POLICY DOCUMENT

The institution's examination process is aligned with Rajiv Gandhi University of Health Sciences regulations, ensuring a streamlined and digitized approach to both internal and university exams.

1. Examination procedures: Annual examinations follow a structured procedure where question papers are downloaded and printed just minutes before the exam begins, ensuring the integrity of the exam content. Students are required to carry their hall tickets and IDs, with strict rules governing their movement during the exam. To enhance efficiency and transparency, the examination management system incorporates advanced technology, including CCTV surveillance and electronic jammers in examination halls. The use of bar-coded answer booklets and an online question paper system ensures that the examination process is secure and standardized. Additionally, scanning and online evaluation of answer scripts, minimizing the need for physical movement of papers and reducing the risk of errors.
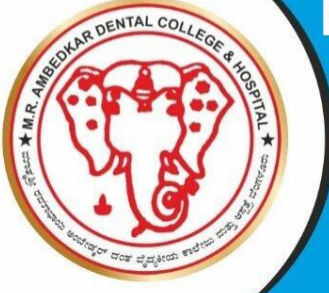
2. Continuous Internal Assessment System(CIE): The institution implements three centralized exams conducted annually for undergraduate students. For postgraduates, two mock exams are held before university exams. The Learning Management System(LMS) portal, also known as EIS digital campus, supports this system by automating attendance tracking, conducting online quizzes, and facilitating self-assessment. The LMS provides detailed analysis, allowing both students and faculty to monitor academic progress over time.

Formative assessments are not limited to written exams but also include seminar presentations, journal clubs, case studies, research projects, interdepartmental meetings, and health awareness campaigns. These varied assessment methods ensure a holistic evaluation of students' knowledge and skills, contributing to their overall academic development.

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3. Competency-Based Assessment: A critical aspect of evaluation process, focusing on students' ability to apply their knowledge and skills in practical settings. The assessment methods are aligned with course outcomes, and faculty members use Miller's Model to select appropriate evaluation techniques. This ensures that both undergraduate and postgraduate students are assessed on their habitual use of knowledge, clinical reasoning, and technical skills. Objective Structured Clinical/Practical Examinations (OSC/P E) are employed, assessments test students on various skills such as communication, history-taking, physical examination, and problem-solving. The use of standardized stations and detailed marking schemes helps reduce examiner bias and ensures a fair evaluation of students' competencies.

4. **Workplace-Based and Self-Assessment:** Workplace-based assessments are conducted through case-based discussions, direct observations, and end-posting tests in clinical departments. The structured checklists and direct observations ensure that students are evaluated objectively. Self-assessment is also encouraged, allowing students to reflect on their learning and identify areas for improvement. This is facilitated through written tests, quizzes, and proofreading assignments. Postgraduate students also maintain logbook, providing a comprehensive record of their academic and clinical progress.

5. Integration of Technology in Examination Processes: The online evaluation of answer scripts, automated attendance systems, and the integration of OMR technology in university exams exemplify this trend. These technological advancements not only reduce the burden on faculty but also ensure a consistent and objective evaluation of students' performance.
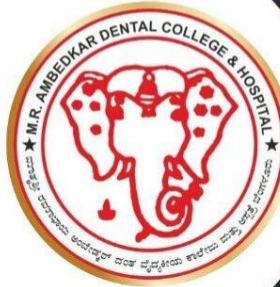
Overall, institution's examination and assessment procedures are designed to foster a comprehensive and competency-based evaluation system, integrating technology to enhance accuracy and efficiency of the process.

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MATHRUSRI RAMABAI AMBEDKAR
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A. Proposals for Internal Assessment (UG) –

a. Theory-

1. The department must submit three question papers and the number of exam-taking students to the principal or head of the committee one day before the exam. The principal or head of the IQAC will choose one of the papers, and the printed question papers will be provided to the examination hall or the incharge.

2. Internal assessment in charge – room invigilator, examination room to be decided

3. The in-charge of the internal assessment exam hall shall receive and distribute the papers to the students.

4. One room invigilator will be posted (list prepared by the office)

5. The concerned department will send/collect the answer scripts from the exam hall for evaluation.

6. Results to be submitted within one week to the result analysis committee and displayed on the office notice board (for one week)
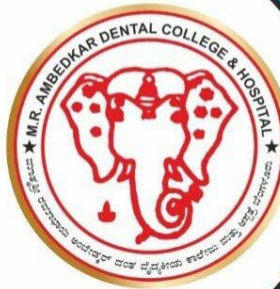
b. Practical/ Clinical

1. To be standardized and centralized

2. To be taken / conducted during the class hours within one week of the theory exam completion and evaluation

3. During the Viva-Voce, staff can discuss the valued paper with the students, and any grievance/domain lag can be noticed and communicated to the Examination committee.

4. OSPE/OSCE type of arrangement may be started for standardization

5. Cards will have 10-15 questions and the cards will be picked up by the students themselves. Viva cards may be made by the Department.

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B. Guidelines:

a. As the assessment is to done throughout the year and it is an overall assessment, department can choose to distribute marks under different categories in order to motivate the students Ex: Theory / Practicals; attendance; submissions; quota completion; end posting evaluation; skills; obedience; sincerity; discipline

b. Question papers to be set as per the RGUHS guidelines to cover –

- Must Know

- Good to know

- Desirable to know

- Marks split up to be mentioned explicitly

- Domain based questions

c. Evaluation - 2 teachers may evaluate and take an average.

d. To maintain an Internal Assessment marks register in the following format:

Sl. No	Student name	Register no.	Theory			Practical			Any other suggestions
			First IA	Second IA	Third IA	First IA	Second IA	Third IA	

e. Final Internal assessment marks sent to the University

f. Internal assessments in charge.