



# **VELAMMAL MEDICAL COLLEGE**

## **HOSPITAL AND RESEARCH INSTITUTE**

**MADURAI - 625009**

### **8.1.4**

#### **Report on the list and steps taken by the College to Measure Clinical Competencies**

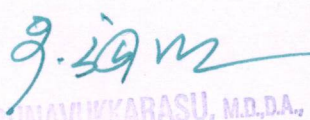
Report on the list and steps taken by **Velammal Medical College, Hospital & Research Institute** to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the 2017-18 to 2021-22

- **Velammal Medical College, Hospital & Research Institute** has adopted specific competencies for MBBS students and interns as stated by the medical Council of India (MCI).
  - Foundation course
  - Early clinical exposure
  - Elective posting
  - Attitudes, ethics, and communication
  - Skill acquisition and certification
  - Revision of training learning formats
  - Multifaceted assessments
  - Self – directed learning
- Subject wise sub competencies-
  - Pre-and para – clinical subjects,
  - Medicine and allied (include community medicine), and
  - Surgery and allied.

A total of 412 topics with 2949 outcomes(sub competencies) have been identified for the entire curriculum including 20 topics and 107 outcomes for the community medicine.

#### **Assessment is based on three main criteria:**

1. Knowledge
2. Skills
3. Competencies

  
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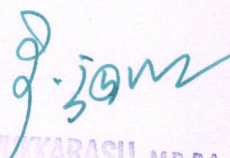
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- Summative evaluation:(Theory, Practical and Viva): As per the guidelines of the MGR university.
- The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.
- Assessment Criteria:

<b>I MBBS:</b> <ul style="list-style-type: none"><li>• First Term end</li><li>• Prelims</li></ul>	<b>III/I MBBS: Minor:</b> <ul style="list-style-type: none"><li>• I Term end.</li><li>• II Term end</li><li>• Preliminary</li></ul>
<b>II MBBS:</b> <ul style="list-style-type: none"><li>• I Term end.</li><li>• II Term end</li><li>• Preliminary</li></ul>	<b>III/II MBBS: Major:</b> <ul style="list-style-type: none"><li>• I Term end.</li><li>• II Term end</li><li>• Preliminary</li></ul>

  
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- Case-Based Learning
- Skill Education Objectives
- Basic clinical Skill Learning
- Individual Patient Care
- Clinical Practice Competencies
- Clinical Skill Expertise
- Internship: Record is maintained by the institute.
- Assessment: Assessment the learning level of the candidate after admission throughout the terms.
- Formative evaluation: Each department has its own policy: the goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instruments to improve their teaching and by students to improve their learning.
- Assessment Criteria: Class test, Tutorials, Discussion and Mentoring.

**Special programmes are conducted by the institute for Slow well as Advance learners-**

### **Special programmes for low performers:**

- Faculty members conduct extra classes for slow learners after class hours whenever necessary in the college.
- Faculty mentors provide their mentees one to one counselling on improvement areas, are encouraged to speak about their academic and other issues if any (for example psychological problems) so as to formulate remedial measures, students learning process is encouraged via different types of learning assessment methods like written examination, open book test, group presentation, practical examination with viva, written assignment, surprise test, retest, university question discussion and class performance.
- For the students who lack initiative/ having adjustment problems personal counselling was given by the tutorial staff and necessary steps taken either by communicating with their parents, friends or the warden. If required, psychologist's opinion is also sought.
- All the students were instructed to meet the concerned tutorial teacher after the class hour in the evening at least thrice a week.

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- For the students who have language/ communication problems, the tutorial teacher suggests measures to improve their language especially for students who are from medium other than English. For ex: right way of using dictionaries, telling the meaning of specific medical terms in the suggested text books by reading the paragraph aloud with explanation.
- For the slow learners who are residing in the hostel, a group of students from the same or senior batch (who are good in language, communication skills and interested in teaching, guiding) were appointed and each one will take care of a single slow learner personally.
- If the students show improvement in the subsequent class test or IA, then they will be stopped from the evening classes but their progress will be continuously monitored and will always be under the guidance of their tutorial teachers.
- At the end of the academic year the students are trained to meet the university exam.

#### **Special programmes for advanced learners:**

1. More concentration given to these students during the tutorial hours by the concerned tutorial staff.
2. Tips were given by the concerned tutorial staff regarding the importance of reading other standard text books apart from the suggested ones, solving problem-based questions, improving their paper presentation skills, use of e-sources for updating their knowledge, interpreting clinical case scenarios.
3. They were encouraged to prepare MCQ's from a particular topic so as to improve the depth in the subject
4. Training was given to these students to participate in state level quiz competitions by coordinating with other departments.
5. They were also encouraged to present papers in conferences.
6. Special prizes were awarded as token of appreciation in the consecutive year if they get honors or distinctions in the previous year university examination.

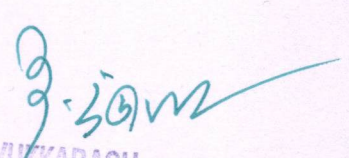
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**Follows protocolsto measure students' achievement**

Using the above-mentioned criteria, the students are re-assessed and their improvements arerecorded in **Continuous Performance Assessment Card**.

  
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