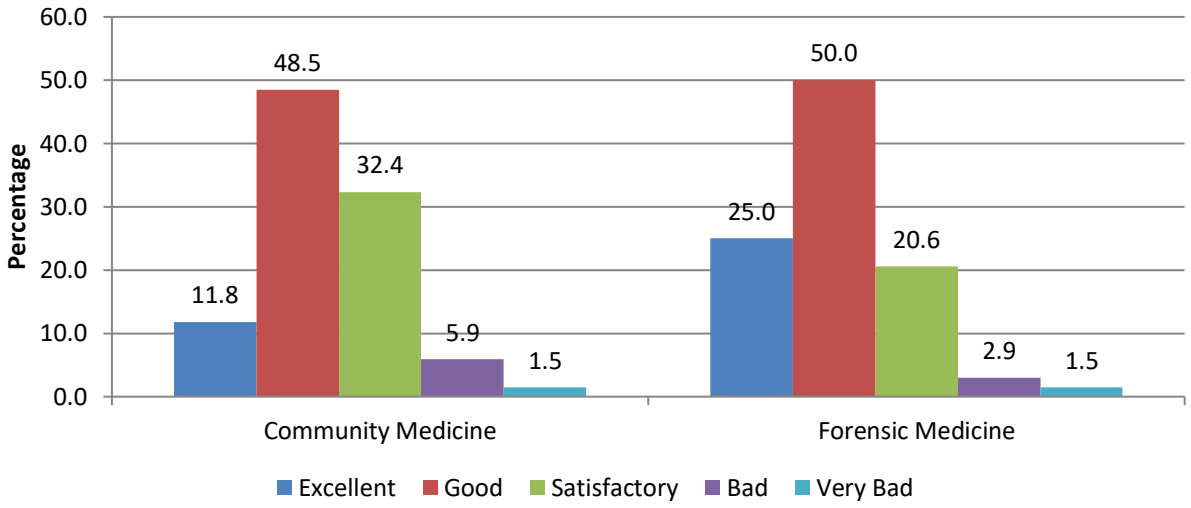



Figure 8. Distribution of responses by department on Pictorial representation of visual aids

## IV. Practical training

### 1. Opportunity for hands on training




Figure 9. Distribution of responses by department on Opportunity for hands on training

