



Undergraduate Academic Record

Ophthalmology



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

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



Under Graduate Academic Record Department of Ophthalmology



Preface

The new GMER 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 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 interdisciplinary 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 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 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 and signed by the facilitator / mentor.



Certificate

This is to certify that

University Roll No: _____

Has satisfactorily attended and completed all academic activities assigned in this record under the guidelines prescribed under the Tamil Nadu Dr. M.G.R. Medical University for the subject of Ophthalmology.

Head of Department

Date:

Place

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1. Background of the Course

GOAL AND OBJECTIVES

GOAL

The broad goal of the teaching of students in ophthalmology is to provide such knowledge and skills to the students that shall enable him to practice as a clinical and as a primary eye care physician and also to function effectively as a community health leader to assist in the implementation of National Programme for the prevention of blindness and rehabilitation of the visually impaired.

OBJECTIVES

a. KNOWLEDGE

At the end of the course, the student should have knowledge of:

1. common problems affecting the eye:
2. principles of management of major ophthalmic emergencies
3. main systemic diseases affecting the eye
4. effects of local and systemic diseases on patient's vision and the necessary action required to minimise the sequelae of such diseases;
5. adverse drug reactions with special reference to ophthalmic manifestations;
6. magnitude of blindness in India and its main causes;
7. national programme of control of blindness and its implementation at various levels
8. eye care education for prevention of eye problems
9. role of primary health centre in organization of eye camps
10. organization of primary health care and the functioning of the ophthalmic assistant.
11. integration of the national programme for control of blindness with the other national health programmes;
12. eye bank organization

b. SKILLS:

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

1. elicit a history pertinent to general health and ocular status;
2. assist in diagnostic procedures such as visual acuity testing, examination of eye, Schiottz tonometry, Staining for Corneal pathology, confrontation perimetry, Subjective refraction including correction of presbyopia and aphakia, direct ophthalmoscopy and conjunctival smear examination and Cover test.
3. diagnose and treat common problems affecting the eye;
4. interpret ophthalmic signs in relation to common systemic disorders;
5. assist/observe therapeutic procedures such as subconjunctival injection,
Corneal/Conjunctival foreign body removal, Carbolic cautery for corneal ulcers,
Nasolacrimal duct syringing and tarsorrhaphy;
6. provide first aid in major ophthalmic emergencies;
7. assist to organize community surveys for visual check-up;
8. assist to organize primary eye care service through primary health centres;
9. use effective means of communication with the public and individual to motivate for surgery in cataract and for eye donation;
10. establish rapport with his seniors, colleagues and paramedical workers, so as to effectively function as a member of the eye care team.

c. INTEGRATION

The undergraduate training in Ophthalmology will provide an integrated approach towards other disciplines especially neurosciences, Otorhinolaryngology, General Surgery and Medicine.

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	

Signature

3. Clinical Postings & Time Table

Part 1 Duration Of Postings (Weeks)	Part 1 Date		Part 1 Unit	No. Of Working Days
	From	To		

Part 2 Duration Of Postings (Weeks)	Part 2 Date		Part 2 Unit	No. Of Working Days
	From	To		

4. Out Patient Record

Note:

1. This section captures the attainment of the various competency milestones attained through Ophthalmology OPD Clinical work.
2. The learner shall make observation in the Refraction room, side room and makes entries as mandated in the concerned record book
3. The record books shall be verified by the faculty facilitator periodically / at the end of each session or module and the completion of each such activity shall be recorded in this section by the learner and signed by the facilitator.
4. The end of each session shall be appended by an end of training formative assessment in the topic / session / module. eg: DOPS, Mini Clinical Evaluation Exercise, OSCE etc. Such sessional outcomes and feed for such outcomes may be suitably entered in the concerned documents.

No	Clinical Diagnosis /Observations/ Skill performed	Date	Initials of Facilitator
1			
2			
3			
4			
5			
6			
7			

8			
9			
10			
11			

12			
13			
14			
15			
16			
17			
18			
19			
20			

Out Patient Case Record 1

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 2

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 3

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 4

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 5

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 6

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 7

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 8

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 9

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 10

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 11

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 12

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 13

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 14

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 15

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 16

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 17

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 18

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 19

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

Out Patient Case Record 20

Date

Time

Initial Of Facilitator

Clinical Diagnosis:

History Taking:

Clinical Examination:

Discussion :

Management:

Synopsis of Learning:

5. In-Patient Record

Note

This section includes academic mile stones attained through observation of patients, their clinical presentations, differential diagnosis, interpretation of tests, final diagnosis, management, prognosis and outcomes.

