

Assessment on teaching/learning methods

By

II Year MBBS Students, 2023-24 Batch (Group 3)

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Introduction

This report summarises the assessment by 2nd 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 20 items in the form and 144 students completed the form. These 144 students were classified in to three groups based on their IA. This report is based on 38 students of group 3, whose IA was more than 65%. Responses obtained from the students were analysed and results were presented as bar charts. Suggestions and comments by these students for the improvement were given in Appendix.

Results

1. Faculty

Quality of Teaching

i. Arousal of Interest

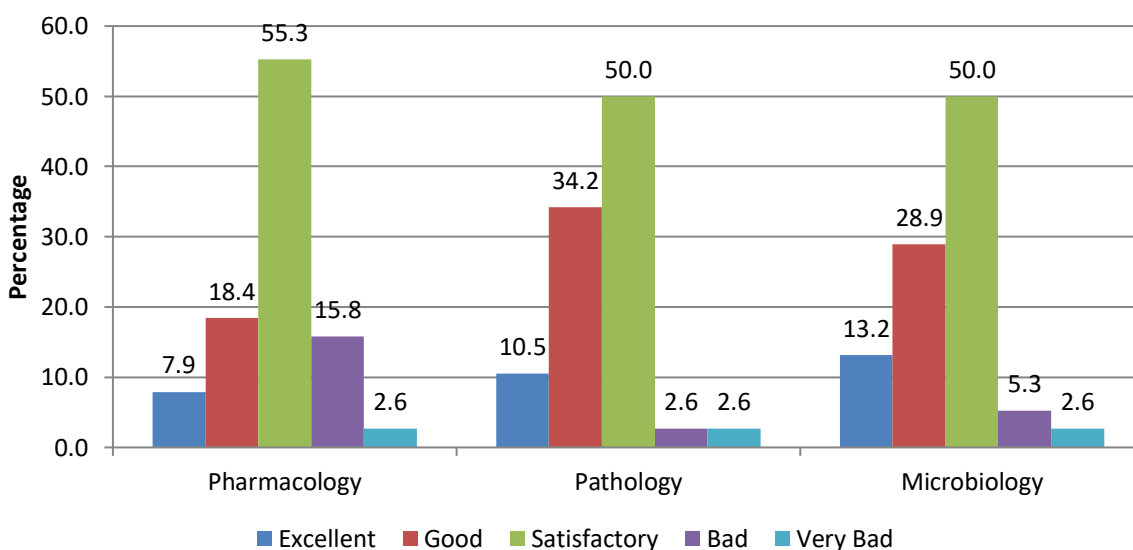


Figure 1. Department wise distribution of responses on Arousal of Interest by the Faculties

ii. Clarity of Communication

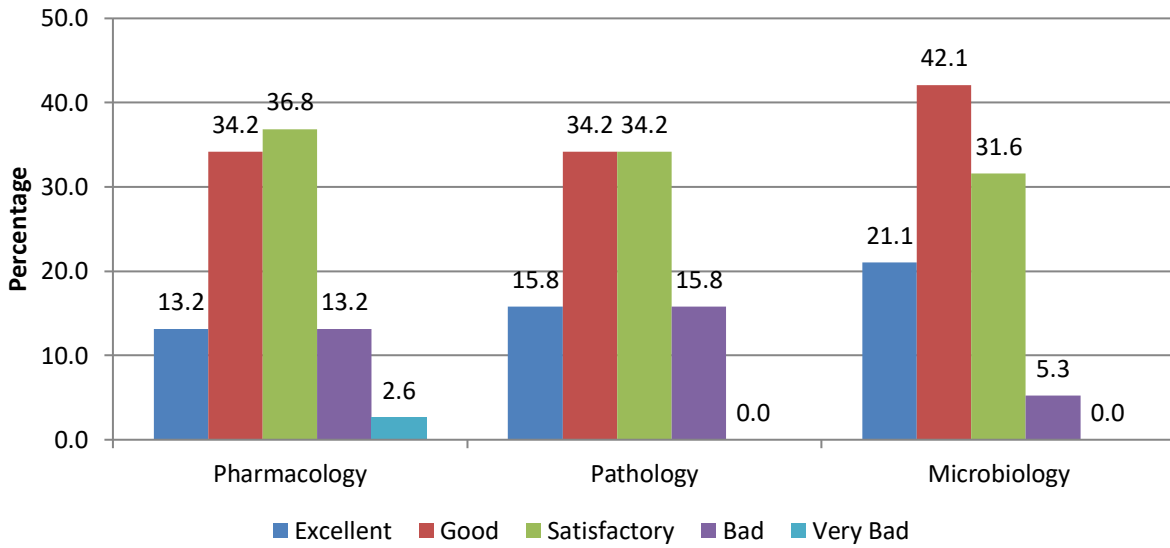


Figure 2. Department wise distribution of responses on Clarity of Communication by Faculties