**2. Small group discussion**

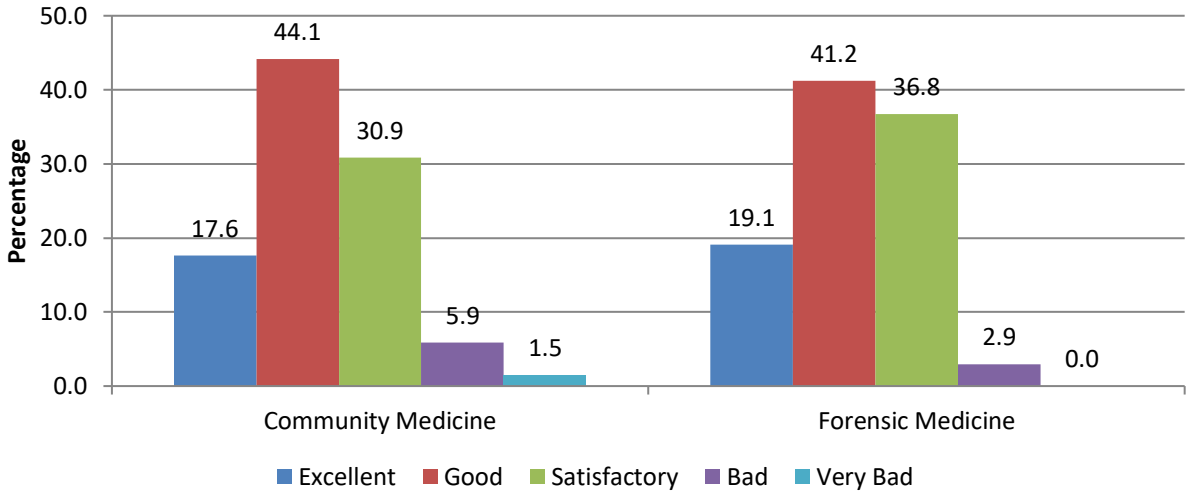



Figure 10. Distribution of responses by department on Small group discussion

**3. Clinical relevance**

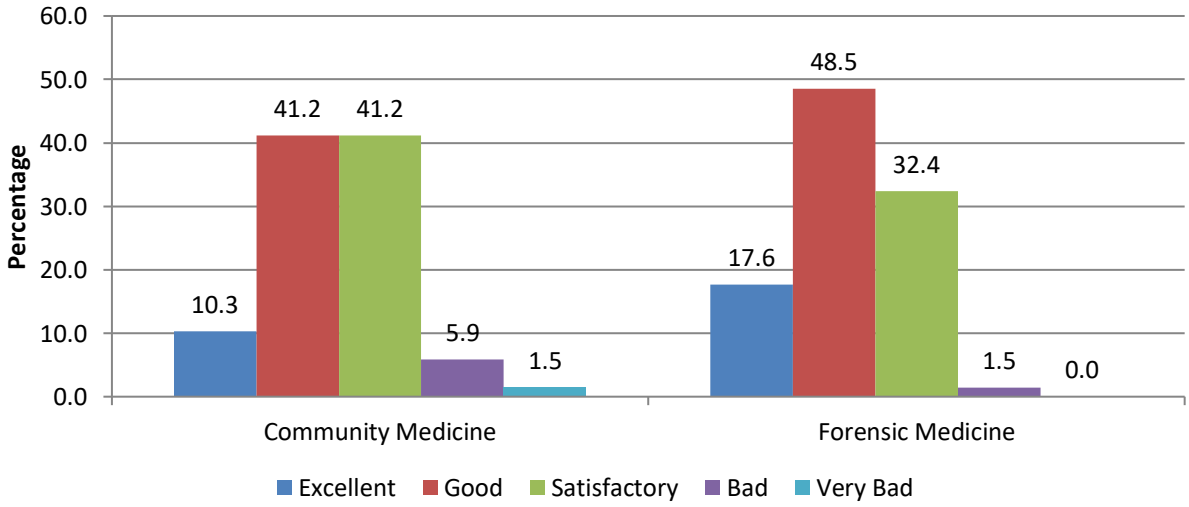



Figure 11. Distribution of responses by department on Clinical relevance

## V. Clinical training

### 1. Number of cases

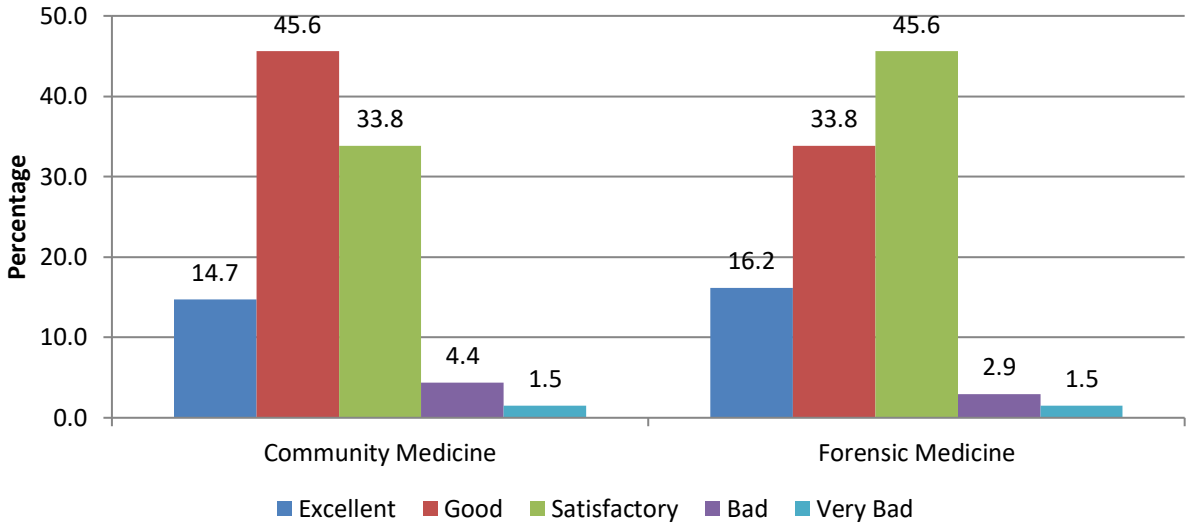



Figure 12. Distribution of responses by department on Number of cases seen during clinical training

### 2. Variety of cases




Figure 13. Distribution of responses by department on Variety of cases seen during clinical training

