



Undergraduate Academic Record

Biochemistry



**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 Biochemistry**

Thanking....

Thank You

"I thank all the illustrious faculty of Biochemistry in the Medical Schools of this University for their conscientious effort"

Dr. Sudha Seshayyan

Preface

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 and enable the Indian Medical Graduate as a consummate provider of health care 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 log book has been designed as per the guidelines of competency based curriculum.

This Academic Record/Logbook for Undergraduate Medical Students is to be maintained by the student and is part of the learner's personal progress assessment toolkit. The learner shall present the Academic Record/Logbook to the staff facilitator / mentor at the end of all class room learning / practical sessions / integrated learning sessions / ECE / 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/Logbook and signed by the facilitator / mentor.

Certificate

CERTIFICATE

This is to certify that

Mr/ Ms _____

*University Registration No _____ has satisfactorily
attended and completed all academic activities as assigned in
this Under Graduate Academic Record as per the guidelines
prescribed under the Tamil Nadu Dr MGR Medical University
in subject of Biochemistry.*

Head of Department

Date:

Place:

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1. Background of the Course

GOAL

The broad goal of the teaching of undergraduate students in biochemistry is to make them understand the scientific basis of the life processes at the molecular level and to orient them towards the application of the knowledge acquired in solving clinical problems.

OBJECTIVES

a) KNOWLEDGE

At the end of the course, the student should be able to:

- (1) describe the molecular and functional organization of a cell and list its subcellular components;
- (2) delineate structure, function and inter-relationships of biomolecules and consequences of deviation from normal;
- (3) summarize the fundamental aspects of enzymology and clinical application wherein regulation of enzymatic activity is altered;
- (4) describe digestion and assimilation of nutrients and consequences of malnutrition;
- (5) integrate the various aspects of metabolism and their regulatory pathways;
- (6) explain the biochemical basis of inherited disorders with their associated sequelae;
- (7) describe mechanisms involved in maintenance of body fluid and pH homeostasis;
- (8) outline the molecular mechanisms of gene expression and regulation, the principles of genetic engineering and their application in medicine;
- (9) summarize the molecular concepts of body defence and their application in medicine;
- (10) outline the biochemical basis of environmental health hazards, biochemical basis of cancer and carcinogenesis;
- (11) familiarize with the principles of various conventional and specialized laboratory investigations and instrumentation analysis and interpretation of a given data;
- (12) the ability to suggest experiments to support theoretical concepts and clinical diagnosis.

b. SKILLS:

At the end of the course, the student should be able to:

- (1) make use of conventional techniques/instruments to perform biochemical analysis relevant to clinical screening and diagnosis;
- (2) analyse and interpret investigative data;
- (3) demonstrate the skills of solving scientific and clinical problems and decision making;

c. INTEGRATION

The knowledge acquired in biochemistry should help the students to integrate molecular events with structure and function of the human body in health and disease.

2. Curriculum Vitae

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

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Signature

3. Time Table

Week	Mon	Tue	Wed	Thur	Fri	Sat	Sun

4. Biochemistry Lab Record

Note:

1. This section includes academic mile stones attained through biochemistry lab work as assigned by the individual departments.
2. The learner shall make observation entries as instructed in the record book
3. The record books shall be verified by the faculty facilitator at the end of each session or module and periodically
4. The completion of each such activity shall be recorded in this section by the learner and signed by the facilitator.
5. The end of each session shall be appended by an end of training formative assessment in the topic / session / module. eg: DOPS / OSPE. Such sessional outcomes and feed for such outcomes may be suitably entered in the concerned documents.

No	Experiment/Test/Procedure	Date of Completion	Initials of Facilitator
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No	Experiment/Test/Procedure	Date of Completion	Initials of Facilitator
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5. Assignment Response Record

Note

1. This section includes academic mile stones 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
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6. 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 15-20 MCQ 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			
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7. Early Clinical Exposure

Objectives of Early Clinical Exposure:

The objectives of early clinical exposure of the first-year medical learners are to enable the learner to:

1. Recognize the relevance of basic sciences in diagnosis, patient care and treatment
2. Provide a context that will enhance basic science learning
3. Relate to experience of patients as a motivation to learn.
4. Recognize attitude, ethics and professionalism as integral to the doctor-patient relationship
5. Understand the socio-cultural context of diseases through the study of humanities

