

Evaluation Of Best University Examination Method In View Of 1st Year Mbbs., Students In S.V.Medical College, Tirupati

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Abstract: In India, medical students are still undergoing old methods of examination. There is a need to improve the examination methods for the medical students, taking into consideration the perception of the students. We conducted this study, to evaluate and compare different Examination methods among Medical students and find out the best examination method. This study was done on 140 medical students of third semester, of age 18-20 years. The study subjects were given a common questionnaire to fill, about various Examination methods in Pharmacology and the results were analyzed. Thirty eight percent of the students have accepted Essay questions, short questions and Multiple choice questions as the questions in their examination pattern. From this study, it is concluded that certain modifications must be done compulsorily in our current pattern of examinations as most of the students were having the same opinion. Introduction of MCQs and removal of too many essay questions are some of the modifications which are necessary.

Keywords: Examination methods, short questions, Multiple choice questions, Essay questions.

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I. Introduction

The present evaluation method of examinations particularly in Medical education system has become completely deviated from the set rules of evaluation. As it exists today, does not at all assess the real worth and intelligence of the students. If same answer is judged by the two different examiners, we find a lot of difference. One examiner may be liberal and another may be meticulous one, the way of marking differs a lot.⁽¹⁾

The present day evaluation system in examination is nothing but a matter of chance factor, no certainty or reliability can be placed⁽²⁾. Most of the students suffer from examination phobia, as the date of examination draws nearer, the students start becoming nervous. Many times, his nervousness so overpowers him, that even his best learnt lessons seem evaporated from his mind. Many times the question paper gives him utter shock, whatever the topics he left out, thinking unimportant or unworthy of appearing in the papers, are there in the paper and topics of important find no place in the paper^(3,4,5).

Examination means the test of a student's knowledge in prescribed subjects. An examination creates a sort of care in students to prepare their studies sincerely.⁽⁶⁾ There is a difference of judgment in awarding marks in essay type questions by different examiners. Student's knowledge is often limited to by hearing and reproducing the same in the examinations.^(7,8) Their innate talents are not recognized; instead their capability in writing examination is being tested. It is restricted to only by hearing or rote memory. There is no uniformity in evaluation, different types of evaluation systems are prevailing in different boards^(9,10)

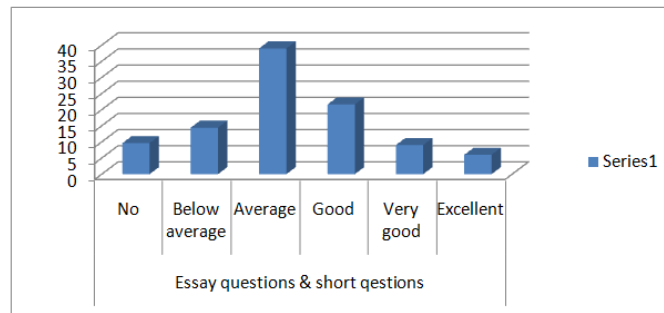
II. Materials and Methods

This study was conducted in the department of Pharmacology, S.V.Medical College, Tirupati, India. A total number of 140 students (n=140) between the ages 18-20 years have participated in this study and informed consent was taken from all the participants. The students were handed over a common questionnaire and were instructed to opt for their opinion regarding various examination methods in Pharmacology. They were asked not to provide any personal information and not to reveal their identity in the questionnaire. The students' practical hour was utilized to complete the questionnaire. In the questionnaire twelve different types of examination patterns were given. Students were asked to write the grade numbered from 1 to 6 for each pattern of examination^(11,12) Grade-1 indicates – not agreed. Grade-2 indicates- Below average. Grade-3 indicates- Average. Grade-4 indicates- Good. Grade-5 indicates- Very Good. Grade-6 indicates- Excellent^(13,14) After filling this forms they were collected and the data given by students consisting of different grades to each pattern of examination is entered in the Microsoft Excel sheet..

III. Results

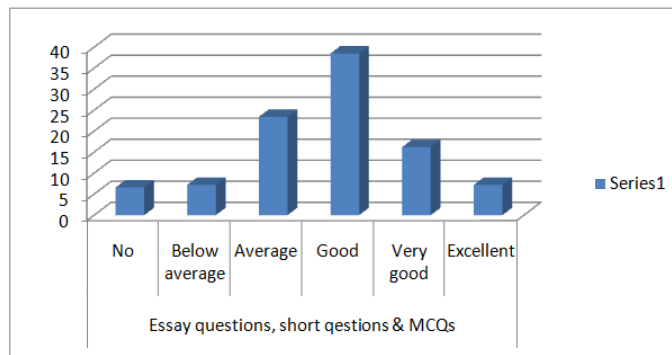
The results were obtained by calculating the total percentage of grades for each pattern of examination. And they were entered in the following tables with their respective diagrams.

