

NAAC Criterion 2: Teaching Learning and Evaluation

2.5 Evaluation Process and Reforms

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





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Information on Examination Reforms



Examination Reforms

Introduction:

The conduct of examinations and the timely declaration of results are critical components of the evaluation process at our Institute. The Academic Committee and sub-curricular committees are dedicated to implementing various reforms to enhance the examination system.

The examination system at our Institute is fair, efficient, reliable, and transparent, adhering strictly to the rules and regulations set by the National Medical Commission (NMC) and the Dr YSR university of health sciences.

Goals of Examination Reforms:

1. Enhance Precision: Improve the accuracy and consistency in examination processes.
2. Increase Efficiency: Streamline procedures to ensure timely conduct and declaration of results.
3. Ensure Transparency: Maintain a transparent system that minimizes errors and upholds integrity.
4. Continuous Improvement: Regularly update and refine examination practices to meet evolving educational standards.

Reforms in Examination Procedures:

1. Proceeding of each day of Examination is verified and evaluated by using a checklist and the same is documented.
2. Examination is conducted in accordance with the rules and regulations formulated, communicated and revised by the University from time to time.
3. Centralized Examination Halls: Internal and university examinations are conducted in centralized halls monitored by CCTV cameras. Recordings of CCTV Camera will be sent to the university examination cell.
4. Transparent Invigilation: Faculty from other departments are assigned as invigilators to ensure impartial supervision.
5. Controlled Entry: Students are permitted only writing materials like pens, pencils, and erasers. Electronic gadgets such as smartwatches, mobile phones, writing pads, and calculators are prohibited. Proper dress code adherence as per university norms is enforced.
6. Rigorous Evaluation: Senior faculty evaluate the papers. A random selection of high and low scorers' papers is reviewed by Heads of Departments (HoDs). Internal practical exams are conducted according to university norms.
7. Result Declaration: Results of internal theory and practical examinations are displayed on departmental and college notice boards. Papers are shown to students for signature if



satisfied; grievances are addressed by senior faculty and HoDs. Parents of low scorers are informed.

Uses of Information and Communication Technology (ICT)

1. Internal Assessment Marks: Marks from all departments are uploaded directly to the university server via provided links.
2. Admit Cards/Hall Tickets: Distributed to students after receiving them from the university through emails.
3. Attendance statement, observer report and DVD are sent to the University by post and/ or in person through a secured envelope.
4. Theory Marks Submission: After evaluation of barcoded answer sheets at Evaluation center, marks are uploaded to the university server online.
5. Practical Examination Marks: Marks for UG and PG practical examinations are uploaded directly to the university server online.

Continuous Internal Assessment System

- Regular Evaluations: Continuous evaluations are conducted as per NMC and NTRUHS guidelines. Formative assessments are carried out during and after lectures through Q&A sessions.
- Term-End Examinations: Performance in each term is evaluated subject-wise with an eligibility marking system. A minimum of 50% in internal assessments is required to appear for final examinations.

Competency-Based Assessment

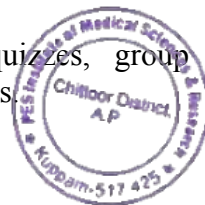
- CBME Implementation: Emphasis on assessing clinical/practical skills through methods like direct observational practical skills, OSCE, and OSPE to ensure students' competency for independent practice.

Workplace-Based Assessment

Continuous Assessment: Students are continuously assessed during postings in OPD, IPD, OT, Laboratories, etc. Practical journals and logbooks are maintained to record competencies, with corrections and resubmissions managed by respective teachers.

Self-Assessment Opportunities

Active Participation: Students engage in case-based studies, seminars, quizzes, group discussions, and debates. Performance is evaluated by peers, teachers, or examiners.



OSCE/OSPE Implementation

Structured Assessments: OSCE and OSPE examinations assess practical/clinical skills as per the CBME curriculum. Examinations consist of 8-10 stations, each requiring 4-5 minutes, with students rotating through all stations. Scores from procedure stations are totaled for final assessment.

Conclusion: The reforms implemented at PESIMSR aim to elevate the standard of examinations, ensuring precision, efficiency, and transparency. Continuous improvement in examination practices is crucial for maintaining the institute's commitment to high educational standards and producing competent medical professionals.

