



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 create an annual plan and distribute it to all students at the start of each academic session.
2. Term-end and preliminary exams were performed in accordance with MUHS procedures to measure learning results.
3. After collecting question papers from the concern, confidentiality was maintained while typing, proofreading, and printing of the question papers.
4. Evaluate the fairness, validity, and reliability of exam items and make any required modifications or corrections.
5. Exam scheduling, exam hall bookings, exam invigilator assignments, and other related activities and obligations.
6. Grievances are identified and appropriate action is done.
7. Hold counselling sessions and parent meetings for needed pupils.

B] PROCESSES INTEGRATING IT

1. All past question papers for internal examination are available on the college website.
2. Parents are informed of the results via letter or post.
3. Our institute is an authorised centre for the MUHS Centralised Assessment Programme. The institute has introduced an online mark filing mechanism.

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. In order to execute efficient competency-based medical education (CBME), timely continuous evaluations, as well as detailed periodic reviews, are required to guarantee that trainees develop.



- 2.It covers the efficacy of assessment programmes, such as adopting the appropriate assessment methods and conducting thorough assessments.
- 3.The institute conducts term-end and preliminary examinations. Concerned academic members analyse the answer papers. The HOD types and verifies the results, which are subsequently shown to the pupils.
- 4.All faculty members provide class tests for their individual courses and routinely assess students' progress.

E] WORK PLACE BASED ASSESSMENT

- 1.Workplace-based examinations should be part of a systematic educational programme intended for doctors in training, and in each clinical placement.
- 2.Some of the most prevalent types of workplace evaluations are Direct Observation of Procedural Skills (DOPS), Mini-Clinical Evaluation Exercise (mini-CEX), and Case-Based Discussion (CbD).
- 3.The concerned faculty assesses these skills on a regular basis through oral/practical exams.

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 - The examiner uses a checklist to evaluate the trainee's clinical skill performance and competency in areas such as communication, clinical examination, and medical procedure prescription.



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2. Structured - the student sees the same difficulty and completes the same assignment in the same time period.

3. Clinical - the tasks are representative of those encountered in real clinical situations or with real patients during bedside examination.



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