


Choithram College of Nursing

POLICY DOCUMENT

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INTERNAL ASSESSMENT CONDUCTION, MIDCOURSE PERFORMANCE IMPROVEMENT OF STUDENTS AND SLOW LEANERS

Institution has well defined continuous internal evaluation system to improve course outcome in terms of knowledge, clinical skill research and leadership. Institutional academic calendar is framed in accordance with the University calendar and care is taken to ensure the periodicity of conduct of internal assessment examinations in accordance with the institutional academic calendar.

Components of the CIE –

Record maintenance and periodical completion of assignments in addition to the scores in the academic events includes-

- Attentiveness and participation in regular class-room activities
- General & Clinical Attendance
- Initiatives & Timely Submission of Assignment both in class & in clinicals
- Score in Unit test
- Scores in term Examination & Pre-University examination

Nature of the Internal Assessment and their Frequency

- Written Internal Assessments – Unit Test (After Completion of each Unit)
- Practical Internal Assessments - Once in 2 months (subject to variation (including OSPE, OSCE) with individual Department)
- Term ending exams - Twice in a year (First & Second Assessment)
- Pre-University Exams - Before the University Exams (Both Theory and Practical)
- Theory Viva-Voce - At the end of each internal assessment

- Ward Leaving Exams - At the end of each clinical Posting

The test portions intimated 10-15 days in advance. The scheduling of the internal assessments is communicated to the Principal, Examination committee Coordinator, class co-ordinators and subject Co-ordinators to avoid overlapping of the events.

Postgraduates

For the postgraduates' practice Teaching, projects, clinical presentation, and assignment as per syllabus mentioned in their Log-Book requirement is provided, along with those periodical seminars, journal clubs, group discussion and internal assessment exams are being timely administered. Types of assignment vary Department wise, but uniformity is maintained in end of examination.

Periodical term ending exams (twice in a year) and Pre-University examination (before the University exams) should be conducted regularly.

Regular assessment and feedback

THEORY

The results of the internal assessment tests will be communicated to students in 7 days.

- The evaluation of the answer notebooks will be done at the individual departments, by the entire faculty.
- Each faculty is allotted around 10-15 answer notebooks for evaluation in rotation.
- Internal assessment marks and the details of the attendance percentage are documented, and results will be communicated to the parents.
- In the clinical the comments on strengths and areas of improvement should be mentioned in diary, it is mandatory to do SWOT analysis.
- Class teacher and subject co-ordinators maintain register to enter their test marks and details of assignment. This serves as a record of the student performance and is used during the feedback sessions.
- Periodical feedback sessions are arranged in all departments to highlight the performance of the students and give suggestions for improvement.

Subject wise Viva – Voce

In All departments, Viva-voce is conducted along with the theory internal assessment.

Viva –Voce sessions provide a good opportunity for the faculty for on-time assessment of the student and provide a platform for giving feedback.

Clinical Posting-

Daily patient assessment and nursing care need assessment along with case discussion is to be done. Clinical postings serve as a platform for assessment of the student and providing immediate feedback.

In addition, ward –leaving exams is to be conducted periodically at the end of clinical posting help to assess the clinical knowledge and skill attained by the student at the end of clinical posting.

OSPE/OSCE in Skill Labs -

OSPE/OSCE is periodically conducted, and students are assessed with a checklist and feedback is provided to the students to improve their performance.

Mentorship Programme

In addition to the above-mentioned activities, regular mentor-mentee interaction also helps in periodical assessment of the student and creates an opportunity to provide feedback to the students.

Postgraduates-

The Postgraduates are encouraged to present periodical Seminars and Journal clubs and their performance is evaluated and written feedback is given to them after each presentation in all the departments.

To maintain uniformity, a common protocol is being followed to assess and maintain the quality of the presentations by all the departments

- In addition to the Faculty and Peer assessment, in the clinical departments the postgraduates are encouraged to submit self-appraisal report, to promote their professional growth Make-up assignments is given.

Slow Learners/ Slow Bloomers Policy -

Methods of assessment

At Choithram College of Nursing, students are assessed from the time of admission (entrance, aptitude test and interview) their performance in the initial stage of programme and by asking oral questions in classes. Institution takes care not to create psychological division among students and labeling them as particular type. However it is aware of general scholastic abilities of students. Teachers make a close observation of students learning and thinking style of students. Some students are active and energetic, some are extrovert and some are introvert, some have positive self concept whereas some have negative self concept. Students are assessed on the basis of their performances in the unit test, internal exams and demonstrations. Students who secure less than 40% marks are identified as slow and students securing 70% and above are identified as advanced learner.

Measures for slow Learners-

- Compensatory and remedial classes are organized for the students.

- Groups are formed for peer tutoring. High performer students help slow learners in understanding topics.
- Mentoring is provided by faculty members.
- Extended library hours are provided.
- Writing Assignments are given.
- Learning skills like notes taking, outlining and active listening is promoted.
- Academic and personal counselling is given to the slow learners by the tutor, mentor, and the counselling cell.
- Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
- Provision of simple and standard lecture notes/course materials and special preparation for the exams
- Students are motivated to solve university question papers
- Demonstration and re-demonstration of procedures
- Students are encouraged to participate in seminars, conferences
- Regular clinical posting, field posting is organized
- Subject teachers conduct regular class tests and re-tests.

S No	Assessment Criteria	Weightage
1	Mid Term Test / Class Tests Assignments/ Class participation and responsiveness /	15%
2	General awareness / Attentiveness etc.	10%
3	Class Attendance / Participation in other Activities	5%
4	University Exam	70%

Based on above assessed parameters students are classified into three groups:

- If aggregate score in Internal Assessment is $< 40\%$; Slow Learners
- If aggregate score in Internal Assessment is $> 70\%$; Advanced Learners
- If aggregate score in Internal Assessment score is $\geq 40\%$ and $\leq 70\%$; Average Learners

The Institution follows a standard protocol in identifying the slow learners and takes immense measures in providing opportunities for mid-course improvement for the same.

Make-up assignments are one among the opportunities provided to the students in supporting their academic improvement.

A senior faculty In-charge along with class co-ordinator is assigned to handle the slow learners for training in each internal assessment exam.

The week prior to the internal assessment, make-up assignments are allotted to the slow learners in the topics related to the concerned internal assessment. A last date is assigned for the submission of the assignments. This is not publicized, and the information are personally communicated to the students.

Remedial Classes

Remedial classes are one among the opportunities provided to the students in supporting their academic improvement of slow learners.