No	Below average	Average	Good	Very good	Excellent
9.6	14.4	39	21.6	9	6



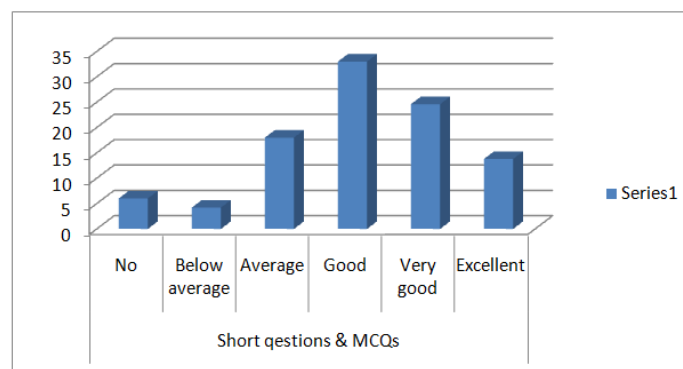
In Table No.1 39% of students agreed this pattern of examination as average. Only 6% of students agreed this pattern of examination as excellent

No	Below average	Average	Good	Very good	Excellent
6.6	7.2	23.4	38.5	16.2	7.2



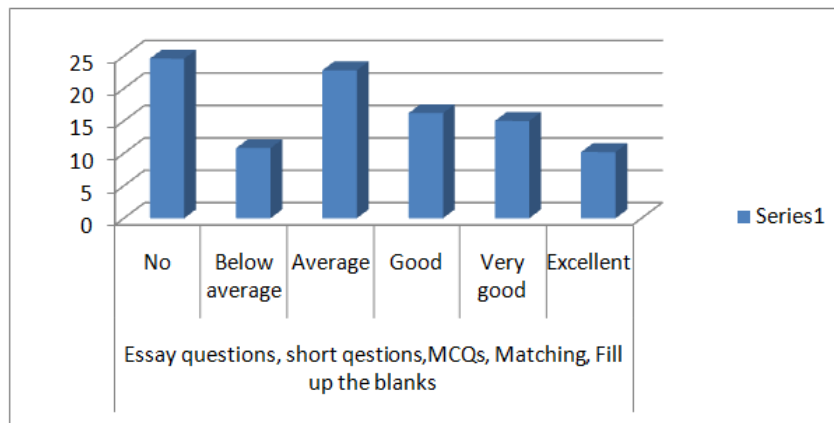
In Table No.2 38.5% of students agreed this pattern of examination as good. Only 7.2a% of students agreed this pattern of examination as excellent.

No	Below average	Average	Good	Very good	Excellent
6	4.2	18	33	24.6	13.8



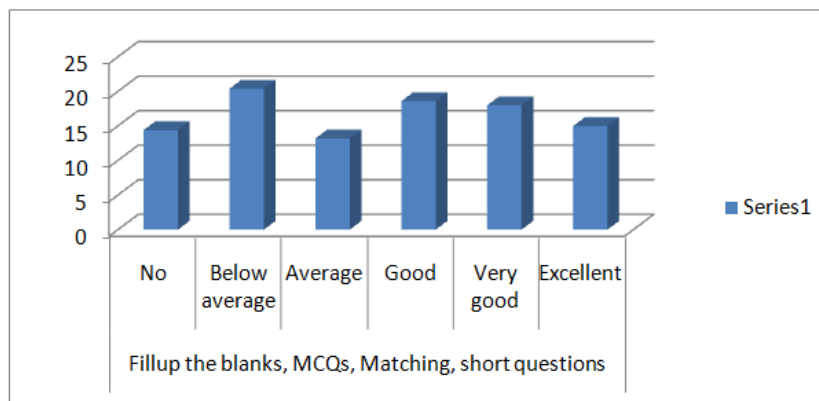
In Table No.3 33% of students agreed this pattern of examination as good. Only 13.8% of students agreed this pattern of examination as excellent.

