



उत्तर प्रदेश आयुर्विज्ञान विश्वविद्यालय

सैफई, इटावा (उप्र) - 206130

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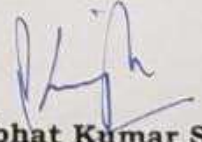
Date: 23/12/2022

OFFICE ORDER

All Dean/HOD/Faculty members are instructed to prepare & maintain the following records and implement the guidelines in the aspect to strengthen teaching, learning, and evaluation process of our University.


1. Master Rotation Plan (MRP)
2. Master Activity calendar
3. Course Outline by Course (Subject) Incharge
4. Index of Course file (Course/Class coordinator File)
5. Evaluation
6. Lesson plan
7. Unit plan
8. Guidelines for Mentor Mentee System
9. Guidelines for identifying Slow, Good and Advance learners.
10. Attendance summary
11. Sessional/ Internal/Term Exam Result analysis

While being audited by concerned authorities from this Academic session, the Dean/HOD/faculty members should provide the prepared documents and records for the verification.


(Dr. Prabhat Kumar Singh)
Vice-Chancellor

COPY TO

1. Dean - Faculty of Medicine/Pharmacy/Nursing/Paramedical
2. Prof. Dr. Kamla Pathak - Chairman(NAAC committee)
3. Mr. Sembian N (NAAC Criteria Head II)
4. CAC Department- (For Uploading in the Website)


(Dr. Prabhat Kumar Singh)
Vice-Chancellor

MASTER ROTATION PLAN (MRP)

Master rotation plan is an overall plan which shows rotation of all the programs in a University / educational institution. Master rotation plan denotes duration of the placement that includes Theory block, Partial block (Half clinical/ Lab, half theory block) and complete clinical block.

PURPOSES OF MASTER ROTATION PLAN

- i) Availability of an advance plan of curricular activities, evaluation and vacation plan for all groups of students during a particular academic year during the entire programme.
- ii) All concerned are aware of the placement of students in various lab/clinical areas and community field etc and, making coordination more effective.
- iii) The students learn their lab/ clinical and community placements in advance. This helps them to prepare them for working in these areas.
- iv) Any modifications required to be effected in the plan, owing to certain eventualities, can be planned in time in collaboration with concerned faculty and service staff.
- v) Correlation of theory and lab/ clinical learning of students can be done systematically and effectively.
- vi) Better co-ordination of various lab/clinical/community experiences for all groups of students.
- vii) Evaluation of the programme is more effective.
- viii) Medical/Nursing/Paramedical service staff and faculty members are in a position to make tentative advance plans for their vacation etc. without jeopardizing the teaching-learning activities

IDEOLOGY OF MAKING ROTATION PLAN

1. It should be planned systematically as an essential part of the total curriculum.
2. The design of clinical rotation should be planned well in advance to ensure sound planning from the point of view of both the educational programme and the staffing schedule of the lab/community areas/hospital.

3. When the Master rotation for one program is being planned, the planner must know the other programs plan already in effect for other classes in the college.
4. Master rotation plan should take into account the seasonal conditions of the local Community/hospital.
5. MRP constituting orientation programme, mid-term break, preparatory holidays, pre final & final examination, vacations and elective phase.
6. Various areas projected in the Master rotation plan should use the various color code.
7. Index (Key) to the color code for each clinical area should be displayed on the rotation chart.

TERMINOLOGIES USED IN MRP

1. **ORIENTATION** – The Orientation includes about information of Organization structure of the University, faculty/Staff Position, College Infrastructure and facilities, Hospital Infrastructure and facilities, Rules and regulation of the University , Program Instruction, course Instruction, Methods of Internal Marks calculation and evaluation etc.

The above all may be included for fresher’s and can be planned for 3 days to one week. But for the Senior students, orientation(which is applicable) can be done for two days

2. **THEORY BLOCK**- In the theory block, students attends full-time classes from 9:00 am to 5:00 pm, or depending on the department's working hours. During this Block, students will not be engage in clinical, laboratory, community, or research activities.

Example – one day of THEORY BLOCK has 7 hours i.e 9Am to 5 Pm (excluded 1-2 Lunch)

Monday to Friday	5 days x7 Hours	35 hours
Saturday	9am to 1 PM	04 hours
Hence Total Hours for one week theory block		39 Hours.

Note- The timing of the classes may be varying from department to Department. So calculate accordingly.

3. **PARTIAL BLOCK**- In this Block, the students will be going for lab/clinical/community area in morning and attending the classes in afternoon or vice versa.

Example -(one day - 7 hours i.e 9Am to 5 Pm (excluded 1-2 Lunch)

Monday to Saturday , students are going to clinical/community from 9 am to 1pm.	i) 6 days x 4 hours	24 hours
Monday to Friday , students are attending classes from 2 pm to 5pm	5 days x 3 hours	15 hours
Total		39 HOURS

Note- The timing of the clinical/lab/community may be varying from department to Department. So calculate accordingly.

4. **INTERNSHIP/ CLINICAL/LAB BLOCK**- In this Block, the students will be doing internship or going for lab/clinical/community area, may be in the Morning, Evening and Night Duty. The timing of the clinical/lab/community may be varying from department to Department. During this Block, students will not be engage in Theory hours. Hence the total hours per week to be calculated accordingly. **Example- 6days x 7 hours= 42 hours**
5. **RESEARCH BLOCK** - In this Block, the students will be undergo Research work only. Hence the total hours per week to be calculated accordingly. In this Block, students will not be engage in clinical, laboratory, community and Theory Hours.
6. **INTERNAL/SESSIONAL/TERM EXAMINATION** – Internal/Sessional/term examination are a type of formative assessment, to measure students' knowledge or skill in a particular course and identify areas that need work.
7. **VACATION**- vacation is an sanctioned break in a student's studies that is given once per academic year or can be given in multiple slot as per Institute Norms
8. **PREPARATORY LEAVE**- A period of time that students are given to be off from college in order to study for their University examination

PREPARATION OF MRP ANS DETAILS AS PER ROW'S

1st ROW- Mention the months in which the academic session starts. It is also possible to start from the middle of the month. For example, if you start your session in the 3rd week of August, your academic session will end in the 2nd week of August the following year (annual program).

2nd ROW - The academic year can be divided into 52 weeks for annual programs and 26 weeks for semester programs.

3rd ROW- Enter the start and end dates for each week (Monday through Saturday). For example, 19.12.2022 to 24.12.2022.

4th ROW- Mention Enter the total number of Government Holidays for each week. Hence calculate the Theory and Practical Hours accordingly(Please Refer 5th , 6th, 7th and 8th Row)

5th ROW- Mention the total number of theory hours allotted for the week according to THEORY BLOCK, PARTIAL BLOCK . Refer terminology Heading for calculation of Hours.

6th ROW- Mention the total number of Clinical/ Practical hours allotted for the week according to PARTIAL BLOCK and CLINICAL BLOCK if applicable. Refer terminology Heading for calculation of Hours.

7th ROW- Mention the total number of Lab hours allotted for the week according to PARTIAL BLOCK and LAB BLOCK if applicable. Refer terminology Heading for calculation of Hours.

8th ROW- Mention the total number of Research hours allotted for the week according to PARTIAL BLOCK and RESEARCH BLOCK if applicable. Refer terminology Heading for calculation of Hours.

