

INFORMATION BOOKLET
ON
MBBS PROGRAM



Patan Academy of Health Sciences
School of Medicine
(PAHS-SOM)
Lalitpur, Nepal

2014

PAHS MISSION STATEMENT

PAHS

is

***dedicated to sustained improvement of the Health of the people
in Nepal, especially those who are poor and living in rural
areas, through innovation, equity, excellence and love
in education, service and research***

FROM THE DESK OF VICE CHANCELLOR

Dear Students and Parents;

Patan Academy of Health Sciences (PAHS) and I personally would like to welcome you all in our PAHS family. We established PAHS with a very clear mission of improving the health status of the people in Nepal, especially those living in rural/remote areas. We believe PAHS is the right place to fulfill your own dream and aspirations of becoming a responsible health professional and a better human being. We believe that your decision to choose PAHS will allow us to fulfill mission, vision and goals together.

Our country has gone through many changes and progressed overall, including health sector. However, there is clear and painful disparity in health care services available for people living in urban and rural areas. We all know the unwillingness of health professionals, more so the doctors to go and serve in rural areas because of limitations in facilities available in comparison to the cities or foreign countries. The very aim of becoming doctor is to 'minimize the suffering of the people' to provide 'healing touch' to the people.

We know very well that medical education relies on generosity of the people and society to allow medical students to practice on their bodies and learn from their diseases to fulfill our dream of becoming skillful doctors. Here, we doctors need to think of 'giving back' to the society and the people. This is genuine for society to expect that upon completion of training, doctors will provide service and care for the health of people and the need of the community. We at PAHS believe this expectation is legitimate. This is our moral obligation as doctors to provide our professional services to the vulnerable and poor, more so to the people in remote rural areas and marginalized social class. This is our duty and also an opportunity to do justice to our society in order to contribute to bring harmony for lasting peace in community, in society, in country.

We at PAHS, expect our graduates to serve our society, serve Nepal and her people in need, especially the people living in rural, underprivileged areas. Our admission policy provides this opportunity to deserving students including those from far and remote areas. Our curriculum is designed to help students become technically competent, caring, compassionate and socially responsible doctors. The curriculum provides much needed opportunity for our students to get 'feelings' of rural communities, slums and health facilities in rural districts of Nepal to 'see' the reality of life. The curriculum helps our students develop knowledge, skills and attitude to provide quality health services in resource-constrained settings.

We at PAHS believe in teamwork. We collaborate with the Ministry of Health and Population, Local Governments and Local Communities as per need to create harmony for our graduates to work in the periphery. This is our priority to provide continued support for the professional development our graduates. We believe and expect our graduates have inspiration and competencies to be the role models and leaders in their professional fields to improve the health care scenario of Nepal. PAHS and PAHS family is committed to fulfill its mission, vision and goals through our aspiring students who will become knowledgeable, skillful, caring and compassionate doctor willing to serve and improve the health need of underprivileged and marginalized people of Nepal. We believe my dear students and parents, that you have this inspiration and made right decision to choose PAHS.

Welcome to the PAHS family.



Prof. Jay N Shah
Vice Chancellor
August, 2014

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1. Introduction

Patan Academy of Health Sciences (PAHS) is a public, autonomous, not-for-profit, Health Science University established in 2064 B.S. (2008 A.D.) with the charter granted by the Parliament of Nepal. PAHS aims to work in close partnership with the National Health System to improve the health care services in the remote/rural areas through, among others, producing technically competent and socially responsible health care personnel, facilitating their deployment in the underserved rural areas and providing the needed technical and professional support while they work there.

In order to achieve this goal, PAHS School of Medicine has adopted innovative strategies in medical education, especially in areas such as student selection, curriculum, teaching-learning methodology, student assessment, faculty recruitment and community engagement. PAHS MBBS curriculum focuses on holistic care of the individual and community.

For inspiring its graduates to serve in remote/rural areas of Nepal, PAHS has adopted a multi –pronged approach which includes preferential enrollment of students of rural origin, training them in a value based curriculum with emphasis on community health sciences and exposing them to rural health care institutions. By helping them acquire required competencies and instilling values of social responsibility in its graduates, PAHS intends to inspire/motivate and enable its graduates to become health care providers in the challenging settings of rural Nepal, as well as to become future leaders of Nepal’s health care system.