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

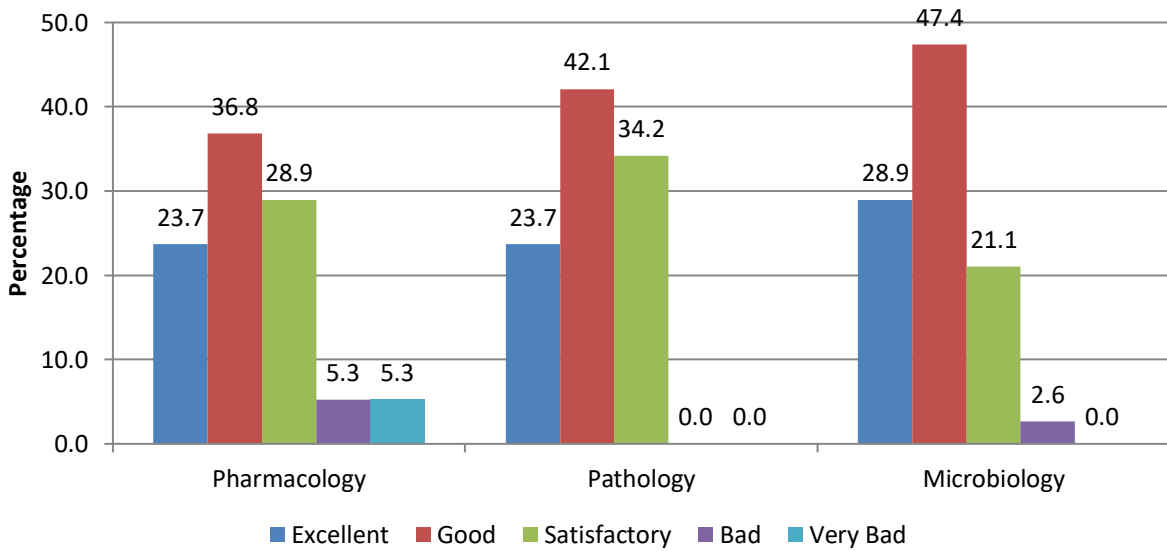


Figure 5. Department wise distribution of responses on Starting on Time (punctuality)

ii. Ending on Time

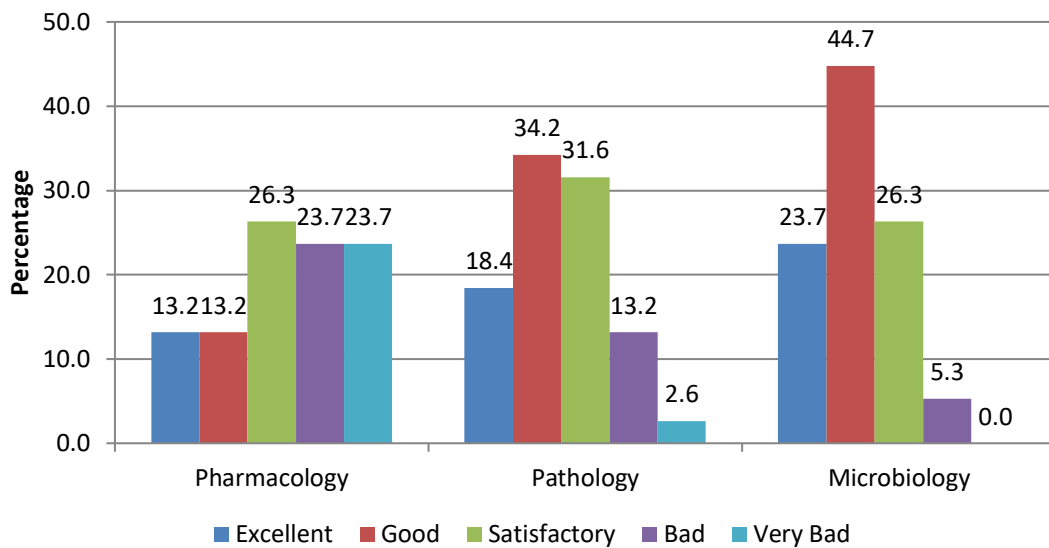


Figure 6. Department wise distribution of responses on Ending on Time (punctuality)

