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MID COURSE IMPROVEMENT POLICY

TITLE	MID COURSE IMPROVEMENT POLICY		
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MID COURSE IMPROVEMENT POLICY

Policy Statement: The Mid-Course Improvement Policy provides students an opportunity to enhance their academic performance in theory and practical components during the course. It ensures that students who face challenges in understanding or demonstrating competence in specific subjects are supported with structured interventions. This policy aims to maintain academic integrity, enable progressive learning, and ensure students achieve the required competencies for successful course completion.

Objectives of the Mid-Course Improvement Policy:

1. **Provide Academic Support:**

Offer students additional opportunities to improve their understanding and performance in subjects where they face difficulties.

2. **Encourage Progressive Learning:**

Help students bridge gaps in knowledge and skills through remedial sessions and targeted assessments.

3. **Promote Academic Equity:**

Ensure all students, regardless of individual challenges, have equitable access to opportunities for academic success.

4. **Facilitate Timely Course Completion:**

Enable students to clear pending subjects and maintain progress within the prescribed course duration.

5. **Strengthen Student Confidence:** Foster a supportive learning environment to build confidence and motivate students to excel academically.

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6. Ensure Regulatory Compliance:

Align the mid-course improvement processes with institutional policies and guidelines laid down by regulatory bodies.

1. PURPOSE :

This document outlines the principles that guide the faculty in evaluation of student's performance throughout their course at Nursing.

2. SCOPE:

Midcourse improvement is a part of curriculum and teaching methodology that helps students by continuous monitoring of the student's performance by the faculty

3. RESPONSIBILITY:

This procedure is applicable to students, faculties and parents of Nursing

4. PROCEDURE :

Opportunities for mid-course improvement

- Makeup assignments
- Remedial classes
- Retests
- Revision classes and formative assessments
- Sharing of resources through institutional LMS
- Student Support System
- Sharing of university question papers

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1. Members involved in Mid-Course Improvement: HODS & teaching faculties of all Departments, Members of the Curriculum Committee, Institutional Review Committee, Vice Principal, and Principal will be involved.

2. Policy statement and procedure: Following initiatives are taken to ensure students are trained and evaluated appropriately

- Institutional Academic Calendar and Master Rotation Plan are prepared for all phases and subjects before the beginning of the academic year, based on which Continuous Internal Assessment (CIA) is done.
- CIA includes student's attendance in theory & practical sessions, record/log book maintenance along with marks obtained in written, practical and viva assessments.
- Continuous Internal Assessment is done based on the criteria by Pondicherry University as given below.

Theory:

Criteria	Weight age	Marks rounded off to 25	Marks rounded off to 50
Unit test marks (Average)	45%	12	24
Assignment marks (Average)	45%	6	12
Model Exam	25%	5	10
Attendance	5%	2	4
Total	100%	25	50

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Practical:

Criteria	Weightage	Marks rounded off to 50
Continuous Evaluation of Clinical Performance	30%	15
Clinical Assignment (Case Study/ Practical Record/Case Book)	20%	10
Clinical Presentation	10%	5
Observational /Field Visit/ Health Talk	10%	5
Model Practical Examination	30%	15
Total	100%	50

- Type, time, and frequency of conducting Internal Assessment are done abiding by the Pondicherry University regulations. Three unit tests and two session exams are conducted in a year. Formative assessment is also conducted on a regular basis.
- All answer sheets must be evaluated within 3 days from the exam date. Marks should be displayed on the notice board only after evaluated mark sheets are shown to students and their queries are rectified. Students with grievances relating to internal assessment marks can address their grievances through a 2 tier mechanism
 - i. Redressal through the Class Coordinator to clarify their doubts.
 - ii. Redressal through the Principal of the institution
- Students with unsatisfactory performances are given special attention and the following measures are adopted to improve their performances
 - Conduct a re-test of the same portion
 - Provide one-to-one teaching/training sessions for students with extremely poor performances
 - Attend extra classes on second Saturdays (for those with low attendance)

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- Do make-up assignments on the concerned topic
- Providing a question bank for students to solve
- Counseling provided by the student's mentor on different strategies for learning
- Library facilities with various books for reference study
- To ensure training of Post Graduates (PGs), all PG departments should conduct regular Seminars, Journal clubs, Case discussions, and Practical sessions, and marks should be documented.
- Active participation of both PGs and faculties should be ensured. PGs are encouraged to maintain their Records/Log Books and Portfolio which are regularly viewed by the HODs.
 - PGs must submit their thesis Protocol by the end of the 9th month of the first year and also update the status of the same every six months to the Institutional Review Committee.

3. Roles and Responsibilities

I) HODs & faculties of all Department

- Communicate the Internal Assessment dates before the test date.
 - Conduct the Internal Assessment smoothly and fairly.
- Ensure timely correction of the answer scripts and hand over the marks to the class coordinator
- Document the list of training/ teaching activities conducted for slow and advanced learners.
- Ensure PGs obtain ethical clearance for their thesis by the end of the first year and complete the same well in advance.

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▪ Mentors

- Identify reasons for poor performance and suggest /counsel students on improving their reading skills.
- Communicate/ inform parents of students regarding their ward performance at regular intervals.

III) Institutional Review Board (IRC)

- Ensure Institutional Ethical Committee submission of all PGs.
- Assist PGs in writing protocol, statistical analysis, and thesis preparation.

IV) Curriculum Committee for UG and PG

- Conduct regular phase-wise meetings regarding the performances of students.
- Give suggestions to improve teaching and assessment methods.

Make-up assignments

The institution follows a standard protocol in identifying the slow learners and takes immense measures in providing opportunities for mid-course improvement of the same. Make-up assignments and remedial classes are some of the opportunities provided to the students in supporting their academic improvement

Remedial classes:The following protocol is being uniformly followed by all the departments for conduct of remedial A faculty in- charge is assigned to handle the slow learners for training in each internal assessment exam. Remedial classes are conducted between 4.30-5.30 PM for two days by the respective faculty in-charge, in the week prior to the conduct of internal assessment. The topics discussed will be in alignment with the topics assigned for internal assessment. This is not publicized and the information are personally communicated to the student.

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Retests

Student who failed in the internal assessment or who were absent for the internal assessments will be given a chance to write the retest within 1 week of the date of the conduct of the exam.

Revision classes

In addition to the remedial classes, revision classes are being regularly conducted by all the departments prior to the university examinations, after the completion of syllabus, with the purpose of reinforcement of concepts and with the intention of providing a supporting

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