1. The learner shall make observation entries as mandated in the record book
2. The record note books shall be verified by the faculty facilitator at the end of each session or module.
3. The completion of each such activity shall be recorded in this section by the learner and signed by the facilitator
4. The end of each session shall be appended by an end of training formative assessment in the topic / session / module. eg: MiniCex, OSCE, DOPS etc. Such sessional outcomes and feed for such outcomes may be suitably entered in the concerned documents.

No	Clinical Diagnosis/ Skills/ Observations/ Presentation/	Date	Initials of Facilitator
1			
2			
3			
4			
5			
6			
7			

8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

In Patient Case Record 1**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 2**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 3**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 4**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 5**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 6**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 7**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 8**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 9**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 10**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 11**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 12**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 13**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 14**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 15**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 16**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 17**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 18**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 19**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

In Patient Case Record 20**Date****Time****Initial Of Facilitator****Clinical Diagnosis:****History Taking:****Clinical Examination:****Discussion :****Management:****Synopsis of Learning:**

6. Clinical Procedures Record

Note

1. This section includes academic mile stones attained through observation of operative procedures, preoperative and post-operative clinical care and therapeutic and diagnostic procedures.
2. The learner shall make observation entries as mandated in the record book
3. The record note books shall be verified by the faculty facilitator at the end of each session or module.
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: OSCE, DOPS , Viva etc. Such sessional outcomes and feed for such outcomes may be suitably entered in the concerned documents.

Observation of Procedures

No	Name of Surgery	Date	Initials of Facilitator
1			
2			
3			
4			
5			
6			

7			
8			
9			
10			

Performance under Supervision

No	Name of Procedure	Date	Initials of Facilitator
1	Digital Tonometry		
2	Eye Bandage		
3	Instillation of Eyedrops		
4	Lacrimal Massage		
5	Fluoresceine Stain for Corneal Ulcer		
6	Schirmer's Test		
7	Fluoresceine Stain for Corneal Epithelial defect		
8	Rose Bengal stain for Dry Eye		
9	Tear Film Breakup Time		
10	Ocular Massage		

7. Clinical-Pathology Correlation

Note

1. This section includes academic mile stones attained through clinical observation and diagnosing pathological conditions by observation of gross and microscopic features
2. The learner shall make observation entries as mandated in the record book
3. The record note books shall be verified by the faculty facilitator at the end of each session or module.
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: OSCE. Such sessional outcomes and feed for such outcomes may be suitably entered in the concerned documents.

No	Gross Specimens / Microscopic Slide	Date	Initials of Facilitator
1	Gram stain Procedure		
2	Giemsa stain Procedure		
3	KOH mount		
4	Bacterial Culture		
5	Fungal Culture		
6	Microbiology Slide		
7	Microbiology Slide		
8	Microbiology Slide		
9	Retinoblastoma Gross		
10	Retinoblastoma Pathology Slide		

8. Clinical-Radiology Correlation

Note

1. This section includes academic mile stones attained through clinical observation and correlation with radiological features
2. The learner shall make observation entries as mandated in the record book
3. The record note books shall be verified by the faculty facilitator at the end of each session or module.
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: OSCE. Such sessional outcomes and feed for such outcomes may be suitably entered in the concerned documents.

No	Radiology Image – Xray / USG / CT scan / MRI Scan	Date	Initials of Facilitator
1	X ray orbit		
2	CT orbit		
3	MRI Orbit & Brain		
4	MRI Orbit with Optic Nerve cuts		
5	Ultrasound B Scan		
6	Ultrasound A Scan		
7	MRI Brain		
8	Xray Orbit with IOFB		
9	CT Orbit		
10	MRI Orbit with Optic Nerve cuts		

9. Assignment 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			
6			
7			
8			
9			
10			

10. Integrated Learning Record

Note

1. This section includes academic milestones 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 15-20 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	Initials of Facilitator
1	Physiology of Vision / Refractive Errors		
2	Lens Metabolism		
3	Eyelid Tumors Clinicopathological Correlation		
4	Biochemical changes in Cataract		
5	Diabetic Cataract		
6	Approach to Headache		
7	Ocular Tuberculosis		
8	Uveitis in Systemic Disorders		
9	Endogenous Endophthalmitis		
10	Retinoblastoma		

