

## Motiwala (National) Homoeopathic Medical College & Hospital Nashik

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2.6.1 *The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory Bodies and the University; which are communicated to the students and teachers through the website and other such documents*

*"...Tend the sick, raise the Fallen, care for the poor & needy, give shelter to the destitute, protect the oppressed, comfort the Sorrowful and love the world of humanity with all your hearts.." – Baha'i writings.*

Motiwala (National) Homoeopathic Medical College has taken measures to define the learning objectives and learning outcomes of individual programmes and courses as stipulated by the Maharashtra University of Health Science and Central Council Homoeopathy. Program-specific and Course-specific learning objectives and outcomes are displayed on the Institutional Website.

Course-specific objectives and learning outcomes are displayed on the notice boards of the concerned departments. Based on the program objectives and learning outcomes, M(N)HMC has defined & displayed the Graduate Attributes on the Institutional website and in each department through its Quality Policy framework.

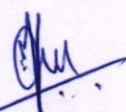
The graduate attributes are incorporated in the Vision and Mission policy of the institute. Steps taken by the institution:

1. A transition from traditional classrooms to the e-learning environment supported by infrastructure and technology to facilitate classroom teaching – learning process.
2. To encourage use of the latest equipments and facilities the latest homoeopathic software are made available for the staff and students.
3. Improved learning in terms of application and participation due to the above factors as well as enhanced knowledge of subject has been visibly reflected in the confidence of the students during their clinical presentations.
4. From the highly qualified pool of human resources to meet the curriculum specific requirements experts are invited to deliver guest lectures at regular intervals in various fields of specialization to enhance the motivation, knowledge and skills of the learners.
5. To support, promote & build positive learning attitude, clinical training is provided to learners in analytical thinking. This process of continuous learning has improved the knowledge and related skills
6. Seminars, projects, tutorials, clinical meetings, assignments & journal club helps in skill development among the learners.
7. Special emphasis on development of skills has been achieved through case taking by the physicians, observer, and the supervisor.
8. Emphasis on development of adequate knowledge is achieved by the discussion method with peer group, clinical meeting presentations, evaluation of presentations, training in basic life support and critical care, is provided by the experts to interns and PG students.
9. Emphasis on development of appropriate attitude to practice medicine is achieved by case taking and recording, case analysis and plan of management, regular follow-ups, training in medical ethics.
10. There are certain steps in clinical training which involve:
  - a) Case taking and recording.
  - b) Case presentation to students and faculty.
  - c) Analysis of signs and symptoms and define approach to differential diagnosis and management.
  - d) To carry out research project work, regular clinical meetings are conducted for all batches of students which initiates active learning in them.

The methods used to evaluate the graduate attributes are as follows:

- a) Continuous evaluation system in the form of formative and summative exams e.g. written assessment, terminal and prelim examinations.
- b) Viva-voce and practical examination.
- c) Dissertation evaluation.
- d) Exit exam



  
**(Dr. F. F. Motiwala)**  
Principal  
Motiwala (National) Homoeopathic  
Medical College & Hospital, Nashik

**Motiwala Education Welfare Trust's**  
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Ref.MHMC/Ordinance//2017/

DATE: 22/07/2017

**ORDINANCE****GUIDELINES FOR Clinical Presentation's EVALUATION CRITERIA**

JUDGING CRITERIA	DESCRIPTION	POINTS
<b>1.PERSONALITY</b>	<p><b>1.GROOMING</b> Grooming means dressing well, to be presentable to others. It includes well-dressing sense and proper hair cut. Wear clean clothing and polished shoes.</p> <p><b>2.ATTITUDE</b> The way he/she introduce himself /herself. How well he/she handle himself /herself with team members</p> <p><b>3.COMMUNICATION SKILL</b> INTERACTION, PROFESSIONAL VOCABULARY, LANGUAGE QUALITY, FLUENCY, PRONUNCIATION, PRESENTATION</p> <p>Use eye contact: When speaking with someone, look at them in the eyes so that they know you are both trustworthy and engrossed in the conversation. Don't keep your focus to read PPT.</p> <p>Ask open-ended questions: Questions that don't yield a simple 'yes' or 'no' response.</p> <p>Match mood, body language, and voice tone: Try to adapt your mood, body language, and voice tone to match the person with whom you are speaking or as per the intent of topic.</p> <p>Attentively listen: Avoid looking at your phone or watch, and don't interrupt the speaker.</p> <p>Use friendly body language: Smile, uncross your arms, don't put your hands in pocket and relax your shoulders, arms, and legs. Stand in an open stance.</p> <p>Give compliments: everyone loves hearing what others admire about them!</p>	5+5+5+5=20

