



Undergraduate Academic Record

Paediatrics



The TN Dr.M.G.R Medical University
Chennai

The Tamil Nadu
Dr.M.G.R.Medical University
Chennai



Under Graduate Academic Record

Department of Paediatrics

Thanking....



“I thank all the illustrious faculty of Paediatrics in the Medical Schools of this University for their conscientious effort”

Dr.Sudha Seshayyan

The new Graduate Medical Education Regulations attempts to stand on the shoulder of the contributions and the efforts of resource persons, teachers and students (past and present). It intends to carry forward the process of learning to enable the Indian Medical Graduate, a consummate provider of healthcare aligned to the evolving needs of the patients in every socio-economic setting. The thrust in the new regulations is the continuation and evolution of thought in medical education making it more learner- centric, patient-centric, gender sensitive, outcome-oriented and environment appropriate. The result is an outcome driven curriculum which conforms to global trends. Emphasis is made on alignment and integration of subjects both horizontally and vertically while respecting the strengths and necessity of subject-based instruction and assessment.

The importance of ethical values, responsiveness to the needs of the patient and acquisition of communication skills is underscored by providing dedicated curriculum time in the form of a longitudinal program based on Attitude, Ethics and Communication (AETCOM) competencies. Great emphasis has been placed on collaborative and inter-disciplinary teamwork, professionalism, altruism and respect in professional relationships with due sensitivity to differences in thought, social and economic position and gender.

In addition to the above, an attempt has been made to allow students from diverse educational streams and backgrounds to transition appropriately through a Foundation Course. Dedicated time has been allotted for self-directed learning and co- curricular activities. With this view in mind the logbook has been designed as per the guidelines of competency based curriculum.

This Academic Record/log book for Undergraduate Medical Students is to be maintained by the student and is part of the learner's personal progress assessment tool kit. The learner shall present the Academic Record to the staff facilitator/ mentor at the end of all classroom learning/ practical sessions/integrated learning sessions /SDL/ AETCOM sessions and feedback sessions as called for by the faculty facilitators/mentors. The progress shall be recorded in the various segments of the record and signed by the facilitator/mentor.

Certificate

This is to certify that

Mr/Ms. _____

University Registration No _____ has satisfactorily
Attended and completed all academic activities as
assigned in this logbook as per the guidelines
prescribed under the Tamil Nadu Dr.M.G.R. Medical
University in subject of Paediatrics.

Head of Department

Date:

Place:

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1. Background of the Course

(a) Competencies:

The student must demonstrate:

1. Ability to assess and promote optimal growth, development and nutrition of children and adolescents and identify deviations from normal,
2. Ability to recognize and provide emergency and routine ambulatory and First Level Referral Unit care for neonates, infants, children and adolescents and refer as may be appropriate,
3. Ability to perform procedures as indicated for children of all ages in the primary care setting,
4. Ability to recognize children with special needs and refer appropriately,
5. Ability to promote health and prevent diseases in children,
6. Ability to participate in National Programmes related to child health and in conformation with the Integrated Management of Neonatal and Childhood Illnesses (IMNCI) Strategy,
7. Ability to communicate appropriately and effectively.

(b) Integration: The teaching should be aligned and integrated horizontally and vertically in order to provide comprehensive care for neonates, infants, children and adolescents based on a sound knowledge of growth, development, disease and their clinical, social, emotional, psychological correlates in the context of national health priorities.

2. Curriculum Vitae

1. Name of the Student	
2. Date of Birth	
3. Permanent Address	
4. Contact Details	
i. Residential Address	
ii. Mobile No	
iii. Land Line No	
iv. Email ID	
5. Name of Parent/Guardian	
6. Residential Address	
7. Land Line No (Home)	
8. Mobile No Parents/Guardian	

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Signature

SECOND PROFESSIONAL MBBS

Second Professional MBBS

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1.Clinical Postings

Postings	Duration in weeks	Date of posting From	To	Unit :
Paediatrics	2 weeks			

2.Clinical Training/Learner Doctor Method

Goal: To provide learners with experience in:

- (a) Longitudinal patient care,
 - (b) Being part of the health care team,
 - (c) Hands-on care of patients in outpatient and inpatient setting.
- Be assigned patients admitted during each admission day for whom he/she will undertake responsibility, under the supervision of a senior resident or faculty member.
 - Participate in the unit rounds on its admission day and will present the assigned patients to the supervising physician.
 - Follow the patient's progress throughout the hospital stay until discharge.
 - Discuss ethical and other humanitarian issues during unit rounds.
 - Focus on History taking, physical examination, assessment of change in clinical status , communication and patient education.

