

Medical students views on continuous internal assessment

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KEYWORDS	ABSTRACT
National medical commission (NMC), student's perception, medical education, competency based medical education (CBME), continuous internal assessment (CIA).	Background - Assessment is a successful tool for learning. Continuous internal assessment (CIA) is implemented to improve sustained students learning with quality. It has several benefits and limitations. The aim of the study is to investigate student's perception towards continuous internal assessment. Materials and Methods - The study was conducted over a period of two months in the Department of Physiology, Dr Ulhas Patil Medical College and Hospital, Jalgaon, Maharashtra, India. A standardized structured questionnaire was developed for the evaluation of student's perception towards continuous internal assessment. Results - 47.51% of students were in the favour of conduction of internal assessment once in a month. 82.32% of participants chose seminar for the improvement of knowledge. 87.29% of participants felt continuous class tests were useful. 82.32% of students reported that certifiable skill-based competencies (OSPE/OSCE) were useful. Conclusion -According to student's responses continuous class tests or any form of internal assessment test every month is useful for their academic performance. Conduction of seminars and certifiable skill based competencies are good initiative for the improvement of knowledge and skill.

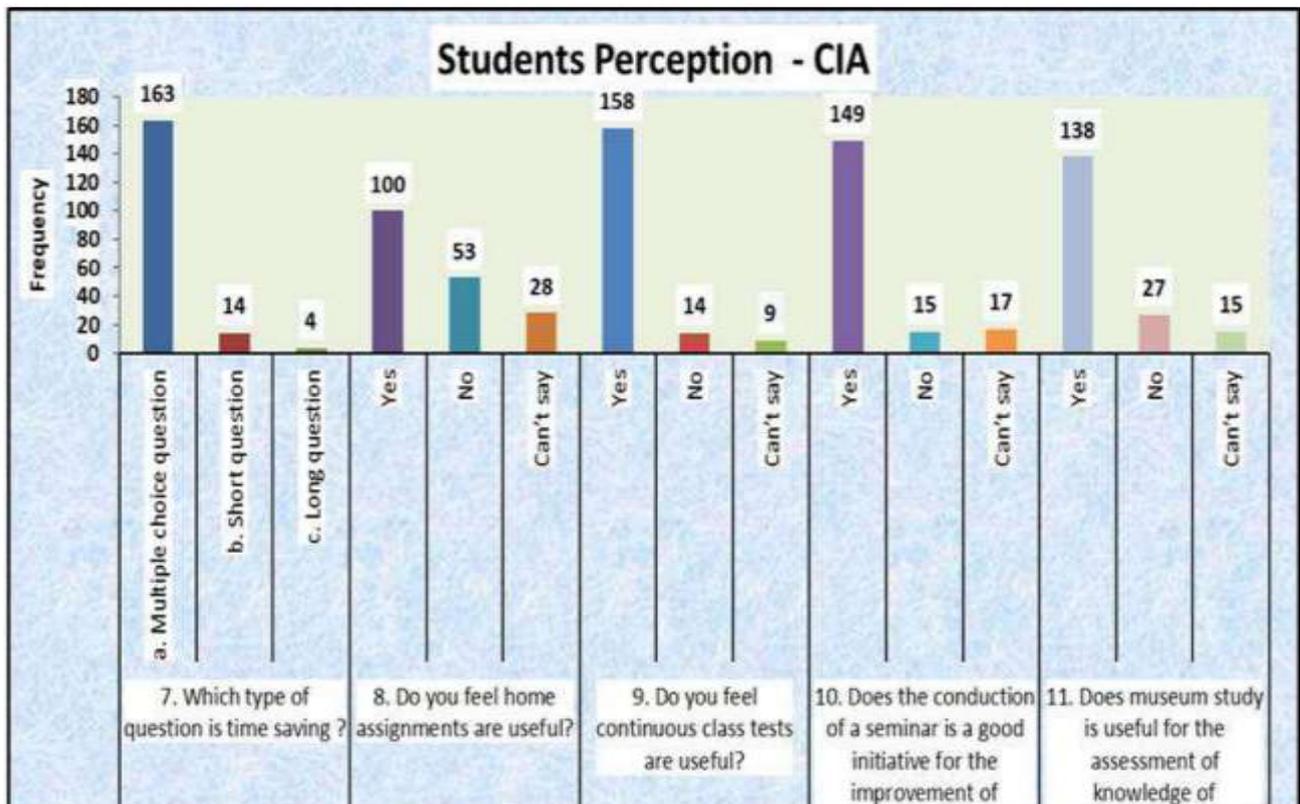
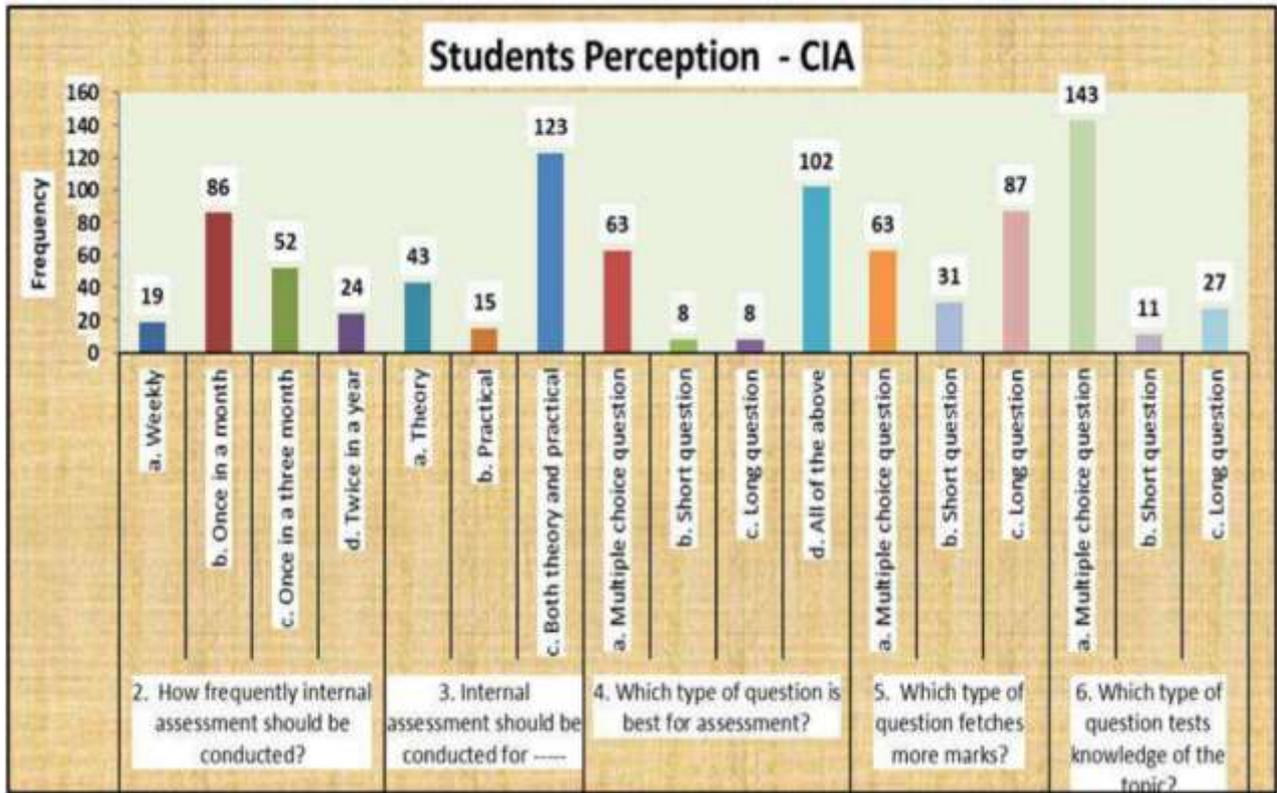
INTRODUCTION-Medical council of India (MCI) has adopted competency-based medical education (CBME) from this academic session starting in August 2019. Competency-based medical education (CBME) is an essential component of medical training programme. However, for the ideal implementation of CBME, it is mandatory to have sufficient ground level preparation. Following two criteria need to be fulfilled for the purpose: 1) First, competency map should be appropriately framed, and 2) Second, effective strategy for putting it into practice [1]. Assessment is an important aspect of the undergraduate