*Motiwala*  
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	<p><b>4.DRESS CODE:</b></p> <p><b>FOR MALE:</b></p> <p><b>SUIT OR BLAZER</b></p> <p><b>SHIRTS:</b> As a rule, the simpler the better.</p> <p><b>TROUSERS:</b> it should be appropriate to shirt.</p> <p><b>TIE:</b> College tie / colour suitable with your dress.</p> <p><b>SOCKS:</b> Wear clean socks to avoid bad odour</p> <p><b>SHOES:</b> Wear a good pair of leather shoes- black and brown/tan shoes. Shoes must be polished. Do not wear shoes that look casual. Also, do not wear shoes with worn out heels.</p> <p><b>BELTS:</b> Wear only formal belts with a sleek buckle.</p> <p><b>WATCHES:</b> Preferably wear leather strapped watches. If you wear a metal strapped watch, make sure that it fits the wrist well.</p> <p><b>FOR FEMALE:</b></p> <p><b>BLAZER</b></p> <p><b>SALWAAR KAMEEZ:</b> Avoid plunging necklines, sleeveless and tight fitting clothes</p> <p><b>SHOES/SANDALS:</b> wear a pair with smaller heels or a flat pair. Stick with a black/brown pair. Do not wear colorful sandals.</p> <p><b>ACCESSORIES:</b></p> <p><b>Earrings:</b> Wear studs or small rings. Do not wear hoops or dangling earrings</p> <p><b>Bracelets/Bangles:</b> You may wear either a bracelet or a bangle. Avoid both. Avoid chunky bracelets or too many bangles.</p> <p><b>Rings:</b> Keep them simple and not chunky.</p> <p><b>Chains:</b> You may wear thin chains with small lockets. Do not wear ornamental/ chunky jewelry.</p>	
<p><b>2.DIFFICULTY LEVEL OF PRESENTATION &amp; INNOVATION</b></p>	<p>It should be Novel.</p> <p>Appropriate details of the case, including, diagnosis, correlation of investigation, assessment, findings, and so on.</p> <p>Mention interventions used in detail</p> <p>Emphasizes why the case is important to medicine.</p> <p>Adequate Recent updated literature review, references pertinent to the case.</p> <p>Mentions the limitations related to the case.</p> <p>Implication of case with a core key message.</p>	<p>20</p>



*(Signature)*  
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 Principal  
 Maharashtra State Board of Technical Education, Nashik

