

Assessment on teaching/learning methods

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Pondicherry Institute of Medical Sciences

August, 2024

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## Introduction

This report summarises the assessment by 2<sup>nd</sup> year UG students on the departments which involved in the second year curriculum (i.e., Pharmacology, Pathology, and Microbiology). A five point Likert scale (very bad, bad, satisfactory, good, excellent) was used to rate various aspects of teaching/learning of those departments. There were 21 items in the Google form and 110 respondents. Responses obtained from the students were analysed and results were presented as bar charts. Suggestions and comments by students for the improvement were given in Appendix.

## Results

### 1. Faculty

#### Quality of Teaching

##### i. Arousal of Interest

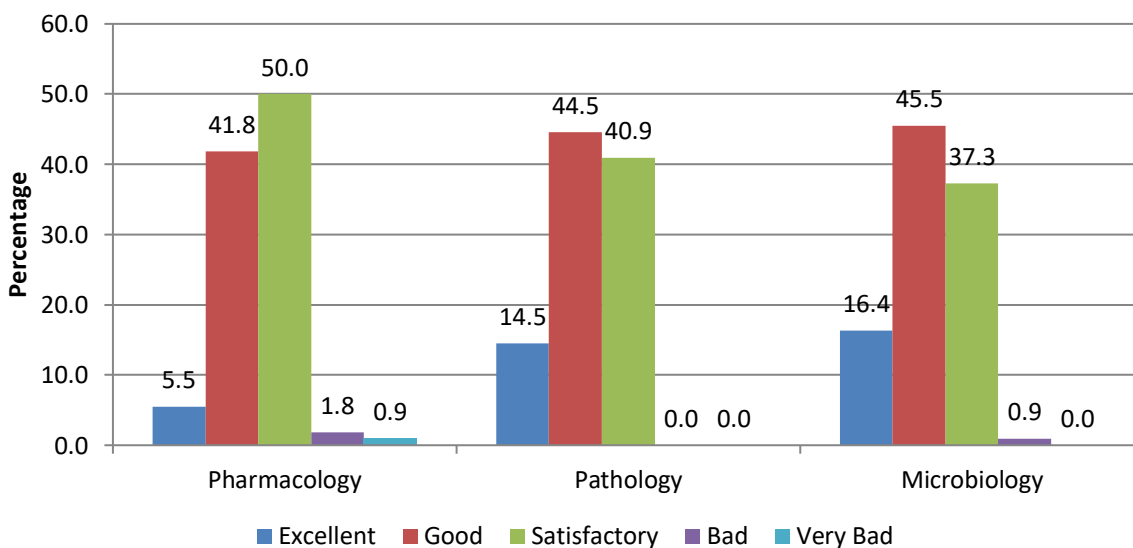


Figure 1. Department wise distribution of responses on Arousal of Interest by the Faculties

**ii. Clarity of Communication**

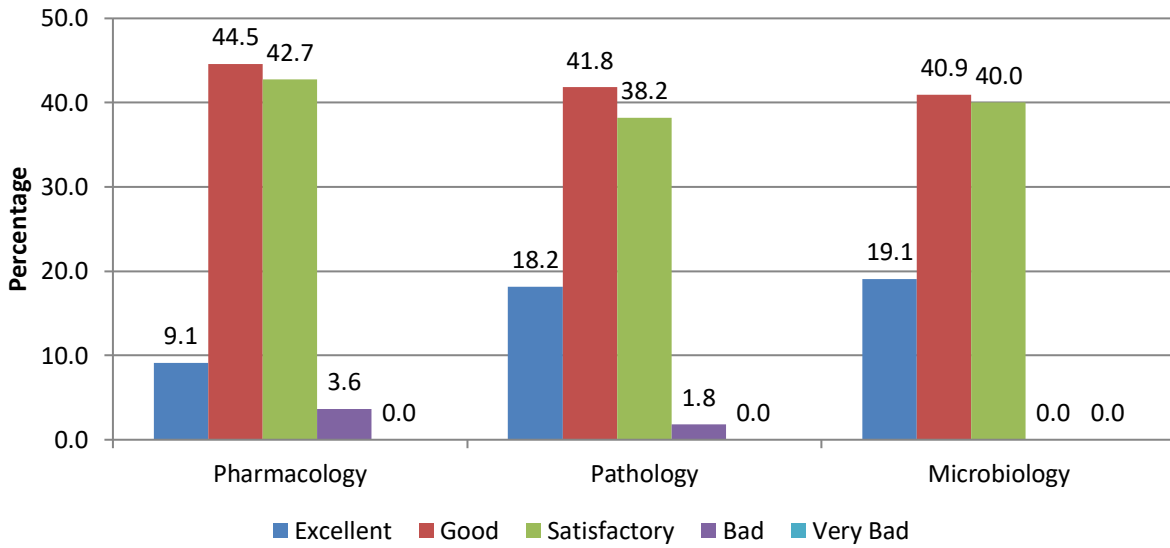


Figure 2. Department wise distribution of responses on Clarity of Communication by Faculties