Table No 4.Essay questions, short questions, MCQs, Matching, Fill up the blanks						
No	Below average	Average	Good	Very good	Excellent	
24.6	10.8	22.8	16.2	15	10.2	



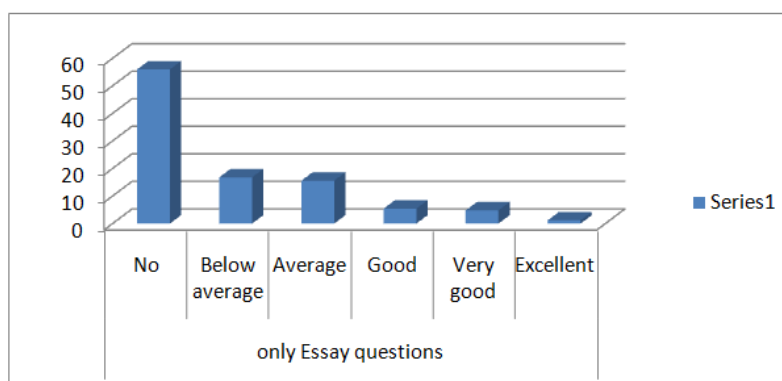
In Table No.4 24.6% of students did not agreed this pattern of examination. Only 10.2% of students agreed this pattern of examination as excellent.

Table No 5.Fillup the blanks, MCQs, Matching, short questions						
No	Below average	Average	Good	Very good	Excellent	
14.4	20.4	13.2	18.6	18	15	



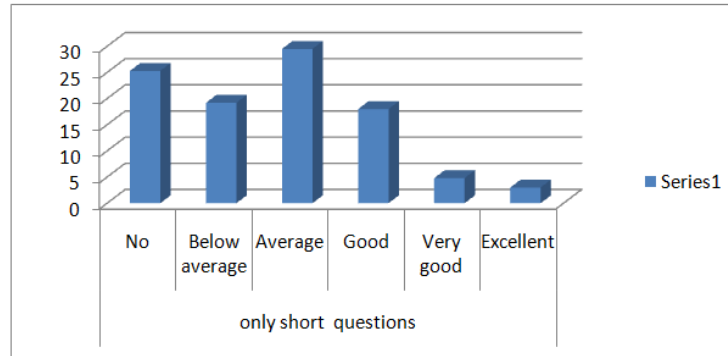
In Table No.5 20.4% of students agreed this pattern of examination as below average. Only 15% of students agreed this pattern of examination as excellent.

Table No 6.only Essay questions						
No	Below average	Average	Good	Very good	Excellent	
56	16.8	15.6	5.4	4.8	1.2	



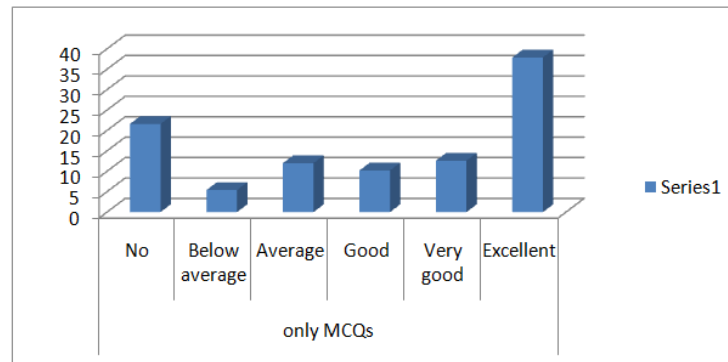
In Table No.6 56% of students did not agreed this pattern of examination. Only 1.2% of students agreed this pattern of examination as excellent.

Table No 7.only short questions					
No	Below average	Average	Good	Very good	Excellent
25.3	19.2	29.5	18	4.8	3



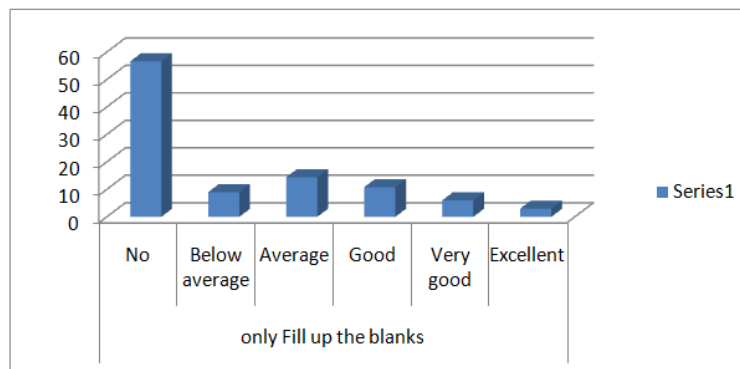
In Table No.7 29.5% of students agreed this pattern of examination as average. Only 3% of students agreed this pattern of examination as excellent.