<p><b>3. DIFFERENT METHODS OF PRESENTATION</b></p>	<p><b>1. CHALK AND TALK</b>  <b>2. POWER POINT PRESENTATION</b>          Use minimum required, readable text on each slide.  <b>Use contrasting colours</b>  <b>Use a big enough font</b>  <b>Be able to jump to any slide</b>          Create graphics (such as tables and charts) appropriately          Proper Hyper linking for video photo etc.  <b>3.POSTERS</b>          Fonts are consistent and are large enough to be read from a distance.          Use a flow chart for your display.          Don't overwhelm the viewer with excessive amounts of information.  <b>4.MODELS</b>          Model should be appropriate to the topic          It should be demonstrable and innovative  <b>5.VIDEO CLIPS</b>          It should be only of 2 min.</p>	<p>5+5+5+5=20</p>
<p><b>4.DEPTH OF SUBJECT MATTER</b></p>	<p>Here are a few key words to measure the depth of subject matter.          Approximately 6 marks for each Level.  <b>Level 1</b> - (Recall - measure, recall, calculate, define, list, identify). This category require students to recall information and/or reproduce knowledge/skills  <b>Level 2</b> - ( Skill/Concept – graph, classify, compare, estimate, summarize).          This level requires students to compare and contrast, describe or explain, or convert information. It may involve going beyond describing, to explaining how or why. At this level students may need to infer, estimate, or organize.  <b>Level 3</b> - (Strategic Thinking - assess, investigate, formulate, draw conclusions, construct).          At this level students are required to use higher order thinking processes. They may be asked to solve real-world problems, predict outcomes, or analyze something. Students may need to access knowledge from multiple subject areas to reach a solution.  <b>Level 4</b> - (Extended Thinking - analyze, critique, create, design, apply concepts). <u>Higher order thinking skills</u> are essential at this level.          Students must employ strategic thinking to solve problems at this level.          Students will need to conduct, and synthesize as well as manage at level</p>	<p>25</p>

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<b>5.HOMOEOPATHIC APPROACH</b>	<p>Proper homoeopathic case taking</p> <ol style="list-style-type: none"> <li>1. Analysis and evaluation</li> <li>2. Repertorisation/Miasmatic understanding</li> <li>3. Remedy selection and posology</li> </ol>	15
<b>TOTAL</b>		100

  
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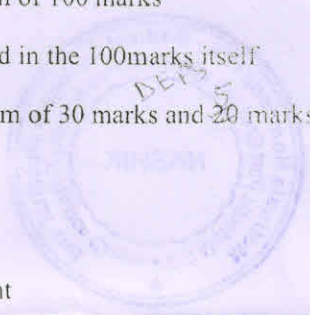
Project : Curriculum based Interns Exit Exam

Objectives :-

1. Development of Interns in all the three domains ( a.Psychomotor b.Cognitive c.Effector )
2. Setting International standards in Preparing Interns for there future competitive exams (Medical and Non Medical as well )
3. Scientific Outlook development for Homoeopathic Science
4. Aptitude development
5. Structure of Exit exam system 1.Each Interns as they go undergo 365 days rotator internship has to undergo an Intern Exit exam mandatory
  2. As the Interns has to go in for dissertation of 100 marks
  3. Interns exit exam system will be included in the 100marks itself
  4. Dissertation will be 50 mark and Exit exam of 30 marks and 20 marks for Journal
  - 5.Components of exit exam
    - A. Cognitive domain development
    - B. Psychomotor domain development
    - C. Effector domain development
6. Preclinical Department ( .Physiology & bio chemistry ,Anatomy , Pharmacy , pathology , Forensic medicine etc )
- 7.Clinical department ( Surgery , Obstetrics&Gynaecology, Medicine, Pediatrics)
- 8.Homoeopathic Materia Medica , Organon,of Medicine & Philosophy ,Repertory
9. All departments will be contributing in all domains
10. Methodology of Exit Exam :-
  - a. criterion-referenced test :-

Is a style of test which uses test scores to generate a statement about the behavior that can be expected of a person with that score
  - b. Questions will be in form of MCQ total 30( (DOPS & DEPS) )
  - c .No negative marking d.each MCQ will have 4 options
  - e.assessment will be done by assigned team of Teachers

Applicable to 2nd book  
existing in February 2021  
Exit/Testing process to start  
within 30 days before the  
date of completion.  
JF  
12/9/21



*Johns*  
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Practical activity  
Should be based on the  
classically use for term  
To prepare a question bank  
with the Council members

Schematic of Exam paper

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Curriculum based Interns Exit Exam

Marks ~~30~~

10  
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*define the clinical activity*

Cognitive domain		Psychomotor Domain		Effective Domain	
10 marks		10marks		10 marks	
Clinical	Preclinal	Clinical	Preclinal	Clinical	Preclinal
08mks	02mks	08mks	02mks	08mks	02mks

10  
M.C.Q - 30mks  
TASIL - 70mks



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