**3. Adequate training on history taking and examination**




Figure 14. Distribution of responses on history taking and examination

**4. Adequate utilisation of the posting time**




Figure 15. Distribution of responses on utilisation of the posting time

### 5. Small group discussion

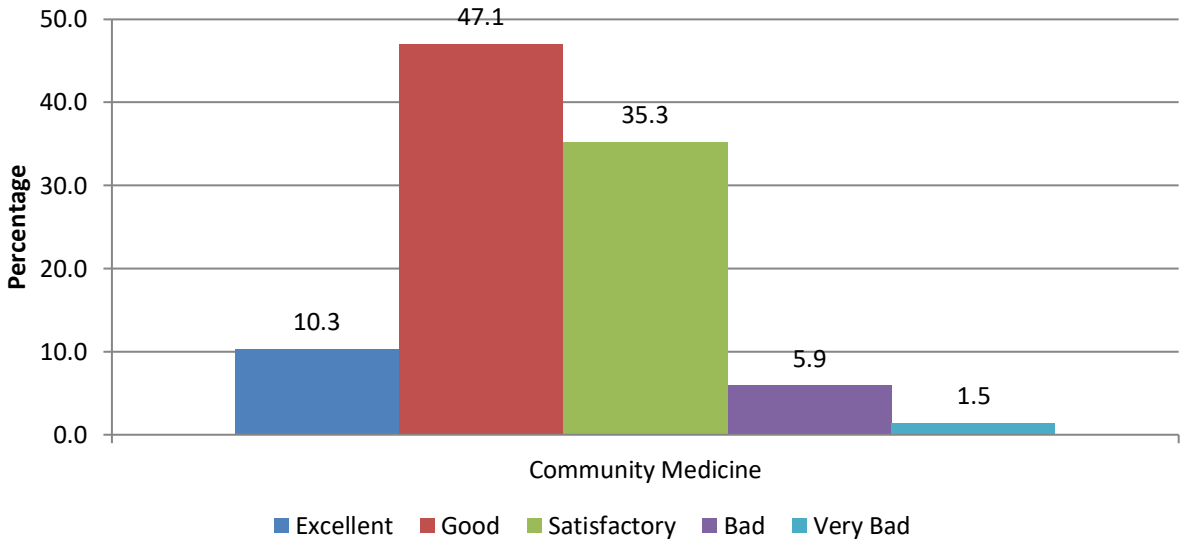



Figure 16. Distribution of responses on Small group discussion

## VI. Integrated teaching session

### 1. Well structured and concepts were explained clearly




Figure 17. Distribution of responses on Well structured and concepts clearly explained teaching session