medical curriculum and a successful tool for learning. The goal of the assessment is to determine the level of student's acceptance of the teaching process [2]. Students adapt their learning strategies in response to the assessment tools [3]. Thus, assessment motivates learning [4, 5]. Assessment has a substantial impact on a student's educational experience; improving assessment plays a vital role in quality of learning. Assessment is an important component because of its ramifications for students, teachers, communities, and the entire globe, including after they graduate from medical school [6]. It consists of summative and formative assessments. Summative assessments are conducted at the end of a course to determine if learners have gained the desired skills, information, behaviour, or understanding, and to determine pass or fail status [7]. It has great dependability because it evaluates all students on the same tasks and uses the same standards [8]. Formative assessment is a process that helps students improve their learning by providing feedback and information during the learning process [9]. Apart from summative and formative assessments, National medical commission (NMC) has introduced continuous internal assessment in August 2023 [10]. The continuous internal assessment and evaluation system is a sort of teaching- learning activity [11]. It enables students to review their answer scripts, discuss them with teachers, seek clarification on evaluation, and receive feedback for improvement [12]. Continuous assessment aims to improve student's long-term learning through quality [13], rather than a specific evaluation method [13, 14]. The use of continuous assessment has a positive impact on student's academic progress and psychological well-being [14, 16, 17]. It also provides feedback to the students on their learning [18], while excessive usage of continuous assessment can impact on academic performance and students' feedback [19]. Continuous assessment has a lot of advantages [13, 16, 20], including guidance, orientation and identification of learning deficits. Additionally, it provides feedback to teachers and students on their performance. This approach