4. Visual aids

i. Appropriation

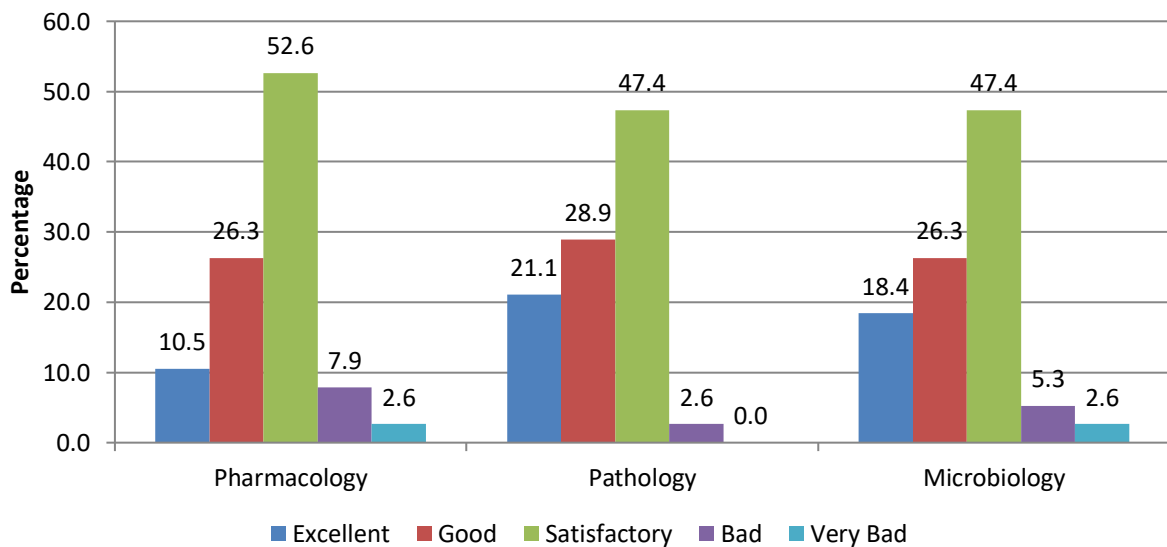


Figure 7. Department wise distribution of responses on Appropriate visual aids

ii. Clarity

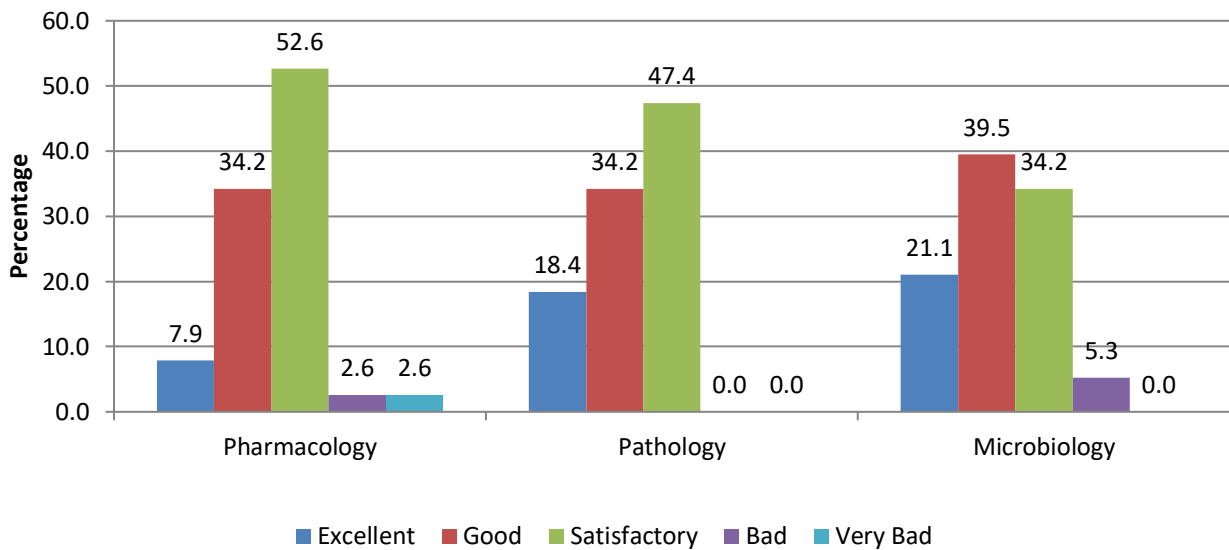


Figure 8. Department wise distribution of responses on Clarity of Visual Aids

iii. Pictorial representation