9th ROW- Mention planned academic Activities i.e Theory/Partial/Clinical/ lab/research Block, Sessional exam, vacations, preparatory Holidays, and university examination etc. Each Block/area to be coded with separate color.

10th ROW- Title i.e total Hours, Theory and Practical

11th ROW- Mention the prescribed Theory and Practical Hours of particular program(Year) as per NMC/PCI/INC.

12th Row- Mention the allotted Theory and Practical Hours of particular program (Year) as per MRP

Note: The row's can be added or deleted as per requirement.

MASTER ACTIVITY CALENDAR

A Master activity calendar can be created to depict the day or weekly scheduled program by the department/Faculty of University. A weekly activity can focus on the events that will occur during the week (ex. New born week, Road Safety week). Master Activity Calendar includes various International/National/Health Day celebration, conference, workshops, seminar, quiz, panel discussion, Health camps and programs specifically focused on helping a student learning in the academic sense. Also, Master Activity calendar represents the schedule for whole semester/annual to make aware the teachers and students about important dates-driven information.

Importance-

By Participating in the activities, the students will learn new concepts with brain storming and also helps to concentrate and manage the time in better way, which also contribute to higher grade.

Objectives:

- To get insight in the interested functional areas
- To simulate the working and functional environment in university
- To make each and every student and faculty a knowledge-centric functionary
- To prepare students leaders for their future
- To develop the students through holistic approach.

DESCRIPTION OF MASTER ACTIVITY CALENDAR

The Master activity plan should be prepared by the respective HOD/Dean before the commencement of the academic year. Each month will be divided by 4 or 5 weeks. The planned activity/program details should be clearly mentioned as follows in the respective week column.

- 1) Title and Theme of the Activity
- 2) Organizing Batch Details/ Course Details/ Year
- 3) Organizing Department
- 4) Name of the Faculty

PROFORMA

MASTER ACTIVITY CALENDAR SHEET

(PREPARED FROM STARTING THE MONTH OF ACADEMIC YEAR)

S.NO	MONTHS	WEEKS				
		1	2	3	4	5
1.	JAN	"WORLD HYNOTISM DAY " BY MBBS YEAR ORGANIED BY PSYCHIATRIC DEPT FACULTY OF MEDICINE				
2.	FEB					
3.	MAR					
4.	APR					
5.	MAY					
6.	JUN					
7.	JULY					
8.	AUG					
9.	SEP					
10.	OCT					
11.	NOV					
12.	DEC					

HOD

DEAN

Outcome – After completion of each activity, The students will develop

- Logical, Critical, Creative and Analytical Thinking
- Problem solving skills, Leadership skills, social skills, communication skills, and Technological skills
- Social Values, ethical values and research values

UTTAR PRADESH UNIVERSITY OF MEDICAL SCIENCES, SAIFAI

COURSE OUTLINE DESCRIPTION

The course outline should be prepared by each **Course Incharge (Subject Incharge)** before commencing academic year and it should be approved by respective Dean/HOD. The main objectives of preparing Course outline well in advance are:

- The students are aware about the faculty members those who are teaching the entire course unit wise.
- The students shall be prepared by the faculty members for the clinical posting/Lab Posting and helps to carry out the clinical practices well in advance according to the clinical objectives/Lab objectives.
- The students can submit the prescribed theory and clinical/Lab requirement on time to the respective faculty.
- The students and respective allotted faculty members are aware about the upcoming individual or Group activities.
- The students are in well aware about weightage of each assignments and the evaluation criteria for Internal assessment marks (Both Theory and Practical).

FACULTY OF

DEPARTMENT

COURSE OUTLINE

COURSE/SUBJECT....._ACADEMIC YEAR.....

PLACEMENT – YEAR

HOURS OF INSTRUCTION

THEORY –HRS

PRACTICAL –HRS

LAB –HRS

TOTAL –HRS

UNIT DISTRIBUTION AND FACULTY DETAILS

S.NO	UNIT/CHAPTER	ALLOTTED HOURS	UNIT TITLE/PARTICULARS	NAME OF THE ALLOTTED FACULTY MEMBER
1.				
2.				

Note- The entire syllabus is divided into various titled units or chapters, depending on the course. So mention the each unit or chapter number along with the time allotted and the name of the unit title/detail. If the curriculum is discussed by one or more faculty members, the name of each faculty name should be mentioned separately.

TOTAL NUMBER OF HOURS ALLOTTED TO EACH FACULTY

S.NO	NAME OF THE FACULTY MEMBER	ALLOTTED TOTAL HOURS
1.		
2.		

Note- In case of syllabus being covered by one or more faculties, name of the individual faculty and total allotted hours should be mention individually.

DETAILS OF LAB/ WARDS (CLINICAL) HOURS

TOTAL.....HOURS/WEEKS

S.NO	NAME OF THE LAB/WARD	ALLOTTED HOURS/WEEKS	NAME OF THE ALLOTTED FACULTY
1.			
2.			
TOTAL	HOURS/WEEKS	

Note- Mention the name of the Lab/ ward, you would like to post the students according to syllabus or course and Allotted hours/weeks as per on curriculum/syllabus of the respective course. If more than one faculty members are taking practical/lab or going for the clinical supervision, mention the name of the individual/Responsible faculty.

INTERNAL EVALUATION CRITERIA - THEORY

S.NO	REQUIREMENT	NUMBER	MARKS	WEIGHTAGE	%
TOTAL					

Note- To understand theory evaluation criteria, an example is mentioned below about different criteria along with marks and weightage. The number of Theory Assignments, Marks and weightage can also vary depending upon the course perspective by HOD/Dean.

EXAMPLE

S.NO	REQUIREMENT	NO.	MARKS	WEIGHTAGE	%
1.	SEMINAR (For 1 st ,2 nd Year students)	1	100	4	16
2.	PEER TEACHING	1	100	3	12
3.	QUIZ	1	100	3	12
4.	PANEL DISCUSSION	1	100	3	12
5.	SESSIONAL (TERM)EXAM	2	75	8(3+5)	32
6.	ASSIGNMENT	1	25	3	12
7.	ATTENDANCE	---	---	1	04
TOTAL				25	100

INTERNAL EVALUATION CRITERIA – PRACTICAL/LAB/CLINICAL

S.NO	LAB/CLINICAL REQUIREMENT	NUMBER	MARKS	WEIGHTAGE	%
TOAL					

Note- To understand practical/Lab/Clinical evaluation criteria, an example mentioned below about different criteria along with marks and weightage. The number of practical/Lab/Clinical Assignments, Marks and weightage can also vary depending upon the course perspective by HOD/Dean.

EXAMPLE

S.NO	REQUIREMENT	NO.	MARKS	WEIGHTAGE	(%)
1.	CASE STUDY	2	50	80	
2.	CASE PRESENTATION	2	50		
3.	DRUG PRESENTATION	2	50		
4.	DEMONSTRATION	2	50		
5.	GROUP PROJECT	1	100		
6.	IN-SERVICE EDUCATION PROGRAM	1	100		
7.	HEALTH EDUCATION	2	50		
8.	PRACTICE PRACTICAL	1	100	20	
TOTAL				100	

PEER TEACHING/CLINICAL TEACHING/LAB DEMONSTRATION / ANY OTHER INDIVIDUAL ASSIGNMENT/ TASK

(PLEASE MAKE SEPARATE TABLE FOR EACH TITLE)

S.NO	TOPIC	STUDENT NAME	FACULTY INCHARGE	SUBMISSION /ACTIVITY DATE

Note- Mention the Theory and Practical assignments with the student's name along with the name of the Faculty incharge, the date of submission and date of activity. If two or more activities are planned at the same time, please enter the dates for each activity separately.