Elements of ECE:

The three elements of ECE are:

1. Provision of clinical correlation to basic sciences learning.
2. Provision of authentic human contact in a social or clinical context that enhances learning in the early/pre-clinical years of undergraduate education.
3. Introduction to humanities in medicine

Salient Principles:

The key principles underlying early clinical exposure are providing a clinical context and ensuring patient centricity. Early clinical exposure provides for the three key elements listed above. The clinical context can include case scenario, videos, actual patient, simulated patient etc. The presence of actual patients in every session of ECE, though not essential, is preferred. Therefore, ECE is exposure to the relevant clinical context in earlier years. It must be noted that purpose of ECE is not to prepone the conventional clinical teaching but to provide better understanding of basic sciences through a clinical context.

Note:

1. This section includes academic mile stones attained through early clinical exposure. The learner shall be assigned a specific learning objective for each session.
2. The learner shall be assigned to such ECE sessions in groups as deemed necessary by the individual institutions. The learner shall observe, interact, understand and perceive the activity. They shall record a detailed synopsis of the learning in this section. The student shall also record a detailed reflection of their experience of what was observed.
3. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator.

ECE Session 1:

Date

Initials of Facilitator

**Objective of
ECE Session**

Synopsis of Learning

Reflections

ECE Session 2:

Date

Initials of Facilitator

**Objective of
ECE Session**

Synopsis of Learning

Reflections

ECE Session 3:

Date

Initials of Facilitator

**Objective of
ECE Session**

Synopsis of Learning

Reflections

ECE Session 4:

Date

Initials of Facilitator

**Objective of
ECE Session**

Synopsis of Learning

Reflections

ECE Session 5:

Date

Initials of Facilitator

Objective of
ECE Session

Synopsis of Learning

Reflections

ECE Session 6:

Date

Initials of Facilitator

**Objective of
ECE Session**

Synopsis of Learning

Reflections

ECE Session 7:

Date

Initials of Facilitator

**Objective of
ECE Session**

Synopsis of Learning

Reflections

ECE Session 8:

Date

Initials of Facilitator

**Objective of
ECE Session**

Synopsis of Learning

Reflections

ECE Session 9:

Date

Initials of Facilitator

**Objective of
ECE Session**

Synopsis of Learning

Reflections

ECE Session 10:

Date

Initials of Facilitator

**Objective of
ECE Session**

Synopsis of Learning

Reflections

ECE Session

Date

Initials of Facilitator

**Objective of
ECE Session**

Synopsis of Learning

Reflections

ECE Session

Date

Initials of Facilitator

**Objective of
ECE Session**

Synopsis of Learning

Reflections

8. 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 mile stones 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 areas 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 01:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 02:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 03:	
Date	Initials of Facilitator
Topic of SDL	
Synopsis of the Study	
Bibliography	

SDL Session 04:	
Date	Initials of Facilitator
Topic of SDL	
Synopsis of the Study	
Bibliography	

SDL Session 05:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 06:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 07:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 08:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 09:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 10:	
Date	Initials of Facilitator
Topic of SDL	
Synopsis of the Study	
Bibliography	

SDL Session 11:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 12:	
Date	Initials of Facilitator
Topic of SDL	
Synopsis of the Study	
Bibliography	

SDL Session 13:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 14:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 15:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 16:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 17:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 18:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 19:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session 20:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session:

Date

Initials of Facilitator

Topic of SDL

Synopsis of the Study

Bibliography

SDL Session:	
Date	Initials of Facilitator
Topic of SDL	
Synopsis of the Study	
Bibliography	

9. 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 *doctor 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 health care 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 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	Initials of Facilitator
Topic of AETCOM	
Synopsis of the Skill Learnt	
Reflections	

AETCOM Session 02:

Date

Initials of Facilitator

Topic of AETCOM

Synopsis of the Skill Learnt

Reflections

AETCOM Session 03:

Date

Initials of Facilitator

Topic of AETCOM

Synopsis of the Skill Learnt

Reflections

AETCOM Session 04:

Date

Initials of Facilitator

Topic of AETCOM

Synopsis of the Skill Learnt

Reflections

AETCOM Session 05:

Date

Initials of Facilitator

Topic of AETCOM

Synopsis of the Skill Learnt

Reflections

AETCOM Session 06:

Date

Initials of Facilitator

Topic of AETCOM

Synopsis of the Skill Learnt

Reflections

AETCOM Session 07:

Date

Initials of Facilitator

Topic of AETCOM

Synopsis of the Skill Learnt

Reflections

AETCOM Session 08:

Date

Initials of Facilitator

Topic of AETCOM

Synopsis of the Skill Learnt

Reflections

10. 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.

