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• **Methods of the Assessment of Learning outcomes and graduate attributes**

The program outcome, program specific outcomes of BHMS programme and M.D(Hom.) in the area of specialisation are prepared along with course outcomes, which depicts what the students are able to do at the end of the programme. The course outcomes are mapped with programme outcome, program specific outcome in such a way to achieve the vision and mission of the institution. Programme specific outcomes are stated clearly, specifically and measurable terms in such a way that what the students are able to do at the end of each programme. Students and other stake holders are well informed about POs, PSOs, COs through institutional website and display in the respective departments. At department level, it forms basis to frame strategies for teaching and learning in such a way to achieve the vision and mission. The course outcome of BHMS as well as M.D(Hom.) are displayed in their respective departments. The Course Outcomes are linked with program specific outcomes of each programme and specific outcome are correlated in such a way as to achieve the program outcome. The course outcomes prescribed by the department become basis for preparation of question bank department wise and evaluate the performance and progress of the students objectively.

For the attainment of programme outcome, program specific outcomes and course outcomes, the institution has chalked out a series of objective based evaluation programmes, practising continuous comprehensive internal evaluations, skill oriented training and examination, bedside and clinical training, training in stimulated learning environment, community oriented activities and seminars on emerging areas of homoeopathy. The evaluations of the attainments are carried out in three stages. The attainment of these outcomes starts at course level, after attaining the specific course outcomes (first stage) may lead to attain the program specific outcome (second stage) and finally leads to programme outcome (third stage). Educational needs of both advanced and slow learners are addressed in the course outcomes. The performance and achievements of students at class room instructions, achievements in laboratories, skill attainment at collegiate hospital, achievement in monthly examinations, acquiring knowledge and skills through seminars, symposia and workshops and in short both formative and summative evaluation techniques helps to

measure the attainment of course, program specific outcomes and program outcomes. Each department has prepared a question bank based on the syllabus to measure the outcome of the students. Feedback collected from the students on curriculum is also taken into consideration, while measuring outcome of the programme outcomes.

The institution follows an internal evaluation system in teaching and learning process in order to monitor student's performance and achievements, provide guidance to students, adopt remedial measures and enrichment programmes as the case may be. The autonomy/freedom is given to the department to follow the formative evaluations in their assessment. Formative assessment includes seminars, group discussions, quiz programmes, open book examinations, MCQs based examination, etc. The summative evaluations (term examinations) are conducted by the Evaluation Cell of the College similar to University examination pattern. Thus, the evaluation system followed in the institutional level is continuous and comprehensive one.

Internal assessment is made more transparent and robust in terms of frequency and variety for BHMS course as follows:

Internal assessment consists of following:

- Monthly tests,
- Term Examinations,
- Quiz – 3 numbers per term,
- Assignments,
- Seminars/Group Discussions,
- Class performance and Clinical performance.

Frequency of Internal Assessment

- Monthly Test (every month)
- Term examination at the end of every third month (once in three months)
- Quiz once in three months
- Assignments (6 assignments)
- Seminar/Group Discussion (Every week by rotation)
- Class / Clinical performance (Routine)

Weightage to Internal Assessment at Institutional Level

- Monthly Test – 20 marks
- Term Examination – 100 marks
- Quiz Performance – 20 marks (average of 3)

- Assignments – 20 marks (average of 6 assignments)
- Seminar/ Group Discussion

For M.D (Hom.), a separate mechanism is followed for internal assessment in terms of frequency and variety. The details are:

- Journal Review - 6 in number per year
- Seminar Presentation – 5 in number per year
- Teaching Skill – 20 per Phase (one and half year)
- Clinical Presentation – 10 in number per phase (phase – one and half year)
- Clinical Work – Case Record 5 in number per phase

The methods of teaching followed in post graduate courses are mainly group discussions, ICT based innovative methods and activity based learning.

They are evaluated as follows: Journal Review is assessed within one week of presentation by the concerned teacher; and the progress of the students is evaluated once in every three months. Teaching skills of PG students - handling BHMS classes are monitored by the concerned teachers of respective departments. As a partial fulfilment of the course, every PG scholar has to submit a dissertation work under the supervision of a guide. The progress of the dissertation works are periodically evaluated by the research supervisor in every six months after selection of the topic (12th month, 18th, 24th and 30th month). The topic of the dissertation is scrutinised by the committee and work is carried out only after obtaining Ethical Committee clearance. However, for Animal Studies, clearance from any of the registered Animal Ethical Committee of the other institution is obtained as per required.

The weightage provided for evaluation are as follows:

Seminar: 44 marks

Clinical : 40 marks

Clinical Presentation – 48 marks

Teaching Skill – 48 marks

Journals - 40 marks

Achievements of the students are properly noted in their logbook in the presence of the students after discussion with them.

Frequency of examinations and its types are provided in detail in Academic Calendar in students' Hand Book. The college strictly adheres to the academic

calendar for the conduct of continuous and comprehensive internal evaluation and follow-up process. The academic calendar is available in the Institutional website too.



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