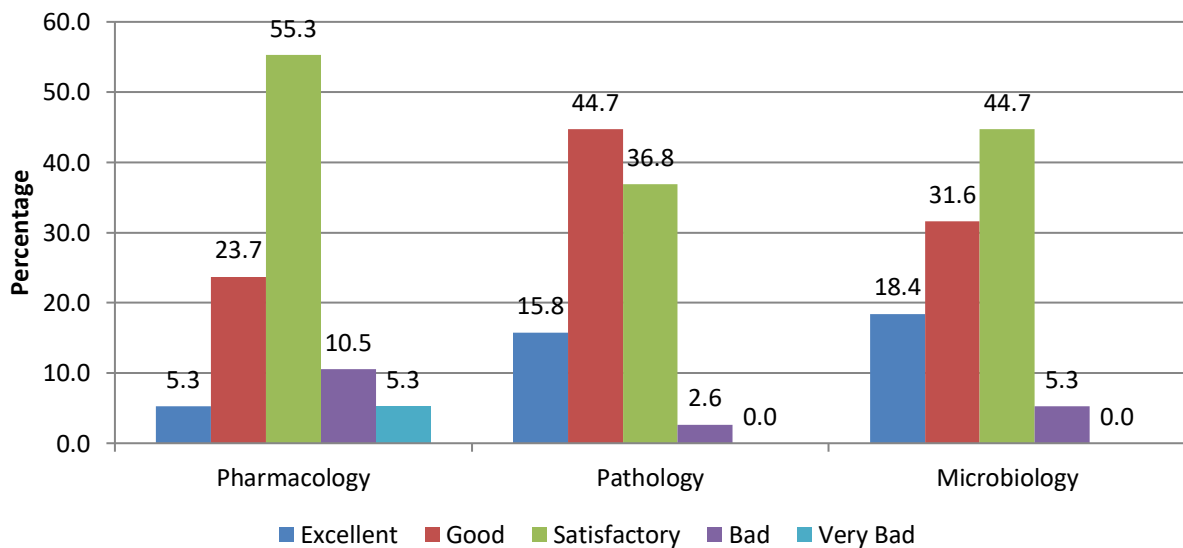


Figure 9. Department wise distribution of responses on Pictorial representation of Visual Aids

5. Practical Training

i. Opportunity for hands on training

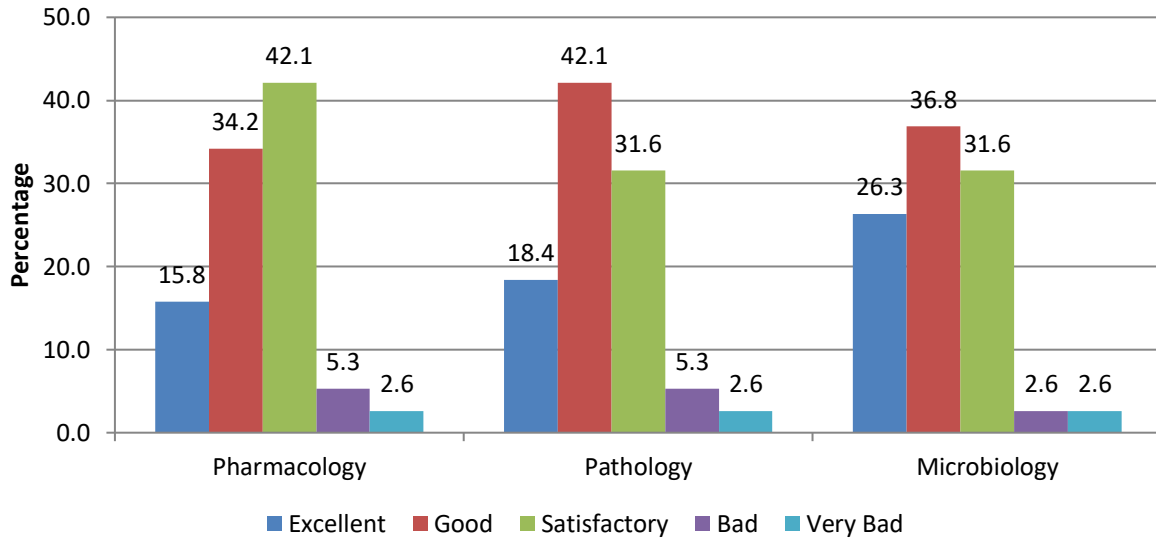


Figure 10. Department wise distribution of responses on Opportunity for hands on training