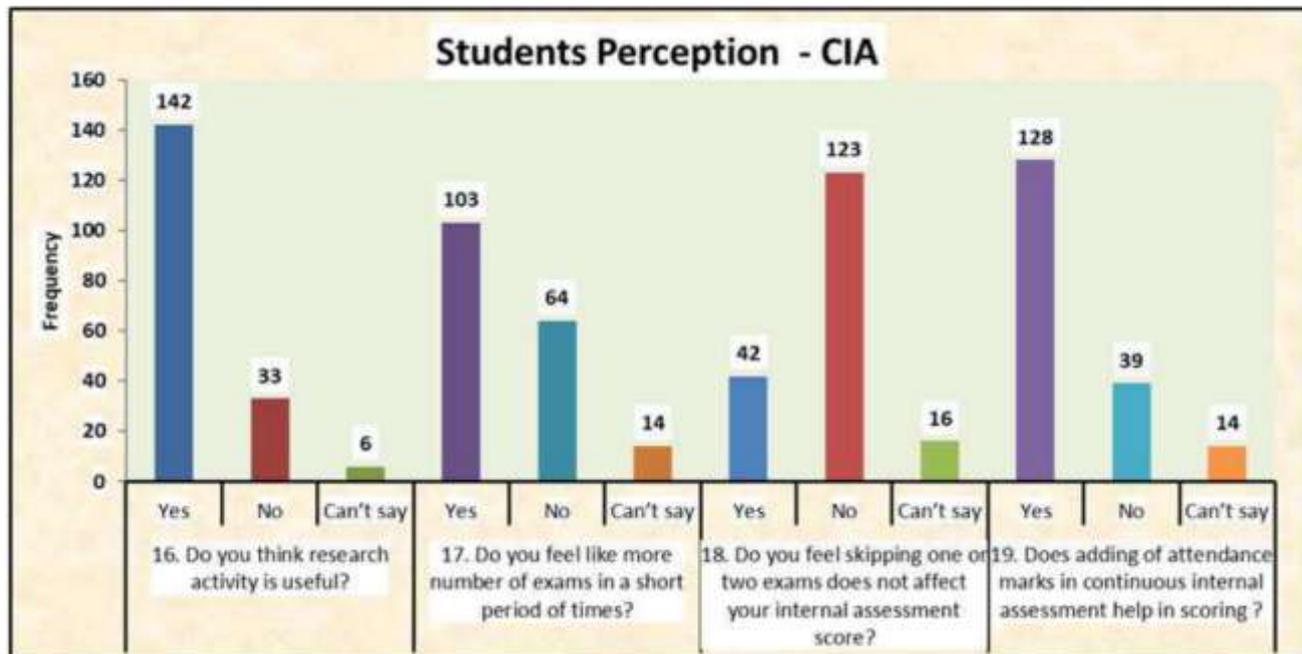
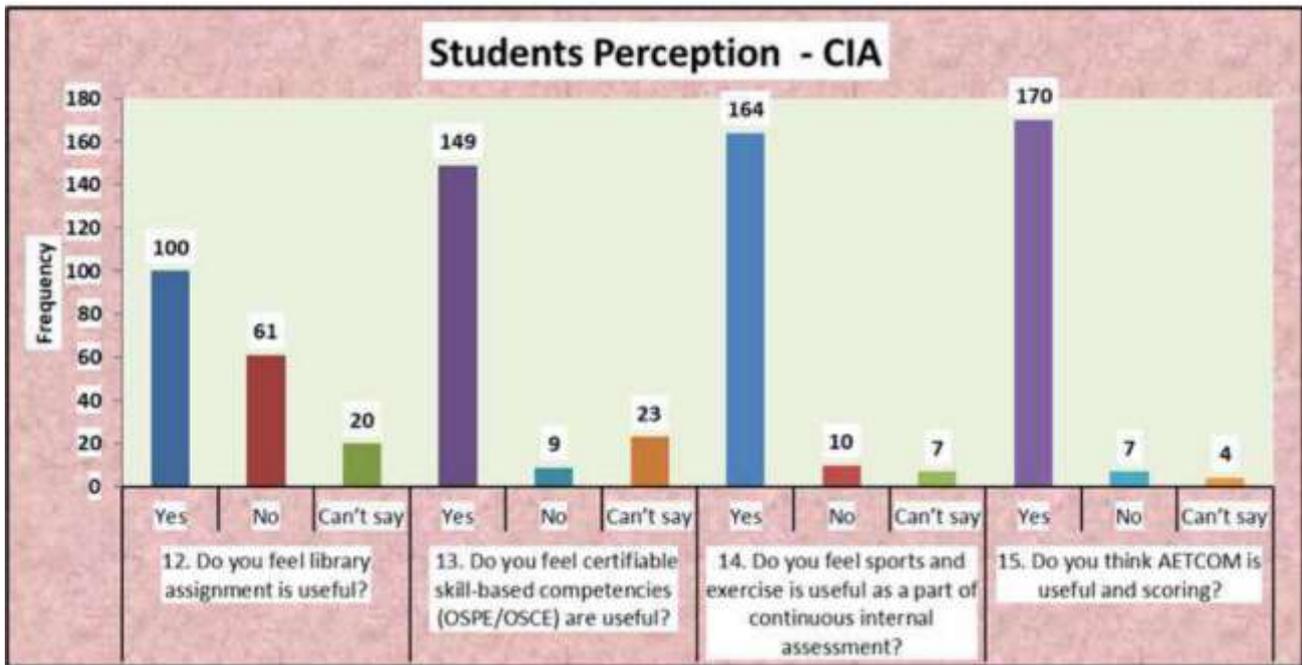
enables teachers and students to focus on gaps in knowledge or abilities, while also allowing them interactions between them. Its disadvantage include a lack of student interest due to frequent examinations but the most significant disadvantage of continuous assessment is that students do not have opportunity to integrate knowledge and skills learnt throughout the semester [21]. Problems with continuous assessment are related to academic staff, as well as practice and implementation of continuous assessment [22]. Academic staff issues include their skills in test construction, administration as well as their attitude towards continuous assessment. Problems with practice and implementation include time period, number and types of tool utilized in continuous assessment, the amount of knowledge or skills taught and record of results [21]. The aim of this study is to investigate student's perception towards continuous internal assessment.

