

## POLICY DOCUMENT

### INTERNAL ASSESSMENT CONDUCTION AND MIDCOURSE IMPROVEMENT

This is the policy document for the internal assessment conduct and midcourse improvement.

First the students are categorized as slow learners using following protocol.

#### Protocol for identifying slow learners / underperformer

##### In the Phase I MBBS (Preclinical Departments)

- At entry in the 1<sup>st</sup> phase of MBBS, 20 students with lowest scores in the class in NEET exam
- Afterwards identification is based on the internal assessment scores in each semester examination (Students scoring less than 50% - are considered as slow learners)

##### In the Phase II MBBS (Paraclinical Departments)

- At the start of Phase II identification based on the Student scoring less than 60% in Phase I university examination, and
- Afterwards, internal assessment scores in each internal semester examination less than 50% - considered as slow learners.

##### In the Phase III MBBS – Part I (Clinical Departments)

- At the start of phase III part I identification based on Student scoring less than 60% in Phase II university examination and
- Afterwards, internal assessment scores in each Semester less than 50% - considered as slow learners.

##### In the Phase III MBBS – Part II (Clinical Departments)

- At the start of phase III part II identification based on Student scoring less than 60% in Phase III university examination and
- Afterwards, internal assessment scores in each Semester less than 50% - considered as slow learners.

The following protocol is being uniformly followed by all the departments for conduct of midcourse improvement.

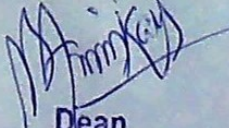
A faculty In-charge is assigned to handle the slow learners for training in each internal assessment exam.

Remedial classes are conducted between 4.30 – 5.30 PM for two days by the respective faculty in-charge, in the week prior to the conduct of internal assessment.

The topics discussed will be in alignment with the topics assigned for internal assessment. This is not publicized and the information are personally communicated to the students.

Following are the options available for the midcourse improvement of the students.



  
Dean  
Dr. Ulhas Patil Medical College  
& Hospital, Jalgaon Kh.



### **Timely Administration of CIE**

Institutional academic calendar is framed in accordance with the University calendar and it is ensured that the periodicity of Internal assessment examinations conduct in accordance with the institutional academic calendar is maintained.

CIE include scores in internal examinations, log book maintenance, journal completion. Along with that students are also assessed on attentiveness and participation in regular class room activities, attendance, record maintenance and periodical completion of assignments

### **Nature of the Internal Assessment and their Frequency**

Written Assessments (Internal) - Once in 2 months (Minimum 2 tests / semester)

Practical Assessments (Internal)- Once in 2 months (subject to variation) (including OSPE, OSCE) as per respective departments

Term ending exams - Twice in a year

Preliminary Exams (Pre university) - Before the University Exams (Both Theory & Practical).

Theory Viva-Voce - At the end of each internal assessment

Ward Leaving Exams - At the end of each clinical Posting

Few subject like PSM have different schedule which is followed as per university instruction.

Syllabus of test will be displayed on notice board 15-20 days in advance. The scheduling of the internal assessments is communicated to the Dean academic, Examination committee Coordinator, Director's office and head of other departments in the concerned academic year, to avoid overlapping of the events.

### **On time assessment and feedback**

#### **Theory**

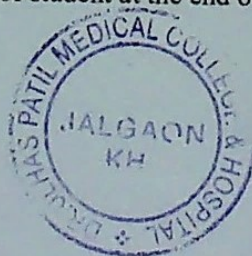
The results will be displayed within a period of average 7 days of the internal assessment tests. The evaluation of the answersheets is done at department level, by all faculties in rotation. Parents are informed about Internal assessment marks and the details of the attendance percentage which are stored as well. In the preclinical and para-clinical departments, the comments are mentioned in the answer note books about strengths and weakness of students. In the Clinical departments, an Evaluation sheet is maintain where details of marks obtained and feedback on strengths and areas of improvement. This serves as a record of the student performance and is used during the feedback sessions. Periodical feedback sessions are arranged in some departments to highlight on the performance of the students and give suggestions for improvement.

#### **Viva – Voce**

Viva –Voce session is a good opportunity for on-time assessment of the student and also provide a platform for giving feedback.

#### **Case Presentations in Clinical Postings**

Immediate feedback can be provided in Daily case presentations by the students in the clinical postings and also serve as a platform for assessment of the student. Ward –leaving exams are also conducted at the end of clinical posting from time to time which help to assess the clinical knowledge of student at the end of clinical posting.



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Dean

Dr. Ulhas Patil Medical College  
& Hospital, Jalgaon Kh.



**OSPE/OSCE**

OSPE/OSCE are periodically conducted in the Pre and Para clinical departments, and students are assessed with a check list and feedback is provided to the students to improve their performance.

**Revision Classes**

In addition to the remedial classes, revision classes are being regularly conducted by all the departments prior to the University examinations, after the completion of syllabus, with the purpose of reinforcement of concepts and with the intention of providing a supporting hand to the slow learners. Periodical revision exams are also conducted to improve the writing and presentation skills of the students.

**Remedial Classes**

The Institution follows a standard protocol in identifying the slow learners and takes immense measures in providing opportunities for mid-course improvement of the same. Remedial classes are one among the opportunities provided to the students in supporting their academic improvement.

**Mentorship Programme**

A regular mentor-mentee interaction help in periodical assessment of the student and creates an opportunity to provide feedback to the students.

**Make-up assignments**

Identification of the slow learners is done in institution and opportunities for mid-course improvement of the same is done. Make-up assignments are one among the opportunities provided to the students in supporting their academic improvement.



A handwritten signature in blue ink, appearing to be "Dr. Uthas Patil".

Dear

Dr. Uthas Patil Medical College  
& Hospital, Jalgaon Kh.