**iii. Adequate Interaction**

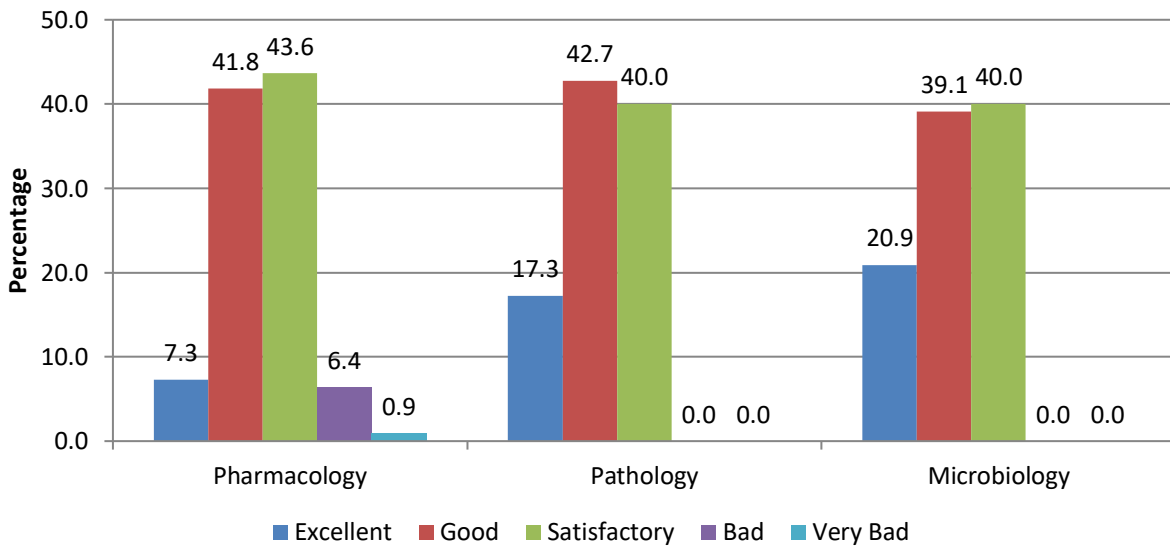


Figure 3. Department wise distribution of responses on Adequate Interaction by Faculties

## 2. Approachability

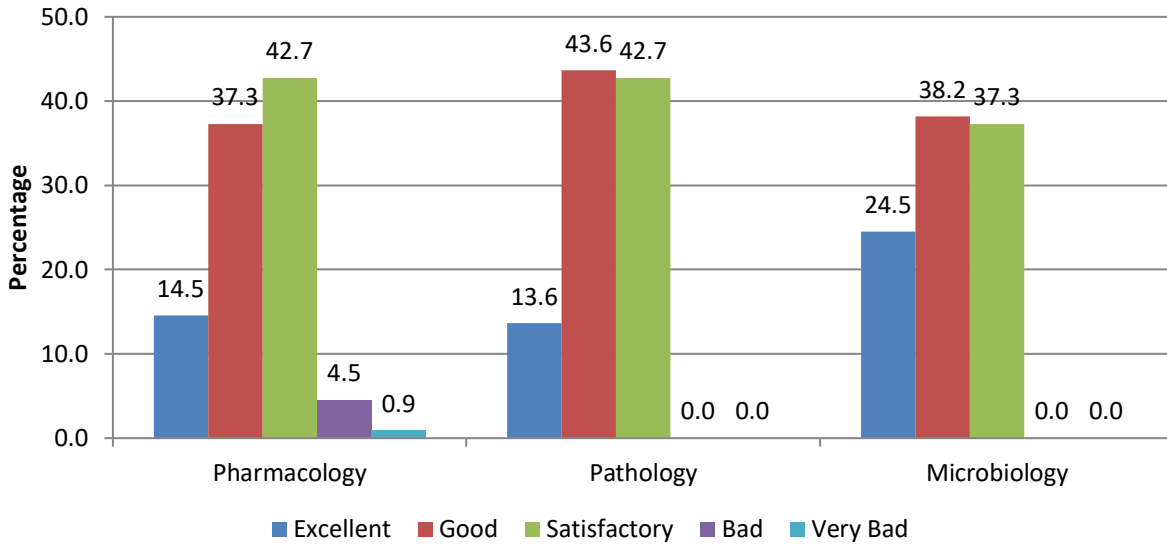


Figure 4. Department wise distribution of responses on Approachability of Faculties

## 3. Punctuality

### i. Starting on Time

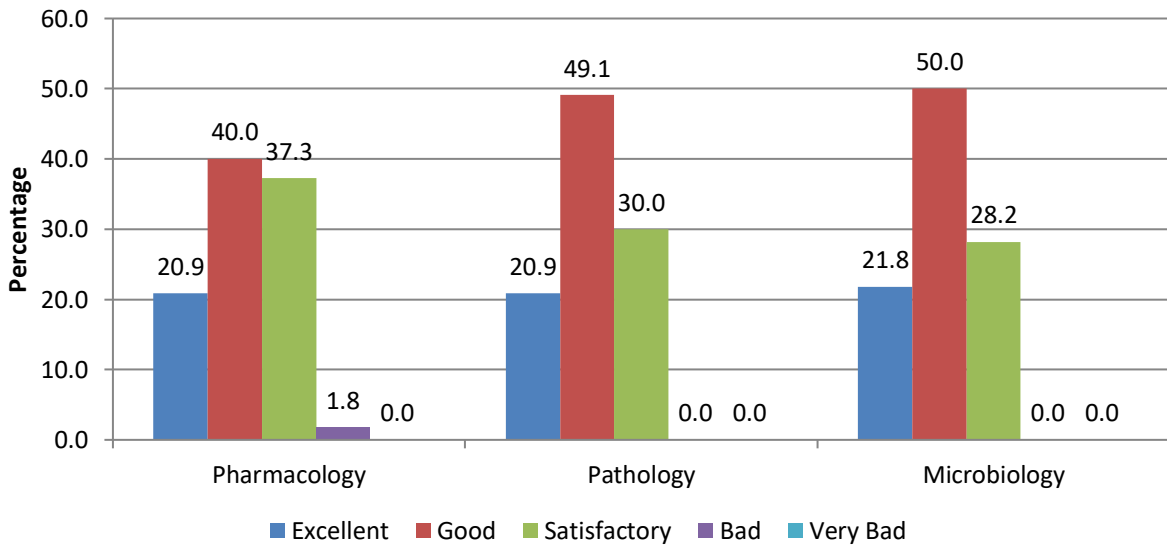


Figure 5. Department wise distribution of responses on Starting on Time (punctuality)

