

## Evaluation of First Year MBBS Student's Performance by Internal Assessment

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### Original Research Article

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#### Article History

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**Abstract:** Evaluation is a systemic process of determining the extent to which the objectives have been achieved by the student. Total 200 first year M.B.BS students were evaluated during the academic year after appearing three theory exams, one practical and one oral/Viva exam. The students were assessed in all the three domains by assessing the three domains. Feedback is given to the students after each theory exam there by giving them a chance to perform better in the next examination. With feedback to students 44.5% showed a gradual increase in progress in theory examination. Cognitive and Psychomotor ability is more than 60-75% in > 60% of the students.

**Keywords:** Evaluation, Feedback, Domains, cognitive, Psychomotor.

### INTRODUCTION

Evaluation is a systemic process of determining the extent to which the objectives have been achieved by the student. It includes qualitative and quantitative measurement of the student behaviour plus value of judgment. Evaluation is also concerned with the effectiveness of teaching and the quality of the program. In 1997 the MCI regulation on graduate education (GME) made it mandatory for undergraduate students to pass their internal assessment before they could appear for their final university examination. Educational researchers have devoted a life time to studying education & have described a variety of theories and factors that influence learning [1].

A range of methods have been used in a written examination to determine the mark above which students will pass the examination and below which they will fail [2].

Internal assessment is a summative type of evaluation with the aims of –

- Incentive to learn.
- Feedback to students (intimating regarding pass/fail).
- Feedback to teacher-indirect by an overall view of pass/failure.
- Modification of learning activities.
- Administrative utility-goes into permanent record.

### AIM OF STUDY

To assess 1st year MBBS students' performance in the internal assessment exams conducted in the department of physiology, AMC. To study the margin of improvement among students by giving feedback after each exam.

### MATERIALS AND METHODS

Total 200 first year M.B.B.S students were evaluated during the academic year. All the students will appear for three theory exams, one practical and one oral/viva examination. The students were assessed in all the three domains by the above exams. Feedback is given to the students after each theory exam thereby giving them a chance to perform better in the next examination.

**Table-1: Attendance percentage for theory classes**

0-20%	21-40%	41-60%	61-80%	81-100%
1(0.5%)	-	-	28(14%)	171(85.5%)

**Table-2: Attendance percentage for practical classes**

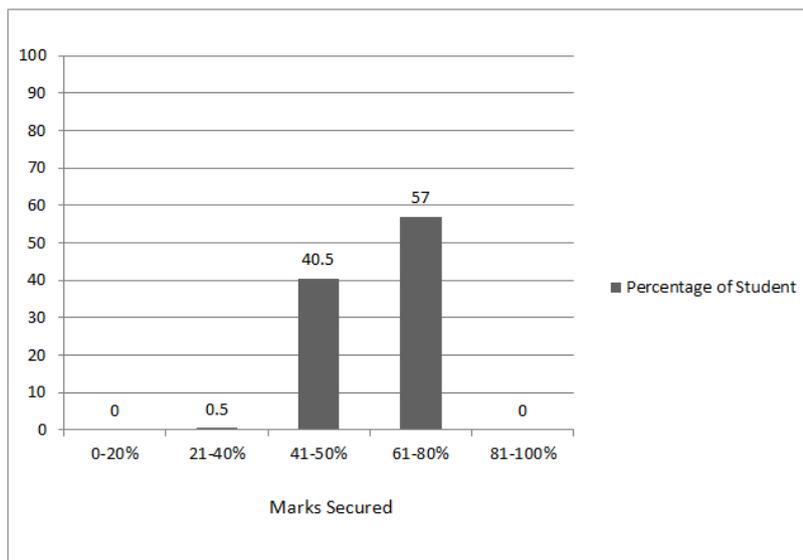
0-20%	21-40%	41-60%	61-80%	81-100%
-	-	8(4%)	75(37.5%)	119(59.5%)

**No of internal assessments conducted**

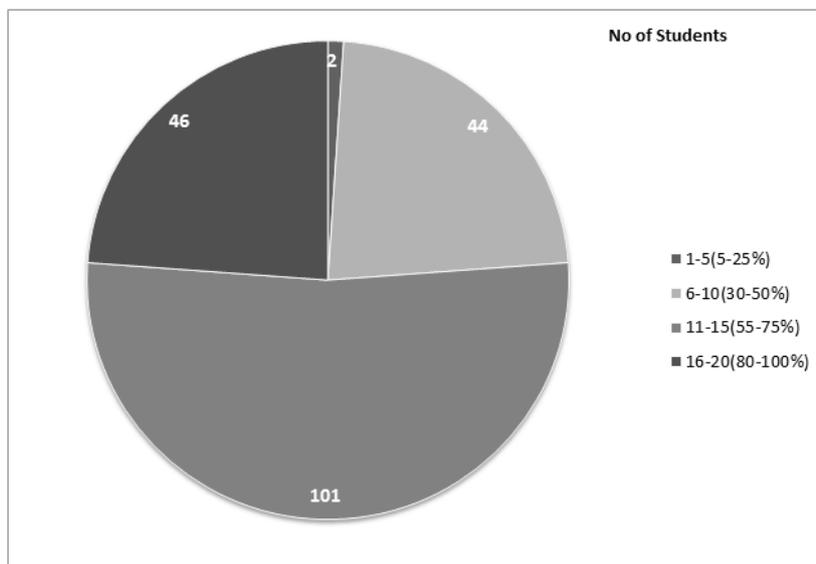
Theory exams: 3.  
 Practical exams: 1.  
 Viva/Oral exams: 1.

**Table-3: Performance of students in theory examinations**

Decrease in improvement	No improvement	Progressive improvement	Absentees
10.5%	42%	44.5%	3%



**Fig-1: Performance of students in practical examination**



**Fig-2: performance in oral/viva examination**

**RESULTS & DISCUSSION**

Three internal theory examinations are conducted. Each paper consists of two long essays of 10 marks each, five short answer questions of 4 marks each

and five ultra short questions of 2 marks each. The duration of examination is 2 ½ hours. The performance of the students showed a gradual increase in progress in 44.505, no change in progress in 42.00% and decrease

in progress in 10.50%. Number of students absent for the exam are 3.00%.

One practical examination was conducted in haematology experiments which included one long experiment for 10 marks, one short experiment for 5 marks and one problem for 5 marks. Practical examination in human physiology included one long case for 10 marks, one spotter for 5 marks and one amphibian graph for 5 marks. Results analysis showed, 2 students obtained 55-25% marks, 44 students obtained 305-%0% marks, 101 students obtained 55-75& marks, 46 students obtained 80%-100% marks and 7 students were absent for the exam.

One oral/viva examination was conducted for twenty marks. The results showed, 1 student obtained 21%-40% marks, 81 students obtained 41-60% marks, 114 students obtained 61-80% marks and 4 students were absent for the exam.

### **CONCLUSION**

Feedback information communicated modifies his/her thinking or behaviour in order to improve learning. Satisfaction studies carried out both with undergraduate students and postgraduate trainees have

revealed that one of the commonest complaints students have is that they do not receive meaningful feedback. It has been demonstrated that academic achievement in classes where effective feedback is provided for students is considerably higher than in classes where this is not so [3]. Cognitive and psychomotor ability is more than 60-75% in > 60% of the students. Internal assessment is maintained as a permanent record by the administration. All teachers of the department are involved in the assessment process and provide feedback while the student still has time to improve on the basis of the feedback.

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