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 1. Assignment [] 2. Integrated Learning [] 3. Early Clinical Exposure [] 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		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Early Clinical Exposure [] 5. Self-Directed Learning [] 6. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	7. Classroom Learning [] 8. Assignment [] 9. Integrated Learning [] 10. Early Clinical Exposure [] 11. Self-Directed Learning [] 12. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Feedback Session No:

Date	Time	Initial of Facilitator
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Type of Formative Assessment	7. Classroom Learning [] 8. Assignment [] 9. Integrated Learning [] 10. Early Clinical Exposure [] 11. Self-Directed Learning [] 12. AETCOM []
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Formative Assessment Done For: (Topic / Section / Module of Learning)	
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Feedback Given by the Learner

Feedback given by the Facilitator

Feedback Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	7. Classroom Learning [] 8. Assignment [] 9. Integrated Learning [] 10. Early Clinical Exposure [] 11. Self-Directed Learning [] 12. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

11A. INTERNAL ASSESSMENT Record-Theory

No	Assessment Topic	Total Marks	Marks Scored	Initials of Facilitator
1				
2				
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4				
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7				
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11B. INTERNAL ASSESSMENT Record- Practical

No	Assessment Topic	Total Marks	Marks Scored	Initials of Facilitator
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12. Certification of Skills

Note:

1. This section captures the skills and competencies obtained by the learner during the course work in the department.
2. The facilitator shall assess the learner for the specific certifiable competency and those certifiable competencies which the learner has acquired shall be entered in this section. A record of these is also maintained in the assessment record. (certifiable competencies for which the learner has not successfully passed the assessment shall not be recorded here)

No	List of Skills to be certified	Initials of the Facilitator

Certification of Skills

Type of Skill	
Activity Performed for Learning	
Activity Performed for Assessment	
Certified by	
Signature of Learner	

Certification of Skills

Type of Skill	
Activity Performed for Learning	
Activity Performed for Assessment	
Certified by	
Signature of Learner	

Certification of Skills

Type of Skill	
Activity Performed for Learning	
Activity Performed for Assessment	
Certified by	
Signature of Learner	

Certification of Skills

Type of Skill	
Activity Performed for Learning	
Activity Performed for Assessment	
Certified by	
Signature of Learner	

Certification of Skills

Type of Skill	
Activity Performed for Learning	
Activity Performed for Assessment	
Certified by	
Signature of Learner [	

Certification of Skills

Type of Skill	
Activity Performed for Learning	
Activity Performed for Assessment	
Certified by	
Signature of Learner	

Certification of Skills

Type of Skill	
Activity Performed for Learning	
Activity Performed for Assessment	
Certified by	
Signature of Learner	

Certification of Skills

Type of Skill	
Activity Performed for Learning	
Activity Performed for Assessment	
Certified by	
Signature of Learner	

Certification of Skills

Type of Skill	
Activity Performed for Learning	
Activity Performed for Assessment	
Certified by	
Signature of Learner	

Certification of Skills

Type of Skill	
Activity Performed for Learning	
Activity Performed for Assessment	
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Type of Skill	
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Certification of Skills

Type of Skill	
Activity Performed for Learning	
Activity Performed for Assessment	
Certified by	
Signature of Learner	

Certification of Skills

Type of Skill	
Activity Performed for Learning	
Activity Performed for Assessment	
Certified by	
Signature of Learner	

13. Record of Project(s)

Note:

1. The learner may undertake a scholastic project of 1-2 months 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	Clinical Project []
	Community Project []
	Research Project []
Title of Project	
Synopsis of the Work	

Signature of Facilitator	

14. Photo Story

Note:

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

15. Co-Curricular Achievements

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.