## ii. Ending on Time



Figure 6. Department wise distribution of responses on Ending on Time (punctuality)

## 4. Visual aids

### i. Appropriation

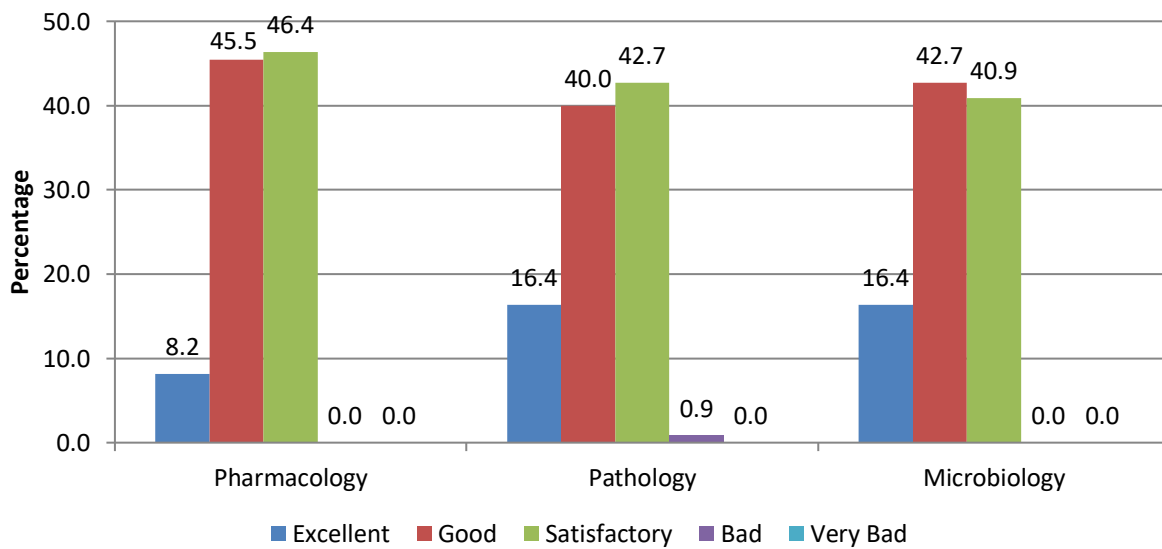


Figure 7. Department wise distribution of responses on Appropriate Material

## ii. Clarity

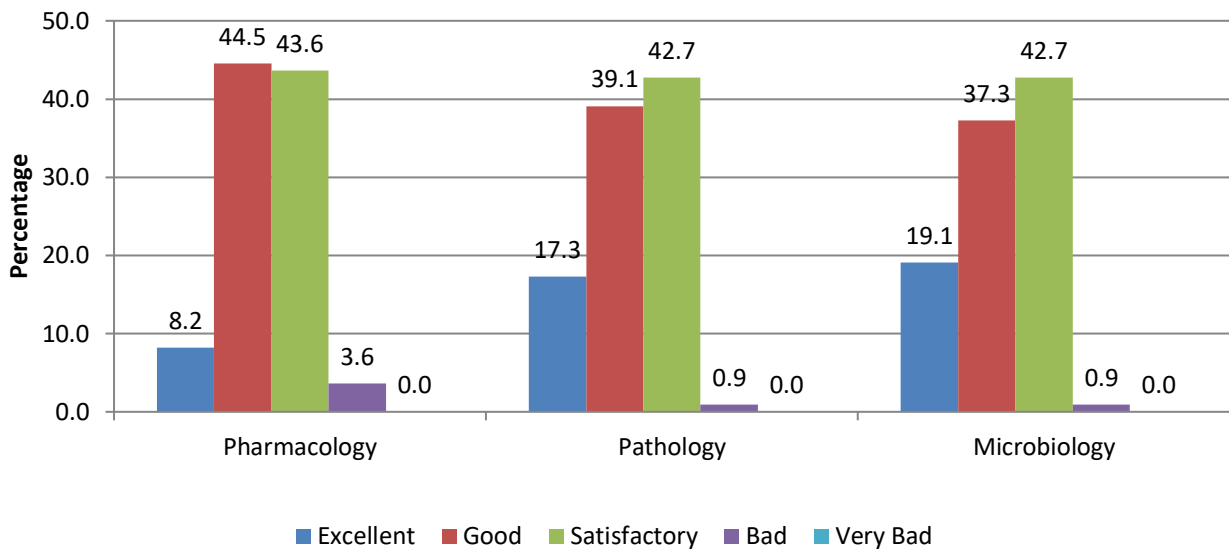


Figure 8. Department wise distribution of responses on Clarity of Visual Aids