GROUP PROJECT/ QUIZ / INSERVICE EDUCATION PROGRAMME /PANEL DISCUSSION /ASSIGNMENT/ ANY OTHER GROUP ASSIGNMENT/TASK

(PLEASE MAKE SEPARATE TABLE FOR EACH TITLE)

S.NO	ACTIVITY (TITLE/THEME)	GROUP	FACULTY INCHARGE	SUBMISSION AND ACTIVITY DATE

Note- The number of students should be 5 to 10 for group project or quiz (depends upon faculty incharge). Please mention clearly about the name of the Group activity with Theme and Title. Mention the name of the Faculty incharge along with the submission date and activity date. If two or more activities are planned at the same time, please enter the dates for each activity separately.

COURSE /SUBJECT INCHARGE

HOD

DEAN

UTTAR PRADESH UNIVERSITY OF MEDICAL SCIENCES, SAIFAI

Course file Description

The Course Coordinator is responsible for collecting the academic related records from the faculty members or concern authorities and maintaining the same for the allotted program (Respective Year). The documents/records listed below must be kept in the course file by the course coordinator. Regularly updated course file should be submitted to the HOD/Dean/Concern authorities whenever verification is required.

COURSE FILE INDEX

S. NO.	DESCRIPTION	ANNEXURE
1.	Academic calendar	
2.	Master Rotation Plan (MRP)	
3.	Orientation Program Documents	
4.	Syllabus	
5.	Course Handouts	
6.	Course outline	
7.	Time tables with Teachers Name	
8.	Lesson plan and Unit Plan	
9.	List of Students (Main and Supplementary(Year/ Sem Back Students)	
10.	Attendance Sheet (Month-wise) with signature of students and analysis of attendance	
11.	Award List with signature of students (Internal/Sessional/Term examination) I, II, & III	
12.	Identification of Slow Learners with Action Taken Report (ATR) after first Unit test and each terminal examination	
13.	Special classes with attendance sheet of slow learners and Good & Advanced Learner Activities	
14.	Samples of Assignments/ Quizzes/ Activities	
15.	E-contents (web links)	
16.	Current and previous Term exam question papers & last three year University exam question papers with answer key.	
17.	CO/PO attainment sheet of concerned courses	

EVALUATION

MEANING

Evaluation is process in which we assess or judge the value of something or assess the quality of something. In the field of education, evaluation is a process of determining the extend o which the educational objectives are attained. Evaluation is an important component of the teaching- learning process. It helps teachers and learners to improve teaching and learning. Evaluation is making judgement about something. It is a systematic determination of a subjects' worth, merit or significance. Evaluation of students should be continuous throughout the year in the all aspect of individual and group activities.

FORMATIVE EVALUATION

The formative evaluation is a feedback to the students as well as the teacher. It helps the students in monitoring the progress of learning and teachers on the other hand can understand the efficiency of the teaching.

The main purpose of formative evaluation - is to determine the degree of mastery of a given learning task. The learners and teachers are helped to improve the learning process.

Formative evaluation is given at regular and frequent intervals.

SIGNIFICANCE OF EVALUATION

1. Evaluation is an important component of teaching learning process
2. Motivates students for better learning
3. It diagnoses strength and weakness of students
4. It judges effectiveness of instruction
5. It helps in determining as to how far the learning objectives can be achieved
6. It determines the rate of progress of students
7. It helps in classifying students
8. It provides base for certifying the students
9. It predicts the success of students in future

FUNCTIONS OF EVALUATION

1. Evaluation assesses r make appraisal of educational objectives, instructional materials, performance of teachers and learners
2. Evaluation enhance the quality of the teacher
 - a. It help the teacher to find out how far they have succeeded in their teaching
 - b. Evaluation helps the teacher to adopt appropriate instructional strategies
3. Evaluation help in clarifying the objectives
 - a. Teacher will get deeper insight into various aspects to the topic
4. Evaluation motivates the learner
 - a. Evaluation is continuous that gives immediate feedback and act as a reinforcement
5. Guidance can be given on the basis of evaluation
 - a. Evaluation makes the individual differences clear
 - b. Specific difficulties can be identified
6. Evaluation can help in bringing changes in the curriculum

MOST SUITABLE METHODS OF EVALUATION

1. **Observation method** is Used for recording descriptions of observations made of students in the clinical setting, simulation, and other learning activities in which clinical nurse educators, preceptors, and others observe performance. May also include interpretations or conclusions about the performance.
2. **Rating Scale** Used for recording judgments about students' performance in clinical practice. Includes a set of defined clinical outcomes or competencies and scale for rating the degree of competence.
3. **Checklists** states specific criteria and allow teachers and students to gather information and to make judgments about what students know and can do in relation to the outcomes. They offer systematic ways of collecting data about specific behaviour, knowledge and skills.

PROFORMA

1. **Class room Teaching** : The Post graduate or Internship students may be Performing Class room Teaching to the peer group or other students which involves lecture, instruction, discussion, utilizing AVIDS, questioning , Various Teaching Learning Activity and followed by the group discussion for the clarification.
2. **clinical evaluation proforma**: Clinical evaluation is key to ensuring Medical, Paramedical and nursing students' clinical competence, application of knowledge, and critical thinking, all of which are important to patient safety and quality of care.
3. A **case presentation** is a formal communication between health care professionals such as doctors, nurses and paramedics regarding a patient's clinical information. Hence the students can correlate with the theory and Practical knowledge.
4. A **laboratory experiment** is an experiment conducted by students under the supervision of a teacher with controlled conditions where accurate measurements are possible.
5. **Demonstration method** is practical ways of teaching; in this method student Teacher perform an activity to demonstrate a procedure that connect theories and its applications.
6. **Group Project** - Group work or cooperative learning is a method of instruction that gets students to work together in groups. The individual work is broken into parts and steps that students work through together. Group work helps collaborative learning environment and work through problems and assessments together.

Impact of Evaluation Proforma

All teaching faculty members must evaluate the learning activities of each student by using the evaluation form. This will help students know about progress and areas for improvement and will also help teachers conduct formative assessment.