No	Assessment / Task	Date of Completion	Initials of Facilitator
1			
2			
3			
4			
5			

CASE RECORD:1

Date

Time

Initial of Facilitator

Objective of Session

Synopsis of Learning

Clinical History:

Diagnosis

Summary of Discussion:

CASE RECORD:2

Date

Time

Initial of Facilitator

Objective of Session

Synopsis of Learning

Clinical History:

Diagnosis

Summary of Discussion:

CASE RECORD:3

Date

Time

Initial of Facilitator

Objective of Session

Synopsis of Learning

Clinical History:

Diagnosis

Summary of Discussion:

CASERECORD:4		
Date	Time	Initial of Facilitator
Objective of Session		
Synopsis of Learning		
Clinical History:		
Diagnosis		
Summary of Discussion:		

CASERECORD:5		
Date	Time	Initial of Facilitator
Objective of Session		
Synopsis of Learning		
Clinical History:		
Diagnosis		
Summary of Discussion:		

3. Formative Feedback Record

Note:

1. This section captures the process of formative support of the faculty mentors of the department during the learning and at the end of each section of study/module of learning.
2. The mentor shall peruse the academic performance, progression and specific academic needs of the learner.
3. The learner shall record in this section the type of formative assessment, topic for which it was done, the performance and the feedback given by the learner to the mentor on the performance, problems in learning, remedial required if any and the feedback of the mentor.

Formative Feedback Session No:1		
Date	Time	Initial of Facilitator
Type of Formative Assessment		
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:2		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning ☐ 2 Assignment ☐ 3 Integrated Learning ☐ 4 Self-Directed Learning ☐ 5 AETCOM ☐	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Third professional MBBS Part I

Third Professional MBBS Part I

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1. Clinical Postings

Postings	Duration in weeks	Date of posting From	To	Unit :
Paediatrics	4 weeks			

2.Clinical Training/Learner Doctor Method

Goal: To provide learners with experience in:

- (a) Longitudinal patient care,
- (b) Being part of the health care team,
- (c) Hands-on care of patients in outpatient and inpatient setting.
- Be assigned patients admitted during each admission day for whom he/she will undertake responsibility, under the supervision of a senior resident or faculty member.
- Participate in the unit rounds on its admission day and will present the assigned patients to the supervising physician.
- Follow the patient's progress throughout the hospital stay until discharge.
- Discuss ethical and other humanitarian issues during unit rounds.
- Focus on History taking, physical examination, assessment of change in clinical status , communication, patient education, choice of investigations, basic procedures and continuity of care

No	Clinical Training	Date of Completion	Initials of Facilitator
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

CASERECORD:1		
Date	Time	Initial of Facilitator
Objective of Session		
Synopsis of Learning		
Clinical History:		
Diagnosis		
Summary of Discussion:		

CASERECORD:2		
Date	Time	Initial of Facilitator
Objective of Session		
Synopsis of Learning		
Clinical History:		
Diagnosis		
Summary of Discussion:		

CASERECORD:3

Date _____

Time

Initial of Facilitator

Objective of Session

Synopsis of Learning

Clinical History:

Diagnosis

Summary of Discussion:

CASERECORD:4

Date

Time

Initial of Facilitator

Objective of Session

Synopsis of Learning

Clinical History:

Diagnosis

Summary of Discussion:

CASERECORD:5

Date

Time

Initial of Facilitator

Objective of Session

Synopsis of Learning

Clinical History:

Diagnosis

Summary of Discussion:

CASERECORD:6		
Date	Time	Initial of Facilitator
Objective of Session		
Synopsis of Learning		
Clinical History:		
Diagnosis		
Summary of Discussion:		

CASERECORD:7

Date

Time

Initial of Facilitator

Objective of Session

Synopsis of Learning

Clinical History:

Diagnosis

Summary of Discussion:

CASERECORD:8		
Date	Time	Initial of Facilitator
Objective of Session		
Synopsis of Learning		
Clinical History:		
Diagnosis		
Summary of Discussion:		

CASERECORD:9		
Date	Time	Initial of Facilitator
Objective of Session		
Synopsis of Learning		
Clinical History:		
Diagnosis		
Summary of Discussion:		

CASERECORD:10		
Date	Time	Initial of Facilitator
Objective of Session		
Synopsis of Learning		
Clinical History:		
Diagnosis		
Summary of Discussion:		

3. Assignment Response Record

Note

1. This section includes academic milestones attained through assignments /out of class academic work.
2. The learner shall be given an assignment based on the“Nice to know”areas of the curriculum and any other such topics as deemed necessary.
3. The learner shall submit the assignment in the offline/online module as deemed by the individual institutions,which shall be assessed and graded by the faculty facilitator.
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator.