**2. Effectively integrated with relevant concepts and AV aids**

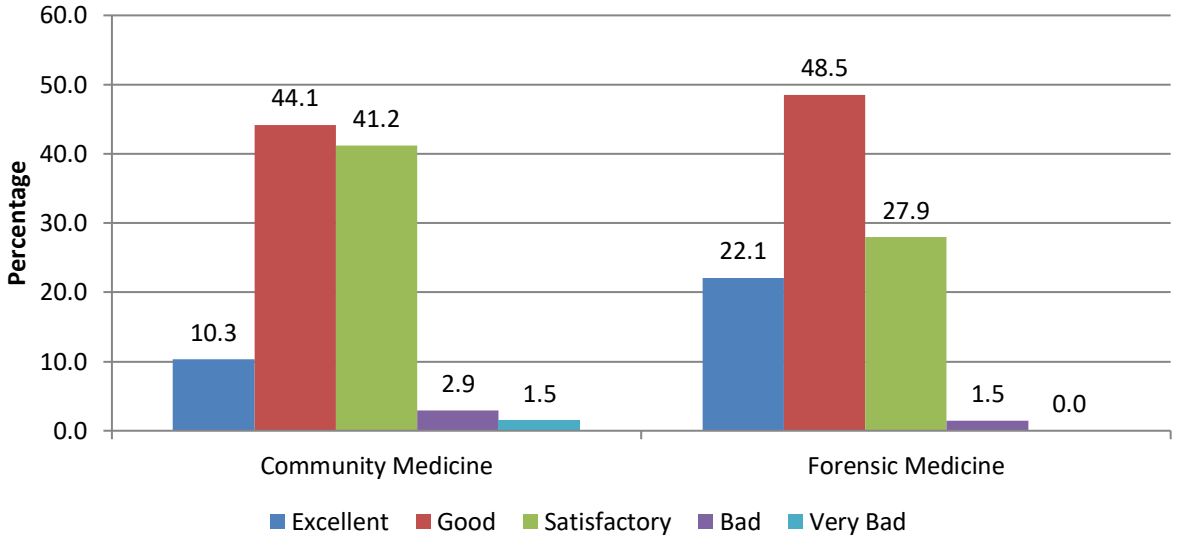



Figure 18. Distribution of responses on Effectively integrated with relevant concepts and AV aids