NOTE: The above Evaluation proforma is common for all faculty. If a department conducts an individual or group activity other than Class room Teaching , clinical evaluation, case presentation, laboratory experiment, Demonstration method and Group Project, **the department can develop respective evaluation proforma and have it approved by concern authorities.**

CLINICAL EVALUATION PROFORMA

Name of the student:

Batch:

Area of clinical experience:

Duration of posting:

Name of the Supervisor:

Total Marks: 100

S.NO	EVALUATION CRITERIA	GRADES				
		5	4	3	2	1
A	PERSONAL & PROFESSIONAL BEHAVIOR					
1.	Wears clean & neat uniform and well groomed.					
2.	Arrives and leaves punctually					
3.	Demonstrates understanding of the need for quietness in speech & manner & protects the patient from undue notice.					
4.	Is notably poised and effective even in situations of stress					
5.	Influential & displaced persuasive assertive leadership behaviour					
B	ATTITUDE TO CO-WORKERS AND PATIENTS					
6.	Works well as member of Health care team:					
7.	Gives assistance to other in clinical situations					
8.	Understands the patient as an individual					
9.	Shows skills in gaining the confidence & cooperation of patients & relatives, tactful & considerate.					
C	APPLICATION OF KNOWLEDGE					
10.	Possess sound knowledge of medical surgical conditions.					
11.	Has sound knowledge of scientific principles					
12.	Able to correlate theory with practice					
13.	Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.					
14.	Takes interest in new learning from current literature & seeks help from resourceful people					
D	QUALITY OF CLINICAL SKILL					
15.	Identifies problems & sets priorities and grasps essentials while performing duties.					
16.	Applies principles in carrying out procedures and carries out duties promptly					
17.	Resourceful and practices economy of time material and energy.					
18.	Has technical competence in performing Medical/ Lab/Nursing related procedures					
19.	Observe carefully, reports & records signs & symptoms and other relevant information.					
20.	Uses opportunities to give health education to patients & relatives.					

Scores= 5- excellent 4- very good, 3- Good, 2- satisfactory, 1 – Poor

Remarks:

<u>POSITIVE POINTS</u>	<u>POSITIVE TO BE IMPROVED</u>

Mark obtained: _____ Out of 100

Signature of Student:

Signature of Evaluator :

UTTAR PRADESH UNIVERSITY OF MEDICAL SCIENCES, SAIFAI

CLASS ROOM TEACHING EVALUATION FORM

STUDENT NAME -

DATE & TIME -

CLASS -

SUBJECT -

TOPIC -

EVALUATOR -

S.NO	CONTENTS	MAXIMUM MARK	MARKS AWARDED
A.	SUBJECT MATTER	18	
1.	Introduction – relevant and Motivation	2	
2.	Subject matter-well selected, extensive, sequentially organized	4	
3.	Prepared according to level of students	2	
4.	Adequate and relevant Scientific principles used	2	
5.	Problem solving approach used	2	
6.	Conclusion is clear and covered all points	2	
7.	Applied of practical points adequately	4	
B.	PRESENTATION	50	
8.	Introduction-relevant and Interesting	4	
9.	Subject matter-clear, complete, valid & accurate	12	
10.	Mastery of content-clear, concise, adequate & complete	12	
11.	Sequencing information- Appropriate & orderly	4	
12.	Student participation-appropriate & encouraged	4	
13.	Evaluation of present knowledge-relevant & adequate	6	
14.	Assignments-creative and appropriate	4	
15.	Summary-clear & concise	4	
C.	AUDIO-VISUAL AIDS	16	
16.	AV aids selection-good and appropriate	4	
17.	Principles in preparation of AV aids-accurate	4	
18.	Principles in preparation of AV aids-visible & clear	4	
19.	Use of audio visual aids other than chalk board	4	
D.	COMMUNICATION	8	
20.	Speech-audible and expressive	4	
21.	Language-Simple, clear, fluent & standard	2	
22.	Non-verbal communication-Pleasant & humorous	2	
E.	PERSONALITY	4	
23.	Appearance-wear appropriate costumes and well groomed	2	
24.	Posture-good & confident	2	
F.	REFERENCES	4	
25.	Books	2	
26.	Journals	2	

Positive Remarks -

SIGNATURE OF STUDENT

Points to be improved-

SIGNATURE OF EVALUATOR

EVALUATION FORMAT CASE PRESENTATION

NAME OF THE STUDENT:

DATE:

CLINICAL AREA/WARD:

DIAGNOSIS

OF CLIENT:

Sr.No.	Content	Out of	Obtained Marks
1.	Patient's Information	02	
2.	Past medical history of the patient	02	
3.	Present Medical history and chief complaints of the patient	02	
4.	Assessment/ Physical Examination	04	
5.	Pathophysiology/Pathology	05	
6.	Signs & Symptoms	05	
7.	Investigations	05	
8.	Treatment – Medical, Surgical, Pharmacological & Diet	08	
9.	Follow up / Nursing care plan	10	
10.	A. V. aids	02	
11.	Reference / Bibliography	02	
12.	Group discussion	03	
	TOTAL	50	

Remarks:

<u>POSITIVE POINTS</u>	<u>POSITIVE TO BE IMPROVED</u>

Mark obtained: _____ Out of 50

Signature of Student:

Signature of Evaluator :

UTTAR PRADESH UNIVERSITY OF MEDICAL SCIENCES, SAIFAI

LAB DEMONSTRATION/EXPERIMENTS ASSESSMENT FORM

NAME OF STUDENT-

NAME OF FACULTY-

COURSE-

DATE & TIME-

SUBJECT-

OBJECT/TOPIC-

TOTAL MARKS- 100

S. NO.	EVALUATION CRITERIA	GRADE				
		5	4	3	2	1
1.	Introduction given a) About the chemicals/Instrument b) Preparation of reagents/Instruments c) Demonstration of the apparatus					
2.	Object/Topic a) Reason to perform b) Clear objective c) Approaches adopted					
3.	Methodology (Adopted) a) Time duration for experimentation/Procedure b) Methods adopted c) Flash point of experiment/procedure					
4.	Observation a) How to record reading b) Specific time to record the reading					
5.	Inference a) Inference related with outcome					
6.	Calculation a) Clear method of calculation b) Calculate deviation from standard reading					
7.	Result a) Outcome of result					
8.	References a) Journals and Books followed					
9.	Precaution(s) a) Safety measurements b) Minimise standard deviation/ Error					
10.	Significance of Experiment/Demonstration Done a) Outcome of the experiment/Procedure b) Knowledge enhancement					
Scores 5= Excellent 4=Very Good 3= Good 2=Satisfactory/Fair 1=Poor						

Remarks:

Mark obtained: _____ Out of 100

POSITIVE POINTS	POSITIVE TO BE IMPROVED

Signature of Student:

Signature of Evaluator :

EVALUATION FORMAT FOR GROUP PROJECT

NAME OF THE FACULTY: _____

DATE OF COMPLETION OF PROJECT: _____

TYPE OF PROJECT: _____ FORM OF PROJECT: _____

NAME OF TEACHER: _____

Sr.No	Content	Out of	Obtained Marks
1.	Title of project	04	
2.	Type of project	02	
3.	Need of project	04	
4.	Pre-plan: Background information of area and Survey	04	
5.	Goals and Objectives	04	
6.	Assessment of resources	04	
7.	Fixing a priority	04	
8.	Expected outcome of project	04	
9.	Implementation		
a.	Resources available	04	
b.	Manpower required	04	
c.	Equipment's required	04	
d.	Appropriate technology	04	
10.	Organization		
a.	Workplace: urban , rural, classroom	04	
b.	Schedule of stages start to finish used properly	06	
11.	Controlling		
a.	Allocate responsibility to each member of group	04	
b.	Collection of data or information , monitoring and utilization of data	02	
c.	Appropriate technology	4	
d.	Participation of community	04	
e.	Feasibility of project	02	
f.	Overall project was economical	04	
g.	Benefit to community/Group	02	
h.	Educational value of project	02	
I.	Innovative approach	02	
12.	Group presentation of project	18	
	TOTAL	100	

Positive Points:

Points to be improved:

**Signature of Group
Students**

Faculty signature

LESSON PLAN

DESCRIPTION

Planning for a lesson means identification of the sequence and style of presentation and evaluation procedure to be adopted for classroom teaching of a lesson. Hence it is a proposition in advance which establishes a linkage between the why, what and how of teaching in the class .