## iii. Pictorial representation

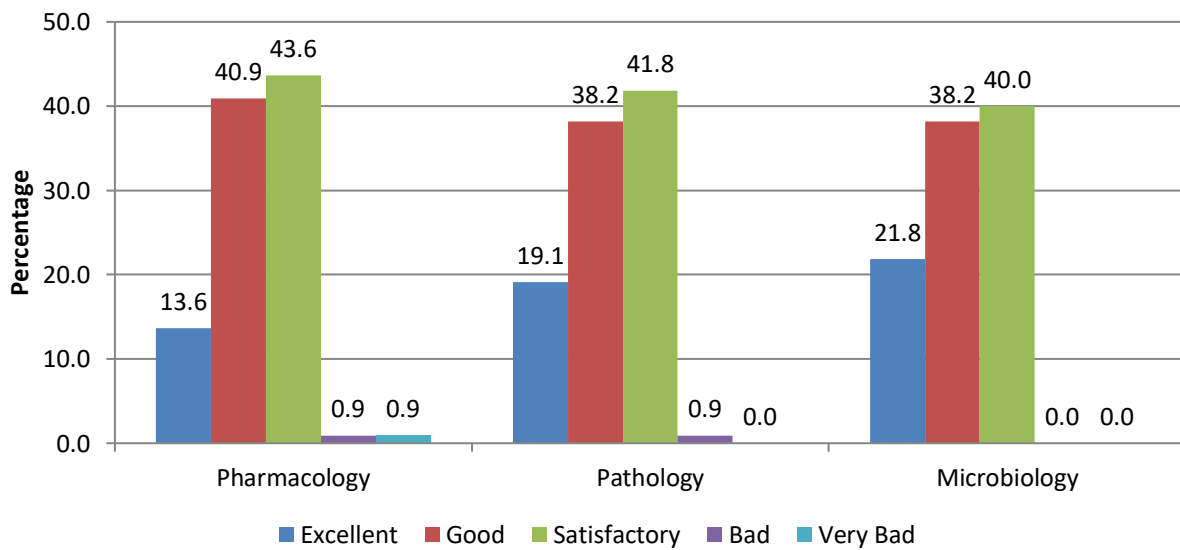


Figure 9. Department wise distribution of responses on Pictorial representation of Visual Aids

## 5. Practical Training

### i. Opportunity for hands on training

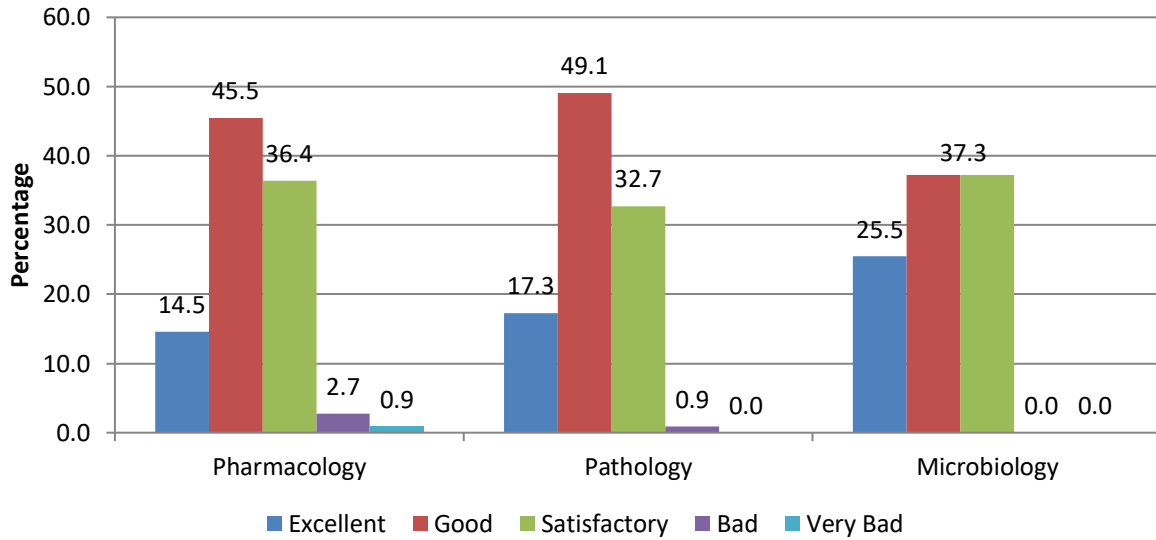


Figure 10. Department wise distribution of responses on Opportunity for hands on training