**3. Helped to understand the topic**




Figure 19. Distribution of responses on Helping to understand the topic

## ASSESSMENT – Internal assessment/ Formative assessment

### I. Coverage of syllabus

#### 1. Full portions covered

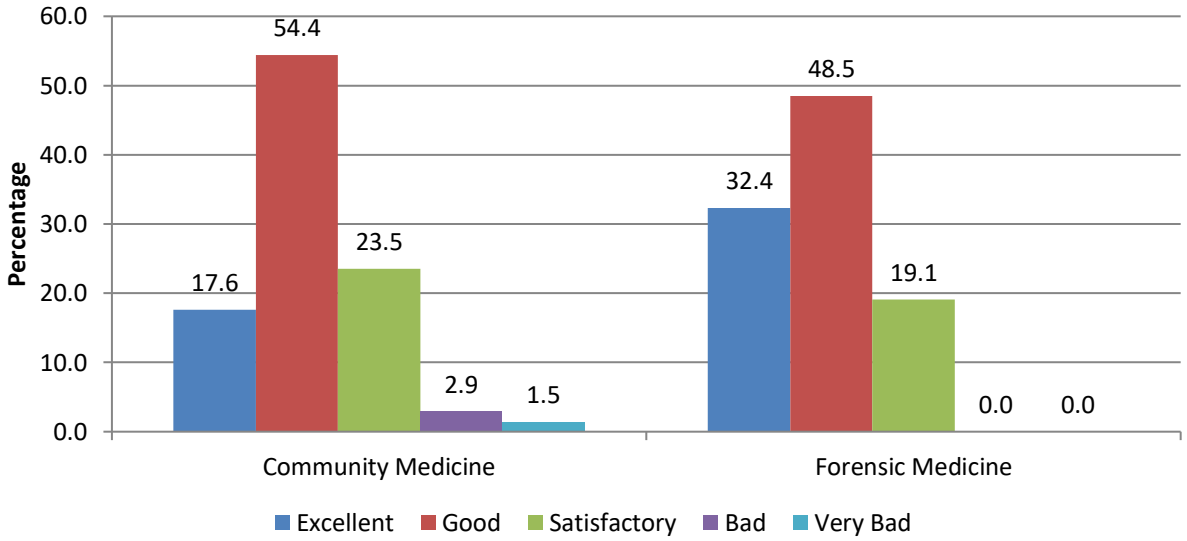



Figure 20. Distribution of responses by department on Full portions covered

#### 2. University pattern followed

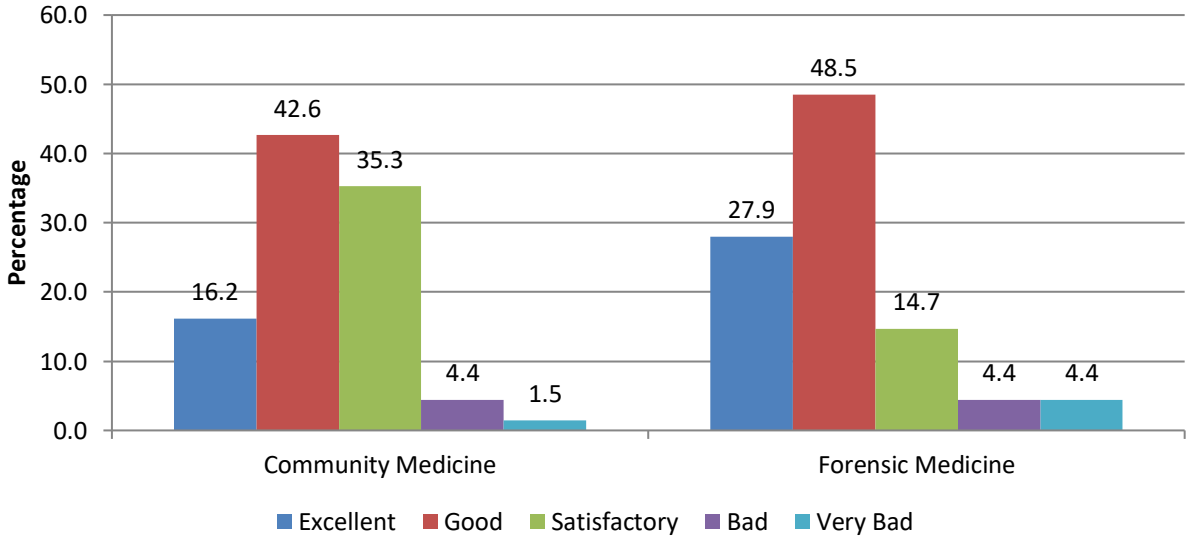



Figure 21. Distribution of responses by department on University pattern followed in the coverage of syllabus

### 3. Analytical skills tested




Figure 22. Distribution of responses by department on Analytical skills tested in the coverage of syllabus

## II. Conduct of exam

### 1. Seating




Figure 23. Distribution of responses by department on Seating in conduct of exam

### 2. Adequate supervision




Figure 24. Distribution of responses by department on Adequate supervision in conduct of exam