IMPORTANCE OF LESSON PLANNING

- It makes teaching systematic and well organized.
- It helps teachers in identifying adequate content and its proper sequencing for teaching a lesson
- It helps teachers to learn to foresee and tackle learning difficulties of children.
- It enables teachers to utilize the available time properly.
- It helps in developing insights about learning needs and abilities of children.
- It helps teachers to develop the habit of undertaking immediate corrective measures.
- It gives confidence to teachers during teaching

STEPS OF LESSON PLANNING

The following issues need to be decided for developing a lesson plan.

1. **Objectives:** The objectives of teaching a particular lesson should be stated as per the competency to be developed amongst students . Generally teachers state only general and specific objectives of the lesson.
2. **Content:** The subject matter that is intended to be covered should be limited to the prescribed time. The matter must be interesting and it should be related to the students previous knowledge. It should also be related to daily life situations.
3. **Methods:** The most appropriate method be chosen by the teacher. The method selected, should be suitable to the subject matter to be taught. Suitable teaching aids must also be identified by the teacher. The teacher may also use supplementary aids to make his/her lesson more effective.
4. **Evaluation:** A teacher must evaluate his/her lesson to find the extent to which he/she has achieved the objectives of his/her lesson. Evaluation can be done even by recapitulation of subject matter through suitable questions.

PREPARATION OF LESSON PLAN

1. Enter the basic details of the lesson plan in a template (identification data) with a general objectives.
2. in the first column , mention the time required to complete the each heading or subheading of the particular topic .
3. In the second column, mention the specific objectives states that At the end of the lecture the students will be able to..... and write according to the blooms taxonomy verbs..
4. In the third column, mention the contents of heading or subheading **in detail.**
5. In the fourth column, list teaching and learning activities that allow students to interact with teachers to acquire knowledge or skills.
6. In the fifth column, mention the Audio visual aids will be used.
7. In the sixth column, mention the evaluation methods or techniques (i.e Structured/Semi structured/Open ended questions) by which the teacher will assess the students regarding the topic/sub Heading.
8. After writing all headings and subheadings, write a body of summary, recapitulation (a series of closed or semi-structured questions), expected student assignments, and references in APA or Vancouver style.
9. Finally, get the approval from the HOD/DEAN before delivering the Lecture.

UTTAR PRADESH UNIVERSITY OF MEDICAL SCIENCES,

SAIFAI

LESSON PLAN

ON

EPILEPSY

IDENTIFICATION DATA

NAME OF THE STUDENT TEACHER :

NAME OF THE SUBJECT :

NAME OF THE UNIT :

NAME OF THE TOPIC :

CLASS /GROUP OF THE STUDENTS :

SIZE OF THE GROUP :

DATE AND TIME :

VENUE : Lecture Theater

DURATION OF TEACHING :Hours

METHOD OF TEACHING : lecture/Discussion/Demonstration/
symposium / panel discussion/etc

A.V AIDS : LCD Projector, Black/White Board/
Models/charts/ Pamphlet / Flip Chart etc

PREVIOUS KNOWLEDGE OF THE GROUP : Students don't have basic knowledge
regarding the Epilepsy (For Example)

GENERAL OBJECTIVES: At the end of the class, the students will be able to (For Example)

- exhibit the knowledge regarding epilepsy
- provide and encourage preventive care to epilepsy patient .
- compare the general health status of the epilepsy with Seizure , the Status epilepticus
- provide first aid management and health education to the epilepsy patient.
- Helps the patients to cope up with the current situation and to improve the QOL

TIME	SPECIFIC OBJECTIVE	CONTENT MATTER	TEACHING-LEARNING ACTIVITY	AVAIDS	EVALUATION
2 mins	<u>At the end of the lecture the students will be able to</u>	Seizures results from abnormal excessive hyposynchronous neuronal activity in brain. About 50 million people in worldwide have epilepsy and nearly 90% epilepsy occurs in developing countries . Epilepsy become more common as people age .Onset of new cases occur more frequently in infants and elderly .Epilepsy is controlled , but not cured with medications .However 30% people with epilepsy do not have seizures control even with the best available medications .Surgery may be considered in difficult cases . Not all epilepsy syndromes are lifelong - some forms are confined to particular stages too.	<u>TOPIC</u> <u>INTRODUCTION</u> An understanding of Epilepsy is essential for the nurse to gain knowledge and treat with the symptoms which will helps to save someone Life. <u>ANNOUNCEMENT OF THE TOPIC</u> My topic of discussion for today is: Epilepsy	White Board	
2 mins	explain about the definition of Epilepsy	Definition Seizures occurs when the brain cells that communicate with each other through signals sends out abnormal signals .Having several seizures considered epilepsy.	Teacher will explain about the mechanisms of occurring. Students will note down the definition.	Flip Chart	What are the key points to develop Epilepsy?
<u>5 min</u>	List out and enumerate the causes and risk factors of epilepsy	Causes Epilepsy has no identifiable cause in about half the people with the condition. In the other half, the condition may be traced to various factors, including: Genetic influence. Researchers have linked some types of epilepsy to specific genes, but for most people, genes are only part of the cause of epilepsy. Certain genes may make a person more sensitive to environmental conditions that trigger seizures. Head trauma. Head trauma as a result of a car accident or other traumatic injury can cause epilepsy	Teacher will encourage the students to list out then explain with examples and enumerate about causes and risk factors Students will note down the key points.	LCD and Black Board	List out the risk factors of Epilepsy? <u>CONTINUE in detail of remaining contents.....</u>

Followed by

SUMMARY

RECAPITULATION

ASSIGNMENT

BIBLIOGRAPHY / REFERENCES

UNIT PLAN

DESCRIPTION

A course or syllabus comprises a number of chapters or units. Each unit consists of a quantum of knowledge which represents a particular theme. This body of knowledge has to be transacted in the class so that the objectives of teaching the unit are achieved by the students.

a course consists of a few units. A unit, similarly, comprises a few sub-units. Each sub-unit further consists of a few lessons. Each lesson again comprise a number of learning experiences.

A unit consist of a comprehensive series of related and meaningful activities to achieve the purpose, educational objectives by providing significant educational experience that would result in appropriate behavioural changes in the learners

OBJECTIVE

A unit plan is to manage student learning in that unit. It represents sequencing of learning activities the unit and the supporting. learning materials that are required for transaction of learning experiences.

IMPORTANCE OF UNIT PLANNING

- It helps teachers to have a holistic view of teaching-learning, which may help in organizing time and resources available at his/her disposal.
- It helps in designing a systematic, sequential and graded arrangement of course content which may give insight to develop teaching activities in the best possible manner.
- l It helps in giving a balanced emphasis to various aspects of course content or competency under reference.
- It provides an opportunity to correlate textual content with the competencies to be dealt with in the class.
- It may help thinking about alternative approaches to teaching-learning and adapt to individual differences.
- It may help unit-wise evaluation of children and in organizing remedial teaching and undertaking enrichment measures as per the requirements.