No	Title of Assignment	Date of Submission	Initials of Facilitator
1			
2			
3			
4			
5			

4. Record of Integrated Session

Note

1. This section includes academic mile stones attained through horizontal and vertical integrated sessions.
2. The learner shall attend all such integrated sessions and observe, interact and understand the topic.
3. The learner shall submit the end of session assessment (eq:MCQ session of 15-20MCQ questions)
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator.
- 5.

No	Topic of the Integrated Session	Date of Session	Initials of Facilitator
1			
2			
3			
4			
5			

5. Self-Directed Learning

SDL helps in empowering the student to perform an objective self-assessment of knowledge and skills, continue learning, refine existing skills and acquire new skills, to apply newly gained knowledge or skills to the care of the patient, to introspect and utilize experiences, to enhance personal and professional growth and learning, to search (including through electronic means), and critically evaluate the medical literature and apply the information in the care of the patient and to identify and select an appropriate career pathway that is professionally rewarding and personally fulfilling.

Note:

1. This section includes academic milestones attained through self-directed learning. The learner shall be assigned a specific learning objective for each session.
2. The learner shall be given an assignment based on the “Desirable to know” are as of the curriculum and any other such topics as deemed necessary.
3. They shall record a detailed synopsis of the learning in this section. The student shall also record a list of the books/ journals referred in Vancouver format.
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator.

SDL Session 1:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 2:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 3:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 4:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 5:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

6. Attitudes, Ethics & Communications

The “Indian Medical Graduate”(IMG) shall possess requisite knowledge, skills, attitudes, values and responsiveness, so that he or she may function appropriately and effectively as a *Physician of first contact of the community* while being globally relevant. In order to fulfill this goal, the IMG must be able to function in the following ROLES appropriately and effectively:

1. Clinician who understands and provides preventive, promotive, curative, palliative and holistic care with compassion.
2. Leader and member of the healthcare team and system with capabilities to collect, analyse, synthesize and communicate health data appropriately.
3. Communicator with patients, families, colleagues and community.
4. Lifelong learner committed to continuous improvement of skills and knowledge.
5. Professional, who is committed to excellence, is ethical, responsive and accountable to patients, community and profession.

Note:

1. This section includes academic mile stones attained through AETCOM learning. The learner shall be assigned a specific learning objective for each session.
2. The learner shall be given an assignment based on the AETCOM topics of the curriculum.
3. They shall record a detailed synopsis of the skill learnt in this section. The student shall also record a reflection of the learning and learning process.
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

AETCOM Session 01:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session02:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

7. Formative Feedback Record

Note:

1. This section captures the process of formative support of the faculty mentors of the department during the learning and at the end of each section of study/module of learning.
2. The mentor shall peruse the academic performance, progression and specific academic needs of the learner.
3. The learner shall record in this section the type of formative assessment, topic for which it was done, the performance and the feedback given by the learner to the mentor on the performance, problems in learning, remedial required if any and the feedback of the mentor.

Formative Feedback Session No:1		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning ☐ 2 Assignment ☐ 3 Integrated Learning ☐ 4 Self-Directed Learning ☐ 5 AETCOM ☐	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:2		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning ☐ 2 Assignment ☐ 3 Integrated Learning ☐ 4 Self-Directed Learning ☐ 5 AETCOM ☐	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:3		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning 2 Assignment 3 Integrated Learning 4 Self-Directed Learning 5 AETCOM	☐ ☐ ☐ ☐ ☐
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:4		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning ☐ 2 Assignment ☐ 3 Integrated Learning ☐ 4 Self-Directed Learning ☐ 5 AETCOM ☐	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:5		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning 2 Assignment 3 Integrated Learning 4 Self-Directed Learning 5 AETCOM	☐ ☐ ☐ ☐ ☐
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

7A. Formative Assessment Record-Theory

Note:

1. This section captures the process of Assessment data of the learner at the end of each section of study/ module of learning.
2. The learner shall record their performance and get it verified by the facilitator.

No	Assessment Topic	Total Marks/Grade	Marks / Grade Scored	Initials of the Facilitator
1				
2				
3				
4				
5				

7B.Formative Assessment Record-Practical

Note:

1. This section captures the process of Assessment data of the learner at the end of each section of study/ module of learning.
2. The learner shall record their performance and get it verified by the facilitator.