## III. Valuation

### 1. Fair valuation

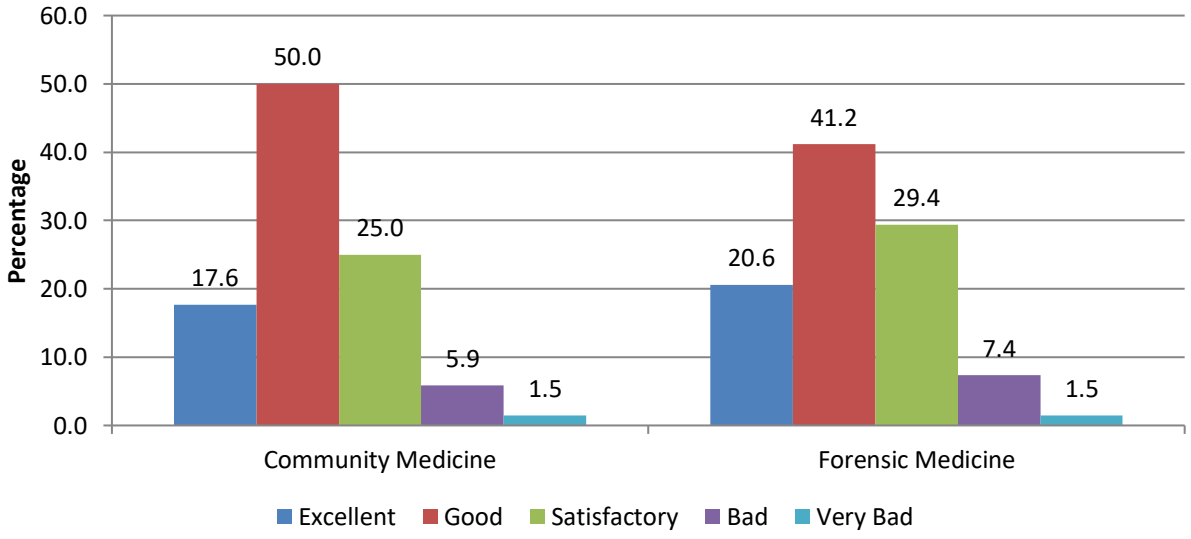



Figure 25. Distribution of responses by department on Fair Valuation in valuation

## 2. Discussion of the answers




Figure 26. Distribution of responses by department on Discussion of the answers

## 3. Feedback after valuation




Figure27. Distribution of responses by department on Feedback after valuation

## IV. End of posting assessment

### 1. OSCE




Figure 28. Distribution of responses on OSCE at the end of posting assessment

### 2. Assessment of clinical skills




Figure 29. Distribution of responses on Assessment of clinical skills

### 3. Assessment of cases discussed

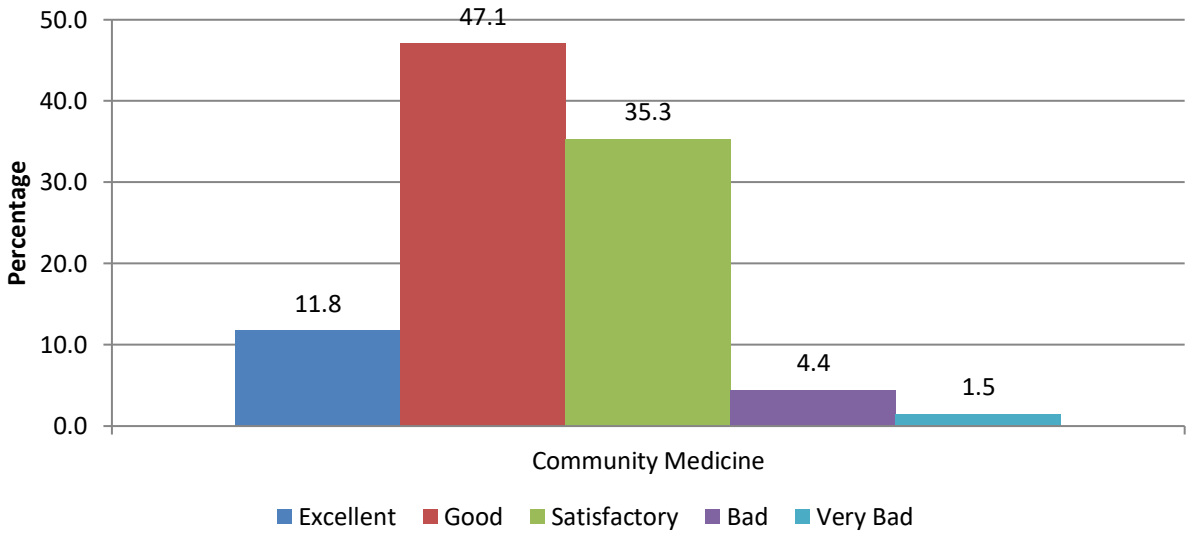



Figure 30. Distribution of responses on Assessment of cases discussed

### 4. Feedback after the assessment




**Figure 31. Distribution of responses on Feedback after the assessment**