11. 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.
2. The learner shall be assigned a specific learning objective for each session.
3. 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.
4. 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.
5. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

No	Self directed learning	Date	Initials of Facilitator
1	Examination of Extra Ocular Movements		
2	Fundus Examination Techniques		
3	Ocular Examination of Patients with Cataract		
4	Counsel Patients and Families about Eye Donation		
5	Elicit, Document and Present an Appropriate History in Patients presenting with red eye		

No	Self directed learning	Date	Initials of Facilitator
6	Demonstrate, Document and Present the Correct Method of Examination of Red Eye		
7	Demonstrate the Symptoms and Clinical signs of different Lid Disorders.		
8	Demonstrate and Describe the steps in performing Visual Acuity Assessment for Distance Vision, Near Vision, Colour Vision and Pinhole Test.		
9	Demonstrate and Describe Bell's phenomenon, Regurgitation test of lacrimal sac , Massage technique in Cong NLDO		
10	Demonstrate and Describe the Technique of Removal of Foreign Body from Eye		

SDL Session 01:**Date****Time****Initial of Facilitator****Topic of SDL****Synopsis of the Study****Bibliography**

SDL Session 02:**Date****Time****Initial of Facilitator****Topic of SDL****Synopsis of the Study****Bibliography**

SDL Session 03:**Date****Time****Initial of Facilitator****Topic of SDL****Synopsis of the Study****Bibliography**

SDL Session 04:**Date****Time****Initial of Facilitator****Topic of SDL****Synopsis of the Study****Bibliography**

SDL Session 05:**Date****Time****Initial of Facilitator****Topic of SDL****Synopsis of the Study****Bibliography**

SDL Session 06:**Date****Time****Initial of Facilitator****Topic of SDL****Synopsis of the Study****Bibliography**

SDL Session 07:**Date****Time****Initial of Facilitator****Topic of SDL****Synopsis of the Study****Bibliography**

SDL Session 08:**Date****Time****Initial of Facilitator****Topic of SDL****Synopsis of the Study****Bibliography**

SDL Session 09:**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**

12. Attitudes Ethics & Communication

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

Time

Initial of Facilitator

Topic of AETCOM

Synopsis of the Skill Learnt

Reflections

AETCOM Session 02:

Date

Time

Initial of Facilitator

Topic of AETCOM

Synopsis of the Skill Learnt

Reflections

AETCOM Session 03:

Date

Time

Initial of Facilitator

Topic of AETCOM

Synopsis of the Skill Learnt

Reflections

AETCOM Session 04:

Date

Time

Initial of Facilitator

Topic of AETCOM

Synopsis of the Skill Learnt

Reflections

AETCOM Session 05:

Date

Time

Initial of Facilitator

Topic of AETCOM

Synopsis of the Skill Learnt

Reflections

13. 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:

Date	Time	Initial of Facilitator
Type of Formative Assessment	<ol style="list-style-type: none">1. Classroom Learning2. Clinical Learning3. Integrated Learning4. Assignment5. Self-Directed Learning6. AETCOM	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback

Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	7. Classroom Learning 8. Clinical Learning 9. Integrated Learning 10. Assignment 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		

Formative Feedback

Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	13. Classroom Learning 14. Clinical Learning 15. Integrated Learning 16. Assignment 17. Self-Directed Learning 18. AETCOM	[] [] [] [] [] []
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback

Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	19. Classroom Learning 20. Clinical Learning 21. Integrated Learning 22. Assignment 23. Self-Directed Learning 24. AETCOM	[] [] [] [] [] []
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback

Session No:

Date	Time	Initial of Facilitator
Type of Formative Assessment	25. Classroom Learning	[]
	26. Clinical Learning	[]
	27. Integrated Learning	[]
	28. Assignment	[]
	29. Self-Directed Learning	[]
	30. AETCOM	[]
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

14.A. 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	Marks Scored	Initials of the Facilitator
1				
2				
3				
4				
5				

14. B. Formative Assessment Record - Clinical

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	Marks Scored	Initials of the Facilitator
1				
2				
3				
4				
5				

15. 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
1		
2		
3		
4		
5		
6		
7		
8		