### ii. Small group discussion

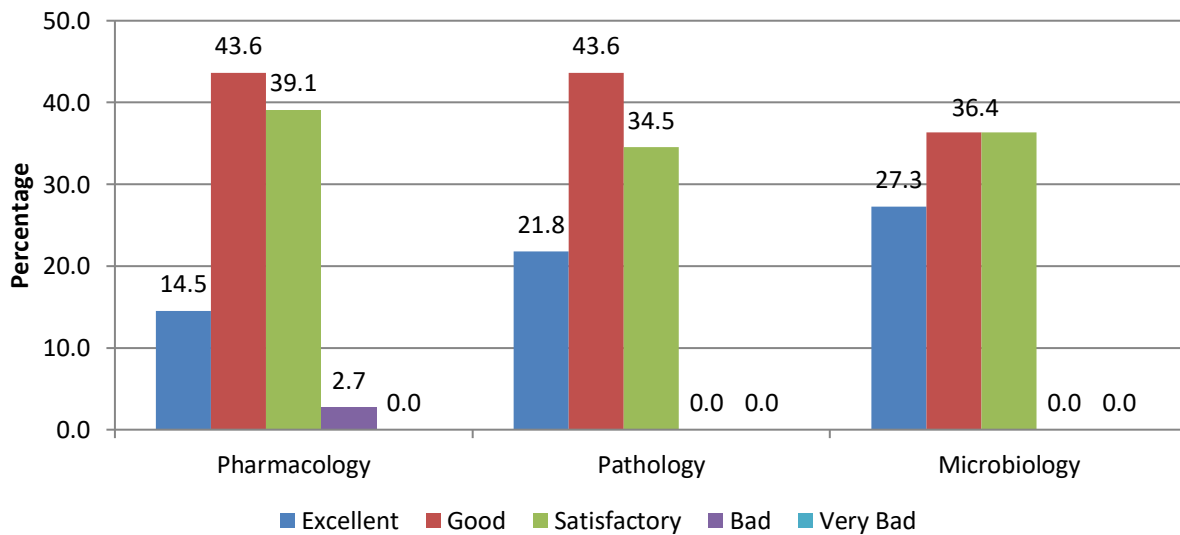


Figure 11. Department wise distribution of responses on Small group discussion

### iii. Clinical Relevance

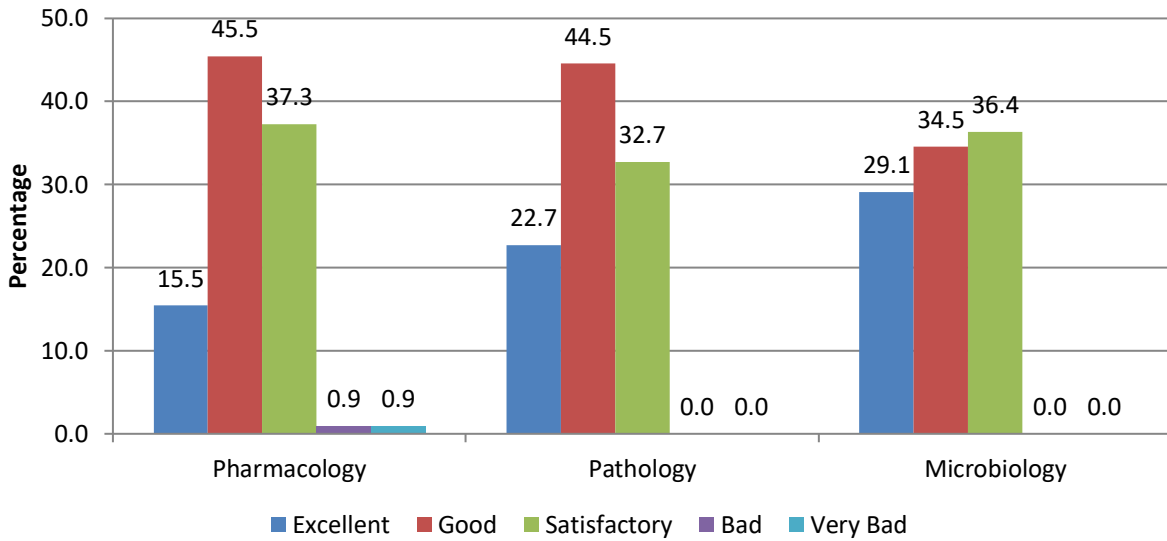


Figure 12. Department wise distribution of responses on Clinical Relevance

## 6. Internal Assessment

### a. Coverage of Syllabus

#### i. Full portions covered

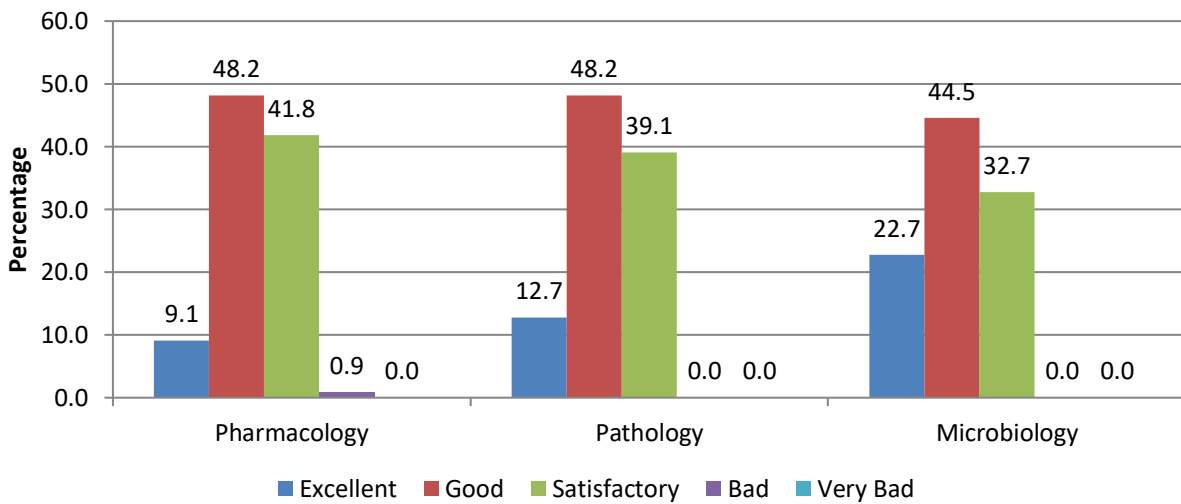


Figure 13. Department wise distribution of responses on Full portions covered