CRITERIA FOR UNIT PLANNING

- Variety of experiences should be planned
- Related topic should be clubbed together
- Unit should be part of the sequence
- Learning outcome should be considered important
- Should be the result of student and teachers cooperative planning

STEPS INVOLVED IN UNIT PLANNING

In syllabus have structured hours of for the each course and unit. Hence the teachers should adopt the same to plan the UNIT PLAN. If the syllabus doesn't mention requisite hours of the Unit or chapter then the following steps to be done.

- a) Estimate the whole course content/set of competencies for the class during the year.
- b) Arrange the given course content /set of competencies in a teaching-learning sequence.
- c) Distribute the whole course content/competencies into units. Hence you may like to consider the following:
 - i) Estimate the teaching time for each Unit/Chapter.
 - ii) A unit should not be too small or too lengthy.
 - iii) It should have some element of commonness within its components.
 - iv) It should be such that it should not require more than a month in any case to complete in the class
 - v) It should be such that its completion develops a sense of accomplishment to both the teacher and the students.

PREPARATION OF UNIT PLAN

1. Enter the basic details of the unit plan in a template with a general objective
2. In the first column , mention the competencies expected from the students.
3. In the second column, continue to divide the hours of the specific unit or chapter by subtitles
4. In the third column, mention the teaching method to be applied.
5. In the fourth column, list teaching and learning activities that allow students to interact with teachers to acquire knowledge or skills.
6. In the fifth column, mention the Audio visual aids will be used.
7. In the sixth column, mention the evaluation methods or techniques by which the teacher will assess the students.
8. Finally, Get the approval from the HOD/DEAN

UPUMS, FACULTY OF

SAIFAI, ETAWAH

UNIT PLAN

Course : PSYCHOLOGY

Unit Number : 2

Unit Title : Biology of human behavior

Group : year students

**Total duration
of the unit** : 5 hrs

Teacher Name : Dr.....

General Objective : Upon the completion of this unit, the students is able to explain the biology of human behaviour

Unit plan enclosed

UNIT PLAN

COMPETENCIES The student is able to :	H O U R S	CONTENTS	METHODS OF TEACHING	TEACHING – LEARNING ACTIVITIES	TEACHING AIDS	METHODS OF EVALUATION
Describe the body-mind-relationship	1	Body-Mind-Relationship effect of body on mind and mind on body	Lecture / discussion	Discussion among students about relationship of body and mind (psychosomatic)	Chalk board, Flip Chart	Question and answer
Illustrate the influence of genetics and heredity on behavior	1	GENETIC & ENVIRONMENT ON BEHAVIOR - Genetic influence, twins study, monozygotic, dizygotic influence on behavior and social influence on behavior	Lecture / discussion	Classroom discussion	LCD , Posters	MCQ by Google form
Explain the behavior and structure of brain, nervous system, endocrine glands, sensation	1	BRAIN, NERVOUS SYSTEM, ENDOCRINE GLANDS, SENSATION types of brain and their role, role of endocrine glands , neurons and role of neurotransmitters and sensation	Lecture / discussion	Group Discussion / Quiz	Flip Chart, Models, Anatomical Charts.	Question and answer
Explain the nature of behavior of an organism	2	HUMAN BEHAVIOUR Nature of human being	Discussion	Role Play	White board and LCD with Video clips	Unit Test

MENTOR- MENTEE SYSTEM

Mentors are student centric teachers-friends-guides who help young learners in their transitory phases and challenging academic times. Mentoring program has been introduced for obtaining a realistic assessment of the learner's performance and for providing inclusive spaces for academic growth and skillful development of the student's community. Mentors' emotional encouragement and motivation during challenging times serve to help students balance their academics and extracurricular activities.

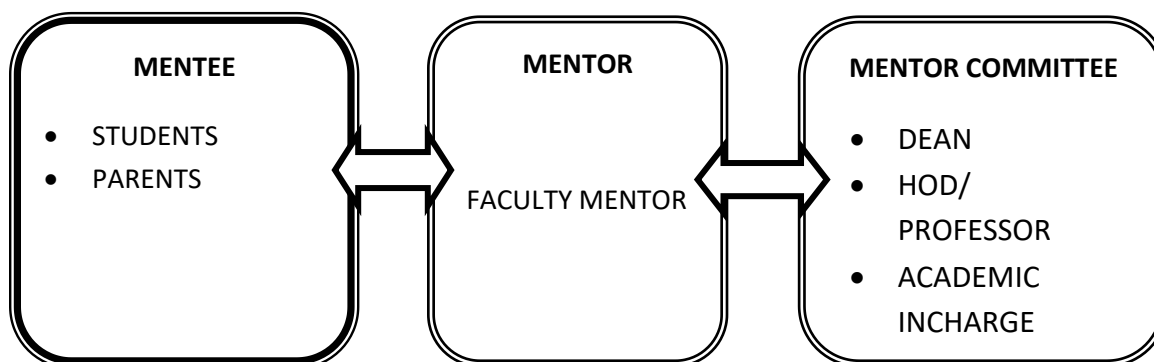
MENTOR MENTEE SYSTEM OBJECTIVES:

1. To provide a reliable, comprehensive support system to encourage and motivate our students to achieve professional and personal goals.
2. To provide guidance, effective learning, and skillful development of our students and to find out Slow Learners(SL), Good Learners (GL), and Advanced Learners(AL)
3. To help them to understand the challenges and to grab the opportunities through guidance and support.
4. Smooth transition to campus life and professional academic life.

EXPECTED OUTCOME

- Healthy Learning Atmosphere
- Bold, active and passionate Professional student
- Improved academic performance
- Confident parents
- Excellent, socially committed professionals
- Find out slow , good and advanced learning capable students

LINE OF REPORTING



ALLOCATION OF MENTEE

A minimum of 20 students shall be assigned by the Dean or HOD to each Mentor(Faculty member) . The coordinator of the class is not acceptable as a mentor in that class.

MENTOR MENTEE HOUR

The mentor mentee hours should be noted in the timetable by the class coordinator (at least once per month), and all mentors should be made aware of this in advance. However, if students ever need any guidance, they can approach their specific mentor.

Mentor's Responsibilities

- a) Understand and abide by all the Institutions policies.
- b) Serve as a positive academic and social role model.
- c) Educate wards about various resources and student services available at UPUMS
- d) Maintain confidentiality with any shared information.
- e) Coordinate and facilitate social and educational programs as desired or needed.
- f) Act as Philosopher, Guide and Role model to the students; however they are expected to maintain a professional rapport with wards.
- g) Discuss any concerns about wards to the Class Advisor and Head of Department. Identify the problems earlier and make necessary arrangement for referral to higher authorities.
- h) Motivate students to show interest and learn the most.
- i) Be prepared to clarify the doubts of students, if any, at any time.
- j) Frequent Schedule of special counseling hours and display it well in advance.
- k) Treat students with respect, and teach them to treat others with respect.
- l) Motivate and help students to do minor educational projects in related area / topics (suggested by the faculty member or chosen by the Student himself / herself), so that their analytical and self-learning skills improve.
- m) Feel comfortable with exceptional learners, slow learners and learners with diverse needs.
- n) Handle gently but firmly, any misbehavior of students and weed out the cause.
- o) Participate in and complete all other duties as assigned.
- p) Maintain Mentor Mentee Record of students assigned to them.
- q) Contact his/her parent immediately through phone and call them for meeting, in case of misconduct or misbehavior of any student, if required.
- r) Maintain a "Parent Meet Register" in the department if applicable.
- s) Mentors shall conduct meeting to discuss about students' academic, attendance and disciplinary activities and other. The meeting should be conducted one-to-one (face-to-face interaction)
- t) Mentor Mentee reports in the following prescribed format shall be submitted to the Dean through HOD

