

## 2.6.1 Method of the assessment of learning outcomes and Graduate attributes

### Mechanism of internal assessment ( within 500 words)

#### A] EXAMINATION PROCEDURE

1. Frequently exam committee meetings are conducted. After discussion with committee members and with consent of principal we prepare annual plan. The schedule of the examination and system of the institute is made to known to all students at the beginning of the academic session.
2. Term end and preliminary exam conducted for every batch.
3. Internal examination conducted as per MUHS guidelines to assess learning outcomes.
4. Maintain high standard of quality of conducting examination
5. Question papers for examination are collected from HOD's of different department.
6. Review all examination papers and ensures that set guidelines have been as per college policy.
7. Confidentiality maintained while typing, proof reading and printing of question papers.
8. All material related to exam is stored in exam office and sealed.
9. Evaluate the fairness, validity and reliability of exam items so as to make the necessary improvements and correction.
10. Scheduling of exam, the reservation of exam halls, assigning exam invigilators along with other complementary tasks and duties.
11. Meticulously observes the Discipline during exam.
12. Grievances are pointed out and appropriate action is taken
13. Waterman facility is provided during exam period.
14. Based on results of the evaluation of the content of the exam, the committee will give report to academic committee.
15. Maintain strict record of attendance of the students appearing for examination and disciplinary action as per necessity.
16. Conduct counseling session and parents meeting for needy students.
17. Conduct repeater classes and counseling lectures for repeater students.

#### B] PROCESSES INTEGRATING IT

1. All the students get information regarding examination time table and schedule in advance.
2. All the previous question papers of internal examination are available on college website
3. All the previous question papers of university examination are available on college website
4. Result is informed to parents through mail / post.
5. Our institute is authorized centre for Centralized Assessment Program for MUHS examination. Online mark filling process is implemented in the institute.

  
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### C] CONTINUOUS INTERNAL ASSESSMENT SYSTEM

1. Our institute is affiliated by MUHS and CCH. Institute follows all the rules and regulations as per norms.
2. Though for the BHMS course internal Assessment system is not made compulsory by the MUHS our institute regularly conduct internal assessment process.
3. Our institute conducts term end examination and preliminary examination for every batch, every year.

### D] COMPETENCY - BASED ASSESSMENT

1. For the implementation of effective competency-based medical education (CBME) timely ongoing assessments are needed along with comprehensive periodic reviews to ensure that trainees continue to progress.
2. It includes effectiveness of assessment programs, including using the right combination of assessment methods and careful assessment.
3. Institute conducts term end and preliminary examination. Answer papers are assessed by concern faculty members. Result is typed and verified by the HOD and then displayed for the students.
4. All the faculty members conduct class test for their respective course and assess student's progress regularly.

### E] WORK PLACE BASED ASSESSMENT

1. Recent trends in medical education are moving rapidly away from gaining a certain number of marks in high-stakes examinations and towards gathering evidence of clinical competence and professional behavior observed in clinical environments (workplace-based learning).
2. Workplace-based assessments should be part of a structured program of teaching that is designed for doctors in training – and in each clinical placement
3. Direct Observation of Procedural Skills (DOPS), Mini-Clinical Evaluation Exercise (mini-CEX) and Case-based discussion (CbD) are some of the most commonly used methods of workplace-based assessments.
4. Institute has schedule timetable for clinics. During clinical hours all above methods are used to improve work based clinical skills of students and interns.
5. These skills are assessed regularly by concern faculty through oral/practical examination.

### F] SELF ASSESSMENT

1. Introduction of self-assessment into a teaching program requires a set of aims.
  - Promote reflection on personal performance
  - Identify reactions to self-assessment
  - Evaluate the reliability of marking
  - Identify reasons for discrepancies between scores of assessor and assessee.

  
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2. Our institute has structured plan to identify slow learner and advance learner. After term end examination students are grouped and accordingly they are guided by the mentors.
3. We analyze the result, encourage our student, discuss their problems, make them to do their self assessment which is necessary for self realization.

#### G] OSCE/ OSPE

1. A multi dimensional practical examination of clinical skills as a tool for assessing clinical competency
2. Objective - Examiner use checklist for evaluating the trainee like test clinical skill performance and competence in skills such as communication, clinical examination, medical procedures prescription
3. Structured – trainee sees the same problem and perform the same task in the same time frame
4. Clinical – the task are representative of those faced in real clinical situation or real patient through bed side examination.
5. These skills are assessed regularly by concern faculty through oral/practical examination which is conducted during every term end and preliminary examination.

  
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