



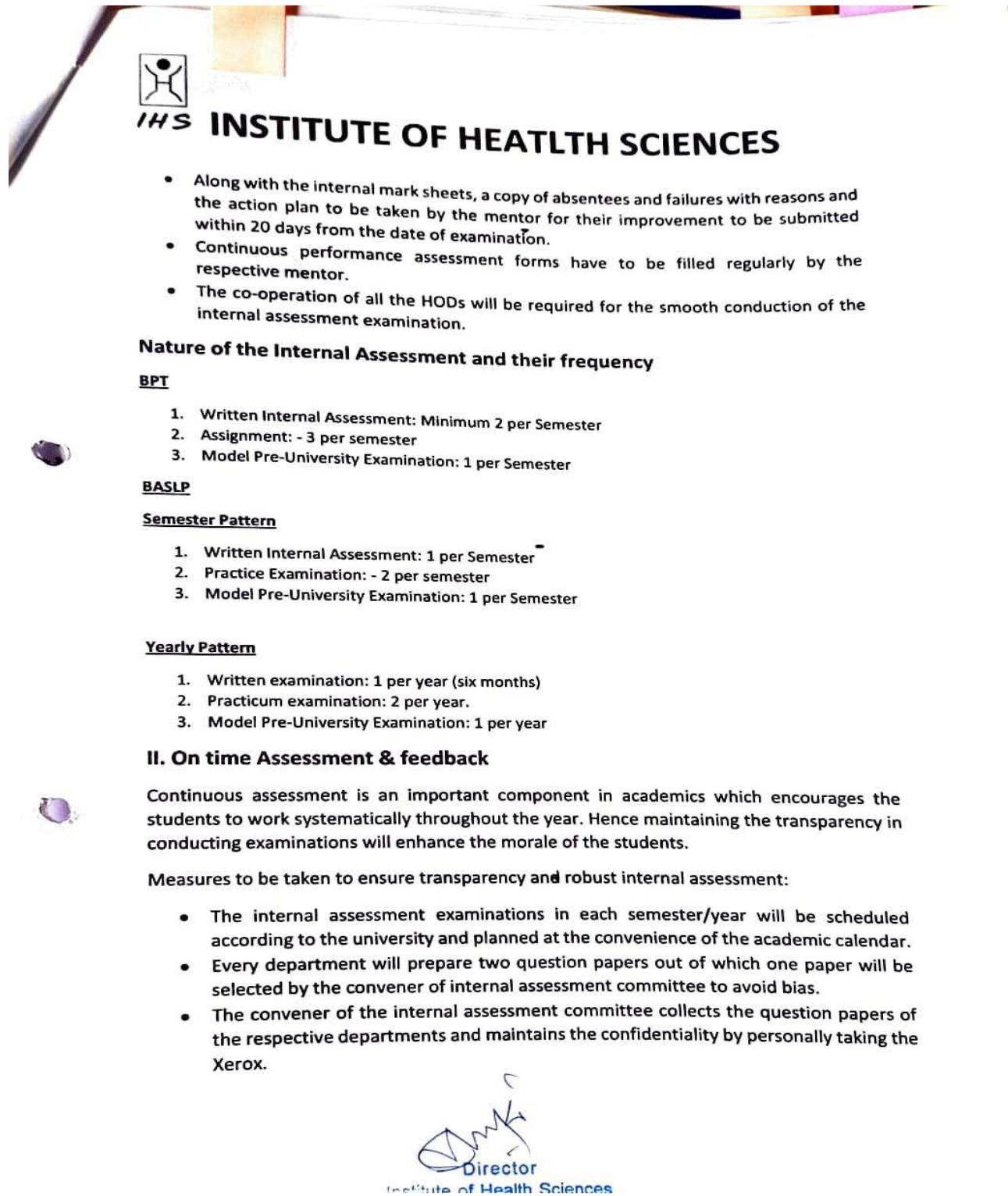
INSTITUTE OF HEALTH SCIENCES

(A Unit of Margdarsi)

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2.5.4 POLICY DOCUMENTS



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- Along with the internal mark sheets, a copy of absentees and failures with reasons and the action plan to be taken by the mentor for their improvement to be submitted within 20 days from the date of examination.
- Continuous performance assessment forms have to be filled regularly by the respective mentor.
- The co-operation of all the HODs will be required for the smooth conduction of the internal assessment examination.

Nature of the Internal Assessment and their frequency

BPT

1. Written Internal Assessment: Minimum 2 per Semester
2. Assignment: - 3 per semester
3. Model Pre-University Examination: 1 per Semester

BASLP

Semester Pattern

1. Written Internal Assessment: 1 per Semester
2. Practice Examination: - 2 per semester
3. Model Pre-University Examination: 1 per Semester

Yearly Pattern

1. Written examination: 1 per year (six months)
2. Practicum examination: 2 per year.
3. Model Pre-University Examination: 1 per year

II. On time Assessment & feedback

Continuous assessment is an important component in academics which encourages the students to work systematically throughout the year. Hence maintaining the transparency in conducting examinations will enhance the morale of the students.

Measures to be taken to ensure transparency and robust internal assessment:

- The internal assessment examinations in each semester/year will be scheduled according to the university and planned at the convenience of the academic calendar.
- Every department will prepare two question papers out of which one paper will be selected by the convener of internal assessment committee to avoid bias.
- The convener of the internal assessment committee collects the question papers of the respective departments and maintains the confidentiality by personally taking the Xerox.


Director
Institute of Health Sciences



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- Single copy of all the question papers for all the academic years will be preserved in a file and maintained by the convener of IAC.
- All the examinations will be conducted in the classroom which is under a strict surveillance by the faculty members as well as by the close circuit cameras.
- The sealed envelope containing question papers will be opened in front of the convener of the internal assessment committee just before the commencement of the examination.
- Internal assessment examinations will be conducted and the evaluation will be done as per the predetermined date by the IAC.

III. Make-up Assignments/ tests

Being aware of why we are testing students and what exactly we want to test can help make students' and instructors' experience of exams more useful. The following tips will help you towards issues you should think about during the entire exam process, from planning to reflection.

What you want to assess should be related to your learning outcomes for the course.

- **Knowledge:** You can design your test questions to assess students, knowledge or ability to apply material taught in class.
- **Process:** You can test students' reasoning skills and evaluate the process by focusing the marks and other feedback on the process they follow to arrive at a solution.
- **The communication of Ideas:** You can evaluate students, communication skills their ability to express themselves – whether this is by writing or creating a scientific proof.
- **Convergent thinking:** You can test your students' ability to draw a single conclusion from different inputs. Or you may alternatively want them to come up with different possible answers.
- **Absolute or relative standards:** student success is defined by learning a set amount of material or demonstrating certain skills.

The overall exam should be consistent with your learning outcomes of the course. There are a number of ways to review and prioritize the skills and concepts taught in a course.

- Use the topics list provided in your course outline
- Skim through your lecture notes to find key concepts and methods
- Review chapter headings and subheadings in the assigned readings

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IV. Remedial teaching / support:

- Remedial teaching is assigned to assist students in order to achieve expected competencies to improve the students' academic skills.
- This type of special education is designed specifically for the slow learners to achieve their special needs after continuous evaluation and monitoring during their internal assessments and required measures are taken constantly like chair side viva (case-based learning), Discussions, mentor- mentee counselling sessions.

Director
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