MATERIALS AND METHODS- This cross sectional study was conducted among first year MBBS (Bachelor of Medicine, Bachelor of Surgery) students at Department of Physiology, Dr Ulhas Patil Medical College and Hospital, Jalgaon, Maharashtra, India. A standardized structured questionnaire was developed for the evaluation of student's perception towards continuous internal assessment. After obtaining approval from Institutional ethical committee, study was conducted for a period of two months. Out of 200 students, 181 students were participated in the study. Close ended questionnaires were given to the all students through online mode. Written consent was taken from all participants.

Data Analysis- Online responses were transferred on excel sheet and data analysis was done by using MS-excel and Minitab-17 statistical software.

RESULTS - This study was conducted in a time span of two months on one hundred eighty one students. 47.51% of students were in the favour of conduction of internal assessment once in a month, whereas 28.73% of students favored once in a three month. 67.96% of students agreed for assessment for theory and practical both, while 23.76% of students preferred for only theory mode of assessment and only 8.29% of students favored practical as an assessment method. According to students (56.35%), best question for the assessment was all i.e. multiple choice question, short question and long question and 34.81% of students opted for the multiple choice question as best method of assessment. In terms of scoring, 48.07% of students felt long question as best scoring type and 34.81% of students experienced multiple choice question as best scoring type. But, multiple choice question (79.01% of students) is the best type for testing the knowledge of topic. As per participants (90.06%), most time saving questions was multiple choice question and only 2.21% of participants agreed long question as time saving. 55.25% of students liked home assignments as a part of continuous internal assessment and 29.28% of students did not found usefulness of home assignments. 87.29% of participants felt use of continuous class tests while 7.73% felt no use of it. 82.32% of students chose seminars as an excellent way to expand their knowledge while 8.29% of participants disagreed for it. 76.24% of students thought the museum study was good for learning about physiology, while 14.92% stated it was not much helpful. 55.25% of participants found library assignments to be valuable, while 33.70% considered library assignments as the least useful component of continuous internal assessment. 82.32% of students claimed certifiable skill-based competencies (OSPE/OSCE) were useful, 4.97% thought it was the least useful technique, and 12.71% were unsure about it. 93.92% of participants agreed that AETCOM (attitude ethics and communication) is a useful tool for scoring. 56.91% of participants experienced examination overload in a short period of time, while 35.36% felt nothing such as and 7.73% of participants replied as they could not say anything. 67.96% of students opposed skipping one or two exams because it could influence their internal assessment score, whereas 23.23% supported skipping one or two exams. Addition of the attendance marks in the continuous internal assessment score was helpful in the scoring for 70.72% of participants.





DISCUSSION- Assessment is an important aspect of the undergraduate medical curriculum and a successful tool for learning. The goal of the assessment is to determine the level of student’s acceptance of the teaching process. Assessment has a substantial impact on a student’s educational experience; improving assessment plays a vital role in quality of learning. Assessment is an important component because of its ramifications for students, teachers, communities, and the entire globe, including after they graduate from medical school. Formative assessment is a process that helps students improve their learning by providing feedback and information during the learning process. Students joining medical college get exposed to the continuous internal assessment for the first time. There is gross difference between higher secondary school curriculum and medical education curriculum. Higher secondary school has only summative form of assessment while continuous internal assessment is a part of formative as well as summative type of assessment. Our study is predominantly focused on perception of continuous internal assessment in the first phase MBBS students. According to our study, majority of participants favoured for monthly internal assessment while Arunima et al reported that weekly internal assessment was more effective than traditional methods of assessment [23]. Similarly, another study by Kamala Kanta et al also suggested students appeared for weekly internal assessment performed better [24]. Present study reported that multiple choice questions are best method for the test of

knowledge. The reason for selecting multiple choice questions is that students have been exposed to numerous multiple choice question patterns of examinations while preparing for the undergraduate medical entrance examination. Similarly, another study has similar view on multiple choice questions [25]. Multiple choice questions are easy to implement for both teachers and administrators, and they have a high level of validity and reliability [26]. Most of the students liked home assignments as a part of continuous internal assessment. Home assignments help students in the development of skills like time management, self motivation and critical thinking. The majority of medical institutions in India conduct theory classes as didactic lectures, which is a passive form of teaching. NMC has incorporated seminar as a part of continuous internal assessment in August 2023 [10]. Most of the participants in our study felt that conduction of seminar is a good initiative for the improvement of knowledge. The majority of participants in our study felt certifiable skill based competencies (OSPE/OSCE) are useful tool. Gurjeet Singh et al also reported that OSPE gives appropriate knowledge than traditional examination [27].

CONCLUSION–Continuous internal assessment is newly implemented in Indian medical curriculum. According to student’s responses continuous class tests or any form of internal assessment test every month is useful for their academic performance. Conduction of seminars and certifiable skill based competencies are good initiative for the improvement of knowledge and skill.

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