ii. Small group discussion

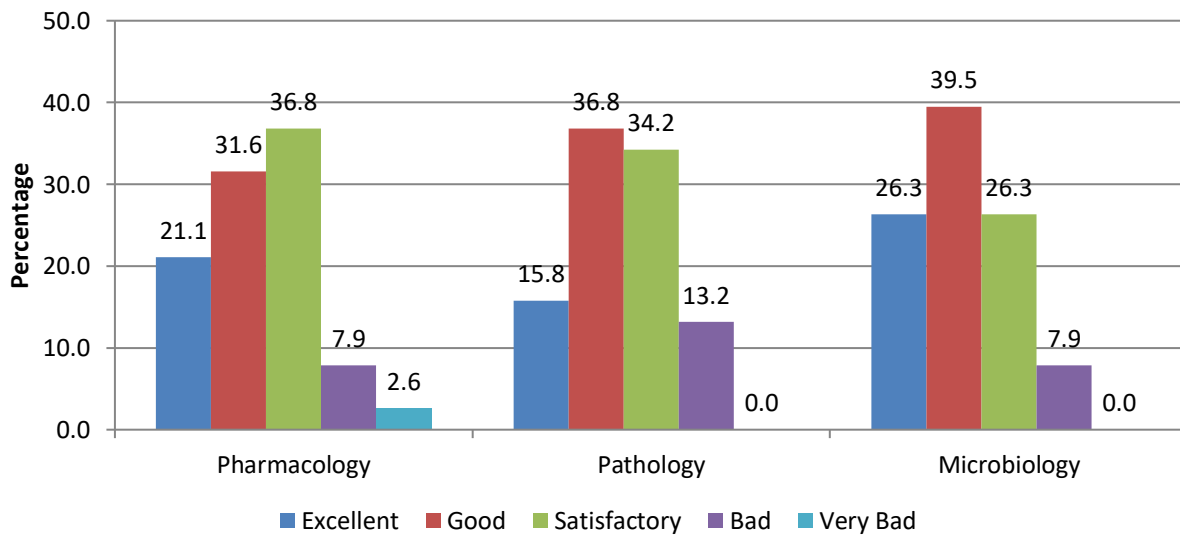


Figure 11. Department wise distribution of responses on Small group discussion

iii. Clinical Relevance

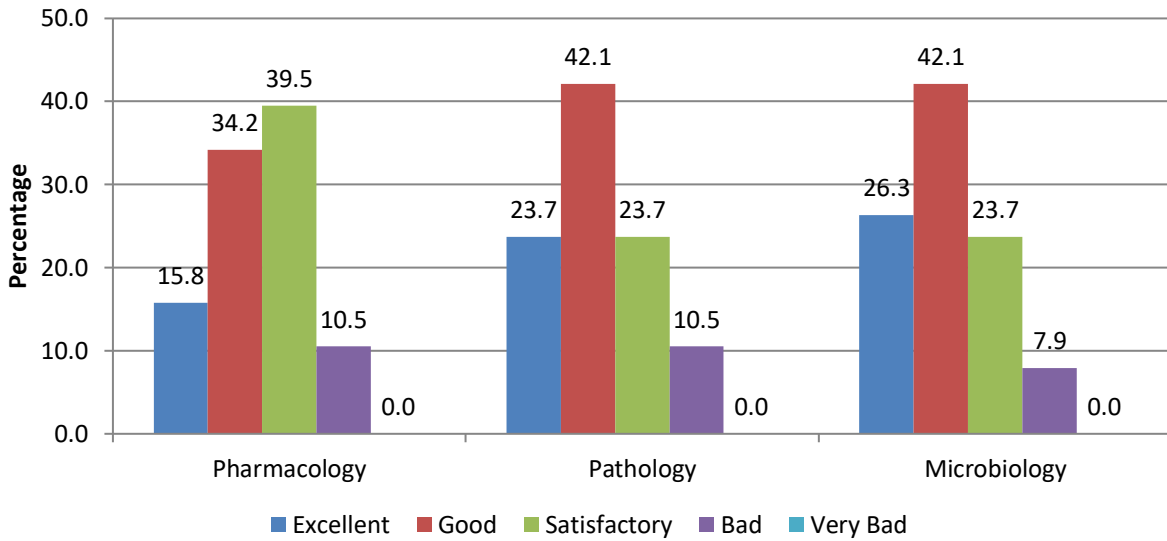


Figure 12. Department wise distribution of responses on Clinical Relevance

6. Internal Assessment

a. Coverage of Syllabus

i. Full portions covered