**ii. University pattern followed**

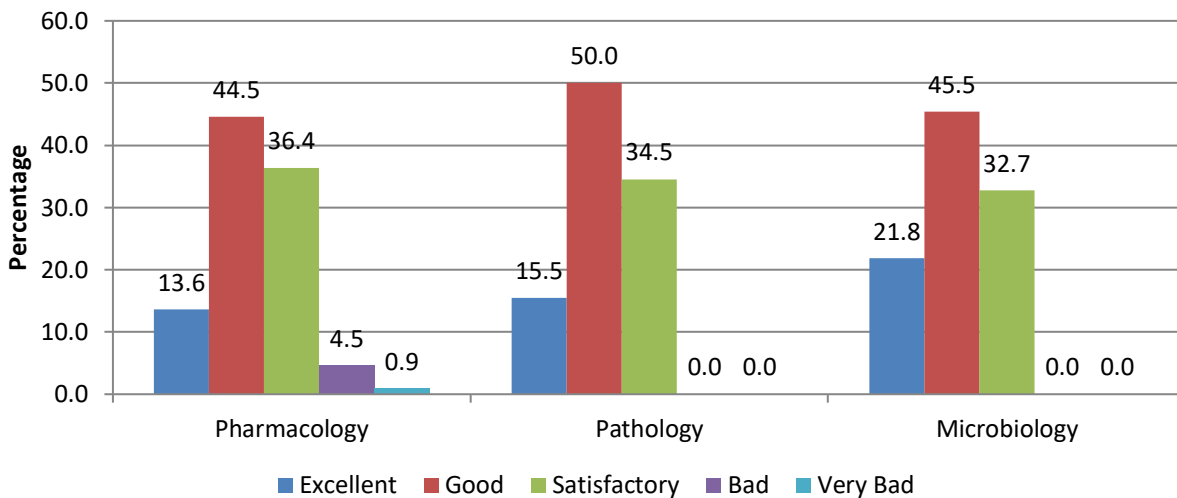


Figure 14. Department wise distribution of responses on University pattern followed in the Coverage of Syllabus

**iii. Analytical skills tested**

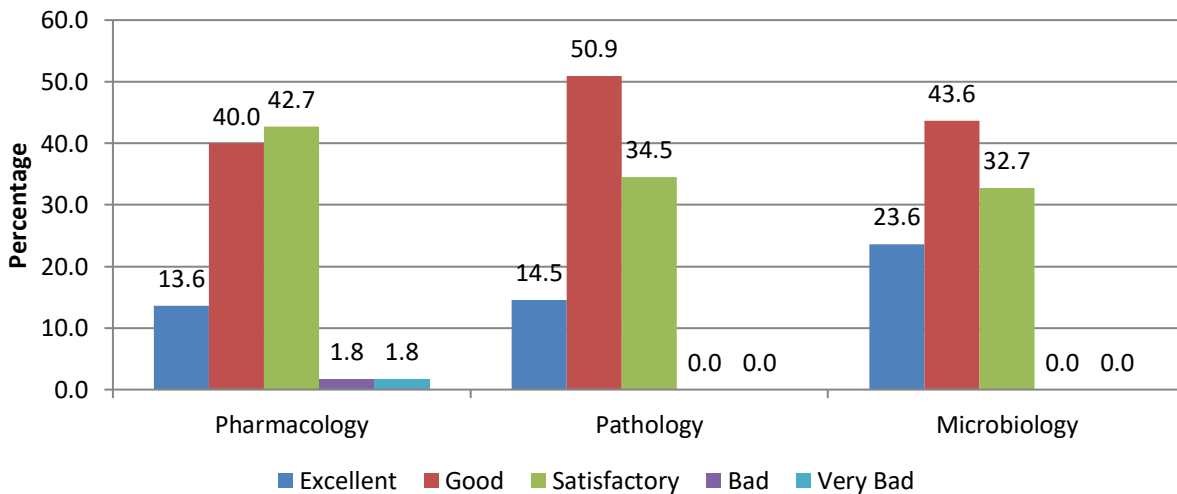


Figure 15. Department wise distribution of responses on Analytical skills tested in the Coverage of Syllabus

## b. Conduct of Exam

### i. Question Paper Given

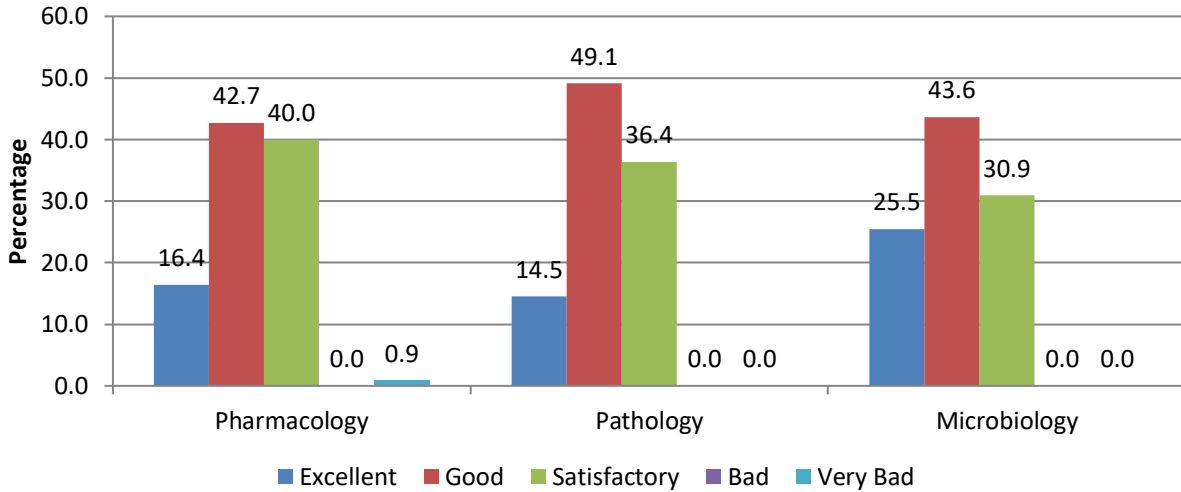


Figure 16. Department wise distribution of responses on Question Paper Given in conduct of exam