Table No 8.only MCQs					
No	Below average	Average	Good	Very good	Excellent
21.6	5.4	12	10.2	12.6	37.9



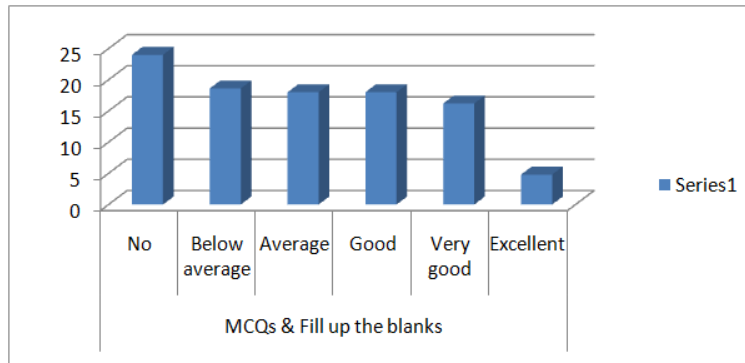
In Table No.8 37.8% of students agreed this pattern of examination as excellent. Only 21.6% of students did not agreed this pattern of examination.

Table No 9.only Fill up the blanks					
No	Below average	Average	Good	Very good	Excellent
56.6	9	14.4	10.8	6	3



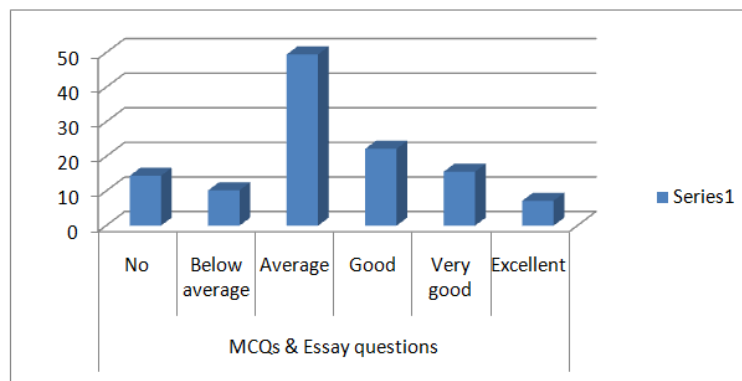
In Table No.9 56.6% of students did not greed this pattern of examination. Only 3% of students agreed this pattern of examination as excellent.

Table No 10.MCQs & Fill up the blanks					
No	Below average	Average	Good	Very good	Excellent
24	18.6	18	18	16.2	4.8



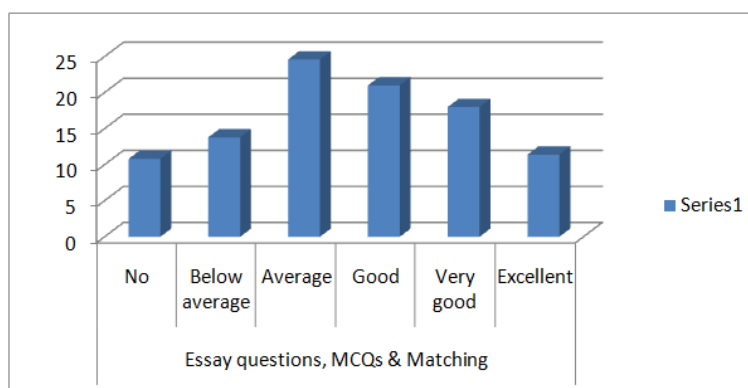
In Table No.10 24% of students did not agreed this pattern of examination. Only 4.8% of students agreed this pattern of examination as excellent.

Table No 11.MCQs & Essay questions					
No	Below average	Average	Good	Very good	Excellent
14.4	10.2	49.5	22.2	15.6	7.2



In Table No.11 49.5% of students agreed this pattern of examination as average. Only 7.2% of students agreed this pattern of examination as excellent.

Table No 12.Essay questions, MCQs & Matching					
No	Below average	Average	Good	Very good	Excellent
10.8	13.8	24.6	21	18	11.4



In Table No.12 24.6% of students agreed this pattern of examination as average. Only 10.8% of students did not agreed this pattern of examination.

IV. Discussion

This study was basically aimed at improving the Examination system of medical students by getting the feedback from the students regarding their perception of the Examination methods as followed in the current education system^(15,16). Most of the students were of the opinion that were useful. MCQs should also be introduced in the examination as the students were of opinion that they are useful to them⁽¹⁷⁾. As opined by the students, monthly schedule of classes and monthly attendance should be displayed on notice board, while exam marks should not be displayed. By observing the above results most of the students not accepted fill up the blanks as questions in their examinations. Maximum number of students have accepted essay questions, short questions and MCQs as the questions in their examinations.

V. Conclusion

We concluded that certain modifications must be done compulsorily in our current pattern of examinations as most of the students were having the same opinion. Introduction of MCQs and removal of too many essay questions are some of the modifications which are necessary.

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