

—• Academic activity : —•

# P<sub>4</sub>: A Peer-Assisted Rapid Assessment Module

on

## Parvo, Papilloma & Pox Viruses



THEORY SESSION



10 SHORT ANSWER  
QUESTIONS



PEER EXCHANGE  
& ASSESSMENT



RECOGNITION &  
REWARD



This activity revisits a time-tested educational technique and aligns it with the **Competency-Based Medical Education (CBME)** curriculum.

It is informed and strengthened by the recent **Basic Course in Medical Education (BCME) training** conducted at our institute.



DATE  
29<sup>th</sup> April 2026



VENUE  
Lecture Hall



PARTICIPANTS  
II MBBS Students

*Organized by*

**Department of Microbiology**  
Neelima Institute of Medical Sciences,  
Anurag University, Ghatkesar

**Academic Activity**  
**Peer-Assisted Rapid Assessment**  
**by Department of Microbiology**

Esteemed faculty,

In continuation with our academic endeavours in Teaching–Learning methods during the year 2025, we conducted an academic activity entitled “**P<sub>4</sub>: A Peer-Assisted Rapid Assessment**” today (29th April 2026) for rapid assessment and feedback of students in the class room itself.

The session was organized for second-year MBBS students following a didactic lecture on **Parvo, Papilloma, and Pox viruses**. As part of this academic exercise, students were presented with ten short-answer questions designed to assess their immediate comprehension and retention.

Students recorded their **responses individually** on a paper/ book. Upon completion of the test, **students exchanged** their answer sheets with their peers for evaluation, thereby prompting excitement, active engagement, and **peer-assisted evaluation**. The answer key was subsequently discussed, enabling students to **reinforce essential concepts** through faculty feedback.

Students who achieved the **highest scores** were recognized and **rewarded**. While peer-assisted assessment is a well-established pedagogical approach, this activity represented a conscious effort to revisit and implement the method in alignment with the principles of the Competency-Based Medical Education (CBME) curriculum and was inspired by the recent Basic Course in Medical Education (BCME) training conducted at the institute.

