



In accordance with Graduate Medical Regulations 1999 and 2019, MCI/NMC created curricula for MBBS and MD/MS courses for all medical colleges, outlining program/course outcomes. MUHS, Nashik has authorized it, and the institute is implementing it for the 2019 admissions batch.

Here are the specifics.

At the start of the academic year, department-specific programs and course outcomes are used to determine the specific learning objectives for each course.

Particular learning program outcomes are grouped based on knowledge, abilities, and attitude to choose instructional strategies, learning resources, and evaluation instruments.

Internal and practical exams, OSPE/OSCE, case presentations, clinical performance, laboratory record books, and log books employing assessment tools are all used to continuously evaluate learning outcomes. Postgraduate students are required to submit their research procedure, hypothesis, goals, material method, observation discussion, and study conclusion.

Department heads and faculty members examine how instructional strategies and measuring tools translate to program outcomes.

Program-specific results that map to a higher level of the Bloom taxonomy domain employing methods like DOPA, skill workshops, journal clubs, and structured presentations.

Lectures, seminars, and poster presentations are examples of teaching and learning strategies for knowledge-based domains. Questions, case-based questions, and patient case report understanding are used to gauge student progress.