



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)

MIDCOURSE IMPROVEMENT POLICY

Statement of Purpose: The purpose is to outline the principles and considerations that guides the faculties in improving and evaluating student's performance during the midcourse

CLAUSE PARTICULARS	POLICY OF THE INSTITUTION
Timely Administration The internal examinations are conducted thrice in a year as per of CIE	The internal examinations are conducted thrice in a year as per of CIE the Academic Calendar.
On Time Assessment and Feedback	Answer sheets should be evaluated in time and the marks are and Feedback published within 7 working days. The students should also be assessed on regular basis through Viva Voce and clinical work on patients.
Make Up Assignments/ Test	Regular monthly assessments should de given and asked to submit Test in time and viva to be taken last week of every month. Midcourse improvement retests should also be conducted in the pattern similar to university examination



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Remedial Teaching and Support

Remedial/extra classes and Group discussions as per the remedial Support class time tables are scheduled for slow learners. Complete revision of portions by scheduling final exam preparation tests in the form of model examinations should be conducted to all the students before university examination.

Introduction:

Mid-course improvements are an opportunity for students to gain knowledge which finds students difficult or unable to understand. It is an opportunity for teachers to gather feedback on the curriculum and teaching approach while the course is in progress. This enables teachers to quickly act on the feedback and implement changes for continuous improvement. Making changes to the course early on can increase student engagement and learning.

Mid-course improvements are also beneficial as they establish an ongoing feedback dialogue with students. This gives students the opportunity to raise any concerns and directly benefit from the implemented course changes. Instructors benefit from mid-term evaluations as they gauge student expectations, provide quality data, enhance teaching effectiveness and improve end-of-term assessments.

Address : Gut No.421, At. Hatta Tq. Basmath Dist. Hingoli - 431 705

Contact No.: 9970719120

web : www.ssvphmc.org

✦ Email ID : svphomeopathichatta@gmail.com



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Objective:

1. To improve the students who fails to attain the prescribed goal.
2. To increase the level of understanding the particular topic.
3. To make difficult topic to understand in simple and structured way.
4. To understand the topic through e-learning.
5. Mentoring students for subjects which are enable to understand.

Conduct of mid course Improvement:

- **Time to take mid course improvement:**

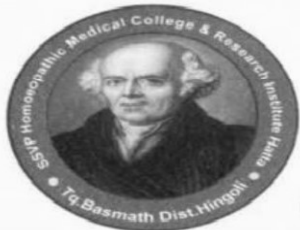
When to conduct a mid-term evaluation depends on the length of course. It is recommended that mid-term assessments be administered half-way through the course delivery cycle. This gives students a significant amount of time to become integrated in the course and to provide insightful feedback.

- **Communicate:**

It is important to take the time in class to explain the mid-term evaluation process to students. Inform students that their responses will remain completely anonymous and will only be used to improve the course and their learning. It is useful to provide students with examples of how past student feedback made improvements to the course to increase engagement. Student feedback is taken in every semester and due to which the students can inform or express the view on particular subject in the feedback.

- **Interpret results:**

Once mid-term evaluations are completed, results are analyzed and interpreted. Basically the marks of Sessional Exam are considered. Accordingly results are analyzed and informed to students.



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- **Share feedback:**

Devote class time to go over the mid-term feedback and let students know how they are going to address their concerns. Where we may not be able to implement all the indicated improvements we highlight 2-3 areas where we will be making curriculum or teaching approach alterations. Sharing the results with students will increase their interest and engagement with the course evaluation process.

- **Implement changes:**

Obtaining mid-term feedback is key to identifying areas for teaching and course improvement. The teaching areas for improvement act as the springboard for creating a professional development plan. If the feedback indicates that certain teaching approaches are not effective we can improve this by utilizing opportunities such as training, mentoring, workshops, tutorials, books, etc. If certain topics or materials are not resonating with the class, this feedback can form the basis for a curriculum change action plan.

Mid Course Improvement includes:

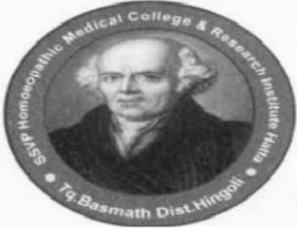
1. **Conduct of Continuous Internal Evaluation:**

Every semester students have to go through the CIE. CIE is conducted as per University guidelines.

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Rules for Conducting Mid Course Improvement:

1. Those students who shows very low performance in Sessional Exam or Students who are slow learners are considered for mid course improvement.
2. The students identified by a particular mentor are required to attend for mid course improvement.
3. Any student who wish to attend the mid course improvement can also be the part of the course.
4. Students who have not understood the particular or specific topics are also can be participants for mid course improvement.
5. Every subject incharge are informed to take mid course improvement for students having less marks in Sessional exam.
6. Students have to complete assignments/Task/Home work given by respective subject teachers.
7. Students should make every effort to understand the topic taught by the teacher in all regards and if any doubt can directly ask his/her teacher.
8. Students should interact with advanced learners regularly in practical's in order to gain as well as share knowledge from them.
9. Students should attend Industrial Visit/ Expert Lectures/Soft Skill Programme/Personality Programme/ Value added Courses time to time.
10. Students who show poor performance even after mid course improvement for them extra consideration is given by respective subject teacher.




PRINCIPAL
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