No	Assessment Topic	Total Marks/Grade	Marks / Grade Scored	Initials of the Facilitator
1				
2				
3				
4				
5				

THIRD PROFESSIONAL MBBS PART II

Third Professional MBBS Part II

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1.Clinical Postings

Postings	Duration in weeks	Date of posting From	To	Unit :
Paediatrics	4 weeks			

2. Clinical Training/ Learner doctor method

Goal: To provide learners with experience in:

- (a) Longitudinal patient care,
 - (b) Being part of the health care team,
 - (c) Hands-on care of patients in outpatient and inpatient setting.
- Be assigned patients admitted during each admission day for whom he/she will undertake responsibility, under the supervision of a senior resident or faculty member.
 - Participate in the unit rounds on its admission day and will present the assigned patients to the supervising physician.
 - Follow the patient's progress throughout the hospital stay until discharge.
 - Discuss ethical and other humanitarian issues during unit rounds.
 - Focus on History taking, physical examination, assessment of change in clinical status , communication, patient education, choice of investigations, basic procedures , continuity of care, decision making, management and outcomes.

No	Clinical Training	Date of Completion	Initials of Facilitator
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

CASERECORD:1

Date _____

Time

Initial of Facilitator

Objective of Session

Synopsis of Learning

Clinical History:

Diagnosis

Summary of Discussion:

CASERECORD:2		
Date	Time	Initial of Facilitator
Objective of Session		
Synopsis of Learning		
Clinical History:		
Diagnosis		
Summary of Discussion:		

CASERECORD:3

Date

Time

Initial of Facilitator

Objective of Session

Synopsis of Learning

Clinical History:

Diagnosis

Summary of Discussion:

CASERECORD:4

Date _____

Time

Initial of Facilitator

Objective of Session

Synopsis of Learning

Clinical History:

Diagnosis

Summary of Discussion:

CASERECORD:5		
Date	Time	Initial of Facilitator
Objective of Session		
Synopsis of Learning		
Clinical History:		
Diagnosis		
Summary of Discussion:		

CASERECORD:6

Date		Time	Initial of Facilitator
Objective of Session			
Synopsis of Learning			
Clinical History:			
Diagnosis			
Summary of Discussion:			

CASERECORD:10

Date		Time	Initial of Facilitator
Objective of Session			
Synopsis of Learning			
Clinical History:			
Diagnosis			
Summary of Discussion:			

3. Assignment Response Record

Note This section includes academic milestones attained through assignments /out of class

academic work.

1. The learner shall be given an assignment based on the “Nice to know” areas of the curriculum and any other such topics as deemed necessary.
2. The learner shall submit the assignment in the offline/online module as deemed by the individual institutions, which shall be assessed and graded by the faculty facilitator.
3. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator.

No	Title of Assignment	Date of Submission	Initials of Facilitator
1			
2			
3			
4			
5			

4. Record of Integrated Session

Note

1. This section includes academic mile stones attained through horizontal and vertical integrated sessions.
2. The learner shall be attend all such integrated sessions and observe, interact and understand the topic.
3. The learner shall submit the end of session assessment (eq:MCQ session of 15-20MCQ questions)
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator.

No	Topic of the Integrated Session	Date of Session	Initials of Facilitator
1			
2			
3			
4			
5			

5. Self-Directed Learning

SDL helps in empowering the student to perform an objective self-assessment of knowledge and skills, continue learning, refine existing skills and acquire new skills, to apply newly gained knowledge or skills to the care of the patient, to introspect and utilize experiences, to enhance personal and professional growth and learning, to search (including through electronic means), and critically evaluate the medical literature and apply the information in the care of the patient and to identify and select an appropriate career pathway that is professionally rewarding and personally fulfilling.

Note:

1. This section includes academic milestones attained through self-directed learning. The learner shall be assigned a specific learning objective for each session.
2. The learner shall be given an assignment based on the “Desirable to know” are as of the curriculum and any other such topics as deemed necessary.
3. They shall record a detailed synopsis of the learning in this section. The student shall also record a list of the books/ journals referred in Vancouver format.

The completion of such activity shall be recorded in this section by the learner and signed by the facilitator.