### ii. Seating

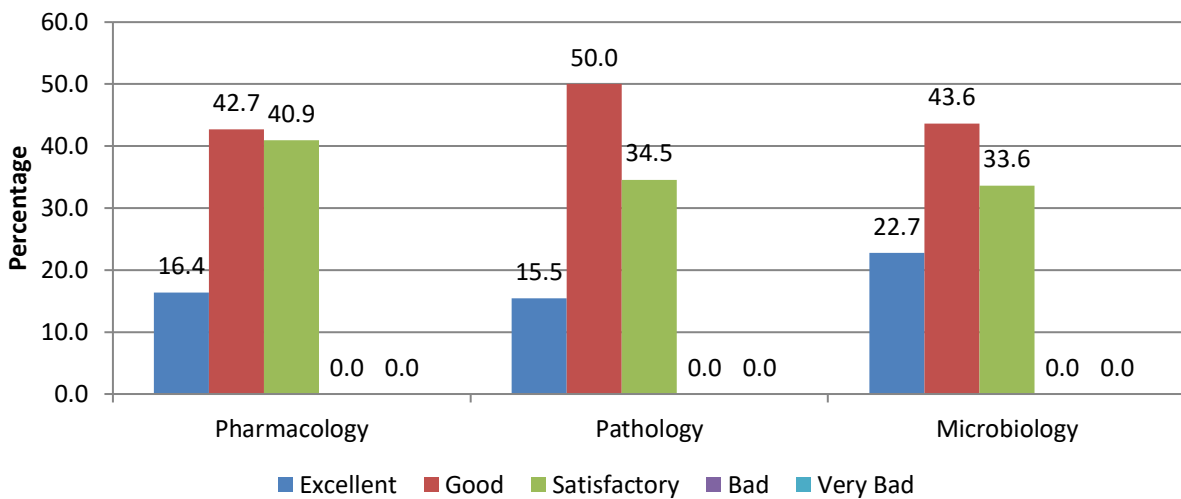


Figure 17. Department wise distribution of responses on Seating in conduct of exam

### iii. Adequate Supervision

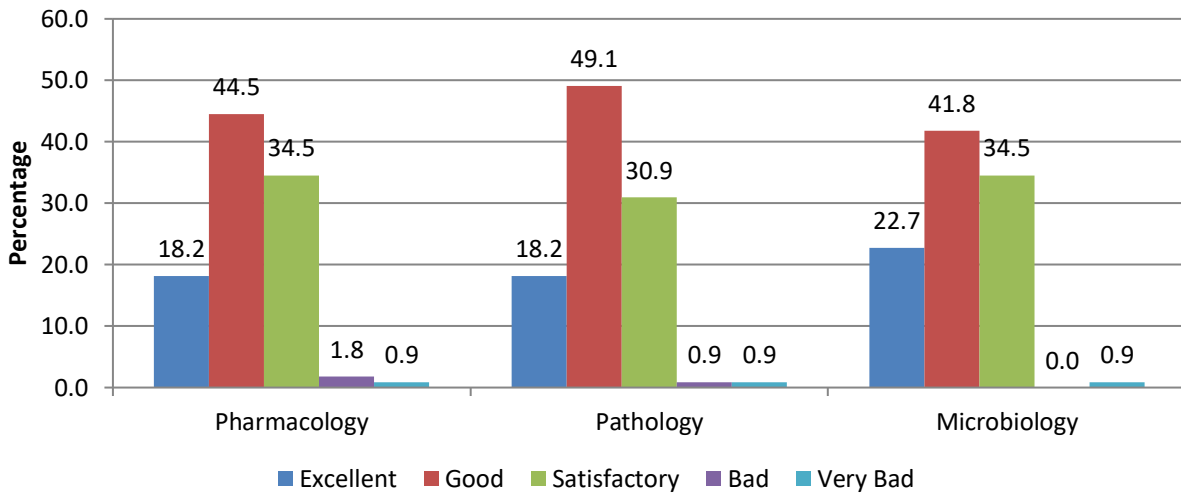


Figure 18. Department wise distribution of responses on Adequate Supervision in conduct of exam