PAHS School of Medicine runs the basic sciences teaching in the newly constructed building within the complex of Patan Hospital, the 450 bedded tertiary care institution, upon which PAHS is founded and

which provides a natural ambience for learning holistic and compassionate care. Its history of more than 25 years (more than 50 years if one takes into account its mother institution Shanta Bhawan) with an enormous trust that the general public places on it, provides the very basis for this.

PAHS has already built a rich network with prestigious academic institutions and medical education leaders in many universities around the world so as to learn and benefit from the national as well as international experiences and best practices for the proper development, effective implementation and the continuous improvement of the quality of its academic programs.

2. Overview of PAHS MBBS Curriculum

The total duration of PAHS MBBS curriculum is six years. Different components of the curriculum along the six years are as follow:

Components	Introductory Course	Basic Sciences	Clinical Sciences		Internship
			Junior Clinical Clerkship	Rural Rotation/Advanced Clinical Clerkship	
Duration	½ year	2 years	1½ years	1 year	1 year

The six-month long **Introductory Course** is the foundation block for integration of medically relevant natural sciences, basic principles of community health sciences as well as learning important skills of communication. The students also learn about the fundamental concepts of **ethics, professionalism** and the basics of **history taking and physical examination skills**, under the course called **Introduction to Clinical Medicine (ICM)** which also runs throughout the Basic Science Course.

During the two years long **Basic Sciences Course**, students are introduced to fundamental concepts about the structure and function of the human body in health and disease as well as the principles of using medicine to treat disease according to organ-systems of the body in an integrated manner rather than disciplinary approach. This will help them develop an insightful and meaningful understanding of the basic sciences concepts and principles as applied in analyzing and resolving real patient problems using the Problem Based Learning method.

During **Clinical years** students will rotate through different clinical specialties in the hospitals-learning how to evaluate, diagnose and take care of patient's health problems in an evidence based scientific approach guided by compassion and empathy. During the final year the students will undergo six months of rural rotation where they will learn to manage patients in resource poor settings.

Community Health Sciences (CHS) forms a core part of the curriculum and occupies 25% of the curricular time. PAHS believes that in order to make a significant impact on the health of Nepali people, medical graduates need to have a firm grasp of concepts and principles of preventive health and social determinants of health as well as having skills in health management, biostatistics, epidemiology and research. The course will help the students learn about the health care system in Nepal, their roles in the system and will provide the opportunity to think about how one might improve that system.

Primary Care is internationally recognized to be a key area that must be implemented to make a nation's health care system effective and efficient. PAHS is including a longitudinal primary care course during the Clinical Sciences years, and the six-month long district health system rotations (district hospital and DPHO) during the final year of MBBS program. District hospital placement will be supervised by a

primary care physician like the MDGP. This rotation will allow students to integrate knowledge and skills acquired in tertiary level hospital and community postings and to apply them effectively and judiciously in the context.

Thus, in summary, the PAHS MBBS curriculum uses a variety of innovative strategies in order to help students become the kind of doctors who are able and willing to address the real health care needs of Nepal. Depending upon whether the students have received partial or full scholarship, the PAHS graduates will be required to serve in rural areas for at least two and four years respectively.

3. Teaching-Learning Methods

Teaching-learning methods applied at PAHS School of Medicine are as follows:

- Problem Based Learning (PBL)
- Community Based Learning and Education (Residential Community Posting)
- Lectures/ Seminar
- Lab works / Practical Classes / Demonstrations
- Clinical Presentation
- Clinical Classes
- Small Group Sessions
- Practical Skills Teachings
- Self-Directed Learning

Among these methods, Problem Based Learning (PBL), Clinical Presentation Curriculum (CPC) with small group sessions, as well as Community Based Learning and Education (CBLE) are the principal teaching learning methods adopted for PAHS MBBS program.

Problem Based Learning (PBL) is an instructional method in which learners first encounter a problem followed by a systematic, learner-centered inquiry and reflection process. The problem given to the student will serve as a stimulus to self directed learning independently or in a group. Students develop skills of independent enquiry as well as learning to identify their knowledge gaps, and thereby inculcate a habit of lifelong learning skills that is so important for all doctors, but particularly those working in a challenging environment such as in remote rural areas of Nepal.