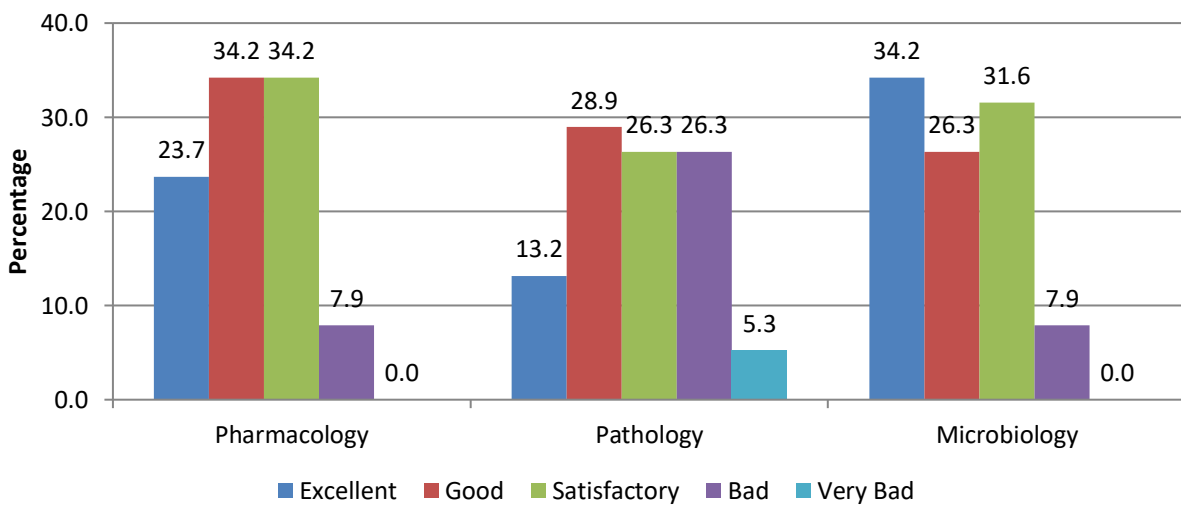


Figure 13. Department wise distribution of responses on Full portions covered

ii. University pattern followed



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

iii. Analytical skills tested

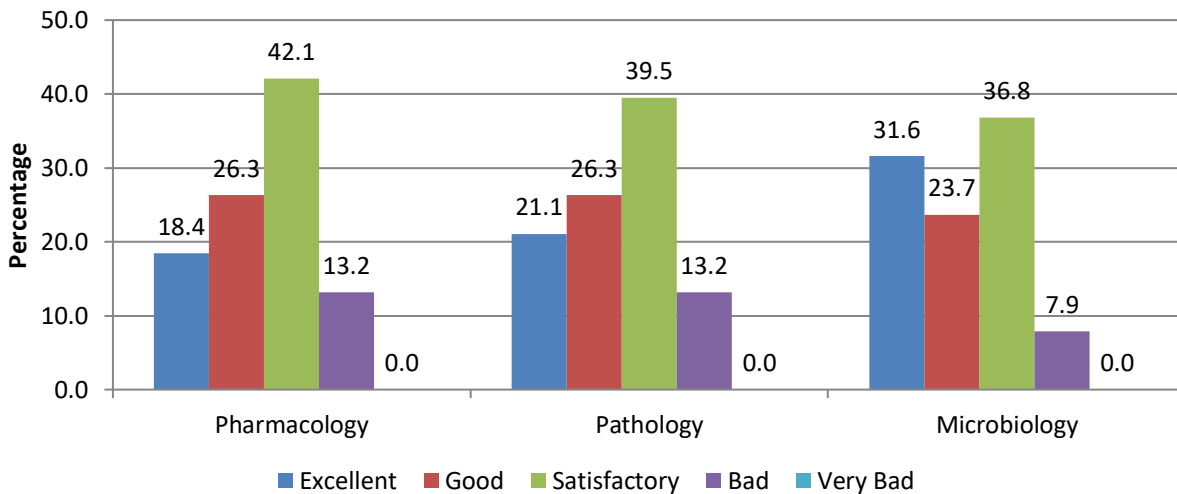


Figure 15. Department wise distribution of responses on Analytical skills tested in the Coverage of Syllabus