### c. Valuation

#### i. Fair Valuation

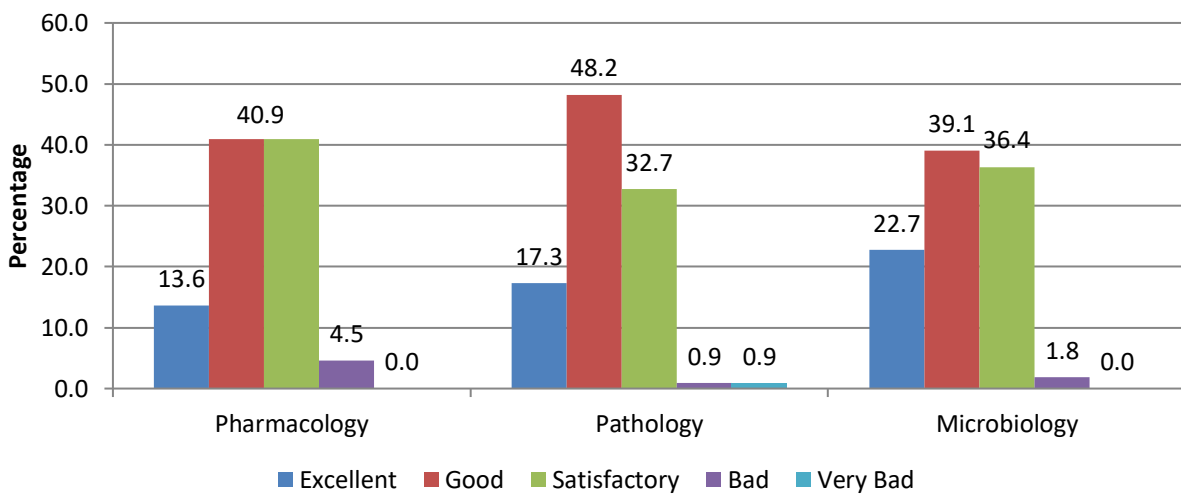


Figure 19. Department wise distribution of responses on Fair Valuation in Valuation

**ii. Discussion of Papers**

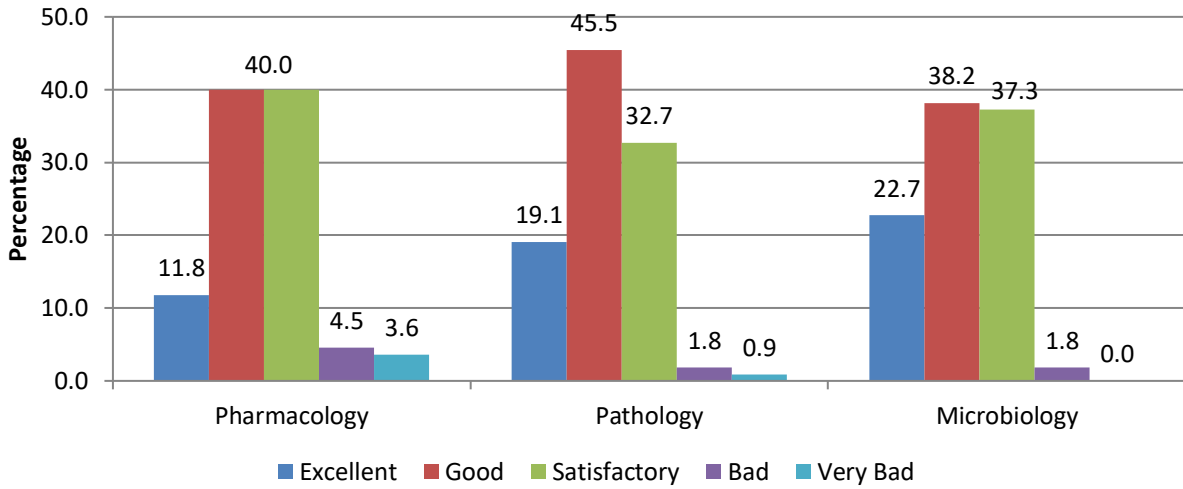


Figure 20. Department wise distribution of responses on Discussion of Papers in Valuation

**iii. Feedback after Valuation**

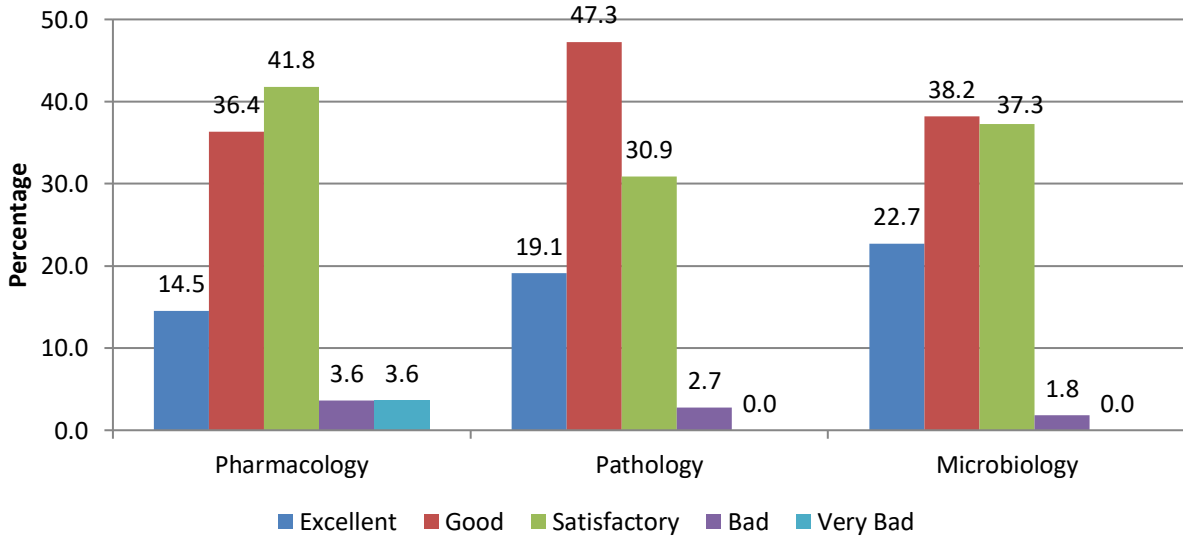


Figure 21. Department wise distribution of responses on Feedback after Valuation