Community Based Learning and Education (CBLE): It is a well recognized fact that the production of technically competent health care professionals or the advancement of medical technology alone is not enough to solve the health problems of population. Hence the health care professionals of the present generation must acquire the essential competencies for identifying and addressing population health related issues effectively. Because PAHS has a philosophical commitment for experiential learning, a significant part of the Community Health Sciences curriculum will be learnt in diverse rural community settings through regular periodic postings. It is envisaged that such experiential learning will help students develop clear insights about the nature and magnitude of community health problems and their causes as well as foster an attitude of compassion and desire to contribute towards their resolution

The **Clinical Presentation** curriculum is based on the premise that the body responds to insults like infection, trauma etc in finite ways and the patient presents to the doctor with one of these responses we call symptom, sign or abnormal lab result. Clinical teaching, based on the presentation (or the body responses) rather than learning a list of disease entities will help the students approach a problem in a practical way.

4. Student Assessment Scheme

The principle of '**Assessment Drives Learning**' has been the fundamental premise for developing the student assessment scheme. During the MBBS course, students will be assessed not only in the area of knowledge and skills but also in the areas of attitudes/behavior and professionalism- using the PAHS attributes assessment tool. Students who fail to acquire and demonstrate appropriate professional attitudes and behavior will **NOT** graduate. Students will be subjected to and are required to do well in the Formative as well as Summative Assessments.

Formative Assessments: There will be formative assessments in each of the three phases of the MBBS curriculum to assess the mastery of both content (knowledge and skills) and the process (learning process and development of professional values and behaviors). It will be done on a regular basis so as to provide both the students and the faculty with appropriate and timely feedback regarding their academic performance. This will not only help them identify their deficiencies but also prompt them to take corrective measures in time.

Comprehensive Summative Examinations: There will be four comprehensive final summative examinations as following;

- Comprehensive Introductory Courses Examination (CICE - at the end of Introductory Courses)
- Comprehensive Basic Sciences Examination (CBSE - at the end of Basic Sciences)
- Comprehensive Clinical Sciences Examination I (CCSE I) - at the end of one and half years of Clinical Sciences. This is the final examination for all of the minor specialties

-
- Comprehensive Clinical Sciences Examination II (CCSE II) - at the end of five years of curriculum.

Students cannot proceed forward unless they pass the Summative examination at the end of Introductory and Basic Sciences Courses (i.e. CICE and CBSE).

5. Internship

Like all medical graduates in the country, PAHS medical students will have to undergo a one year long compulsory rotating internship as per the prescribed scheme and guidelines of the Nepal Medical Council (NMC). During this time students will work in the hospital as a student doctor and participate in taking care of the patients as a responsible member of the health care team. Following this the students will have to sit for the NMC administered National Medical Licensing Exam before becoming eligible for NMC registration.

6. Teaching facilities, Teaching Hospital and Training Sites

Besides the usual classrooms, a well-resourced library, e-Resource Center with computers and Hi-speed internet facilities, well equipped Basic Science Labs will be available to students. In addition, adequate rooms are available for the purpose of running the small group learning tutorial sessions.

Patan Hospital is the principal Teaching Hospital of PAHS. PAHS has also been building partnership with other hospitals, MOHP, local bodies and communities in selecting appropriate training sites for periodic residential community field postings as well as district health system rotation..

7. Eligibility Criteria

- All Nepali citizens who have completed Seventeen (17) years of age and have not exceeded forty (40) years of age on the last day of submission of application.
- Must have passed 10 + 2 or equivalent qualifications recognized by Universities/ Board of Nepal with Physics, Chemistry, Biology (PCB) and having passed in each subject securing a minimum of 50% in PCB and also in aggregate

or

Must have completed Proficiency Certificate Level in Health Sciences (General Medicine, Medical Lab Technology, Dental Hygiene, Ophthalmic Science and Pharmacy) securing a minimum of 50% in PCB and also in aggregate and have registered with Nepal Health Professional Council with Level 2 (“Kha”) registration and in the case of applicants who have done PCL in Pharmacy, registration should be with the Nepal Pharmacy Council.