b. Conduct of Exam

i. Seating arrangements

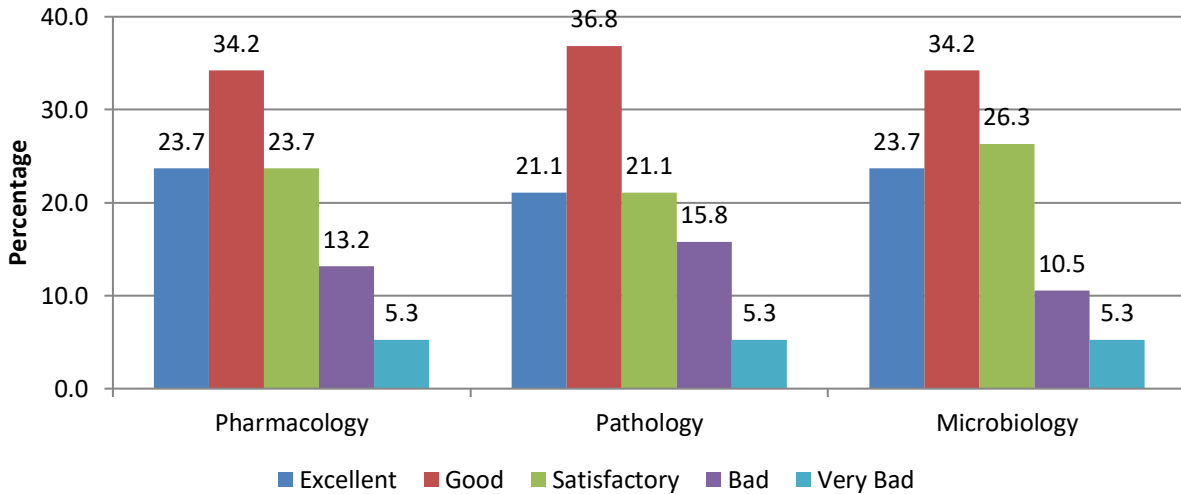


Figure 16. Department wise distribution of responses on Seating arrangements in conduct of exam

ii. Adequacy of Supervision

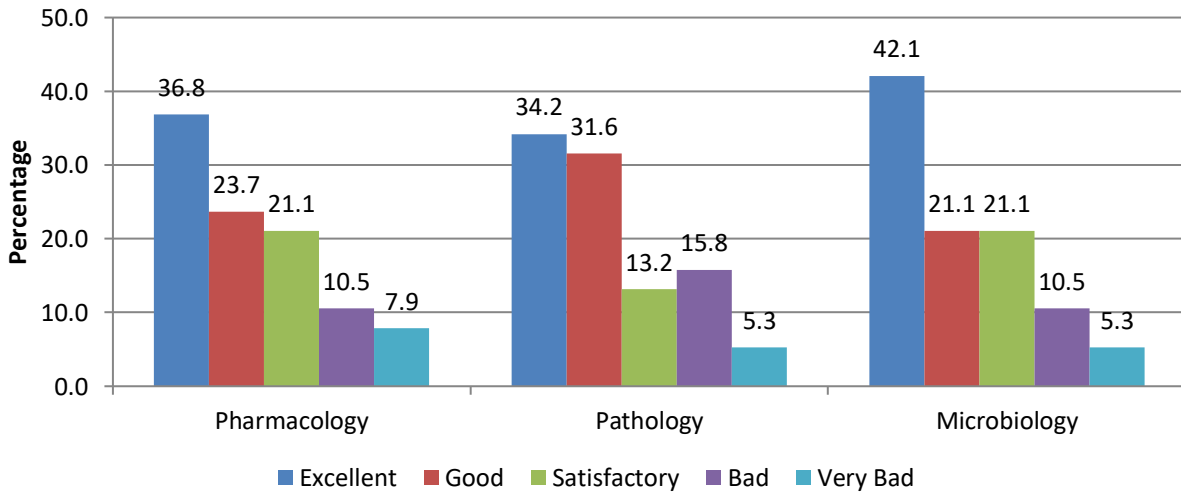


Figure 17. Department wise distribution of responses on Adequacy of Supervision in conduct of exam

