

Shri Dhaneshwari Manav Vikas Mandal's

S.S.V.P. Homoeopathic Medical College & Research Institute-Hatta

(Recognised by Ayush Ministry-New Delhi, Govt. of
Maharashtra & Affiliated to Maharashtra University of Health Sciences, Nashik)

2.5.3: Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

A] EXAMINATION PROCEDURE

1. We prepare annual plan & made known to all students at the beginning of the academic session.
2. Term end and preliminary exam conducted as per MUHS guidelines to assess learning outcomes.
3. After collection of Question papers from concern, Confidentiality maintained while typing, proof reading and printing of question papers.
4. Evaluate the fairness, validity and reliability of exam items so as to make the necessary improvements and correction.
5. Scheduling of exam, the reservation of exam halls, assigning exam invigilators along with other complementary tasks and duties.
6. Grievances are pointed out and appropriate action is taken
7. Conduct counseling session and parents meeting for needy students.

B] PROCESSES INTEGRATING IT

1. All the previous question papers of internal examination are available on college website
2. Result is informed to parents through mail / post.
3. Our institute is authorized center for Centralized Assessment Program for MUHS examination. Online mark filling process is implemented in the institute.

C] CONTINUOUS INTERNAL ASSESSMENT SYSTEM

1. Though for the BHMS course internal Assessment system is not made compulsory by the MUHS our institute regularly conduct internal assessment process

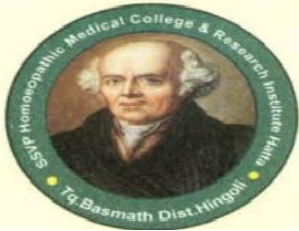
D] COMPETENCY - BASED ASSESSMENT

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.

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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.Workplace-based assessments should be part of a structured program of teaching that is designed for doctors in training – and in each clinical placement

2.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.

3.These skills are assessed regularly by concern faculty through oral/practical examination.

F] SELF ASSESSMENT

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.

1.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.

2.We analyze the result, encourage our student, discuss their problems, make them to do their self-assessment.

G] OSCE/ OSPE

1.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

2.Structured – trainee sees the same problem and perform the same task in the same time frame

3.Clinical – the task are representative of those faced in real clinical situation or real patient through bed side examination.



[Signature]
19/12/23
PRINCIPAL
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