(Those applicants who have completed the above and are studying or have completed Bachelors / Masters or higher levels study can also apply.)

8. Types of Seats

There will be five types of seats in the PAHS MBBS Program: Full Scholarship, Partial Scholarship, Collaborative Scholarship, Special Area Partial Scholarship and Full Fee Paying. There is a provision of Reservation as stipulated in the PAHS Act. A seat has been reserved for a child of Permanent Faculty/ staff of PAHS including Patan Hospital.

Reservation: Ten percent of seats have been reserved for those who have lived in 'village' and have studied in 'public' school of which one seat each has been reserved for applicants under the category of Female, Dalit, Adhivasi/Janajati, Madhesi, residing permanently in the backward region and in Karnali. The applicant will have to score minimum score designated by PAHS in the entrance exam, failing which the seat will be awarded to the best candidate in the other categories.

Applicants who belong to the above mentioned category and are also "economically marginalized" and wish to avail full scholarship should apply in the Full Scholarship category only as provision has been made for reservation in selection for the same.

Mandatory service obligation: two years in government or PAHS designated institutions for those who are in partial scholarship scheme

Full Scholarship Category: Full scholarship will be provided for 15% of the students of which one seat each will be reserved for Female, Dalit, Adhivasi/Janajati, Madhesi and those residing in the Backward Region. The applicant will have to score minimum score designated by PAHS in the entrance exam failing which the seat will be awarded to the best candidate in the other categories. **Only those applicants who are "economically marginalized" and have done their schooling (grade 8, 9, 10) and SLC from 'public' school can apply for these seats.**

For seats remaining after reservation as above, preference will be given to applicants who

- are the residents of the remote region
- have done Certificate in Health Sciences and have worked in Government Health institutions of remote regions for at least 2 years

Mandatory service obligation: four years in government or PAHS designated institutions

Partial Scholarship Category: Anyone who meets the eligibility criteria can apply in this category but preference in selection will be given to applicants who

- have done their schooling (grade 8, 9, 10) from 'public' school
- fall under the category of Female, Dalit, Adhivasi/Janajati, Madhesi
- are the residents of the remote region
- have done Certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

Mandatory service obligation: two years in government or PAHS designated institutions

Special Area Partial Scholarship: One Partial Scholarship is reserved for candidates from VDCs of Lalitpur district. **Only those applicants who are permanent residents of any of the VDCs of Lalitpur district and have done their schooling (grade 8, 9, 10) and SLC from 'public' school of the same district can apply for this seat.**

Mandatory service obligation: two years in government or PAHS designated institutions.

Collaborative Scholarship Scheme: This scheme will be activated only when an agreement is reached with a Local Government Body, an organization or an individual to the effect that such Body, organization or individual will support student/s from a particular district, preferably remote.

This will be open to all students who are residing permanently in a particular district and have done their schooling (grade 8, 9, 10) and SLC from 'public' school of the same district.

Preference in selection will be given to applicants who

- fall under the category of Female, Dalit, Adhivasi/Janajati, Madhesi
- are the residents of the remote region
- have done Certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

The candidates will have to meet the minimal standard set by PAHS, failing which the seat will not be awarded to that particular district.

Mandatory service obligation: at least four years (may be more depending on condition led down by the Sponsor) in Sponsor/ PAHS/ Government designated institutions

Staff Scholarship Quota: Applicant must be son/daughter of currently working permanent Faculty and Staff of PAHS. If one son/daughter of staff/faculty has already received this scholarship then other children of same family irrespective of the fact that both parents work at PAHS will not have this privilege again. This scheme does not apply to the PAHS officials.

Mandatory service obligation: four years in government or PAHS designated area

Full Fee Paying Category: Anyone who meets the eligibility criteria can apply in this category.

Service obligation: Students in this category are strongly encouraged and expected to serve in rural areas.

9. Student Selection Process

The selection process employs well validated selection tools such as psychometric testing combined with carefully structured Admission OSCEs for selecting the most appropriate candidates rather than directly testing one's knowledge in Physics, Chemistry and Biology. *Only those candidates who have scored well and rank high up in their respective category in the written test will be invited for Admission OSCE.*

Written Tests (PQA): Personal Quality Assessment (PQA) is an instrument designed to assess a range of personal qualities considered to be important for the study and practice of medicine. It comprises questions, grouped into the following four sections to measure cognitive skills as well as particular personality/attitudinal traits relevant to the practice of Medicine.