SDL Session 1:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 2:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 3:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 4:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 5:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 6:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 7:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 8:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 9:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 10:

Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

6. Attitudes, Ethics & Communications

The “Indian Medical Graduate”(IMG) shall possess requisite knowledge, skills, attitudes, values and responsiveness, so that he or she may function appropriately and effectively as a *Physician of first contact of the community* while being globally relevant. In order to fulfill this goal, the IMG must be able to function in the following ROLES appropriately and effectively:

1. Clinician who understands and provides preventive, promotive, curative, palliative and holistic care with compassion.
2. Leader and member of the healthcare team and system with capabilities to collect, analyse, synthesize and communicate health data appropriately.
3. Communicator with patients, families, colleagues and community.
4. Lifelong learner committed to continuous improvement of skills and knowledge.
5. Professional, who is committed to excellence, is ethical, responsive and accountable to patients, community and profession.

Note:

1. This section includes academic mile stones attained through AETCOM learning. The learner shall be assigned a specific learning objective for each session.
2. The learner shall be given an assignment based on the AETCOM topics of the curriculum.
3. They shall record a detailed synopsis of the skill learnt in this section. The student shall also record a reflection of the learning and learning process.
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator.

AETCOM Session 01:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session02:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

7. Formative Feedback Record

Note:

1. This section captures the process of formative support of the faculty mentors of the department during the learning and at the end of each section of study/module of learning.
2. The mentor shall peruse the academic performance, progression and specific academic needs of the learner.
3. The learner shall record in this section the type of formative assessment, topic for which it was done, the performance and the feedback given by the learner to the mentor on the performance, problems in learning, remedial required if any and the feedback of the mentor.

Formative Feedback Session No:1		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Self-Directed Learning [] 5. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:2		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning 2. Assignment 3. Integrated Learning 4. Self-Directed Learning 5. AETCOM	☐ ☐ ☐ ☐ ☐
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:3		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning 2 Assignment 3 Integrated Learning 4 Self-Directed Learning 5 AETCOM	☐ ☐ ☐ ☐ ☐
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:4		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning 2 Assignment 3 Integrated Learning 4 Self-Directed Learning 5 AETCOM	☐ ☐ ☐ ☐ ☐
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:5		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning 2 Assignment 3 Integrated Learning 4 Self-Directed Learning 5 AETCOM	☐ ☐ ☐ ☐ ☐
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:6		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning 2 Assignment 3 Integrated Learning 4 Self-Directed Learning 5 AETCOM	☐ ☐ ☐ ☐ ☐
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:7		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning 2 Assignment 3 Integrated Learning 4 Self-Directed Learning 5 AETCOM	☐ ☐ ☐ ☐ ☐
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:8		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning 2 Assignment 3 Integrated Learning 4 Self-Directed Learning 5 AETCOM	☐ ☐ ☐ ☐ ☐
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:9		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning 2 Assignment 3 Integrated Learning 4 Self-Directed Learning 5 AETCOM	☐ ☐ ☐ ☐ ☐
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:10		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning 2 Assignment 3 Integrated Learning 4 Self-Directed Learning 5 AETCOM	☐ ☐ ☐ ☐ ☐
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

7A. Formative Assessment Record-Theory

Note:

1. This section captures the process of Assessment data of the learner at the end of each section of study/module of learning.
2. The learner shall record their performance and get it verified by the facilitator.

No	Assessment Topic	Total Marks/ Grade	Marks / Grade Scored	Initials of Facilitator
1				
2				
3				
4				
5				

7B. Formative Assessment Record-Practical

Note:

1. This section captures the process of Assessment data of the learner at the end of each section of study/ module of learning.
2. The learner shall record their performance and get it verified by the facilitator.

No	Assessment Topic	Total Marks/Grade	Marks / Grade Scored	Initials of the Facilitator
1				
2				
3				
4				
5				

8.Record of Project(s)

Note:

1. The learner may undertake a scholastic project of 1-2months in the form of a clinical project or community project or research project.
2. These are based on the preferences of individual institutes.
3. The projects are voluntary activity and not included for internal assessment.

Type of Project	ClinicalProject	[]
	CommunityProject	[]
	ResearchProject	[]
Title ofProject		

Synopsis of the Work

Signature of Facilitator	

9. Photo Story

Note:

1. This section shall include the important moments of the process of development which shall be documented for the student and the department.
2. These may be eg:prizes won, competitions attended, department activities ,etc.
3. These are based on the preferences of individual institutes.
4. The projects are voluntary activity and not included for internal assessment.

10.Co-CurricularAchievements

Note:

1. This section shall include the important co-curricular activities in which the student is involved during the academic year which shall be documented for the student and the department.
2. These may be eg:prizes won,competitions attended,etc.
3. These are based on the preferences of individual institutes.
4. The projects are voluntary activity and not included for internal assessment.