**ANOVA analysis, study year wise**

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| --- | --- | --- | --- | --- | --- | --- |
| **ANOVA** | | | | | | |
|  | | Sum of Squares | df | Mean Square | F | Sig. |
| I have found PBL course interesting and informative. | Between Groups | 1.466 | 2 | .733 | 2.173 | .116 |
| Within Groups | 77.940 | 231 | .337 |  |  |
| Total | 79.406 | 233 |  |  |  |
| It provides learning motivation and enhances self-directed Learning. | Between Groups | .632 | 2 | .316 | .806 | .448 |
| Within Groups | 90.484 | 231 | .392 |  |  |
| Total | 91.115 | 233 |  |  |  |
| It integrates basic and clinical Knowledge and increase ability to deal with authentic problems of patients. | Between Groups | .338 | 2 | .169 | .376 | .687 |
| Within Groups | 103.991 | 231 | .450 |  |  |
| Total | 104.329 | 233 |  |  |  |
| I have understood the applied aspects of course better than, that was taught through lectures. | Between Groups | 3.735 | 2 | 1.867 | 2.023 | .135 |
| Within Groups | 213.171 | 231 | .923 |  |  |
| Total | 216.906 | 233 |  |  |  |
| It takes less time than conventional lecture in learning the course objectives. | Between Groups | 6.132 | 2 | 3.066 | 1.574 | .209 |
| Within Groups | 449.941 | 231 | 1.948 |  |  |
| Total | 456.073 | 233 |  |  |  |
| PBL enhances collaborative learning skills. | Between Groups | .271 | 2 | .136 | .332 | .718 |
| Within Groups | 94.382 | 231 | .409 |  |  |
| Total | 94.654 | 233 |  |  |  |
| There is poor evaluation of students individually in PBL. | Between Groups | 2.668 | 2 | 1.334 | .775 | .462 |
| Within Groups | 397.486 | 231 | 1.721 |  |  |
| Total | 400.154 | 233 |  |  |  |
| The tutor provides source of information and helps use them in discussion | Between Groups | 4.942 | 2 | 2.471 | 1.524 | .220 |
| Within Groups | 374.631 | 231 | 1.622 |  |  |
| Total | 379.573 | 233 |  |  |  |
| I may hesitate to participate in PBL due to lack of prerequisite knowledge and raised vast questions. | Between Groups | 5.660 | 2 | 2.830 | 1.447 | .237 |
| Within Groups | 451.913 | 231 | 1.956 |  |  |
| Total | 457.573 | 233 |  |  |  |
| I study more regularly in PBL than lectures to avoid being left behind in discussions. | Between Groups | 6.650 | 2 | 3.325 | 3.278 | .039 |
| Within Groups | 234.312 | 231 | 1.014 |  |  |
| Total | 240.962 | 233 |  |  |  |
| The discussions in PBL determine what I should study later. | Between Groups | 3.599 | 2 | 1.799 | 2.417 | .091 |
| Within Groups | 171.940 | 231 | .744 |  |  |
| Total | 175.538 | 233 |  |  |  |
| PBL session in TU curriculum is necessary. | Between Groups | .298 | 2 | .149 | .219 | .804 |
| Within Groups | 157.364 | 231 | .681 |  |  |
| Total | 157.662 | 233 |  |  |  |
| IBMS course with PBL enhances student analysis and criticism skills regarding patient problems | Between Groups | 1.760 | 2 | .880 | 1.304 | .273 |
| Within Groups | 155.864 | 231 | .675 |  |  |
| Total | 157.624 | 233 |  |  |  |
| I think present PBL session is sufficient for TU based curriculum i.e. one PBL session in each System | Between Groups | 5.724 | 2 | 2.862 | 1.512 | .223 |
| Within Groups | 437.233 | 231 | 1.893 |  |  |
| Total | 442.957 | 233 |  |  |  |