MAT (Mental Agility Test)- It is designed to measure fluid intelligence. It is a high level reasoning ability skills test. It is designed to discriminate between those of higher than average ability in this dimension. The test asks a series of verbal, numerical and spatial problem-solving questions.

MOJAC (Moral Orientation in Justice and Caring)- It describes a number of situations where people have to decide what to do according to their opinions or values. There is no right or wrong answer to the questions, rather candidates are asked to choose the answer that most closely reflects their value system and what they believe is appropriate in each situation.

NACE (Narcissism, Aloofness, Confidence and Empathy)- It presents statements about people and lists the way individuals might think and behave in certain situations. Here also, candidates are asked to indicate how true or false each statement is about them.

PCI (Personal Characteristics Inventory)- It asks respondents to rate themselves on statements designed to establish how honest they are about themselves and how truthful they are about their thoughts, feelings and attitudes.

Please refer to the link <http://www.pqa.net.au/files/description.htm> for more information on PQA and the last section of this information booklet for Sample PQA Tests.

Admission OSCE: Admission OSCE is a series of short, structured performance tests used to assess personal traits/qualities of the candidates that require direct observation/interaction and are not possible to assess in the written tests (PQA). There will be several OSCE stations each lasting for 8 minutes, where each candidate performs the pre-structured tasks and/or responds to the structured queries put forth by the assessors. Candidates are given two minutes in between stations to read the instructions, relax and reflect before entering the next station.

Candidates do not require any specific preparation to undertake PQA or Admission OSCE. The questions do not test academic/scientific knowledge. Furthermore, training and practice in the test items is neither necessary nor advantageous.

Final Selection Process:

All applicants irrespective of the category should qualify in the written test and Admission OSCE.

(I) Reservation: Of the applicants who have passed the Admission OSCE, the best candidate from each category will be selected. The candidates having dual or more eligibility will be able to compete in each of their groups if he/she is not able to succeed in the first category.

If none of the applicants pass the Admission OSCE in any category or if there is no eligible applicant from any category, such seat will go to the best candidate among the remaining pool of reservation after selection in other categories.

The remaining candidates who have passed both the tests will then compete in the respective category (Full Fee paying or Partial Scholarship Scheme) of their choice.

(II) Full Fee Paying Category: The applicants who have scored the highest in both the written and Admission OSCE will be selected.

(III) Partial Scholarship Category: For those who have qualified in the written test and Admission OSCE, preference will be given to applicants who

- have done their schooling (grade 8, 9, 10) from 'public' school
- fall under the category of Female, Dalit, Adhivasi/Janajati, Madhesi
- are residents of the remote region
- have done Certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

(IV) Special Area Partial Scholarship: One best applicant will be selected from those fulfilling the criteria for the Special area partial scholarship and have passed both the written test and Admission OSCE.

(V) Full Scholarship Category: For those who have qualified in the written test and Admission OSCE, the best candidate in each categories mentioned above will be selected. The applicants having eligibility in more than one category can compete in each of the categories provided they are not selected in the first category.

If none of the candidates in any category passes the Admission OSCE or if there is no eligible applicant from any category, then the seat will be given to the best applicant from the four other categories after selection from those categories.

For the remaining seats, preference will be given to applicants who

- are residents of the remote and low HDI area
- have done Certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

(VI) Collaborative Scholarship Scheme: One applicant will be selected from that particular district among all applicants in the collaborative scheme from that district who have passed the OSCE with preference being given to:

- Female, Dalit, Adhivasi/Janajati, Madhesi
- residents of the remote region
- those who have done certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

(VII) Staff Scholarship Quota: Of the applicants who have passed both written and admission OSCE, one best applicant will be selected based on criteria set by PAHS.

Tie:

In the event that there is a tie in the score obtained for the last seat/s among the applicants in a particular category, the average percentage score obtained in the School Leaving Certificate Exam and 10 +2 or equivalent will be used as the deciding factor. In case of second tie, the average percentage score obtained in Physics,

Chemistry and Biology in 10+2 or equivalent will be used as deciding factor

Result

The Admission Committee will produce a final list of selected students and a waiting list and post this in the National Daily, PAHS Notice Board and Website. The decision of the Admission Committee will be final.