UTTAR PRADESH UNIVERSITY OF MEDICAL SCIENCES, SAIFAI
MENTOR- MENTEE FORM

LATEST
PHOTOGRAPH

SLOW/GOOD/ADVANCED LEARNER

Name:	Course:	Batch:
Enrolment no	Roll No:	DOB:
Category: Gen/OBC/SC/ST/.....	Subcategory:	Gender:
Parent's Details : Father's Name :		Mother's Name :
Occupation:		Occupation:
Email:		Email :
Contact No:		Contact No:
Permanent Address:		
Correspondence Address:		
Sibling's Details1.	2.	
3.	4.	
Sibling's Address (Permanent):		
Email:		Contact No:
Any Relatives staying in UPUMS:		
Name of the Person:		
Address :		
Phone number:		
Social media ID: 1.	2.	
3.	4.	
Whether Hostetler/Day Scholar:		Name of Room Mate (Course & Batch):
Hostel No :	Room No:	Email:
		Contact No:
Address (Local): Hostel/PG:		
Relation with Roommate: Good/Not Good (If not good then give reason):		
Relevant Medical history:		
Are you on any Medication for any disease :		
Blood Group:		
Hobbies:		
Any Bad habit (like consumption of intoxication):		
Do you faced any sort of Ragging: Yes/No		
If yes, Then attach short report:		

Study Regularity :

Month													
Attendance Status													
Finding difficulty in any subject													
Action Taken													
Report to Parents													

Any Suggestion:

Sessional Exam Marks Details:

Internal/Sessional/term exam	Theory (T)				Practical (P)		
	T-1	T-2	T-3	T-4	P-1	P-2	P-3

Semester/yearly examination result

Semester	T-1	T-2	T-3	T-4	P-1	P-2	P-3

Participation in Extra-Curricular Activities

Event	As a Hobby	Active Participation	Team Member	Position Held	prizes

Mentee Opinion about Teachers/Classmates/Officials/Co-residents/Others (EVERY TWO MONTHS)

Date	Teachers	Office staffs	Classmates	Co-residents	Others

Attach Documents/report if any-

MENTOR MENTEE REPORT

Report for the Month of:

Name of the Mentor:

Designation:

Department:

Number of Mentee Assigned:

Number of Mentee Interacted:

Email:

Mobile No:

S.No	Name of the Mentee/ Student	Date Interacted	Grievances/ clarification request	Action Taken	status	Signature of the Mentee/ Student
1.			1. 2. 3.			
2.						
3.						
4.						

Mentor

HOD

Dean

IDENTIFICATION OF SLOW, GOOD AND ADVANCED LEARNERS

The admitted students represent a combination of bright students and not-so-bright students. In order to cope with the new learning environment, a number of measures should be taken for the students by the University.

The Course (subject) Incharge should identify the slow, good and the advanced learners from each batch of each year and every course as per the following criteria and inform the same to the respective Mentor.

S.NO	ASSESSMENT CRITERIA	WEIGHTAGE IN PERCENTAGE
1.	Score obtained by student in Class Test or First Sessional/Internal/Term Examination conducted for the respective Course (subject)	

Based on above assessed parameters students are classified into three groups:

- Weightage less than 50% consider as slow learner
- Between 50 to 75 %, Good Learners - who do need special attention.
- Weightage more than 75% consider as Advanced learner

Note -

1. Respective Subject Incharge should prepare the data and complete the required measures. He/She also maintain the records and submit the report to respective HOD and Dean.
2. The above details are provided by the concerned subject teacher to the concerned Mentor. These details are maintained in the Mentors Form/Diary.
3. The attendance of remedial classes (slow learners) or any other teaching learning activities for good and advanced learners to be maintained by Course (subject) teacher.

FOLLOW UP ACTIONS/ ACTIVITIES FOR SLOW LEARNERS

- Remedial classes
- Compensatory teaching
- Assignments and solving University question papers
- Counseling sessions
- Personal attention
- Distribution of incorporated AVAIDS Materials and Notes(Hard and Soft Copy)

FOLLOW UP ACTIONS/ ACTIVITIES FOR GOOD LEARNERS

- Sessions for improving studying Habits
- Sessions for improving Writing skills in examination
- Counseling sessions
- Personal attention
- Give Micro Task and give immediate feedback
- Encourage for self evaluation and help to Identify his/her academic related issues and give direction to improve.

FOLLOW UP ACTIONS/ ACTIVITIES FOR ADVANCED LEARNERS

- Encouragement to complete NPTEL/SWAYAM/Advanced courses
- Encouragement Participation in Seminars/Conferences/Technical Events
- Assignment based on Model making/building
- Industrial visits and industry sponsored internships
- Select them as committee coordinators/Members
- Encouraged to become member of professional bodies and organize events

- Research oriented micro projects from 2nd year onwards
- Assistance provided in securing good internship/Job opportunities
- Institutional Summer and Winter Internships
- Peer Teacher
- To Form Subject Related Student Societies
- Class Representatives

FORMAT

UPUMS

FACULTY OF

PROGRAMME: YEAR/SEMESTER

IDENTIFICATION OF SLOW,GOOD AND ADVANCED LEARNERS

COURSE CODE :

COURSE NAME :

MAXIMUM MARKS: 75

PASS MARK: 38

UNIT TEST/ INTERNAL/SESSIONAL/TERM EXAMINATION

SL. NO.	ENROLLMENT NO.	STUDENTS NAME	OBT. MARKS	%	ACTION TAKEN
1	UPUMS2001001	AAKASH RATHOR [@]	AB	NA	Counseling done and report to the parents regarding his academic activity and absent.
2	UPUMS2001002	PANKAJ SINGH [#]	13	18%	Counseling done, advised to attend the remedial classes ,provided PPT and informed to meet after two weeks for solving university question paper & follow up
3	UPUMS2001003	ABHISHEK ^{\$}	58	77%	Encouraged to do peer teaching, given an Problem solving approach assignment on UNIT 6 (Topic).
4	UPUMS2001004	SHAISTA [*]	45	60%	Encouraged for clarify the doubts and approach the teacher if any assistance needed. Gave Direction about how to improve the writing skills in examination

COURSE INCHARGE

HOD

DEAN

@- Irregular Student

- Slow learner

\$- Advanced Learner

*- Good Learner

NOTE: - The Course Incharge may implement follow-up activities which is mention in this draft according to the student's ability and should be noted in the "Action taken" column.

- The above data should be presented to the class teacher for analysis of the results.

ATTENDANCE SUMMARY

INTRODUCTION

There is an increasing trend for higher education institutions to be expected to monitor students' attendance, on the assumption that better attendance leads to higher retention rates, higher marks, and a more satisfying educational experience that will be reflected in student feedback such as the National Student Survey.

IMPORTANCE

1. Tracking student attendance helps the teachers to keep track of student absenteeism and punctuality.
2. It helps department to understand the average percentage of students attending classes each day in the given year and helps them find ways to avoid dropouts.
3. The attendance summary shared with the concern authorities also helps them work on policies to reduce truancy and keeps kids in department.
4. It helps to communicate the importance of attendance.
5. Maintaining a summary attendance record on a regular basis helps faculty members to take future decisions about exam eligibility and more.