Certification of Skills - Competency OP: ____

Type of Skill	
Type of Assessment	

Performance of Students	
Feed Back of Learner	
Feed Back of Facilitator	
Remedial Action Suggested	
Remedial Assessment	1
Performance of Student	Date
Remedial Assessment	2
Performance of Student	Date
Remedial Assessment	3
Performance of Student	Date
Remedial Assessment	4
Performance of Student	Date

Certification of Skill (COS)	Certified		Not Certified	
Date of COS				
Signatures	Learner	Facilitator	Professor	

Certification of Skills - Competency OP: ___

Type of Skill			
Type of Assessment			
Performance of Student			
Performance of Student			
Feed Back of Learner			
Feed Back of Facilitator			
Remedial Action Suggested			
Remedial Assessment	1	Date	
Performance of Student			
Remedial Assessment	2	Date	
Performance of Student			
Remedial Assessment	3	Date	

Certification of Skill (COS)		Certified		Not Certified	
Date of COS					
Signatures	Learner	Facilitator	Professor		

Certification of Skills - Competency OP: ____

Type of Skill	
Type of Assessment	

Performance of Student	
Remedial Assessment	4 Date
Performance of Student	
Performance of Student	
Feed Back of Learner	
Feed Back of Facilitator	
Remedial Action Suggested	
Remedial Assessment	1 Date
Performance of Student	
Remedial Assessment	2 Date

Certification of Skill (COS)	Certified		Not Certified	
Date of COS				
Signatures	Learner	Facilitator	Professor	

Certification of Skills - Competency OP: ___

Type of Skill			
Type of Assessment			
Performance of Student			
Performance of Student			
Remedial Assessment	3	Date	
Performance of Student			
Remedial Assessment	4	Date	
Performance of Student			
Performance of Student			
Performance of Student			
Feed Back of Learner			
Feed Back of Facilitator			
Remedial Action Suggested			
Remedial Assessment	1	Date	

Certification of Skill (COS)		Certified		Not Certified	
Date of COS					
Signatures	Learner	Facilitator	Professor		

Certification of Skills - Competency OP: ___

Type of Skill	
Type of Assessment	

Performance of Student	
Remedial Assessment	2 Date
Performance of Student	
Remedial Assessment	3 Date
Performance of Student	
Remedial Assessment	4 Date
Performance of Student	
Performance of Student	
Feed Back of Learner	
Feed Back of Facilitator	

Certification of Skill (COS)	Certified		Not Certified	
Date of COS				
Signatures	Learner	Facilitator	Professor	

Certification of Skills - Competency OP: ____

Type of Skill			
Type of Assessment			
Performance of Student			
Remedial Action Suggested			
Remedial Assessment	1	Date	
Performance of Student			
Remedial Assessment	2	Date	
Performance of Student			
Remedial Assessment	3	Date	
Performance of Student			
Remedial Assessment	4	Date	
Performance of Student			
Feed Back of Learner			

Certification of Skill (COS)		Certified		Not Certified	
Date of COS					
Signatures	Learner	Facilitator	Professor		

Certification of Skills - Competency OP:

Type of Skill	
Type of Assessment	

Feed Back of Facilitator		
Remedial Action Suggested		
Remedial Assessment	1	Date
Performance of Student		
Remedial Assessment	2	Date
Performance of Student		
Remedial Assessment	3	Date
Performance of Student		
Remedial Assessment	4	Date
Performance of Student		

Certification of Skill (COS)		Certified <input style="width: 20px;" type="checkbox"/>	Not Certified <input style="width: 20px;" type="checkbox"/>
Date of COS			
Signatures	Learner	Facilitator	Professor

Certification of Skills - Competency OP: ___

Type of Skill	
Type of Assessment	

Performance of Student

Feed Back of Learner	
Feed Back of Facilitator	
Remedial Action Suggested	
Remedial Assessment	1
Performance of Student	Date
Remedial Assessment	2
Performance of Student	Date
Remedial Assessment	3
Performance of Student	Date
Remedial Assessment	4
Performance of Student	Date

Certification of Skill (COS)	Certified		Not Certified	
Date of COS				
Signatures	Learner	Facilitator	Professor	

16. Record of Projects

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 <input type="checkbox"/>
	Community Project <input type="checkbox"/>
	Research Project <input type="checkbox"/>
Title of Project	
Synopsis of the Work	
Signature of Facilitator	

17. 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.

18. Record of Co-Curricular Activities

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.