10. Fee Structure

Candidates selected for admission into the MBBS program will be enrolled into the MBBS program only upon payment of the Tuition Fee as given below immediately after the announcement of the list of selected candidates and after they are declared fit to pursue the study of Medicine by the Medical Committee set by PAHS. Failing to do so will lead to cancellation of his/her admission and the candidate on the waiting list shall be admitted in his/her place in the respective categories.

Table 1: Tuition fee for MBBS course, School of Medicine, PAHS

Year	Full Scholarship	Partial Scholarship	Special Area Partial Scholarship	Collaborative Scholarship	Full Paying
First	Waived	819,000	819,000	436,800	1,638,000
Second	Waived	269,000	269,000	436,800	538,000
Third	Waived	200,000	200,000	436,800	400,000
Fourth	Waived	200,000	200,000	436,800	400,000
Fifth	Waived	150,000	150,000	436,800	300,000
Total Tuition Fee	Waived	1,638,000	1,638,000	2,184,000	3,276,000

Table 2: Other fees for MBBS course, School of Medicine, PAHS

Admission fee	Rs. 20,000.00 (one time)
Library Fee	Rs. 6,000.00 (per annum)
Lab fee	Rs. 8,000.00 (per annum)
Extra curricular activities	Rs. 5,000.00 (per annum)
Examination fee	Rs. 15,000.00 (per annum)
Computer and IT	Rs. 6,000.00 (per annum)
Health Insurance Fee	Rs. 3,000.00(per annum)
Hostel Fee	Rs. 3,500.00 (per month)
Miscellaneous	Rs. 5,000.00 (per annum)
Nepal Medical Council fee	Rs. 3,000.00 (one time)
Deposit (refundable)	Rs. 35,000.00 (one time)

Students staying in the PAHS managed hostel have to deposit a refundable amount of Rs.20, 000.00 for the hostel.

Students and their guardians are requested to deposit all the fees within the given timeframe. There will be a late fee charge of Rs. 150/day if the dues are not cleared within the given timeframe.

The above mentioned fees will have to be paid by students of all categories except the full Scholarship students who will have to pay only the Hostel fee. All students will have to bear their living costs including food. The fees other than the tuition fee are subject to revision as and when necessary.

11. Mandatory Service obligation

All candidates who have been selected for admission under any category of Scholarship Scheme will have to sign a written agreement agreeing to fulfill the required mandatory service obligation before they could be admitted into the program. Parents/ guardians of these candidates will also be required to be present for endorsing the bond. Under no circumstances will any candidate be exempted from this obligation. PAHS Act mandates the provision of withholding candidates' MBBS certificate till the obligation has been fulfilled.

12. Examination Centre

Examination, both written and Admission OSCE will be held in Kathmandu. The Centers will be notified at the time of distribution of Admission Card.

13. How to Apply

Applicants should buy the Application Form from PAHS Admission Information Desk with a bank voucher for Rs. 500 from any branch in Kathmandu Valley of Laxmi Bank. **The bank account number for PAHS is 00181040000455.**

The forms should be submitted with a bank voucher of Rs. 3000 as Examination Fee from the bank mentioned above at PAHS.

Early submission is advised so as to allow adequate time required for rectification of any shortcomings in the forms or timely submission of required documents.

Initial verification of the duly filled application form and submitted documents will be done during registration of the form at PAHS. Detailed verification will be done later and if documents are not found to be in order, PAHS holds the right to disqualify such forms. However, there will be one opportunity given to rectify the forms. Applicants will be informed of the dates of distribution of the Admission card required for sitting in the entrance exam during registration. Applicants will be informed of dates of subsequent tests during the time of distribution of Admission card for the particular test.

PAHS Admission Committee reserves the right to disqualify forms which are improperly or incompletely filled or if the required documents are missing. Hence, candidates are strongly advised to read the instructions for filling the application form carefully and do a thorough check to ensure that all fields on the application form are filled properly and all required documents have been submitted along with it.