c. Valuation

i. Fair Valuation

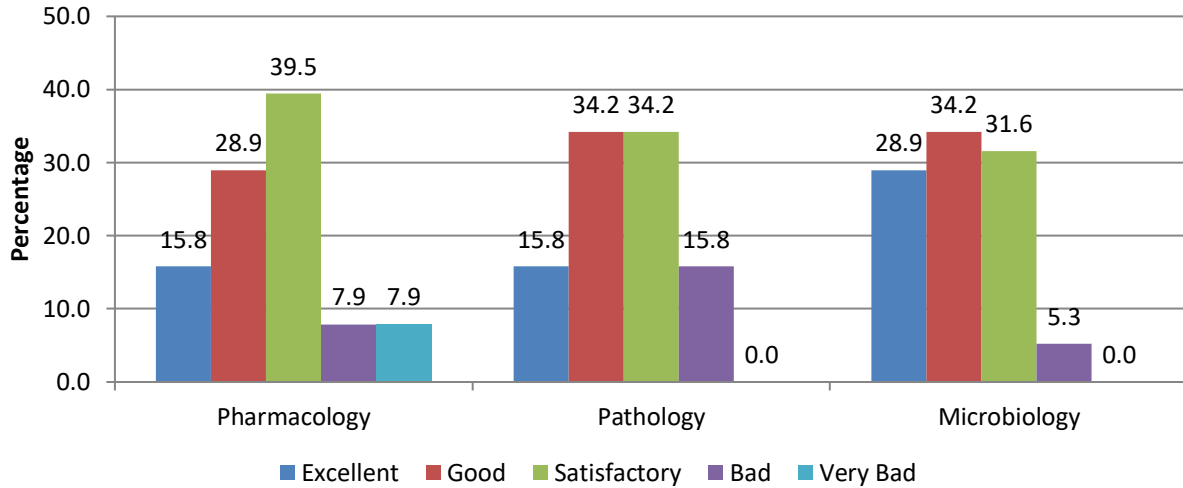


Figure 18. Department wise distribution of responses on Fair Valuation

ii. Discussion

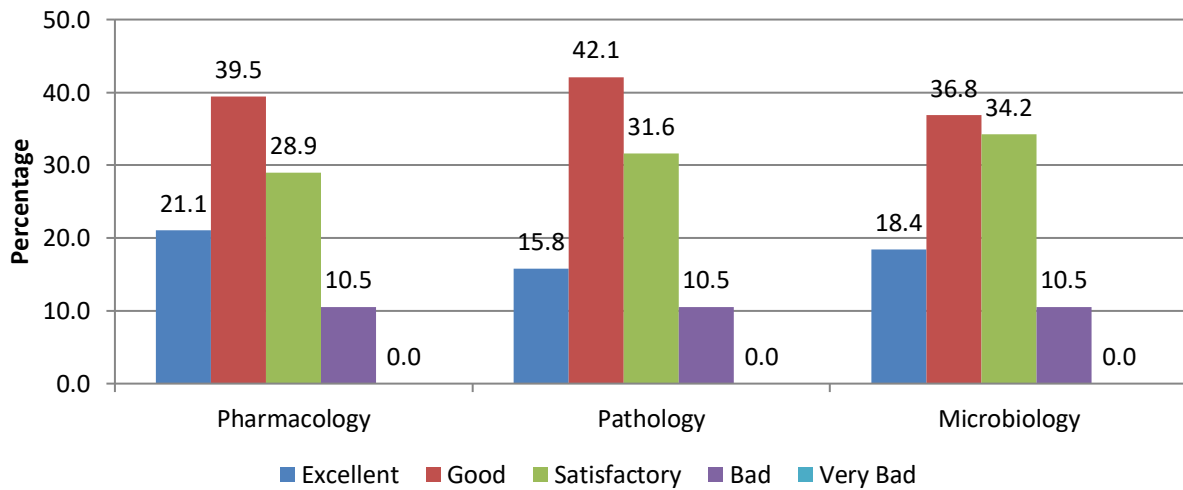


Figure 19. Department wise distribution of responses on Discussion of Valuation

iii. Feedback after Valuation

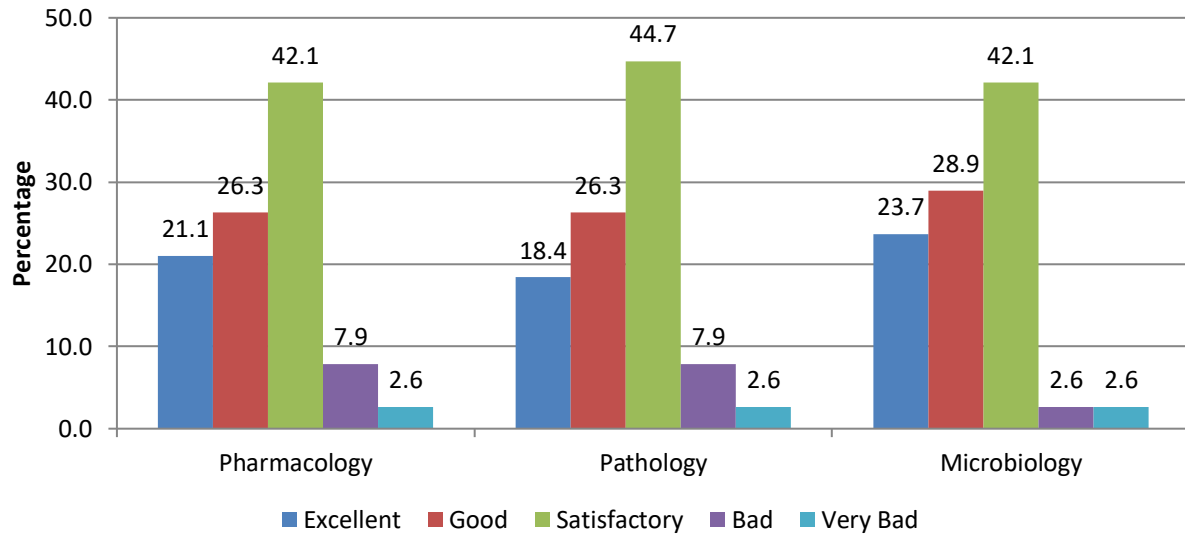


Figure 20. Department wise distribution of responses on Feedback after Valuation

Comments & Suggestion by 2nd year students, 2023 - 24 Batch (Group 3)

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

- Good
- Satisfactory
- Nil (3)
- Please reduce IA
- Need to add some more clinical relevance
- Weekly internal assesments just rushed us not we couldn't intepret the concepts appropriately