DESCRIPTION OF ATTENDANCE SUMMARY PROFORMA

1. Attendance summary should be prepared on every month or as per the direction of Dean/HOD by course Incharge/Subject Incharge and the same to be submitted to Course coordinator/class coordinator.
2. Attendance summary included exact enrollment number and name of the student along with total hours of lecture taken by teacher and percentage of attendance of student.
3. Then students can be categorised according to attendance percentage like number of students who have more than 80% attendance, between 50-79% attendance and below 50% attendance.

Note- The attendance percentage category can be modified as per the norms of NMC/INC/PCI/any respective council and it should be approved by concern authorities.

4. This document should be finally signed by concerned student, course/subject in charge, class coordinator and HOD /Dean.
- 5. Attendance summary to be prepared separately for theory, Clinical and lab if applicable.**

UPUMS, FACULTY OF

PROGRAM: SEM/YR (THEORY/PRACTICAL/LAB)

ATTENDANCE SUMMARY FOR THE MONTH

COURSE (SUBJECT):

S. N	ENROLLMENT NO.	NAME OF THE STUDENT	TOTAL HOURS TAKEN BY TEACHERS	TOTAL HOURS ATTENDED BY STUDENT	%	SIGNATURE OF THE STUDENT
1						
2						
3						

STUDENTS HAVING ATTENDANCE ABOVE 80% =

STUDENTS HAVING ATTENDANCE 50 TO 79% =

STUDENTS HAVING ATTENDANCE BELOW 50% =

**COURSE
INCHARGE**

CLASS COORDINATOR

HOD/DEAN

SESSIONAL/ INTERNAL/ TERM EXAMINATION RESULT ANALYSIS AND IT'S IMPORTANCE

A teacher is always curious about how to assess student's knowledge during the teaching process. Internal assessment allows them to understand a student's mental model. Furthermore, in the teaching process, the teacher is only a facilitator for the students.

The analysis of results will assist in understanding how students are learning and how they have performed in each area of the syllabus/subjects. This data can be used to:

- To identify areas of strength and weakness in order to concentrate teaching efforts where they are most needed.
- To provide university management information.
- To analyze data for the entire university as well as individual candidates.
- To examine overall results or to concentrate on how students performed in specific areas of the syllabus/subjects.
- Recognize overall trends in department performance and provide constructive feedback to individual students.

It will also allow students to see their individual semester performance. This will assist college administration in:

- Taking appropriate actions.
- To improve educational quality.
- To aid in the improvement of student performance.

DESCRIPTION OF PROFORMA

AIM - The major reason why we analyze data is to make decisions based on the outcome of the test

DESCRIPTION

After the allocation of course by the Dean/HOD, the subject teacher will analyze the student results of their respective subject to determine how many students appeared in his/her subject. This will be helpful in analyzing the Internal /Sessional/ Term examination, and the absent students out of the total enrolled students of that particular class.

KEYWORDS

- **Course Incharge** - A faculty member who is in charge of a particular subject.
example: In charge of Anatomy course (subject) in first year MBBS
- **Course coordinator** - A faculty member who is in charge of the program
example: MBBS/BPT/B.OPT /GNM first year

RESULT ANALYSIS BY COURSE INCHARGE (SUBJECT TEACHER) AND COURSE COORDINATOR

- 1- The course Incharge and course coordinator will examine the student results to determine how many students received less than 50% in her/his subject, how many received 50-75%, and how many received more than 75% in the internal/Sessional/term assessment and prepared as per proforma
- 2- The assessment criteria are based on the exam pattern of a specific syllabus in the paramedical, nursing, pharmacy, and MBBS faculties.
- 3- Following the course/subject exam, the course/subject Incharge must submit the results to the course coordinator /class teacher
- 4- The course coordinator /class teacher will compile all subject results and obtain signatures from higher authorities, including the HOD and Dean of the concerned department/faculty.
- 5- course coordinator /class teacher must strictly follow the above-mentioned protocol for both theory and practical subjects.

OUTCOME

- 1- To find out the Advance, Good, and Slow learner category among the students.
- 2- If a student receives a score of over 75%, they will be classified as advanced learners, which will help them improve their performance and receive a higher grade.
- 3- If receive between 50-75% will be categorized as Good learner and below 55% as slow learners.

- 4- This assessment criteria will strengthen the slow learner cognitive abilities and skill development by creating a mentor/mentee group.
- 5- This analysis and comparison of both internal assessments will help in knowing the improvement levels among the students based on their both assessment (1st and 2nd Sessional/Internal/Term examinations)
- 6- The marks scored in all the Sessional/Internal/Term examination are taken into consideration while calculating the overall score of the students for any particular subject.
- 7- Aside from that Good and Advanced Learners are encouraged:
 - a) To participate in project work, seminars on current topics, internships, research paper writing, and other activities to improve student assessment.
 - b) To introduce a sense of market/society-based learning model rather than the older pedagogical methodologies-based model.
 - c) To identify problems, comprehend them, and apply decision-making processes among students.
 - d) To develop analytical thinking among undergraduate projects and researches.
 - e) To help students in improving their skills and practical knowledge in relevant subjects.
 - f) To provide opportunities for students to work on projects related to their interests.
 - g) To improve their innovation and problem-solving abilities by Hands-on skill development and workshops.
 - h) To help students in improving their skills and knowledge by attending expert lectures internally and externally.
- 8- The student results can be distributed to both parents and students for informational purposes

PROFORMA – I

(To be prepared by Course Incharge)

UTTAR PRADESH UNIVERSITY OF HEALTH SCIENCES,

SAIFAI

PROGRAM.....

YEAR/SEM.....

COURSE (SUBJECT).....

MAXIMUM MARKS.....

Internal/Term/Sessional Examination - Result Analysis (Theory & Practical)

SL. NO.	ENROLLMENT NO.	STUDENTS NAME	OBTAINED MARKS	PERCENTAGE
1	UPUMS2001001	AAKASH RATHOR	AB	0%
2	UPUMS2001002	PANKAJ SINGH	13	18%
3	UPUMS2001003	ABHISHEK	58	77%
4	UPUMS2001004	SHAISTA	45	60%

STUDENTS HAVING **MORETHAN 75** PERCENTAGE =

STUDENTS HAVING **50 TO 75** PERCENTAGE =

STUDENTS HAVING **LESSTHAN 50** PERCENTAGE =

TOTAL NUMBER OF ABSENT STUDENTS =

COURSE INCHARGE

HOD/DEAN

PROFORMA –II

(To Be Prepared By Course Coordinator)

UTTAR PRADESH UNIVERSITY OF HEALTH SCIENCES,

SAIFAI

PROGRAM.....

YEAR/SEM.....

Internal/Term/Sessional Examination Result Analysis (Theory & Practical)

S.NO	COURSE/ SUBJECT	TOTAL NO OF STUDENTS APPEARED IN INTERNAL EXAM	TOTAL NO OF ABSENT STUDENTS	STUDENTS HAVING MORETHAN 75 %	STUDENTS HAVING 50 TO 75 %	STUDENTS HAVING LESSTHAN 50 %
1.						
2.						
3.						

COURSE COORDINATOR

HOD

DEAN