14. Health Checkup

All students need to undergo a health examination upon their selection but before being enrolled into the MBBS program. Their personal health files will be created, and remedial measures will be taken if needed. All admitted students will have to comply with the rules made by the Medical Committee.

15. Hostel

Hostel will be made available, as far as possible, for those students who wish to stay in the hostel. Preference will be given to those students coming from outside the valley. Students who sign up for hostel will have to abide by the rules and regulation of the Hostel Management Committee.

16. Sample PQA Test

Example of MAT Test:

Mental Agility Test (MAT) Example Items

Verbal The following series of letters comes from the alphabet using a certain rule. What is the next letter in the series?

Series: C G L R ?

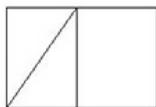
(A) Z (B) V (C) Y (D) W

Arithmetic If each number is derived from the row above using a certain rule, which is the missing number?

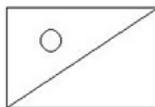
3 ? 7 12
2 2 5
0 3
3

(A) 1
(B) 6
(C) 5
(D) 9

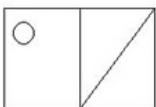
Spatial The figure on the left has been distorted? What did it look like before it was distorted?



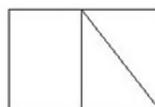
A



B



C



D

Example of NACE Test

This test contains statements about the way you might behave and think in certain situations, and general statements about people. Read each of them quickly and decide whether you think each statement is:

A: definitely false

B: false on the whole

C: true on the whole

D: definitely true

-
- 1) I am aware of how frustrated I can get
 - 2) I think others would describe me as easy going
 - 3) I know I am more capable than most people
 - 4) Others will talk, but I will act
 - 5) I often feel dominated by others

Example of MOJAC Test

Situation:

Peter and Jenny have known each other from childhood. Although from different families, they have always attended the same school and have lived next door to each other all their lives. They are as close as brother and sister. They are now in their final year of school.

In a Mathematics exam, Peter happens to glance at Jenny who is sitting some three desks away and sees her take a sheet of paper from her coat pocket. Peter continues to stare and cannot believe what he is seeing - Jenny is cheating.

Some time after the exam, a teacher approaches Peter and says, "Jenny is in a lot of trouble. She has been accused of cheating, but I am certain she would not do that. You were sitting near her in the exam. Would you come with me to see the School Principal now and say that you saw no evidence of her cheating?"

What is your opinion? How do you feel about each of the following statements?

Question 1: Close friends should always look after each other

- | | |
|-------------------|----------------------|
| A. Strongly Agree | B. Agree |
| B. Disagree | D. Strongly Disagree |

Question 2: Cheating is always wrong

- A. Strongly Agree B. Agree
B. Disagree D. Strongly Disagree

Question 3: It is important to get the best marks you can, whatever it takes

- A. Strongly Agree B. Agree
B. Disagree D. Strongly Disagree

Question 4: Some things are greater than friendships

- A. Strongly Agree B. Agree
B. Disagree D. Strongly Disagree

Question 5: A good friend is always forgiving

- A. Strongly Agree B. Agree
B. Disagree D. Strongly Disagree

Question 6: The truth must always be told regardless of who might get hurt

- A. Strongly Agree B. Agree
B. Disagree D. Strongly Disagree

Example of PCI Test

Read each of them quickly and decide whether you think each statement is, for you:

- A: definitely false B: false on the whole
C: true on the whole D: definitely true

- 1) I am always early for appointments
- 2) I am an emotional person
- 3) I like to explore new ideas
- 4) I often feel that people are talking about me
- 5) I have trouble sleeping after a busy day

References:

1. **Backward region** is defined as following districts Humla, Jumla, Mugu, Dolpa, Kalikot, Achham, Bajhang, Bajura, Jajarkot. (Sambhidhan Sabha Sadasya Nirwachan Ain 2064 and Sambhidhan Sabha Sadasya Nirwachan Niayamawali,2064 ,dapha 7,updapha (3) anasuchi-1)
2. **Remote region** will be as defined by Government Policy Document (Nepal Rajpatra, Bhag 4, Khanda 42, Sankhya 50, 2049/12/16)
3. **HDI** will be as per the latest document published by National Planning Commission/UNDP.

Good Luck

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